NJ SCHOOL PERFORMANCE REPORT

PUBLIC SCHOOL NUMBER ONE
(17-5670-060)
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	SCOTT CANNAO
Address	6129 MADISON ST WEST NEW YORK, NJ 07093-1512
Phone Number	(201)553-4025
Email Address	SCANNAO@WNYSCHOOLS.NET
Website	http://www.wnyschools.net/district/ps1/
Facebook	https://www.facebook.com/WNYPS1/
Twitter	https://twitter.com/wnyps1

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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	127	114	109
1	127	127	114
2	129	137	114
3	129	127	129
4	111	135	123
5	114	117	116
6	132	131	102
Total	869	888	807

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	50.1%	47.4%	48.3%
Male	49.9%	52.6%	51.7%
Economically Disadvantaged Students	85.0%	82.3%	88.7%
Students with Disabilities	12.5%	12.5%	14.7%
English Learners	21.2%	20.9%	18.1%
Homeless Students		0.0%	0.4%
Students in Foster Care		0.1%	0.5%
Military-Connected Students		0.5%	0.4%
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	8.2%	6.1%	2.2%
Hispanic	90.3%	92.1%	96.2%
Black or African American	0.5%	0.8%	0.7%
Asian	0.9%	1.0%	0.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	127	114	109

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	75.2%
English	23.8%
Other Languages	1.0%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	55	51	50	Met Standard	39	45	50	Not Met
White	*	54	50	**	*	52	51	**
Hispanic	54.5	50	49	Met Standard	37.5	45	48	Not Met
Black or African American	N	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	53.5	50	48	Met Standard	37	46	47	Not Met
Students with Disabilities	34.5	41.5	41	Not Met	24	32	43	Not Met
English Learners	66.5	59	54	Exceeds Standard	48	51.5	51	Met Standard

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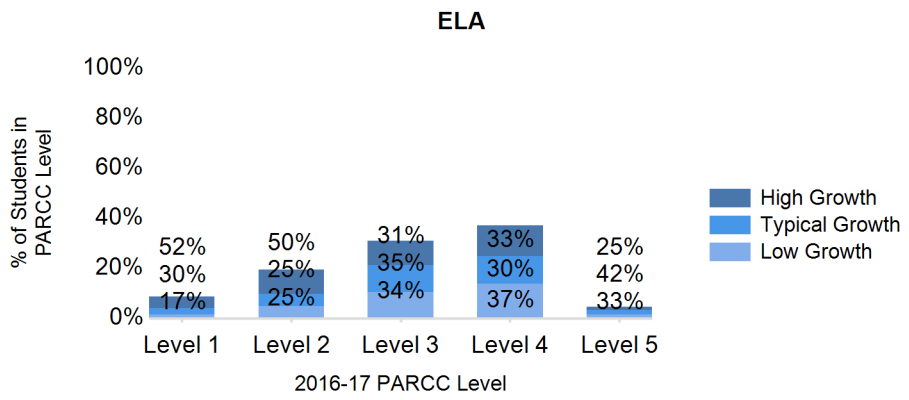
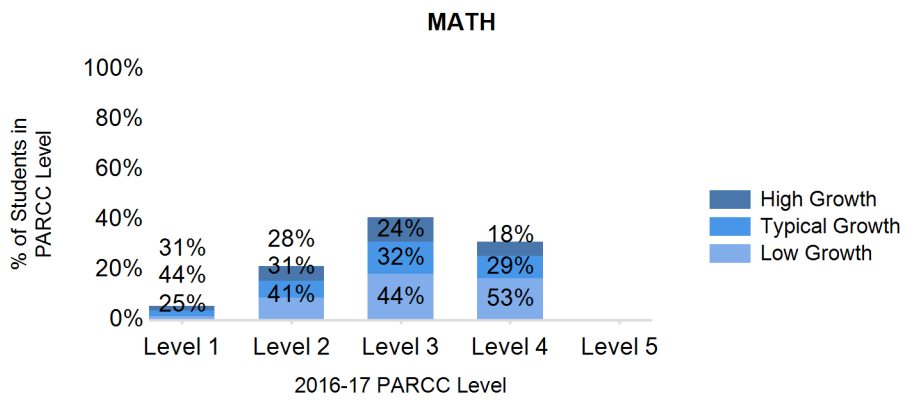
Student Growth by Performance Level

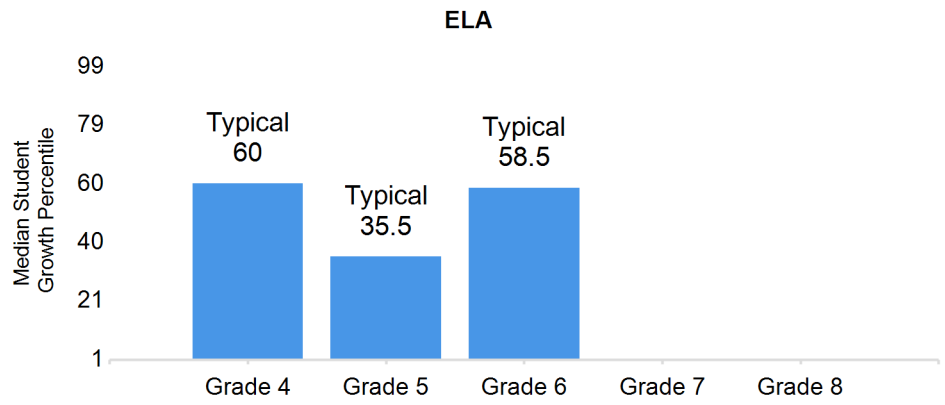
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

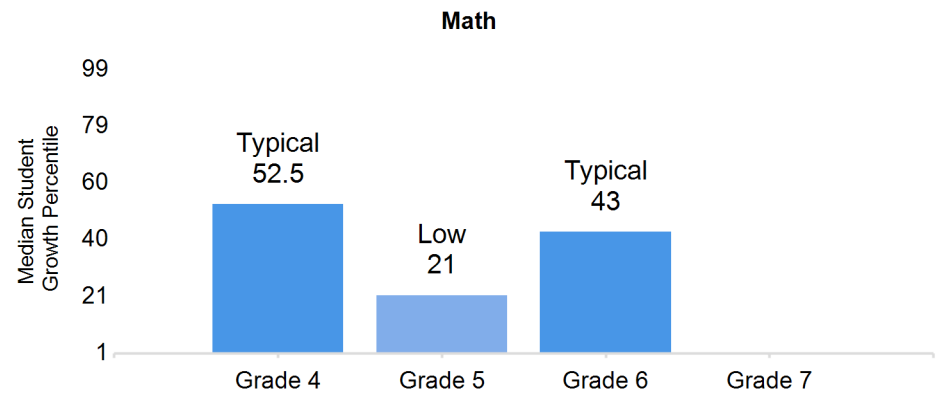




Student Growth by Grade

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	421	100.0	42.5	43.8	56.7	42.5	45.8	Met Target†
White	*	*	*	60.7	65.6	*	**	**
Hispanic	409	100.0	42.6	43.2	42.5	42.6	44.7	Met Target†
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	212	100.0	55.6	50.8	64.5	55.6		
Male	209	100.0	29.2	37.3	49.4	29.2		
Economically Disadvantaged Students	367	100.0	43.4	43.1	38.5	43.4	45.3	Met Target†
Non-Economically Disadvantaged Students	54	100.0	37.0	48.3	67.5	37.0		
Students with Disabilities	71	100.0	15.5	*	21.6	15.5	25	Not Met
Students without Disabilities	350	100.0	48.0	*	63.9	48.0		
English Learners	81	100.0	22.2	*	27.3	22.2	26.6	Met Target†
Non-English Learners	340	100.0	47.4	*	59.4	47.4		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
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	119	733	739	750	13%	25%	34%	*	*	28%	52%
White	*	*	751	759	*	*	*	*	*	*	61%
Hispanic	116	733	738	736	14%	26%	32%	*	*	28%	38%
Black or African American	N	N	*	733	N	N	N	N	N	N	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	57	739	743	756	*	19%	35%	*	*	33%	57%
Male	62	727	735	744	*	31%	32%	*	*	23%	46%
Economically Disadvantaged Students	107	733	737	733	*	*	*	*	*	28%	34%
Non-Economically Disadvantaged Students	12	727	753	762	*	*	*	*	*	25%	64%
Students with Disabilities	18	709	*	719	*	*	*	*	*	*	24%
Students without Disabilities	101	737	*	756	*	*	*	*	*	*	57%
English Learners	11	704	699	712	*	*	*	*	*	*	15%
Non-English Learners	108	736	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	112	748	748	756	9%	13%	23%	*	*	54%	58%
White	*	*	764	764	*	*	*	*	*	*	68%
Hispanic	110	748	*	744	9%	14%	24%	*	*	54%	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	62	756	753	762	*	*	21%	*	*	68%	63%
Male	50	739	742	751	*	*	26%	*	*	38%	53%
Economically Disadvantaged Students	98	749	*	740	*	*	*	*	*	55%	40%
Non-Economically Disadvantaged Students	14	743	*	767	*	*	*	*	*	50%	70%
Students with Disabilities	15	709	716	726	*	*	*	*	*	*	25%
Students without Disabilities	97	754	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	742	745	755	*	21%	32%	*	*	41%	58%
White	*	*	763	763	*	*	*	*	*	*	68%
Hispanic	105	742	744	743	*	21%	30%	*	*	42%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	53	747	751	762	*	*	19%	*	*	57%	66%
Male	54	738	739	749	*	*	44%	*	*	26%	51%
Economically Disadvantaged Students	91	743	744	739	*	*	*	*	*	43%	39%
Non-Economically Disadvantaged Students	16	741	753	766	*	*	*	*	*	31%	71%
Students with Disabilities	17	731	721	724	*	*	*	*	*	35%	22%
Students without Disabilities	90	745	750	762	*	*	*	*	*	42%	65%
English Learners	13	710	712	712	*	*	*	*	*	*	11%
Non-English Learners	94	747	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	*	*	*	756	*	*	*	*	*	*	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	88	746	746	754	*	18%	30%	*	*	43%	56%
White	*	*	754	761	*	*	*	*	*	*	66%
Hispanic	84	746	746	742	*	17%	31%	*	*	43%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	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	47	760	751	761	*	*	26%	*	*	60%	64%
Male	41	730	741	748	*	*	34%	*	*	24%	48%
Economically Disadvantaged Students	72	744	745	739	*	*	*	*	*	46%	37%
Non-Economically Disadvantaged Students	16	754	749	764	*	*	*	*	*	31%	68%
Students with Disabilities	16	719	*	723	*	*	*	*	*	*	18%
Students without Disabilities	72	752	*	760	*	*	*	*	*	*	63%
English Learners	11	699	704	712	*	*	*	*	*	*	*
Non-English Learners	77	753	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	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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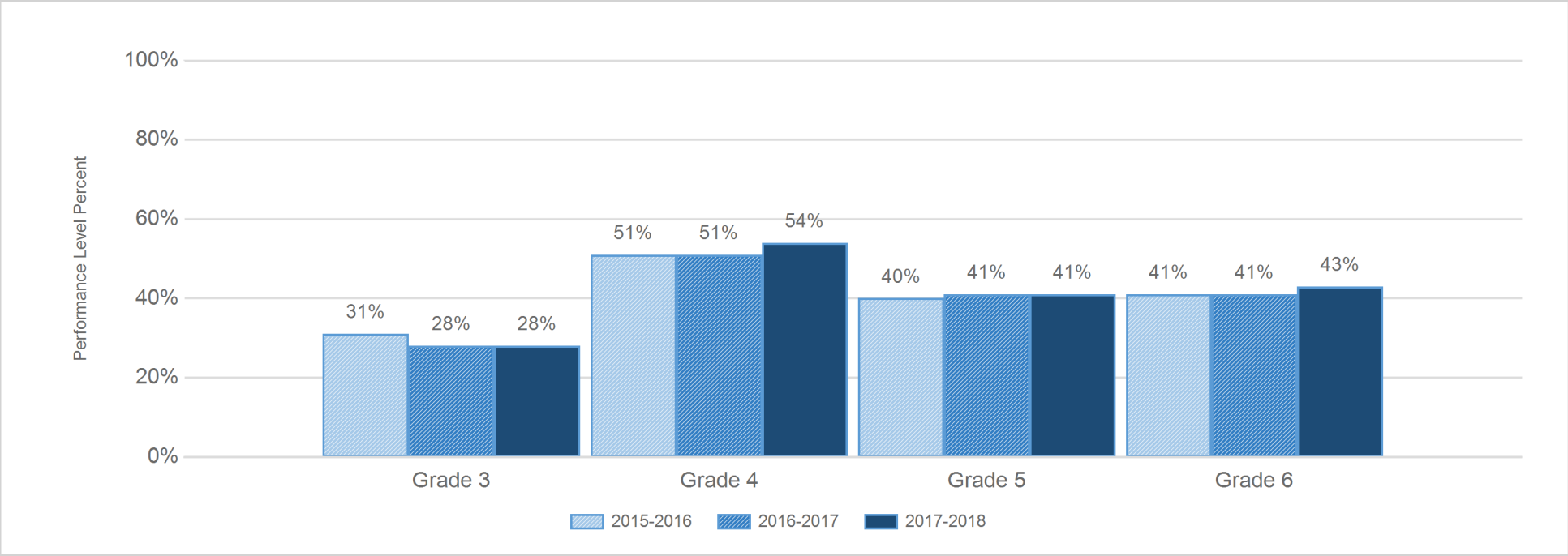
English Language Arts/Literacy Assessment - Performance Trends

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	433	99.8	27.7	29.9	45.0	27.7	45.6	Not Met
White	*	*	*	34.7	54.1	*	**	**
Hispanic	419	99.8	26.9	29.4	29.2	26.9	45	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	218	99.6	29.3	29.8	46.0	29.3		
Male	215	100.0	26.0	30.0	43.9	26.0		
Economically Disadvantaged Students	376	99.7	28.2	29.6	26.6	28.2	45.5	Not Met
Non-Economically Disadvantaged Students	57	100.0	24.6	31.5	55.9	24.6		
Students with Disabilities	71	100.0	14.1	*	17.1	14.1	25	Not Met
Students without Disabilities	362	99.7	30.4	*	50.5	30.4		
English Learners	93	99.0	21.5	*	24.6	21.5	32.8	Not Met
Non-English Learners	340	100.0	29.4	*	46.9	29.4		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

PUBLIC SCHOOL NUMBER ONE
(17-5670-060)
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	123	743	746	752	*	20%	38%	*	*	37%	53%
White	*	*	756	760	*	*	*	*	*	*	64%
Hispanic	120	742	745	739	*	21%	38%	*	*	36%	38%
Black or African American	N	N	*	734	N	N	N	N	N	N	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	59	745	744	752	*	22%	36%	*	*	39%	53%
Male	64	740	747	751	*	19%	41%	*	*	34%	53%
Economically Disadvantaged Students	111	743	745	736	*	*	*	*	*	37%	35%
Non-Economically Disadvantaged Students	12	741	752	762	*	*	*	*	*	33%	66%
Students with Disabilities	18	736	*	730	*	*	56%	*	*	17%	29%
Students without Disabilities	105	744	*	756	*	*	35%	*	*	40%	57%
English Learners	15	742	728	726	*	*	*	*	*	27%	23%
Non-English Learners	108	743	748	754	*	*	*	*	*	38%	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%

NJ SCHOOL PERFORMANCE REPORT

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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	116	739	740	748	*	28%	38%	*	*	31%	49%
White	*	*	749	755	*	*	*	*	*	*	60%
Hispanic	114	739	*	737	*	28%	38%	*	*	31%	34%
Black or African American	N	N	*	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	63	742	741	748	*	*	43%	*	*	33%	50%
Male	53	736	739	748	*	*	32%	*	*	28%	49%
Economically Disadvantaged Students	100	740	*	733	*	*	*	*	*	34%	30%
Non-Economically Disadvantaged Students	16	736	*	758	*	*	*	*	*	13%	62%
Students with Disabilities	15	709	717	725	*	*	*	*	*	*	22%
Students without Disabilities	101	744	744	753	*	*	*	*	*	*	55%
English Learners	13	726	723	722	*	*	*	*	*	15%	16%
Non-English Learners	103	741	742	750	*	*	*	*	*	33%	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	108	727	736	748	14%	31%	44%	*	*	11%	49%
White	*	*	733	756	*	*	*	*	*	*	60%
Hispanic	105	727	735	736	12%	32%	44%	*	*	11%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	54	725	737	749	*	*	*	*	*	*	50%
Male	54	728	735	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	92	727	735	733	*	*	*	*	*	10%	29%
Non-Economically Disadvantaged Students	16	724	739	758	*	*	*	*	*	19%	62%
Students with Disabilities	17	721	721	726	*	*	*	*	*	12%	20%
Students without Disabilities	91	728	739	752	*	*	*	*	*	11%	55%
English Learners	14	719	725	718	*	*	*	*	*	*	13%
Non-English Learners	94	728	737	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	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	95	728	736	744	11%	40%	26%	*	*	23%	44%
White	*	*	736	751	*	*	*	*	*	*	54%
Hispanic	90	727	736	731	11%	41%	27%	*	*	21%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	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	*	*	*	749	*	*	*	*	*	*	52%
Female	51	730	736	745	*	33%	*	*	*	29%	45%
Male	44	725	736	742	*	48%	*	*	*	16%	42%
Economically Disadvantaged Students	78	727	736	729	*	*	*	*	*	22%	24%
Non-Economically Disadvantaged Students	17	732	737	753	*	*	*	*	*	29%	56%
Students with Disabilities	16	708	*	717	*	*	*	*	*	*	13%
Students without Disabilities	79	732	*	748	*	*	*	*	*	*	49%
English Learners	18	712	713	713	*	*	*	*	*	11%	11%
Non-English Learners	77	731	739	745	*	*	*	*	*	26%	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	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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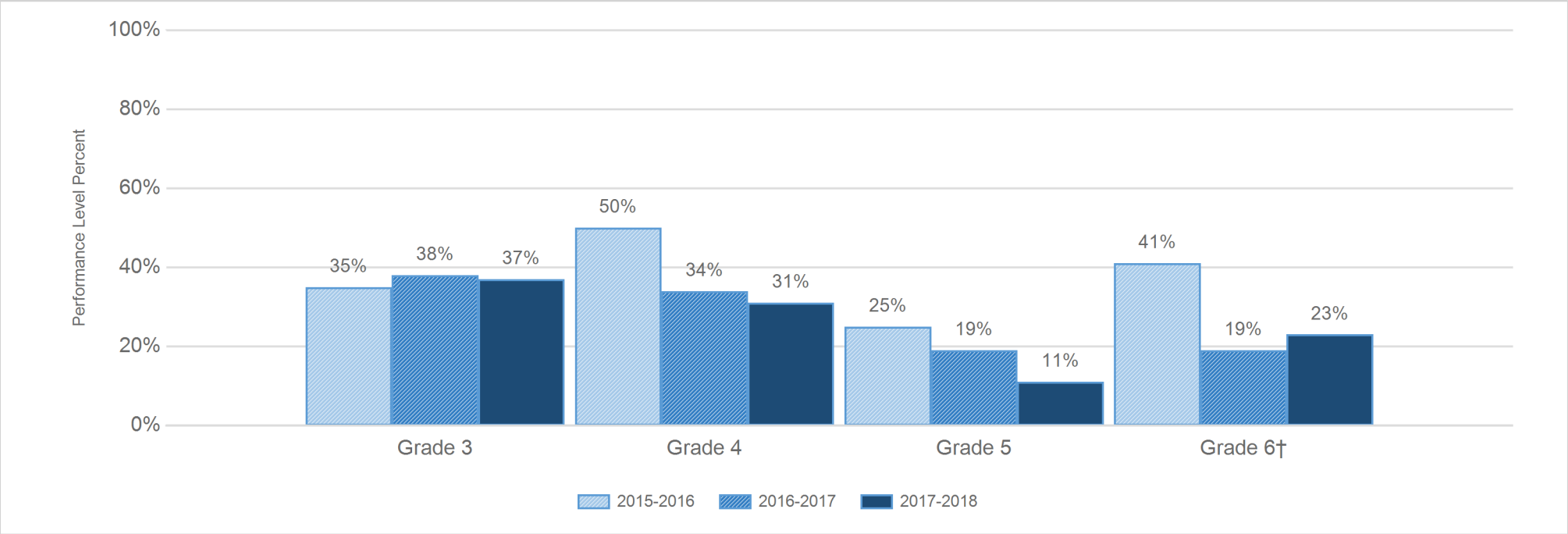
Mathematics Assessment – Performance Trends

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	59.4%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	94	*	*
3-4	41	*	*
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.

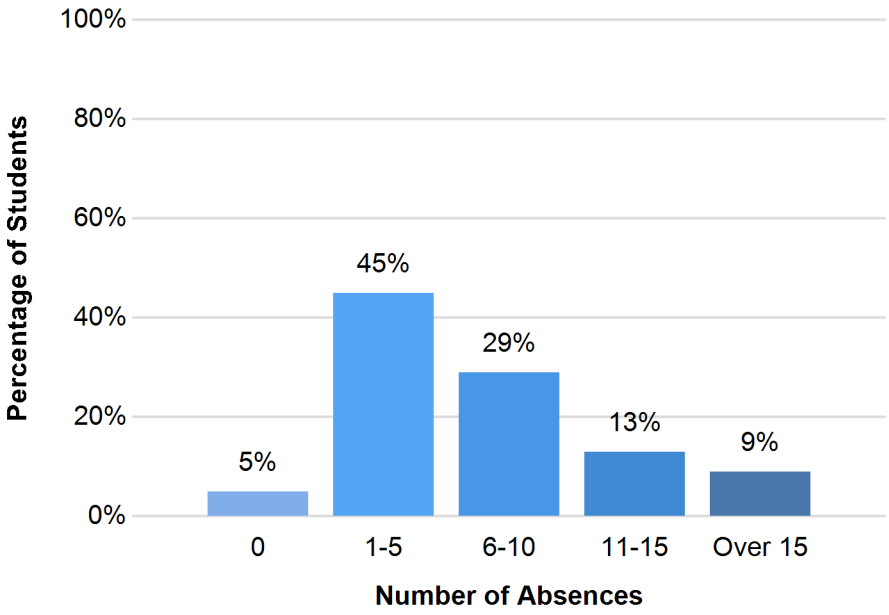
Chronic Absenteeism

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	56	6.9	8.9	Met
White	2	11.1	**	**
Hispanic	52	6.7	8.9	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	47	6.5	8.9	Met
Students with Disabilities	16	12.5	8.9	Not Met
English Learners	4	2.8	8.9	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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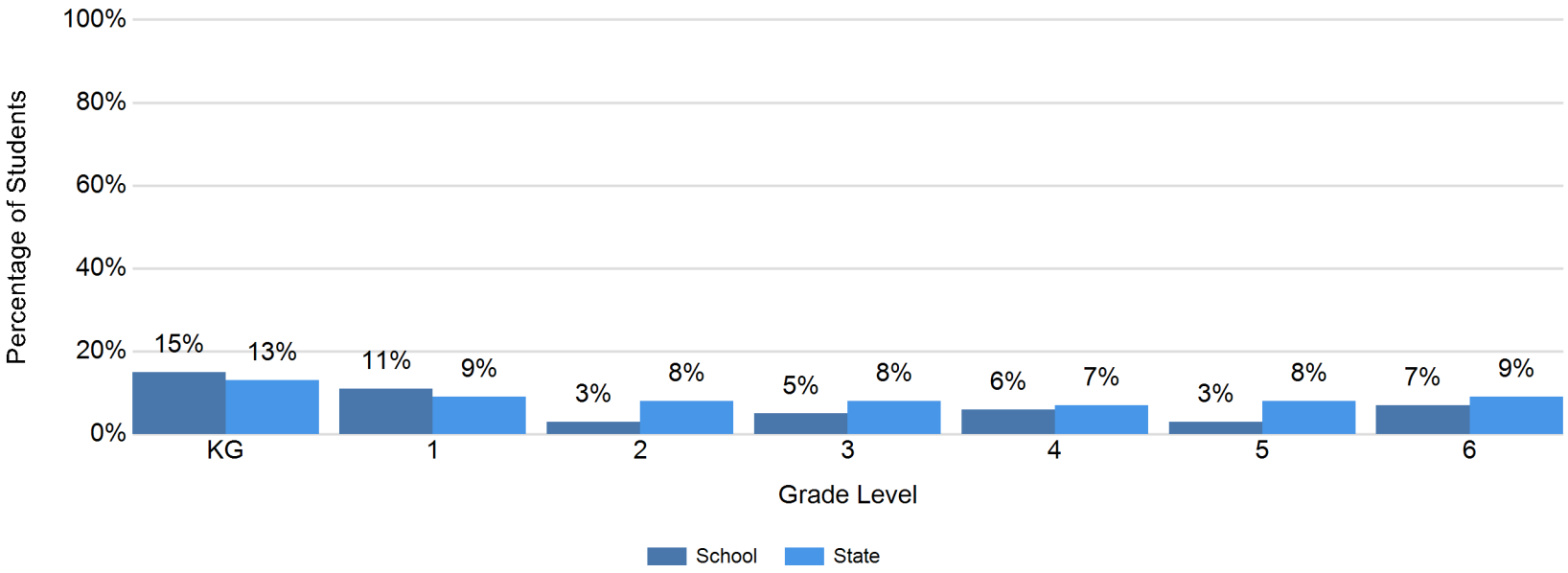
Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.50

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	1	1
Disability	0	1	1
Other	1	1	2
No Identified Nature	3		3

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	*	*
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

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	60	117,464
Average years experience in public schools	13.2	12.0
Average years experience in district	12.8	10.7
Teachers in district for 4 or more years	85.0%	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	404:1	201:1
Teachers to Administrators	30:1	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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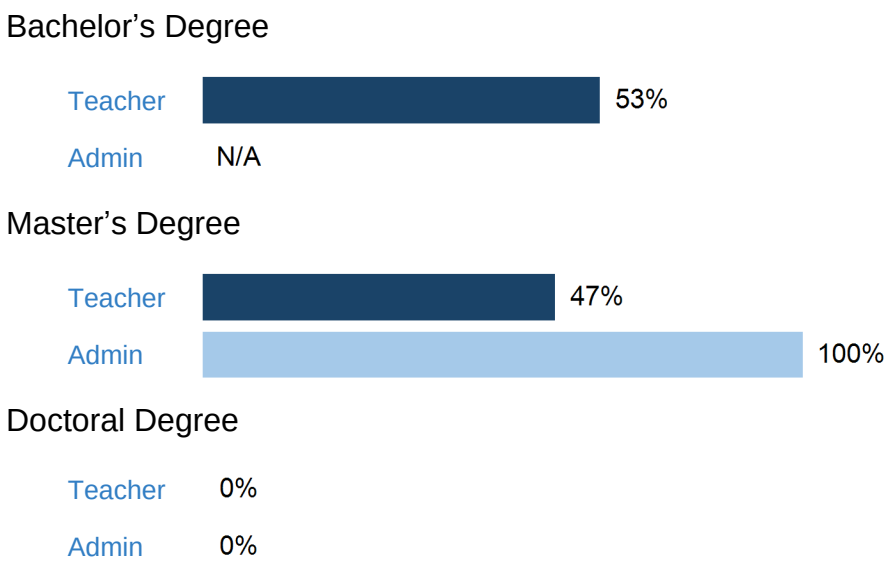
Teachers and Administrators - Level of Education

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	97.2%

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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	86.7%	0.0%
Male	13.3%	100.0%
White	41.7%	50.0%
Hispanic	53.3%	50.0%
Black or African American	0.0%	0.0%
Asian	1.7%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	3.3%	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	25.95	15.0%
Mathematics Proficiency	19.31	15.0%
English Language Arts Growth	65.46	20.0%
Mathematics Growth	13.83	20.0%
Progress Towards English Language Proficiency	63.19	20.0%
Chronic Absenteeism	64.09	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	41.69	n/a
Summative Rating: Percentile Rank of Summative Score	34.72	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Met Standard	Not Met	Met Target	Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	44.81	14.08	No	Met Target†	Not Met	Met Standard	Not Met	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	53.89	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	28.64	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	60.23	14.08	No	Met Target†	Not Met	Exceeds Standard	Met Standard	Met Standard	Met	No

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

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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:	• We offer Extended Day Programs for Math and English Language Arts in Grades 3-6. • We offer S.T.E.A.M. Foundations, Club Code Grade 4, Gifted and Talented Grades K-6 Maker Space CSI. • The daily presence of technology via Promethean Boards and Chromebooks including a 1 to 1 initiative for grades 3-6 and centers for grades 1-2.
Mission, Vision, Theme:	The district mission to "maximize all students' potential in an ever-changing world" is actively pursued on a daily basis. Our staff is committed to providing a caring, supportive, and academically challenging education for our learners. Our faculty works tirelessly to provide a relevant and enjoyable educational program for the whole child.
Awards, Recognition, Accomplishments:	We are a Future Ready Bronze recipient as well as a High Achieving School district.

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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. 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 are given the opportunity to participate in our Intramural Sports Program. Volleyball and Basketball are offered for both boys and girls.
Clubs and Activities:	Aside from the academic experiences that we provide at PS 1, 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. are programs which provide support to children who have suffered a loss or experienced a tragedy. A Literacy through Fitness Club encouraged good health and ELA support.

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Before and After School Programs:	Extended Day Programs for Math and English Language Arts in Grades 3-6 are available for students requiring additional academic support. Maker Space for both Grades 3-6, a CSI club as well as a Robotics club are all offered at PS 1.
Staff and Professional Learning:	Twice weekly PLC meetings were conducted between grade level and subject level teachers to discuss: Sharing of Assessments, Sharing Technology Apps, Student Progress, Student Accommodations, and Lesson Planning. Monthly Staff development workshops offered an array of educational topics. Two annual Professional Development Days were provided throughout the district for all teachers. “Safe School” trainings with post assessments were provided on-line to cover a number of topics.

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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. Bilingual classes and LEP services provided support for English Language Learners. LEAP instruction provided replacement ELA and Math instruction for IEP students in Grades 3-4. Speech Specialists provided support services to students K-6. Additionally, a SSS program is being implemented in the school for struggling students, a SCIS district program is also being implemented for struggling students. We are emphasizing parental contact and awareness through our newly formed PTO.
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. We participated in the Fresh Fruits and Vegetables Program, where students sample various fruits and vegetables a few days per week. A healthy breakfast and lunch is available to all students daily. All students are 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. Monthly Title I workshops were offered to parents covering a spectrum of topics. The school also held a "Back to School" night, a Kindergarten Orientation, as well as an Open House for parents. PS 1 has also reestablished a PTO which is a source of support for parents as well as a means to bring the community together.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Climate surveys for all stakeholders are used to assist in improving the overall climate of the building.
Facilities:	The main building of PS1 is approximately 97 years old and the Annex is approximately 41 years old. Our buildings have the following features: gymnasium, cafeteria, 1 science lab, 3 computer labs, 2 music rooms, art room, and a media center. Steam Lab. New fire alarm system was recently installed.
School Safety:	The school day had eight 40 minute periods. All students wore a standard issue red uniform shirt and either khaki or black pants. PS1 used Blackboard Connect to contact parents about school closures or early dismissals. PS1 held monthly fire and security drills. Each classroom is equipped with a Promethean Board.

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Technology and STEM:	Steam is being infused across all curricula at PS1 from K-6th grade. Various projects are assigned per grade level and related to all subjects. A STEAM Lab is being renovated in the annex and will soon be up and running inclusive of our 3-D printer.