NJ SCHOOL PERFORMANCE REPORT

FLORENCE RIVERFRONT SCHOOL
(05-1520-055)
Grades Offered: 04-08
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	BURLINGTON
District	FLORENCE TWP
Principal Name	MRS. MUNGO
Address	500 FRONT STREET FLORENCE, NJ 08518
Phone Number	(609)499-4647
Email Address	JMUNGO@FLORENCE.K12.NJ.US
Website	https://www.florence.k12.nj.us/riverfront
Facebook	https://www.facebook.com/RiverfrontSchool
Twitter	https://twitter.com/FTSD_Riverfront

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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	46	0	0
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	150	156	107
5	150	150	153
6	135	147	142
7	136	127	146
8	119	139	126
Total	737	719	674

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	49.5%	48.4%	49.1%
Male	50.5%	51.6%	50.9%
Economically Disadvantaged Students	25.9%	29.9%	28.5%
Students with Disabilities	18.7%	16.3%	18.2%
English Learners	0.5%	1.1%	1.9%
Homeless Students		0.4%	0.1%
Students in Foster Care		0.4%	0.3%
Military-Connected Students		1.0%	1.3%
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	64.7%	62.7%	60.8%
Hispanic	5.2%	6.0%	6.2%
Black or African American	21.2%	20.7%	22.0%
Asian	8.1%	9.5%	9.6%
Native Hawaiian or Pacific Islander	0.5%	0.7%	0.7%
American Indian or Alaska Native	0.3%	0.4%	0.6%
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	46	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	86.2%
Bengali	4.5%
Spanish	1.9%
Turkish	1.3%
Panjabi	1.2%
Other Languages	4.9%

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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	38	38	50	Not Met	47	47	50	Met Standard
White	40	40	50	Met Standard	47	47	51	Met Standard
Hispanic	37.5	37.5	49	Not Met	54	54	48	Met Standard
Black or African American	27	27	44	Not Met	33	33	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	48.5	48.5	61	Met Standard	51.5	51.5	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	35	35	48	Not Met	45	45	47	Met Standard
Students with Disabilities	33.5	33.5	41	Not Met	38	38	43	Not Met
English Learners	47.5	47.5	54	**	60	60	51	**

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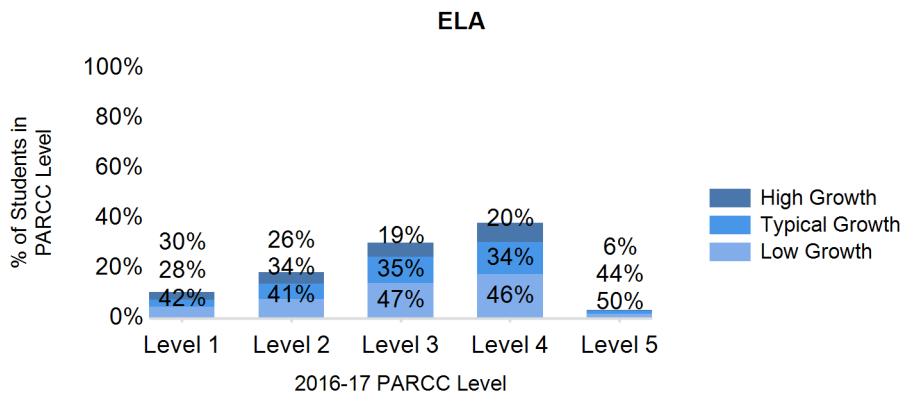
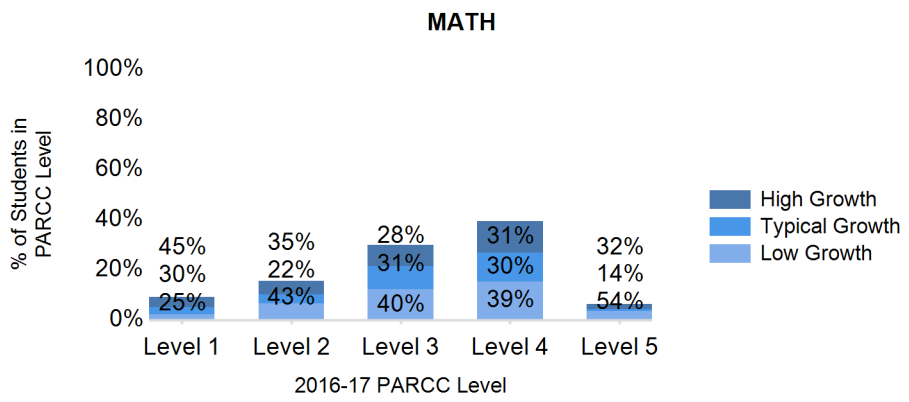
Student Growth by Performance Level

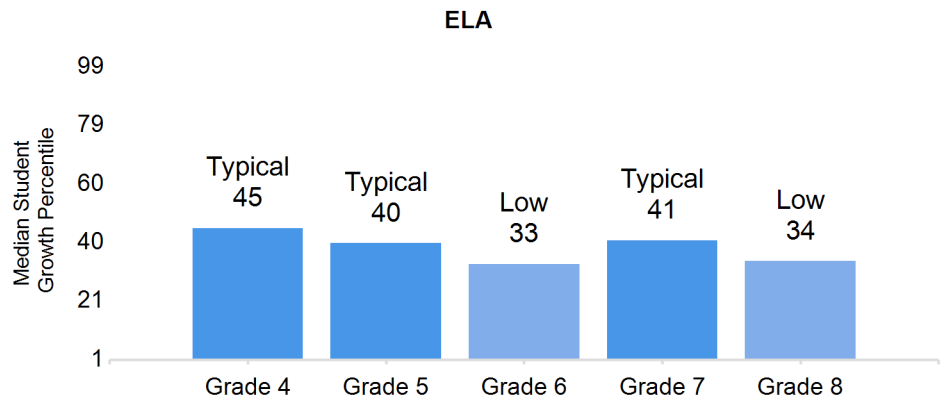
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

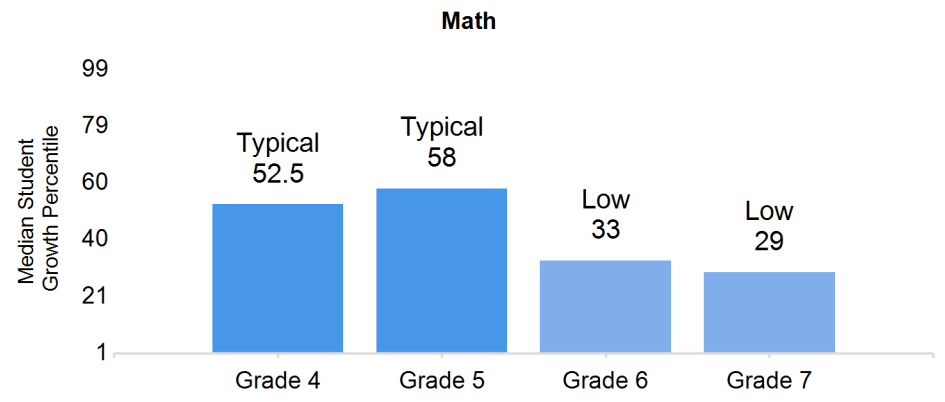




Student Growth by Grade

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	608	88.5	40.5	39.5	56.7	37.7	38.2	Met Target†
White	376	88.6	45.2	42.8	65.6	42.2	40.5	Met Target
Hispanic	*	*	*	38.2	42.5	*	33.8	Met Target†
Black or African American	126	87.4	23.0	22.6	37.3	21.2	26	Met Target†
Asian, Native Hawaiian, or Pacific Islander	66	94.4	48.5	49.5	82.3	48.1	54.7	Met Target†
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	298	88.9	45.9	45.1	64.5	43.1		
Male	310	88.1	35.1	34.0	49.4	32.6		
Economically Disadvantaged Students	165	84.3	19.4	22.7	38.5	*	23.7	Not Met
Non-Economically Disadvantaged Students	443	90.2	48.4	46.3	67.5	*		
Students with Disabilities	110	85.1	*	*	21.6	*	20	Not Met
Students without Disabilities	498	89.3	*	*	63.9	*		
English Learners	22	95.8	18.2	24.4	27.3	18.2	8.8	Met Target
Non-English Learners	586	88.2	41.3	40.2	59.4	38.3		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	43.8	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	108	747	747	756	9%	17%	23%	40%	11%	51%	58%
White	64	750	750	764	*	*	22%	*	*	55%	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	25	740	740	739	*	*	*	*	*	40%	39%
Asian, Native Hawaiian, or Pacific Islander	12	740	740	782	*	*	*	*	*	42%	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	58	757	757	762	*	*	19%	*	*	64%	63%
Male	50	735	735	751	*	*	28%	*	*	36%	53%
Economically Disadvantaged Students	25	737	737	740	*	*	40%	*	*	24%	40%
Non-Economically Disadvantaged Students	83	750	750	767	*	*	18%	*	*	59%	70%
Students with Disabilities	22	710	710	726	*	*	*	*	*	*	25%
Students without Disabilities	86	756	756	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	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	144	741	741	755	12%	18%	28%	*	*	42%	58%
White	80	744	744	763	*	19%	23%	*	*	50%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	32	733	733	738	*	*	38%	*	*	28%	38%
Asian, Native Hawaiian, or Pacific Islander	18	747	747	780	*	*	*	*	*	44%	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	66	747	747	762	*	17%	30%	*	*	45%	66%
Male	78	736	736	749	*	19%	27%	*	*	38%	51%
Economically Disadvantaged Students	47	726	726	739	*	30%	36%	*	*	15%	39%
Non-Economically Disadvantaged Students	97	748	748	766	*	12%	25%	*	*	55%	71%
Students with Disabilities	26	702	702	724	*	*	*	*	*	*	22%
Students without Disabilities	118	749	749	762	*	*	*	*	*	*	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	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	117	738	738	754	11%	17%	35%	*	*	37%	56%
White	75	745	745	761	*	15%	40%	*	*	41%	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	26	713	713	737	*	*	*	*	*	15%	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	53	745	745	761	*	*	36%	*	*	45%	64%
Male	64	733	733	748	*	*	34%	*	*	30%	48%
Economically Disadvantaged Students	38	726	726	739	*	*	34%	*	*	24%	37%
Non-Economically Disadvantaged Students	79	744	744	764	*	*	35%	*	*	43%	68%
Students with Disabilities	26	716	716	723	*	38%	*	*	*	12%	18%
Students without Disabilities	91	745	745	760	*	11%	*	*	*	44%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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 by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	745	745	760	11%	17%	28%	28%	18%	45%	63%
White	78	749	749	768	*	*	26%	29%	21%	50%	72%
Hispanic	*	*	*	746	*	*	*	*	*	*	49%
Black or African American	22	726	726	740	*	*	45%	*	*	18%	42%
Asian, Native Hawaiian, or Pacific Islander	14	757	757	790	*	*	*	*	*	64%	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	57	751	751	769	*	*	28%	*	*	49%	72%
Male	63	740	740	752	*	*	27%	*	*	41%	54%
Economically Disadvantaged Students	29	726	726	742	*	*	45%	*	*	21%	44%
Non-Economically Disadvantaged Students	91	751	751	771	*	*	22%	*	*	53%	73%
Students with Disabilities	16	698	698	721	*	*	*	*	*	*	22%
Students without Disabilities	104	753	753	768	*	*	*	*	*	*	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	130	734	734	759	9%	29%	33%	*	*	28%	60%
White	83	737	737	767	*	29%	35%	*	*	30%	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	26	724	724	739	*	*	*	*	*	15%	39%
Asian, Native Hawaiian, or Pacific Islander	11	735	735	789	*	*	*	*	*	36%	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	69	733	733	768	*	26%	*	*	*	28%	69%
Male	61	736	736	751	*	33%	*	*	*	30%	52%
Economically Disadvantaged Students	33	729	729	740	*	36%	36%	*	*	18%	42%
Non-Economically Disadvantaged Students	97	736	736	769	*	27%	32%	*	*	32%	71%
Students with Disabilities	21	708	708	719	*	*	*	*	*	14%	19%
Students without Disabilities	109	739	739	766	*	*	*	*	*	31%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

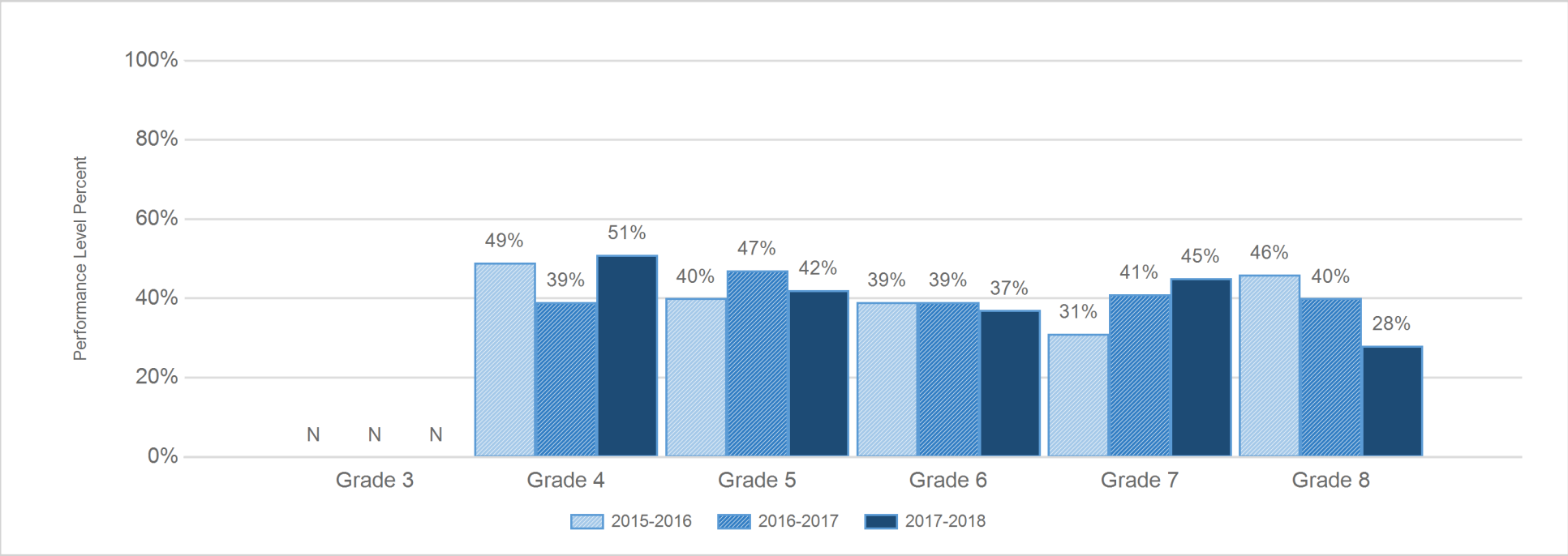
NJ SCHOOL PERFORMANCE REPORT

FLORENCE RIVERFRONT SCHOOL
(05-1520-055)
Grades Offered: 04-08
2017-2018

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

English Language Arts/Literacy Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

FLORENCE RIVERFRONT SCHOOL
(05-1520-055)
Grades Offered: 04-08
2017-2018

Report Key:
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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	606	88.2	37.6	33.5	45.0	35.0	33.9	Met Target
White	376	88.6	40.4	36.0	54.1	37.8	37	Met Target
Hispanic	*	*	*	27.2	29.2	*	28.1	Met Target†
Black or African American	124	86.1	21.8	*	23.4	19.7	19.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	66	94.4	54.5	51.5	77.0	54.1	50.5	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	296	88.3	35.5	31.6	46.0	33.1		
Male	310	88.1	39.6	35.5	43.9	36.8		
Economically Disadvantaged Students	163	83.3	24.5	*	26.6	*	21.1	Met Target
Non-Economically Disadvantaged Students	443	90.2	42.4	*	55.9	*		
Students with Disabilities	110	85.1	*	*	17.1	*	20.8	Not Met
Students without Disabilities	496	88.9	*	*	50.5	*		
English Learners	22	95.8	13.6	19.5	24.6	13.6	21.3	Met Target†
Non-English Learners	584	87.9	38.5	34.2	46.9	35.6		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	25.0	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

FLORENCE RIVERFRONT SCHOOL
(05-1520-055)
Grades Offered: 04-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	748	748	748	*	18%	37%	*	*	40%	49%
White	64	748	748	755	*	16%	38%	*	*	41%	60%
Hispanic	*	*	*	737	*	*	*	*	*	*	34%
Black or African American	25	738	738	730	*	*	44%	*	*	24%	27%
Asian, Native Hawaiian, or Pacific Islander	12	764	764	774	0%	*	*	*	*	67%	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	58	749	749	748	*	*	40%	*	*	40%	50%
Male	50	745	745	748	*	*	34%	*	*	40%	49%
Economically Disadvantaged Students	25	739	739	733	*	*	40%	*	*	28%	30%
Non-Economically Disadvantaged Students	83	750	750	758	*	*	36%	*	*	43%	62%
Students with Disabilities	22	724	724	725	*	*	*	*	*	*	22%
Students without Disabilities	86	754	754	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

FLORENCE RIVERFRONT SCHOOL
(05-1520-055)
Grades Offered: 04-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	143	746	746	748	*	20%	30%	*	*	45%	49%
White	80	747	747	756	*	16%	34%	*	*	46%	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	31	736	736	730	*	*	*	35%	0%	35%	26%
Asian, Native Hawaiian, or Pacific Islander	18	759	759	777	0%	*	*	*	*	56%	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	65	749	749	749	*	20%	28%	*	*	51%	50%
Male	78	743	743	747	*	21%	32%	*	*	40%	48%
Economically Disadvantaged Students	46	735	735	733	*	26%	37%	*	*	28%	29%
Non-Economically Disadvantaged Students	97	750	750	758	*	18%	27%	*	*	53%	62%
Students with Disabilities	26	717	717	726	*	*	*	*	*	*	20%
Students without Disabilities	117	752	752	752	*	*	*	*	*	*	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

FLORENCE RIVERFRONT SCHOOL
(05-1520-055)
Grades Offered: 04-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	734	734	744	13%	20%	34%	*	*	33%	44%
White	75	741	741	751	*	13%	40%	*	*	39%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	25	712	712	726	*	44%	*	*	*	16%	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	N	749	N	N	N	N	N	N	52%
Female	52	737	737	745	*	*	44%	*	*	31%	45%
Male	64	732	732	742	*	*	27%	*	*	34%	42%
Economically Disadvantaged Students	37	722	722	729	*	35%	*	*	*	24%	24%
Non-Economically Disadvantaged Students	79	740	740	753	*	13%	*	*	*	37%	56%
Students with Disabilities	26	712	712	717	*	*	*	*	*	12%	13%
Students without Disabilities	90	741	741	748	*	*	*	*	*	39%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	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	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

FLORENCE RIVERFRONT SCHOOL
(05-1520-055)
Grades Offered: 04-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	739	739	743	11%	26%	21%	*	*	43%	43%
White	78	741	741	750	*	22%	22%	*	*	46%	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	22	720	720	727	*	*	*	*	*	18%	21%
Asian, Native Hawaiian, or Pacific Islander	14	756	756	767	0%	*	*	*	*	71%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	57	735	735	745	*	35%	19%	*	*	35%	45%
Male	63	742	742	741	*	17%	22%	*	*	49%	42%
Economically Disadvantaged Students	29	725	725	730	*	34%	*	*	*	21%	24%
Non-Economically Disadvantaged Students	91	743	743	751	*	23%	*	*	*	49%	55%
Students with Disabilities	16	705	705	717	*	*	*	*	*	*	12%
Students without Disabilities	104	744	744	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

FLORENCE RIVERFRONT SCHOOL
(05-1520-055)
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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	710	710	728	*	*	*	*	*	*	28%
White	48	712	712	736	*	*	*	*	*	*	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	21	698	698	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	48	709	709	731	*	*	*	*	*	*	31%
Male	34	710	710	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	26	704	704	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	56	712	712	735	*	*	*	*	*	*	35%
Students with Disabilities	20	687	687	705	*	*	*	*	*	*	*
Students without Disabilities	62	717	717	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

FLORENCE RIVERFRONT SCHOOL
(05-1520-055)
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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	766	729	746	0%	*	33%	*	*	65%	46%
White	35	765	734	755	0%	*	37%	*	*	60%	57%
Hispanic	*	*	729	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	21	759	725	748	0%	*	*	*	*	52%	48%
Male	27	772	732	745	0%	*	*	*	*	74%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	48	766	*	749	0%	*	33%	*	*	65%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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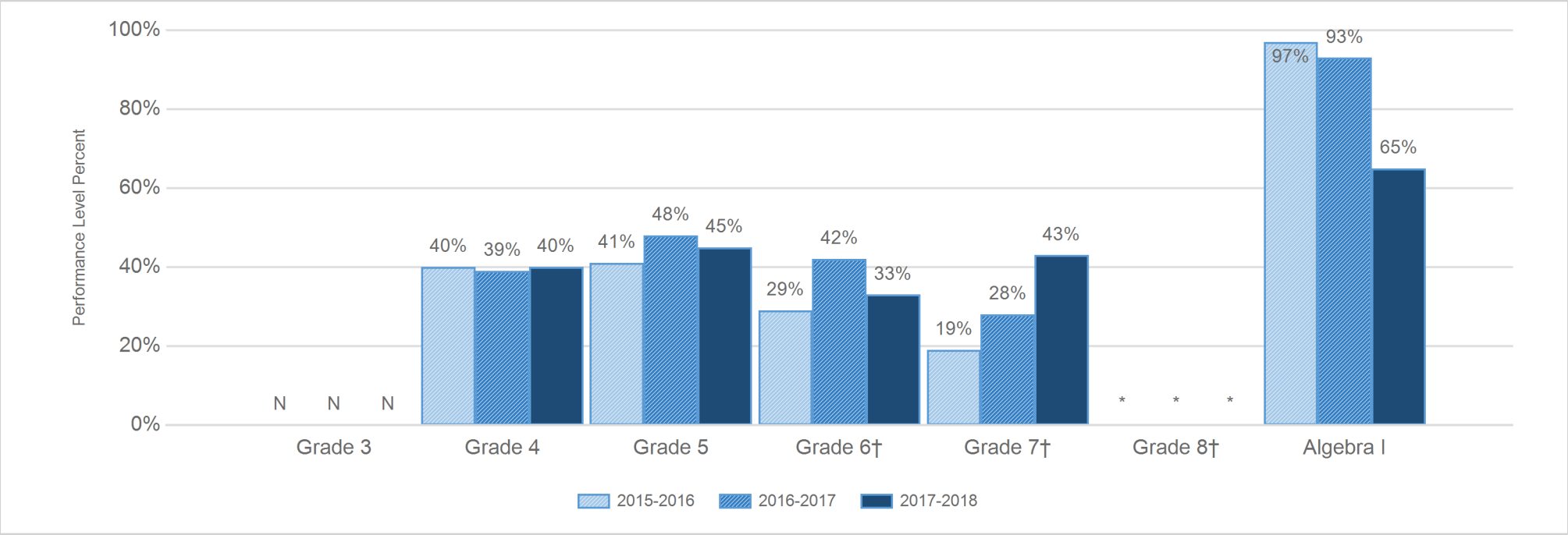
Mathematics Assessment – Performance Trends

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
4	N	N
5	N	N
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† 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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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	150
7	0	0	151
8	46	0	89
Total	46	0	390

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	146	0	0	0	0	0	0
7	148	0	0	0	0	0	0
8	131	0	0	0	0	0	0
Total	425	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

FLORENCE RIVERFRONT SCHOOL
(05-1520-055)
Grades Offered: 04-08
2017-2018

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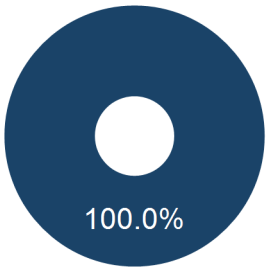
Visual and Performing Arts – Course Participation

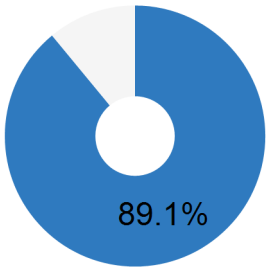
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

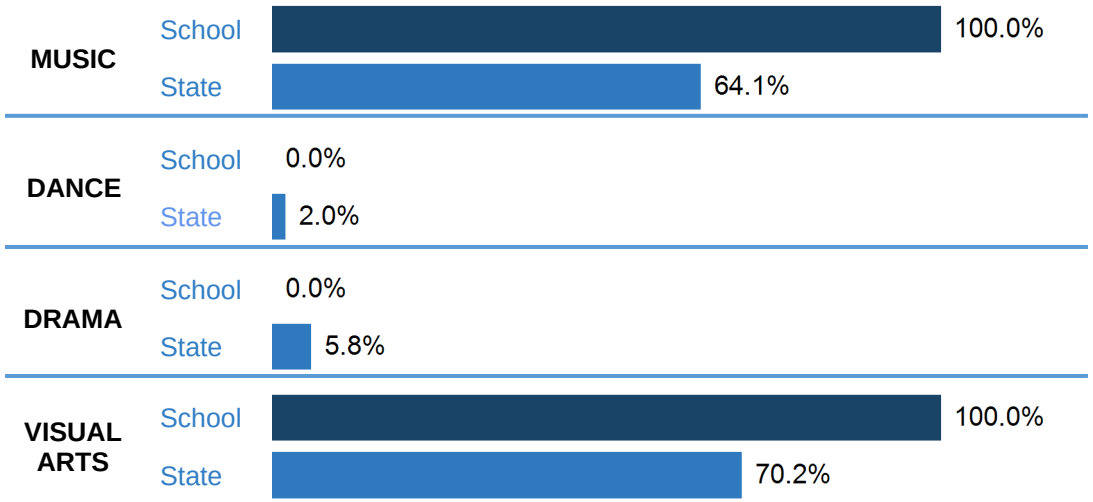


School



State

Students enrolled in one or more classes by discipline:



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

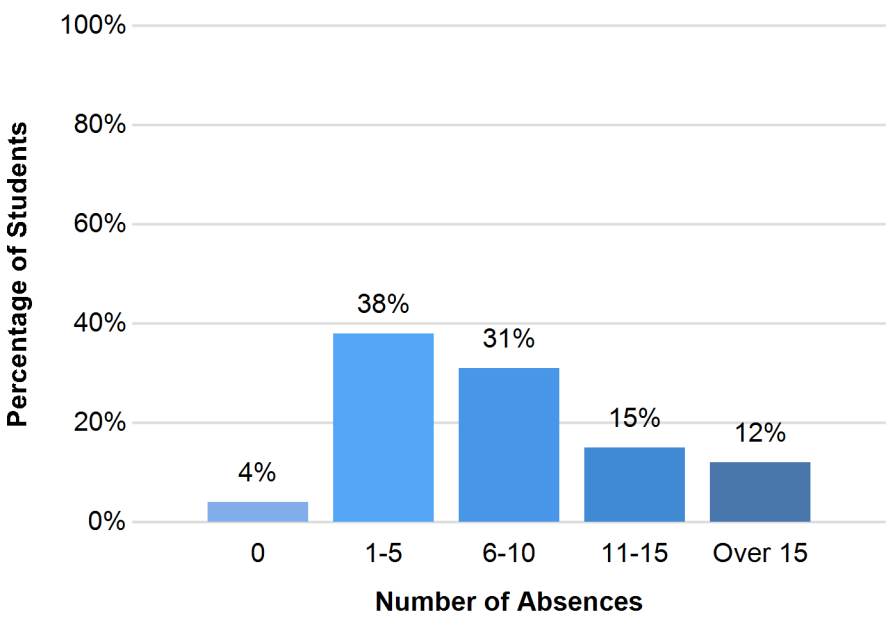
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	63	9.2	8.7	Not Met
White	42	10.0	8.7	Not Met
Hispanic	*	*	8.7	Met
Black or African American	18	12.4	8.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	0	8.7	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	23	11.9	8.7	Not Met
Students with Disabilities	17	12.5	8.7	Not Met
English Learners	0	0	**	**

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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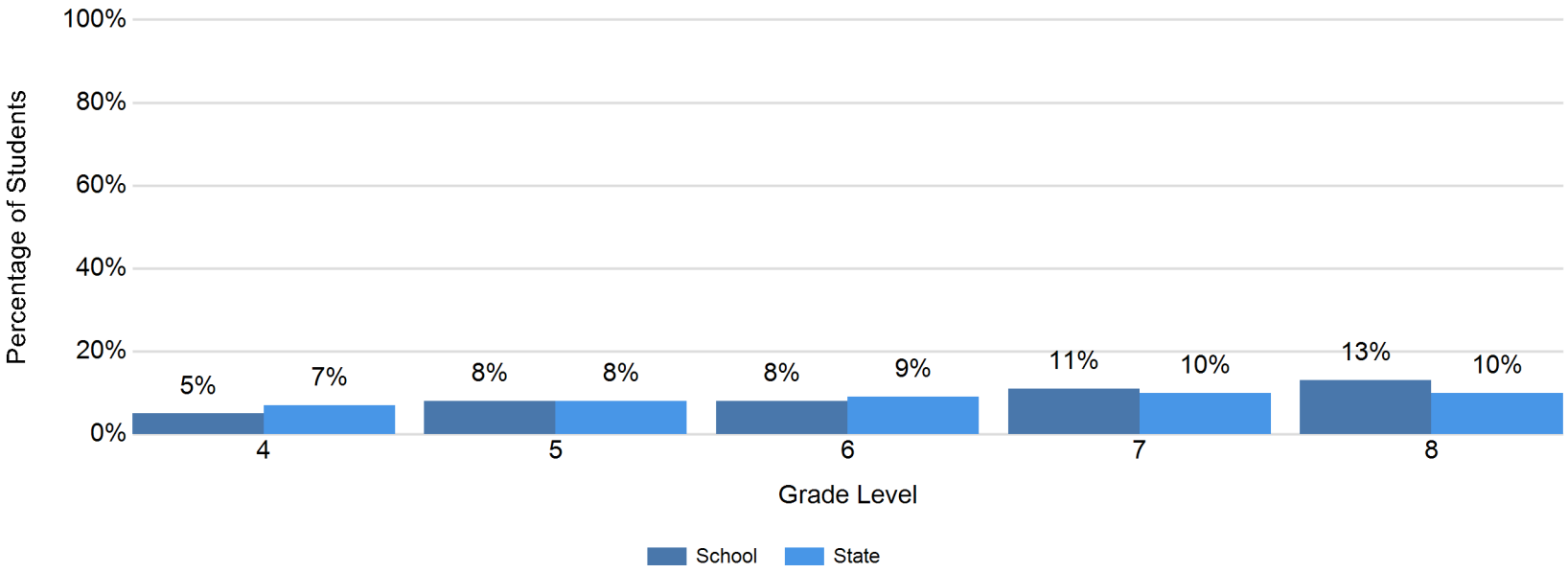
Chronic Absenteeism by Grade

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	2
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.89

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	1
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	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	1	1	2
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	18	2.7%
Out-of-School Suspensions	13	1.9%
Any Suspension	25	3.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
105

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School Day

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

Category	School
Typical Start Time	7:55 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 55 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)	$593	$13,042	$13,635

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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	54	117,464
Average years experience in public schools	10.3	12.0
Average years experience in district	10.2	10.7
Teachers in district for 4 or more years	74.1%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	7	9,374
Average years experience in public schools	12.4	16.0
Average years experience in district	10.1	12.0
Administrators in district for 4 or more years	71.4%	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	12:1	12:1
Students to Administrators	225:1	218:1
Teachers to Administrators	18:1	18:1
Students to Librarians/Media Specialists		N
Students to Nurses		508:1
Students to Counselors		254:1
Students to Child Study Team		381:1

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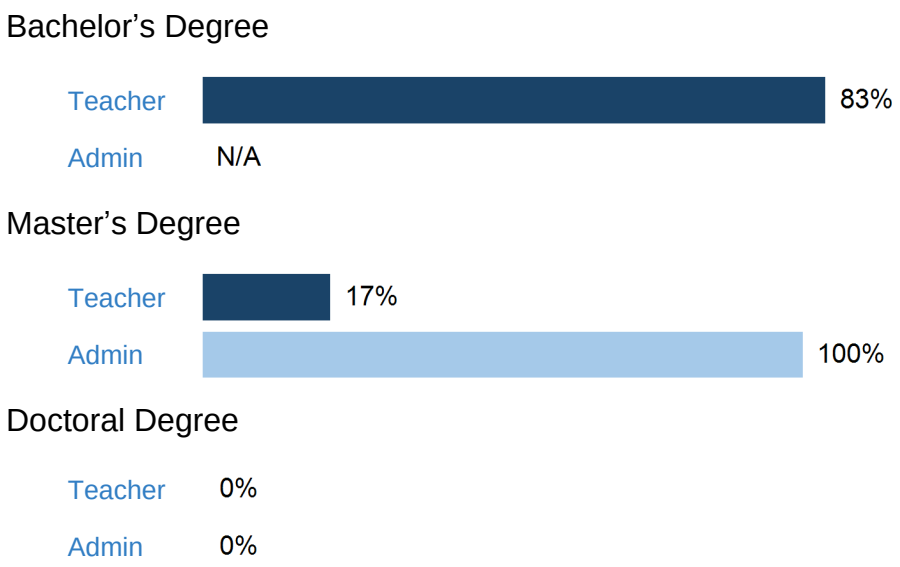
Teachers and Administrators - Level of Education

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	93.7%	90.2%
2016-17 Administrators: Same district 2017-18	57.1%	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	83.3%	66.7%
Male	16.7%	33.3%
White	96.3%	100.0%
Hispanic	0.0%	0.0%
Black or African American	1.9%	0.0%
Asian	1.9%	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	9.60	17.5%
Mathematics Proficiency	17.36	17.5%
English Language Arts Growth	10.31	25.0%
Mathematics Growth	33.59	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	42.09	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	22.00	n/a
Summative Rating: Percentile Rank of Summative Score	10.07	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	Met Target†	Met Target	Not Met	Met Standard	**	Not Met	No
White	18.44	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	37.15	14.08	No	Met Target†	Met Target†	Not Met	Met Standard	n/a	Met	No
Black or African American	21.57	14.08	No	Met Target†	Met Target	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	24.02	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	26.80	14.08	No	Not Met	Met Target	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	26.73	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	Met Target	Met Target†	**	**	**	**	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:	• Technology is a part of each school day, with all students utilizing 1:1 personal chromebooks. • Our school has started its first middle school Robotics Team. Various club, middle school sports, and student centered activities provide a well rounded program for our students. • Curriculum includes accelerated and honors courses in our middle school.
Mission, Vision, Theme:	Riverfront School is committed to the academic, social, emotional, and physical development of its students and staff within a safe and supportive environment that values hard work, respect for self and others, creativity, responsibility, and community pride. With high expectations for both teaching and learning, our commitment is to cultivate a community of independent thinkers, lifelong learners, and peaceful problem solvers who care about themselves, each other, and their changing world.
Awards, Recognition, Accomplishments:	Over $1000 was awarded to our 8th grade students. A student in each grade level is recognized as Student of the Month. Students are acknowledged monthly when they represent the character trait of the month. NJ Governor's Educator of the Year is awarded to an outstanding teacher and educational service professional. Riverfront School has been awarded the Future Ready School NJ Bronze Level Certification.

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Courses, Curriculum, Instruction:	The educational program is aligned to the NJSLS and is rooted in high expectations for all students. We offer Algebra I and Honors classes to 8th grade students. We have an Enrichment program at all grade levels for students showing exemplary academic achievement. Our students also receive instruction in Art, Spanish, Physical Education, STEM, and Music.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Soccer (Boys & Girls)
Clubs and Activities:	Students may choose to participate in the following clubs/activities: Student Council, National Junior Honor Society, Marching Band/Color Guard, Concert Choir, Concert Band, Spring Musical, Winter/Spring Concerts, Intramural Sports, Art Club, Gardening, School Beautification, Robotics, Lego Student Government, Peer Medication, Peer Mentoring, STEM, class trips, school dances.

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Before and After School Programs:	Early Morning Program (Before School), Extended Day Program (After School), serves 4th through 8th grade.
Staff and Professional Learning:	Teachers participate in a collaborative culture through Professional Learning Communities (PLC) that are focused on technology integration, student engagement, relationship building, data analysis and student achievement to drive instruction and personalize learning.

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Student Supports and Services:	Our Basic Skills Program provides support in the areas of Literacy and Math to students in need of support and provides differentiated lessons in the classroom and in small groups. We offer English as a Second Language (ESL) instruction to students in need. Our school has multiple settings to address special education students such as mainstreamed in-class support, pull-out resource, and self-contained classes.
Student Health and Wellness:	Students participate in health classes for one full marking period throughout the school year. Students are encouraged to walk or ride their bikes to and from school. All students receive extra physical activity time after their lunch to encourage a healthy lifestyle.
Parent and Community Involvement:	The PTO plays an active role in our school and in supporting our students. This organization sponsors a variety of assemblies, field trips, after school clubs, school dances and grants to enhance the instructional program for our students.

NJ SCHOOL PERFORMANCE REPORT

FLORENCE RIVERFRONT SCHOOL
(05-1520-055)
Grades Offered: 04-08
2017-2018

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

School Narrative

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

Other Information:	Riverfront School consists of approximately 700 students in grades four through eight. We are a Google Apps for Education (GAFE) school and have expanded technology amongst all grade levels. All students benefit from a 1:1 chromebook initiative to enhance 21st century skills and allows for our teachers to deliver the curriculum in engaging and innovative ways.