NJ SCHOOL PERFORMANCE REPORT

WILLIAM F. HALLORAN SCHOOL NO.22
(39-1320-250)
Grades Offered: PK-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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† This indicates a table specific note,see note below table

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	UNION
District	ELIZABETH CITY
Principal Name	MRS. ALFARO
Address	612 PULASKI STREET ELIZABETH, NJ 07202
Phone Number	(908)436-4860
Email Address	ALFAROCH@EPSNJ.ORG
Website	http://www.epsnj.org/domain/40

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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	103	105	173
KG	0	0	3
1	0	0	0
2	45	52	59
3	95	84	105
4	127	136	159
5	143	138	145
6	143	149	153
7	140	143	154
8	150	144	147
Total	946	951	1,098

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	56.1%	55.9%	55.8%
Male	43.9%	44.1%	44.2%
Economically Disadvantaged Students	71.1%	67.8%	69.9%
Students with Disabilities	7.2%	6.0%	11.6%
English Learners	1.7%	1.1%	2.8%
Homeless Students		0.2%	0.3%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	15.2%	15.9%	14.3%
Hispanic	66.3%	66.7%	69.3%
Black or African American	13.6%	12.5%	12.8%
Asian	4.7%	4.6%	3.3%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.1%	0.1%
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	103	105	173
KG - Half Day	0	0	0
KG - Full Day	0	0	3

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	49.0%
English	40.5%
Portuguese	4.8%
Arabic	1.5%
Bengali	1.2%
Other Languages	3.0%

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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	58	57	50	Met Standard	62	49	50	Exceeds Standard
White	64.5	59	50	Exceeds Standard	70.5	52	51	Exceeds Standard
Hispanic	54	57	49	Met Standard	62	49	48	Exceeds Standard
Black or African American	59	51	44	Met Standard	58	45	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	69	65	61	Exceeds Standard	68	58.5	61	Exceeds Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	58	56	48	Met Standard	64	48	47	Exceeds Standard
Students with Disabilities	*	45	41	**	*	41	43	**
English Learners	60.5	61	54	Exceeds Standard	65	51	51	Exceeds Standard

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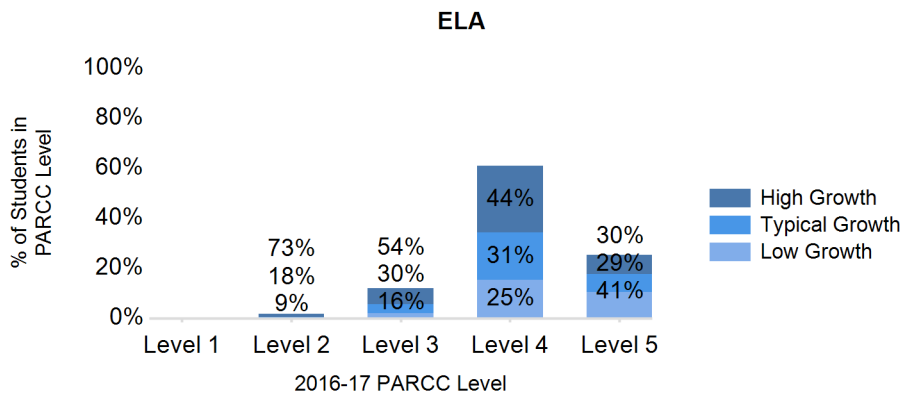
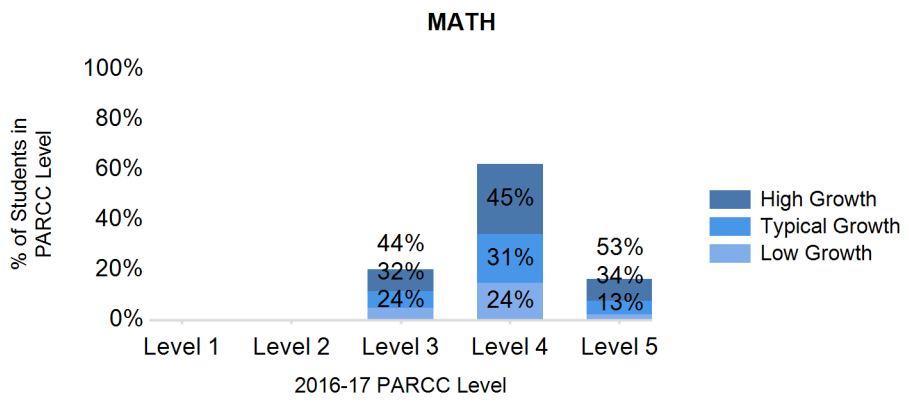
Student Growth by Performance Level

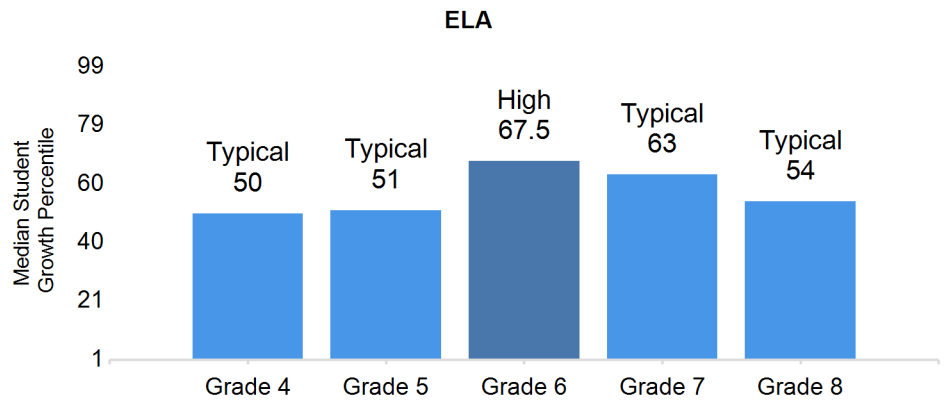
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

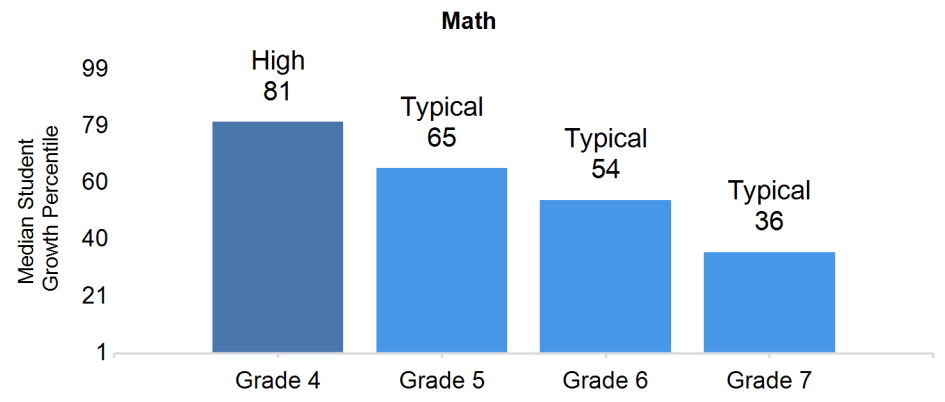




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	784	98.7	90.4	47.0	56.7	90.4	80	Met Goal
White	120	99.2	92.5	56.0	65.6	92.5	80	Met Goal
Hispanic	522	98.7	90.2	47.9	42.5	90.2	80	Met Goal
Black or African American	105	98.1	88.6	36.8	37.3	88.6	80	Met Goal
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.0	82.3	*	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	454	98.1	92.5	54.5	64.5	92.5		
Male	330	99.7	87.6	39.6	49.4	87.6		
Economically Disadvantaged Students	561	98.6	89.8	44.3	38.5	89.8	80	Met Goal
Non-Economically Disadvantaged Students	223	99.1	92.0	57.8	67.5	92.0		
Students with Disabilities	13	100.0	61.5	15.1	21.6	61.5	**	**
Students without Disabilities	771	98.7	90.9	51.5	63.9	90.9		
English Learners	167	99.4	89.2	35.3	27.3	89.2	80	Met Goal
Non-English Learners	617	98.6	90.7	52.2	59.4	90.7		
Homeless Students	*	*	*	24.1	27.7	*		
Students In Foster Care	N	N	N	27.0	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
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 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	94	799	736	750	0%	*	*	52%	38%	90%	52%
White	*	*	748	759	*	*	*	*	*	*	61%
Hispanic	56	794	735	736	0%	*	*	55%	32%	88%	38%
Black or African American	18	806	733	733	0%	0%	*	*	*	94%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	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	52	800	742	756	0%	*	*	54%	38%	92%	57%
Male	42	798	730	744	0%	*	*	50%	38%	88%	46%
Economically Disadvantaged Students	69	799	734	733	0%	*	*	54%	38%	91%	34%
Non-Economically Disadvantaged Students	25	799	751	762	0%	*	*	48%	40%	88%	64%
Students with Disabilities	*	*	702	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	741	756	*	*	*	*	*	*	57%
English Learners	*	*	716	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	744	753	*	*	*	*	*	*	55%
Homeless Students	N	N	715	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	701	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	781	745	756	*	*	9%	51%	36%	88%	58%
White	*	*	755	764	*	*	*	*	*	*	68%
Hispanic	82	777	745	744	0%	*	*	56%	29%	85%	44%
Black or African American	24	787	736	739	*	0%	*	46%	46%	92%	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	*	763	N	N	N	N	N	N	63%
Female	79	782	750	762	*	*	*	54%	35%	90%	63%
Male	59	778	739	751	*	*	*	47%	37%	85%	53%
Economically Disadvantaged Students	106	776	742	740	*	*	*	*	*	85%	40%
Non-Economically Disadvantaged Students	32	794	759	767	*	*	*	*	*	97%	70%
Students with Disabilities	*	*	712	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	750	762	*	*	*	*	*	*	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	750	759	*	*	*	*	*	*	61%
Homeless Students	N	N	731	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	779	746	755	0%	*	*	67%	21%	88%	58%
White	17	781	755	763	0%	0%	*	*	*	88%	68%
Hispanic	98	777	747	743	0%	0%	11%	70%	18%	89%	43%
Black or African American	16	781	734	738	0%	*	*	*	*	88%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	73	784	753	762	0%	*	*	*	*	92%	66%
Male	65	773	739	749	0%	*	*	*	*	85%	51%
Economically Disadvantaged Students	95	777	743	739	0%	*	*	*	*	86%	39%
Non-Economically Disadvantaged Students	43	781	760	766	0%	*	*	*	*	93%	71%
Students with Disabilities	*	*	709	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	751	762	*	*	*	*	*	*	65%
English Learners	N	N	715	712	N	N	N	N	N	N	11%
Non-English Learners	138	779	751	757	0%	*	*	67%	21%	88%	60%
Homeless Students	N	N	732	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	135	779	746	754	0%	0%	10%	59%	31%	90%	56%
White	20	779	754	761	0%	0%	*	*	*	85%	66%
Hispanic	91	775	*	742	0%	0%	*	*	*	91%	42%
Black or African American	*	*	735	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	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	78	783	752	761	0%	0%	*	*	*	95%	64%
Male	57	774	740	748	0%	0%	*	*	*	82%	48%
Economically Disadvantaged Students	94	781	744	739	0%	0%	*	*	*	93%	37%
Non-Economically Disadvantaged Students	41	776	756	764	0%	0%	*	*	*	83%	68%
Students with Disabilities	*	*	714	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	750	760	*	*	*	*	*	*	63%
English Learners	N	N	716	712	N	N	N	N	N	N	*
Non-English Learners	135	779	750	755	0%	0%	10%	59%	31%	90%	*
Homeless Students	*	*	711	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance 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	140	787	752	760	0%	0%	*	*	*	95%	63%
White	22	785	761	768	0%	0%	0%	*	*	100%	72%
Hispanic	95	785	753	746	0%	0%	*	*	*	94%	49%
Black or African American	*	*	744	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	86	790	759	769	0%	0%	*	*	*	95%	72%
Male	54	783	746	752	0%	0%	*	*	*	94%	54%
Economically Disadvantaged Students	100	789	751	742	0%	0%	*	*	*	96%	44%
Non-Economically Disadvantaged Students	40	783	759	771	0%	0%	*	*	*	93%	73%
Students with Disabilities	N	N	708	721	N	N	N	N	N	N	22%
Students without Disabilities	140	787	758	768	0%	0%	*	*	*	95%	71%
English Learners	*	*	711	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	757	762	*	*	*	*	*	*	64%
Homeless Students	N	N	712	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	*	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

WILLIAM F. HALLORAN SCHOOL NO.22
(39-1320-250)
Grades Offered: PK-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 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	139	786	751	759	0%	0%	9%	50%	42%	91%	60%
White	22	792	762	767	0%	0%	*	*	*	91%	70%
Hispanic	100	787	*	744	0%	0%	*	*	*	93%	45%
Black or African American	*	*	739	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	86	789	759	768	0%	0%	*	*	*	91%	69%
Male	53	781	743	751	0%	0%	*	*	*	92%	52%
Economically Disadvantaged Students	97	783	748	740	0%	0%	*	*	*	89%	42%
Non-Economically Disadvantaged Students	42	792	762	769	0%	0%	*	*	*	98%	71%
Students with Disabilities	*	*	715	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	766	*	*	*	*	*	*	68%
English Learners	*	*	713	703	*	*	*	*	*	*	*
Non-English Learners	*	*	756	761	*	*	*	*	*	*	*
Homeless Students	N	N	723	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

WILLIAM F. HALLORAN SCHOOL NO.22
(39-1320-250)
Grades Offered: PK-08
2017-2018

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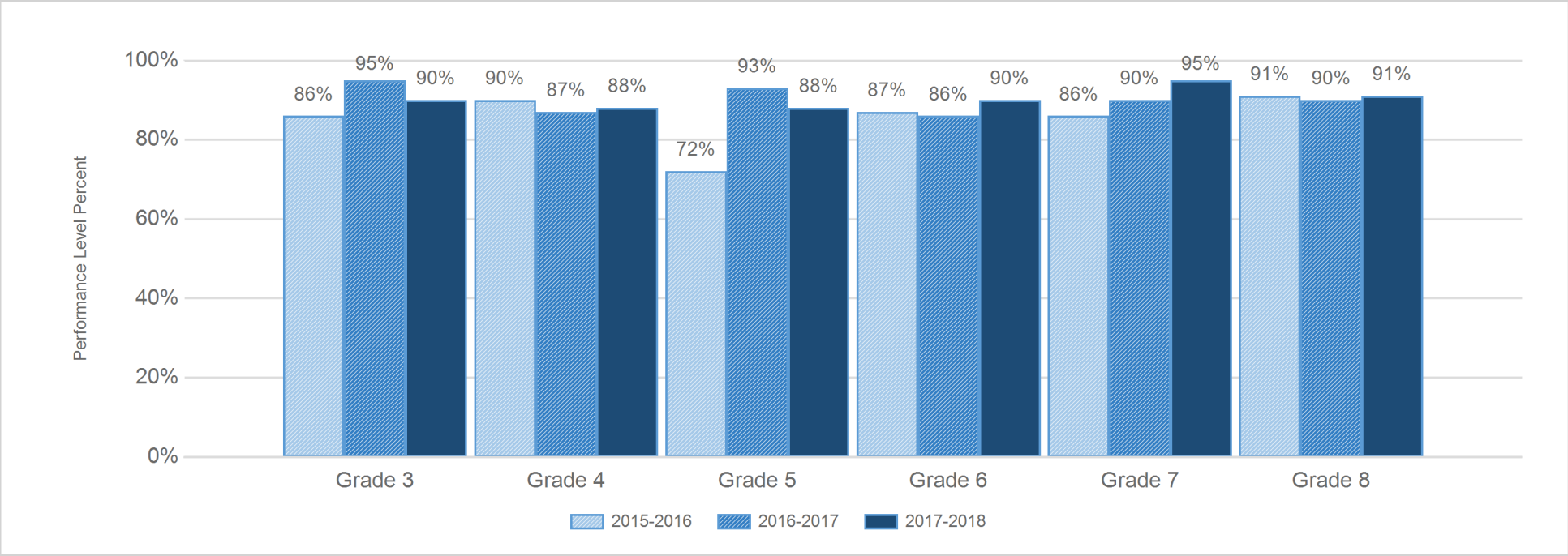
English Language Arts/Literacy Assessment - Performance Trends

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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WILLIAM F. HALLORAN SCHOOL NO.22
(39-1320-250)
Grades Offered: PK-08
2017-2018

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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	783	98.7	83.4	29.9	45.0	83.4	73.8	Met Goal
White	120	99.2	87.5	41.5	54.1	87.5	80	Met Goal
Hispanic	522	98.7	81.2	30.7	29.2	81.2	72.2	Met Goal
Black or African American	104	98.1	84.6	18.6	23.4	84.6	71.4	Met Goal
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.9	77.0	*	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	454	98.1	81.7	30.8	46.0	81.7		
Male	329	99.7	85.8	29.1	43.9	85.8		
Economically Disadvantaged Students	561	98.6	81.8	28.4	26.6	81.8	72.4	Met Goal
Non-Economically Disadvantaged Students	222	99.1	87.4	36.4	55.9	87.4		
Students with Disabilities	13	100.0	69.2	10.5	17.1	69.2	**	**
Students without Disabilities	770	98.7	83.6	32.7	50.5	83.6		
English Learners	167	99.4	87.4	28.6	24.6	87.4	80	Met Goal
Non-English Learners	616	98.6	82.3	30.5	46.9	82.3		
Homeless Students	*	*	*	16.8	17.3	*		
Students In Foster Care	N	N	N	10.8	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-250)
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2017-2018

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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	94	795	743	752	0%	0%	*	*	*	97%	53%
White	*	*	752	760	*	*	*	*	*	*	64%
Hispanic	56	796	744	739	0%	0%	*	*	*	96%	38%
Black or African American	18	790	734	734	0%	0%	0%	*	*	100%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	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	52	793	745	752	0%	0%	*	*	*	96%	53%
Male	42	798	741	751	0%	0%	*	*	*	98%	53%
Economically Disadvantaged Students	69	795	741	736	0%	0%	*	*	*	97%	35%
Non-Economically Disadvantaged Students	25	795	751	762	0%	0%	*	*	*	96%	66%
Students with Disabilities	*	*	719	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	746	756	*	*	*	*	*	*	57%
English Learners	*	*	736	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	56%
Homeless Students	N	N	725	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	730	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-250)
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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	138	784	740	748	0%	*	*	60%	33%	93%	49%
White	*	*	749	755	*	*	*	*	*	*	60%
Hispanic	82	785	741	737	0%	0%	*	*	*	95%	34%
Black or African American	24	779	728	730	0%	*	*	*	*	88%	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	*	752	N	N	N	N	N	N	55%
Female	79	782	741	748	0%	*	*	*	*	95%	50%
Male	59	787	739	748	0%	*	*	*	*	92%	49%
Economically Disadvantaged Students	106	781	738	733	0%	*	*	*	*	92%	30%
Non-Economically Disadvantaged Students	32	794	750	758	0%	*	*	*	*	97%	62%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	744	753	*	*	*	*	*	*	55%
English Learners	*	*	731	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	743	750	*	*	*	*	*	*	52%
Homeless Students	N	N	728	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

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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	138	778	737	748	*	*	7%	63%	28%	91%	49%
White	17	783	743	756	0%	0%	0%	*	*	100%	60%
Hispanic	98	777	*	736	0%	*	*	62%	27%	89%	32%
Black or African American	16	774	725	730	*	0%	0%	*	*	94%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	73	778	738	749	*	*	*	60%	30%	90%	50%
Male	65	779	736	747	*	*	*	66%	26%	92%	48%
Economically Disadvantaged Students	95	777	735	733	*	*	*	*	*	89%	29%
Non-Economically Disadvantaged Students	43	781	747	758	*	*	*	*	*	95%	62%
Students with Disabilities	*	*	719	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	739	752	*	*	*	*	*	*	55%
English Learners	N	N	720	718	N	N	N	N	N	N	13%
Non-English Learners	138	778	740	750	*	*	7%	63%	28%	91%	51%
Homeless Students	N	N	717	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

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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	134	765	730	744	0%	*	18%	*	*	81%	44%
White	20	768	740	751	0%	0%	*	*	*	85%	54%
Hispanic	91	763	*	731	0%	*	21%	*	*	77%	27%
Black or African American	*	*	719	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	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	78	763	732	745	0%	*	*	*	*	79%	45%
Male	56	768	729	742	0%	*	*	*	*	82%	42%
Economically Disadvantaged Students	94	765	728	729	0%	*	*	*	*	79%	24%
Non-Economically Disadvantaged Students	40	766	738	753	0%	*	*	*	*	85%	56%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	49%
English Learners	N	N	709	713	N	N	N	N	N	N	11%
Non-English Learners	134	765	733	745	0%	*	18%	*	*	81%	45%
Homeless Students	*	*	704	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

WILLIAM F. HALLORAN SCHOOL NO.22
(39-1320-250)
Grades Offered: PK-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	71	750	730	743	0%	*	*	56%	0%	56%	43%
White	13	751	733	750	0%	0%	*	*	*	69%	54%
Hispanic	49	750	732	732	0%	*	*	53%	0%	53%	27%
Black or African American	*	*	722	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	47	747	729	745	0%	*	*	*	*	51%	45%
Male	24	756	731	741	0%	*	*	*	*	67%	42%
Economically Disadvantaged Students	47	749	730	730	0%	*	*	53%	0%	53%	24%
Non-Economically Disadvantaged Students	24	752	732	751	0%	*	*	63%	0%	63%	55%
Students with Disabilities	N	N	709	717	N	N	N	N	N	N	12%
Students without Disabilities	71	750	733	748	0%	*	*	56%	0%	56%	50%
English Learners	*	*	716	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	732	744	*	*	*	*	*	*	45%
Homeless Students	N	N	706	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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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	N	N	675	728	N	N	N	N	N	N	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	*	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	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	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	725	N	N	N	N	N	N	26%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	35%
Students with Disabilities	N	N	675	705	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	735	N	N	N	N	N	N	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	N	N	675	729	N	N	N	N	N	N	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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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	164	763	729	746	*	*	22%	*	*	74%	46%
White	22	761	737	755	0%	*	*	77%	0%	77%	57%
Hispanic	114	763	731	730	*	*	24%	*	*	73%	27%
Black or African American	*	*	718	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	94	761	732	748	*	*	22%	*	*	71%	48%
Male	70	765	727	745	*	*	21%	*	*	77%	44%
Economically Disadvantaged Students	125	763	729	729	*	*	*	*	*	70%	25%
Non-Economically Disadvantaged Students	39	763	730	756	*	*	*	*	*	85%	57%
Students with Disabilities	*	*	705	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	733	752	*	*	*	*	*	*	52%
English Learners	*	*	714	710	*	*	*	*	*	*	*
Non-English Learners	*	*	733	749	*	*	*	*	*	*	*
Homeless Students	N	N	712	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	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

WILLIAM F. HALLORAN SCHOOL NO.22
(39-1320-250)
Grades Offered: PK-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Geometry

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	44	767	723	735	0%	0%	*	*	*	86%	30%
White	*	*	734	740	*	*	*	*	*	*	37%
Hispanic	32	764	723	723	0%	0%	*	*	*	81%	14%
Black or African American	*	*	717	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	744	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	31	765	725	736	0%	0%	*	*	*	87%	30%
Male	13	771	722	734	0%	0%	*	*	*	85%	29%
Economically Disadvantaged Students	25	767	723	722	0%	0%	*	*	*	88%	13%
Non-Economically Disadvantaged Students	19	767	725	741	0%	0%	*	*	*	84%	38%
Students with Disabilities	N	N	705	713	N	N	N	N	N	N	*
Students without Disabilities	44	767	725	738	0%	0%	*	*	*	86%	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	44	767	*	736	0%	0%	*	*	*	86%	*
Homeless Students	N	N	718	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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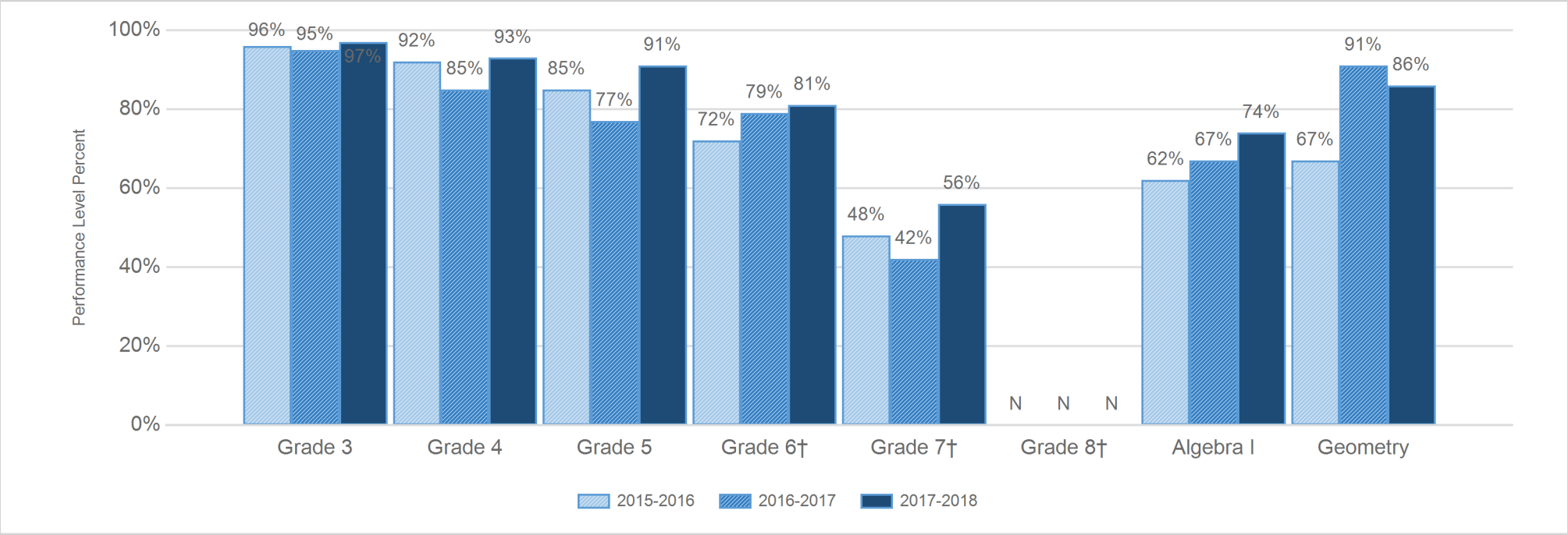
Mathematics Assessment – Performance Trends

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
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N

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	67.9%	46.8%	Exceeds

† 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	10	30.0%	70.0%
5 or more	16	56.3%	43.8%

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

NJASK Science Assessment Information

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

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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	153
7	69	0	85
8	103	44	0
Total	172	44	238

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	141	0	0	0	0	0	0
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	141	0	0	0	0	0	0

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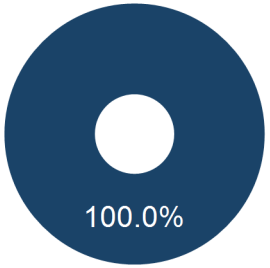
Visual and Performing Arts – Course Participation

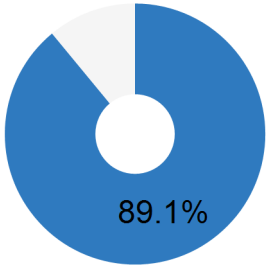
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

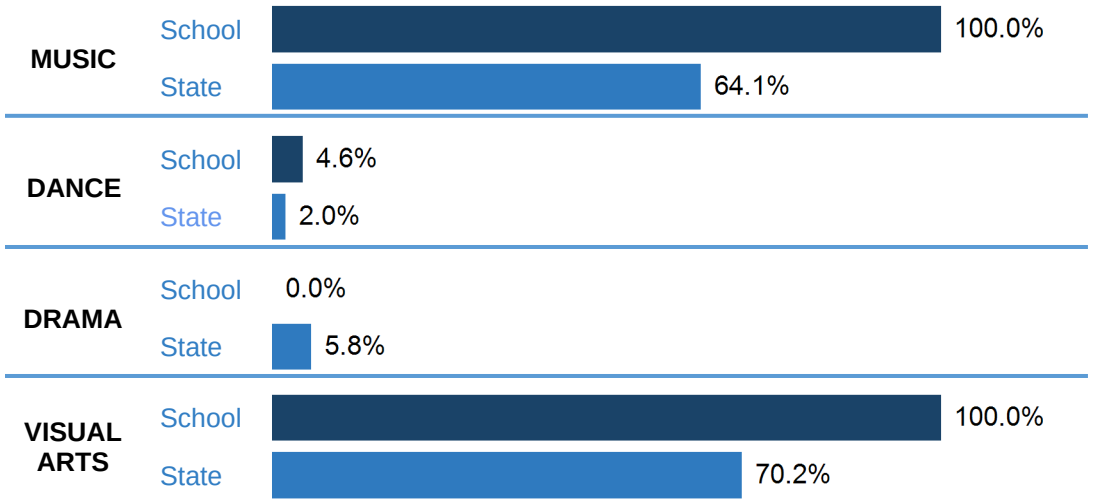


School



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.

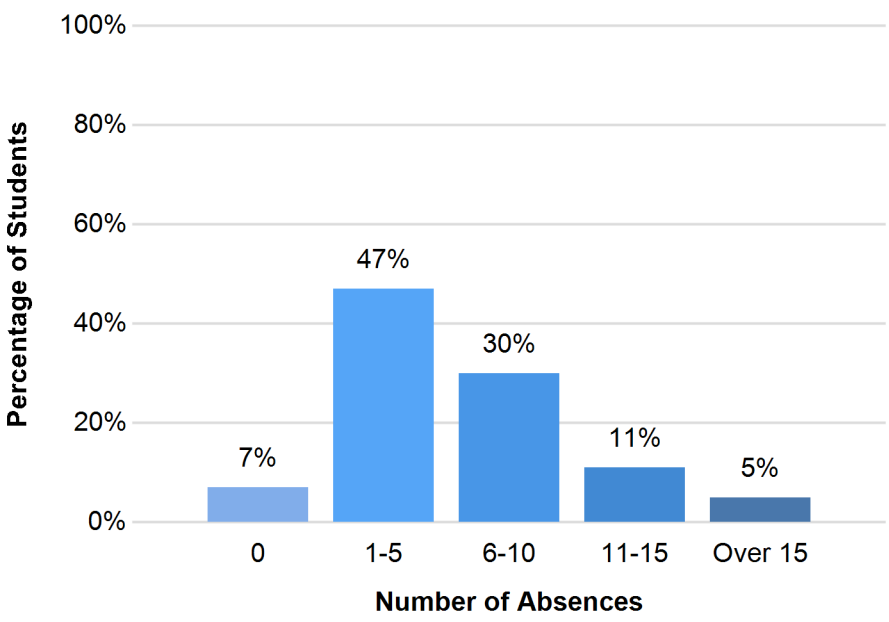
Chronic Absenteeism

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	34	3.7	8.5	Met
White	2	1.4	8.5	Met
Hispanic	25	4.0	8.5	Met
Black or African American	6	5.0	8.5	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	8.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	28	4.4	8.5	Met
Students with Disabilities	20	21.3	8.5	Not Met
English Learners	1	3.3	8.5	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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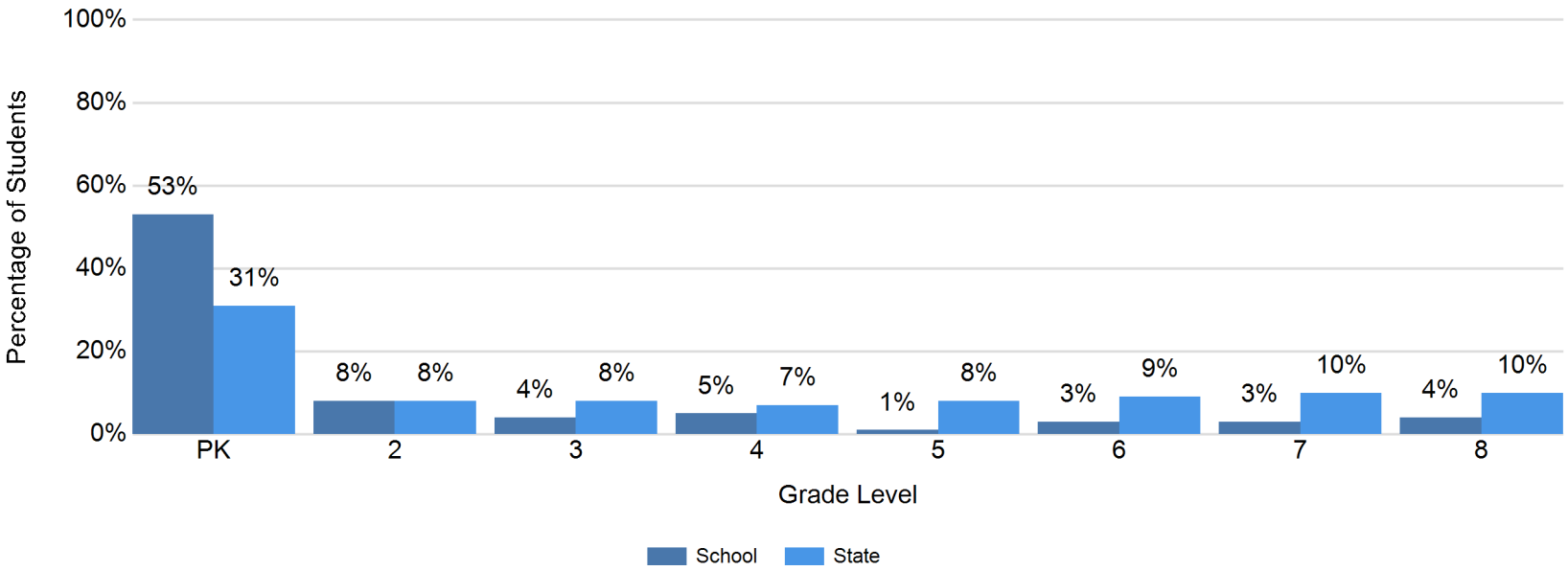
Chronic Absenteeism by Grade

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	1
Vandalism	5
Substances	1
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	0.82

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	1	2
No Identified Nature	1		1

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	12	1.1%
Any Suspension	15	1.4%
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
15

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 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)	$720	$15,757	$16,477

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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	11.9	12.0
Average years experience in district	11.9	10.7
Teachers in district for 4 or more years	86.7%	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	99	9,374
Average years experience in public schools	18.3	16.0
Average years experience in district	18.3	12.0
Administrators in district for 4 or more years	99.0%	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	18:1	13:1
Students to Administrators	549:1	282:1
Teachers to Administrators	30:1	21:1
Students to Librarians/Media Specialists		1994:1
Students to Nurses		537:1
Students to Counselors		537:1
Students to Child Study Team		243:1

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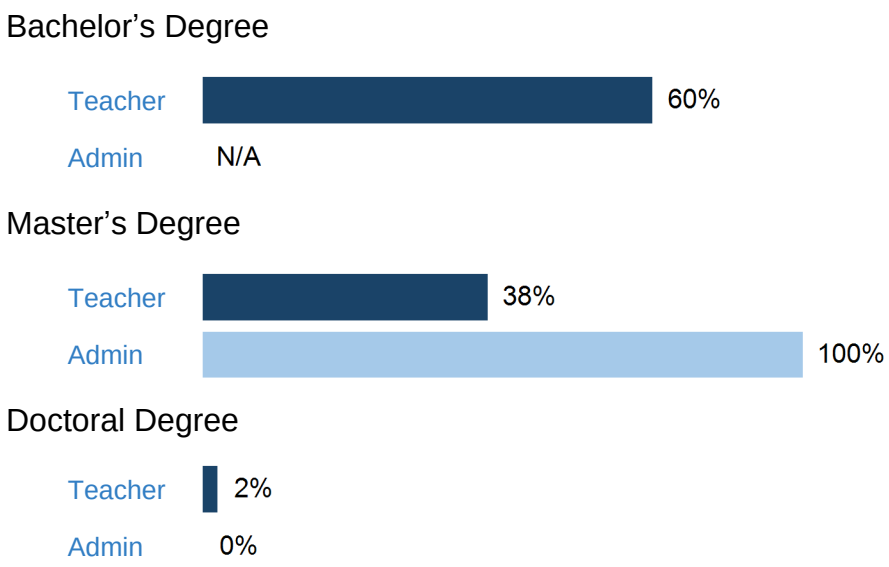
Teachers and Administrators - Level of Education

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	94.7%	90.2%
2016-17 Administrators: Same district 2017-18	93.3%	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	95.4%

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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	76.7%	100.0%
Male	23.3%	0.0%
White	81.7%	50.0%
Hispanic	13.3%	0.0%
Black or African American	1.7%	0.0%
Asian	3.3%	50.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

WILLIAM F. HALLORAN SCHOOL NO.22
(39-1320-250)
Grades Offered: PK-08
2017-2018

Report Key:
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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	99.64	15.0%
Mathematics Proficiency	99.82	15.0%
English Language Arts Growth	79.15	20.0%
Mathematics Growth	88.07	20.0%
Progress Towards English Language Proficiency	79.79	20.0%
Chronic Absenteeism	81.18	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	87.44	n/a
Summative Rating: Percentile Rank of Summative Score	96.50	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 Goal	Met Goal	Met Standard	Exceeds Standard	Exceeds Target	Met	No
White	95.74	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	87.42	14.08	No	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	92.41	14.08	No	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	76.68	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds 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	93.47	14.08	No	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	**	**	No	**	**	**	**	n/a	Not Met	No
English Learners	86.79	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met	No

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

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School Narrative

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

Highlights:	• Nationally Recognized Blue Ribbon School 1997 2001 2014 • New Jersey Title I Distinguished School Franklin Covey's "Leader in Me" School • Gifted and Talented School based on academics performing and visual arts and physical education.
Mission, Vision, Theme:	William F. Halloran Gifted and Talented School No. 22 is dedicated to ensure that every child achieves excellence. In keeping with this mission statement the Elizabeth Board of Education has created and implemented the 3 E's-Equity Expectations and Excellence. At School 22 we will ensure that all students are college and career ready by implementing rigorous academic tasks and activities that promote high levels of critical thinking problem solving and authentic discussions.
Awards, Recognition, Accomplishments:	The school has earned multiple recognitions and continues to excel. It is a Nationally Recognized Blue Ribbon School in years 1997 2007 and 2014. It has recently been awarded the New Jersey Title I Distinguished Award. Halloran's students are consistently exposed to curriculum designed to recognize their diversity and to prepare them to meet the demands of a globalized society. In 2017 they were also recognized as a "Leader in Me" School based on character education and leadership skills.

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Courses, Curriculum, Instruction:	At William F. Halloran School Number 22 we provide opportunities for interdisciplinary learning enrichment and reinforcement in all disciplines as part of the gifted and talented curriculum. Classroom assignments are driven by data and collaboration with teachers in all classes. Every classroom is equipped with state-of-the-art technological equipment which includes One to One learning SMART boards Spaces Ladybugs SMART tables and MakerSpace.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) William F. Halloran has multiple middle school sports available with travelling teams which include Fall and Spring Sports.
Clubs and Activities:	As part of the gifted and talented curriculum School 22 has the RLS (Renzulli Learning) periods based on student interests. RLS classes include astronomy chess MakerSpace STEM periods Finance classes and Ceramics. Leadership classes based on Franklin Covey's 7 Habits of Highly Effective People are also embedded in student schedules to teacher students character education and effective leadership models for success in and outside of school.

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Before and After School Programs:	School 22 offers after school enrichment programs from October to May that extends until 4:05 on Tuesdays Wednesdays and Thursdays. Students incorporate Gifted and Talented Learning utilizing Renzulli learning. The RLS system includes an online survey and project development tools that assist students in creating independent and team projects. This teacher-facilitated approach allows students the opportunity to explore their unique interests in depth.
Staff and Professional Learning:	School 22 Staff and Faculty are dedicated and up to date with student learning to challenge student thinking across the curriculum. The district provides professional development throughout the school year and has an extensive professional development team. Each school also has a School Improvement Panel to discuss instructional trends to ensure students are fully prepared for High School College and beyond.

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Parent and Community Involvement:	The school has an involved PTO and a Parent Academy throughout the school year. The school administration and leadership team knows that parent and family connection is crucial to student success. The school administration schedules "walk in" times for parents monthly entitled "Coffee and Chat" to discuss parental concerns.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School Climate Surveys are administered throughout the year to ensure administration knows the "pulse" of the school ensuring a safe and warm learning climate focused on collaboration and inclusion. Surveys are given throughout the school year by the School Safety and School Climate Committee.
Facilities:	William F. Halloran moved into a brand new building in September of 2017. It is a brand new state of the art building with full science labs beginning in grade 4 Art rooms band choral and strings music rooms and a beautiful dance studio. The school also has a full library and technology lab in addition to one to one laptops for each child in grades 2-8.