NJ SCHOOL PERFORMANCE REPORT

DR. ANTONIA PANTOJA SCHOOL NO. 27
(39-1320-310)
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

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. ALVERO
Address	505 -517 MORRIS AVENUE ELIZABETH, NJ 07208
Phone Number	(908)436-3900
Email Address	ALVEROVE@EPSNJ.ORG
Website	https://www.epsnj.org/Domain/36

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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	104	104	104
KG	132	108	110
1	108	110	106
2	104	109	106
3	126	88	105
4	99	137	79
5	100	98	124
6	78	88	94
7	87	86	82
8	92	87	90
Total	1,030	1,015	1,000

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	51.7%	50.8%	49.3%
Male	48.3%	49.2%	50.7%
Economically Disadvantaged Students	85.2%	76.7%	77.3%
Students with Disabilities	15.2%	14.8%	15.1%
English Learners	24.5%	25.1%	31.6%
Homeless Students		0.7%	1.1%
Students in Foster Care		0.1%	0.1%
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	5.7%	6.1%	5.3%
Hispanic	73.3%	72.8%	74.4%
Black or African American	19.6%	19.6%	19.0%
Asian	1.4%	1.4%	1.2%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	104	104	104
KG - Half Day	0	0	0
KG - Full Day	132	108	110

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	57.8%
English	30.4%
Haitian	7.1%
Portuguese	1.3%
Other Languages	3.4%

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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	67	57	50	Exceeds Standard	45	49	50	Met Standard
White	77	59	50	Exceeds Standard	46.5	52	51	Met Standard
Hispanic	69	57	49	Exceeds Standard	46.5	49	48	Met Standard
Black or African American	60.5	51	44	Exceeds Standard	35	45	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	65	61	**	*	58.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	63	56	48	Exceeds Standard	42.5	48	47	Met Standard
Students with Disabilities	34.5	45	41	Not Met	48	41	43	Met Standard
English Learners	71.5	61	54	Exceeds Standard	50	51	51	Met Standard

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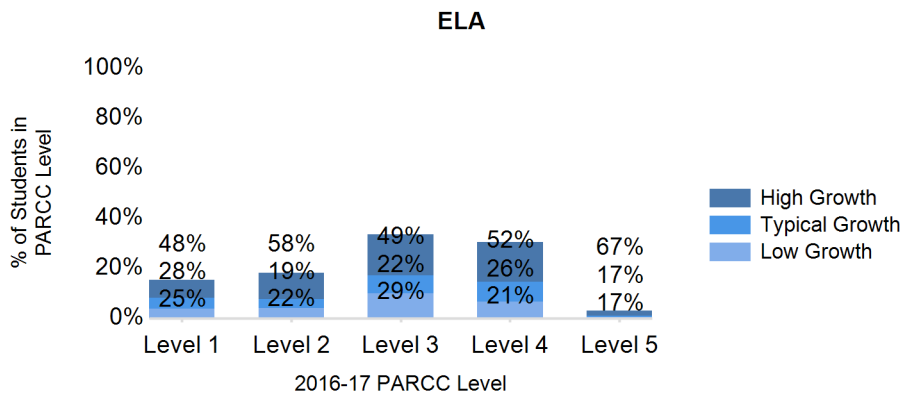
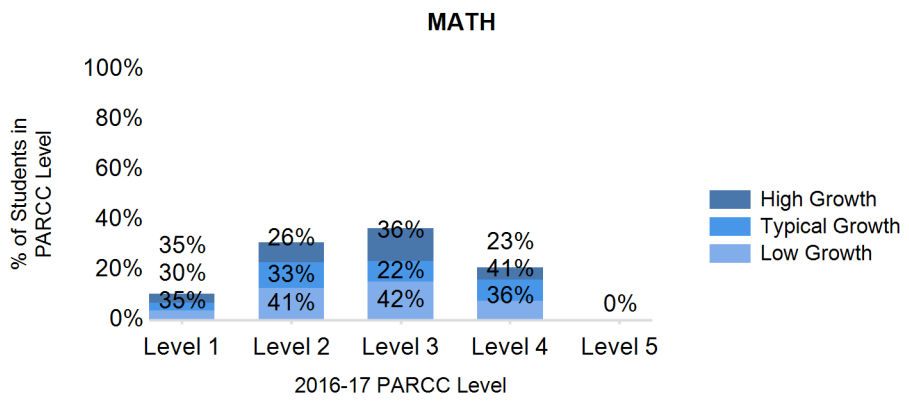
Student Growth by Performance Level

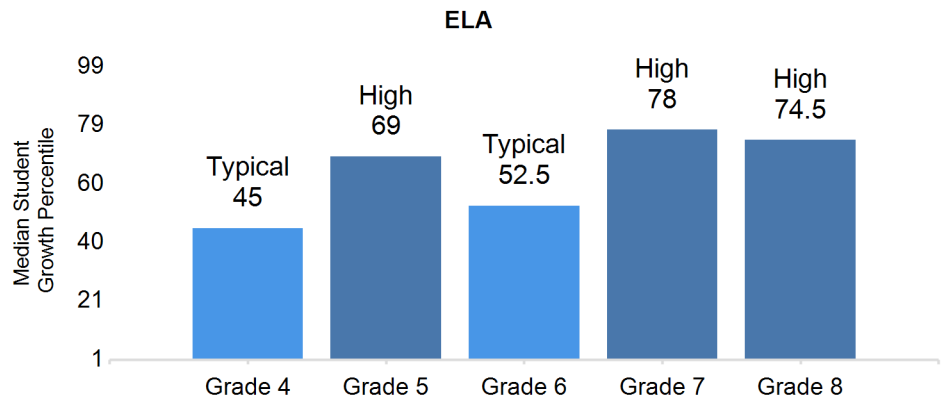
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

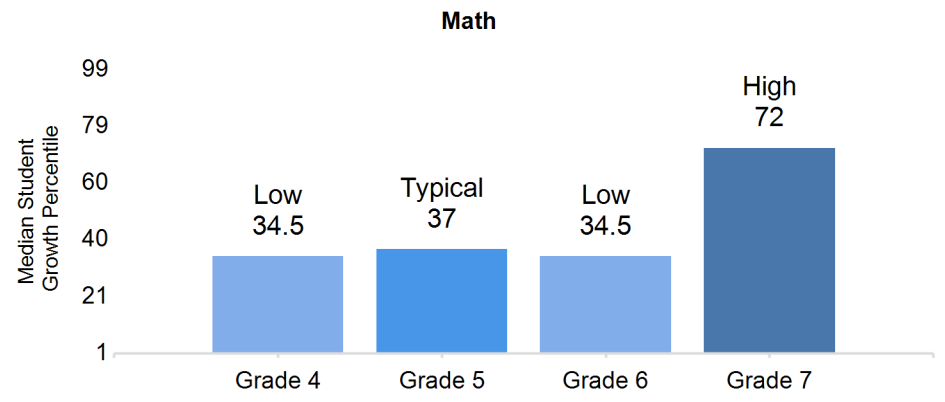




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	539	99.3	44.9	47.0	56.7	44.9	38	Met Target
White	*	*	*	56.0	65.6	*	48	Met Target
Hispanic	416	99.3	46.2	47.9	42.5	46.2	39	Met Target
Black or African American	85	98.9	31.8	36.8	37.3	31.8	29	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.0	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	256	100.0	56.6	54.5	64.5	56.6		
Male	283	98.7	34.3	39.6	49.4	34.3		
Economically Disadvantaged Students	427	99.3	43.6	44.3	38.5	43.6	37.3	Met Target
Non-Economically Disadvantaged Students	112	99.2	50.0	57.8	67.5	50.0		
Students with Disabilities	95	99.0	21.1	15.1	21.6	21.1	24.4	Met Target†
Students without Disabilities	444	99.4	50.0	51.5	63.9	50.0		
English Learners	228	98.8	39.1	35.3	27.3	39.1	29.2	Met Target
Non-English Learners	311	99.7	49.1	52.2	59.4	49.1		
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	92	723	736	750	33%	21%	21%	*	*	26%	52%
White	*	*	748	759	*	*	*	*	*	*	61%
Hispanic	76	722	735	736	32%	21%	21%	26%	0%	26%	38%
Black or African American	10	718	733	733	*	*	*	*	*	20%	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	41	726	742	756	24%	*	*	*	*	32%	57%
Male	51	720	730	744	39%	*	*	*	*	22%	46%
Economically Disadvantaged Students	75	721	734	733	*	*	*	*	*	25%	34%
Non-Economically Disadvantaged Students	17	728	751	762	*	*	*	*	*	29%	64%
Students with Disabilities	*	*	702	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	741	756	*	*	*	*	*	*	57%
English Learners	41	718	716	712	39%	*	*	*	*	27%	15%
Non-English Learners	51	727	744	753	27%	*	*	*	*	25%	55%
Homeless Students	*	*	715	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	701	722	*	*	*	*	*	*	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	77	740	745	756	*	21%	26%	*	*	42%	58%
White	*	*	755	764	*	*	*	*	*	*	68%
Hispanic	53	741	745	744	*	*	32%	*	*	42%	44%
Black or African American	17	730	736	739	*	*	*	*	*	35%	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	39	753	750	762	*	*	*	*	*	59%	63%
Male	38	727	739	751	*	*	*	*	*	24%	53%
Economically Disadvantaged Students	63	739	742	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	14	745	759	767	*	*	*	*	*	50%	70%
Students with Disabilities	11	710	712	726	*	*	*	*	*	18%	25%
Students without Disabilities	66	745	750	762	*	*	*	*	*	45%	64%
English Learners	23	733	725	720	*	*	*	*	*	35%	17%
Non-English Learners	54	743	750	759	*	*	*	*	*	44%	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	117	744	746	755	12%	18%	23%	*	*	47%	58%
White	12	757	755	763	*	*	*	*	*	67%	68%
Hispanic	93	744	747	743	11%	18%	23%	*	*	48%	43%
Black or African American	*	*	734	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	64	749	753	762	*	*	22%	*	*	55%	66%
Male	53	737	739	749	*	*	25%	*	*	38%	51%
Economically Disadvantaged Students	96	739	743	739	15%	*	*	*	*	43%	39%
Non-Economically Disadvantaged Students	21	764	760	766	0%	*	*	*	*	67%	71%
Students with Disabilities	22	728	709	724	*	*	*	*	*	32%	22%
Students without Disabilities	95	747	751	762	*	*	*	*	*	51%	65%
English Learners	25	711	715	712	*	*	*	*	*	*	11%
Non-English Learners	92	753	751	757	*	*	*	*	*	*	60%
Homeless Students	*	*	732	731	*	*	*	*	*	*	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	88	738	746	754	*	22%	39%	*	*	32%	56%
White	*	*	754	761	*	*	*	*	*	*	66%
Hispanic	67	736	*	742	*	19%	40%	*	*	30%	42%
Black or African American	*	*	735	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	785	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	38	745	752	761	*	*	42%	*	*	42%	64%
Male	50	733	740	748	*	*	36%	*	*	24%	48%
Economically Disadvantaged Students	68	735	744	739	*	*	*	*	*	28%	37%
Non-Economically Disadvantaged Students	20	750	756	764	*	*	*	*	*	45%	68%
Students with Disabilities	15	708	714	723	*	*	*	*	*	*	18%
Students without Disabilities	73	744	750	760	*	*	*	*	*	*	63%
English Learners	18	730	716	712	*	*	*	*	*	28%	*
Non-English Learners	70	740	750	755	*	*	*	*	*	33%	*
Homeless Students	N	N	711	729	N	N	N	N	N	N	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	90	756	752	760	*	*	13%	51%	16%	67%	63%
White	*	*	761	768	*	*	*	*	*	*	72%
Hispanic	71	755	753	746	*	*	*	55%	14%	69%	49%
Black or African American	15	756	744	740	0%	*	*	*	*	53%	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	41	771	759	769	*	0%	*	*	*	85%	72%
Male	49	743	746	752	*	20%	*	*	*	51%	54%
Economically Disadvantaged Students	71	757	751	742	*	*	*	*	*	69%	44%
Non-Economically Disadvantaged Students	19	751	759	771	*	*	*	*	*	58%	73%
Students with Disabilities	15	720	708	721	*	*	*	*	*	27%	22%
Students without Disabilities	75	763	758	768	*	*	*	*	*	75%	71%
English Learners	12	739	711	705	*	*	*	*	*	33%	11%
Non-English Learners	78	758	757	762	*	*	*	*	*	72%	64%
Homeless Students	*	*	712	729	*	*	*	*	*	*	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

DR. ANTONIA PANTOJA SCHOOL NO. 27
(39-1320-310)
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	87	750	751	759	*	17%	25%	*	*	49%	60%
White	*	*	762	767	*	*	*	*	*	*	70%
Hispanic	69	752	*	744	*	*	25%	39%	14%	54%	45%
Black or African American	12	730	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	46	762	759	768	*	*	22%	*	*	63%	69%
Male	41	737	743	751	*	*	29%	*	*	34%	52%
Economically Disadvantaged Students	60	752	748	740	*	*	18%	*	*	55%	42%
Non-Economically Disadvantaged Students	27	747	762	769	*	*	41%	*	*	37%	71%
Students with Disabilities	13	711	715	719	*	*	*	*	*	*	19%
Students without Disabilities	74	757	755	766	*	*	*	*	*	*	68%
English Learners	28	741	713	703	*	*	36%	*	*	32%	*
Non-English Learners	59	755	756	761	*	*	20%	*	*	58%	*
Homeless Students	*	*	723	727	*	*	*	*	*	*	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%

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(39-1320-310)
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2017-2018

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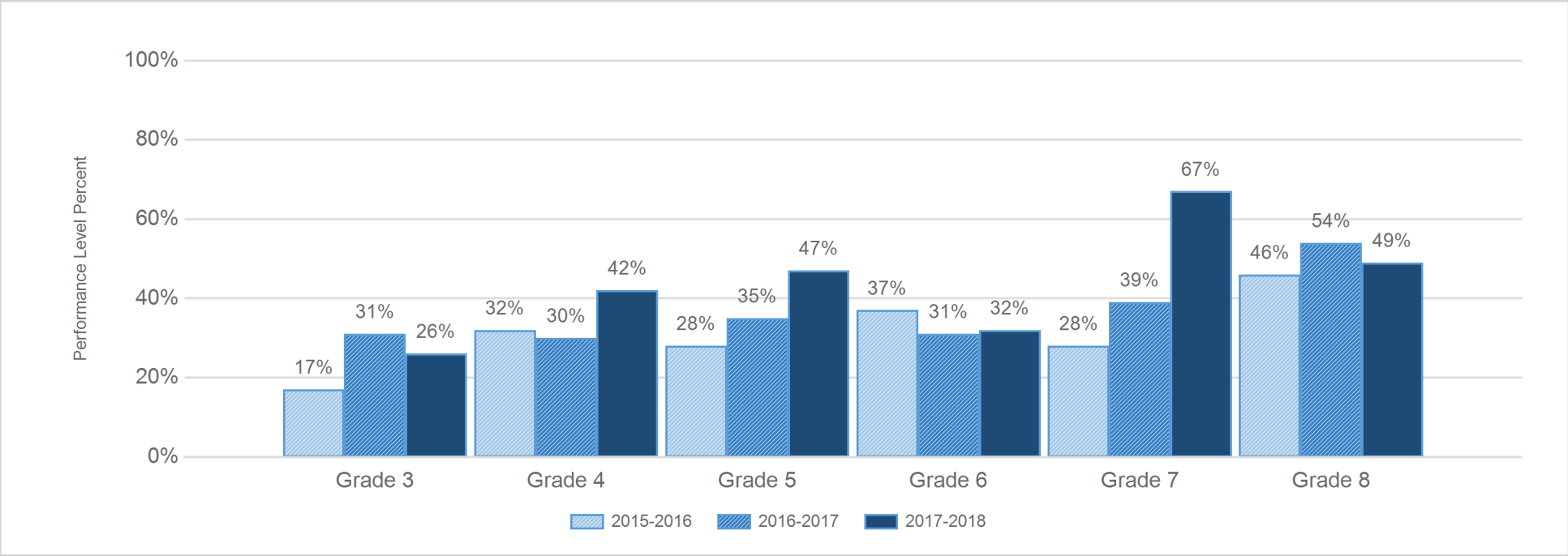
English Language Arts/Literacy Assessment - Performance Trends

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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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	553	100.0	29.3	29.9	45.0	29.3	41	Not Met
White	*	*	*	41.5	54.1	*	54.7	Met Target†
Hispanic	427	100.0	30.7	30.7	29.2	30.7	42.6	Not Met
Black or African American	88	100.0	15.9	18.6	23.4	15.9	29.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.9	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	259	100.0	29.7	30.8	46.0	29.7		
Male	294	100.0	29.0	29.1	43.9	29.0		
Economically Disadvantaged Students	437	100.0	28.6	28.4	26.6	28.6	41.9	Not Met
Non-Economically Disadvantaged Students	116	100.0	31.9	36.4	55.9	31.9		
Students with Disabilities	96	100.0	13.6	10.5	17.1	13.6	31.1	Not Met
Students without Disabilities	457	100.0	32.6	32.7	50.5	32.6		
English Learners	242	100.0	26.4	28.6	24.6	26.4	36.3	Not Met
Non-English Learners	311	100.0	31.5	30.5	46.9	31.5		
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.

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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	99	736	743	752	12%	22%	29%	*	*	36%	53%
White	*	*	752	760	*	*	*	*	*	*	64%
Hispanic	83	736	744	739	*	24%	29%	*	*	36%	38%
Black or African American	10	726	734	734	*	*	*	*	*	30%	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	42	742	745	752	*	*	40%	*	*	38%	53%
Male	57	732	741	751	*	*	21%	*	*	35%	53%
Economically Disadvantaged Students	78	736	741	736	*	*	*	*	*	36%	35%
Non-Economically Disadvantaged Students	21	734	751	762	*	*	*	*	*	38%	66%
Students with Disabilities	10	712	719	730	*	*	*	*	*	*	29%
Students without Disabilities	89	739	746	756	*	*	*	*	*	*	57%
English Learners	47	734	736	726	*	*	32%	*	*	36%	23%
Non-English Learners	52	738	746	754	*	*	27%	*	*	37%	56%
Homeless Students	*	*	725	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	730	725	*	*	*	*	*	*	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%

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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	83	728	740	748	16%	25%	34%	25%	0%	25%	49%
White	*	*	749	755	*	*	*	*	*	*	60%
Hispanic	56	729	741	737	*	*	38%	*	*	25%	34%
Black or African American	20	718	728	730	*	*	*	*	*	15%	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	42	731	741	748	*	*	33%	*	*	29%	50%
Male	41	726	739	748	*	*	34%	*	*	22%	49%
Economically Disadvantaged Students	67	727	738	733	*	*	*	*	*	24%	30%
Non-Economically Disadvantaged Students	16	733	750	758	*	*	*	*	*	31%	62%
Students with Disabilities	11	700	713	725	*	*	*	*	*	*	22%
Students without Disabilities	72	733	744	753	*	*	*	*	*	*	55%
English Learners	29	731	731	722	*	*	34%	*	*	28%	16%
Non-English Learners	54	727	743	750	*	*	33%	*	*	24%	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%

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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	120	726	737	748	17%	39%	24%	*	*	20%	49%
White	12	729	743	756	*	*	*	*	*	25%	60%
Hispanic	96	727	*	736	15%	41%	25%	*	*	20%	32%
Black or African American	*	*	725	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	65	725	738	749	*	38%	28%	*	*	17%	50%
Male	55	726	736	747	*	40%	20%	*	*	24%	48%
Economically Disadvantaged Students	99	721	735	733	20%	*	*	*	*	14%	29%
Non-Economically Disadvantaged Students	21	746	747	758	0%	*	*	*	*	48%	62%
Students with Disabilities	22	727	719	726	*	50%	*	*	*	18%	20%
Students without Disabilities	98	725	739	752	*	37%	*	*	*	20%	55%
English Learners	28	715	720	718	36%	*	*	*	*	11%	13%
Non-English Learners	92	729	740	750	11%	*	*	*	*	23%	51%
Homeless Students	*	*	717	722	*	*	*	*	*	*	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%

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	715	730	744	*	*	*	*	*	*	44%
White	*	*	740	751	*	*	*	*	*	*	54%
Hispanic	72	715	*	731	26%	40%	22%	*	*	11%	27%
Black or African American	*	*	719	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	42	714	732	745	*	*	*	*	*	*	45%
Male	53	716	729	742	*	*	*	*	*	*	42%
Economically Disadvantaged Students	74	713	728	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	21	722	738	753	*	*	*	*	*	*	56%
Students with Disabilities	15	699	708	717	*	*	*	*	*	*	13%
Students without Disabilities	80	718	733	748	*	*	*	*	*	*	49%
English Learners	24	705	709	713	*	*	*	*	*	*	11%
Non-English Learners	71	718	733	745	*	*	*	*	*	*	45%
Homeless Students	N	N	704	718	N	N	N	N	N	N	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%

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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	92	742	730	743	*	18%	32%	*	*	43%	43%
White	*	*	733	750	*	*	*	*	*	*	54%
Hispanic	72	743	732	732	*	19%	31%	*	*	44%	27%
Black or African American	16	740	722	727	*	*	*	*	*	38%	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	41	747	729	745	*	*	46%	*	*	41%	45%
Male	51	738	731	741	*	*	20%	*	*	45%	42%
Economically Disadvantaged Students	72	742	730	730	*	*	*	*	*	47%	24%
Non-Economically Disadvantaged Students	20	740	732	751	*	*	*	*	*	30%	55%
Students with Disabilities	15	720	709	717	*	*	*	*	*	20%	12%
Students without Disabilities	77	746	733	748	*	*	*	*	*	48%	50%
English Learners	14	735	716	716	*	*	*	*	*	29%	10%
Non-English Learners	78	743	732	744	*	*	*	*	*	46%	45%
Homeless Students	*	*	706	720	*	*	*	*	*	*	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%

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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	*	*	675	728	*	*	*	*	*	*	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	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	*	*	*	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	675	705	*	*	*	*	*	*	*
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	*	*	675	729	*	*	*	*	*	*	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	90	738	729	746	13%	21%	32%	*	*	33%	46%
White	*	*	737	755	*	*	*	*	*	*	57%
Hispanic	71	739	731	730	*	23%	35%	*	*	32%	27%
Black or African American	13	717	718	727	*	*	*	*	*	15%	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	47	742	732	748	*	*	30%	*	*	40%	48%
Male	43	734	727	745	*	*	35%	*	*	26%	44%
Economically Disadvantaged Students	64	741	729	729	*	*	*	*	*	38%	25%
Non-Economically Disadvantaged Students	26	730	730	756	*	*	*	*	*	23%	57%
Students with Disabilities	12	711	705	716	*	*	*	*	*	*	13%
Students without Disabilities	78	742	733	752	*	*	*	*	*	*	52%
English Learners	33	727	714	710	*	*	*	*	*	21%	*
Non-English Learners	57	744	733	749	*	*	*	*	*	40%	*
Homeless Students	*	*	712	718	*	*	*	*	*	*	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

DR. ANTONIA PANTOJA SCHOOL NO. 27
(39-1320-310)
Grades Offered: PK-08
2017-2018

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N No Data is available to display
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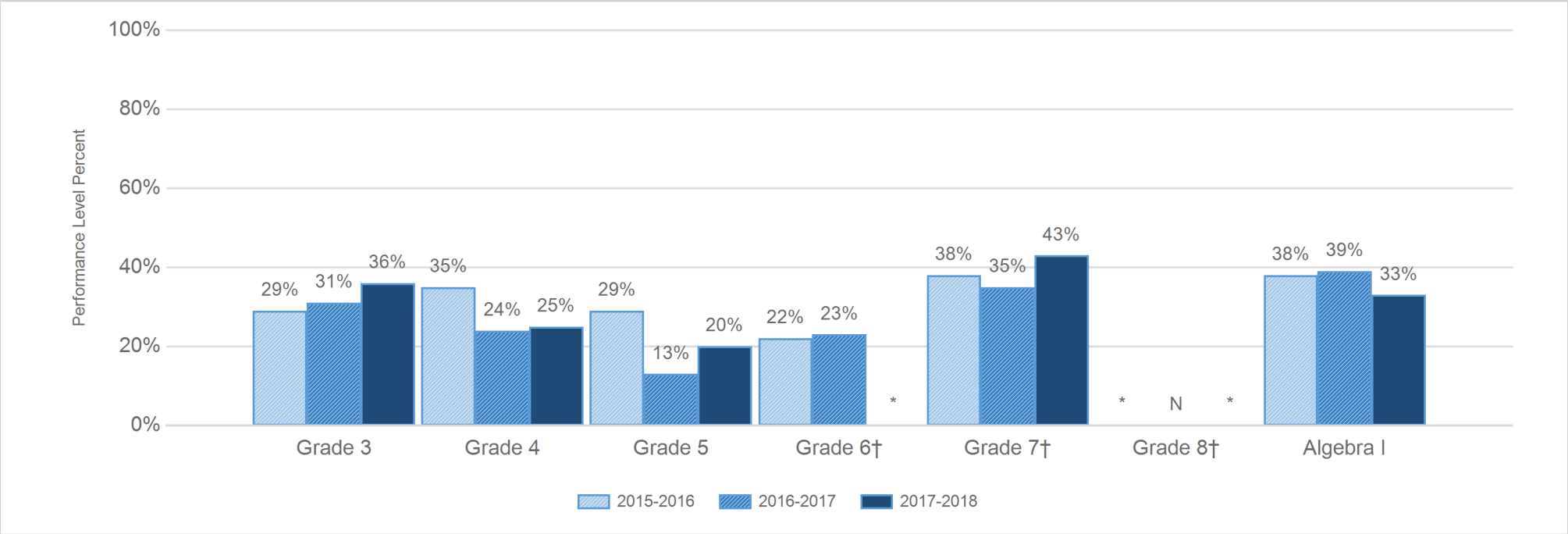
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
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	54.5%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	119	*	*
3-4	107	87.9%	12.1%
5 or more	73	83.6%	16.4%

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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	94
7	0	0	82
8	82	0	8
Total	82	0	184

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	78	0	0	0	0	0	0
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	78	0	0	0	0	0	0

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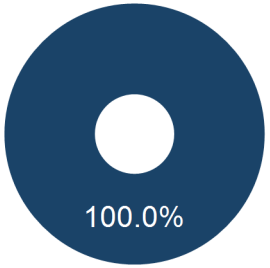
Visual and Performing Arts – Course Participation

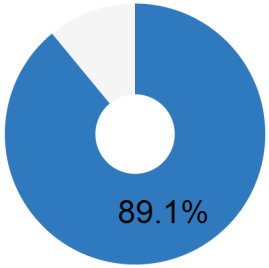
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

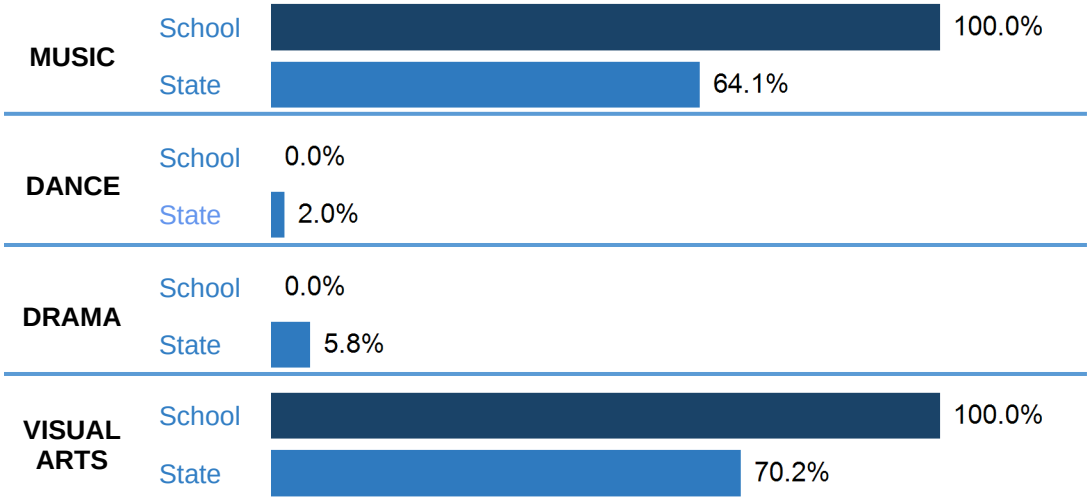


School



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.

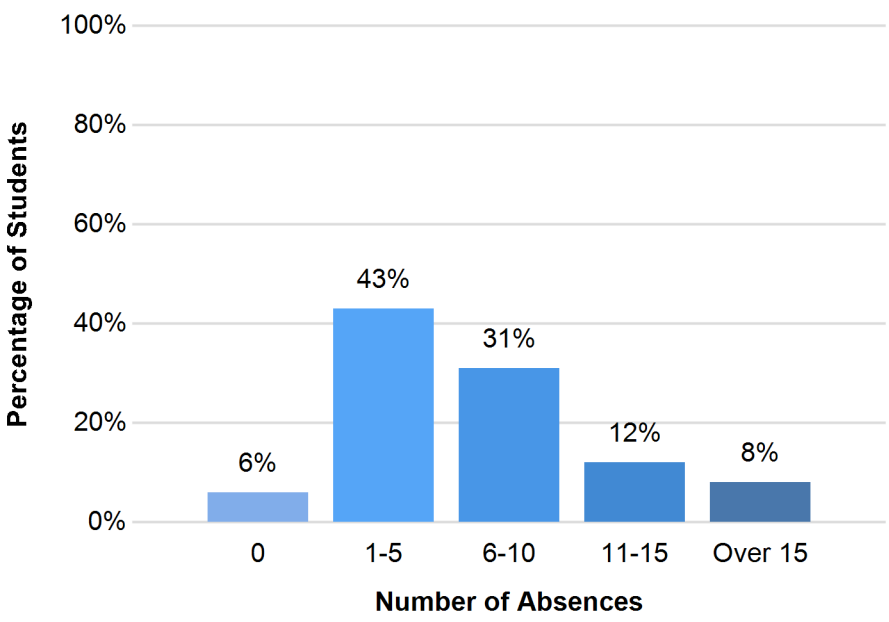
Chronic Absenteeism

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	57	6.4	9.1	Met
White	3	6.1	9.1	Met
Hispanic	44	6.7	9.1	Met
Black or African American	8	4.5	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	2	16.7	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	43	6.3	9.1	Met
Students with Disabilities	15	10.3	9.1	Not Met
English Learners	17	5.4	9.1	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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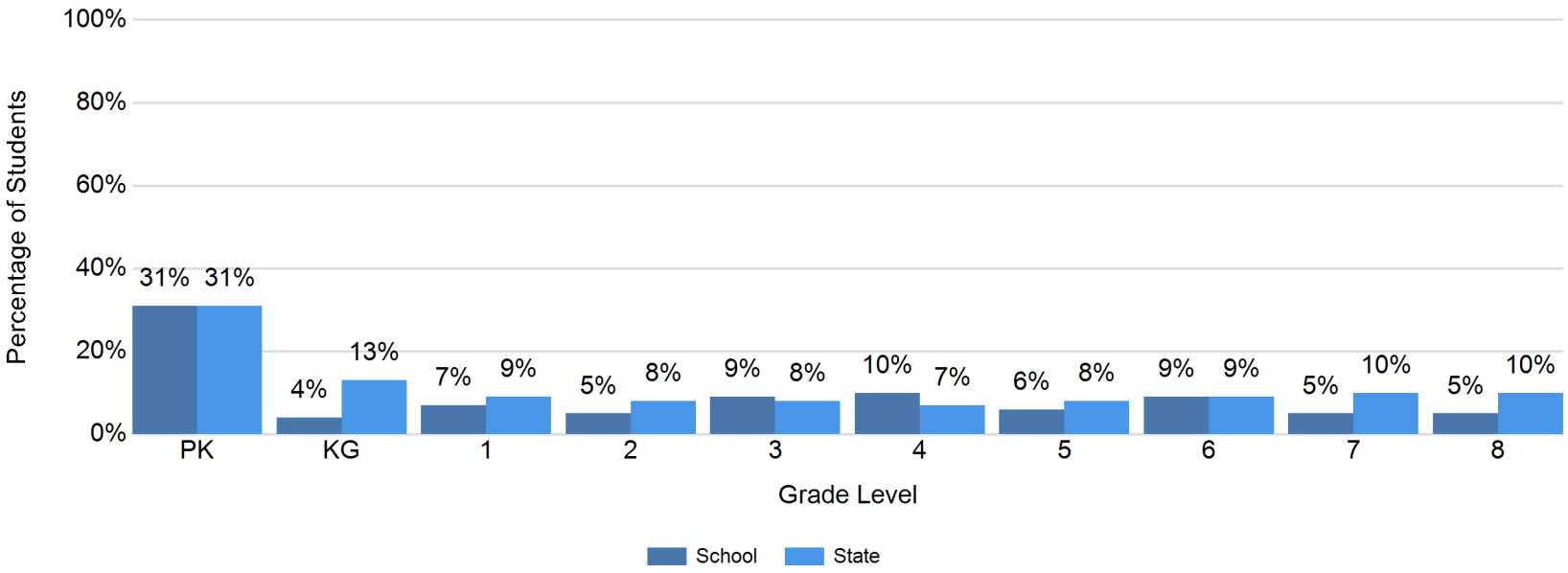
Chronic Absenteeism by Grade

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	39
Weapons	6
Vandalism	5
Substances	2
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	52
Incidents Per 100 Students Enrolled	5.20

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	5
Weapons	0
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	1
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	1	1	2
Other	1	1	2
No Identified Nature	4		4

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	58	5.8%
Any Suspension	58	5.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
179

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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	71	117,464
Average years experience in public schools	11.6	12.0
Average years experience in district	11.6	10.7
Teachers in district for 4 or more years	87.3%	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	14:1	13:1
Students to Administrators	500:1	282:1
Teachers to Administrators	36:1	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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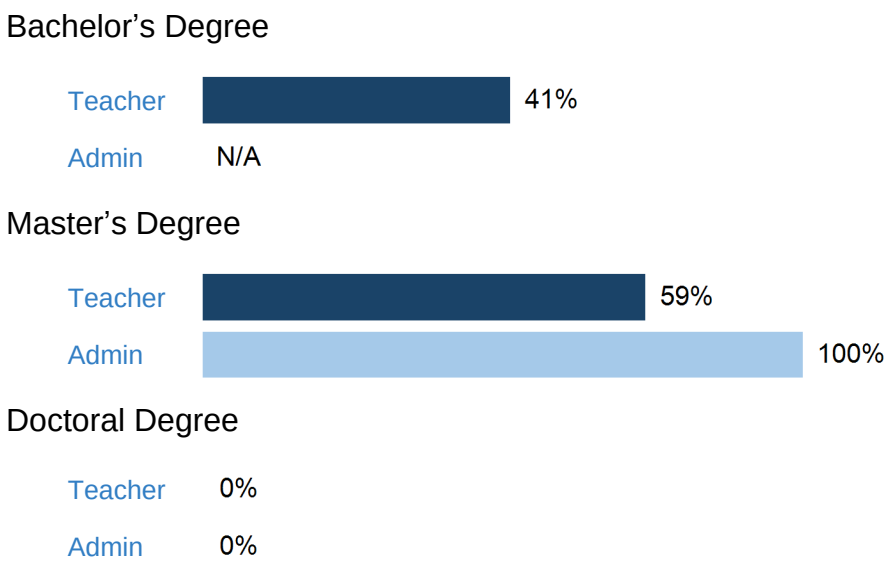
Teachers and Administrators - Level of Education

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	96.2%

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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	85.9%	100.0%
Male	14.1%	0.0%
White	57.7%	50.0%
Hispanic	31.0%	50.0%
Black or African American	9.9%	0.0%
Asian	1.4%	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	32.11	15.0%
Mathematics Proficiency	20.08	15.0%
English Language Arts Growth	93.72	20.0%
Mathematics Growth	32.40	20.0%
Progress Towards English Language Proficiency	51.28	20.0%
Chronic Absenteeism	65.77	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	49.89	n/a
Summative Rating: Percentile Rank of Summative Score	49.35	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

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-310)
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2017-2018

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Exceeds Standard	Met Standard	Met Target	Met	No
White	49.38	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	61.14	14.08	No	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	52.56	14.08	No	Met Target	Not Met	Exceeds Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	63.33	14.08	No	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	48.04	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	66.24	14.08	No	Met Target	Not Met	Exceeds Standard	Met Standard	Met Standard	Met	No

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

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School Narrative

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

Highlights:	• Implementation of AVID (Advancement Via Individual Determination) Program • Technology is a part of each school day with students utilizing 1:1 personal laptops • Proud Member of the National Junior Honor Society
Mission, Vision, Theme:	We believe that ALL students will achieve at great levels and become life-long learners socially emotionally and academically enabling them to become productive members of society. To ensure this every school community member will set high expectations and provide the necessary individualized tools and guided feedback needed for each learner. The school community will collaborate to ensure the environment is student-centered with a focus on each student's growth.
Awards, Recognition, Accomplishments:	Pantoja School No 27 is one of the schools chosen to represent the district of Elizabeth in the NJ Dept. of Education (NJDOE) Bilingual Model Program. We will host visits from other districts interested in learning about the Transitional Bilingual model implemented here. Additionally School 27 took part in the Kids Dig In Grant which allows students to build and maintain a garden. A portion of the produce from the garden will be donated to establishments in our community.

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Courses, Curriculum, Instruction:	Dr. Antonia Pantoja School No 27 boasts a comprehensive and rigorous curriculum which is completely aligned to the NJSLS. We implement a research-based literacy program which incorporates grade-appropriate social studies themes. Science and math curricula have recently been realigned; all students in Grade 8 take Algebra I. For further enrichment students are provided visual and performing arts education. Technology is integrated in daily lessons and all content areas.
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) Middle school students have the opportunity to participate in district-wide intramural sports teams. In addition one of our after school program units is a character education program which incorporates basketball skills.
Clubs and Activities:	Junior National Honor Society Advancement Via Individual Determination Program (AVID) Yearbook Club Growth Mindset Scholars Leaders of Technique and Jr. NBA: Character Building Programs; WE Partnership (WE Scare Hunger WE Rise Above WE Read Together etc.)

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Before and After School Programs:	School No. 27 houses programs such as Catapult offering students in Grades PreK-2 before and after school care. A district program is offered for enrichment for students in grades K-8. Curriculum and instruction is themed and includes technology cultural awareness character building ESL and much more. Students are afforded the opportunity to display visual and performing artwork at our winter and spring concerts. Additionally we host various evening events for students and families.
Staff and Professional Learning:	School and district sponsored professional development is provided on various days throughout the school year. Each teacher is responsible for creating his/her own plan based on data. In addition Professional Learning Committee (PLC) meetings are held at least once sometimes twice per month. These PLC meetings were created to address the needs in obtaining the school's goals.
Postsecondary Information:	Our district goal is to support every child in becoming college prepared career ready and to accomplish 'on time' graduation. To promote this our school implements the AVID Program (Advancement Via Individual Determination) for interested students in grades 7-8. AVID is only offered to students who have satisfactory citizenship good attendance and a GPA of 2.0 or higher. AVID's mission is to develop a sense of hope for personal achievement gained through hard work and determination.

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Student Supports and Services:	English Language Learners are supported via a Sheltered English approach as well as a focus on native language skills. Additionally students with different abilities are supported via an Individualized Educational Plan (IEP): inclusion resource and self-contained classes which allow for the least restrictive learning environment. The Intervention & Referral Services(I&RS) process targets students experiencing challenges with learning behavior and/or health.
Student Health and Wellness:	School No. 27 ensures to teach the "whole child" including social-emotional development supported by guidance counselors and a social worker. Topics that are addressed include student home & family life school environment peer mediation anti-bullying and good decision making . The S.H.A.R.K. mascot (Set goals Hard-working Academically focused Respectful & Resilient Kindhearted) is used to exemplify model behavior. Also school nurses conduct regular screenings of the students.
Parent and Community Involvement:	School No. 27 embraces a strong partnership between home and school. Pantoja Parents participate through our Parent Teacher Organization (PTO) as well as individually to enhance the education of our students. The PTO has brought many stimulating programs to our children during the school day and after school hours. PowerSchool is the parent portal used for review of student grades attendance etc.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Students teachers and parents take a 50+ question survey about the climate and safety of the school. The survey is taken twice per year. It is available in both English and Spanish via the school's website. It is used to gauge the way stakeholders of our school community feel about curriculum structure of schedule activities offered and safety.
Facilities:	School No. 27 is one of the newer educational facilities of the Elizabeth Public Schools. The facility includes a media lounge including a full complement of books and resources. The music wing includes a vocal music room and sound-proof practice rooms. The art studio is fully equipped with a kiln for those working on clay sculptures. There are seminar rooms for small group instruction as well as two science labs which include space for demonstrations and classroom instruction.

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Other Information:	School No. 27 is a neighborhood school that serves students in grades PreK-8. Our students arrive at school in their uniforms daily. The school-wide infusion of Carol Dweck's "Growth Mindset" plays a role in the improvement of all aspects of educating our children at all grade levels. Guiding students through the use of valuable feedback to set their own goals be resilient and make better choices through valuable feedback is a key focus while using ideas of growth mindset. As an (AVID) Advanced Via Individual Determination School we also embrace and foster independence and determination in our students. We teach them to use applicable tools to be academically successful and take charge of their own learning as well. Teachers are working to provide feedback to students based on common assessment data in order to make students resilient in learning. School No. 27 partners with Hispanics Inspiring Students' Performance and Achievement (HISPA) which is a role model program that inspires students to pursue a higher education and reach for their goals. The program consists of six visits by HISPA role models who provide presentations about their stories cultural backgrounds professional careers and the educational experiences that helped them achieve their goals. We believe in a high quality education and the value of good citizenship at Dr. Antonia Pantoja School No. 27. Our philosophy is that ALL children are able to learn and achieve at high levels as long as such expectations are set and appropriate tools are provided. Together as a school community we will support students' social and emotional development and make a positive impact on their academic growth. One of our goals is to ensure they successfully reach college and career readiness. The entire Dr. Antonia Pantoja family is working together to provide all students with the best education possible so they may be life-long learners who excel in whatever they dream to do in life.