NJ SCHOOL PERFORMANCE REPORT

CHARLES STREET SCHOOL
(05-3920-060)
Grades Offered: PK-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	BURLINGTON
District	PALMYRA BORO
Principal Name	MR. MCBRIDE
Address	100 W CHARLES STREET PALMYRA, NJ 08065
Phone Number	(856)829-3601
Email Address	bmcbride@palmyra.k12.nj.us
Website	https://www.palmyraschools.com
Facebook	https://www.facebook.com/palmyraproud/
Twitter	https://twitter.com/palmyraproud

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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	11	13	20
KG	67	57	58
1	78	53	59
2	77	69	55
3	76	76	69
4	69	78	76
5	70	68	83
6	64	70	71
Total	512	484	492

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	50.0%	49.8%	47.5%
Male	50.0%	50.2%	52.5%
Economically Disadvantaged Students	41.8%	39.3%	38.9%
Students with Disabilities	15.2%	15.5%	19.5%
English Learners	2.0%	2.1%	1.6%
Homeless Students		4.1%	3.0%
Students in Foster Care		1.2%	1.6%
Military-Connected Students		0.0%	0.2%
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	53.9%	54.5%	54.4%
Hispanic	13.9%	13.6%	13.8%
Black or African American	20.5%	19.2%	19.7%
Asian	4.5%	4.1%	3.4%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.6%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	6.8%	8.1%	7.9%

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	11	4	5
PK - Full Day	0	9	15
KG - Half Day	0	0	0
KG - Full Day	67	57	58

Enrollment by Home Language

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

Home Language	% of Students
English	95.5%
Spanish	1.4%
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	43	44	50	Met Standard	43	43	50	Met Standard
White	48	45.5	50	Met Standard	47	44.5	51	Met Standard
Hispanic	50.5	50.5	49	Met Standard	48	50	48	Met Standard
Black or African American	35	44	44	Not Met	28	28	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	38	38	61	**	43.5	45.5	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	40	42	49	**	31	40	51	**
Economically Disadvantaged	38	40	48	Not Met	37.5	39	47	Not Met
Students with Disabilities	36	36	41	Not Met	32	31.5	43	Not Met
English Learners	*	*	54	**	*	*	51	**

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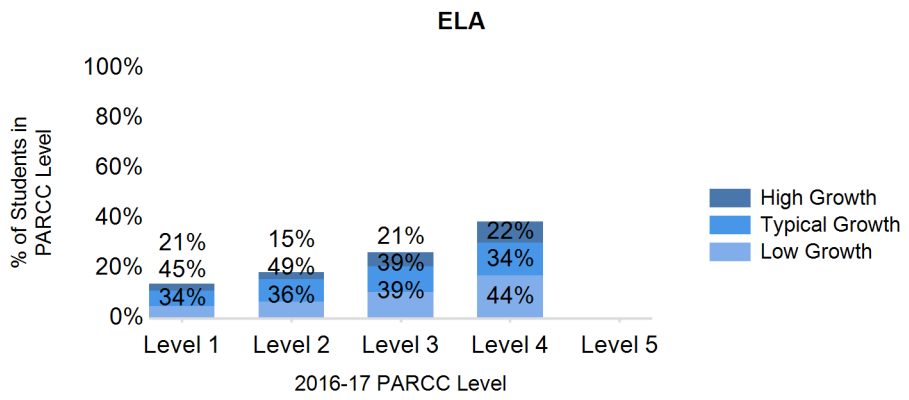
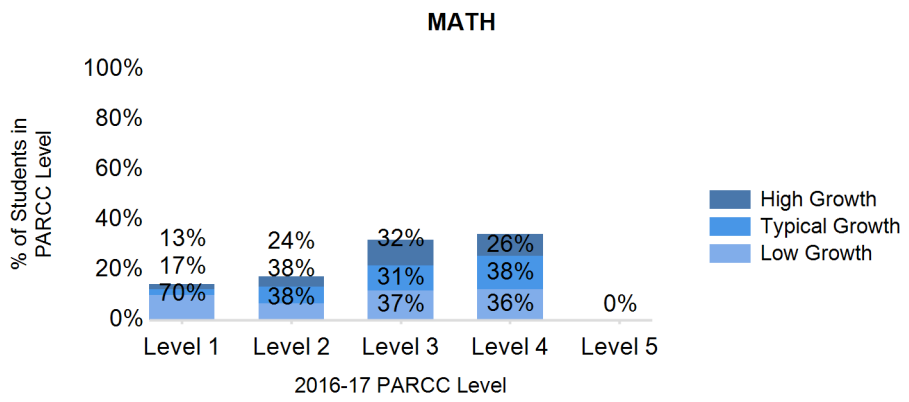
Student Growth by Performance Level

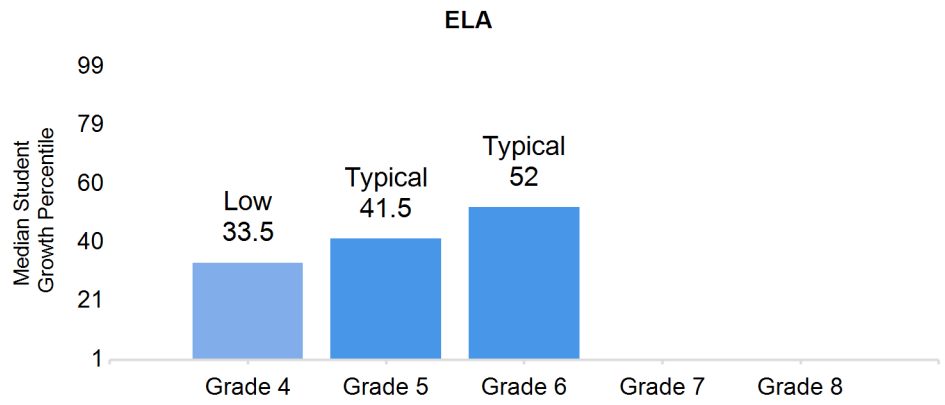
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

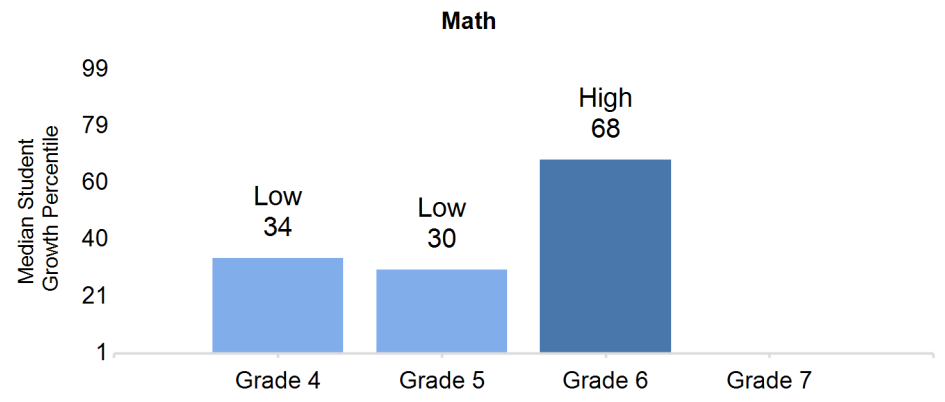




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	299	99.4	42.2	44.4	56.7	42.2	49.7	Not Met
White	162	100.0	48.7	54.2	65.6	48.7	62.5	Not Met
Hispanic	34	97.4	41.2	32.4	42.5	41.2	32.3	Met Target
Black or African American	69	98.6	27.5	27.7	37.3	27.5	30.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	20	100.0	40.0	38.9	63.4	40.0	N	N
Female	146	99.3	52.0	56.5	64.5	52.0		
Male	153	99.4	32.7	33.3	49.4	32.7		
Economically Disadvantaged Students	114	98.4	29.0	27.7	38.5	29.0	36.7	Not Met
Non-Economically Disadvantaged Students	185	100.0	50.3	55.2	67.5	50.3		
Students with Disabilities	51	100.0	25.5	*	21.6	25.5	27.8	Met Target†
Students without Disabilities	248	99.2	45.5	*	63.9	45.5		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	13	100.0	38.5	*	27.7	38.5		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	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	72	737	737	750	*	*	40%	33%	0%	33%	52%
White	40	742	742	759	*	*	38%	40%	0%	40%	61%
Hispanic	*	*	*	736	*	*	*	*	*	*	38%
Black or African American	20	721	721	733	*	*	*	*	*	15%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	35	742	742	756	*	*	46%	34%	0%	34%	57%
Male	37	732	732	744	*	*	35%	32%	0%	32%	46%
Economically Disadvantaged Students	31	726	726	733	*	*	52%	*	*	16%	34%
Non-Economically Disadvantaged Students	41	745	745	762	*	*	32%	*	*	46%	64%
Students with Disabilities	10	704	704	719	*	*	*	*	*	20%	24%
Students without Disabilities	62	742	742	756	*	*	*	*	*	35%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	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	734	734	756	13%	23%	29%	*	*	35%	58%
White	43	738	738	764	*	*	30%	*	*	40%	68%
Hispanic	11	737	737	744	0%	*	*	*	*	36%	44%
Black or African American	17	715	715	739	*	*	*	*	*	18%	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	*	*	*	763	*	*	*	*	*	*	63%
Female	37	737	737	762	*	*	*	*	*	38%	63%
Male	40	731	731	751	*	*	*	*	*	33%	53%
Economically Disadvantaged Students	27	721	721	740	*	*	*	*	*	22%	40%
Non-Economically Disadvantaged Students	50	741	741	767	*	*	*	*	*	42%	70%
Students with Disabilities	16	724	724	726	*	*	*	*	*	38%	25%
Students without Disabilities	61	737	737	762	*	*	*	*	*	34%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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	85	737	737	755	18%	19%	16%	*	*	47%	58%
White	37	747	747	763	*	*	*	*	*	62%	68%
Hispanic	15	736	736	743	0%	*	*	*	*	33%	43%
Black or African American	25	726	726	738	*	*	*	*	*	36%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	42	745	745	762	*	*	*	*	*	62%	66%
Male	43	730	730	749	*	*	*	*	*	33%	51%
Economically Disadvantaged Students	42	729	729	739	*	*	*	*	*	38%	39%
Non-Economically Disadvantaged Students	43	746	746	766	*	*	*	*	*	56%	71%
Students with Disabilities	16	705	705	724	*	*	*	*	*	19%	22%
Students without Disabilities	69	745	745	762	*	*	*	*	*	54%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	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	72	750	750	754	*	19%	21%	*	*	53%	56%
White	44	753	753	761	*	*	23%	*	*	57%	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	34	759	759	761	*	*	*	*	*	74%	64%
Male	38	741	741	748	*	*	*	*	*	34%	48%
Economically Disadvantaged Students	22	739	739	739	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	50	754	754	764	*	*	*	*	*	58%	68%
Students with Disabilities	11	721	721	723	*	*	*	*	*	18%	18%
Students without Disabilities	61	755	755	760	*	*	*	*	*	59%	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	72	750	750	755	*	19%	21%	*	*	53%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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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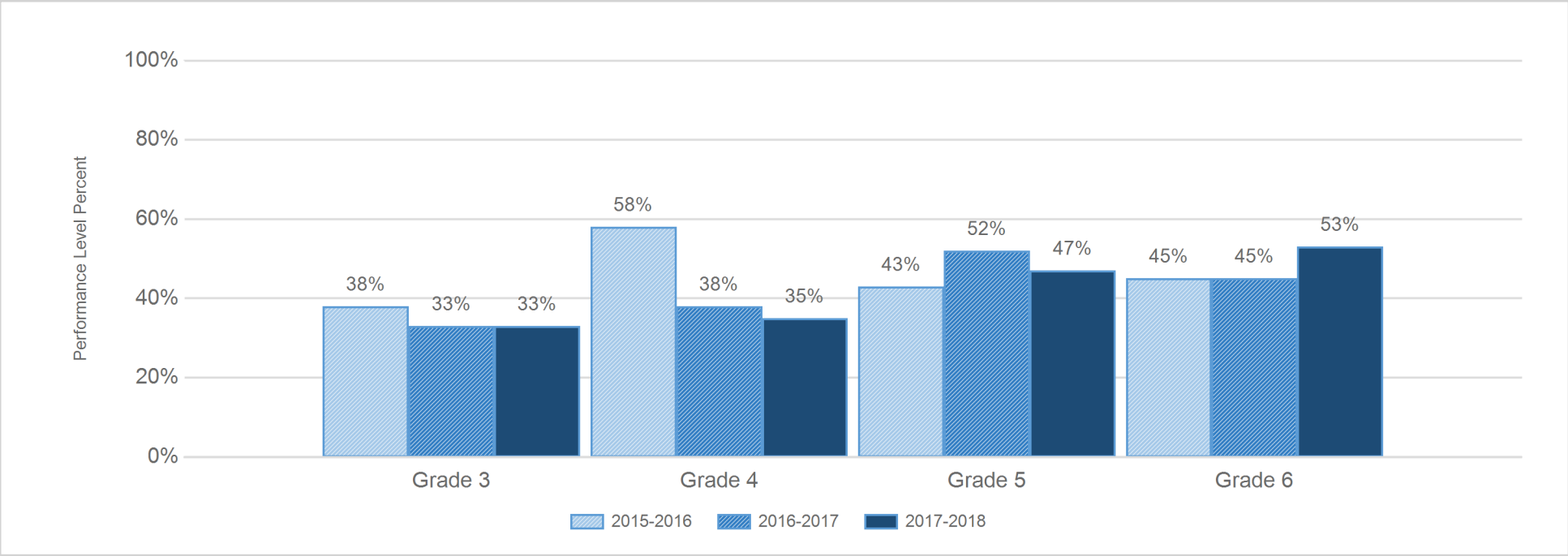
English Language Arts/Literacy Assessment - Performance Trends

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	298	99.4	35.5	29.9	45.0	35.5	43.9	Not Met
White	161	100.0	45.3	39.7	54.1	45.3	51.1	Met Target†
Hispanic	34	97.4	29.4	*	29.2	29.4	32.3	Met Target†
Black or African American	69	98.6	20.3	*	23.4	20.3	36.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	20	100.0	25.0	22.9	53.0	25.0	N	N
Female	146	99.3	32.2	29.3	46.0	32.2		
Male	152	99.4	38.8	30.3	43.9	38.8		
Economically Disadvantaged Students	114	98.4	19.3	*	26.6	19.3	22.8	Met Target†
Non-Economically Disadvantaged Students	184	100.0	45.7	*	55.9	45.7		
Students with Disabilities	51	100.0	29.5	*	17.1	29.5	21.1	Met Target
Students without Disabilities	247	99.2	36.8	*	50.5	36.8		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	13	100.0	23.1	*	17.3	23.1		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	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

CHARLES STREET SCHOOL
(05-3920-060)
Grades Offered: PK-06
2017-2018

Report Key:
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N No Data is available to display
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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	72	741	741	752	*	17%	28%	*	*	43%	53%
White	40	750	750	760	*	*	*	*	*	60%	64%
Hispanic	*	*	*	739	*	*	*	*	*	*	38%
Black or African American	20	723	723	734	*	*	*	*	*	20%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	35	740	740	752	*	*	*	*	*	40%	53%
Male	37	742	742	751	*	*	*	*	*	46%	53%
Economically Disadvantaged Students	31	729	729	736	*	*	*	*	*	26%	35%
Non-Economically Disadvantaged Students	41	750	750	762	*	*	*	*	*	56%	66%
Students with Disabilities	10	720	720	730	*	0%	*	*	*	30%	29%
Students without Disabilities	62	744	744	756	*	19%	*	*	*	45%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

CHARLES STREET SCHOOL
(05-3920-060)
Grades Offered: PK-06
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	77	732	732	748	17%	16%	39%	29%	0%	29%	49%
White	43	738	738	755	*	*	47%	33%	0%	33%	60%
Hispanic	11	737	737	737	0%	*	*	*	*	27%	34%
Black or African American	17	709	709	730	*	*	*	*	*	12%	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	*	*	*	752	*	*	*	*	*	*	55%
Female	37	731	731	748	*	*	41%	*	*	24%	50%
Male	40	733	733	748	*	*	38%	*	*	33%	49%
Economically Disadvantaged Students	27	720	720	733	*	*	*	*	*	19%	30%
Non-Economically Disadvantaged Students	50	738	738	758	*	*	*	*	*	34%	62%
Students with Disabilities	16	722	722	725	*	*	*	*	*	38%	22%
Students without Disabilities	61	735	735	753	*	*	*	*	*	26%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	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

CHARLES STREET SCHOOL
(05-3920-060)
Grades Offered: PK-06
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	84	727	727	748	25%	13%	35%	*	*	27%	49%
White	36	736	736	756	*	*	36%	*	*	39%	60%
Hispanic	15	729	729	736	*	*	*	*	*	20%	32%
Black or African American	25	714	714	730	40%	*	*	*	*	20%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	42	725	725	749	24%	*	45%	*	*	19%	50%
Male	42	729	729	747	26%	*	24%	*	*	36%	48%
Economically Disadvantaged Students	42	714	714	733	*	*	29%	*	*	14%	29%
Non-Economically Disadvantaged Students	42	739	739	758	*	*	40%	*	*	40%	62%
Students with Disabilities	16	698	698	726	*	0%	*	*	*	19%	20%
Students without Disabilities	68	733	733	752	*	16%	*	*	*	29%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	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

CHARLES STREET SCHOOL
(05-3920-060)
Grades Offered: PK-06
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	72	741	741	744	*	18%	29%	*	*	44%	44%
White	44	745	745	751	*	*	27%	*	*	52%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	34	746	746	745	*	*	32%	*	*	50%	45%
Male	38	737	737	742	*	*	26%	*	*	39%	42%
Economically Disadvantaged Students	22	731	731	729	*	*	*	*	*	27%	24%
Non-Economically Disadvantaged Students	50	745	745	753	*	*	*	*	*	52%	56%
Students with Disabilities	11	719	719	717	*	*	*	*	*	18%	13%
Students without Disabilities	61	745	745	748	*	*	*	*	*	49%	49%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	72	741	741	745	*	18%	29%	*	*	44%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	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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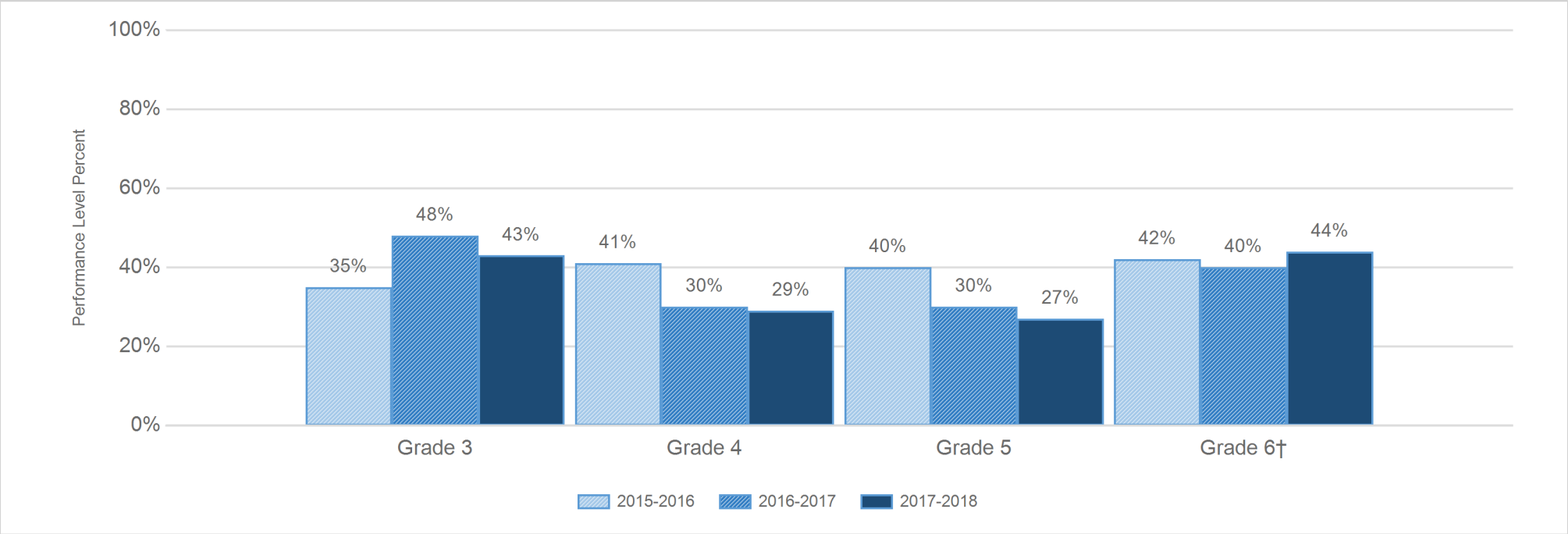
Mathematics Assessment – Performance Trends

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	N	N
5	N	N
6	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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

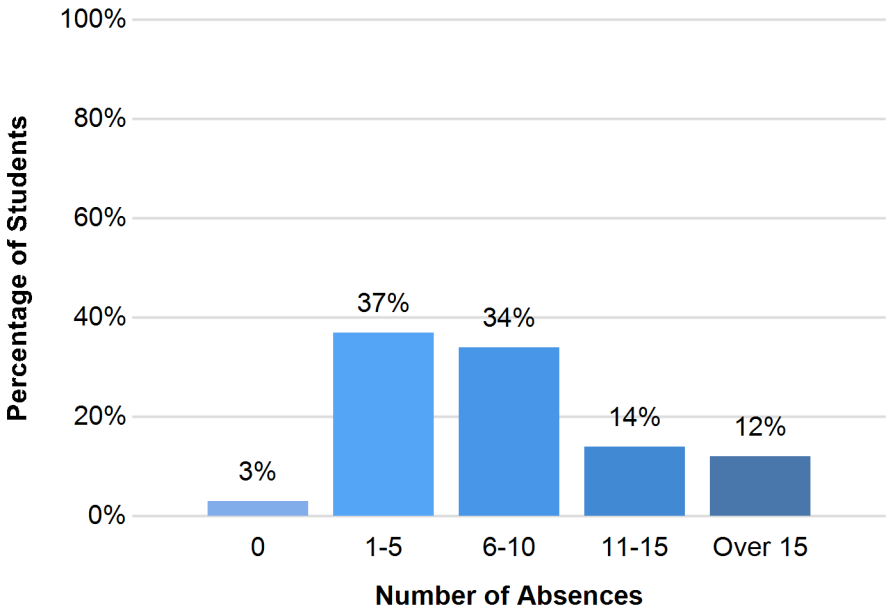
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	39	8.4	8.9	Met
White	17	6.8	8.9	Met
Hispanic	6	9.4	8.9	Not Met
Black or African American	11	11.6	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	4	10.3	8.9	Not Met
Economically Disadvantaged Students	22	11.9	8.9	Not Met
Students with Disabilities	8	9.5	8.9	Not Met
English Learners	*	*	**	**

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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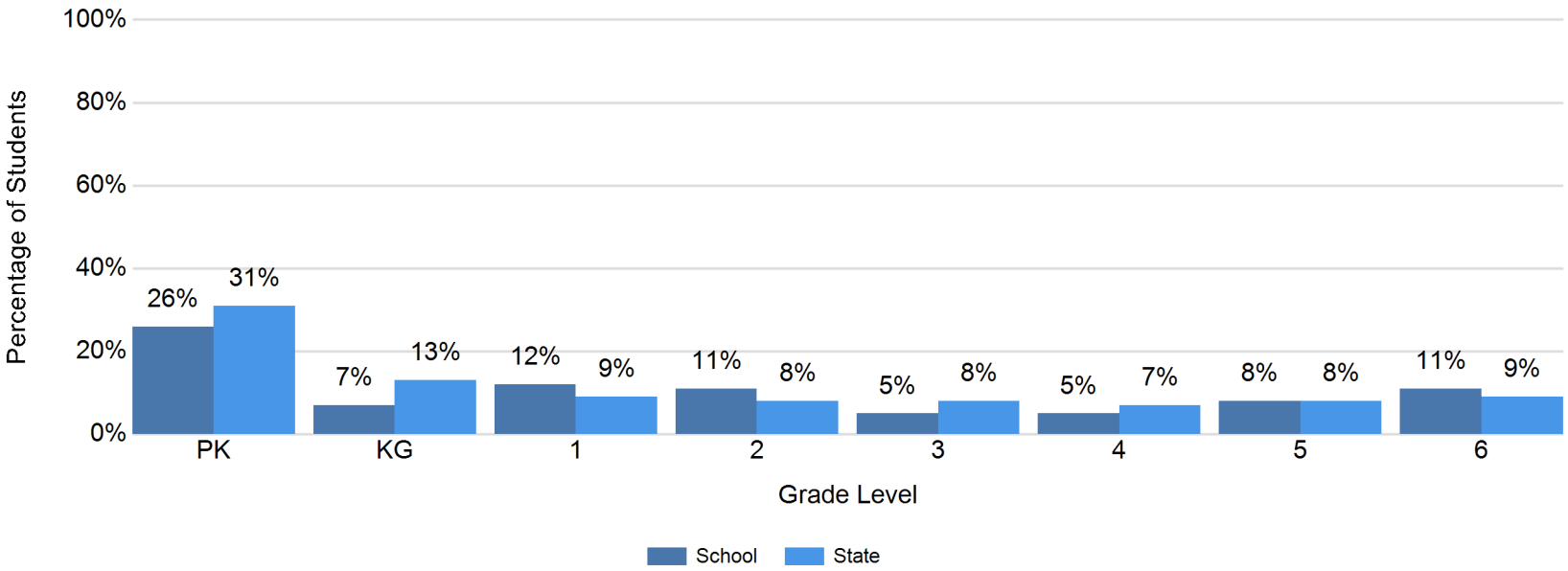
Chronic Absenteeism by Grade

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	6
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.42

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

NJ SCHOOL PERFORMANCE REPORT

CHARLES STREET SCHOOL
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2017-2018

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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	2		2

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	11	2.2%
Any Suspension	11	2.2%
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
24

NJ SCHOOL PERFORMANCE REPORT

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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	8:15 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	N
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	12.5:1

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)	$641	$14,847	$15,488

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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	39	117,464
Average years experience in public schools	13.0	12.0
Average years experience in district	10.5	10.7
Teachers in district for 4 or more years	71.8%	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	9	9,374
Average years experience in public schools	17.6	16.0
Average years experience in district	11.8	12.0
Administrators in district for 4 or more years	88.9%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	11:1
Students to Administrators	493:1	104:1
Teachers to Administrators	39:1	9:1
Students to Librarians/Media Specialists		932:1
Students to Nurses		466:1
Students to Counselors		311:1
Students to Child Study Team		311:1

NJ SCHOOL PERFORMANCE REPORT

CHARLES STREET SCHOOL
(05-3920-060)
Grades Offered: PK-06
2017-2018

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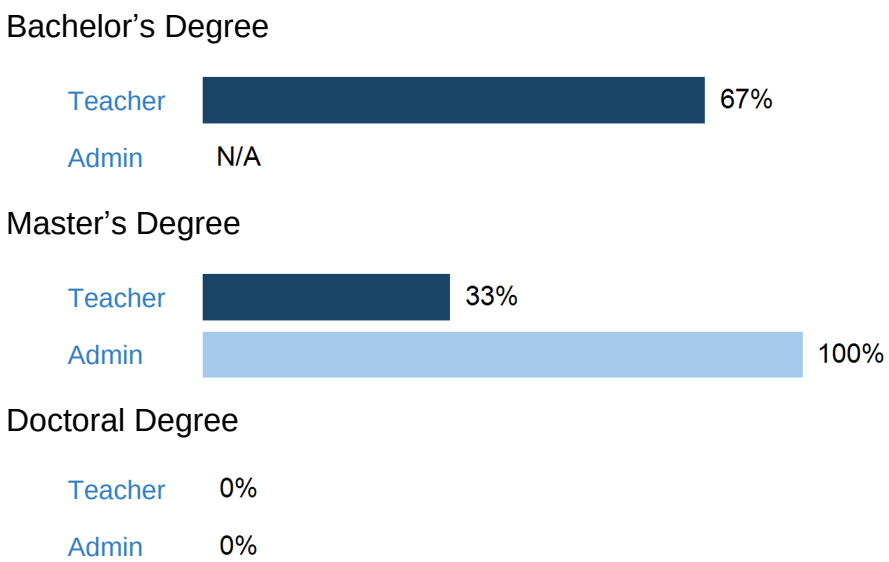
Teachers and Administrators - Level of Education

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	88.1%	90.2%
2016-17 Administrators: Same district 2017-18	80.0%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	97.3%

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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	84.6%	0.0%
Male	15.4%	100.0%
White	97.4%	0.0%
Hispanic	2.6%	0.0%
Black or African American	0.0%	100.0%
Asian	0.0%	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	20.02	17.5%
Mathematics Proficiency	23.82	17.5%
English Language Arts Growth	26.07	25.0%
Mathematics Growth	20.30	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	42.57	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	25.65	n/a
Summative Rating: Percentile Rank of Summative Score	13.45	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Met Standard	Met Standard	**	Met	No
White	30.93	14.08	No	Not Met	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	47.12	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	25.87	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not 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	N	**	**	n/a	Not Met	No
Economically Disadvantaged Students	24.48	14.08	No	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	46.16	14.08	No	Met Target†	Met Target	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• Academic growth is attributed to our dedicated team of professionals. • Newsela, Reflex Math, IXL, Read 180, System 44 are incorporated daily to support instruction. • Cultural changes are made with Olweus, our Anti-Bullying program.
Mission, Vision, Theme:	The Mission of the Palmyra Public School District is to work cooperatively with the available resources of home and community, including business and industry, to offer each child the educational opportunities that will enable him/her to function politically, economically, and socially in a democratic society and to fully facilitate their development within a safe and secure school environment.

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Courses, Curriculum, Instruction:	Charles Street School utilizes On Course's Learning Management System. The LMS provides teachers opportunities to create online assessments, which connect to the teacher's gradebook. This resource allows our teachers to receive spontaneous student data and allows teachers to be more efficient. Reflex Math, Newsela, Read 180, System 44 and IXL will be used to support instruction and academic growth.
Clubs and Activities:	Charles Street School provides weekly extra-curricular activities on an on-going basis throughout the school year. Choir, music lessons, computer club, art club, STEAM club, tutoring club, basketball, baseball and field hockey clubs, safety patrol, Drama Club, book clubs, and Kids for Character. Assemblies, guest speakers, the Book-Mates Program, cultural arts programs, Read Across America, and field trips also enhance our student's learning experience.

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Before and After School Programs:	Charles Street School provides an enriching After School Program, that allows students to complete homework with certified substitute teachers, participate in learning activities and play in a safe and positive environment. Students participate in gardening, crafts, and STEAM activities.
Staff and Professional Learning:	All of the teachers at Charles Street School meet New Jersey certification requirements. All faculty members are encouraged to develop and expand their knowledge through Professional Development in the form of course work, in-service training, and workshops. Charles Street School's team of professionals are dedicated and all are willing to go above and beyond for the good of our students and school.

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Student Supports and Services:	Charles Street School provides Basic Skills Instruction (BSI) and English Language Learners (ELL) instruction, along with supplemental instructional time, which enables students to receive additional supports and enriching academic programs. Students with special needs receive a full continuum of services based on their individual educational plans.
Student Health and Wellness:	CSS provides a breakfast program for any student interested in having breakfast in school. We also participate in the State of NJ Fluoride Rinse program, conduct annual health screenings, recognize Dental Awareness Month and promote healthy lifestyles and choices through our Health and Physical Education curriculum. Social media, bike safety, fire prevention and safety, and nutrition are just a few of the areas we expose and teach our students about on a daily and/or monthly basis.
Parent and Community Involvement:	Charles Street School is fortunate to have a dedicated and productive PTA. Through their efforts we are able to offer additional enrichment activities throughout the school year. Through quarterly Parent Advisory Council meetings, parents are also offered the opportunity to discuss concerns and offer input on any new initiatives. We believe a TEAM effort amongst our parents, students, and our staff is essential in improving academic achievement and an enriching educational environment.

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Other Information:	The Charles Street Elementary School serves approximately 500 students in pre-kindergarten through sixth grade. Our preschool program is designed to bring together children with special need with their typically developing peers in a collaborative classroom environment. Charles Street School offers a full day kindergarten program with three sections. Our academic program, while focusing on the acquisition of skills in the areas of language arts, reading, mathematics, science and social studies, also allows for students to experience areas such as music, physical education/health, computer technology, art, world language, character education, and library science. Charles Street School also provides an enrichment period which allows teachers to explore activities relating to STEAM, current events and school wide thematic lessons. Charles Street School is in its second year of piloting a Mindfulness program. Studies find that students benefit from learning mindfulness in terms of improved cognitive outcomes, social-emotional skills, and well-being. We also encourage our teachers to learn mindfulness; we believe they reap personal benefits such as reduced stress and burnout. With support from the Board of Education, technology has continued to develop at Charles Street School, computer technology is utilized school-wide to enhance and support instruction. Our Google Chrome Book and Google Apps initiative has moved from a pilot program for fifth graders to total utilization for grades third through sixth. Charles Street School has been introduced to On Course's Learning Management System. Charles Street School's anti-bullying program (Olweus) is in its fifth year. The design of the program is to create a cultural change in how our students, staff, parents and community view and address bullying in our schools and community.