




Dr Martin Luther King Jr School Complex
2016-2017
Grade Span 3F-08

01-0110-140
 ATLANTIC
 ATLANTIC CITY
 1700 MARMORA AVENUE
 ATLANTIC CITY, NJ 08401

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 95 | 75 | 72 |
| KG | 50 | 71 | 45 |
| 1 | 91 | 52 | 54 |
| 2 | 65 | 70 | 43 |
| 3 | 68 | 58 | 61 |
| 4 | 60 | 68 | 52 |
| 5 | 52 | 61 | 55 |
| 6 | 48 | 59 | 58 |
| 7 | 57 | 64 | 55 |
| 8 | 41 | 53 | 63 |
| Ungraded | 52 | 7 | 78 |
| Total | 679 | 638 | 636 |

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 | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 47% | 45% | 46% |
| Male | 54% | 55% | 54% |
| Economically Disadvantaged Students | 75% | 80% | 97% |
| Students with Disabilities | 13% | 13% | 18% |
| English Learners | 4% | 4% | 3% |
| Homeless Students | | | 2% |
| Students in Foster Care | | | 1% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| Black or African American | 74.7% |
| Hispanic | 19.7% |
| Asian | 1.7% |
| White | 1.6% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 2.4% |

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 0 | 0 | 0 |
| PK - Full Day | 100 | 75 | 72 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 50 | 71 | 45 |

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. All other students are included in Other Languages.

| Home Language | % of Students |
|---------------|---------------|
| English | 90.9% |
| Spanish | 7.7% |
| Other | 1.6% |



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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 | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 346 | 97.2 | 21.60 | 28.70 | 54.90 | 21.6 | 22 | Met Target† |
| White | * | * | * | 42.10 | 63.90 | * | ** | ** |
| Hispanic | 53 | 98.3 | 20.80 | * | 39.80 | 20.8 | 14.8 | Met Target |
| Black or African American | 283 | 96.9 | 21.20 | 16.10 | 35.20 | 21.2 | 23 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 62.30 | 80.70 | * | ** | ** |
| American Indian or Alaska Native | N | N | * | 60.00 | 53.70 | * | ** | ** |
| Two or More Races | * | * | * | 50.00 | 54.90 | * | ** | ** |
| Female | 158 | 96.8 | 28.40 | * | 62.20 | 28.4 | | |
| Male | 188 | 97.6 | 16.00 | * | 48.10 | 16 | | |
| Economically Disadvantaged Students | 298 | 96.8 | 19.40 | 28.00 | 36.20 | 19.4 | 19.1 | Met Target |
| Non-Economically Disadvantaged Students | 48 | 100.0 | 35.50 | 35.00 | 65.80 | 35.5 | | |
| Students with Disabilities | 76 | 96.5 | * | 5.70 | 20.50 | * | 7.8 | Met Target† |
| Students without Disabilities | 270 | 97.4 | * | 33.40 | 61.90 | * | | |
| English Learners | 19 | 100.0 | 21.10 | 24.00 | 25.20 | 21.1 | N | N |
| Non-English Learners | 327 | 97.1 | 21.70 | 30.70 | 57.40 | 21.7 | | |
| Homeless Students | * | * | * | 16.10 | 26.40 | * | | |
| Students In Foster Care | * | * | * | 7.70 | 24.80 | * | | |
| Military-Connected Students | N | N | * | 0.00 | 53.50 | * | | |
| Migrant Students | N | N | * | 0.00 | 23.00 | * | | |

** ESSA accountability targets are only included if data is available for at least 20 students



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 66 | 713 | 717 | 749 | 38% | 24% | 21% | 17% | 0% | 17% | 50% |
| White | * | * | * | 759 | * | * | * | * | * | * | 61% |
| Hispanic | 10 | 712 | 715 | 734 | * | * | * | * | 0% | 10% | 35% |
| Black or African American | 54 | 712 | 707 | 731 | 41% | 20% | 22% | * | * | 17% | 32% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 775 | N | N | N | N | N | N | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | N | N | N | 750 | N | N | N | N | N | N | 52% |
| Female | 29 | 717 | 719 | 753 | 35% | * | * | * | 0% | 17% | 55% |
| Male | 37 | 710 | 714 | 744 | 41% | * | * | * | 0% | 16% | 46% |
| Economically Disadvantaged Students | * | * | * | 730 | * | * | * | * | * | * | 31% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 63% |
| Students with Disabilities | 12 | 682 | 690 | 720 | * | * | * | * | * | * | 24% |
| Students without Disabilities | 54 | 720 | 721 | 754 | * | * | * | * | * | * | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Homeless Students | * | * | * | 720 | * | * | * | * | * | * | 21% |
| Students in Foster Care | * | * | * | 721 | * | * | * | * | * | * | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 733 | N | N | N | N | N | N | 29% |



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 55 | 723 | 727 | 753 | 27% | * | 27% | 24% | * | 26% | 56% |
| White | * | * | * | 762 | * | * | * | * | * | * | 67% |
| Hispanic | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Black or African American | 49 | 722 | 716 | 736 | 29% | 20% | 31% | * | * | 20% | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 755 | N | N | N | N | N | N | 56% |
| Female | 21 | 724 | 731 | 758 | * | * | * | * | * | 29% | 61% |
| Male | 34 | 723 | 723 | 748 | * | * | * | * | * | 24% | 51% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Non-Economically Disadvantaged Students | * | * | * | 764 | * | * | * | * | * | * | 69% |
| Students with Disabilities | * | * | * | 724 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | * | * | 759 | * | * | * | * | * | * | 62% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | 10% |
| Non-English Learners | 55 | 723 | 729 | 755 | 27% | * | 27% | 24% | * | 26% | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 31% |
| Military-Connected Students | N | N | N | 754 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 60 | 721 | 732 | 755 | 28% | 22% | 32% | * | * | 18% | 59% |
| White | * | * | * | 763 | * | * | * | * | * | * | 69% |
| Hispanic | 12 | 730 | * | 743 | * | * | * | * | 0% | 33% | 44% |
| Black or African American | 43 | 717 | 720 | 739 | 30% | 26% | 33% | * | * | 12% | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 778 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 756 | N | N | N | N | N | N | 60% |
| Female | 27 | 728 | 736 | 761 | * | * | * | * | * | * | 66% |
| Male | 33 | 715 | 728 | 749 | * | * | * | * | * | * | 53% |
| Economically Disadvantaged Students | * | * | * | 739 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | * | 765 | * | * | * | * | * | * | 71% |
| Students with Disabilities | 12 | 703 | 703 | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | 48 | 725 | 738 | 761 | * | * | * | * | * | * | 66% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 756 | * | * | * | * | * | * | 60% |
| Homeless Students | * | * | * | 732 | * | * | * | * | * | * | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 730 | N | N | N | N | N | N | 36% |



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 70 | 725 | 729 | 751 | 21% | 27% | 31% | 20% | 0% | 20% | 54% |
| White | * | * | * | 758 | * | * | * | * | * | * | 63% |
| Hispanic | 10 | 722 | 728 | 740 | * | * | * | * | 0% | 20% | 38% |
| Black or African American | 57 | 725 | 720 | 735 | 23% | 23% | 35% | 19% | 0% | 19% | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 81% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 52% |
| Two or More Races | N | N | N | 753 | N | N | N | N | N | N | 56% |
| Female | 39 | 728 | 732 | 758 | * | * | 26% | * | * | 26% | 61% |
| Male | 31 | 721 | 726 | 745 | * | * | 39% | * | * | 13% | 46% |
| Economically Disadvantaged Students | 57 | 723 | 729 | 737 | * | * | * | * | 0% | 19% | 34% |
| Non-Economically Disadvantaged Students | 13 | 730 | 731 | 760 | * | * | * | * | 0% | 23% | 65% |
| Students with Disabilities | 14 | 697 | 705 | 722 | * | * | * | * | * | * | 17% |
| Students without Disabilities | 56 | 731 | 733 | 757 | * | * | * | * | * | * | 61% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Students in Foster Care | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 20% |



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 60 | 731 | 734 | 756 | 30% | * | 20% | 30% | * | 38% | 59% |
| White | N | N | N | 763 | N | N | N | N | N | N | 69% |
| Hispanic | * | * | * | 741 | * | * | * | * | * | * | 44% |
| Black or African American | 51 | 733 | 725 | 737 | 28% | * | * | 33% | * | 41% | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 783 | * | * | * | * | * | * | 85% |
| American Indian or Alaska Native | N | N | N | 755 | N | N | N | N | N | N | 59% |
| Two or More Races | N | N | N | 756 | N | N | N | N | N | N | 59% |
| Female | 31 | 742 | 742 | 764 | * | * | * | * | * | 58% | 68% |
| Male | 29 | 718 | 727 | 748 | * | * | * | * | * | 17% | 51% |
| Economically Disadvantaged Students | 49 | 723 | 733 | 738 | 37% | * | * | * | * | 29% | 40% |
| Non-Economically Disadvantaged Students | 11 | 765 | 743 | 765 | 0% | * | * | * | * | 82% | 70% |
| Students with Disabilities | * | * | * | 719 | * | * | * | * | * | * | 19% |
| Students without Disabilities | * | * | * | 763 | * | * | * | * | * | * | 67% |
| English Learners | * | * | * | 700 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 757 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 730 | * | * | * | * | * | * | 31% |
| Students in Foster Care | * | * | * | 727 | * | * | * | * | * | * | 27% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 64% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 15% |



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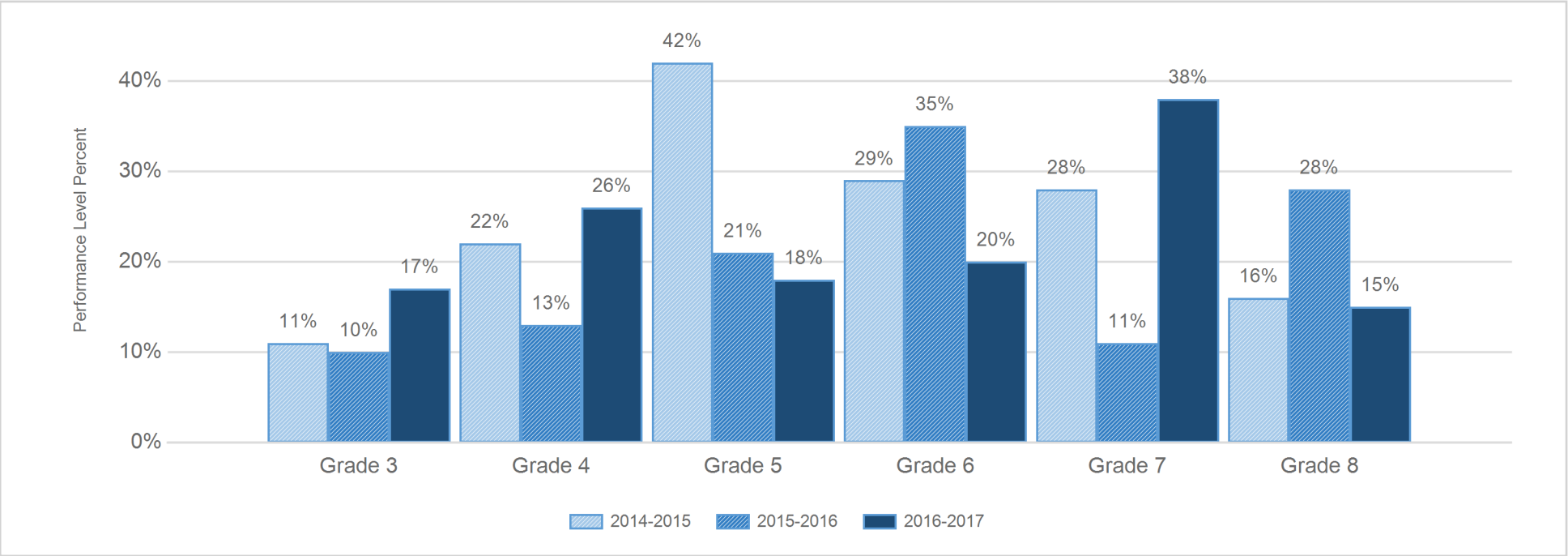
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 69 | 715 | 734 | 757 | 33% | 20% | 32% | 15% | 0% | 15% | 59% |
| White | N | N | N | 764 | N | N | N | N | N | N | 68% |
| Hispanic | 12 | 700 | 736 | 742 | * | * | * | * | * | * | 44% |
| Black or African American | 55 | 720 | 722 | 737 | 27% | 26% | 31% | * | * | 16% | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 785 | * | * | * | * | * | * | 86% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | 31 | 727 | 740 | 765 | * | * | * | * | 0% | 13% | 68% |
| Male | 38 | 705 | 729 | 748 | * | * | * | * | 0% | 16% | 50% |
| Economically Disadvantaged Students | 59 | 717 | 736 | 739 | * | * | 37% | * | * | 14% | 40% |
| Non-Economically Disadvantaged Students | 10 | 702 | 721 | 766 | * | * | 0% | * | * | 20% | 69% |
| Students with Disabilities | 21 | 677 | 700 | 717 | * | * | * | * | * | * | 18% |
| Students without Disabilities | 48 | 732 | 742 | 764 | * | * | * | * | * | * | 67% |
| English Learners | * | * | * | 700 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 727 | N | N | N | N | N | N | 28% |
| Students in Foster Care | * | * | * | 721 | * | * | * | * | * | * | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 61% |
| Migrant Students | N | N | N | 720 | N | N | N | N | N | N | 21% |

English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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 | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 346 | 97.2 | 16.80 | 23.20 | 43.50 | 16.8 | 19.7 | Met Target† |
| White | * | * | * | 34.70 | 52.40 | * | ** | ** |
| Hispanic | 53 | 98.4 | 17.00 | 19.30 | 27.60 | 17 | 21.3 | Met Target† |
| Black or African American | 283 | 96.9 | 15.90 | 9.60 | 21.70 | 15.9 | 19 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 59.10 | 75.60 | * | ** | ** |
| American Indian or Alaska Native | N | N | * | 20.00 | 42.50 | * | ** | ** |
| Two or More Races | * | * | * | 31.30 | 44.90 | * | ** | ** |
| Female | 158 | 96.8 | 19.00 | 23.00 | 44.10 | 19 | | |
| Male | 188 | 97.7 | 14.90 | 23.40 | 42.90 | 14.9 | | |
| Economically Disadvantaged Students | 298 | 96.8 | 15.80 | 22.80 | 25.10 | 15.8 | 17.8 | Met Target† |
| Non-Economically Disadvantaged Students | 48 | 100.0 | 22.90 | 26.90 | 54.30 | 22.9 | | |
| Students with Disabilities | 76 | 96.5 | * | 5.60 | 16.50 | * | 11.6 | Not Met |
| Students without Disabilities | 270 | 97.5 | * | 26.80 | 48.80 | * | | |
| English Learners | 19 | 100.0 | 21.10 | 25.10 | 23.30 | 21.1 | N | N |
| Non-English Learners | 327 | 97.1 | 16.50 | 22.40 | 45.20 | 16.5 | | |
| Homeless Students | * | * | * | 11.50 | 16.40 | * | | |
| Students In Foster Care | * | * | * | 0.00 | 15.10 | * | | |
| Military-Connected Students | N | N | * | 0.00 | 39.90 | * | | |
| Migrant Students | N | N | * | 0.00 | 18.20 | * | | |

** ESSA accountability targets are only included if data is available for at least 20 students.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 66 | 713 | 725 | 750 | 36% | 27% | 18% | 18% | 0% | 18% | 53% |
| White | * | * | * | 758 | * | * | * | * | * | * | 63% |
| Hispanic | 10 | 719 | 723 | 738 | * | * | * | * | 0% | 30% | 37% |
| Black or African American | 54 | 711 | 716 | 733 | 37% | 30% | 19% | * | * | 15% | 32% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 778 | N | N | N | N | N | N | 82% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 750 | N | N | N | N | N | N | 53% |
| Female | 29 | 718 | 726 | 751 | * | * | * | * | 0% | 24% | 52% |
| Male | 37 | 709 | 725 | 750 | * | * | * | * | 0% | 14% | 53% |
| Economically Disadvantaged Students | * | * | * | 735 | * | * | * | * | * | * | 34% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Students with Disabilities | 12 | 688 | 705 | 728 | * | * | * | * | * | * | 29% |
| Students without Disabilities | 54 | 719 | 728 | 754 | * | * | * | * | * | * | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students in Foster Care | * | * | * | 727 | * | * | * | * | * | * | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 725 | N | N | N | N | N | N | 35% |



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 55 | 720 | 724 | 746 | 22% | 36% | 27% | * | * | 15% | 47% |
| White | * | * | * | 754 | * | * | * | * | * | * | 59% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 30% |
| Black or African American | 49 | 716 | 712 | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 773 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 48% |
| Female | 21 | 714 | 725 | 746 | * | * | * | * | * | * | 47% |
| Male | 34 | 723 | 723 | 746 | * | * | * | * | * | * | 48% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | * | 756 | * | * | * | * | * | * | 61% |
| Students with Disabilities | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | N | N | N | 716 | N | N | N | N | N | N | 12% |
| Non-English Learners | 55 | 720 | 726 | 748 | 22% | 36% | 27% | * | * | 15% | 49% |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 18% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 60 | 716 | 726 | 746 | 27% | 30% | 32% | * | * | 12% | 46% |
| White | * | * | * | 754 | * | * | * | * | * | * | 57% |
| Hispanic | 12 | 715 | * | 734 | * | * | * | * | 0% | 17% | 30% |
| Black or African American | 43 | 715 | 715 | 728 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 746 | N | N | N | N | N | N | 47% |
| Female | 27 | 715 | 727 | 747 | * | * | * | * | 0% | 11% | 47% |
| Male | 33 | 716 | 725 | 746 | * | * | * | * | 0% | 12% | 46% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | * | 756 | * | * | * | * | * | * | 59% |
| Students with Disabilities | 12 | 707 | 710 | 724 | * | * | * | * | * | * | 19% |
| Students without Disabilities | 48 | 718 | 729 | 751 | * | * | * | * | * | * | 52% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 748 | * | * | * | * | * | * | 48% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 18% |
| Students in Foster Care | N | N | N | 720 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 18% |



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 71 | 716 | 726 | 743 | 34% | 28% | 24% | 14% | 0% | 14% | 44% |
| White | * | * | * | 750 | * | * | * | * | * | * | 54% |
| Hispanic | 11 | 711 | 725 | 730 | * | * | * | * | * | * | 27% |
| Black or African American | 57 | 716 | 713 | 724 | 32% | 30% | 25% | * | * | 14% | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 770 | * | * | * | * | * | * | 77% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 744 | N | N | N | N | N | N | 46% |
| Female | 39 | 717 | 725 | 744 | * | * | * | * | * | * | 45% |
| Male | 32 | 715 | 726 | 742 | * | * | * | * | * | * | 43% |
| Economically Disadvantaged Students | 58 | 713 | 725 | 728 | * | * | * | * | * | 12% | 24% |
| Non-Economically Disadvantaged Students | 13 | 729 | 726 | 752 | * | * | * | * | * | 23% | 56% |
| Students with Disabilities | 14 | 699 | 708 | 716 | * | * | * | * | * | * | 13% |
| Students without Disabilities | 57 | 720 | 729 | 748 | * | * | * | * | * | * | 50% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 744 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 719 | * | * | * | * | * | * | 14% |
| Students in Foster Care | * | * | * | 717 | * | * | * | * | * | * | 14% |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 40% |
| Migrant Students | * | * | * | 708 | * | * | * | * | * | * | 13% |

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 60 | 732 | 730 | 741 | * | 25% | 28% | 30% | * | 33% | 40% |
| White | N | N | N | 748 | N | N | N | N | N | N | 49% |
| Hispanic | * | * | * | 729 | * | * | * | * | * | * | 23% |
| Black or African American | 51 | 736 | 720 | 726 | * | 28% | 28% | 33% | * | 37% | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 764 | * | * | * | * | * | * | 72% |
| American Indian or Alaska Native | N | N | N | 741 | N | N | N | N | N | N | 45% |
| Two or More Races | N | N | N | 740 | N | N | N | N | N | N | 39% |
| Female | 31 | 737 | 731 | 742 | * | * | * | * | * | 42% | 41% |
| Male | 29 | 728 | 728 | 739 | * | * | * | * | * | 24% | 38% |
| Economically Disadvantaged Students | 49 | 727 | 729 | 728 | * | 31% | * | * | * | 29% | 22% |
| Non-Economically Disadvantaged Students | 11 | 755 | 733 | 748 | * | 0% | * | * | * | 55% | 50% |
| Students with Disabilities | * | * | * | 716 | * | * | * | * | * | * | 11% |
| Students without Disabilities | * | * | * | 746 | * | * | * | * | * | * | 45% |
| English Learners | * | * | * | 711 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 742 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 722 | * | * | * | * | * | * | 15% |
| Students in Foster Care | * | * | * | 718 | * | * | * | * | * | * | 15% |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | * |

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| 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 | 69 | 714 | 717 | 727 | 38% | 20% | 30% | * | * | 12% | 28% |
| White | N | N | N | 735 | N | N | N | N | N | N | 35% |
| Hispanic | 12 | 711 | 719 | 721 | * | 0% | * | * | 0% | 17% | 21% |
| Black or African American | 55 | 716 | 709 | 714 | 31% | 26% | 33% | * | * | 11% | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 746 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | N | N | N | 727 | N | N | N | N | N | N | 28% |
| Two or More Races | * | * | * | 726 | * | * | * | * | * | * | 28% |
| Female | 31 | 723 | 717 | 730 | * | * | * | * | * | * | 30% |
| Male | 38 | 706 | 716 | 725 | * | * | * | * | * | * | 26% |
| Economically Disadvantaged Students | 59 | 717 | 718 | 719 | * | * | * | * | * | * | 19% |
| Non-Economically Disadvantaged Students | 10 | 694 | 707 | 734 | * | * | * | * | * | * | 34% |
| Students with Disabilities | 21 | 683 | 694 | 705 | * | * | * | * | * | * | * |
| Students without Disabilities | 48 | 727 | 723 | 734 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 702 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 729 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 709 | N | N | N | N | N | N | 11% |
| Students in Foster Care | * | * | * | 705 | * | * | * | * | * | * | 12% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 712 | N | N | N | N | N | N | * |

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | N | N | N | 742 | N | N | N | N | N | N | 42% |
| White | N | N | N | 750 | N | N | N | N | N | N | 52% |
| Hispanic | N | N | N | 727 | N | N | N | N | N | N | 24% |
| Black or African American | N | N | N | 724 | N | N | N | N | N | N | 19% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 773 | N | N | N | N | N | N | 76% |
| American Indian or Alaska Native | N | N | N | 735 | N | N | N | N | N | N | 30% |
| Two or More Races | N | N | N | 741 | N | N | N | N | N | N | 41% |
| Female | N | N | N | 743 | N | N | N | N | N | N | 43% |
| Male | N | N | N | 741 | N | N | N | N | N | N | 40% |
| Economically Disadvantaged Students | N | N | N | 726 | N | N | N | N | N | N | 23% |
| Non-Economically Disadvantaged Students | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Students with Disabilities | N | N | N | 714 | N | N | N | N | N | N | 10% |
| Students without Disabilities | N | N | N | 747 | N | N | N | N | N | N | 47% |
| English Learners | N | N | N | 707 | N | N | N | N | N | N | * |
| Non-English Learners | N | N | N | 744 | N | N | N | N | N | N | * |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 710 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 741 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 714 | N | N | N | N | N | N | 21% |

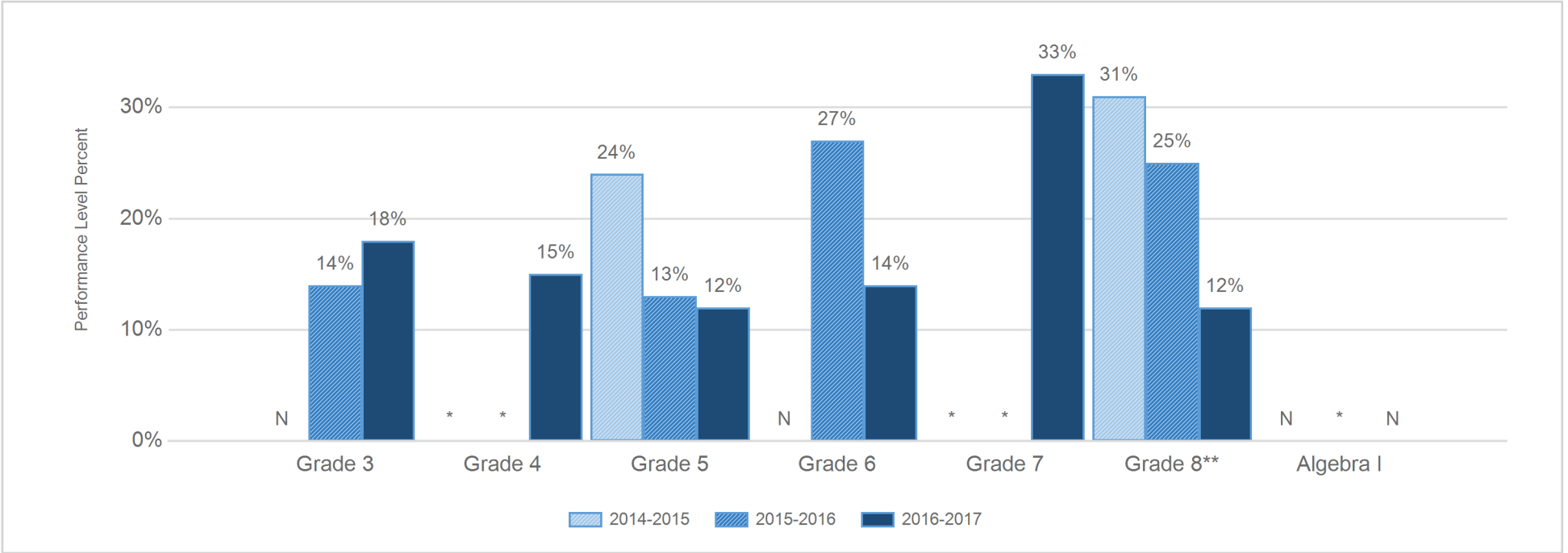


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Mathematics Assessment – Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - 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 | N | N |
| 8 | N | N |

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. The table also shows 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 |
|-------------------|----------------------|---|--|
| 1 | * | * | * |
| 2 | * | * | * |
| 3 | * | * | * |
| 4 | * | * | * |
| 5+ | * | * | * |



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

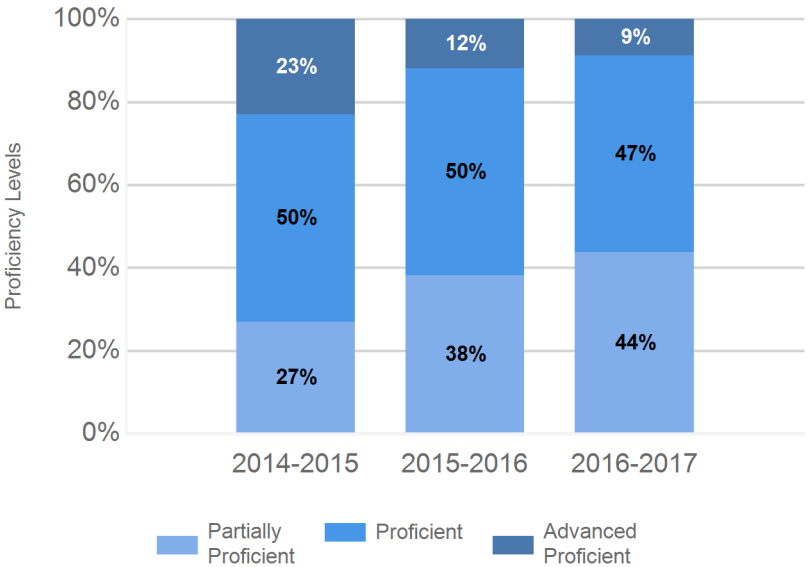
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 9% | 47% | 44% |
| White | N | * | N |
| Hispanic | * | * | * |
| Black or African American | * | 48% | * |
| Asian, Native Hawaiian, or Pacific Islander | N | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | 9% | 48% | 43% |
| Students with Disabilities | * | * | * |
| English Learners | N | N | N |

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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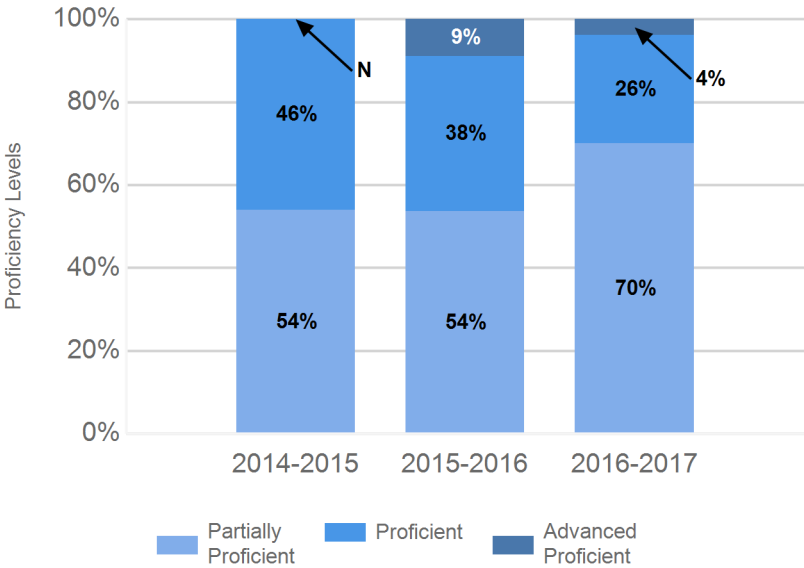
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 27% | 47% | 27% |
| Schoolwide | 4% | 26% | 70% |
| White | N | N | N |
| Hispanic | 6% | 19% | 75% |
| Black or African American | 3% | 29% | 68% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | * |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | * |
| Economically Disadvantaged Students | 4% | 26% | 70% |
| Students with Disabilities | N | N | * |
| English Learners | N | * | * |

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 38 | 40 | 50 | Not Met | 43 | 47 | 50 | Met Target |
| White | * | 49 | 50 | ** | * | * | 52 | ** |
| Hispanic | 32 | 41 | 49 | Not Met | 39.5 | 48 | 47 | Not Met |
| Black or African American | 40 | 34 | 45 | Met Target | 43 | 39 | 43 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | * | 53 | 60 | ** | * | 65 | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | 24.5 | 51 | ** | N | N | N | N |
| Economically Disadvantaged | 40.5 | 41 | 47 | Met Target | 43 | 47 | 46 | Met Target |
| Students with Disabilities | 25 | * | 41 | Not Met | 41.5 | * | 43 | Met Target |
| English Learners | 19 | 44 | 53 | ** | 47 | 52 | 51 | ** |

** ESSA accountability targets are only included if data is available for at least 20 students.



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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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

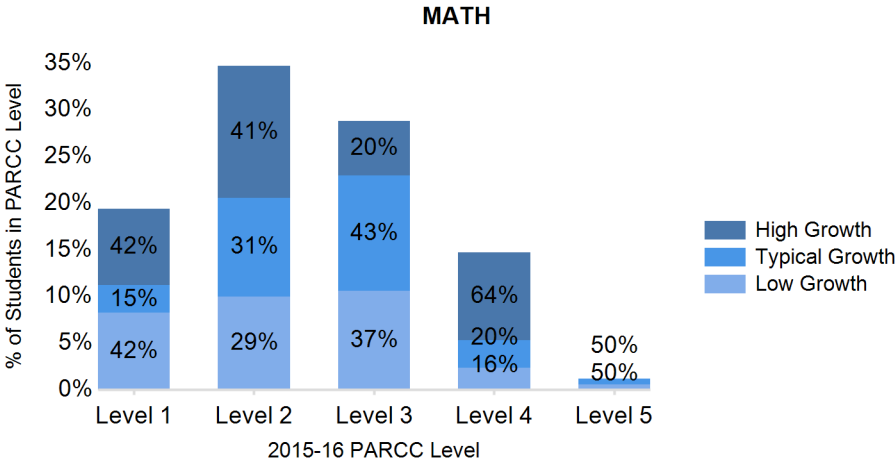
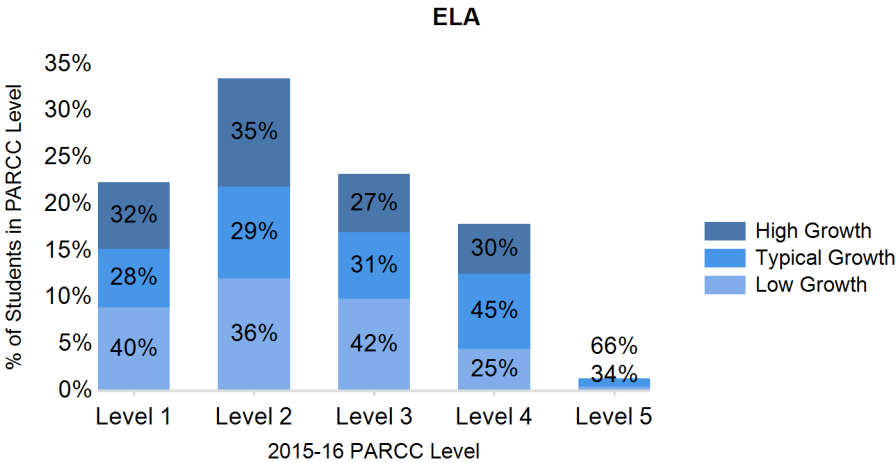
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

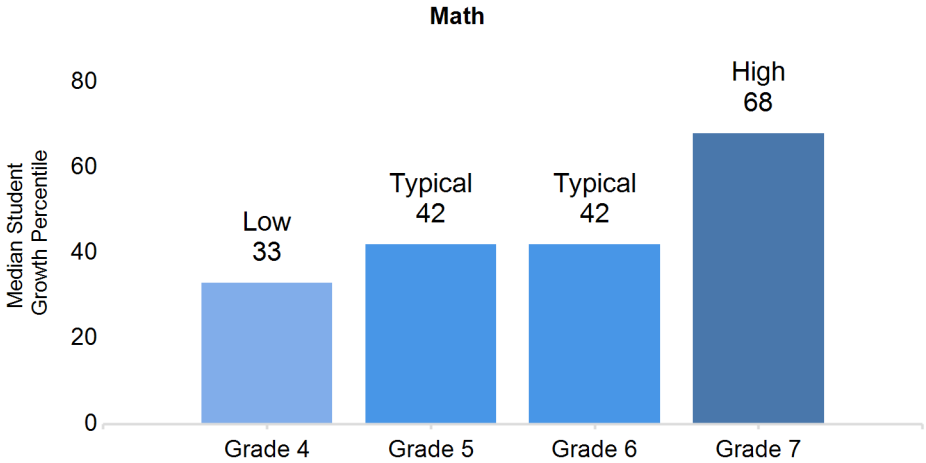
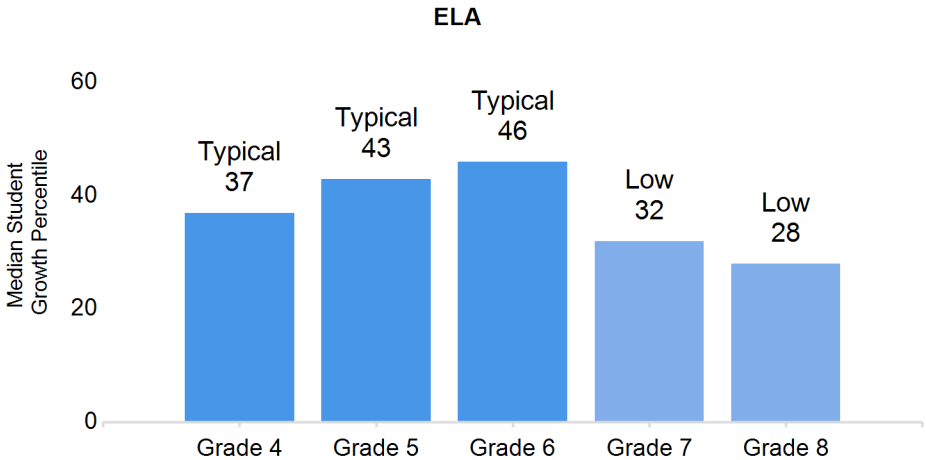
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 65 |
| 7 | 0 | 0 | 68 |
| 8 | 20 | 0 | 61 |
| Schoolwide | 20 | 0 | 194 |

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 65 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 45 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 81 |
| Schoolwide | 0 | 0 | 0 | 0 | 0 | 0 | 191 |
| Enrolled in Level 3 or Higher | N | N | N | N | N | N | N |



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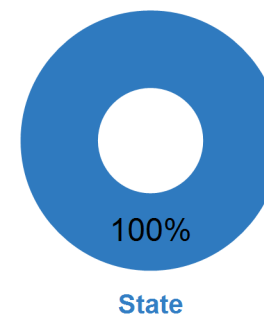
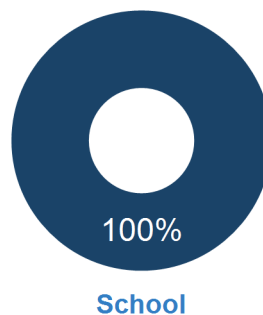
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Visual and Performing Arts – Course Participation

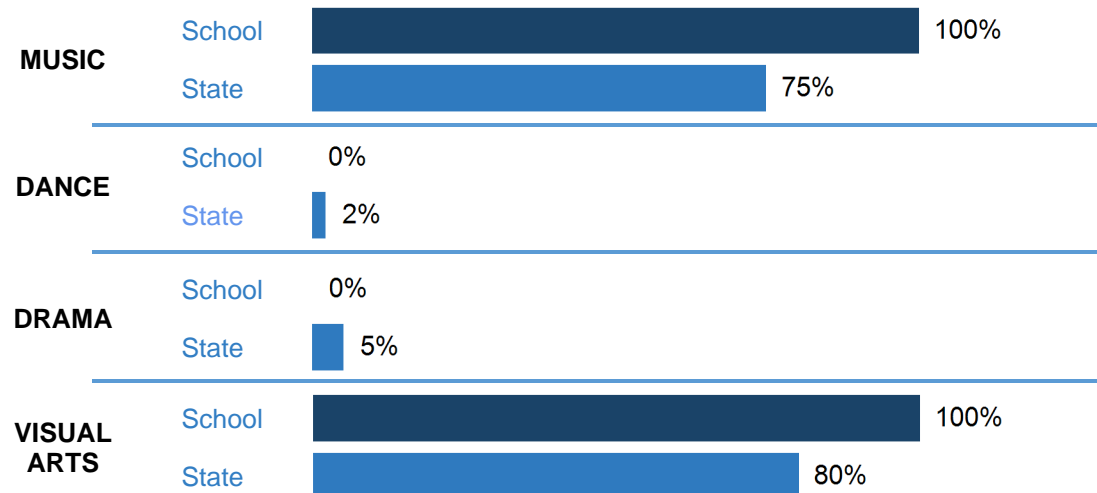
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

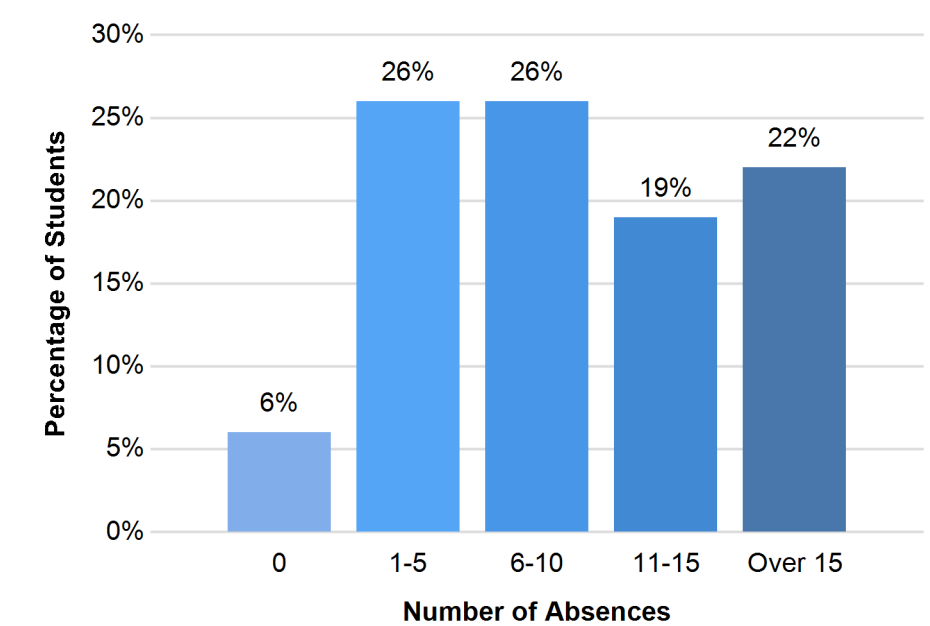
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 19.50 | 8.50 | Not Met |
| White | 0 | ** | ** |
| Hispanic | 25.40 | 8.50 | Not Met |
| Black or African American | 18.10 | 8.50 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 0 | ** | ** |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | 0 | ** | ** |
| Economically Disadvantaged Students | 19.90 | 8.50 | Not Met |
| Students with Disabilities | 18.00 | 8.50 | Not Met |
| English Learners | 20.00 | 8.50 | Not Met |

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



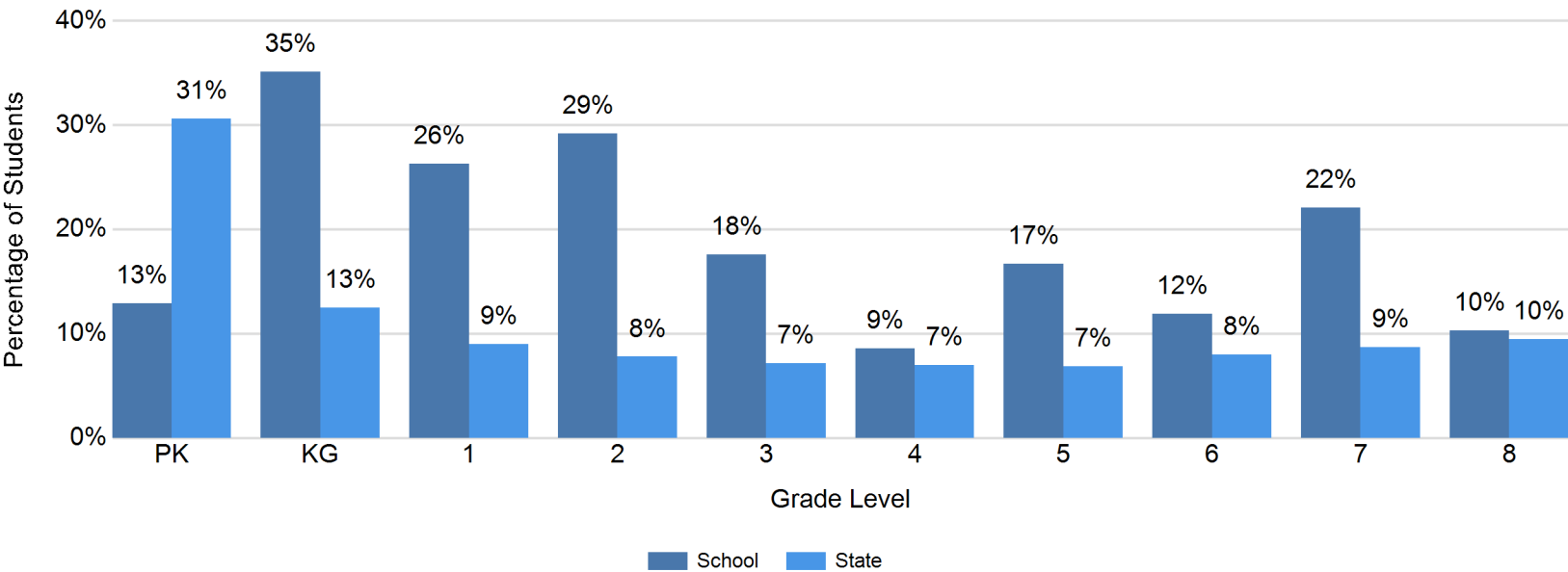


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:30AM |
| Typical End Time | 2:45PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 Hrs. 55 Mins. |
| Shared Time - Instructional Time | * |

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 0 |
| Vandalism | 0 |
| Weapons | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 0 |
| Incidents Per 100 Students Enrolled | 0.00 |

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 6.4% |
| Out-of-School Suspensions | 9.6% |
| Any Suspension | 13.2% |

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1:1.0 | 71.4 kbps | 100 kbps | No | N | Fiber | No |

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).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|------------------------|---------|--------------|----------|
| District Total | \$1,310 | \$16,552 | \$17,862 |



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

This table shows information about experience and certifications for teachers assigned to this school and across the state.

| Category | Teachers in Schools | Teachers in State |
|--|---------------------|-------------------|
| Total Number of teachers | 62 | 121,048 |
| Average years experience in public schools | 12.8 | 11.8 |
| Average years experience in district | 12.7 | 10.5 |
| Teachers in district for 4 or more years | 84% | 74% |

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 | 34 | 9,533 |
| Average years experience in public schools | 17.4 | 15.9 |
| Average years experience in district | 17.3 | 11.6 |
| Administrators in district for 4 or more years | 88% | 74% |

Student to Staff Ratios

This table shows the number of students per staff member 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.

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 10:1 | 11:1 |
| Administrators | 318:1 | 206:1 |
| Librarian/Media Specialists | | 1000:1 |
| Nurses | | 636:1 |
| Counselors | | 350:1 |
| Child Study Team | | 467:1 |



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 90% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 86% | 88% |

Faculty Attendance

This table shows the percentage of days that school 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 |
|-------------|----------------|
| 2016-17 | 98% |



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|--|-----------------|------------------|
| English Language Arts Proficiency | 7 | 17.5% |
| Mathematics Proficiency | 10 | 17.5% |
| English Language Arts Growth | 11 | 25% |
| Mathematics Growth | 29 | 25% |
| Chronic Absenteeism | 6 | 15% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 13.9 |
| Summative Rating: Percentile rank of Summative Score | | 5 th |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

| Student Group | Summative Score | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | N/A | No | Met Target† | Met Target† | Not Met | Not Met | Met Target | No |
| White | ** | No | ** | ** | ** | ** | ** | No |
| Hispanic | 12 | No | Met Target | Met Target† | Not Met | Not Met | Not Met | No |
| Black or African American | 33 | No | Met Target† | Met Target† | Not Met | Met Target | Met Target | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | No | ** | ** | ** | ** | ** | No |
| American Indian or Alaska Native | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 22 | No | Met Target | Met Target† | Not Met | Met Target | Met Target | No |
| Students with Disabilities | 20 | No | Met Target† | Not Met | Not Met | Not Met | Met Target | No |
| English Learners | ** | No | N | N | Not Met | ** | ** | No |

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met witin a confidence interval.



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School General Info

| | | | |
|-------------------|--|-----------------------|--|
| Principal: | Mrs. Burroughs | Email Address: | jburroughs@acboe.org |
| Address: | 1700 MARMORA AVENUE ATLANTIC CITY, NJ 08401 | Website: | http://mlk.acboe.org/ |
| Phone: | (609)343-7380 | Facebook: | N/A |
| | | Twitter: | N/A |

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: <ul style="list-style-type: none"> • Award winning STEM team at the Greater Philadelphia SeaPerch Regional Competition and recipient of Verizon Tech Grant. • Awarded the AtlantiCare Healthy Schools Grant for the installation of a community garden. • Participation in District Battle of the Books & SumDog County Math Competition as well as various school competitions. |
|  | Mission, Vision, Theme: <p>It is the vision of the Dr. Martin L. King, Jr. School Complex to develop lifelong learners who are productive members of society and are empowered to be change agents in our world. Our mission is to provide a safe, nurturing learning environment that fosters an equitable, inquiry based, student centered education to all children through the latest technological, academic and social initiatives. The school has a focus on the use of technology and STEM related activities.</p> |
|  | Awards, Recognition, Accomplishments: <p>For the fourth year in a row, the STEM students have received honors and awards at the Greater Philly SeaPerch Regional Competition, an underwater robotics competition sponsored by Temple & Drexel Universities and the U.S.Navy. District and School-based competitions include Battle of the Books and Math 24.</p> |






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|  <div>Courses, Curriculum, Instruction:</div> | Dr. King Complex implements a rigorous curriculum utilizing the whole school reform model, Literacy Collaborative. This model, researched and grounded in best practice, is dedicated to developing lifelong learners who thrive in the areas of English Language Arts and also crosses curricular lines to encompass science, mathematics and social studies. Math and Science are highlighted at the school through efforts in STEM and utilizing a Maker-space model for the deepening of inquiry-based learning. |
|  <div>Clubs and Activities:</div> | Clubs at Dr. King include STEM club, Digital Design, Garden Club, Chess Club, Art Club, Energy Club as well as groups focused on the other interests such as Visual and Performing Arts and Physical fitness activities for students and staff. |
|  <div>Before and After School Programs:</div> | Through the use of Title and District funding, the students enjoy a before and after school program. These programs focus on academics as well as yoga and STEM. Younger students' reading progress is accelerated through the use of Leveled Literacy Intervention and upper grades through the use of thematic units. Clubs enhance the learning by teaching affective skills. |







Dr Martin Luther King Jr School Complex
2016-2017
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ATLANTIC CITY, NJ 08401

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.

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|  <div>Staff and Professional Learning:</div> | The staff at Dr. King Complex has embarked on the use of Professional Learning Communities and meets regularly for professional development opportunities in all of the content areas. With an emphasis on reading and writing in the content areas, teachers have implemented sound practices on research based writing. In this shared leadership culture, teachers lead and share best practices with staff members. An increased opportunity for vertical articulation has strengthened our climate. |
|  <div>Student Supports and Services:</div> | Speech, Physical and Occupational therapy are available to students with disabilities as needed. Dr. King School has a growing number of students who are English Language Learners and their needs are met by our ESL instructors. |
|  <div>Student Health and Wellness:</div> | Dr. King Complex offers breakfast and lunch programs for all students, and a dinner program for students attending the after school program. The Garden Grant has a healthy school component, where healthy eating and lifestyles for families is encouraged. |
|  <div>Parent and Community Involvement:</div> | Our Parent Action Council has been instrumental in assisting with the building of Student Activities Funding allowing students the privilege of trips. They have provided the vehicle for parent development workshops enabling parents to assist the children in their academic and social growth. Parents use Living Tree and the parent portal of Powerschool to monitor student outcomes. |





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|  <div>Climate Surveys:</div> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>The school climate survey includes responses from teachers, parents, support personnel, and community members. Our school survey demonstrates that there is growth in areas of climate and culture as well as leadership and development. Parents' surveys reveal that parents are pleased with curriculum and programs offered by the district and the school.</p> |
|  <div>Facilities:</div> | <p>Dr. Martin Luther King, Jr. School Complex is a Pre-K through Grade 8 campus nestled in the Westside & Venice Park community, which is comprised of single family homes, and three apartment complexes, and is focused on the success and academic progression of all students. The school has a unique round structure and has three floors with a separate gymnasium and an olympic sized pool. We are a community based school that opens its doors to community groups and hosts a plethora of events.</p> |



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Other Information:

The staff at Dr. King School endeavors to develop independent learners who apply their skills and strategies to meet the demands of today's society. To support the students' efforts and provide a safety net ensuring success as its Response to Intervention, the school offers Reading Recovery, Leveled Literacy Instruction (LLI), as well as Scholastic's READ 180. The mathematics program follows a 5E model, which utilizes the math text as a resource. Using an 8-week benchmarking system, student growth and performance are measured and the data are used to inform instruction. The use of these assessments at the upper grade levels allows many students to be placed in accelerated programs such as Pre- Algebra along with the mathematics core. The PreK program utilizes Strategies Gold and boasts of a newly established PIRT team which addresses the needs and provides interventions of students as they transition into school. All students have access to technology through the use of Chromebooks, iPads, Kindles, and desktops. Our school leadership team is comprised of all stakeholders including representatives from the community. Safety is a key concern and our students have the security of knowing that the school is staffed with three safety officers. The enforcement of our uniform policy, levels the playing field. A school with in excess of 85% free and reduced lunch, our guidance counselor works to encourage compassion and acceptance of all, making this a school with high regard for others.