

**Mt. Vernon Avenue Elementary School**

(13-2330-131)

Grades Offered: PK-05

2018-2019

**Report Key:**

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- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
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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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

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## School Contact Information

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

Type	Contact Information
County	Essex
District	Irvington Public School District
Principal Name	Ms. Nicole Gilmore
Address	54 MT VERNON AVENUE IRVINGTON, NJ 07111
Phone Number	973-399-6875
Email Address	<a href="mailto:ngilmore@irvington.k12.nj.us">ngilmore@irvington.k12.nj.us</a>
Website	<a href="https://irvington.k12.nj.us/schools/mount-vernon/">https://irvington.k12.nj.us/schools/mount-vernon/</a>
Twitter	<a href="https://twitter.com/IrvingtonPSD">https://twitter.com/IrvingtonPSD</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

#### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	86	89	92
KG	91	83	90
1	89	87	87
2	77	74	101
3	74	60	81
4	77	71	71
5	74	67	78
Total	568	531	600

#### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.0%	55.7%	50.3%
Male	50.0%	44.3%	49.7%
Economically Disadvantaged Students	88.6%	78.7%	81.7%
Students with Disabilities	4.0%	3.4%	6.0%
English Learners	16.0%	15.6%	17.2%
Homeless Students	0.5%	0.0%	1.3%
Students in Foster Care	0.4%	0.2%	0.8%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	1.1%	1.1%	0.5%
Hispanic	10.6%	12.2%	16.3%
Black or African American	87.0%	85.3%	81.8%
Asian	0.7%	0.6%	0.7%
Native Hawaiian or Pacific Islander	0.5%	0.6%	0.5%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.2%	0.2%	0.2%

#### 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	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	86	89	92
KG - Half Day	0	0	0
KG - Full Day	91	83	90

#### 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	67.7%
Spanish	13.8%
Haitian	13.0%
Igbo	1.7%
Other Languages	3.8%



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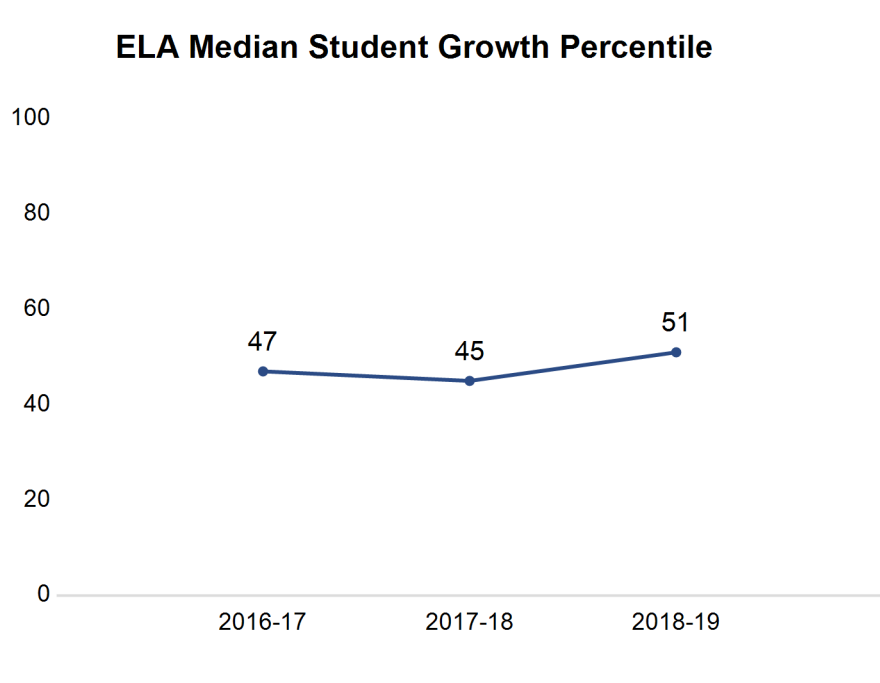
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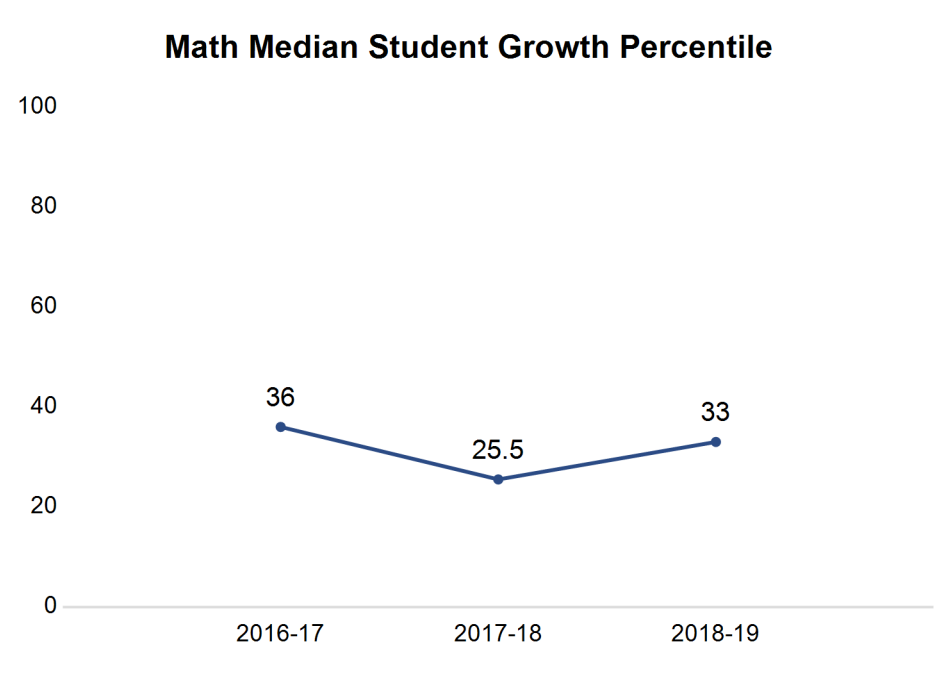
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	45	51	36	25.5	33
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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. More information and additional data can be found on the [NJDOE Student Growth page](#).

## Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (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	51	47	50	Met Standard	33	43	50	Not Met
White	*	*	50	**	*	*	52	**
Hispanic	60	48	49	**	22	45	47	**
Black or African American	50.5	47	45	Met Standard	33	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	44	59	**	*	59	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	55	49	53	N	34	45	50	N
Male	44	44	47	N	26	42	51	N
Economically Disadvantaged Students	51.5	47	48	Met Standard	33	43	46	Not Met
Students with Disabilities	43	37.5	43	**	65.5	36	45	**
English Learners	57	51	52	Met Standard	23	42	50	Not Met
Homeless Students	*	43	43	N	*	44	44	N
Students in Foster Care	N	30	42	N	N	62	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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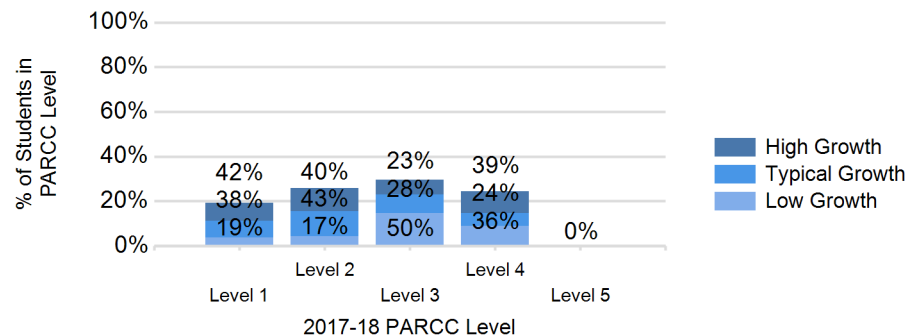
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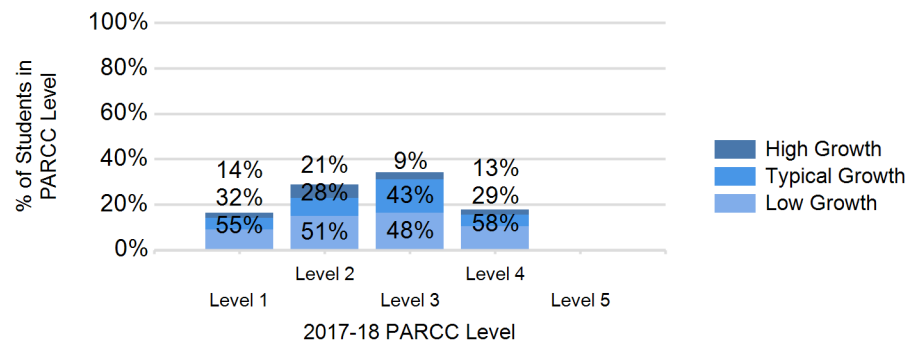
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

**ELA**



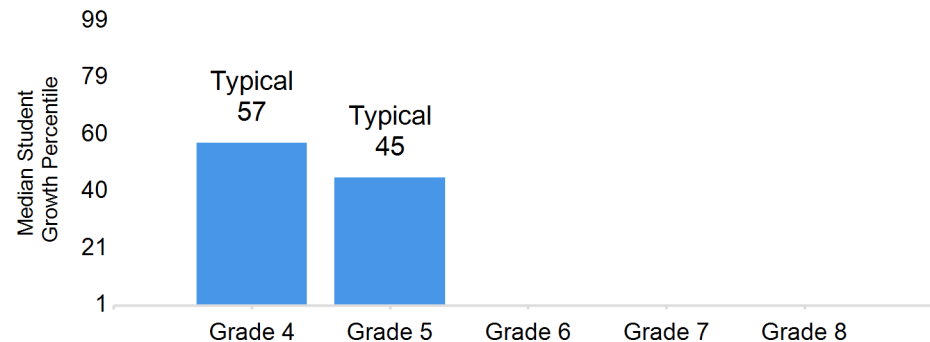
**Math**



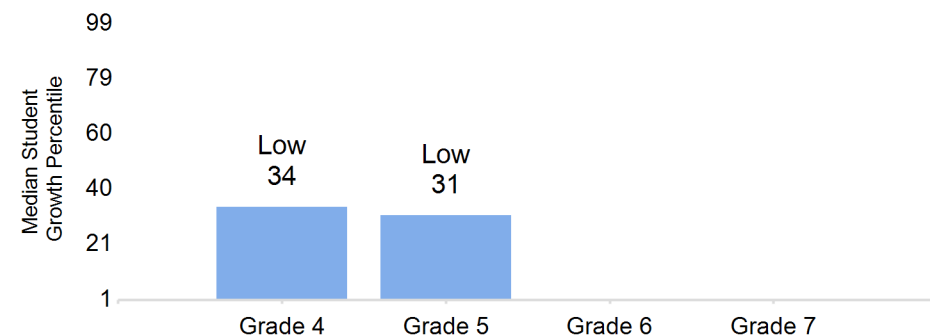
**Student Growth by Grade**

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

**ELA**



**Math**





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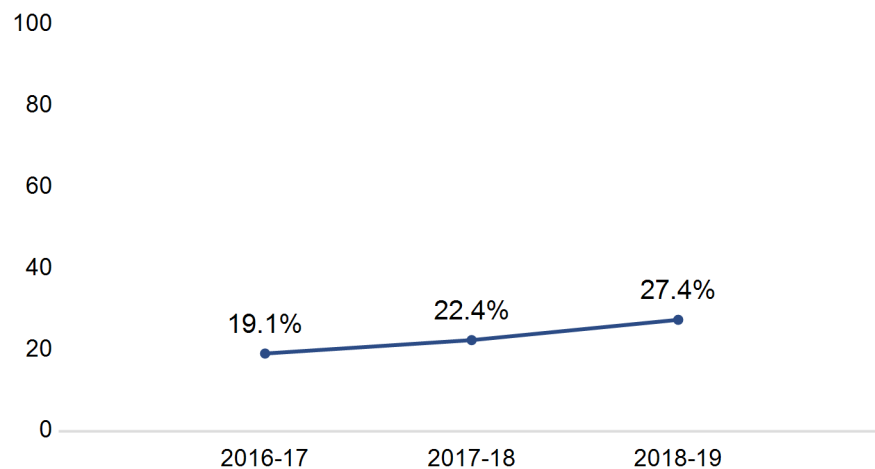
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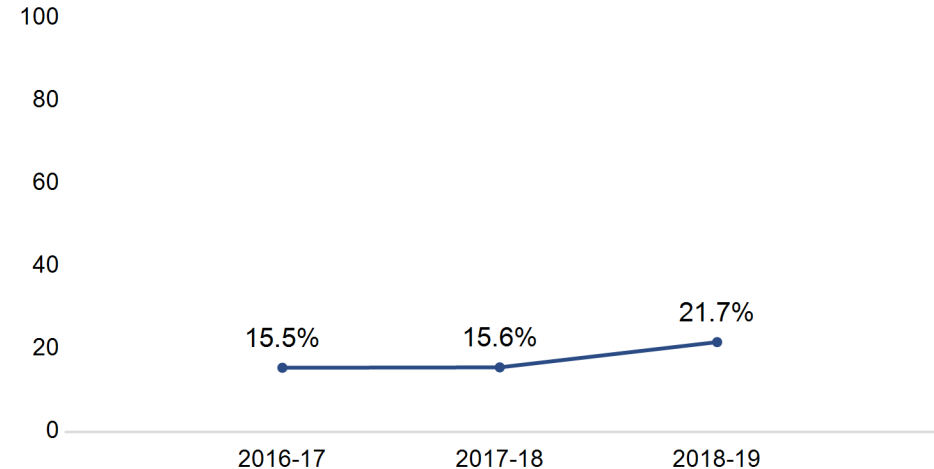
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	98.5%	96.7%	98.7%	98.6%	96.1%
Proficiency Rate for Federal Accountability	19.1%	22.4%	27.4%	15.5%	15.6%	21.7%
Annual Target	17.4%	20.7%	24.0%	17.3%	20.6%	23.9%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [accountability resources](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	219	96.7	27.4	27.3	57.9	27.4	24	Met Target
White	*	*	*	*	66.9	*	**	**
Hispanic	26	96.4	30.8	25.6	43.9	30.8	24.2	Met Target
Black or African American	184	96.5	26.6	27.6	38.5	26.6	24.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	43.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	118	96.9	32.2	32.7	64.8	32.2		
Male	101	96.3	21.8	22.4	51.3	21.8		
Economically Disadvantaged Students	185	96.6	27.0	27.3	40.0	27.0	24.8	Met Target
Non-Economically Disadvantaged Students	34	97.2	29.4	27.3	67.9	29.4		
Students with Disabilities	19	90.5	10.5	*	22.7	10.0	13.5	Met Target†
Students without Disabilities	200	97.3	29.0	*	65.1	29.0		
English Learners	45	97.8	17.8	16.2	29.3	17.8	20.1	Met Target†
Non-English Learners	174	96.4	29.9	30.7	60.6	29.9		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	N	N	N	18.8	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.





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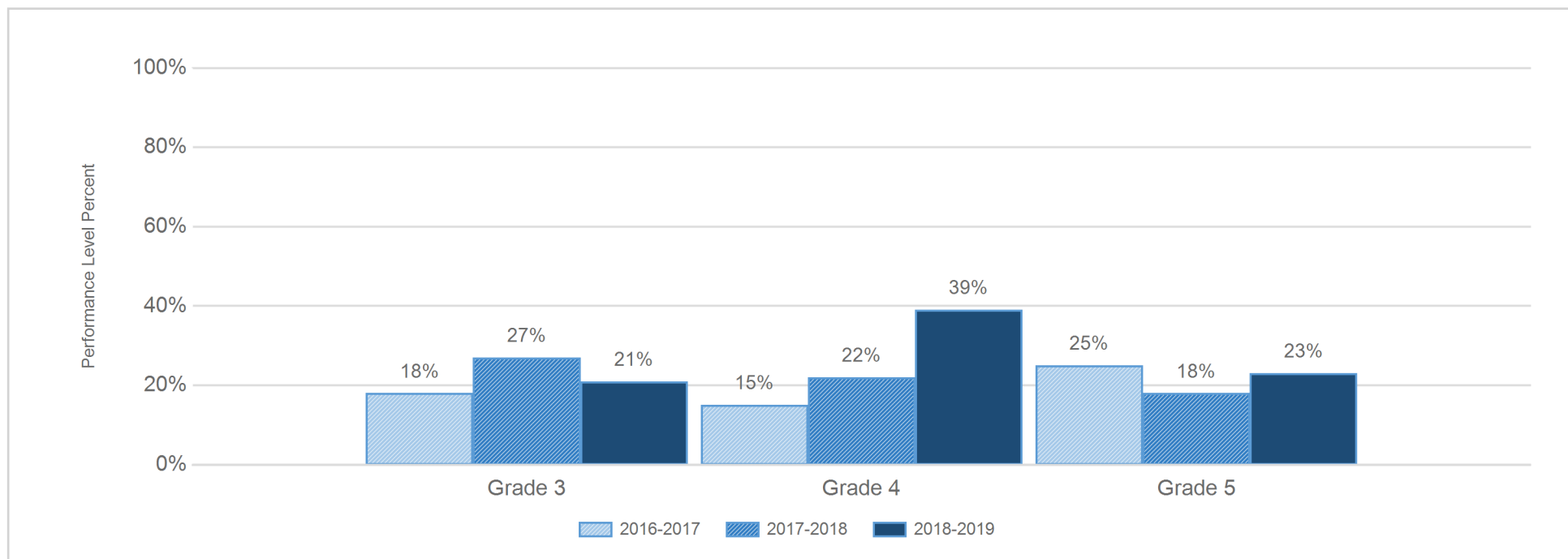
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## English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	80	724	722	748	30%	23%	26%	*	*	21%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	11	714	711	734	*	*	*	*	*	18%	36%
Black or African American	64	723	*	731	33%	19%	28%	*	*	20%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	41	723	727	753	29%	*	24%	*	*	22%	55%
Male	39	725	718	743	31%	*	28%	*	*	21%	46%
Economically Disadvantaged Students	70	724	722	731	*	*	*	*	*	21%	33%
Non-Economically Disadvantaged Students	10	718	723	759	*	*	*	*	*	20%	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	12	714	701	713	*	*	*	*	*	17%	17%
Non-English Learners	68	725	728	751	*	*	*	*	*	22%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	72	743	731	755	*	21%	31%	*	*	39%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	10	746	729	743	*	*	*	*	*	40%	44%
Black or African American	58	743	731	739	*	24%	28%	*	*	40%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	42	749	737	760	*	*	29%	*	*	45%	62%
Male	30	735	725	750	*	*	33%	*	*	30%	53%
Economically Disadvantaged Students	59	742	*	740	*	*	*	*	*	37%	40%
Non-Economically Disadvantaged Students	13	749	*	765	*	*	*	*	*	46%	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	734	761	*	*	*	*	*	*	64%
English Learners	*	*	711	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	80	730	730	756	*	35%	33%	*	*	23%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	*	*	731	743	*	*	*	*	*	*	44%
Black or African American	73	730	730	739	*	34%	34%	*	*	22%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	44	733	733	761	*	41%	*	*	*	30%	64%
Male	36	725	727	750	*	28%	*	*	*	14%	52%
Economically Disadvantaged Students	68	731	*	740	*	*	*	*	*	24%	39%
Non-Economically Disadvantaged Students	12	723	*	766	*	*	*	*	*	17%	69%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	734	762	*	*	*	*	*	*	65%
English Learners	*	*	712	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	733	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Grades Offered: PK-05  
2018-2019

**Report Key:**

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- \*\* Accountability calculations require 20 or more students
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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [accountability resources](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	226	96.1	21.7	*	44.5	21.7	23.9	Met Target†
White	*	*	*	*	54.1	*	**	**
Hispanic	27	96.9	22.2	14.6	28.8	22.2	42.9	Not Met
Black or African American	190	95.8	20.5	14.4	23.0	20.5	21.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	23.3	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	122	95.7	18.9	*	44.9	18.9		
Male	104	96.6	25.0	*	44.2	25.0		
Economically Disadvantaged Students	190	96.7	21.6	15.5	26.3	*	24.2	Met Target†
Non-Economically Disadvantaged Students	36	92.5	22.2	11.5	54.9	*		
Students with Disabilities	19	90.5	15.8	*	17.4	15.0	23	Met Target†
Students without Disabilities	207	96.6	22.2	*	50.0	22.2		
English Learners	51	94.5	15.7	*	25.0	15.5	40.3	Not Met
Non-English Learners	175	96.5	23.4	*	46.5	23.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



### Mt. Vernon Avenue Elementary School

(13-2330-131)

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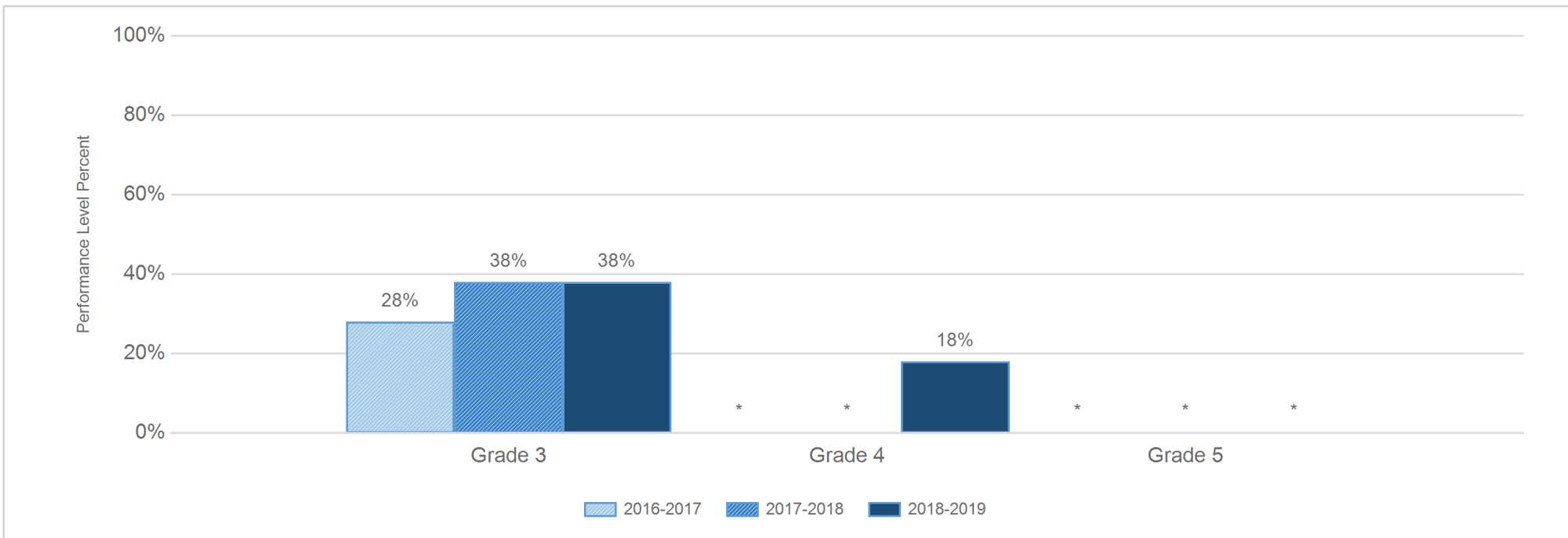
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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## Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	85	734	732	752	19%	12%	32%	*	*	38%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	14	730	732	739	*	*	*	*	*	29%	40%
Black or African American	66	733	732	735	17%	*	33%	*	*	38%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	45	730	733	751	*	*	29%	*	*	33%	54%
Male	40	739	731	752	*	*	35%	*	*	43%	56%
Economically Disadvantaged Students	73	735	*	737	*	*	*	*	*	38%	37%
Non-Economically Disadvantaged Students	12	731	*	761	*	*	*	*	*	33%	67%
Students with Disabilities	*	*	713	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	734	756	*	*	*	*	*	*	60%
English Learners	15	732	723	728	*	*	*	*	*	40%	26%
Non-English Learners	70	735	735	754	*	*	*	*	*	37%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	76	725	724	749	21%	26%	34%	18%	0%	18%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	11	722	720	737	*	*	*	*	*	18%	36%
Black or African American	61	727	725	731	20%	26%	36%	18%	0%	18%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	42	723	725	749	*	*	33%	*	*	17%	50%
Male	34	729	723	749	*	*	35%	*	*	21%	52%
Economically Disadvantaged Students	63	724	*	734	*	32%	*	*	*	16%	32%
Non-Economically Disadvantaged Students	13	732	*	759	*	0%	*	*	*	31%	63%
Students with Disabilities	*	*	712	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	*	*	707	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	728	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%





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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	83	715	719	747	*	*	*	*	*	*	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	*	*	719	735	*	*	*	*	*	*	30%
Black or African American	76	715	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	45	716	719	747	*	*	*	*	*	*	47%
Male	38	714	719	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	71	715	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	12	716	*	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	720	752	*	*	*	*	*	*	52%
English Learners	*	*	707	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	721	749	*	*	*	*	*	*	49%
Homeless Students	*	*	723	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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#### DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N

#### 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	61.5%	56.6%	Met Target

† Target was met within one standard deviation

#### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	28	85.7%	14.3%
3-4	41	65.9%	34.1%
5 or more	11	*	*



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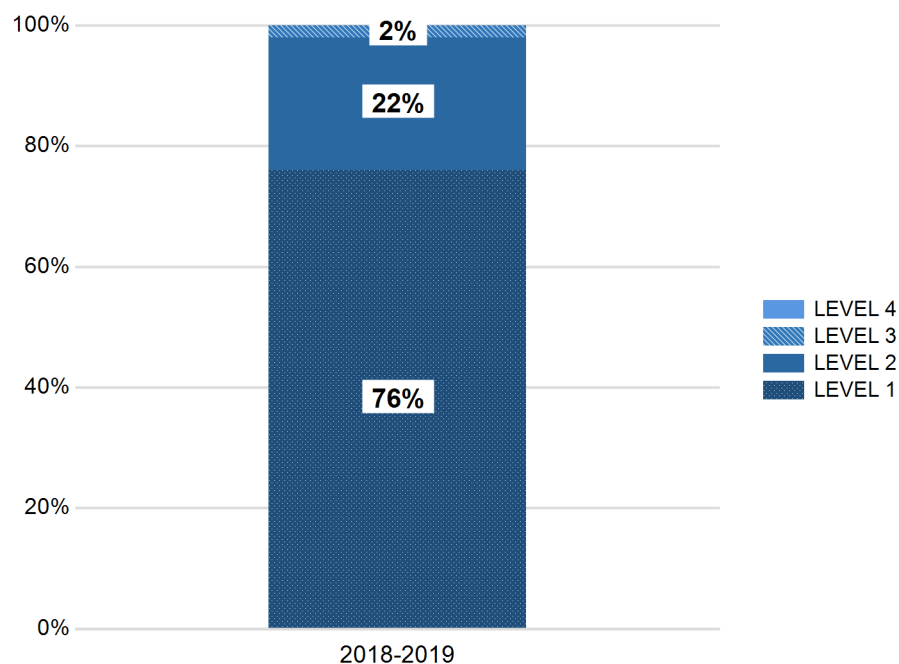
**N** No Data is available to display

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

#### NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



#### NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	76	22	2	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	77	20	3	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	76	22	2	0
Male	76	22	3	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

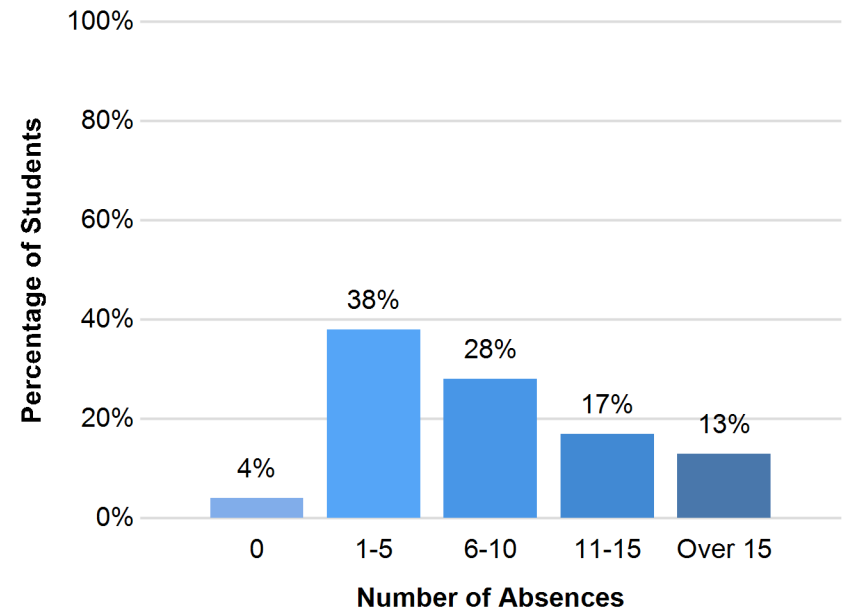
#### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	57	11.1	8.9	Not Met
White	*	*	**	**
Hispanic	3	3.8	8.9	Met
Black or African American	53	12.5	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	27	9.8		
Male	30	12.7		
Economically Disadvantaged Students	50	11.8	8.9	Not Met
Students with Disabilities	4	11.1	8.9	Not Met
English Learners	5	6.2	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

#### 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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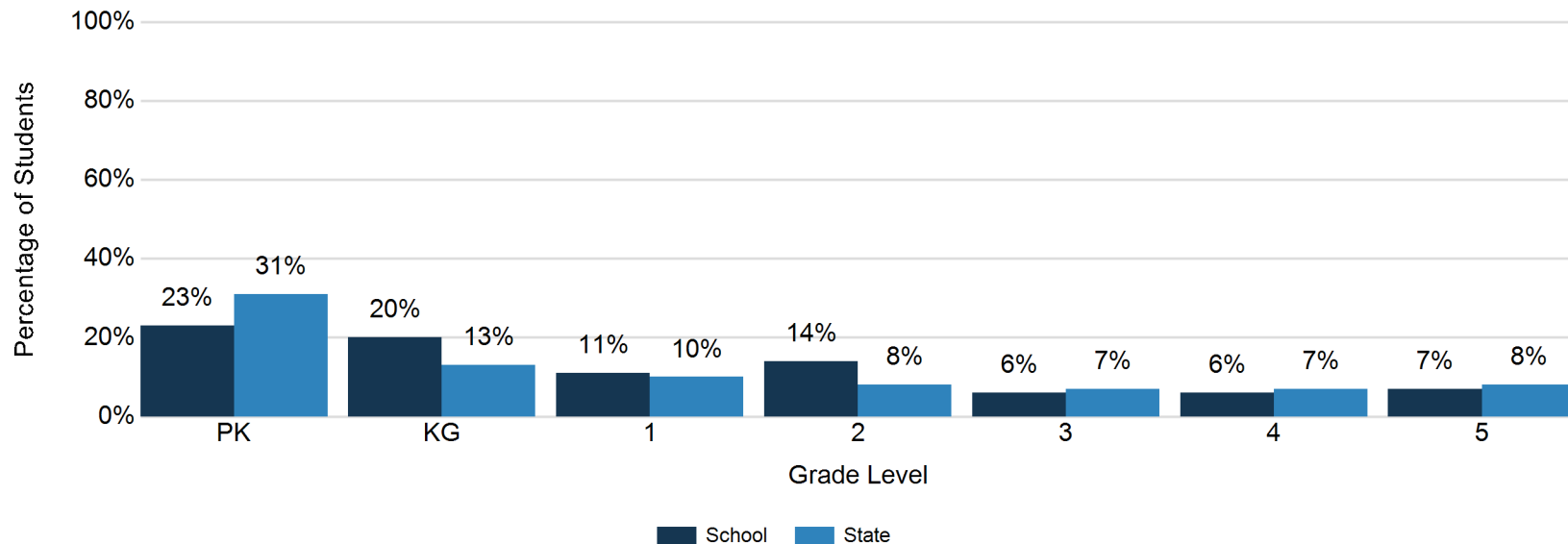
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### Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA*, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

## 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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

## 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

## Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

## Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	21	3.5%
Any Suspension	23	3.8%
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

58



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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	8:25 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 8 Mins
Shared Time - Instructional Time	5 Hrs. 8 Mins.

#### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	32	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	10.3	10.8
Percentage of Teachers with 4 or more years experience in the district	65.6%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	10.4	12.0
Percentage of Administrators with 4 or more years experience in the district	71.4%	76.9%

### 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	19:1	15:1
Students to Administrators	600:1	223:1
Teachers to Administrators	32:1	15:1
Students to Librarians/Media Specialists		708:1
Students to Nurses		519:1
Students to Counselors		371:1
Students to Child Study Team Members		244:1





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**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 and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.3%	87.5%	100.0%	48.4%	77.1%	54.9%
Male	49.7%	12.5%	0.0%	51.6%	22.9%	45.1%
White	0.5%	25.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	16.3%	3.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	81.8%	71.9%	100.0%	15.0%	6.6%	13.9%
Asian	0.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%



## Mt. Vernon Avenue Elementary School

(13-2330-131)

Grades Offered: PK-05

2018-2019

### Report Key:

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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 and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

#### Bachelor's Degree

Teacher 34%

Admin N/A

#### Master's Degree

Teacher 63%

Admin 100%

#### Doctoral Degree

Teacher 3%

Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.9%	90.5%
2017-18 Administrators: Same district 2018-19	86.5%	87.9%

### 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
2018-19	97.7%



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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and [Statewide Progress toward Long-Term goals](#), see these [accountability resources](#).

## ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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## ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	19.1%	22.4%	27.4%
Math Proficiency	15.5%	15.6%	21.7%
ELA Growth	47	45	51
Math Growth	36	26	33
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		81.5%	61.5%
Chronic Absenteeism	16.1%	11.1%	11.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

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**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and [Statewide Progress toward Long-Term goals](#), see these [accountability resources](#).

## Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target†	Met Standard	Not Met	Met Target	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Not Met	**	**	n/a	Met	No
Black or African American	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	**	**	n/a	Not Met	No
English Learners	Met Target†	Not Met	Met Standard	Not Met	Not Met	Met	No

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



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## School Narrative

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



### Highlights:

- Mt. Vernon Avenue's Parent Teacher Association received the 2019 NJ PTA Outstanding Hispanic Latino Outreach Award for their work with the Latino student and family population.
- Mt. Vernon met ESSA Accountability in progress towards English Language Proficiency, ELA and Math Academic Achievement, ELA Median Growth Percentile, and ELA and Math Participation Rates.
- Mt. Vernon offers a Haitian Creole and Spanish Bilingual Program for kindergarten and grade one students. The program supports the students' access to the standards and English language proficiency.



### Mission, Vision, Theme:

Mt. Vernon Avenue Elementary School is a place where Scholars learn to SOAR! Mt. Vernon Avenue stakeholders purposefully design learning experiences to ensure that all scholars have opportunities for Success, take Ownership for their learning and actions, maintain a positive outlook and Attitude in all academic and social interactions, and demonstrate Respect for each other as well as the learning process. Our mission is to provide a superior academic education in a caring environment in which every child is respected and given the opportunity to develop character, attitudes, and values, preparing them for a globally competitive workforce.



### Awards, Recognition, Accomplishments:

Mount Vernon is proud to have outstanding professionals, one of which was recognized by the district as the 2018-2019 Educator of the Year Award.





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### Courses, Curriculum, Instruction:

Our ELA program, Reading Wonders is aligned to the state standards and uses research-based instruction and differentiated learning opportunities. Our new math curriculum, enVisionMATH, which is a core program for students in kindergarten through grade 5 helps students to develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. The science program is integrated and exposes scholars to all science genres with participation in Virtual Learning Labs with scientists. The Social Studies curriculum is organized around the central concepts of civics, geography, and economics.



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Before and After School Programs:

Mt. Vernon offers an after-school enrichment program that serves students in grades 2 to 5 by providing assistance with homework, basic skills, and advanced skills based on individual student needs. The program is designed to provide individualized instruction to students and monitor their progress through benchmark assessment. The program is taught by highly qualified teachers who are required to maintain progress data for each student.



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### Parent and Community Involvement:

Our parents and community partners are active participants in the education of our scholars. They partner with us on various events with the PTA, as well as volunteer at fundraising events and programs. Our Parent Coordinator focuses on parent/community involvement facilitating workshops on topics such as New Jersey Student Learning Assessment Readiness and ESL and Special Education Tips for Parents. The District's PowerSchool Portal provides parents with access to their child's academic progress in real-time.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Mount Vernon Avenue staff and scholars are surveyed three times a year. The School Leadership Council assists in creating the survey and analyzes the results. The data is used to guide programming, school operations, behavior modification, parent involvement, and staff development. Our school's intentional focus on cultivating a learning community that is welcoming and supports students, families and staff is evidenced through increased student activities beyond the school day.</p>
 <p>Facilities:</p>	<p>Each classroom is equipped with a SmartBoard and all teachers have access to Chromebooks, two computer labs and a new fully equipped science lab. Our atrium and central staircase is only one of the aesthetic elements of our building with its natural lighting. We are handicap accessible and have a playground area for our scholars. Our library, art room, vocal and instrumental music rooms are creatively adorned with learning resources relative to the content.</p>



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Early Childhood Education:

Mt. Vernon offers a preschool program for children between the ages of three and four years old. Our preschool program, under the Direction of the Department of Early Childhood, provides a rich full-day curriculum to scholars using the Creative Curriculum. Creative Curriculum, one of the four State approved programs, provides for positive interaction, social emotional competencies, constructive play and teacher-family interactions. The curriculum is comprised of a comprehensive collection of daily practice and knowledge building.



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### Other Information

With student learning as our primary goal, we are resolved in ensuring that our scholars are the recipients of a quality education in an inclusive, safe and nurturing school environment. We celebrate and recognize the diversity that exists in our learning community with regard to cultures, learning styles and life experiences. As such, we provide transferable life skills and instruction that is differentiated, fosters high student engagement, prepares students to be problem-solvers, critical thinkers and confident learners. Our talented faculty and staff are prepared, dedicated, supportive and steadfast in preparing our scholars for college and careers while also shaping their socio-emotional development. Scholars at Mt. Vernon Avenue are provided with rich, rigorous and relevant learning experiences, employing research-based instructional strategies with curricular resources aligned to the NJ Student Learning Standards. Technology is infused in all aspects of our curriculum as students interact with Smart Boards, Chromebooks, and instructional software present in our core curricular programs. We address the whole child, offering scholars a unique opportunity to play a larger role in the school community, forming stronger bonds with teachers, staff and their peers. Monday and Tuesday mornings are dedicated to Morning Convocation, a structured celebration of school pride and affirmation of our greatness, energizing and focusing the entire community on achieving their full academic and social potential throughout the day. At Mt. Vernon, our days are guided by focused attention on instruction, curriculum implementation, student mastery of learning objectives, school culture and climate and parent voice. Through intentional and reflective practices, we present as a learning community that values collaboration, lifelong learning, and collective responsibility, evidenced by student achievement. We endeavor to prepare our students for college and career.