




Charles Street School
2016-2017
Grade Span 3H-06

05-3920-060
BURLINGTON
PALMYRA BORO
100 W CHARLES STREET
PALMYRA, NJ 08065

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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.
- 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	6	7	9
KG	73	67	57
1	83	78	53
2	69	77	69
3	68	68	76
4	72	69	71
5	56	70	68
6	52	59	70
Ungraded	37	17	11
Total	516	512	484

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%	50%	50%
Male	53%	50%	50%
Economically Disadvantaged Students	43%	42%	39%
Students with Disabilities	18%	15%	16%
English Learners	2%	2%	2%
Homeless Students			4%
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
White	54.5%
Black or African American	19.2%
Hispanic	13.6%
Asian	4.1%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
<i>Two or More Races</i>	8.1%

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	7	1
PK - Full Day	6	0	8
KG - Half Day	0	0	0
KG - Full Day	76	67	57

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	94.8%
Spanish	1.7%
<i>Other</i>	3.4%



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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	284	96.3	41.20	38.60	54.90	41.2	48	Not Met
White	149	95.5	52.40	49.30	63.90	52.4	61.6	Not Met
Hispanic	41	97.7	29.30	21.60	39.80	29.3	29.6	Met Target†
Black or African American	60	96.8	20.00	22.90	35.20	20	28.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	39.10	80.70	40	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	*	**	**
Two or More Races	18	94.7	44.40	37.50	54.90	44.2	**	**
Female	144	96.7	47.30	47.70	62.20	47.3		
Male	140	95.9	35.00	30.20	48.10	35		
Economically Disadvantaged Students	109	98.2	26.70	23.50	36.20	26.7	34.3	Not Met
Non-Economically Disadvantaged Students	175	95.1	50.30	48.00	65.80	50.3		
Students with Disabilities	43	93.5	23.30	*	20.50	22.9	24.9	Met Target†
Students without Disabilities	241	96.8	44.40	*	61.90	44.4		
English Learners	11	100.0	*	0.00	25.20	*	**	**
Non-English Learners	273	96.1	*	39.80	57.40	*		
Homeless Students	13	100.0	23.10	*	26.40	23.1		
Students In Foster Care	*	*	*	0.00	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	73	732	732	749	*	*	29%	32%	*	33%	50%
White	40	739	739	759	*	*	35%	38%	0%	38%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	14	706	706	731	*	*	*	*	0%	14%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	35	736	736	753	*	*	*	37%	*	37%	55%
Male	38	729	729	744	*	*	*	26%	*	29%	46%
Economically Disadvantaged Students	23	713	713	730	*	*	*	*	*	13%	31%
Non-Economically Disadvantaged Students	50	741	741	761	*	*	*	*	*	42%	63%
Students with Disabilities	10	721	721	720	*	*	*	*	*	40%	24%
Students without Disabilities	63	734	734	754	*	*	*	*	*	32%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	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	79	733	733	753	*	*	24%	35%	*	38%	56%
White	33	752	752	762	*	*	*	61%	*	64%	67%
Hispanic	14	721	721	740	*	*	*	*	0%	29%	40%
Black or African American	24	717	717	736	*	*	*	*	0%	13%	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	*	*	*	755	*	*	*	*	*	*	56%
Female	43	738	738	758	*	*	*	35%	*	40%	61%
Male	36	728	728	748	*	*	*	36%	*	36%	51%
Economically Disadvantaged Students	40	724	724	737	*	*	*	*	*	25%	36%
Non-Economically Disadvantaged Students	39	742	742	764	*	*	*	*	*	51%	69%
Students with Disabilities	15	700	700	724	*	*	*	*	*	27%	25%
Students without Disabilities	64	741	741	759	*	*	*	*	*	41%	62%
English Learners	*	*	*	710	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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	66	748	748	755	*	17%	27%	47%	*	52%	59%
White	40	749	749	763	*	*	25%	45%	*	53%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	756	*	*	*	*	*	*	60%
Female	32	758	758	761	*	*	*	63%	*	69%	66%
Male	34	739	739	749	*	*	*	32%	*	35%	53%
Economically Disadvantaged Students	20	734	734	739	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	46	754	754	765	*	*	*	*	*	57%	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	66	748	748	756	*	17%	27%	47%	*	52%	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	67	745	745	751	*	24%	28%	40%	*	45%	54%
White	36	753	753	758	*	*	*	50%	*	58%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	*	*	*	735	*	*	*	*	*	*	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	*	*	*	753	*	*	*	*	*	*	56%
Female	35	747	747	758	*	*	*	40%	*	49%	61%
Male	32	742	742	745	*	*	*	41%	*	41%	46%
Economically Disadvantaged Students	26	739	739	737	*	*	*	*	*	31%	34%
Non-Economically Disadvantaged Students	41	748	748	760	*	*	*	*	*	54%	65%
Students with Disabilities	11	711	711	722	*	*	*	*	*	*	17%
Students without Disabilities	56	751	751	757	*	*	*	*	*	*	61%
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	752	*	*	*	*	*	*	N
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%

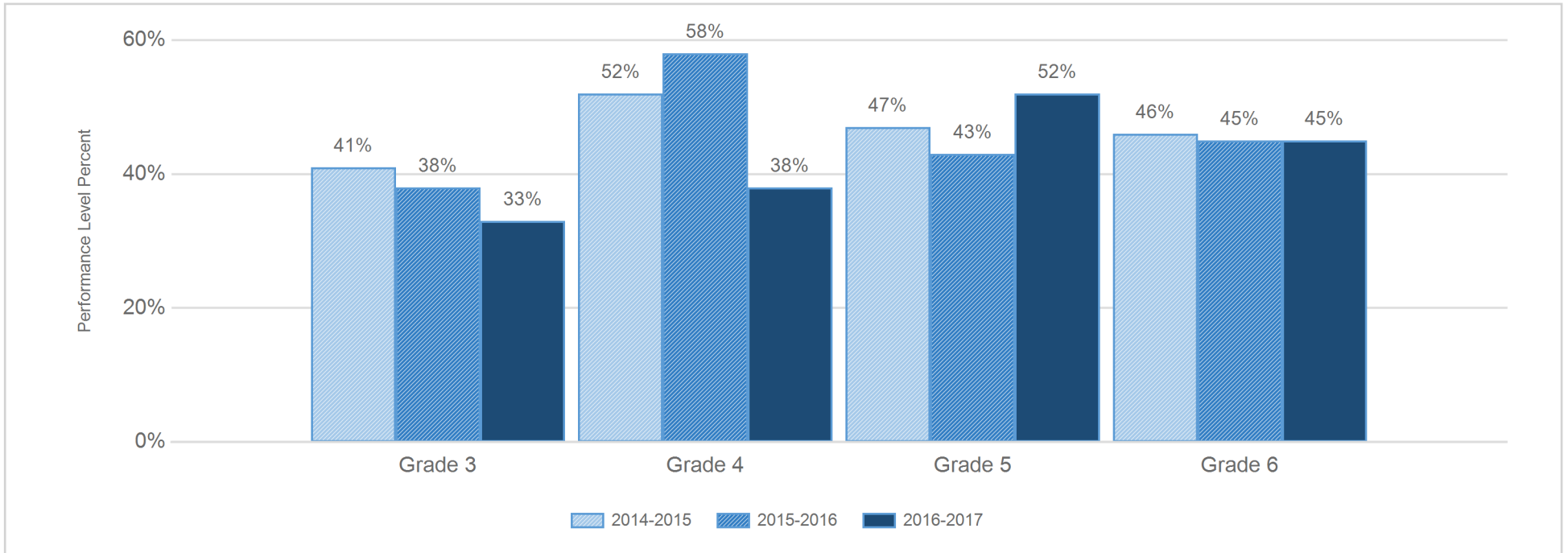


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English Language Arts/Literacy Assessment - Performance Trends

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	286	96.6	36.70	30.00	43.50	36.7	41.9	Not Met
White	150	95.5	48.00	40.60	52.40	48	49.5	Met Target†
Hispanic	41	97.7	26.80	*	27.60	26.8	29.6	Met Target†
Black or African American	61	98.4	21.30	*	21.70	21.3	34.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	21.70	75.60	26.7	**	**
American Indian or Alaska Native	*	*	*	0.00	42.50	*	**	**
Two or More Races	18	94.7	27.80	22.60	44.90	27.6	**	**
Female	146	97.4	35.00	30.50	44.10	35		
Male	140	95.9	38.60	29.40	42.90	38.6		
Economically Disadvantaged Students	110	99.1	19.10	*	25.10	19.1	19.6	Met Target†
Non-Economically Disadvantaged Students	176	95.2	47.70	*	54.30	47.7		
Students with Disabilities	43	93.5	20.90	*	16.50	20.6	17.9	Met Target
Students without Disabilities	243	97.2	39.50	*	48.80	39.5		
English Learners	12	100.0	*	6.70	23.30	*	**	**
Non-English Learners	274	96.5	*	30.60	45.20	*		
Homeless Students	13	100.0	*	4.80	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	*		

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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	73	741	741	750	*	15%	23%	44%	*	48%	53%
White	40	748	748	758	*	*	*	53%	*	58%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	14	725	725	733	*	*	*	*	0%	29%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	35	744	744	751	*	*	*	49%	*	51%	52%
Male	38	739	739	750	*	*	*	40%	*	45%	53%
Economically Disadvantaged Students	23	724	724	735	*	*	*	*	*	30%	34%
Non-Economically Disadvantaged Students	50	749	749	761	*	*	*	*	*	56%	65%
Students with Disabilities	10	716	716	728	*	*	0%	*	*	40%	29%
Students without Disabilities	63	745	745	754	*	*	27%	*	*	49%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	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	80	727	727	746	23%	*	26%	29%	*	30%	47%
White	33	744	744	754	*	0%	33%	49%	*	52%	59%
Hispanic	14	721	721	734	*	*	*	*	0%	21%	30%
Black or African American	25	711	711	729	*	40%	*	*	0%	16%	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	*	*	*	747	*	*	*	*	*	*	48%
Female	44	727	727	746	*	*	*	23%	*	23%	47%
Male	36	726	726	746	*	*	*	36%	*	39%	48%
Economically Disadvantaged Students	41	713	713	731	*	*	*	*	*	12%	27%
Non-Economically Disadvantaged Students	39	741	741	756	*	*	*	*	*	49%	61%
Students with Disabilities	15	699	699	724	*	*	*	*	*	27%	22%
Students without Disabilities	65	733	733	751	*	*	*	*	*	31%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	49%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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%



Charles Street School
2016-2017

05-3920-060
BURLINGTON
PALMYRA BORO
100 W CHARLES STREET
PALMYRA, NJ 08065

Grade Span 3H-06

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	66	738	738	746	*	18%	44%	29%	*	30%	46%
White	40	741	741	754	*	*	38%	35%	*	38%	57%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	728	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	746	*	*	*	*	*	*	47%
Female	32	739	739	747	*	*	41%	*	*	31%	47%
Male	34	737	737	746	*	*	47%	*	*	29%	46%
Economically Disadvantaged Students	20	723	723	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	46	744	744	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	66	738	738	748	*	18%	44%	29%	*	30%	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%



Charles Street School
2016-2017
Grade Span 3H-06

05-3920-060
 BURLINGTON
 PALMYRA BORO
 100 W CHARLES STREET
 PALMYRA, NJ 08065

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	68	737	737	743	*	27%	24%	37%	*	40%	44%
White	37	743	743	750	*	*	30%	41%	*	46%	54%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	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	*	*	*	744	*	*	*	*	*	*	46%
Female	36	738	738	744	*	*	*	33%	*	39%	45%
Male	32	736	736	742	*	*	*	41%	*	41%	43%
Economically Disadvantaged Students	26	733	733	728	*	*	*	*	*	31%	24%
Non-Economically Disadvantaged Students	42	740	740	752	*	*	*	*	*	45%	56%
Students with Disabilities	11	708	708	716	*	*	*	*	*	*	13%
Students without Disabilities	57	743	743	748	*	*	*	*	*	*	50%
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	744	*	*	*	*	*	*	N
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	N	N	N	708	N	N	N	N	N	N	13%

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

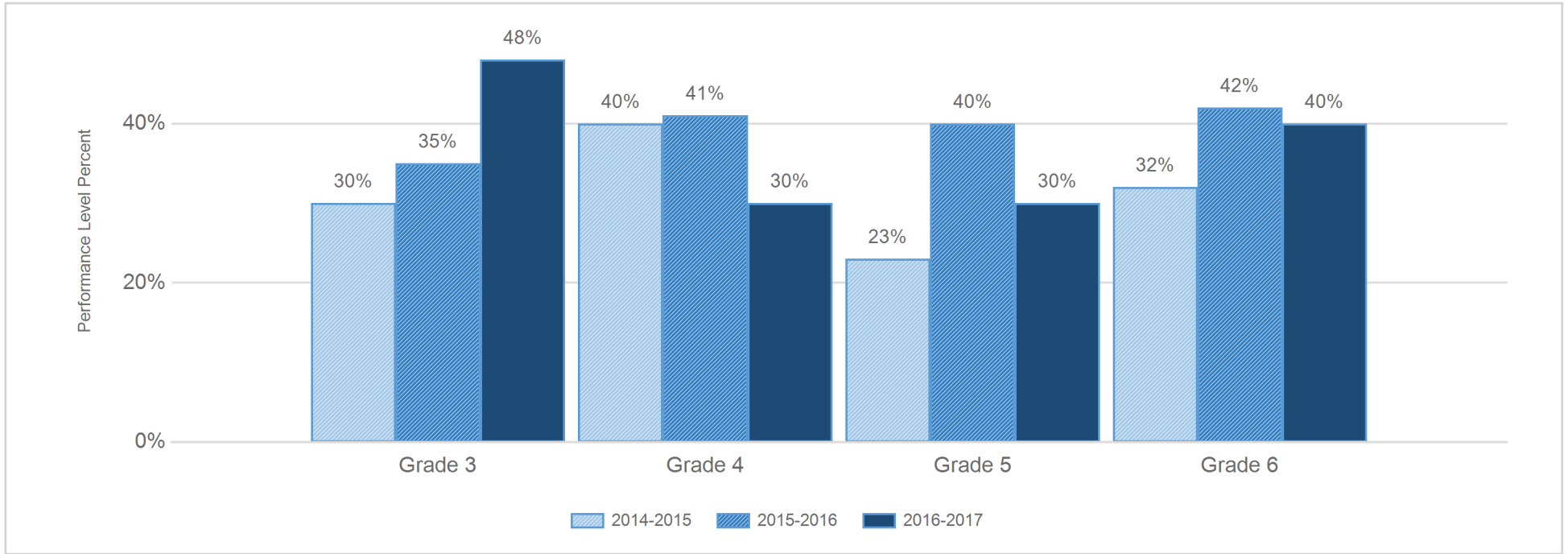


Charles Street School
2016-2017
Grade Span 3H-06

05-3920-060
 BURLINGTON
 PALMYRA BORO
 100 W CHARLES STREET
 PALMYRA, NJ 08065

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.



**Charles Street School
2016-2017**

Grade Span 3H-06

**05-3920-060
BURLINGTON
PALMYRA BORO
100 W CHARLES STREET
PALMYRA, NJ 08065**

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	N	N
4	N	N
5	N	N
6	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+	*	*	*



Charles Street School
2016-2017
Grade Span 3H-06

05-3920-060
 BURLINGTON
 PALMYRA BORO
 100 W CHARLES STREET
 PALMYRA, NJ 08065

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.

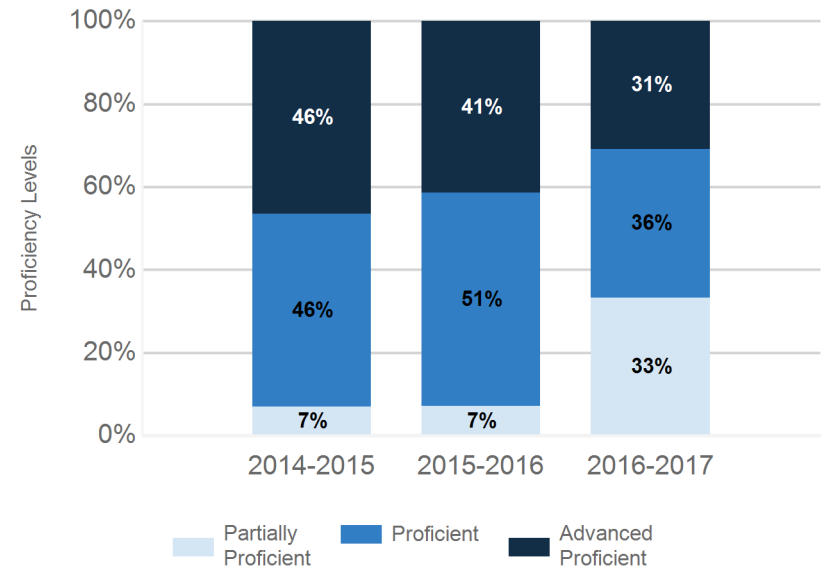
NJASK Science Assessment Performance: Grade 4

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	31%	36%	33%
White	55%	33%	12%
Hispanic	14%	36%	50%
Black or African American	8%	42%	50%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	21%	36%	43%
Students with Disabilities	N	*	*
English Learners	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.





Charles Street School
2016-2017
Grade Span 3H-06

05-3920-060
 BURLINGTON
 PALMYRA BORO
 100 W CHARLES STREET
 PALMYRA, NJ 08065

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	35	35	50	Not Met	48	43	50	Met Target
White	38	37.5	50	Not Met	51.5	47	52	Met Target
Hispanic	33	31.5	49	Not Met	52	*	47	Met Target
Black or African American	27	27	45	Not Met	34	35	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	49	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	32	32	47	Not Met	38	36	46	Not Met
Students with Disabilities	27	27	41	Not Met	42.5	*	43	Met Target
English Learners	*	*	53	**	*	*	51	**

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



Charles Street School
2016-2017

05-3920-060
BURLINGTON
PALMYRA BORO
100 W CHARLES STREET
PALMYRA, NJ 08065

Grade Span 3H-06

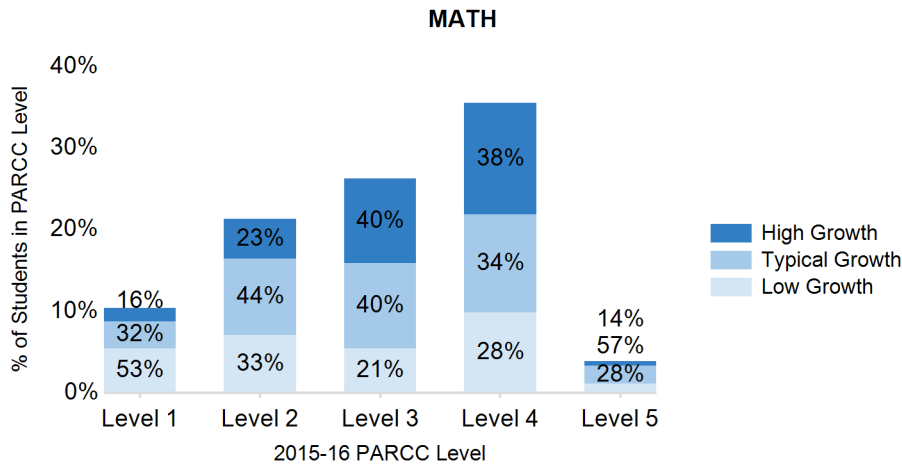
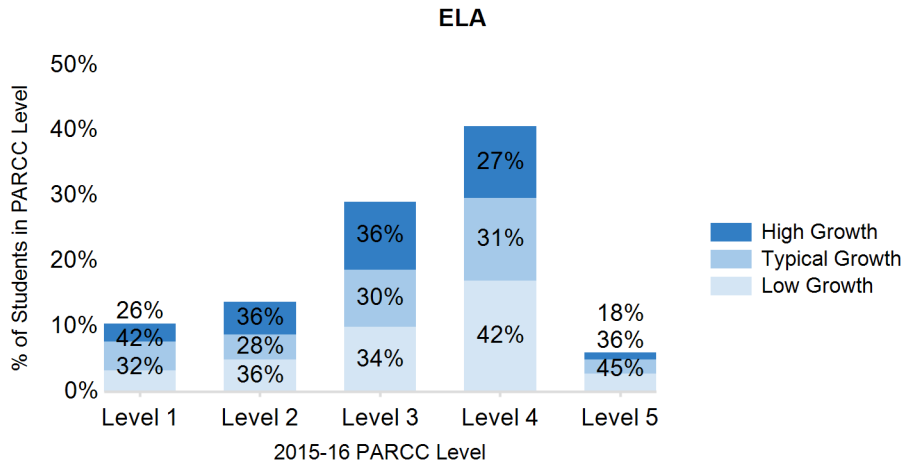
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

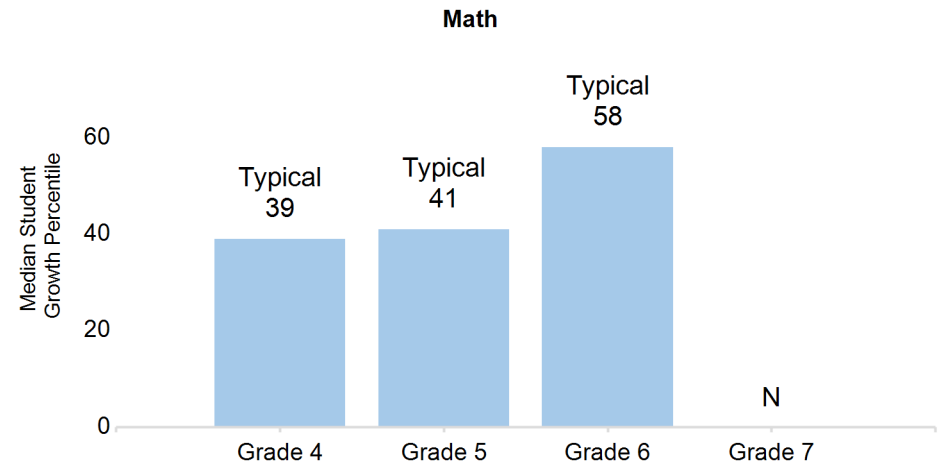
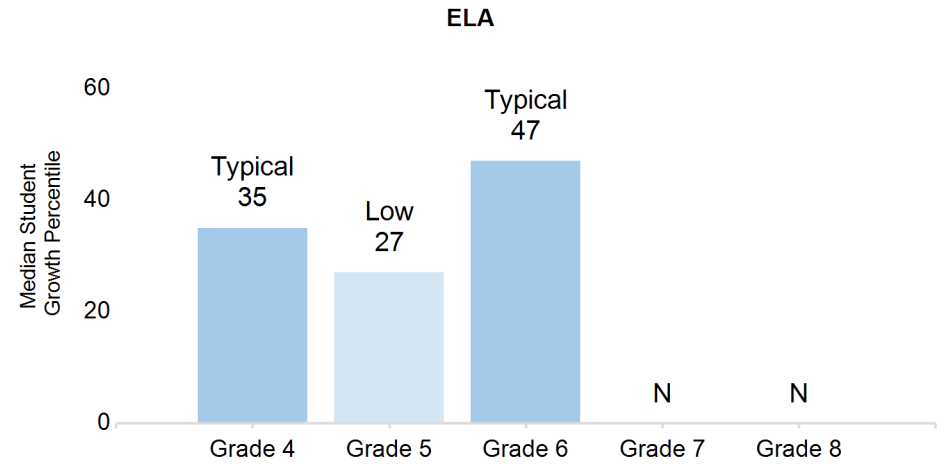
Student Growth by Performance Level

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.





Charles Street School
2016-2017
Grade Span 3H-06

05-3920-060
 BURLINGTON
 PALMYRA BORO
 100 W CHARLES STREET
 PALMYRA, NJ 08065

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

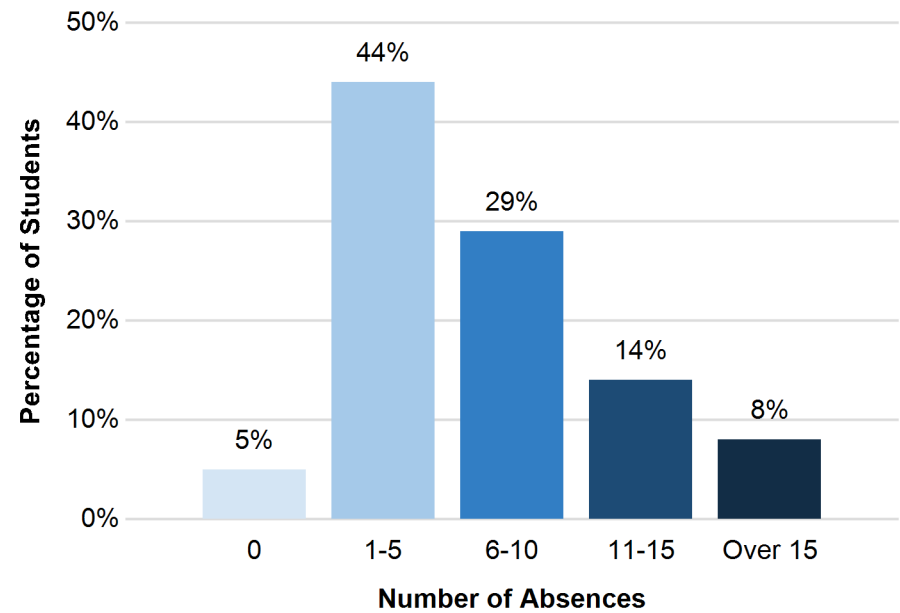
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.90	8.30	Met Target
White	5.90	8.30	Met Target
Hispanic	7.70	8.30	Met Target
Black or African American	7.90	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.30	Met Target
American Indian or Alaska Native	0	**	**
Two or More Races	11.10	8.30	Not Met
Economically Disadvantaged Students	9.70	8.30	Not Met
Students with Disabilities	6.90	8.30	Met Target
English Learners	0	**	**

** 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.



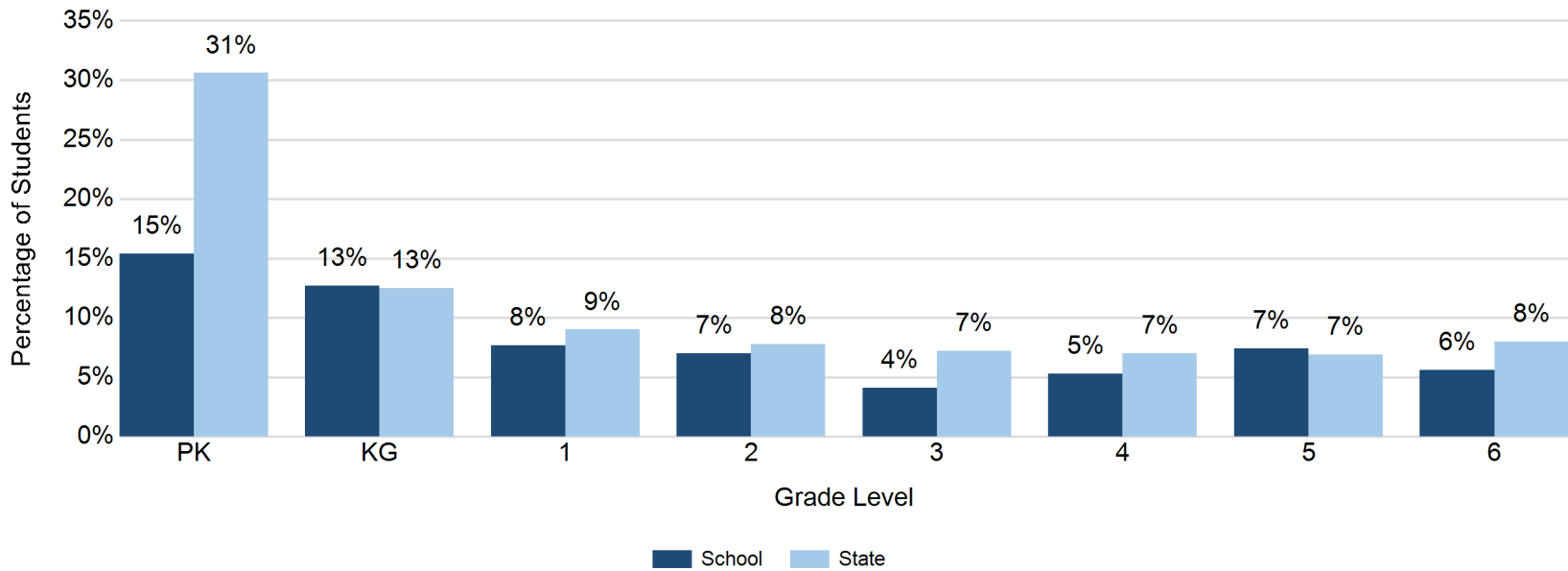


Charles Street School
2016-2017
Grade Span 3H-06

05-3920-060
 BURLINGTON
 PALMYRA BORO
 100 W CHARLES STREET
 PALMYRA, NJ 08065

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.





**Charles Street School
2016-2017**

Grade Span 3H-06

05-3920-060
BURLINGTON
PALMYRA BORO
100 W CHARLES STREET
PALMYRA, NJ 08065

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	8:15AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 35 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	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.24

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	0.0%
Out-of-School Suspensions	2.9%
Any Suspension	2.9%

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



Charles Street School
2016-2017
Grade Span 3H-06

05-3920-060
 BURLINGTON
 PALMYRA BORO
 100 W CHARLES STREET
 PALMYRA, NJ 08065

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	1:0.4	1142.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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	\$648	\$13,531	\$14,179



Charles Street School
2016-2017
Grade Span 3H-06

05-3920-060
 BURLINGTON
 PALMYRA BORO
 100 W CHARLES STREET
 PALMYRA, NJ 08065

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	43	115,100
Average years experience in public schools	11.0	11.8
Average years experience in district	8.8	10.5
Teachers in district for 4 or more years	65%	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	5	9,476
Average years experience in public schools	19.2	15.7
Average years experience in district	13.8	11.5
Administrators in district for 4 or more years	100%	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	11:1	10:1
Administrators	484:1	175:1
Librarian/Media Specialists		875:1
Nurses		438:1
Counselors		292:1
Child Study Team		N



Charles Street School
2016-2017
Grade Span 3H-06

05-3920-060
 BURLINGTON
 PALMYRA BORO
 100 W CHARLES STREET
 PALMYRA, NJ 08065

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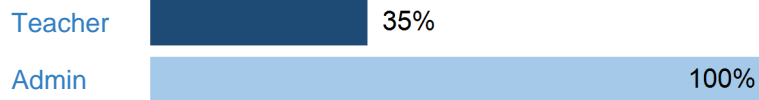
Teachers and Administrators - Level of Education

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	82%	77%
2015-16 Administrators: Same district 2016-17	40%	85%

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%



Charles Street School
2016-2017
Grade Span 3H-06

05-3920-060
 BURLINGTON
 PALMYRA BORO
 100 W CHARLES STREET
 PALMYRA, NJ 08065

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	20	17.5%
Mathematics Proficiency	31	17.5%
English Language Arts Growth	5	25%
Mathematics Growth	40	25%
Chronic Absenteeism	55	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		28.6
Summative Rating: Percentile rank of Summative Score		18 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.



**Charles Street School
2016-2017
Grade Span 3H-06**

05-3920-060
BURLINGTON
PALMYRA BORO
100 W CHARLES STREET
PALMYRA, NJ 08065

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	Cut-off Score for Targeted Support and Improvement	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	29	12	No	Not Met	Not Met	Met Target	Not Met	Met Target	No
White	30	12	No	Not Met	Met Target†	Met Target	Not Met	Met Target	No
Hispanic	37	12	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
Black or African American	28	12	No	Met Target†	Not Met	Met Target	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	23	12	No	Not Met	Met Target†	Not Met	Not Met	Not Met	No
Students with Disabilities	46	12	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Charles Street School
2016-2017
Grade Span 3H-06

05-3920-060
 BURLINGTON
 PALMYRA BORO
 100 W CHARLES STREET
 PALMYRA, NJ 08065

School General Info

Principal:	Mr. Pease	Email Address:	mpease@palmyra.k12.nj.us
Address:	100 W CHARLES STREET PALMYRA, NJ 08065	Website:	https://www.palmyraschools.com
Phone:	(856)829-3601	Facebook:	https://www.facebook.com/palmyraproud/
		Twitter:	https://twitter.com/palmyraproud

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.

	<p>Highlights:</p> <ul style="list-style-type: none"> • Academic growth is attributed to our dedicated team of professionals. • Newsela, Reflex Math, IXL, Read 180, System 44 are incorporated daily to support instruction. • Cultural changes are made with Olweus, our Anti-Bullying program.
	<p>Mission, Vision, Theme:</p> <p>The Mission of the Palmyra Public School District is to work cooperatively with the available resources of home and community, including business and industry, to offer each child the educational opportunities that will enable him/her to function politically, economically, and socially in a democratic society and to fully facilitate their development within a safe and secure school environment.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Charles Street School has been introduced to On Course's Learning Management System. LMS provides teachers opportunities to create online assessments, which connect to the teacher's gradebook. This resource will allow our teachers to receive spontaneous student data and allow teachers to be more efficient. Reflex Math, Newsela, Read 180, System 44 and IXL will be used to support instruction and academic growth.</p>
 <p>Clubs and Activities:</p>	<p>Charles Street School also provides weekly extra-curricular activities on an on-going basis throughout the school year. Choir, music lessons, computer club, art club, video club, tutoring club, basketball, safety patrol, Drama Club, Young Explorers, and Kids for Character. Assemblies, guest speakers, the Book-Mates Program, cultural arts programs, Read Across America, and field trips also enhance our student's learning experience.</p>
 <p>Before and After School Programs:</p>	<p>Charles Street School provides an enriching After School Program, that allows students to complete homework with certified substitute teachers, participate in learning activities and play in a safe and positive environment. Students participate in gardening, crafts, and STEAM activities.</p>







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 <p>Staff and Professional Learning:</p>	<p>All of the teachers at Charles Street School have met the criteria for Highly Qualified Teacher. All faculty members are encouraged to develop and expand their knowledge through Professional Development in the form of course work, in-service training, and workshops. Charles Street Schools team of professionals are dedicated and are all willing to go above and beyond for the good of our students and school.</p>
 <p>Student Supports and Services:</p>	<p>Charles Street School provides Basic Skills Instruction (BSI), English Language Learners (ELL) instruction, along with a pull-out Gifted & Talented Program (G&T), which enables students to receive additional supports and enriching academic programs. Students with special needs receive a full continuum of services based on their individual educational plans.</p>
 <p>Student Health and Wellness:</p>	<p>CSS provides a breakfast program for any student interested in having breakfast in school. We also participate in the State of NJ Fluoride Rinse program, conduct annual health screenings, recognize Dental Awareness Month and promote healthy lifestyles and choices through our Health and Physical Education curriculum. Social media, bike safety, fire prevention and safety, and nutrition are just a few of the areas we expose and teach our students about on a daily and/or monthly basis.</p>
 <p>Parent and Community Involvement:</p>	<p>Charles Street School is fortunate to have a dedicated and productive PTA. Through their efforts we are able to offer additional enrichment activities throughout the school year. We believe a TEAM effort amongst our parents, students, and our staff is essential in improving academic achievement and an enriching educational environment.</p>



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Other Information:

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