NJ SCHOOL PERFORMANCE REPORT

ANTHONY ROSSI MIDDLE SCHOOL
(11-5390-065)
Grades Offered: 06-08
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	CUMBERLAND
District	VINELAND CITY
Principal Name	MRS. HEER
Address	2572 PALERMO AVE VINELAND, NJ 08360-7309
Phone Number	(856)794-6961
Email Address	CHEER@VINELAND.ORG
Website	http://www.vineland.org/anthony-rossi/
Facebook	https://www.facebook.com/Anthony-Rossi-Elementary-School-273082933522282/

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
6	163	216	210
7	175	167	198
8	141	171	185
Total	479	554	593

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.4%	51.8%	50.1%
Male	51.6%	48.2%	49.9%
Economically Disadvantaged Students	46.8%	55.6%	59.2%
Students with Disabilities	22.8%	23.1%	23.6%
English Learners	1.9%	0.7%	1.3%
Homeless Students		1.6%	1.3%
Students in Foster Care		1.4%	0.7%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	46.3%	34.7%	31.7%
Hispanic	36.3%	46.2%	48.9%
Black or African American	14.2%	15.7%	15.7%
Asian	2.9%	2.5%	2.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.4%	0.2%
Two or More Races	0.0%	0.5%	1.0%

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	82.1%
Spanish	15.5%
Other Languages	2.4%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	32	35	50	Not Met	49	46	50	Met Standard
White	32	39.5	50	Not Met	51.5	48	51	Met Standard
Hispanic	34	34	49	Not Met	53	47	48	Met Standard
Black or African American	28	30	44	Not Met	38	42	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	72	60	61	**	60.5	68	61	**
American Indian or Alaska Native	*	53	52	**	N	*	53	**
Two or More Races	*	32	49	**	*	40.5	51	**
Economically Disadvantaged	34	34	48	Not Met	50.5	46	47	Met Standard
Students with Disabilities	29	29	41	Not Met	40	40	43	Met Standard
English Learners	41	39.5	54	**	51	44.5	51	**

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A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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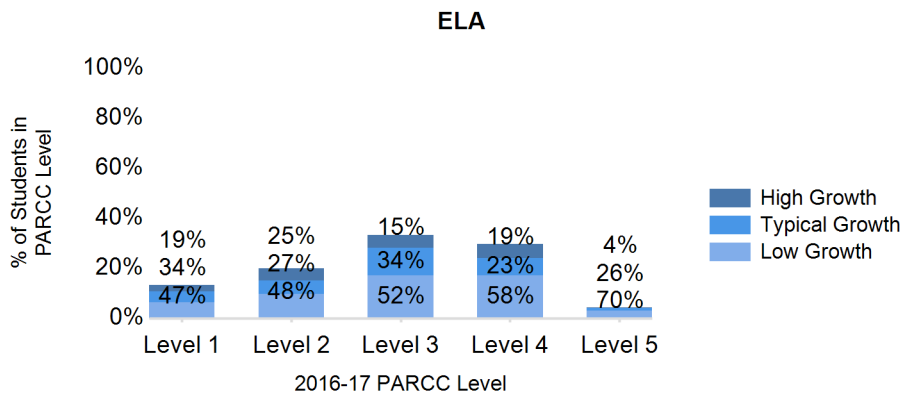
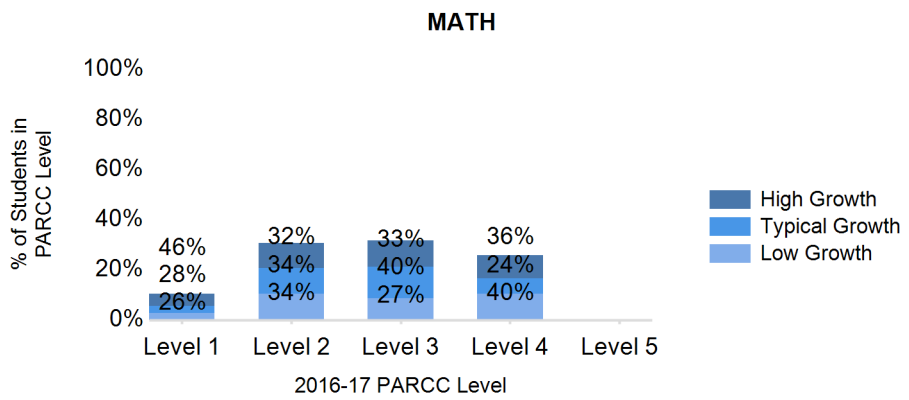
Student Growth by Performance Level

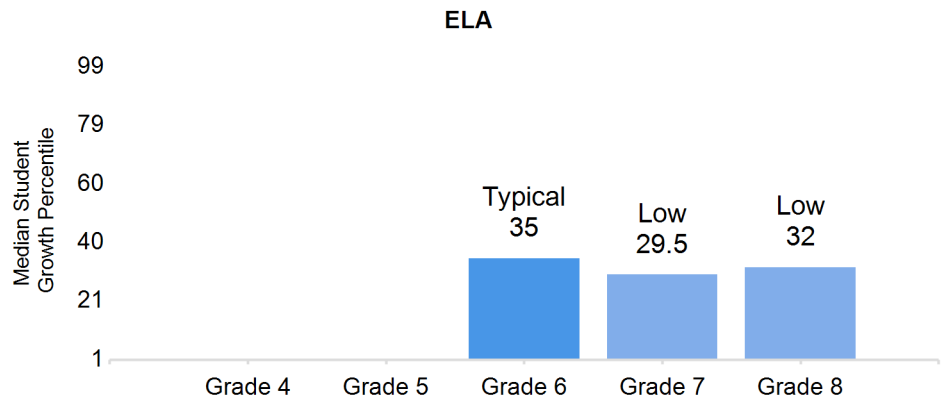
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

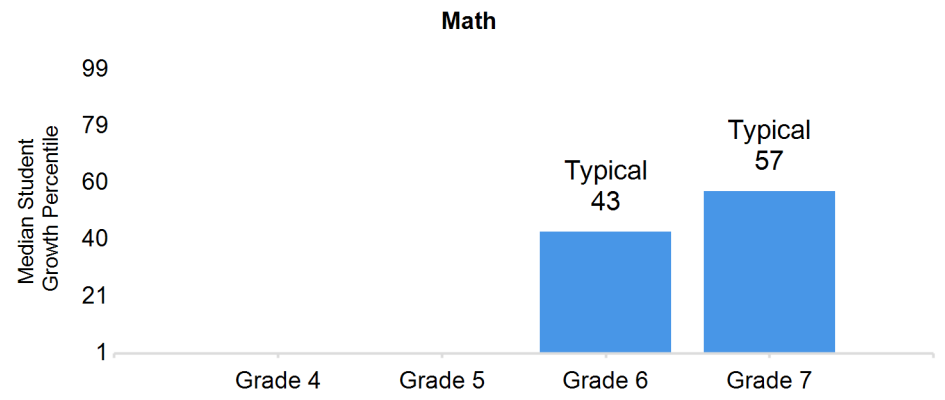




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	576	97.1	32.4	32.2	56.7	32.4	38.1	Not Met
White	187	95.9	43.9	46.7	65.6	43.9	39.7	Met Target
Hispanic	276	97.6	26.1	26.7	42.5	26.1	32.9	Not Met
Black or African American	90	96.9	24.4	26.5	37.3	24.4	35.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	16	100.0	62.5	64.9	82.3	62.5	**	**
American Indian or Alaska Native	*	*	*	43.8	52.7	*	**	**
Two or More Races	*	*	*	33.4	63.4	*	**	**
Female	289	97.4	41.2	38.5	64.5	41.2		
Male	287	96.7	23.7	26.2	49.4	23.7		
Economically Disadvantaged Students	335	96.2	26.9	26.0	38.5	26.9	28.4	Met Target†
Non-Economically Disadvantaged Students	241	98.4	40.3	45.8	67.5	40.3		
Students with Disabilities	142	96.0	*	11.8	21.6	*	15.3	Not Met
Students without Disabilities	434	97.4	*	38.5	63.9	*		
English Learners	19	100.0	21.1	10.4	27.3	21.1	N	N
Non-English Learners	557	97.0	32.8	34.9	59.4	32.8		
Homeless Students	*	*	*	15.9	27.7	*		
Students In Foster Care	*	*	*	11.6	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	209	736	730	754	11%	24%	32%	*	*	33%	56%
White	72	742	741	761	*	17%	36%	*	*	40%	66%
Hispanic	86	733	727	742	16%	23%	28%	*	*	33%	42%
Black or African American	42	727	724	737	*	43%	33%	*	*	17%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	105	740	737	761	*	23%	31%	*	*	37%	64%
Male	104	732	725	748	*	25%	33%	*	*	29%	48%
Economically Disadvantaged Students	119	729	725	739	*	29%	27%	*	*	27%	37%
Non-Economically Disadvantaged Students	90	745	742	764	*	17%	39%	*	*	41%	68%
Students with Disabilities	46	712	711	723	*	*	*	*	*	*	18%
Students without Disabilities	163	743	736	760	*	*	*	*	*	*	63%
English Learners	*	*	700	712	*	*	*	*	*	*	*
Non-English Learners	*	*	732	755	*	*	*	*	*	*	*
Homeless Students	*	*	701	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	198	735	729	760	15%	18%	32%	*	*	35%	63%
White	53	739	742	768	*	*	25%	47%	0%	47%	72%
Hispanic	110	734	726	746	15%	16%	40%	*	*	29%	49%
Black or African American	28	728	720	740	*	*	*	*	*	29%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	107	743	737	769	10%	10%	32%	*	*	48%	72%
Male	91	724	720	752	21%	27%	32%	*	*	20%	54%
Economically Disadvantaged Students	123	733	724	742	*	18%	32%	*	*	33%	44%
Non-Economically Disadvantaged Students	75	738	739	771	*	19%	32%	*	*	39%	73%
Students with Disabilities	44	706	698	721	*	*	*	*	*	*	22%
Students without Disabilities	154	743	737	768	*	*	*	*	*	*	71%
English Learners	N	N	*	705	N	N	N	N	N	N	11%
Non-English Learners	198	735	*	762	15%	18%	32%	*	*	35%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	*	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	184	727	727	759	28%	20%	24%	*	*	28%	60%
White	62	743	748	767	*	16%	27%	*	*	45%	70%
Hispanic	91	716	718	744	35%	29%	21%	*	*	15%	45%
Black or African American	24	719	721	739	50%	0%	*	*	*	29%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	N	N	*	766	N	N	N	N	N	N	66%
Female	86	739	737	768	17%	16%	31%	*	*	35%	69%
Male	98	716	716	751	37%	23%	18%	*	*	21%	52%
Economically Disadvantaged Students	108	718	719	740	35%	22%	25%	*	*	18%	42%
Non-Economically Disadvantaged Students	76	739	744	769	17%	17%	24%	*	*	42%	71%
Students with Disabilities	50	698	694	719	*	*	*	*	*	*	19%
Students without Disabilities	134	737	737	766	*	*	*	*	*	*	68%
English Learners	*	*	676	703	*	*	*	*	*	*	*
Non-English Learners	*	*	730	761	*	*	*	*	*	*	*
Homeless Students	*	*	722	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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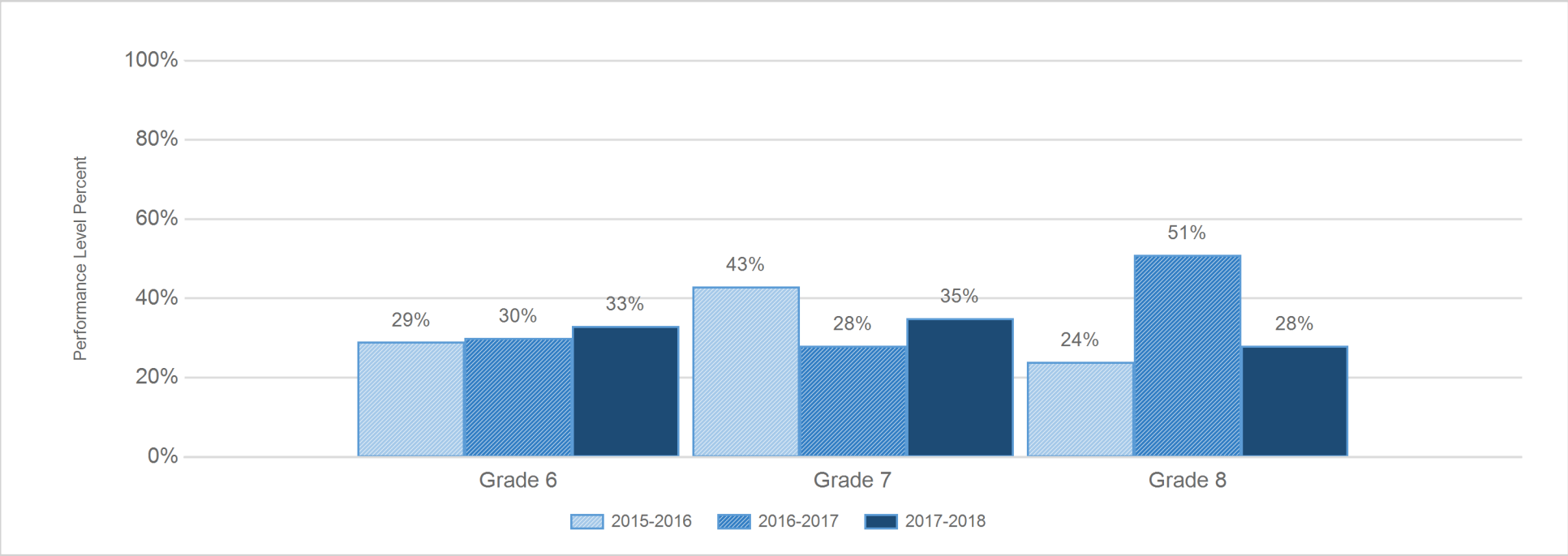
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	577	97.2	26.4	25.9	45.0	26.4	32	Not Met
White	188	96.4	34.6	39.9	54.1	34.6	36.2	Met Target†
Hispanic	276	97.6	22.5	*	29.2	22.5	25.8	Met Target†
Black or African American	90	96.9	15.6	17.5	23.4	15.6	27.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	16	100.0	62.6	61.7	77.0	62.6	**	**
American Indian or Alaska Native	*	*	*	43.8	42.5	*	**	**
Two or More Races	*	*	*	23.2	53.0	*	**	**
Female	290	97.7	26.9	27.5	46.0	26.9		
Male	287	96.7	25.8	24.4	43.9	25.8		
Economically Disadvantaged Students	335	96.2	19.4	*	26.6	19.4	22.4	Met Target†
Non-Economically Disadvantaged Students	242	98.8	35.9	*	55.9	35.9		
Students with Disabilities	142	96.0	*	10.9	17.1	*	12	Met Target†
Students without Disabilities	435	97.6	*	30.4	50.5	*		
English Learners	19	100.0	10.5	*	24.6	10.5	N	N
Non-English Learners	558	97.1	26.8	*	46.9	26.8		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	209	731	729	744	11%	29%	36%	*	*	23%	44%
White	72	738	737	751	*	*	46%	31%	0%	31%	54%
Hispanic	86	729	727	731	15%	29%	34%	*	*	22%	27%
Black or African American	42	720	722	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	105	733	731	745	*	32%	42%	*	*	20%	45%
Male	104	730	727	742	*	26%	31%	*	*	27%	42%
Economically Disadvantaged Students	119	724	724	729	*	36%	35%	*	*	13%	24%
Non-Economically Disadvantaged Students	90	741	738	753	*	20%	38%	*	*	38%	56%
Students with Disabilities	46	717	713	717	24%	43%	*	*	*	17%	13%
Students without Disabilities	163	736	733	748	7%	25%	*	*	*	25%	49%
English Learners	*	*	709	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	730	745	*	*	*	*	*	*	45%
Homeless Students	*	*	702	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

ANTHONY ROSSI MIDDLE SCHOOL
(11-5390-065)
Grades Offered: 06-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	198	735	729	743	8%	30%	33%	*	*	29%	43%
White	53	742	739	750	*	23%	34%	*	*	40%	54%
Hispanic	110	732	727	732	*	35%	34%	*	*	25%	27%
Black or African American	28	727	721	727	*	*	*	*	*	21%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	107	739	732	745	*	28%	37%	*	*	33%	45%
Male	91	730	726	741	*	32%	27%	*	*	25%	42%
Economically Disadvantaged Students	123	733	727	730	*	33%	33%	*	*	25%	24%
Non-Economically Disadvantaged Students	75	738	734	751	*	24%	33%	*	*	36%	55%
Students with Disabilities	44	711	708	717	*	*	*	*	*	*	12%
Students without Disabilities	154	741	735	748	*	*	*	*	*	*	50%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	198	735	*	744	8%	30%	33%	*	*	29%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	*	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

ANTHONY ROSSI MIDDLE SCHOOL
(11-5390-065)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	139	709	714	728	*	*	*	*	*	*	28%
White	37	712	719	736	*	*	*	*	*	*	36%
Hispanic	77	706	713	722	*	*	*	*	*	*	22%
Black or African American	19	705	711	715	*	*	*	*	*	11%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	N	N	*	729	N	N	N	N	N	N	28%
Female	62	713	718	731	*	*	*	*	*	*	31%
Male	77	706	709	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	94	707	712	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	45	713	719	735	*	*	*	*	*	*	35%
Students with Disabilities	48	698	694	705	*	*	*	*	*	*	*
Students without Disabilities	91	715	721	735	*	*	*	*	*	*	*
English Learners	*	*	690	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	716	729	*	*	*	*	*	*	29%
Homeless Students	*	*	705	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	760	725	746	0%	*	*	*	*	79%	46%
White	24	755	*	755	0%	*	*	75%	0%	75%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	717	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	751	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	23	760	729	748	0%	*	*	*	*	74%	48%
Male	19	761	722	745	0%	*	*	*	*	84%	44%
Economically Disadvantaged Students	13	771	*	729	0%	*	*	*	*	100%	25%
Non-Economically Disadvantaged Students	29	756	*	756	0%	*	*	*	*	69%	57%
Students with Disabilities	*	*	701	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	732	752	*	*	*	*	*	*	52%
English Learners	N	N	703	710	N	N	N	N	N	N	*
Non-English Learners	42	760	727	749	0%	*	*	*	*	79%	*
Homeless Students	N	N	714	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	721	735	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	*	*	717	723	*	*	*	*	*	*	14%
Black or African American	N	N	*	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	*	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	*	*	716	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	728	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	*	713	N	N	N	N	N	N	*
Students without Disabilities	*	*	726	738	*	*	*	*	*	*	*
English Learners	N	N	709	711	N	N	N	N	N	N	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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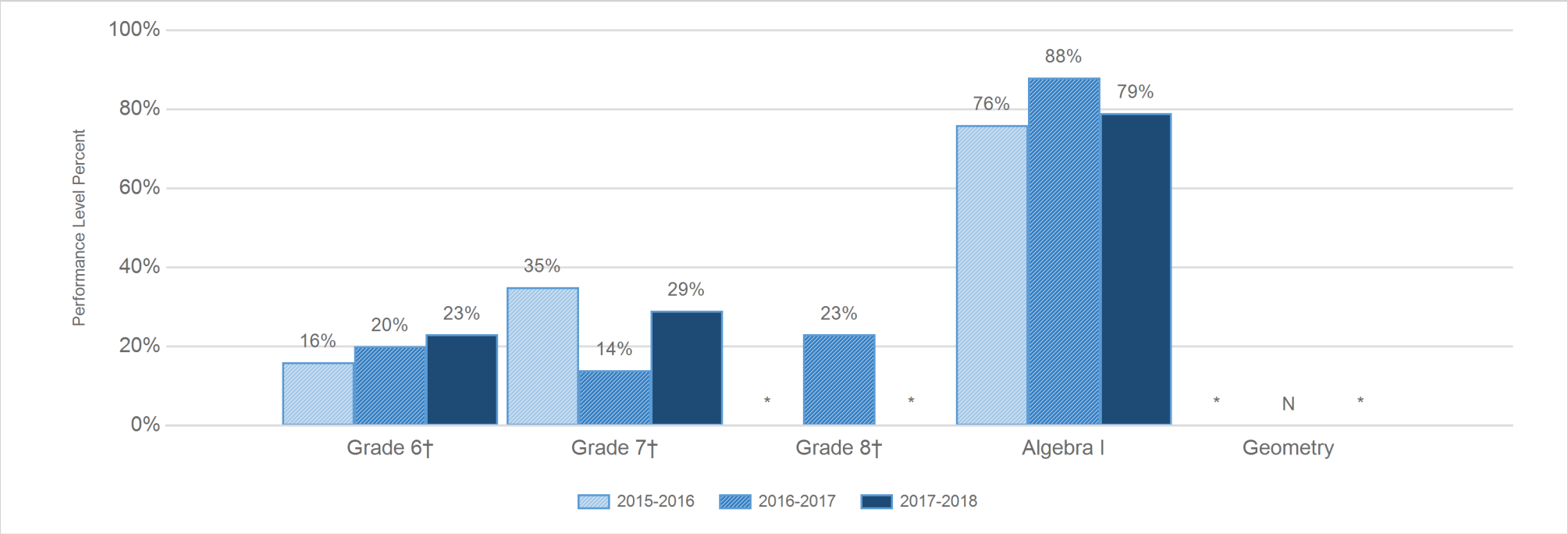
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	230
7	0	0	214
8	52	0	158
Total	52	0	602

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	221
7	0	0	0	0	0	0	206
8	0	0	0	0	0	0	193
Total	0	0	0	0	0	0	620

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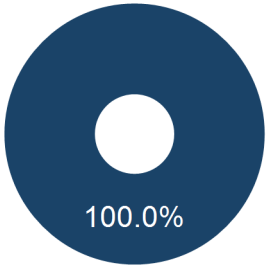
Visual and Performing Arts – Course Participation

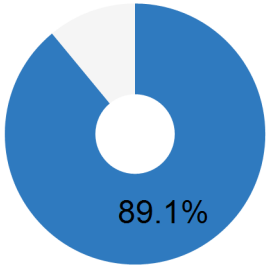
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

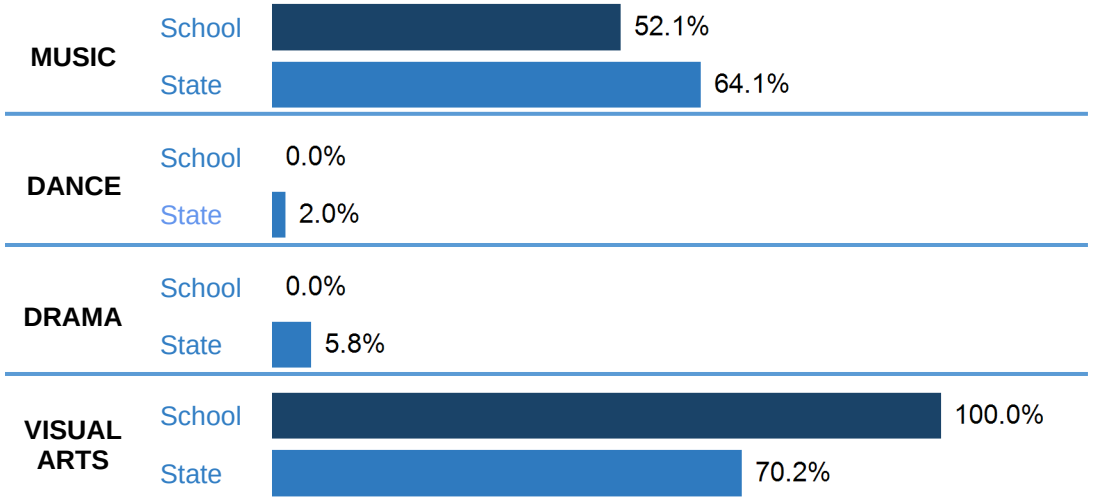


School



State

Students enrolled in one or more classes by discipline:



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

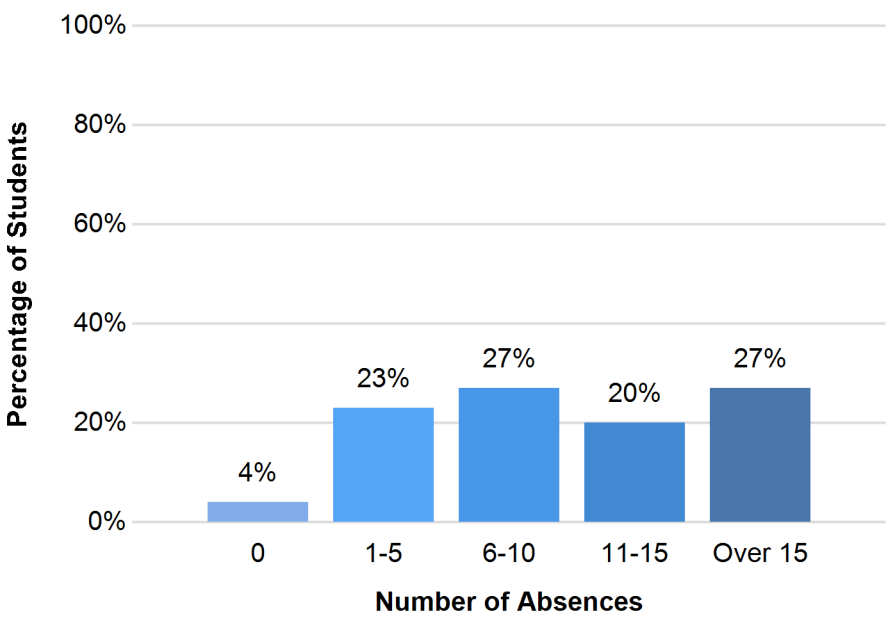
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	121	20.2	9.5	Not Met
White	36	18.6	9.5	Not Met
Hispanic	62	21.2	9.5	Not Met
Black or African American	22	24.2	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	1	6.7	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	92	26.3	9.5	Not Met
Students with Disabilities	29	20.9	9.5	Not Met
English Learners	*	*	**	**

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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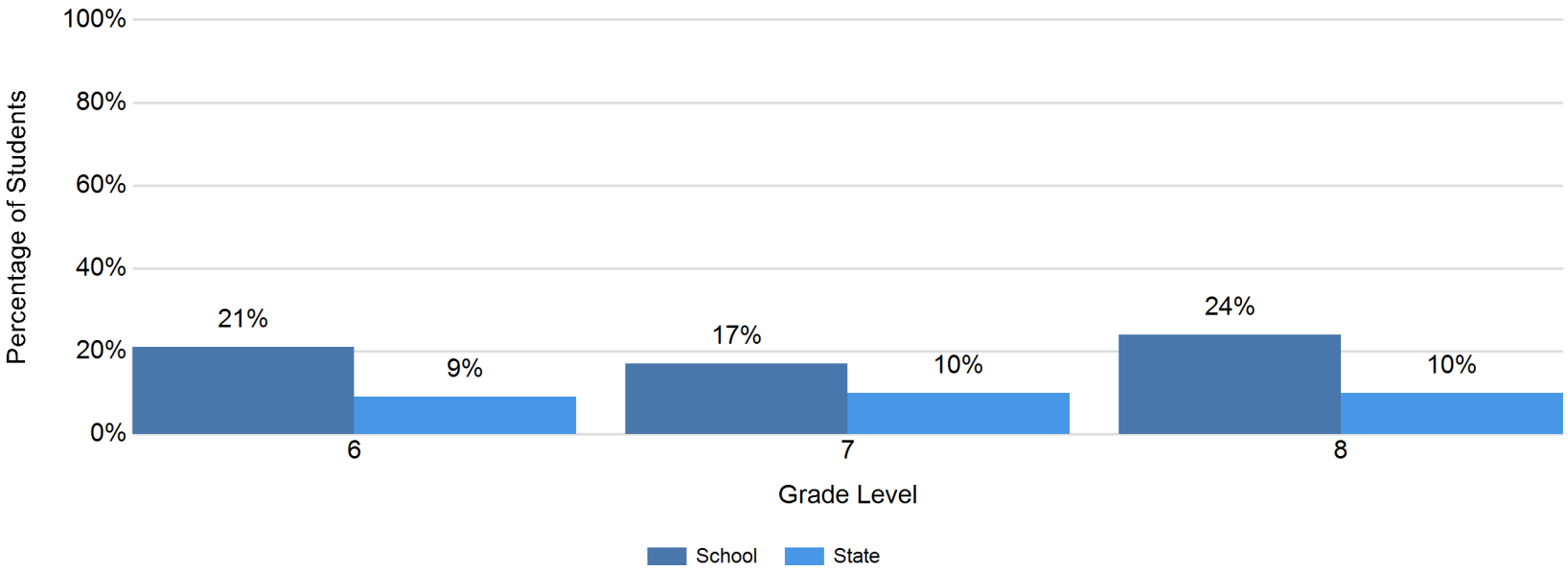
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	13
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	3.37

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	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	3	5	8
No Identified Nature	2		2

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	196	33.1%
Out-of-School Suspensions	106	17.9%
Any Suspension	218	36.8%
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
493

NJ SCHOOL PERFORMANCE REPORT

ANTHONY ROSSI MIDDLE SCHOOL
(11-5390-065)
Grades Offered: 06-08
2017-2018

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:20 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.2:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$828	$15,026	$15,854

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	45	117,464
Average years experience in public schools	15.6	12.0
Average years experience in district	15.6	10.7
Teachers in district for 4 or more years	97.8%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,374
Average years experience in public schools	16.6	16.0
Average years experience in district	16.6	12.0
Administrators in district for 4 or more years	95.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	14:1
Students to Administrators	297:1	234:1
Teachers to Administrators	23:1	17:1
Students to Librarians/Media Specialists		1053:1
Students to Nurses		620:1
Students to Counselors		340:1
Students to Child Study Team		245:1

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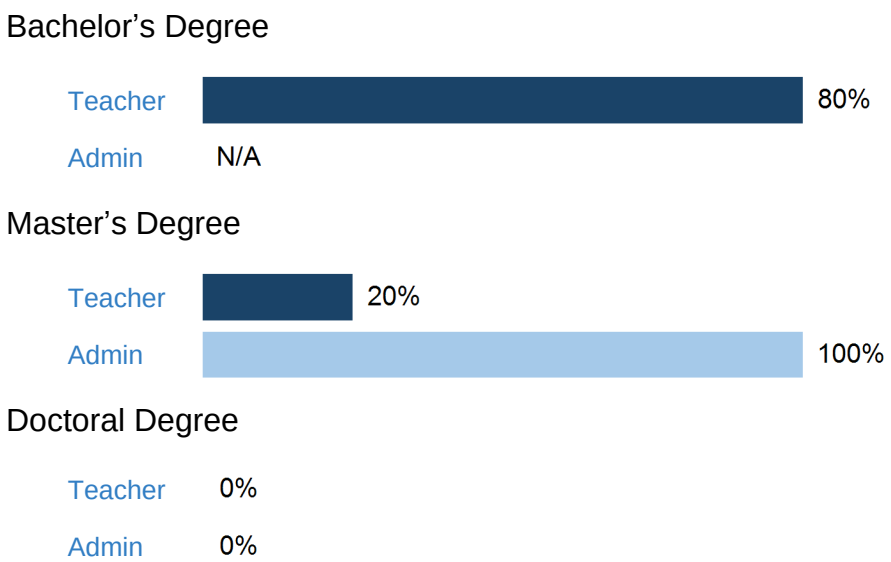
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.6%	90.2%
2016-17 Administrators: Same district 2017-18	95.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	88.5%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	88.9%	50.0%
Male	11.1%	50.0%
White	84.4%	100.0%
Hispanic	6.7%	0.0%
Black or African American	8.9%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Yes	Yes	No

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	Yes	Yes	No
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	Yes		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	10.84	17.5%
Mathematics Proficiency	12.74	17.5%
English Language Arts Growth	4.27	25.0%
Mathematics Growth	43.38	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	5.88	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	16.92	n/a
Summative Rating: Percentile Rank of Summative Score	5.81	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Not Met	Met Standard	**	Not Met	No
White	16.02	14.08	No	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Hispanic	25.97	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Black or African American	19.69	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	25.56	14.08	No	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	23.13	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	N	N	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Curriculum and Instruction: Rossi School provides a well-rounded educational program that meets the diverse needs of students. • School Activities: A plethora of extra-curricular activities and intramurals are available to support a wide range of students' interests. • Parental Involvement: Family and community involvement are recognized as key components in the development of our students.
Mission, Vision, Theme:	Our goal is to collaborate with community stakeholders to ensure a safe, creative, challenging, and nurturing environment which will promote the development of sound character, stimulate the desire for achievement, and contribute to the overall success among all students with respect to diversity in conjunction with the NJCCCS. This will ultimately empower our students to take their place as productive, contributing individuals within our universal society.

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Courses, Curriculum, Instruction:	Highly qualified teachers promote the academic progress of all students through a broad range of instructional programs. Students receive extended instructional time in language arts and mathematics each day. Educational programs are available to meet the diverse needs of students including Learners with Exceptional Abilities, accelerated students, English Language Learners and Special Education students. Technology is infused into the curriculum to enhance instruction.
Sports and Athletics:	Sports Offered: Baseball (Boys & Girls), Basketball (Boys & Girls), Football (Boys & Girls), Soccer (Boys & Girls), Softball (Boys & Girls) Rossi School offers four intramural sports options that are available to all students. These intramural sports include Flag Football, Basketball, Soccer, and Baseball/Softball. The selection of sports offered can serve as feeder programs for high school athletic programs in our area. These sports offerings at the middle school level help students build the athletic skills needed in order to participate in organized sports in high school.
Clubs and Activities:	Rossi School offers a wide variety of extra-curricular programs that support a range of strengths and attributes in an attempt to develop the whole child. Students are encouraged to participate in at least one of a plethora of activities available including Band, String Ensemble, Drama, Intramural Sports, Interact Club, Sign Language Club, Environmental Club, Yearbook, Youth to Youth, Just Say No, NJHS, Safety Patrol, and other activities.

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Before and After School Programs:	The Rossi School Extended Day program provides students with additional academic assistance as needed. Participation is voluntary. The YMCA Before and After School Program is offered onsite at a cost to families for students who are in need child care beyond the regular school hours. The YMCA program offers time for students to do their school work, as well as other types of recreational and social activities. Families must contact the YMCA to join this program.
Staff and Professional Learning:	Teachers receive school-based and district-based professional development opportunities every year. Site-based professional development has enhanced teacher knowledge and instructional practices. Teachers utilize multiple measures of data to drive instruction and continue to implement best practices in order to promote academic success of our students.

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Student Supports and Services:	Rossi School provides support services for students and their families through the Intervention and Referral Services (I&RS) program, the Affective Team, and other ways. I&RS is in place to assist students who are experiencing learning, behavioral or health difficulties. The school's Affective Team meets provides additional supports through school uniform assistance, food drives, and modest financial assistance during difficult times.
Student Health and Wellness:	Rossi School students benefit from programs that promote their overall health and wellness. Students receive a free breakfast and nutritious lunch daily through the Sodexo provider. Families can apply online for free/reduced priced lunch. Students receive health/physical education all year. The Rossi School Physical Education Department emphasizes good sportsmanship and the importance of maintaining a healthy lifestyle through fun, physical education activities that support this vision.
Parent and Community Involvement:	Rossi families have access to the Parent Portal to view grades and other information. Parents are encouraged to volunteer for school activities, and join our PTO and School Planning Team. Programs are held year round to promote positive home-school connections and community partnerships. Our calendar of events is posted on our website and sent out in the monthly newsletter. Updates go out in text messages, outcalls, and in the weekly communication folder.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Rossi School administers the NJ School Climate Survey to all stakeholder groups each year. Through the collection and analysis of the survey data, the School Climate Team plans strategies to address challenging areas. The data is shared with stakeholders during staff meetings and at other times. Feedback from stakeholders is used to help guide the planning of programs and activities to improve school climate.

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Other Information:	Rossi School has worked with Rutgers University on the School Climate Transformation Project initiative for the past 3 years. The School Climate Team meets regularly to ensure the ongoing implementation of positive school initiatives such as student incentive activities, character-education assemblies and community service projects that build a positive school climate and promote tolerance and respect schoolwide. Rossi School also has established recognition and reward programs to encourage good behavior.