NJ SCHOOL PERFORMANCE REPORT

ROLLING HILLS PRIMARY SCHOOL
(37-5360-040)
Grades Offered: 02-03
2017-2018

Report Key:
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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	SUSSEX
District	VERNON TWP
Principal Name	DR. STUMPER
Address	60 SAMMIS ROAD VERNON, NJ 07462-0769
Phone Number	(973)764-2784
Email Address	SSTUMPER@VTSD.COM
Website	http://www.vtsd.com
Facebook	https://www.facebook.com/VernonTwpSD
Twitter	https://www.twitter.com/VernonTwpSD

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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
2	111	94	210
3	127	110	188
4	117	124	0
Total	357	328	400

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	52.1%	54.6%	46.5%
Male	47.9%	45.4%	53.5%
Economically Disadvantaged Students	24.4%	17.7%	16.8%
Students with Disabilities	16.2%	23.5%	29.0%
English Learners	0.8%	0.6%	0.3%
Homeless Students		0.9%	0.3%
Students in Foster Care		0.3%	0.0%
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	84.3%	84.1%	81.3%
Hispanic	9.8%	9.1%	10.0%
Black or African American	2.0%	1.2%	1.5%
Asian	1.4%	2.1%	2.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.5%	3.4%	4.8%

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	98.3%
Other Languages	1.8%

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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	182	96.8	48.9	60.2	56.7	48.9	50.7	Met Target†
White	153	98.1	45.1	60.1	65.6	45.1	51.8	Not Met
Hispanic	19	95.0	57.9	58.7	42.5	57.9	N	N
Black or African American	*	*	*	58.7	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	82	97.7	52.5	69.4	64.5	52.5		
Male	100	96.2	46.0	51.5	49.4	46.0		
Economically Disadvantaged Students	31	93.9	38.7	44.5	38.5	38.2	32.4	Met Target
Non-Economically Disadvantaged Students	151	97.5	51.0	63.1	67.5	51.0		
Students with Disabilities	56	93.5	26.8	20.1	21.6	26.8	25.9	Met Target
Students without Disabilities	126	98.4	58.7	70.5	63.9	58.7		
English Learners	*	*	*	25.0	27.3	*	**	**
Non-English Learners	*	*	*	60.4	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	184	743	743	750	9%	22%	21%	*	*	48%	52%
White	153	742	742	759	10%	23%	22%	*	*	45%	61%
Hispanic	19	744	744	736	*	*	*	58%	0%	58%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	84	748	748	756	*	19%	24%	*	*	51%	57%
Male	100	738	738	744	*	24%	18%	*	*	46%	46%
Economically Disadvantaged Students	31	735	735	733	*	*	*	*	*	39%	34%
Non-Economically Disadvantaged Students	153	744	744	762	*	*	*	*	*	50%	64%
Students with Disabilities	58	726	726	719	*	31%	21%	*	*	26%	24%
Students without Disabilities	126	750	750	756	*	17%	21%	*	*	59%	57%
English Learners	N	N	N	712	N	N	N	N	N	N	15%
Non-English Learners	184	743	743	753	9%	22%	21%	*	*	48%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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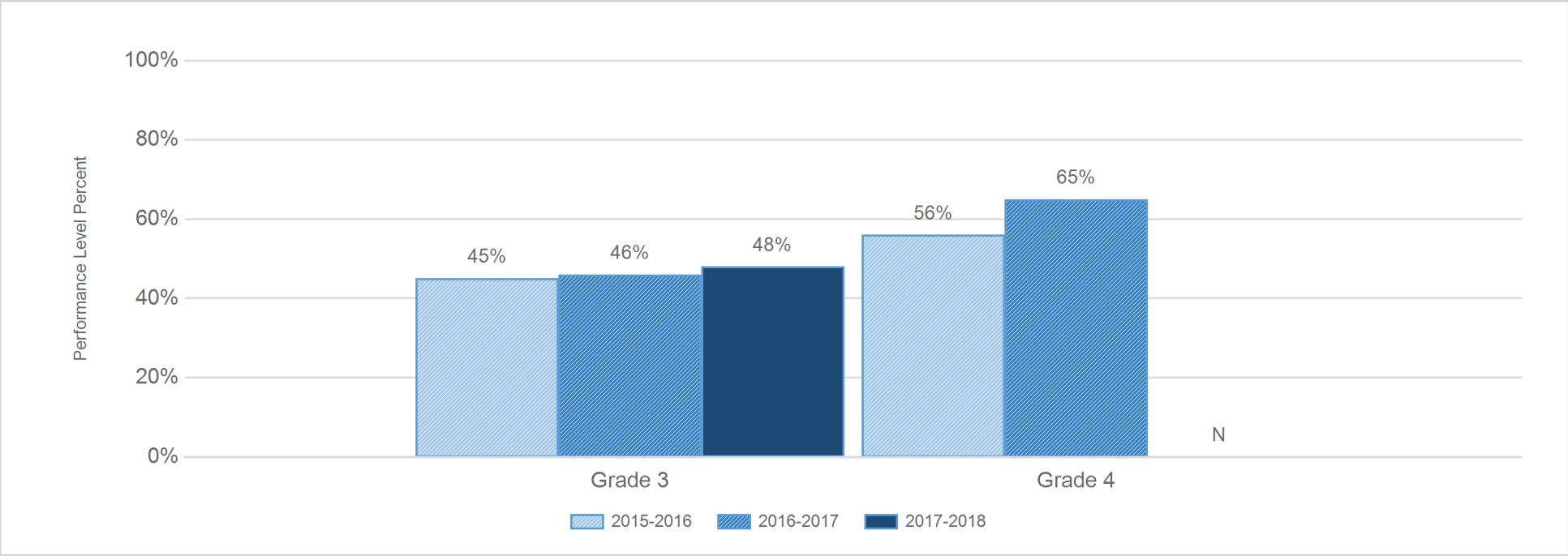
English Language Arts/Literacy Assessment - Performance Trends

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	182	96.8	52.8	42.8	45.0	52.8	51.3	Met Target
White	153	98.1	50.3	44.4	54.1	50.3	52.8	Met Target†
Hispanic	19	95.0	57.9	32.8	29.2	57.9	N	N
Black or African American	*	*	*	24.4	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	82	97.7	51.2	42.7	46.0	51.2		
Male	100	96.2	54.0	42.8	43.9	54.0		
Economically Disadvantaged Students	31	93.9	35.5	25.8	26.6	35.0	32.4	Met Target
Non-Economically Disadvantaged Students	151	97.5	56.3	46.0	55.9	56.3		
Students with Disabilities	56	93.5	46.5	*	17.1	46.4	38.7	Met Target
Students without Disabilities	126	98.4	55.5	*	50.5	55.5		
English Learners	*	*	*	15.4	24.6	*	**	**
Non-English Learners	*	*	*	43.0	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	184	751	751	752	*	14%	32%	*	*	52%	53%
White	153	750	750	760	*	16%	32%	*	*	50%	64%
Hispanic	19	751	751	739	*	*	*	58%	0%	58%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	84	750	750	752	*	15%	33%	*	*	50%	53%
Male	100	751	751	751	*	13%	31%	*	*	54%	53%
Economically Disadvantaged Students	31	738	738	736	*	*	32%	*	*	35%	35%
Non-Economically Disadvantaged Students	153	753	753	762	*	*	32%	*	*	56%	66%
Students with Disabilities	58	746	746	730	*	21%	34%	*	*	45%	29%
Students without Disabilities	126	753	753	756	*	11%	31%	*	*	56%	57%
English Learners	N	N	N	726	N	N	N	N	N	N	23%
Non-English Learners	184	751	751	754	*	14%	32%	*	*	52%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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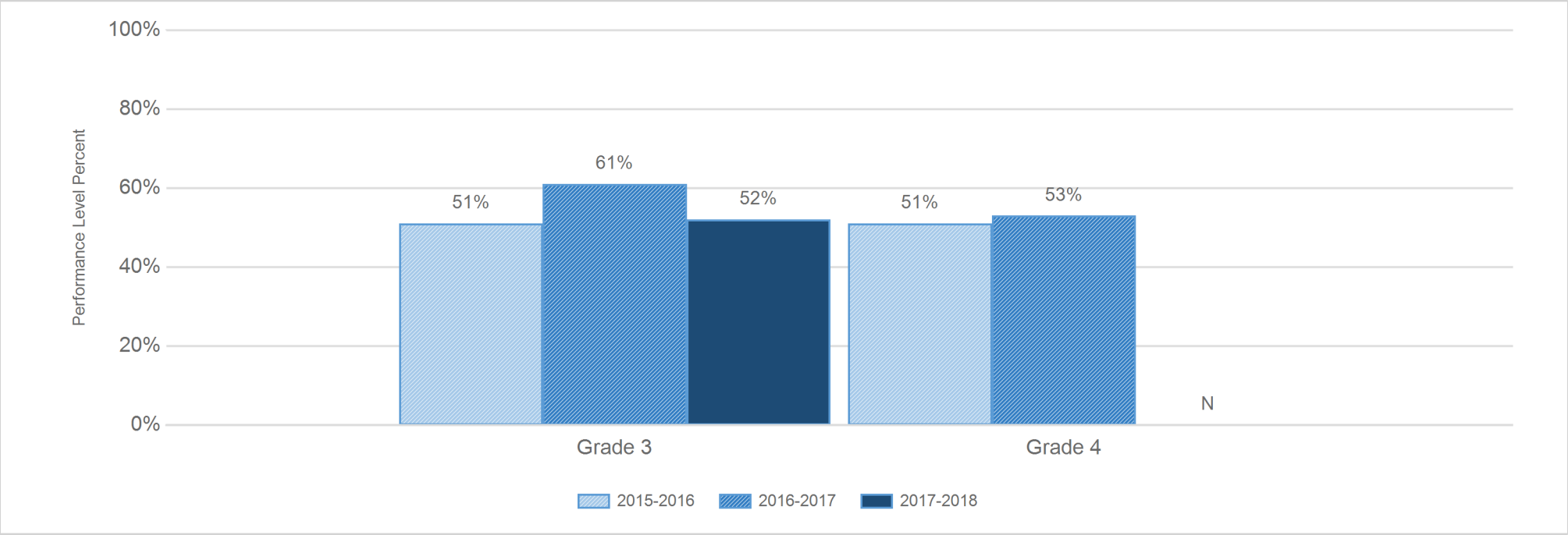
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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	N	N	N
3-4	N	N	N
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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

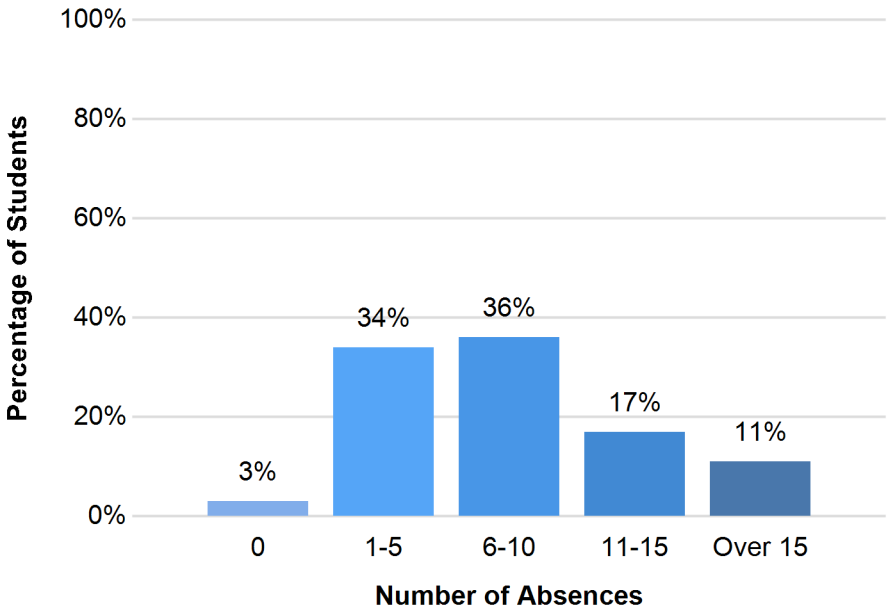
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	29	7.3	8.0	Met
White	20	6.2	8.0	Met
Hispanic	6	15.0	8.0	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	11.1	**	**
Economically Disadvantaged Students	12	18.2	8.0	Not Met
Students with Disabilities	10	8.6	8.0	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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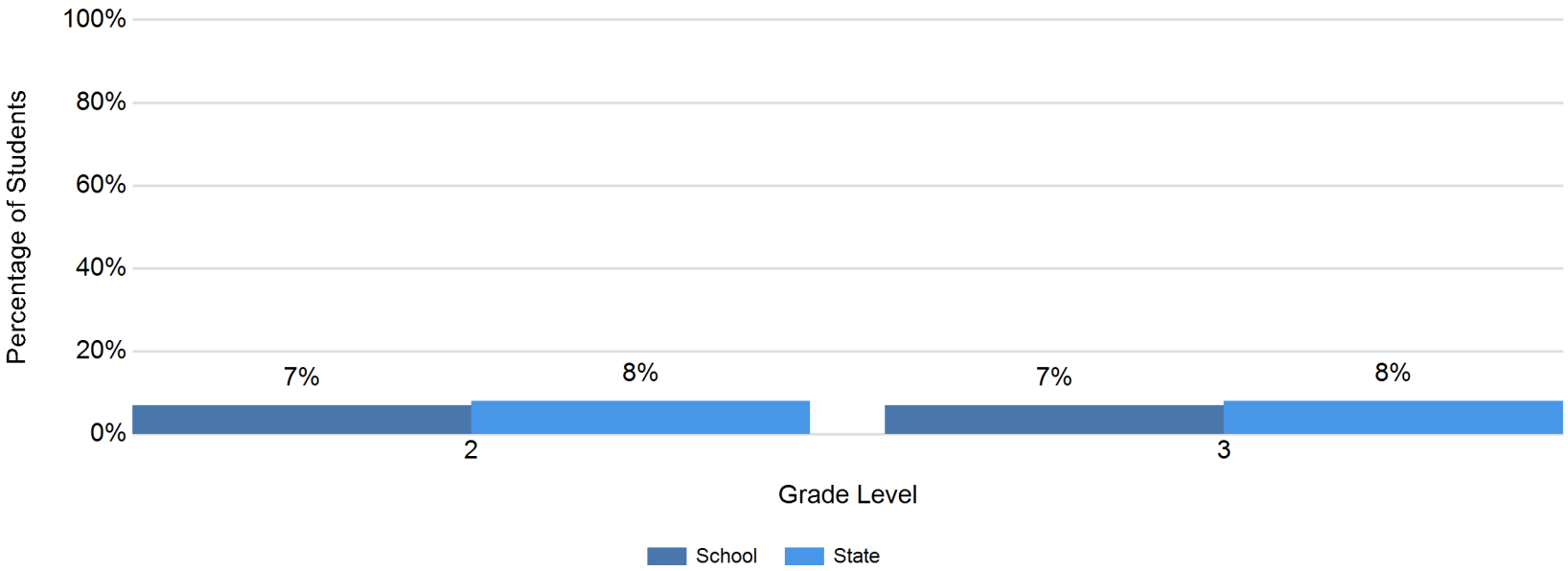
Chronic Absenteeism by Grade

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

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

NJ SCHOOL PERFORMANCE REPORT

ROLLING HILLS PRIMARY SCHOOL
(37-5360-040)
Grades Offered: 02-03
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	9:00 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 55 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)	$381	$18,000	$18,381

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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	36	117,464
Average years experience in public schools	15.7	12.0
Average years experience in district	15.1	10.7
Teachers in district for 4 or more years	83.3%	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	22	9,374
Average years experience in public schools	20.1	16.0
Average years experience in district	14.1	12.0
Administrators in district for 4 or more years	77.3%	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	11:1	11:1
Students to Administrators	400:1	140:1
Teachers to Administrators	36:1	13:1
Students to Librarians/Media Specialists		3086:1
Students to Nurses		441:1
Students to Counselors		257:1
Students to Child Study Team		193:1

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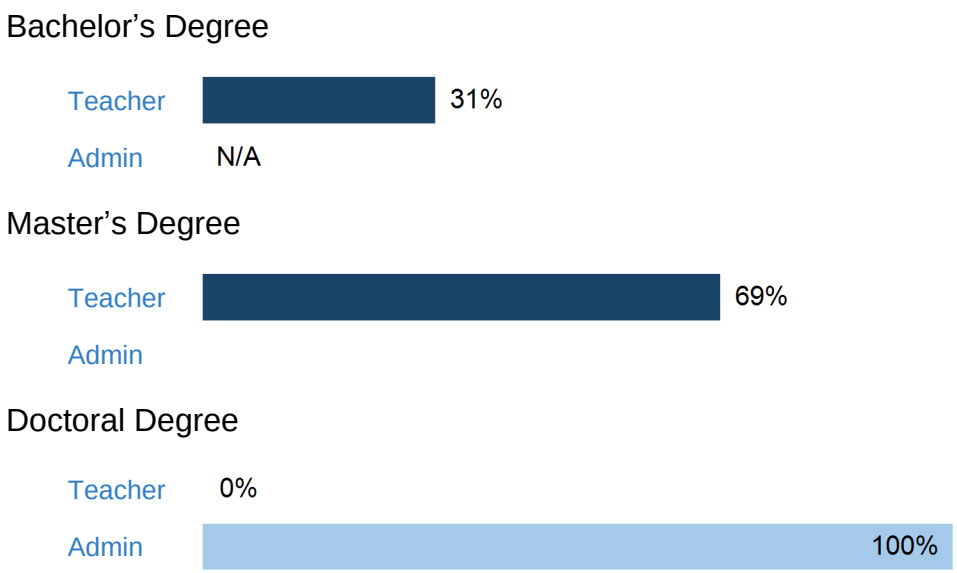
Teachers and Administrators - Level of Education

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	92.4%	90.2%
2016-17 Administrators: Same district 2017-18	95.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.1%

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Teachers: All classroom teachers
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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	94.4%	0.0%
Male	5.6%	100.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	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
N	N	N

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	N	N	N
White	N		
Hispanic	N		
Black or African American	N		
Asian, Native Hawaiian, or Pacific Islander	N		
American Indian or Alaska Native	N		
Two or More Races	N		
Economically Disadvantaged Students	N		
Students with Disabilities	N		
English Learners	N		

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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	N	N
Mathematics Proficiency	N	N
Progress Towards English Language Proficiency	N	N
Chronic Absenteeism	N	N
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	n/a
Summative Rating: Percentile Rank of Summative Score	N	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	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	Met Target†	Met Target	**	**	N	Met	No
White	N	N	No	Not Met	Met Target†	**	**	n/a	Met	No
Hispanic	N	N	No	N	N	**	**	n/a	Not Met	No
Black or African American	N	N	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	N	N	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	N	N	No	**	**	**	**	n/a	**	No
Two or More Races	N	N	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	No	Met Target	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	N	N	No	Met Target	Met Target	**	**	n/a	Not Met	No
English Learners	N	N	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• All Mathematics and Language Arts curriculum is aligned to NJSLS and all other content areas aligned to NJCCS. • Grade level instructional programs include FUNdations, Readers Workshop and Math in Focus. • Special area instruction includes art, music, technology/computers, robotics, library/keyboarding skills and Spanish.
Mission, Vision, Theme:	The state standards have been described as a "generational change" demanding heightened emphasis on academic rigor, enhanced text complexity, enriched vocabulary, and the application of knowledge requiring students to make connections and apply learning to the real world. It is the mission of Rolling Hills to ensure that each child develops the academic skills necessary to meet these demands in a safe, risk free environment.
Awards, Recognition, Accomplishments:	Students are recognized through a monthly "caring kids" program. Annual Awards Recognition Programs are conducted by grade level teams and awards are distributed via homerooms. Professional educators are also recognized throughout the districts participation in the Governor's Educator of the Year Program.

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Courses, Curriculum, Instruction:	Rolling Hills provides students with a balanced curriculum including but not limited to, language arts, mathematics, science, physical education, health and social studies. Students are also provided instruction through a variety of special areas including art, music, computers and technology, world language, library enrichment, and robotics.
Sports and Athletics:	All grade level sports/athletic programs are coordinated through the local Police Athletic League and/or the Vernon Township Recreation Department. These activities include but are not limited to baseball, basketball, cheerleading, football, soccer, wrestling and ski club.
Clubs and Activities:	The building facilities are utilized throughout the year by local community organizations and programs to help facilitate meetings and practices. Activities include Girl Scouts, cheerleading practices, basketball practices and games, as well as baseball practices and games on our two outdoor athletic fields.

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Before and After School Programs:	Both Math and Literacy Nights are offered throughout the school year and parent participation is encouraged. Rolling Hills also provides a mentoring program for students with several opportunities to participate in after school activities focused on building social skills, adapting to change and building positive self esteem. In addition to school based programs, the local PAL offers both before and after school care programs for parents.
Staff and Professional Learning:	Professional development is a high priority and is offered to strengthen instructional strategies and content resources. Rolling Hills is committed to student achievement and academic growth and professional development focusing on instruction, delivery of curriculum and student engagement is encouraged both in house and through attendance at out of district conferences and workshops.

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Student Supports and Services:	Rolling Hills has a full time guidance counselor and is the home for two members of the district's child study team. In addition, Rolling Hills offers student services in speech, adaptive physical education, occupational therapy, physical therapy, guidance lessons, guidance groups and ESL instruction. Support services are coordinated though our child study team and include in-class resource, resource room, behavior disabilities and ABA classrooms.
Student Health and Wellness:	Rolling Hills is the home to a full time school nurse who maintains and updates all student health records. Our school nurse addresses both daily student medical needs as well as routine yearly screenings including heights/weights, hearing, vision and coordination of a mobile dentist. Students are encouraged to participate in a breakfast program and actively participate in physical education classes, daily walk/run activities prior to lunch and a more student centered recess after lunch.
Parent and Community Involvement:	Rolling Hills has an active School and Community Association which provides many opportunities for students and parents to participate in community service projects such as food/clothing drives and holiday gift collections for those in need. The SCA is also an integral part of many school activities by coordinating fund-raising events to provide monies for assembly programs, classroom field trips, grade level field days, classroom/teacher wish list items and evening events for students.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers A School Climate Survey is given annually by our district's ABS Coordinator surveying parents and teachers in the following areas: condition of school, safety, learning environment, communication, quality of education, student performance, respect, and school climate. The survey results are shared with the School Climate Team and used to make goals for next school year. Overall, parental and teachers are consistently pleased with the safety, climate and operation of Rolling Hills.
Facilities:	Rolling Hills Primary School underwent a grade level reconfiguration for the 2017-2018 school year. The School changed from housing second, third and fourth grade to only housing second and third grade. Our library has received a complete make over including integration of laptop computers and the creation of an outdoor reading garden. In addition, our entire book catalog has been adjusted to reflect both grade level reading interests and reading levels of our students.

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Other Information:	Rolling Hills is committed to developing in each child a sense of compassion, creativity and curiosity in an academically challenging risk free environment encompassing both general and special education classrooms. All students receive content instruction through extended blocks by instructional teams consisting of one math/science teacher and one language arts/social studies teacher. Since the foundation of all future learning is initiated at the primary and elementary levels, the curriculum emphasizes the acquisition of basic skills using an integrated curricular approach focusing on both student centered and teacher directed lesson structure. Students have diverse interests and ability levels which are recognized through various means of assessment and observation. Classrooms are configured heterogeneously with both remedial and enrichment programs available for all students. Differentiated instructional practices are employed in all academic settings to ensure that all students are challenged and supported.