NJ SCHOOL PERFORMANCE REPORT

ROOSEVELT ELEMENTARY SCHOOL
(39-4290-120)
Grades Offered: PK-06
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	UNION
District	RAHWAY CITY
Principal Name	DR. FIELDS
Address	811 ST GEORGE AVE RAHWAY, NJ 07065-2626
Phone Number	(732)396-1060
Email Address	CFIELDS@RAHWAY.NET
Website	https://www.rahway.net/Domain/11

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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
PK	63	62	57
KG	63	71	60
1	78	61	78
2	78	88	65
3	78	75	97
4	87	78	85
5	100	92	81
6	80	104	92
Total	627	631	615

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	44.2%	42.6%	43.0%
Male	55.8%	57.4%	57.0%
Economically Disadvantaged Students	51.0%	48.3%	47.7%
Students with Disabilities	23.8%	24.1%	25.0%
English Learners	11.3%	10.0%	8.1%
Homeless Students		0.0%	0.3%
Students in Foster Care		0.6%	0.3%
Military-Connected Students		0.0%	0.5%
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	22.3%	23.9%	21.4%
Hispanic	41.6%	41.2%	43.2%
Black or African American	28.9%	28.4%	28.5%
Asian	4.1%	3.8%	2.9%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	2.7%	2.5%	3.9%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	34	43	16
PK - Full Day	29	19	41
KG - Half Day	0	0	0
KG - Full Day	63	71	60

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	77.1%
Spanish	16.6%
Cree	1.4%
Portuguese	1.1%
Polish	1.1%
Other Languages	2.6%

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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	40	50	Not Met	48	48	50	Met Standard
White	34	40	50	Not Met	51	51	51	Met Standard
Hispanic	30	38	49	Not Met	50.5	48	48	Met Standard
Black or African American	28	41	44	Not Met	28	43	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	43.5	61	**	*	52	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	45	49	**	*	45	51	**
Economically Disadvantaged	35	38	48	Not Met	45.5	46	47	Met Standard
Students with Disabilities	41.5	32.5	41	Met Standard	47	41	43	Met Standard
English Learners	32	45	54	Not Met	49	48	51	Met Standard

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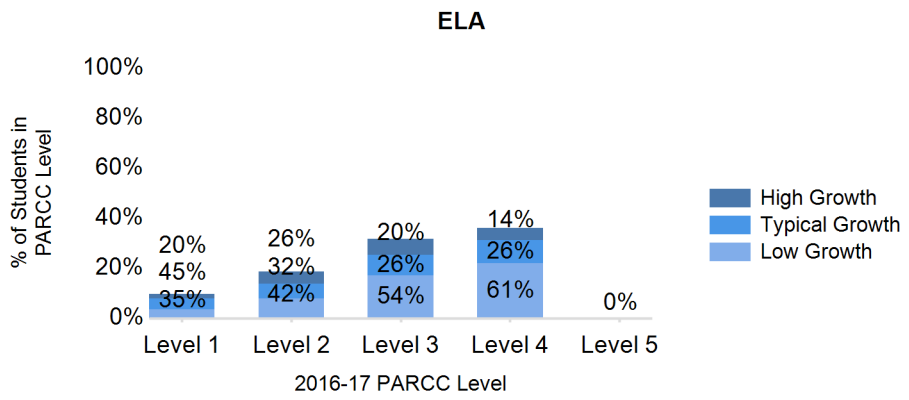
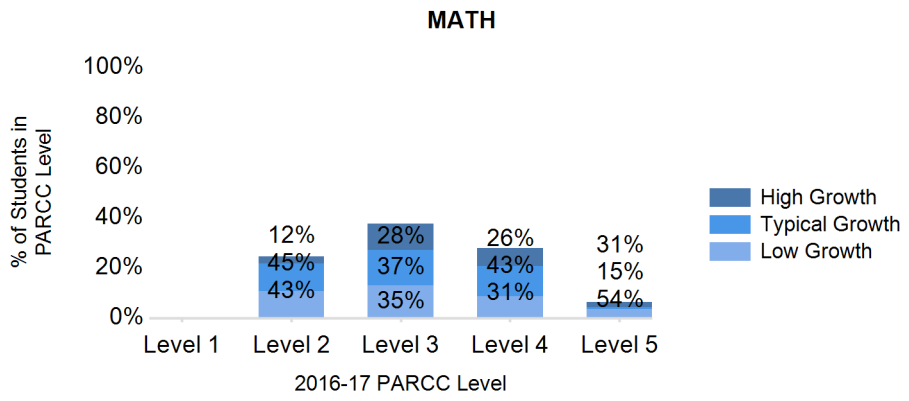
Student Growth by Performance Level

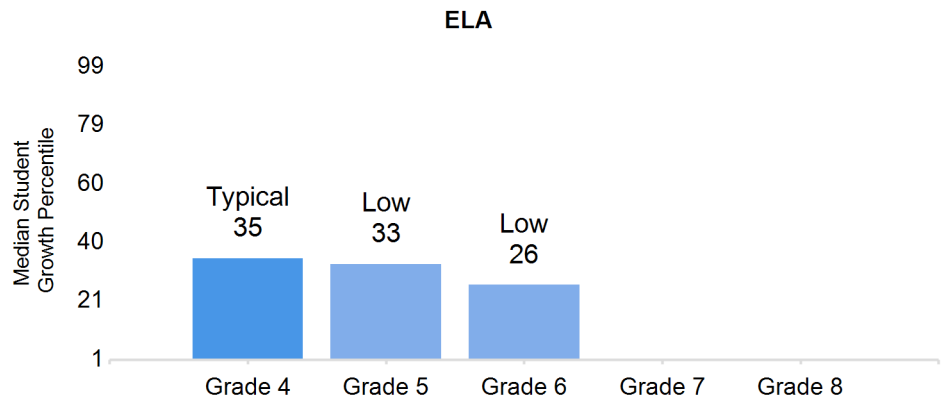
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

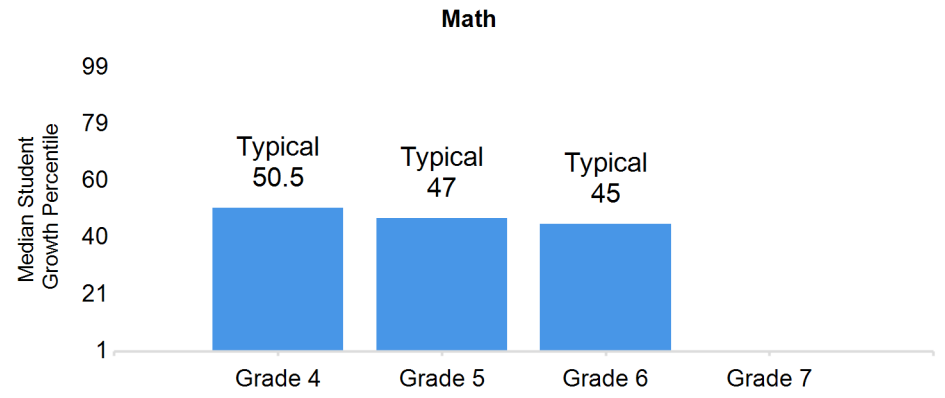




Student Growth by Grade

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	302	99.0	39.0	40.0	56.7	39.0	55.9	Not Met
White	66	98.5	44.0	50.8	65.6	44.0	55.6	Not Met
Hispanic	136	98.6	37.5	37.7	42.5	37.5	54.9	Not Met
Black or African American	78	100.0	34.7	37.2	37.3	34.7	53.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	100.0	58.3	*	82.3	58.3	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	10	100.0	40.0	43.3	63.4	40.0	**	**
Female	135	97.9	46.7	48.3	64.5	46.7		
Male	167	100.0	32.9	32.6	49.4	32.9		
Economically Disadvantaged Students	139	99.3	34.5	34.4	38.5	34.5	48	Not Met
Non-Economically Disadvantaged Students	163	98.8	42.9	47.2	67.5	42.9		
Students with Disabilities	51	100.0	*	11.1	21.6	*	24.1	Not Met
Students without Disabilities	251	98.8	*	46.2	63.9	*		
English Learners	43	100.0	20.9	*	27.3	20.9	47.7	Not Met
Non-English Learners	259	98.9	42.1	*	59.4	42.1		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
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	84	737	730	750	18%	19%	23%	*	*	40%	52%
White	19	749	740	759	*	*	*	*	*	53%	61%
Hispanic	32	732	729	736	*	*	*	31%	0%	31%	38%
Black or African American	29	734	722	733	*	*	*	41%	0%	41%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	741	758	*	*	*	*	*	*	58%
Female	32	748	736	756	*	*	*	*	*	53%	57%
Male	52	730	724	744	*	*	*	*	*	33%	46%
Economically Disadvantaged Students	38	732	722	733	*	*	*	*	*	42%	34%
Non-Economically Disadvantaged Students	46	741	740	762	*	*	*	*	*	39%	64%
Students with Disabilities	*	*	685	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	735	756	*	*	*	*	*	*	57%
English Learners	*	*	715	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	733	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	74	742	740	756	*	23%	24%	*	*	46%	58%
White	18	739	*	764	0%	*	*	*	*	39%	68%
Hispanic	35	743	742	744	*	*	*	*	*	46%	44%
Black or African American	17	740	735	739	*	*	*	*	*	47%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	27	749	747	762	*	*	*	*	*	56%	63%
Male	47	738	735	751	*	*	*	*	*	40%	53%
Economically Disadvantaged Students	34	736	737	740	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	40	748	744	767	*	*	*	*	*	53%	70%
Students with Disabilities	17	721	*	726	*	*	*	*	*	18%	25%
Students without Disabilities	57	749	*	762	*	*	*	*	*	54%	64%
English Learners	*	*	732	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	741	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	68	738	740	755	16%	15%	32%	*	*	37%	58%
White	15	741	*	763	*	*	*	*	*	33%	68%
Hispanic	35	737	739	743	*	*	29%	*	*	37%	43%
Black or African American	11	729	733	738	*	*	*	*	*	36%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	750	763	*	*	*	*	*	*	65%
Female	35	743	745	762	*	*	*	*	*	37%	66%
Male	33	733	736	749	*	*	*	*	*	36%	51%
Economically Disadvantaged Students	29	730	734	739	*	*	34%	*	*	28%	39%
Non-Economically Disadvantaged Students	39	744	748	766	*	*	31%	*	*	44%	71%
Students with Disabilities	*	*	703	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	747	762	*	*	*	*	*	*	65%
English Learners	*	*	699	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	742	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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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	77	735	741	754	13%	23%	30%	*	*	34%	56%
White	14	747	750	761	0%	*	*	*	*	43%	66%
Hispanic	32	733	736	742	*	*	*	34%	0%	34%	42%
Black or African American	25	727	*	737	*	*	*	*	*	24%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	42	745	750	761	0%	*	24%	*	*	43%	64%
Male	35	724	733	748	29%	*	37%	*	*	23%	48%
Economically Disadvantaged Students	41	727	738	739	*	*	*	*	*	29%	37%
Non-Economically Disadvantaged Students	36	744	746	764	*	*	*	*	*	39%	68%
Students with Disabilities	15	709	*	723	*	*	*	*	*	*	18%
Students without Disabilities	62	742	*	760	*	*	*	*	*	*	63%
English Learners	N	N	714	712	N	N	N	N	N	N	*
Non-English Learners	77	735	742	755	13%	23%	30%	*	*	34%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	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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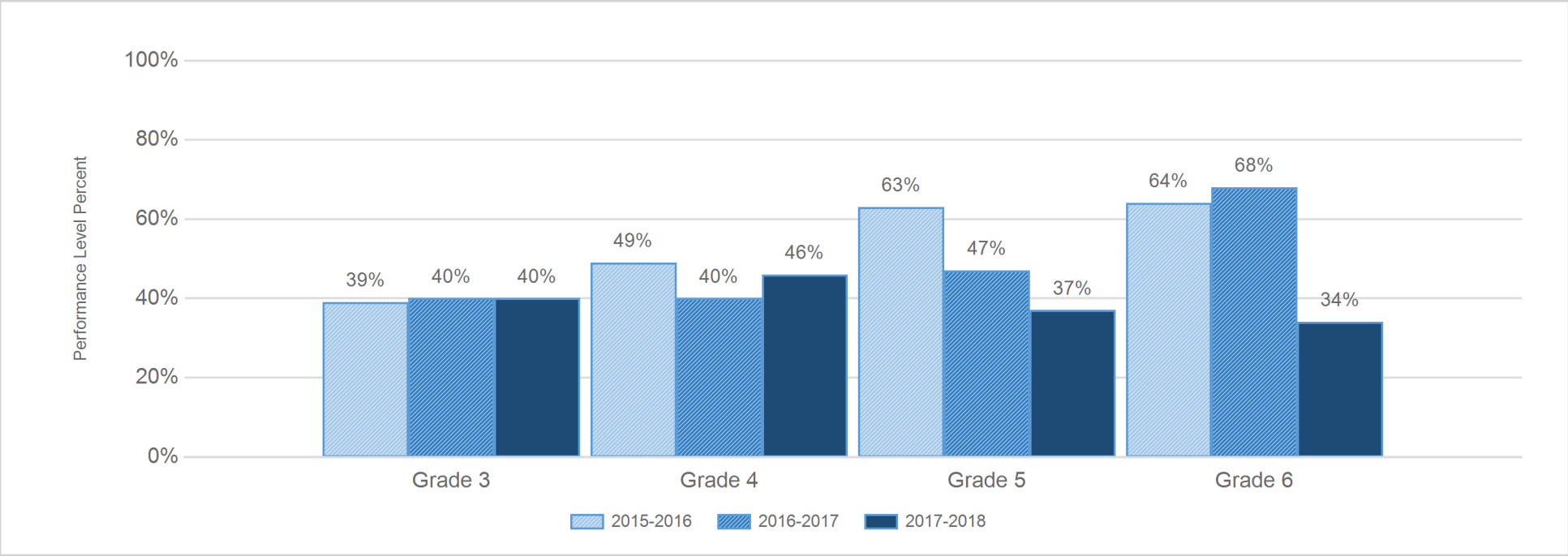
English Language Arts/Literacy Assessment - Performance Trends

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	302	99.0	36.1	28.1	45.0	36.1	51.6	Not Met
White	65	97.1	52.3	41.4	54.1	52.3	54.4	Met Target†
Hispanic	137	99.3	34.3	*	29.2	34.3	51.8	Not Met
Black or African American	78	100.0	23.1	21.6	23.4	23.1	41.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	100.0	66.7	*	77.0	66.7	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	10	100.0	20.0	24.3	53.0	20.0	**	**
Female	135	97.9	37.1	*	46.0	37.1		
Male	167	100.0	35.3	*	43.9	35.3		
Economically Disadvantaged Students	139	99.3	30.9	*	26.6	30.9	43.2	Not Met
Non-Economically Disadvantaged Students	163	98.8	40.5	*	55.9	40.5		
Students with Disabilities	50	98.1	12.0	*	17.1	12.0	22.5	Not Met
Students without Disabilities	252	99.2	40.9	*	50.5	40.9		
English Learners	43	100.0	23.2	25.0	24.6	23.2	47.7	Not Met
Non-English Learners	259	98.9	38.2	28.7	46.9	38.2		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

ROOSEVELT ELEMENTARY SCHOOL
(39-4290-120)
Grades Offered: PK-06
2017-2018

Report Key:
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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	84	740	739	752	12%	23%	24%	*	*	42%	53%
White	19	755	751	760	*	*	*	*	*	68%	64%
Hispanic	32	738	738	739	*	*	34%	*	*	34%	38%
Black or African American	29	730	730	734	*	38%	*	*	*	31%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	752	757	*	*	*	*	*	*	59%
Female	32	743	738	752	*	*	*	*	*	47%	53%
Male	52	738	741	751	*	*	*	*	*	38%	53%
Economically Disadvantaged Students	38	737	733	736	*	*	*	*	*	42%	35%
Non-Economically Disadvantaged Students	46	742	748	762	*	*	*	*	*	41%	66%
Students with Disabilities	*	*	715	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	742	756	*	*	*	*	*	*	57%
English Learners	*	*	729	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	741	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

ROOSEVELT ELEMENTARY SCHOOL
(39-4290-120)
Grades Offered: PK-06
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	74	743	738	748	*	15%	34%	*	*	42%	49%
White	18	745	*	755	*	*	*	*	*	56%	60%
Hispanic	35	745	740	737	*	*	29%	*	*	43%	34%
Black or African American	17	734	733	730	*	*	*	*	*	18%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	27	745	739	748	*	*	*	*	*	41%	50%
Male	47	742	737	748	*	*	*	*	*	43%	49%
Economically Disadvantaged Students	34	737	735	733	*	*	*	*	*	35%	30%
Non-Economically Disadvantaged Students	40	748	742	758	*	*	*	*	*	48%	62%
Students with Disabilities	17	723	*	725	*	*	*	*	*	18%	22%
Students without Disabilities	57	749	*	753	*	*	*	*	*	49%	55%
English Learners	*	*	730	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	739	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	69	740	737	748	*	25%	43%	*	*	30%	49%
White	15	743	*	756	*	*	*	*	*	33%	60%
Hispanic	36	739	736	736	0%	*	50%	*	*	28%	32%
Black or African American	11	736	730	730	0%	*	*	*	*	27%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	741	754	*	*	*	*	*	*	55%
Female	36	740	737	749	*	*	42%	*	*	28%	50%
Male	33	740	737	747	*	*	45%	*	*	33%	48%
Economically Disadvantaged Students	29	731	732	733	*	*	41%	*	*	21%	29%
Non-Economically Disadvantaged Students	40	747	743	758	*	*	45%	*	*	38%	62%
Students with Disabilities	*	*	715	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	741	752	*	*	*	*	*	*	55%
English Learners	*	*	715	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	738	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

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(39-4290-120)
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2017-2018

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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	76	730	731	744	16%	25%	29%	*	*	30%	44%
White	13	739	740	751	*	*	*	*	*	38%	54%
Hispanic	32	732	726	731	*	*	31%	*	*	34%	27%
Black or African American	25	721	*	726	*	*	*	*	*	20%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	41	733	733	745	*	*	*	*	*	34%	45%
Male	35	727	729	742	*	*	*	*	*	26%	42%
Economically Disadvantaged Students	41	727	728	729	*	*	*	*	*	24%	24%
Non-Economically Disadvantaged Students	35	734	735	753	*	*	*	*	*	37%	56%
Students with Disabilities	14	708	*	717	*	*	*	*	*	*	13%
Students without Disabilities	62	735	*	748	*	*	*	*	*	*	49%
English Learners	N	N	702	713	N	N	N	N	N	N	11%
Non-English Learners	76	730	732	745	16%	25%	29%	*	*	30%	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	*	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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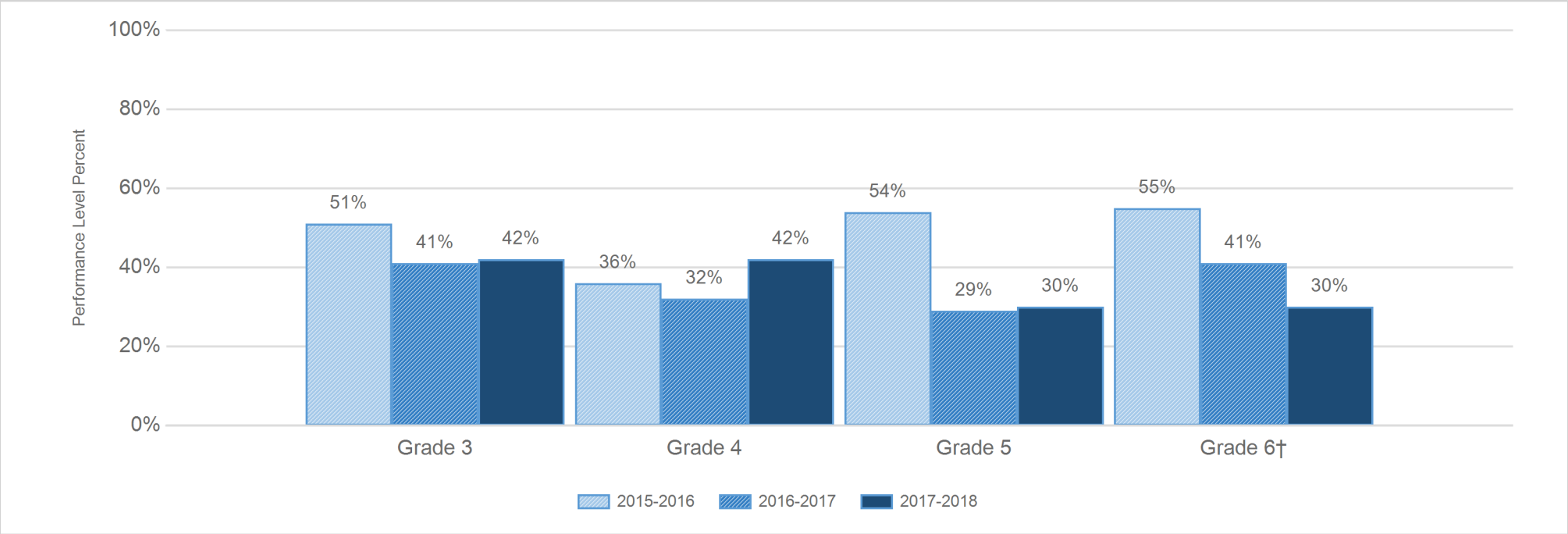
Mathematics Assessment – Performance Trends

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	*	*
4	*	*
5	*	*
6	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	42.9%	46.8%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	14	*	*
3-4	15	86.7%	13.3%
5 or more	11	*	*

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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.

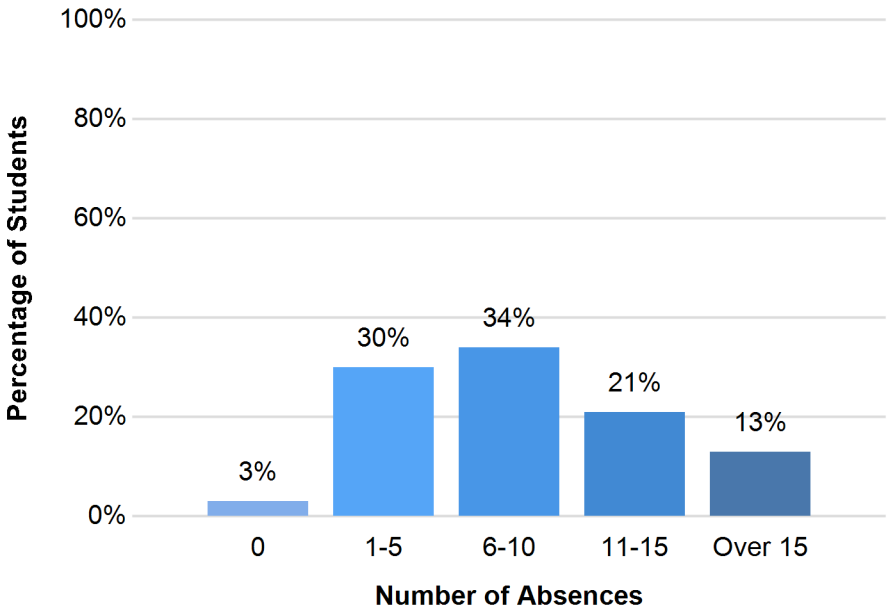
Chronic Absenteeism

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	51	9.1	8.9	Not Met
White	13	10.7	8.9	Not Met
Hispanic	25	10.6	8.9	Not Met
Black or African American	11	6.6	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	10.0	8.9	Not Met
Economically Disadvantaged Students	27	10.0	8.9	Not Met
Students with Disabilities	18	12.5	8.9	Not Met
English Learners	4	11.4	8.9	Not Met

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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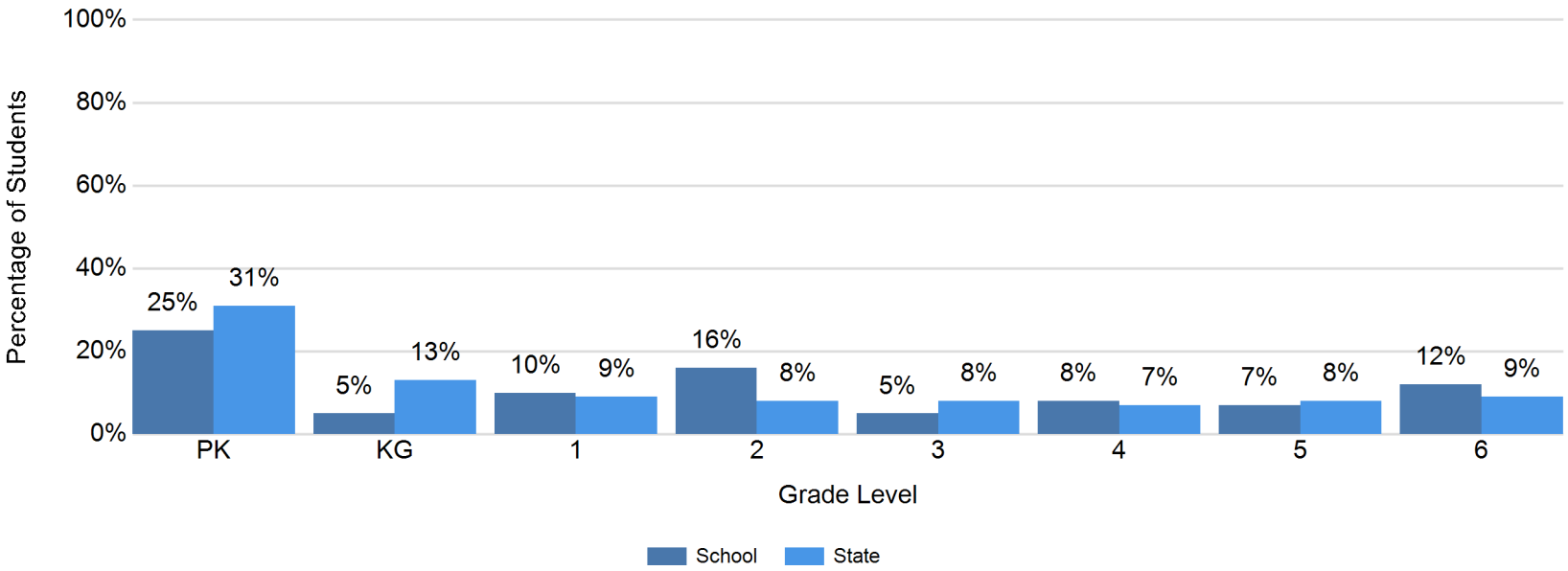
Chronic Absenteeism by Grade

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	3
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	1.95

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

NJ SCHOOL PERFORMANCE REPORT

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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	3	3
Other	4	7	11
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	26	4.2%
Any Suspension	26	4.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
63

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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	8:35 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 7 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	2.0:1

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)	$509	$14,281	$14,790

NJ SCHOOL PERFORMANCE REPORT

ROOSEVELT ELEMENTARY SCHOOL
(39-4290-120)
Grades Offered: PK-06
2017-2018

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

Teachers – 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	52	117,464
Average years experience in public schools	11.8	12.0
Average years experience in district	11.8	10.7
Teachers in district for 4 or more years	80.8%	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	24	9,374
Average years experience in public schools	14.7	16.0
Average years experience in district	14.2	12.0
Administrators in district for 4 or more years	87.5%	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	12:1	12:1
Students to Administrators	311:1	162:1
Teachers to Administrators	26:1	14:1
Students to Librarians/Media Specialists		971:1
Students to Nurses		555:1
Students to Counselors		485:1
Students to Child Study Team		243:1

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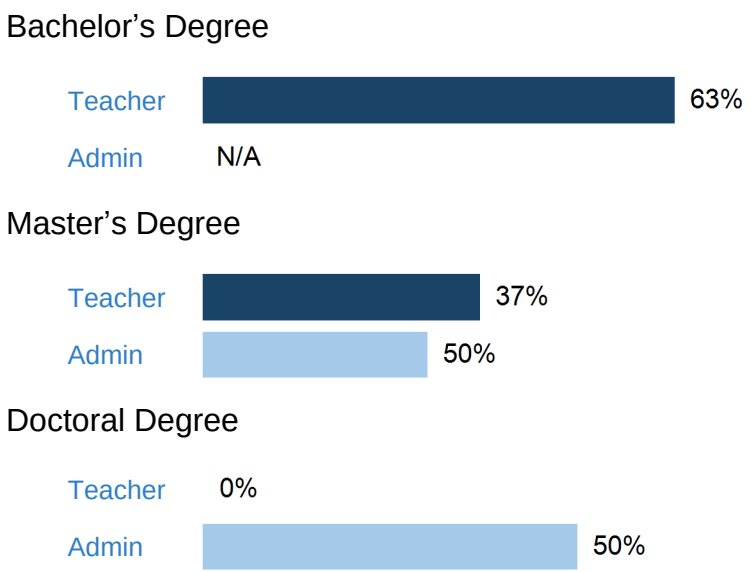
Teachers and Administrators - Level of Education

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	95.0%	90.2%
2016-17 Administrators: Same district 2017-18	91.7%	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	96.8%

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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	84.6%	100.0%
Male	15.4%	0.0%
White	76.9%	0.0%
Hispanic	13.5%	50.0%
Black or African American	7.7%	50.0%
Asian	1.9%	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
No	n/a	n/a

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	No	n/a	n/a
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	No		

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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	17.65	15.0%
Mathematics Proficiency	30.39	15.0%
English Language Arts Growth	4.92	20.0%
Mathematics Growth	38.04	20.0%
Progress Towards English Language Proficiency	22.98	20.0%
Chronic Absenteeism	36.27	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	24.02	n/a
Summative Rating: Percentile Rank of Summative Score	12.26	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	Met Target†	Not Met	No
White	24.07	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Hispanic	35.52	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	31.68	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	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	Not Met	No
Economically Disadvantaged Students	39.39	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	45.42	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	29.88	14.08	No	Not Met	Not Met	Not Met	Met Standard	Met Standard	Not Met	No

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

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School Narrative

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

Highlights:	• Curriculum includes Math in Focus, Writing Workshop and Literacy By Design. • We offer many extracurricular clubs and activites for students.
Mission, Vision, Theme:	Roosevelt School, a community of teachers and learners, shall provide educational excellence, good teaching practices, and challenging inclusive programs to accommodate the unique needs of all students.
Awards, Recognition, Accomplishments:	2019 Kaboom Grant Recipient

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Courses, Curriculum, Instruction:	Given the challenge of raising student achievement, special attention is given toward improving student mathematics and language arts literacy skills through differentiated instruction, problem-based learning, and Soar to Success, a small group reading and writing program. There will be a continuance of the Mathematics (Math in Focus), Language Arts (Writing Workshop) and Reading (RAZKids) Programs in 2018-2019 as well as our reading program in K-5 classes entitled Literacy By Design.
Clubs and Activities:	We offer the following extra-curricular activites for our students: STEM club, Dance club, Art club, Welcome Wagon club, Helping Hands club, HEROS club, Select Chorus, Safety Patrols, and a Speech and Broadcasting club.

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Before and After School Programs:	YMCA, JFK Center, Rahway Day Care provide before and after care. DASH, MOCA, Precious Pumpkins, Tiger Martial Arts Academy, Union County Dance Center provide after care.
Staff and Professional Learning:	Staff members are active participants of several professional learning communities. Our staff participates in aftercare Professional Development activities in both English Language Arts and Math. We are dedicated to providing high-quality education every day in every classroom.

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Student Supports and Services:	Roosevelt School provides support for English Language Learners through individual and small group instruction. Students with disabilities are supported through the Child Study Team. Students of all levels are supported through tutoring and extra help.
Student Health and Wellness:	Roosevelt School offers a breakfast program for all students. Students have physical education at least once per week and recess daily.
Parent and Community Involvement:	Parent participation in the life of Roosevelt is ongoing. Our active PTA organizes many fundraisers and school events including the book fair, yearbook, and sixth-grade events. The school community shows support for the local community by conducting food drives and collecting toys for Toys for Tots.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A survey is given to parents, teacher, and student annually.
Facilities:	Roosevelt School was built in 1925. There have been two additions, 1960 and 2000. The building has a library, computer lab, art room, gymnasium, and two cafeterias. The building has an elevator.
School Safety:	Roosevelt School has cameras and a security guard to ensure student and staff safety.

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Other Information:	Roosevelt School fully recognizes the importance of the role technology plays in supporting effective instruction and in students' education. To that end, our school is networked and has Internet access in every classroom. Our students have acquired an increasingly sophisticated comfort level with technology as a learning tool. A variety of software applications assisted students in developing computer skills as they gather, analyze, and synthesize information. Students receive computer instruction on a weekly basis. Additionally, 150 Chrome Books are now used to supplement and enrich lessons in every curriculum area. Our Positive Behavior Support in Schools Program (PBSIS) is now in its eleventh year. Social skills are emphasized with students following the "Tracks to Success" guidelines of respect, responsibility, and safety. Students are recognized on a weekly and monthly basis for contributing to a positive school environment.