



State of New Jersey  
2015-2016

Grade Span 3H-06

03-4410-030  
BERGEN  
RIVER EDGE BORO  
Cherry Hill School  
410 BOGERT RD  
RIVER EDGE, NJ 07661-1813

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)  
If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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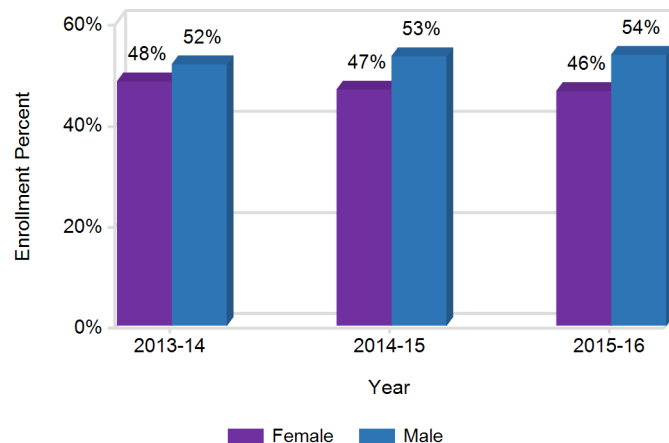
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	22	21	16
Grade KG	129	167	74
Grade 01	86	79	99
Grade 02	77	81	73
Grade 03	97	75	91
Grade 04	86	98	74
Grade 05	95	91	100
Grade 06	78	92	89
UG	51	43	65
Total	721	747	681

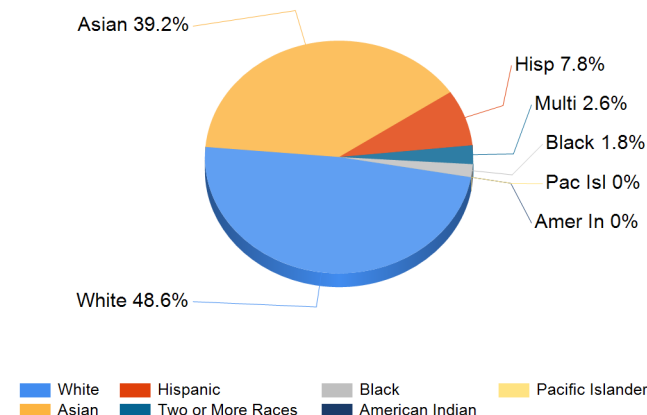
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



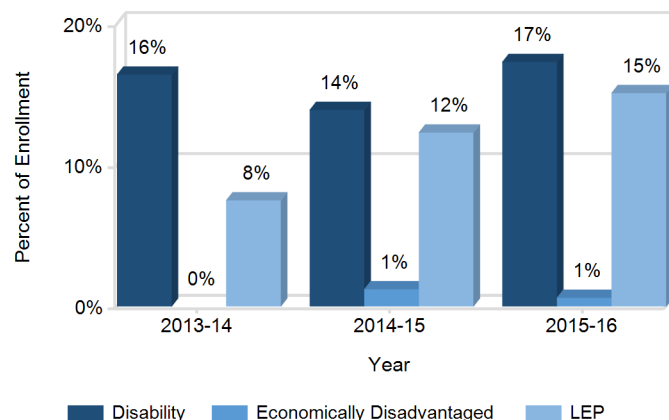
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	61.8%
Korean	15.9%
Chinese	4.0%
Spanish	3.5%
Malayalam	1.6%
Other	12.8%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	81%	S	94
Mathematics Met or Exceeded Expectations	81%	S	97

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	352	81%	94	97%	✓	352	81%	97	97%	✓
White	175	78%	86	95%	✓	175	80%	92	96%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	132	85%	61	100%	✓	132	88%	68	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	60	45%	91	91%	✓	60	55%	96	92%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	93	771	772	746	8%	7%	10%	55%	22%	76%	48%
White	36	765	769	756	17%	6%	11%	44%	22%	67%	58%
African American	S	S	S	727	S	S	S	S	S	S	30%
Hispanic	S	S	745	730	S	S	S	S	S	S	31%
Asian	43	782	781	772	N	7%	7%	58%	28%	86%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	763	753	S	S	S	S	S	S	55%
Students with Disability	13	722	728	718	39%	23%	N	39%	N	39%	22%
English Language Learners	S	S	750	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	28%
PARCC MATH											
<b>Schoolwide</b>	94	776	773	749	N	N	21%	48%	31%	79%	52%
White	36	774	769	757	N	N	28%	47%	25%	72%	63%
African American	S	S	S	730	S	S	S	S	S	S	31%
Hispanic	S	S	745	736	S	S	S	S	S	S	35%
Asian	43	786	785	777	N	N	7%	49%	44%	93%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	773	754	S	S	S	S	S	S	57%
Students with Disability	13	754	758	727	N	N	46%	54%	N	54%	28%
English Language Learners	S	S	772	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	72	775	772	750	N	8%	7%	50%	35%	85%	54%
White	34	774	771	759	N	9%	9%	50%	32%	82%	64%
African American	S	S	S	733	S	S	S	S	S	S	33%
Hispanic	S	S	760	737	S	S	S	S	S	S	37%
Asian	26	781	778	773	N	4%	8%	46%	42%	89%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	S	756	S	S	S	S	S	S	62%
Students with Disability	12	736	736	723	N	42%	25%	33%	N	33%	22%
English Language Learners	S	S	771	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	33%
PARCC MATH											
<b>Schoolwide</b>	72	774	771	745	N	3%	8%	71%	18%	89%	47%
White	34	775	770	752	N	N	6%	77%	18%	94%	57%
African American	S	S	S	727	S	S	S	S	S	S	24%
Hispanic	S	S	759	733	S	S	S	S	S	S	30%
Asian	26	778	777	771	N	4%	4%	69%	23%	92%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	S	750	S	S	S	S	S	S	54%
Students with Disability	12	753	749	724	N	8%	33%	50%	8%	58%	22%
English Language Learners	S	S	771	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	101	775	773	751	N	2%	14%	65%	19%	84%	53%
White	51	771	770	758	N	N	18%	69%	14%	82%	64%
African American	S	S	785	733	S	S	S	S	S	S	32%
Hispanic	S	S	763	738	S	S	S	S	S	S	37%
Asian	39	779	777	773	N	5%	10%	59%	26%	85%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	799	759	S	S	S	S	S	S	63%
Students with Disability	14	750	751	723	N	7%	43%	43%	7%	50%	20%
English Language Learners	S	S	727	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	33%
PARCC MATH											
<b>Schoolwide</b>	102	773	767	747	N	3%	13%	53%	31%	84%	47%
White	51	771	764	753	N	N	16%	61%	24%	84%	57%
African American	S	S	756	728	S	S	S	S	S	S	24%
Hispanic	S	S	747	735	S	S	S	S	S	S	31%
Asian	40	778	776	774	N	3%	8%	50%	40%	90%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	796	754	S	S	S	S	S	S	56%
Students with Disability	14	755	752	725	N	7%	29%	50%	14%	64%	19%
English Language Learners	S	S	758	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	88	770	773	750	1%	2%	16%	60%	21%	81%	52%
White	45	769	772	756	N	4%	13%	62%	20%	82%	61%
African American	N	N	N	732	N	N	N	N	N	N	31%
Hispanic	S	S	772	738	S	S	S	S	S	S	37%
Asian	31	772	776	772	3%	N	16%	58%	23%	81%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	778	755	S	S	S	S	S	S	60%
Students with Disability	S	S	753	719	S	S	S	S	S	S	15%
English Language Learners	S	S	740	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	S	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	88	769	772	743	1%	3%	21%	50%	25%	75%	43%
White	45	769	771	750	2%	2%	18%	58%	20%	78%	53%
African American	N	N	N	724	N	N	N	N	N	N	20%
Hispanic	S	S	761	730	S	S	S	S	S	S	26%
Asian	31	773	779	768	N	7%	16%	42%	36%	77%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	767	748	S	S	S	S	S	S	49%
Students with Disability	S	S	754	717	S	S	S	S	S	S	13%
English Language Learners	S	S	742	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	S	728	S	S	S	S	S	S	23%

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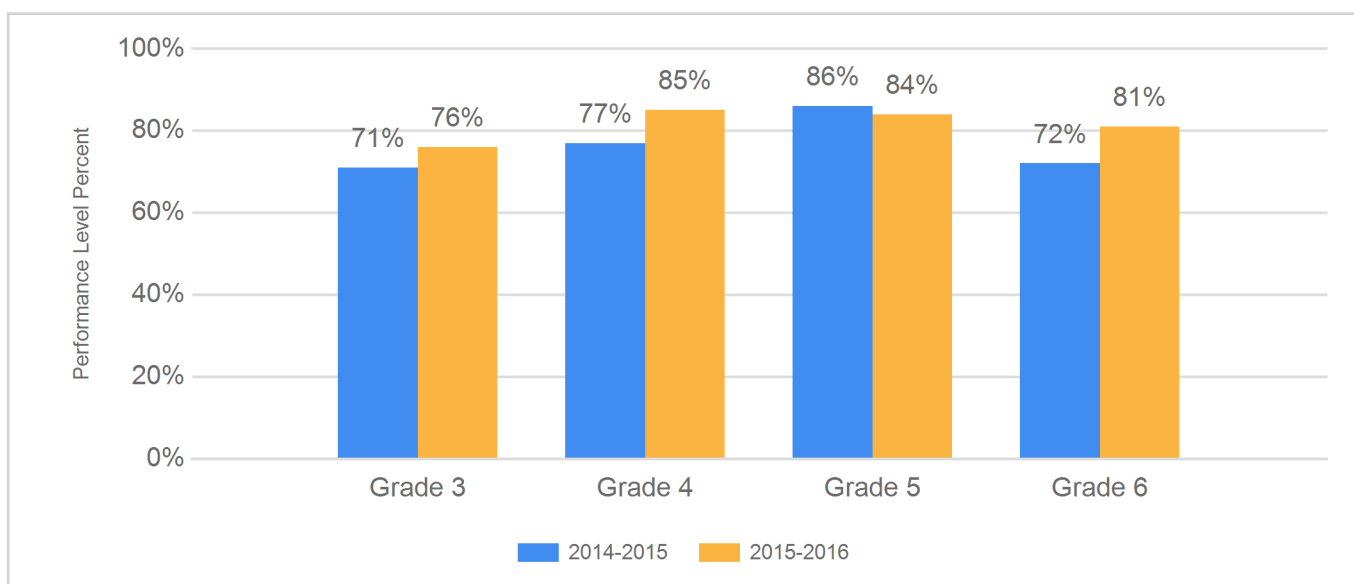
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.







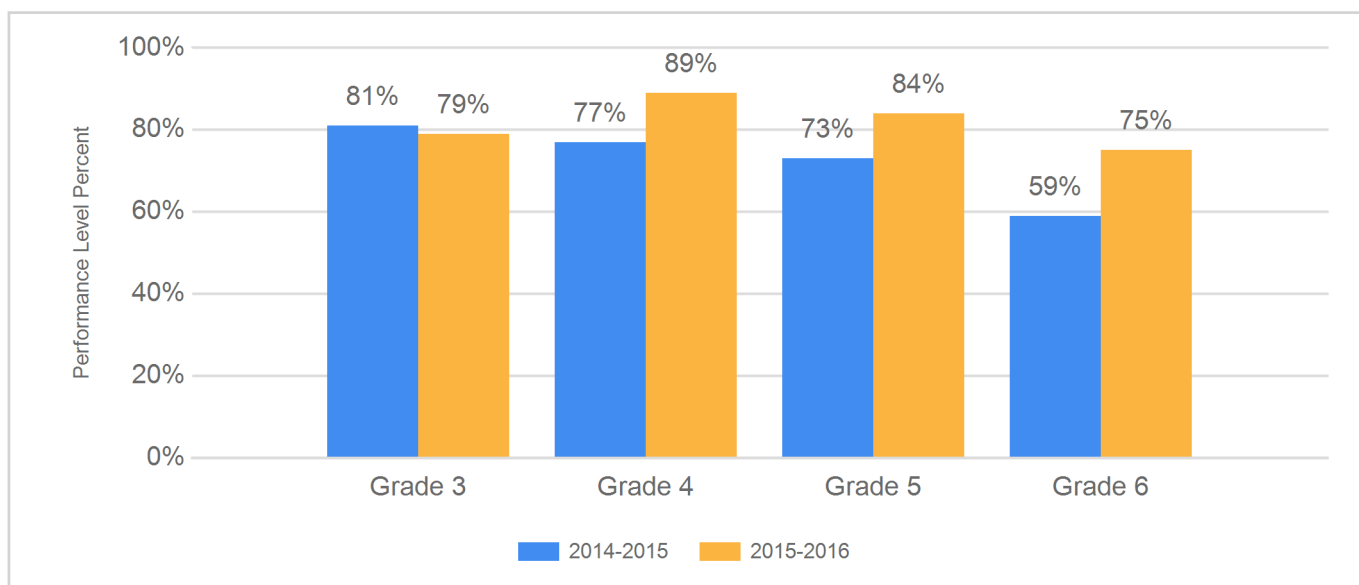
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

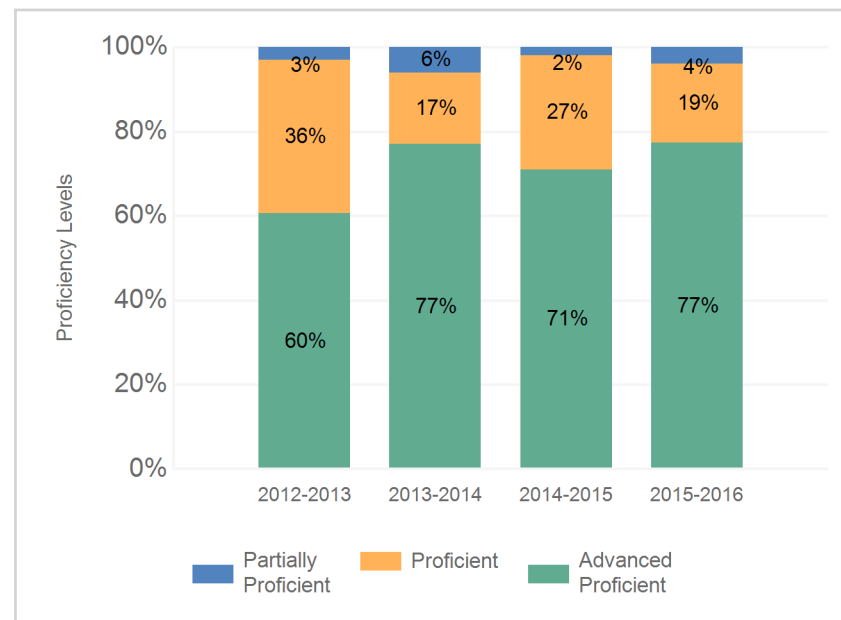
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	77%	19%	4%
White	78%	19%	3%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	81%	15%	4%
Two or More Races	S	S	S
Students with Disability	43%	43%	14%
English Language Learners	S	S	S
Economically Disadvantaged Students	N	N	N

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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## Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	62	S	50
Student Growth on Math	63	S	50

## Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	2%	1%	0%
Approached (L3)	5%	4%	4%
Met (L4)	15%	21%	24%
Exceeded (L5)	0%	5%	18%

## Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	2%	1%	0%
Approached (L3)	4%	7%	3%
Met (L4)	10%	19%	29%
Exceeded (L5)	1%	9%	16%



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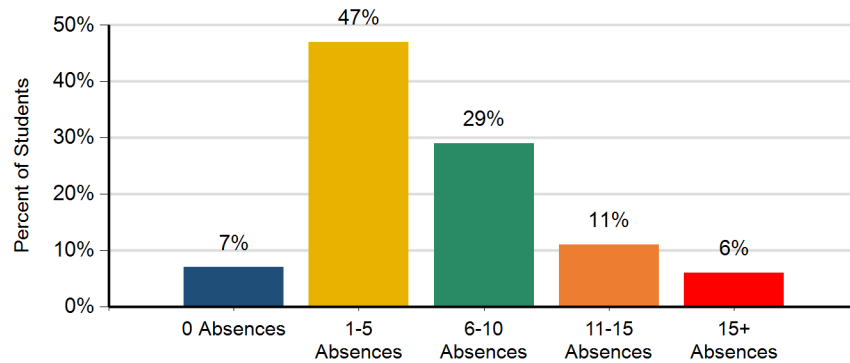
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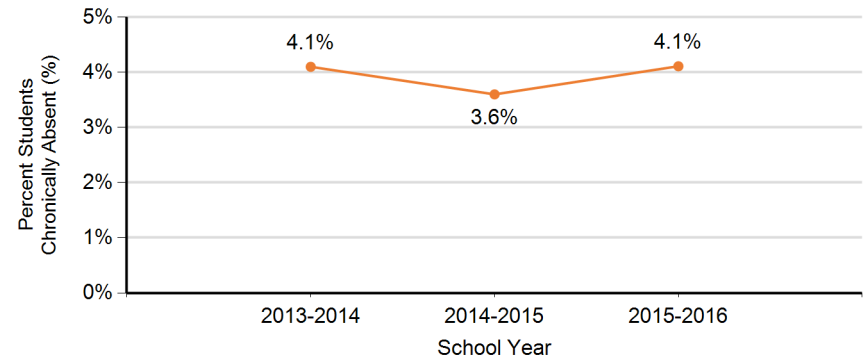
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 28 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	137:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	10%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span KF-06

03-4410-050  
BERGEN  
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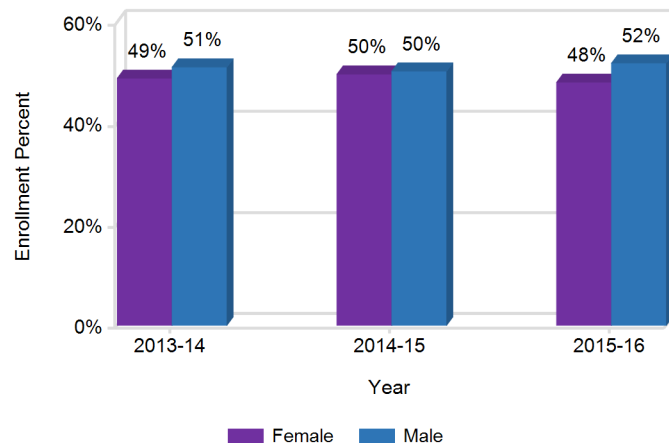
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	0	0	70
Grade 01	66	66	79
Grade 02	65	79	69
Grade 03	70	70	76
Grade 04	77	74	64
Grade 05	84	78	73
Grade 06	72	84	77
UG	4	4	1
Total	438	455	509

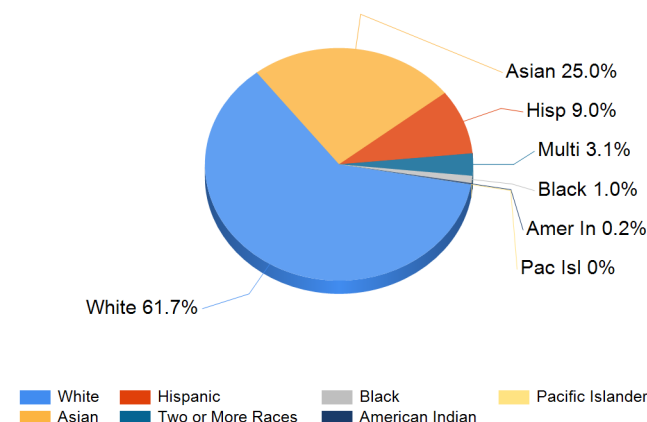
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



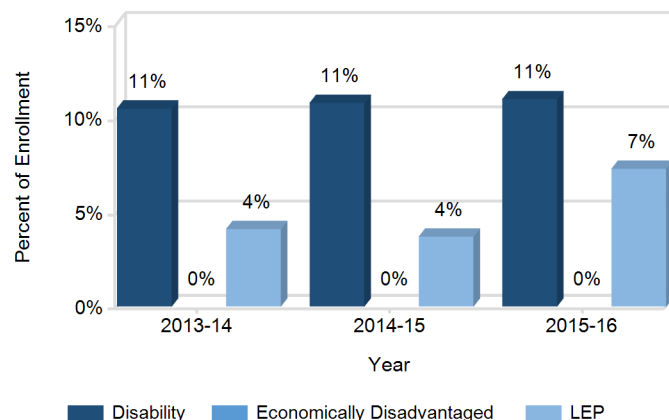
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	77.0%
Korean	9.0%
Chinese	3.7%
Spanish	2.9%
Japanese	1.4%
Other	6.0%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.





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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	79%	S	90
Mathematics Met or Exceeded Expectations	77%	S	93

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	266	79%	90	95%	✓	266	77%	93	95%	✓
White	170	77%	83	94%	✓	170	74%	84	94%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	56	89%	63	98%	✓	56	89%	69	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	N	N	N	N		N	N	N	N	



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	69	772	772	746	N	3%	25%	59%	13%	73%	48%
White	48	773	769	756	N	2%	25%	60%	13%	73%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	S	S	745	730	S	S	S	S	S	S	31%
Asian	14	778	781	772	N	7%	14%	57%	21%	79%	74%
American Indian	S	S	S	746	S	S	S	S	S	S	47%
Two or More Races	S	S	763	753	S	S	S	S	S	S	55%
Students with Disability	S	S	728	718	S	S	S	S	S	S	22%
English Language Learners	S	S	750	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	28%
PARCC MATH											
<b>Schoolwide</b>	69	768	773	749	1%	1%	20%	61%	16%	77%	52%
White	48	765	769	757	2%	2%	23%	60%	13%	73%	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	S	S	745	736	S	S	S	S	S	S	35%
Asian	14	784	785	777	N	N	14%	50%	36%	86%	82%
American Indian	S	S	S	746	S	S	S	S	S	S	48%
Two or More Races	S	S	773	754	S	S	S	S	S	S	57%
Students with Disability	S	S	758	727	S	S	S	S	S	S	28%
English Language Learners	S	S	772	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	63	768	772	750	2%	3%	18%	57%	21%	78%	54%
White	40	768	771	759	N	3%	23%	53%	23%	75%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	760	737	S	S	S	S	S	S	37%
Asian	S	S	778	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	S	723	S	S	S	S	S	S	22%
English Language Learners	S	S	771	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	33%
PARCC MATH											
<b>Schoolwide</b>	63	768	771	745	N	2%	22%	64%	13%	76%	47%
White	40	767	770	752	N	N	25%	63%	13%	75%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	759	733	S	S	S	S	S	S	30%
Asian	S	S	777	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	749	724	S	S	S	S	S	S	22%
English Language Learners	S	S	771	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	69	769	773	751	N	4%	19%	65%	12%	77%	53%
White	39	769	770	758	N	3%	21%	64%	13%	77%	64%
African American	S	S	785	733	S	S	S	S	S	S	32%
Hispanic	S	S	763	738	S	S	S	S	S	S	37%
Asian	19	773	777	773	N	5%	11%	68%	16%	84%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	799	759	S	S	S	S	S	S	63%
Students with Disability	S	S	751	723	S	S	S	S	S	S	20%
English Language Learners	S	S	727	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	33%
PARCC MATH											
<b>Schoolwide</b>	69	758	767	747	N	6%	28%	54%	13%	67%	47%
White	39	755	764	753	N	5%	33%	51%	10%	62%	57%
African American	S	S	756	728	S	S	S	S	S	S	24%
Hispanic	S	S	747	735	S	S	S	S	S	S	31%
Asian	19	772	776	774	N	5%	5%	63%	26%	90%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	796	754	S	S	S	S	S	S	56%
Students with Disability	S	S	752	725	S	S	S	S	S	S	19%
English Language Learners	S	S	758	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	28%

■ Did Not Yet Meet Expectations
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 ■ Approached Expectations
 ■ Met Expectations
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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	73	777	773	750	3%	3%	10%	45%	40%	85%	52%
White	44	775	772	756	5%	5%	7%	50%	34%	84%	61%
African American	N	N	N	732	N	N	N	N	N	N	31%
Hispanic	S	S	772	738	S	S	S	S	S	S	37%
Asian	14	784	776	772	N	N	14%	36%	50%	86%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	778	755	S	S	S	S	S	S	60%
Students with Disability	S	S	753	719	S	S	S	S	S	S	15%
English Language Learners	S	S	740	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	33%
PARCC MATH											
<b>Schoolwide</b>	73	774	772	743	N	4%	8%	56%	32%	88%	43%
White	44	772	771	750	N	5%	9%	57%	30%	86%	53%
African American	N	N	N	724	N	N	N	N	N	N	20%
Hispanic	S	S	761	730	S	S	S	S	S	S	26%
Asian	14	792	779	768	N	N	7%	36%	57%	93%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	767	748	S	S	S	S	S	S	49%
Students with Disability	S	S	754	717	S	S	S	S	S	S	13%
English Language Learners	S	S	742	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	N	N	N	728	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



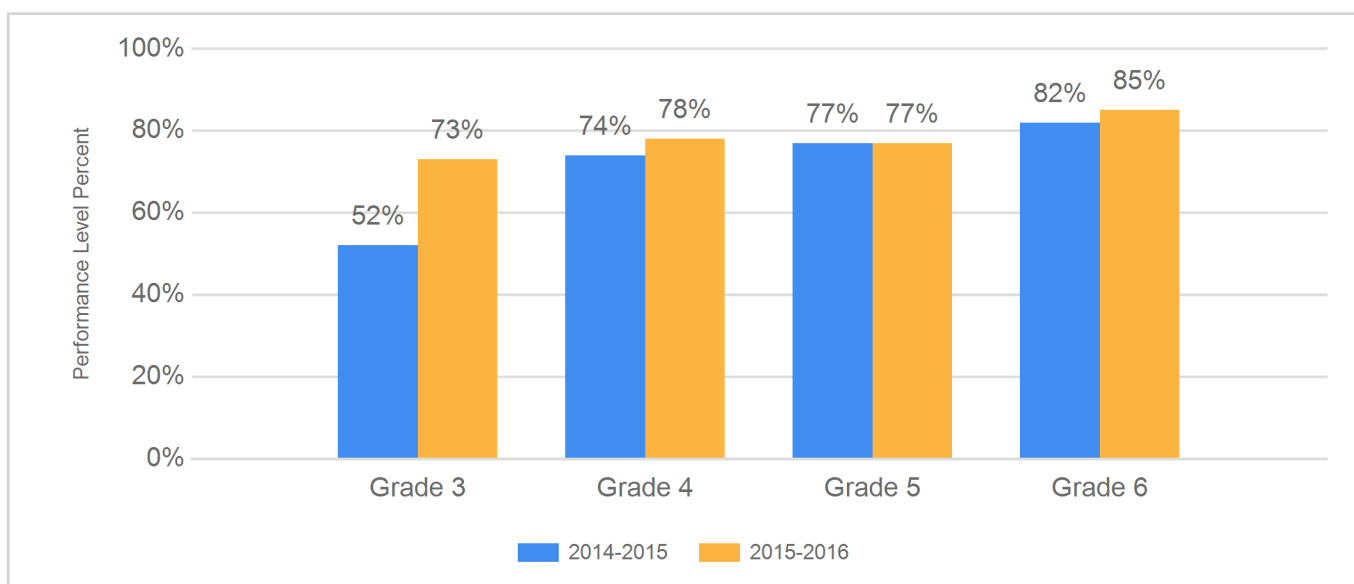
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





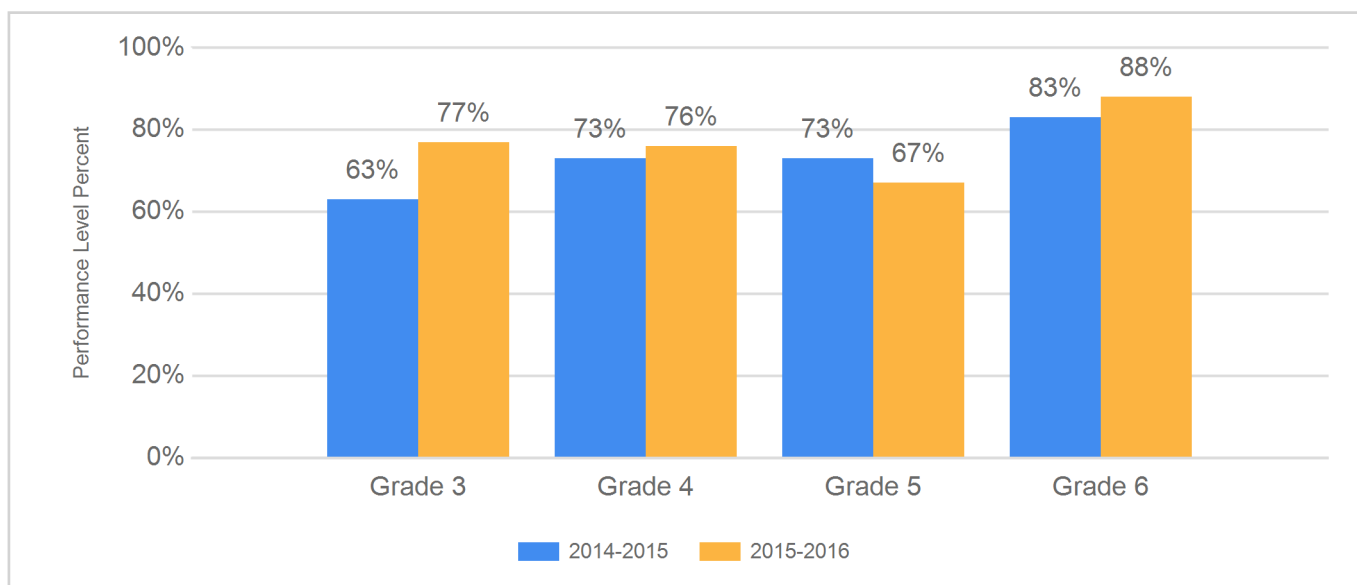
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

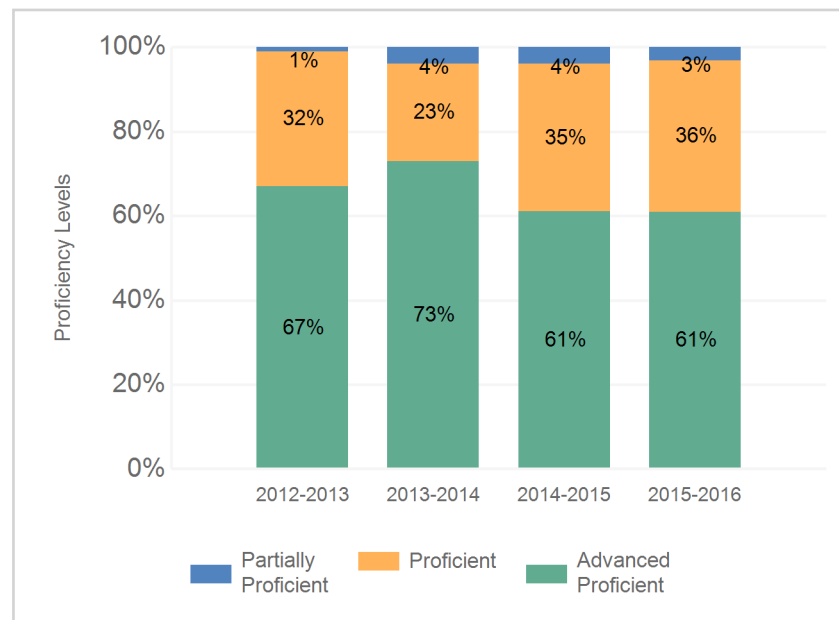
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	61%	36%	3%
White	56%	44%	N
African American	N	N	N
Hispanic	S	S	S
American Indian	N	N	N
Asian	81%	19%	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	N	N	N

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.







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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	65	S	50
Student Growth on Math	59	S	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	0%
Partially Met (L2)	3%	0%	0%
Approached (L3)	5%	7%	2%
Met (L4)	12%	18%	27%
Exceeded (L5)	1%	4%	21%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	2%	1%	1%
Approached (L3)	9%	6%	4%
Met (L4)	13%	19%	26%
Exceeded (L5)	2%	3%	15%



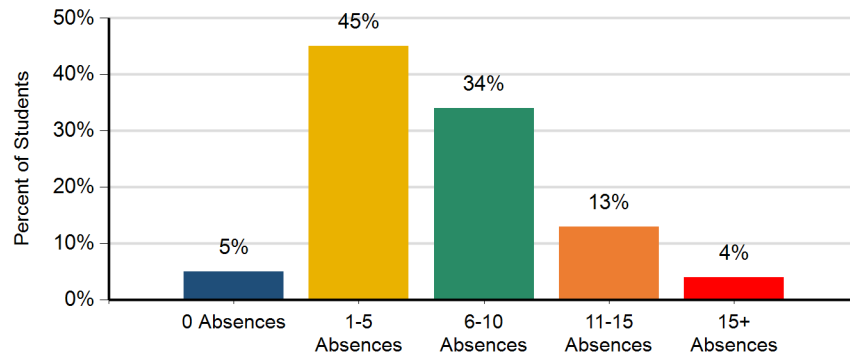
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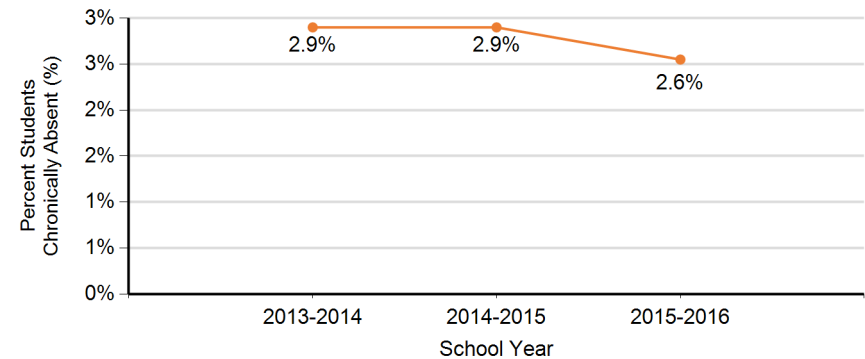
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 28 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	17:1
Administrator	509:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%