NJ SCHOOL PERFORMANCE REPORT

Eisenhower Middle School
2016-2017

Grade Span 07-08

27-4560-055
MORRIS
ROXBURY TWP
47 EYLAND AVENUE
SUCCASUNNA, NJ 07876-1624

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

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

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
7	253	303	267
8	296	264	320
Ungraded	14	15	3
Total	563	582	590

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	47%	49%
Male	52%	53%	52%
Economically Disadvantaged Students	14%	11%	12%
Students with Disabilities	14%	15%	13%
English Learners	1%	1%	1%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	70.5%
Hispanic	16.9%
Asian	7.3%
Black or African American	3.6%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	1.5%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	82.2%
Spanish	11.2%
Tagalog	1.2%
Other	5.8%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	547	97.3	66.90	56.70	54.90	66.9	61.2	Met Target
White	393	96.2	68.20	57.30	63.90	68.2	60.9	Met Target
Hispanic	86	100.0	53.40	*	39.80	53.4	52.6	Met Target
Black or African American	17	100.0	70.60	46.10	35.20	70.6	N	N
Asian, Native Hawaiian, or Pacific Islander	43	100.0	86.10	75.20	80.70	86.1	79.5	Met Goal
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	263	98.6	80.20	65.70	62.20	80.2		
Male	284	96.1	54.50	48.20	48.10	54.5		
Economically Disadvantaged Students	59	100.0	49.20	39.90	36.20	49.2	43.6	Met Target
Non-Economically Disadvantaged Students	488	96.9	69.10	59.10	65.80	69.1		
Students with Disabilities	73	94.9	11.00	*	20.50	11	16.9	Met Target†
Students without Disabilities	474	97.6	75.50	*	61.90	75.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	261	762	762	756	*	*	23%	44%	23%	67%	59%
White	183	762	762	764	*	*	22%	48%	21%	69%	69%
Hispanic	47	752	752	742	*	*	28%	30%	21%	51%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	21	788	788	784	0%	*	*	*	52%	86%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	126	775	775	764	*	*	10%	46%	37%	83%	68%
Male	135	750	750	749	*	*	34%	42%	10%	51%	51%
Economically Disadvantaged Students	30	745	745	739	*	*	*	33%	*	47%	40%
Non-Economically Disadvantaged Students	231	764	764	766	*	*	*	45%	*	69%	70%
Students with Disabilities	28	725	725	719	*	*	39%	*	*	11%	19%
Students without Disabilities	233	767	767	763	*	*	21%	*	*	73%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	261	762	762	758	*	*	23%	44%	23%	67%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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

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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	305	762	762	757	7%	8%	19%	47%	20%	67%	59%
White	214	762	762	764	5%	9%	18%	48%	20%	68%	68%
Hispanic	49	748	748	742	*	*	*	41%	*	55%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	22	790	790	786	0%	0%	*	55%	*	86%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	151	769	769	766	*	*	16%	52%	25%	76%	68%
Male	154	754	754	749	*	*	21%	42%	16%	57%	50%
Economically Disadvantaged Students	35	744	744	739	*	*	*	40%	*	51%	40%
Non-Economically Disadvantaged Students	270	764	764	766	*	*	*	47%	*	69%	69%
Students with Disabilities	43	712	712	718	*	*	26%	*	*	12%	18%
Students without Disabilities	262	770	770	764	*	*	18%	*	*	76%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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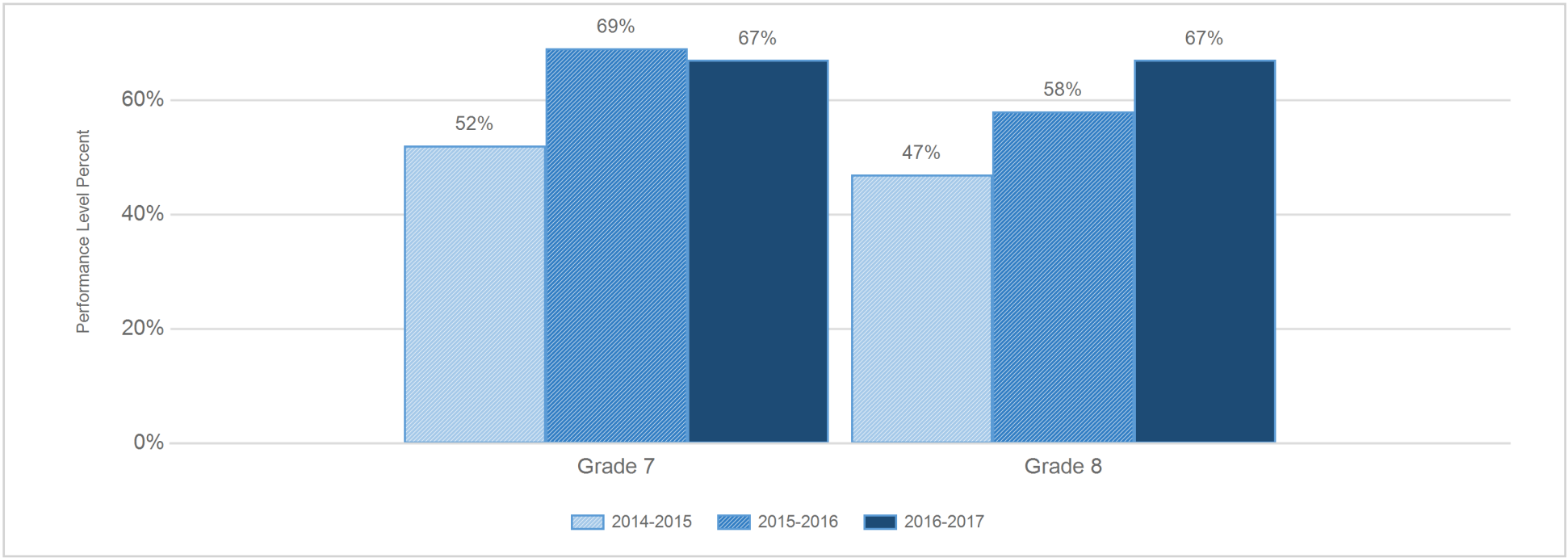
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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Mathematics Assessment - Participation and Performance

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	550	97.6	49.80	48.60	43.50	49.8	51	Met Target†
White	395	96.6	51.10	49.60	52.40	51.1	52.2	Met Target†
Hispanic	86	100.0	32.60	*	27.60	32.6	33.7	Met Target†
Black or African American	17	100.0	41.20	28.30	21.70	41.2	N	N
Asian, Native Hawaiian, or Pacific Islander	44	100.0	79.50	75.80	75.60	79.5	72.2	Met Target
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	265	98.9	55.10	48.50	44.10	55.1		
Male	285	96.4	44.90	48.70	42.90	44.9		
Economically Disadvantaged Students	59	100.0	27.10	30.70	25.10	27.1	26.6	Met Target
Non-Economically Disadvantaged Students	491	97.3	52.50	51.30	54.30	52.5		
Students with Disabilities	73	94.9	12.30	16.60	16.50	12.3	13.4	Met Target†
Students without Disabilities	477	98.0	55.60	54.00	48.80	55.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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Schoolwide	261	748	748	741	4%	14%	34%	41%	7%	48%	40%
White	183	748	748	748	*	13%	36%	44%	*	49%	49%
Hispanic	47	738	738	730	*	23%	32%	32%	*	34%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	21	772	772	764	*	*	*	*	*	76%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	126	752	752	743	*	11%	32%	44%	*	55%	41%
Male	135	745	745	740	*	16%	36%	37%	*	42%	38%
Economically Disadvantaged Students	30	738	738	729	*	*	40%	33%	*	33%	22%
Non-Economically Disadvantaged Students	231	750	750	749	*	*	33%	42%	*	50%	50%
Students with Disabilities	28	718	718	716	*	43%	*	*	*	14%	11%
Students without Disabilities	233	752	752	746	*	10%	*	*	*	52%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	261	748	748	742	4%	14%	34%	41%	7%	48%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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Mathematics Assessment - Performance by Grade: Grade 8**

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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	221	735	735	728	*	17%	37%	31%	*	32%	28%
White	151	736	736	736	13%	17%	38%	33%	0%	33%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	13	729	729	715	*	*	*	*	0%	23%	15%
Asian, Native Hawaiian, or Pacific Islander	11	752	752	747	0%	*	*	*	0%	64%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	115	740	740	730	*	*	38%	38%	*	38%	30%
Male	106	729	729	725	*	*	36%	24%	*	25%	26%
Economically Disadvantaged Students	33	727	727	719	*	*	36%	*	*	18%	19%
Non-Economically Disadvantaged Students	188	736	736	734	*	*	37%	*	*	34%	34%
Students with Disabilities	41	703	703	705	*	*	*	*	*	*	*
Students without Disabilities	180	742	742	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	792	751	743	0%	*	*	75%	22%	97%	42%
White	65	792	754	751	*	*	*	80%	19%	99%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	12	804	776	774	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	39	788	751	744	*	*	*	87%	*	95%	43%
Male	49	796	752	741	*	*	*	65%	*	98%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	88	792	*	745	0%	*	*	75%	22%	97%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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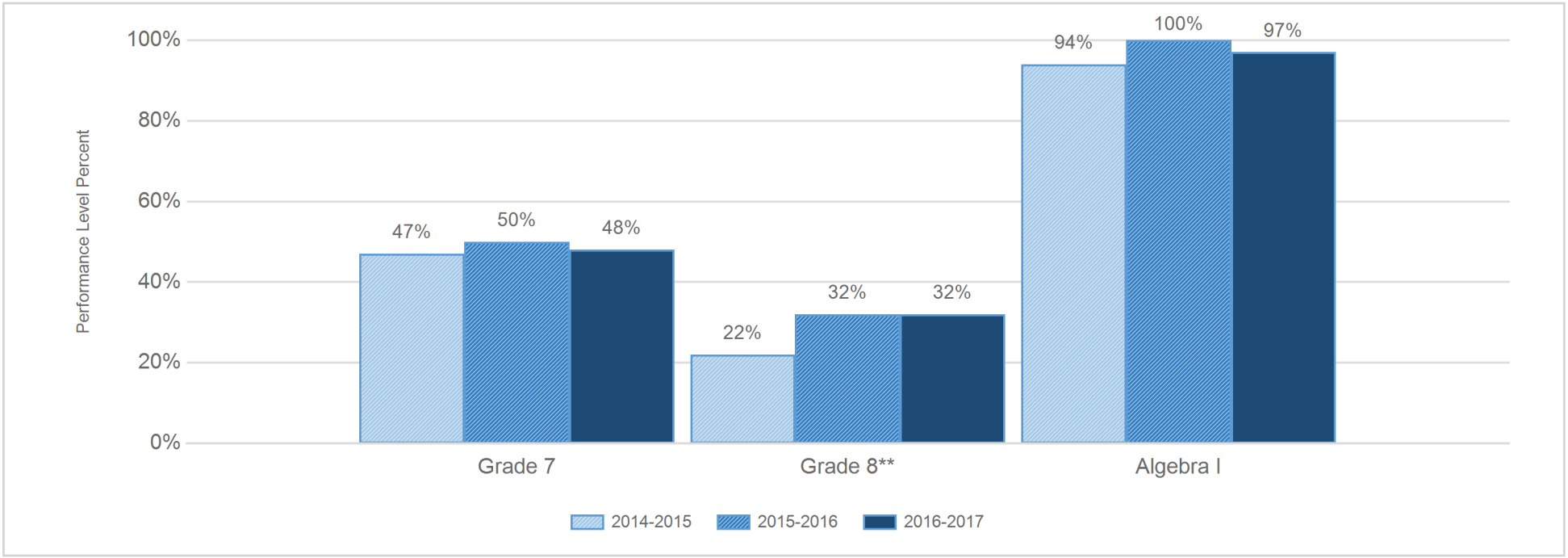
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	N	N	N
3	*	*	*
4	N	N	N
5+	N	N	N

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

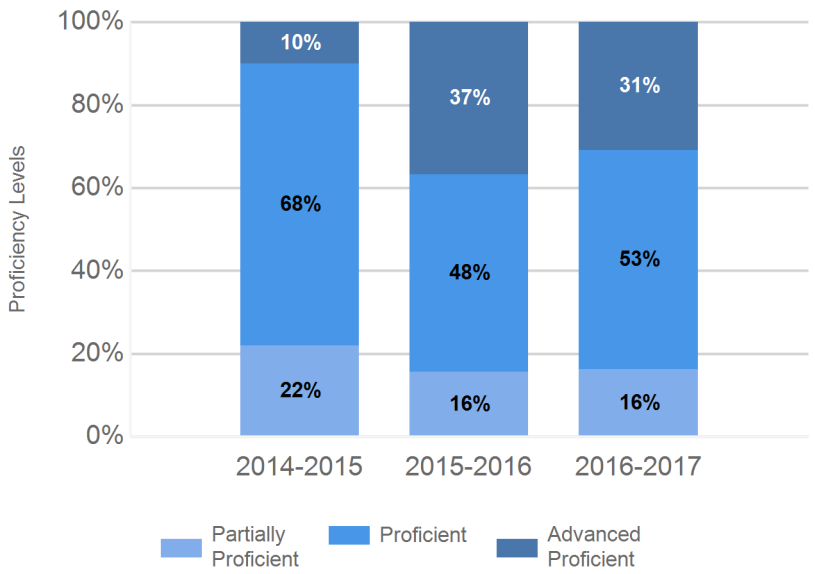
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	31%	53%	16%
White	33%	52%	15%
Hispanic	20%	57%	24%
Black or African American	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	52%	35%	13%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	15%	58%	28%
Students with Disabilities	4%	35%	61%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.



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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here: http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	53	52	50	Met Target	61	66	50	Exceeds Target
White	56	53	50	Met Target	61	66	52	Exceeds Target
Hispanic	47	48	49	Met Target	61	60.5	47	Exceeds Target
Black or African American	*	40.5	45	**	*	57	43	**
Asian, Native Hawaiian, or Pacific Islander	68	62	60	Exceeds Target	73	74	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	42.5	51	**	*	65	52	**
Economically Disadvantaged	35	34.5	47	Not Met	51.5	55	46	Met Target
Students with Disabilities	43	44	41	Met Target	19	49.5	43	Not Met
English Learners	*	61	53	**	*	83	51	**

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

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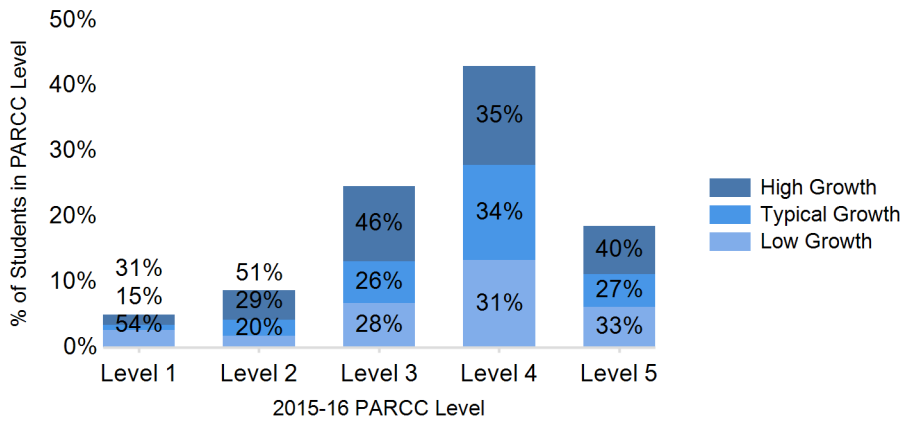
Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

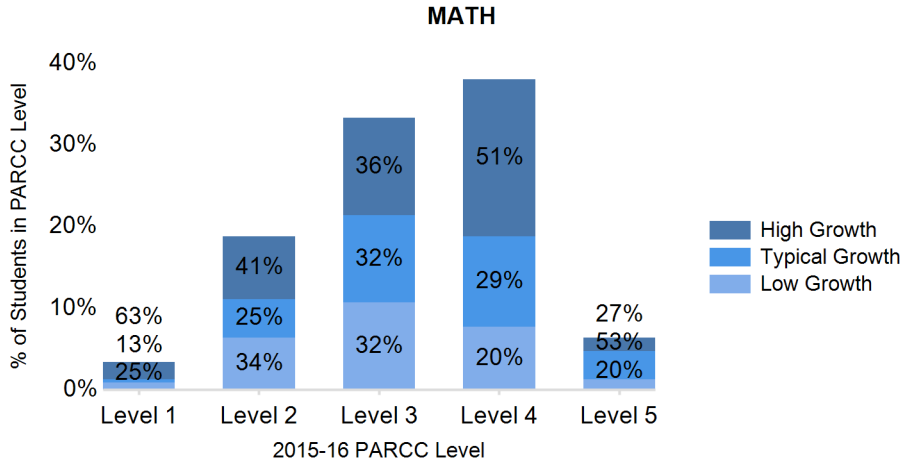
A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35 | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

Student Growth by Performance Level

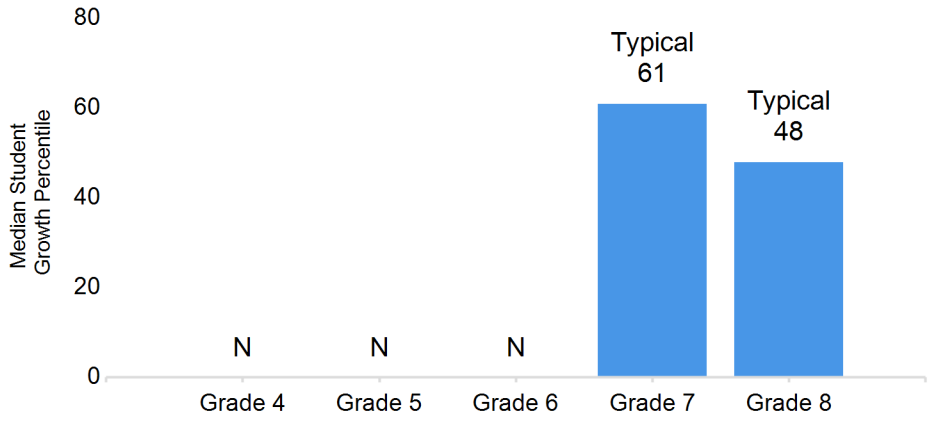
These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

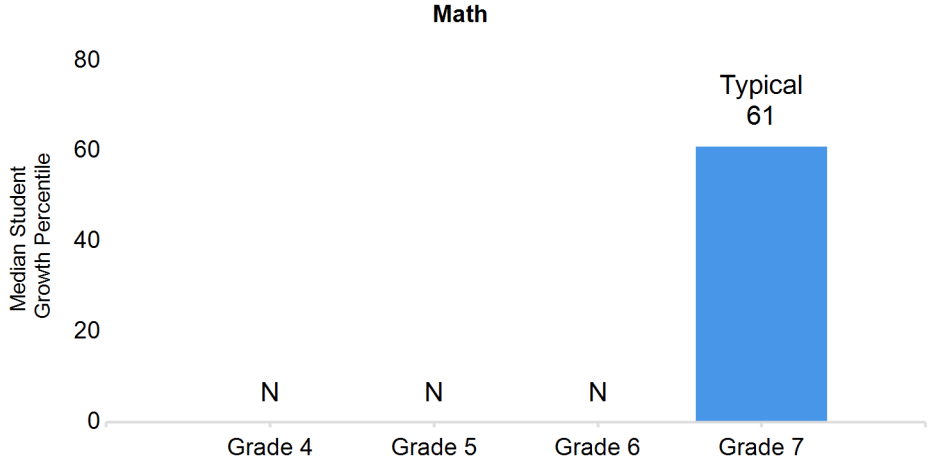




Student Growth by Grade

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about New Jersey Student Learning Standards on our website and more details about the data in this section in our Reference Guide.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
7	0	0	273
8	88	0	232
Schoolwide	88	0	506

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	272	0	0	0	0	0	0
8	320	0	0	0	0	0	0
Schoolwide	592	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

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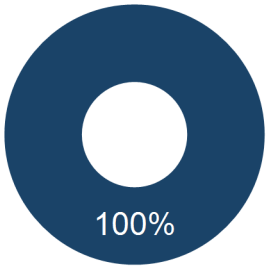
Visual and Performing Arts – Course Participation

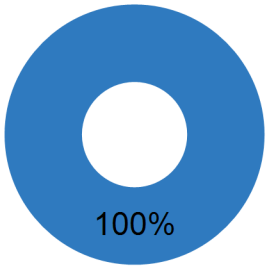
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

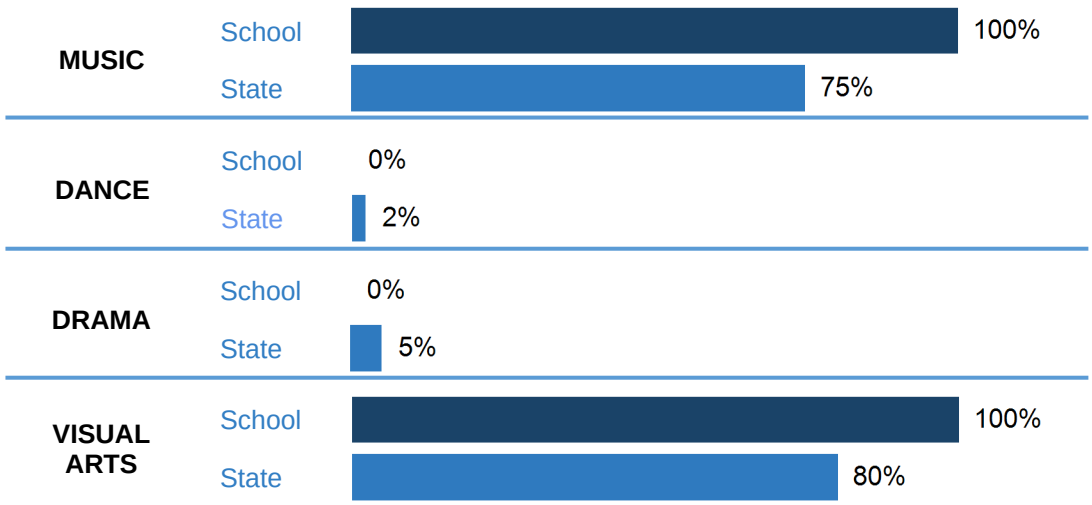


School



State

Students enrolled in one or more classes by discipline:



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

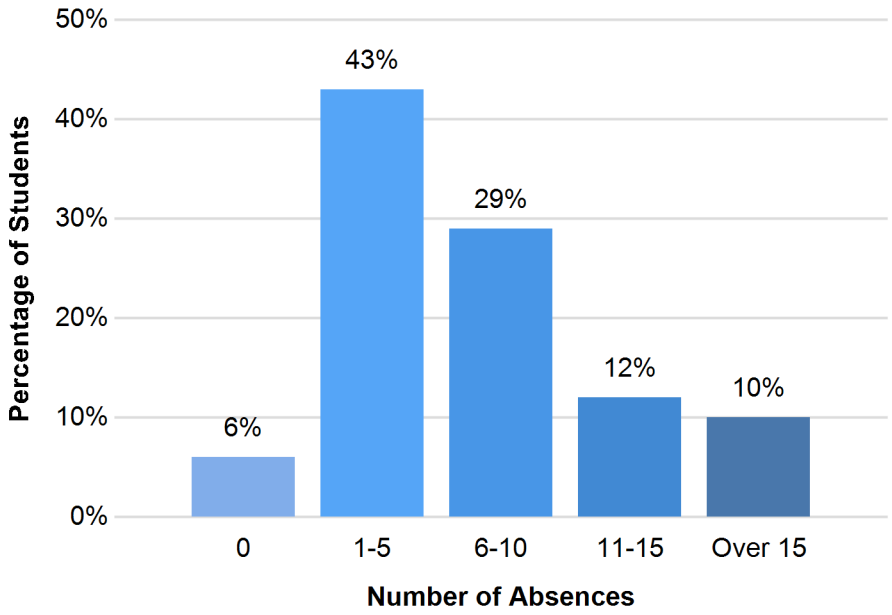
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.40	9.10	Met Target
White	7.90	9.10	Met Target
Hispanic	5.10	9.10	Met Target
Black or African American	4.80	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	9.10	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.40	9.10	Not Met
Students with Disabilities	12.80	9.10	Not Met
English Learners	N	**	**

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



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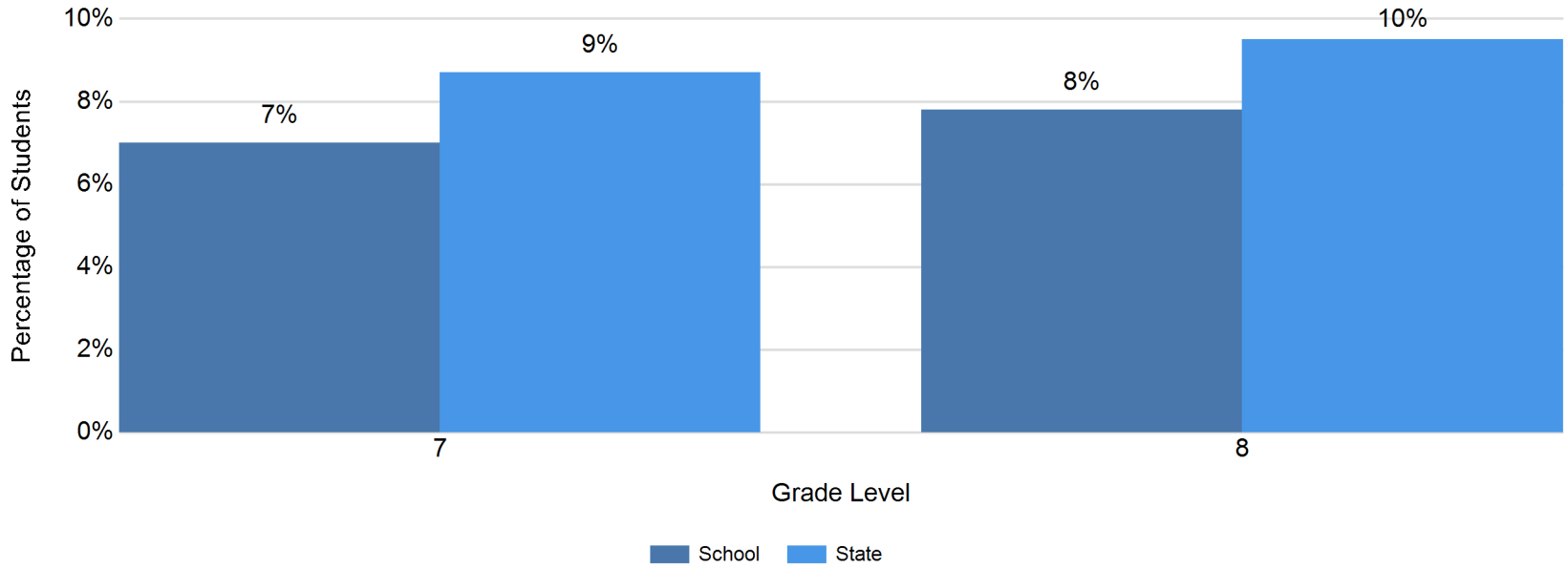
Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.



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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.

Category	School
Typical Start Time	7:55AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 51 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	4
Vandalism	0
Weapons	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	2.54

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	3.1%
Out-of-School Suspensions	1.7%
Any Suspension	3.9%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	278.7 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$323	$15,876	$16,199

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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	53	120,724
Average years experience in public schools	10.1	11.8
Average years experience in district	8.3	10.5
Teachers in district for 4 or more years	62%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,506
Average years experience in public schools	18.8	15.9
Average years experience in district	8.5	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	295:1	124:1
Librarian/Media Specialists		718:1
Nurses		513:1
Counselors		276:1
Child Study Team		239:1

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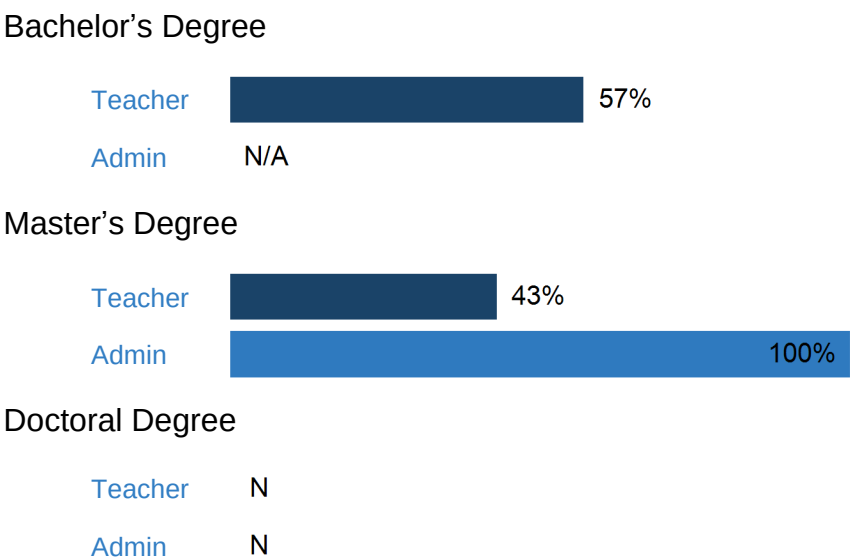
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	81%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	67.5	17.5%
Mathematics Proficiency	50.8	17.5%
English Language Arts Growth	53.9	25.0%
Mathematics Growth	73.9	25.0%
Chronic Absenteeism	40.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		58.7
Summative Rating: Percentile rank of Summative Score		63.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	58.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
White	57.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Hispanic	65.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	61.1	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	48.8	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	31.9	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.

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School General Info

Principal:	Mr. Miller
Address:	47 EYLAND AVENUE SUCCASUNNA, NJ 07876-1624
Phone:	(973)584-2973

Email Address:	dmiller@roxbury.org
Website:	https://www.roxbury.org/Domain/9
Facebook:	http://facebook.com/RoxburyEMS
Twitter:	https://twitter.com/EisenhowerMS

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:	• NGSS Ready Labs for Grade 7 Science • Expanded PBL Courtyard Project with Greenhouse, Veteran's Memorial Garden and STEAM projects • Award-winning programs in Vocal and Instrumental Music
Mission, Vision, Theme:	Eisenhower Middle School provides approximately 525 students in the seventh and eighth grades with a comprehensive education and middle school experience. Our goal is to implement a school-wide philosophy that "utilizes various tools to ensure all students learn and strive to be successful, well rounded citizens". This philosophy is done in conjunction with the vision for the Roxbury School District - "Preparing the children of today for tomorrow".
Awards, Recognition, Accomplishments:	Nationally placed solar car; First student-led Unity Tour with Roxbury Police; Recognized by Social Services for donations exceeding 5000 food items; "NJ Schools to Watch" Initiative (emerging status)

NJ SCHOOL PERFORMANCE REPORT

Eisenhower Middle School
2016-2017

Grade Span 07-08

27-4560-055
MORRIS
ROXBURY TWP
47 EYLAND AVENUE
SUCCASUNNA, NJ 07876-1624

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.

Courses, Curriculum, Instruction:	Eisenhower's staff is committed to educating the whole child. Our core academic classes are driven by state standards, emphasize 21st century skills, and are interrelated in a collaborative effort amongst the faculty. Cycle and Elective classes support core subjects and encompass the visual/performing arts, technology, and health. Throughout all of their coursework, students are encouraged to be independent thinkers, self-advocates, members of a team, and responsible, civic-minded citizens.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys) A key aspect of educating the whole child is in the ability to provide students with a variety of opportunities outside of the classroom. In addition to interscholastic sports Eisenhower offers, intramural sports are also an option. Intramural Sports is available for students who wish to play team sports but not at the competitive level.
Clubs and Activities:	Our school offers over 20 different clubs for students to participate; Student Council, Academic Bowl, Yearbook and Strategic Gaming to name a few. Eisenhower also offers two extra-curricular vocal music choirs and two extra-curricular instrumental music bands. A grassroots STEAM initiative in the classroom further supports our Robotics and Technology teams. Students also take an active role in our School Safety and Character Ed. committees.
Before and After School Programs:	In an effort to support being a school of choice for Visual and Performing Arts, EMS implemented an Art Enrichment class that allows 8th grade students to satisfy a Visual Arts requirement at Roxbury High School. This allows students to experience Visual Art electives as 9th graders, providing students with greater opportunities as they matriculate at Roxbury High School.

NJ SCHOOL PERFORMANCE REPORT

Eisenhower Middle School
2016-2017

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School Narrative

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Staff and Professional Learning:	The process for reviewing our curriculum and for developing new programs is attentive to the New Jersey Student Learning Standards and to the needs of the school and community. Supervisors dedicated to subjects specific to Grades 6 through 12 engage in a variety of tasks that help to guide the direction of our curricular programs. Our block scheduling also provides time for Professional Learning Communities among staff.
Student Supports and Services:	The Special Education Department provides an excellent program for students in the least restrictive environment. In addition to resource and supplemental programs to meet the individual needs of our students who are classified, a class for students with autism Grades 6-8 is offered and supports exist for English as a Second Language learners at Eisenhower. A comprehensive I&RS committee provides support to struggling learners.
Student Health and Wellness:	Eisenhower's health and physical education curriculum imparts students with the skills necessary to develop a lifestyle that fosters their well-being. A full functioning fitness/wellness center exists too for students as well as staff in order to promote healthy living and offer programs for all fitness/interest abilities.
Parent and Community Involvement:	Eisenhower Middle School's PTO is hands-on and supportive of new initiatives and ideas. The group promotes school climate by sponsoring school murals. They also host a variety of fun nights designed to encourage student-student relationships. The PTO also supports all programs and curricular activities.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers At the end of the school year, the faculty and staff at EMS complete a survey on the academics, programs, and climate at EMS. Overall, the climate is very positive at EMS. The teachers feel vested in the decision making process, supported in initiatives, and encouraged personally and professionally.
Facilities:	Eisenhower is a place where all individuals take a proactive role in the learning environment. During the summer of 2017, the school competed a renovation of three science labs in grade 7 to meet 21st century standards, a new gymnasium floor for athletic and PR use and as part of a district initiative, a revamped main office with a soon to be completed security vestibule.

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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.

Other Information:	In an effort to prepared well-rounded citizens, EMS strives to be a well-rounded school. Students are provided with unique opportunities to grow academically, socially, and emotionally. Students are encouraged to utilize technology on a daily basis. Student created video announcements and as well as PSA and promos reflect student accountability continued progress. Students serve as leaders in the school and community, representing the very best Roxbury has to offer. Quarterly newsletters provide open lines of communication with the school and community.

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Franklin Elementary School
2016-2017

Grade Span KG-04

27-4560-060
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Franklin Elementary School
2016-2017

Grade Span KG-04

27-4560-060
MORRIS
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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

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

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
2016-2017

Grade Span KG-04

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	55	57	55
1	46	54	60
2	69	51	52
3	76	71	55
4	72	75	68
Ungraded	12	20	17
Total	330	328	307

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	52%	49%
Male	51%	48%	51%
Economically Disadvantaged Students	19%	21%	22%
Students with Disabilities	12%	16%	15%
English Learners	6%	8%	7%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	63.2%
Hispanic	26.4%
Asian	5.2%
Black or African American	2.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.3%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	55	57	55

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	75.6%
Spanish	15.0%
Tagalog	1.0%
Macedonian	1.0%
Polish	1.0%
Other	6.6%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	117	98.5	44.40	56.70	54.90	44.4	55.8	Not Met
White	77	100.0	46.80	57.30	63.90	46.8	57.8	Not Met
Hispanic	29	97.2	34.40	*	39.80	34.4	45.7	Met Target†
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	56	98.5	51.80	65.70	62.20	51.8		
Male	61	98.5	37.70	48.20	48.10	37.7		
Economically Disadvantaged Students	23	96.4	21.70	39.90	36.20	21.7	32.5	Met Target†
Non-Economically Disadvantaged Students	94	99.0	50.00	59.10	65.80	50		
Students with Disabilities	18	91.3	27.80	*	20.50	27.6	N	N
Students without Disabilities	99	100.0	47.40	*	61.90	47.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	44.40	26.40	N		
Students In Foster Care	N	N	N	33.30	24.80	N		
Military-Connected Students	N	N	N	66.70	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.

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Grade Span KG-04

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	738	756	749	*	20%	35%	35%	*	35%	50%
White	36	742	758	759	*	*	*	44%	0%	44%	61%
Hispanic	15	725	743	734	*	*	*	*	0%	13%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	28	749	758	754	*	*	*	*	0%	50%	55%
Male	27	725	754	745	*	*	*	*	0%	19%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	748	757	753	*	14%	29%	44%	*	50%	56%
White	46	749	759	762	*	*	33%	41%	*	48%	67%
Hispanic	20	740	744	740	*	*	*	*	*	45%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	36	749	757	758	*	*	28%	42%	*	50%	61%
Male	36	746	756	749	*	*	31%	47%	*	50%	51%
Economically Disadvantaged Students	18	732	737	737	*	*	*	*	*	33%	36%
Non-Economically Disadvantaged Students	54	753	761	764	*	*	*	*	*	56%	69%
Students with Disabilities	12	732	735	725	*	*	*	*	*	33%	25%
Students without Disabilities	60	751	761	759	*	*	*	*	*	53%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	72	748	758	755	*	14%	29%	44%	*	50%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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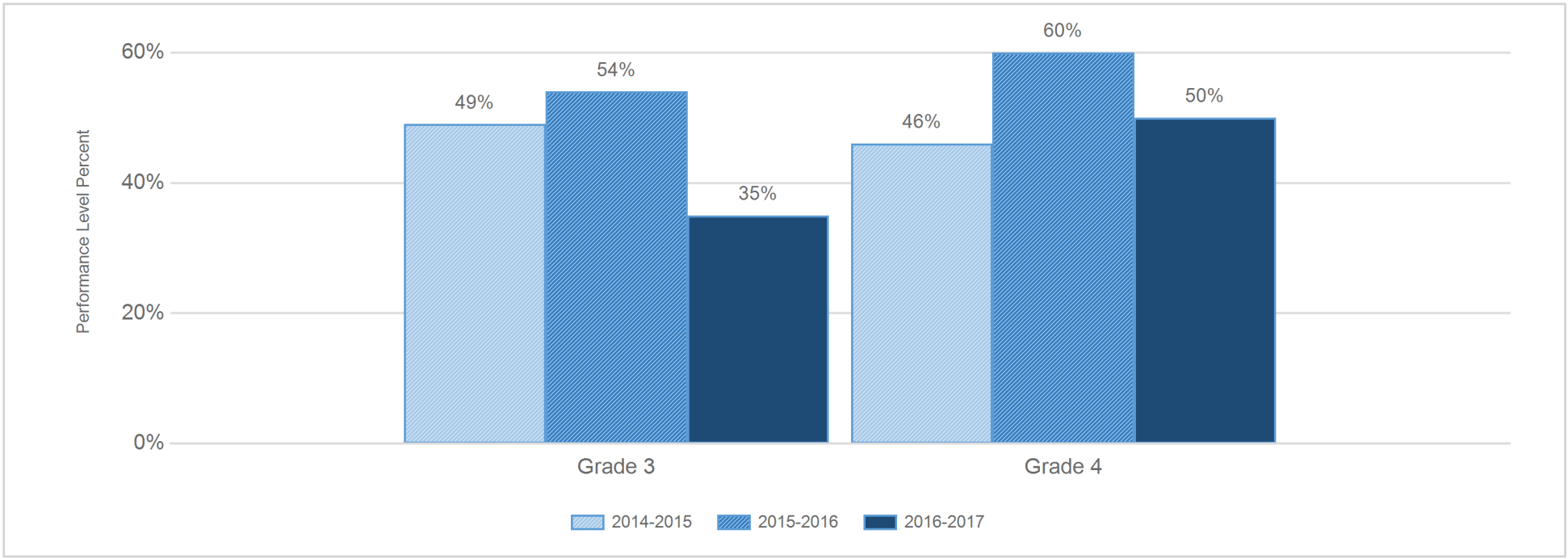
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

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Schoolwide	118	99.2	38.20	48.60	43.50	38.2	48.1	Not Met
White	77	100.0	42.90	49.60	52.40	42.9	51.3	Met Target†
Hispanic	30	100.0	20.00	*	27.60	20	34.8	Not Met
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	56	98.5	32.20	48.50	44.10	32.2		
Male	62	100.0	43.60	48.70	42.90	43.6		
Economically Disadvantaged Students	24	100.0	*	30.70	25.10	*	19.9	Not Met
Non-Economically Disadvantaged Students	94	99.0	*	51.30	54.30	*		
Students with Disabilities	19	95.7	31.60	16.60	16.50	31.6	N	N
Students without Disabilities	99	100.0	39.40	54.00	48.80	39.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	44.40	16.40	N		
Students In Foster Care	N	N	N	33.30	15.10	N		
Military-Connected Students	N	N	N	66.70	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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† Target was met within a confidence interval.

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	730	753	751	*	25%	23%	29%	*	32%	53%
White	36	737	755	759	*	*	28%	36%	*	39%	63%
Hispanic	16	712	739	738	*	*	*	*	0%	13%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	29	731	751	751	*	*	*	*	*	35%	52%
Male	27	730	755	751	*	*	*	*	*	30%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	745	751	747	*	18%	34%	36%	*	41%	47%
White	46	748	754	755	*	*	28%	41%	*	46%	59%
Hispanic	21	732	736	734	*	*	48%	*	0%	24%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	36	740	748	747	*	*	42%	31%	*	31%	47%
Male	37	749	755	747	*	*	27%	41%	*	51%	48%
Economically Disadvantaged Students	19	724	728	732	*	*	*	*	*	16%	27%
Non-Economically Disadvantaged Students	54	752	756	757	*	*	*	*	*	50%	61%
Students with Disabilities	13	729	735	724	*	*	*	*	*	23%	22%
Students without Disabilities	60	748	754	751	*	*	*	*	*	45%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	73	745	752	749	*	18%	34%	36%	*	41%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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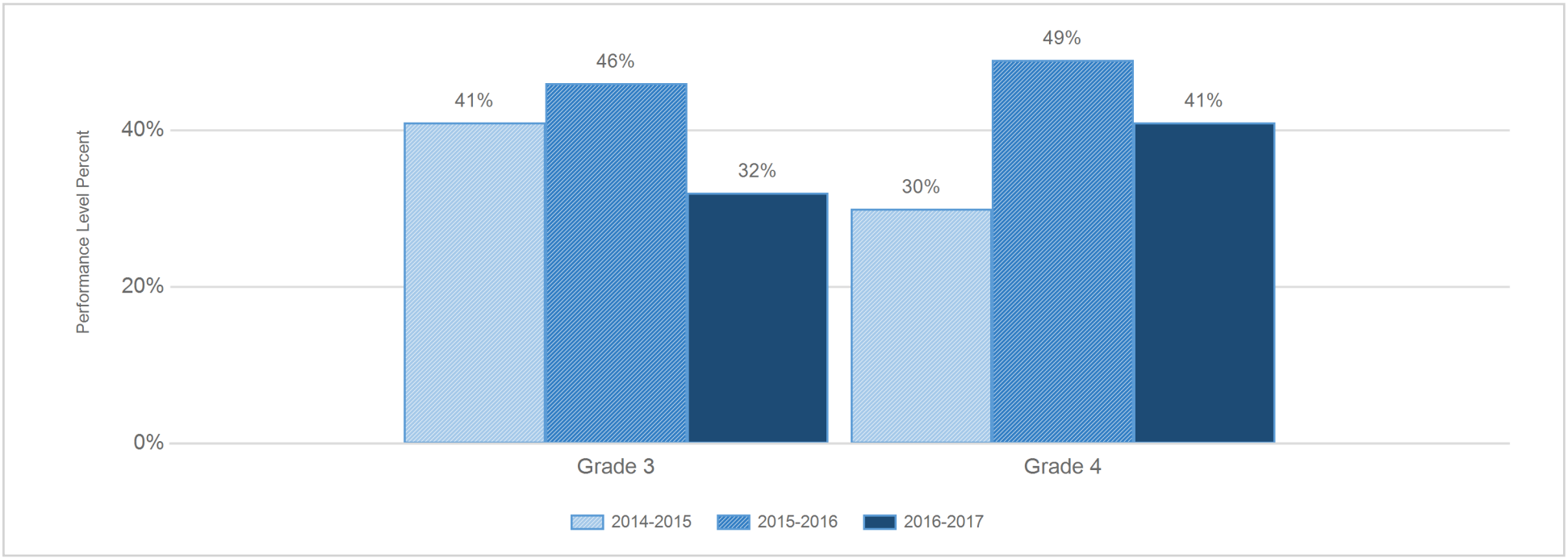
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	10	80%	20%
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

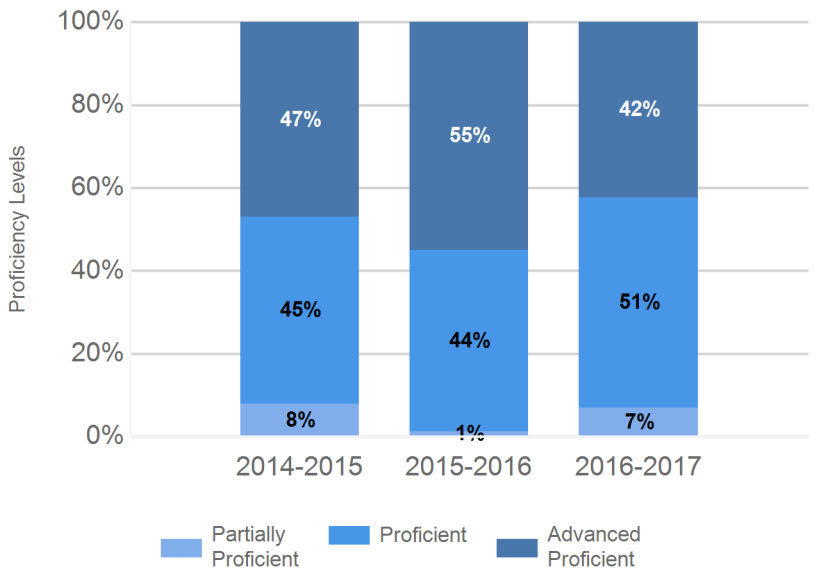
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	42%	51%	7%
White	47%	44%	9%
Hispanic	25%	70%	5%
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	11%	78%	11%
Students with Disabilities	36%	46%	18%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.



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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here: http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	35.5	52	50	Not Met	50	66	50	Met Target
White	36	53	50	Not Met	46	66	52	Met Target
Hispanic	19	48	49	**	50	60.5	47	**
Black or African American	*	40.5	45	**	*	57	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	60	**	*	74	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	42.5	51	**	*	65	52	**
Economically Disadvantaged	21	34.5	47	**	40	55	46	**
Students with Disabilities	*	44	41	**	*	49.5	43	**
English Learners	*	61	53	**	*	83	51	**

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

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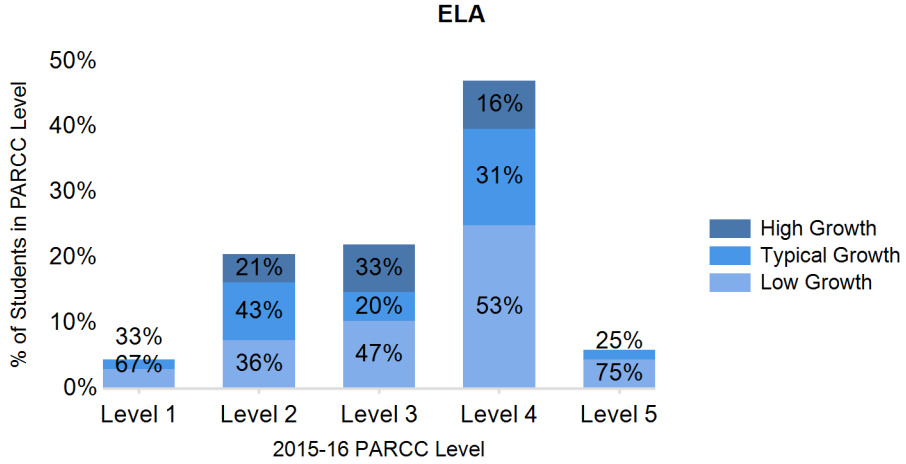
Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

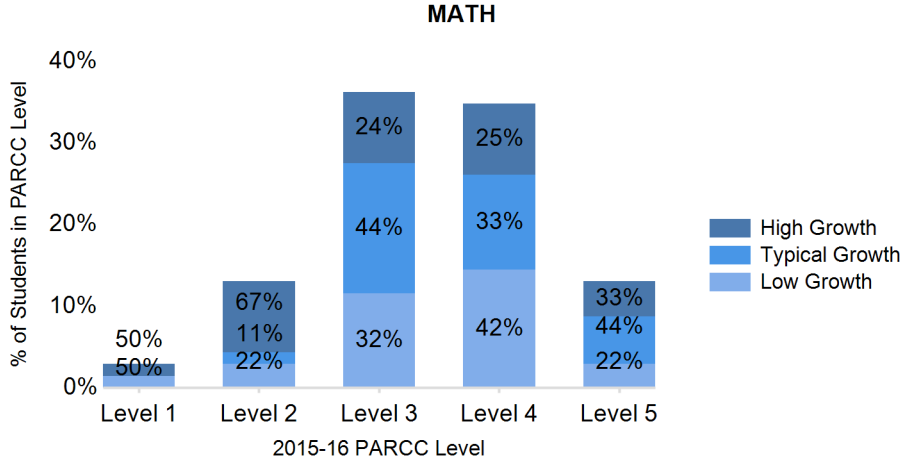
A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35 | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

Student Growth by Performance Level

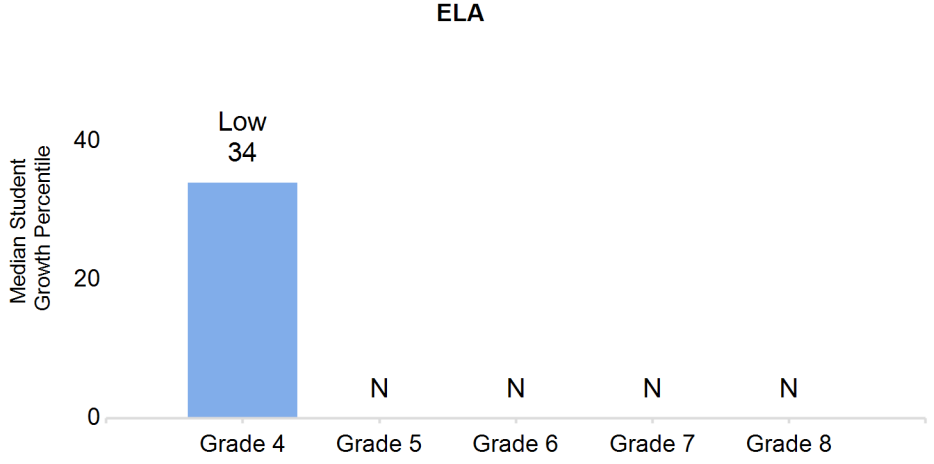
These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

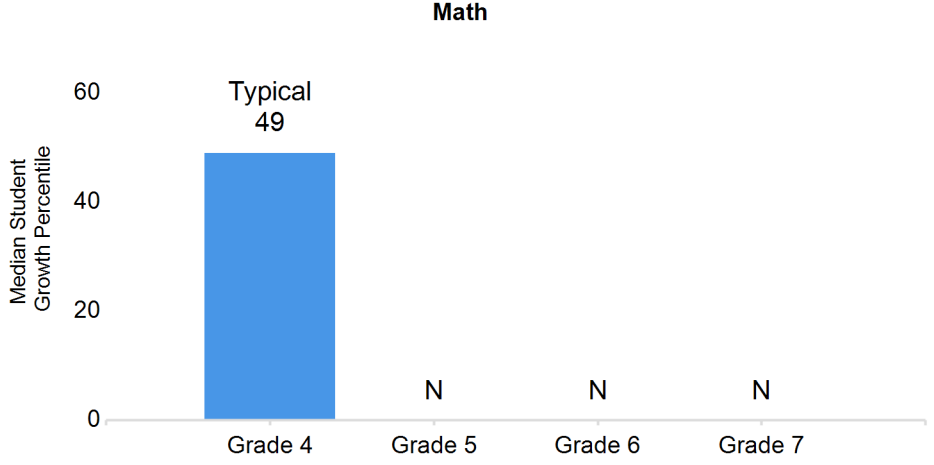




Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

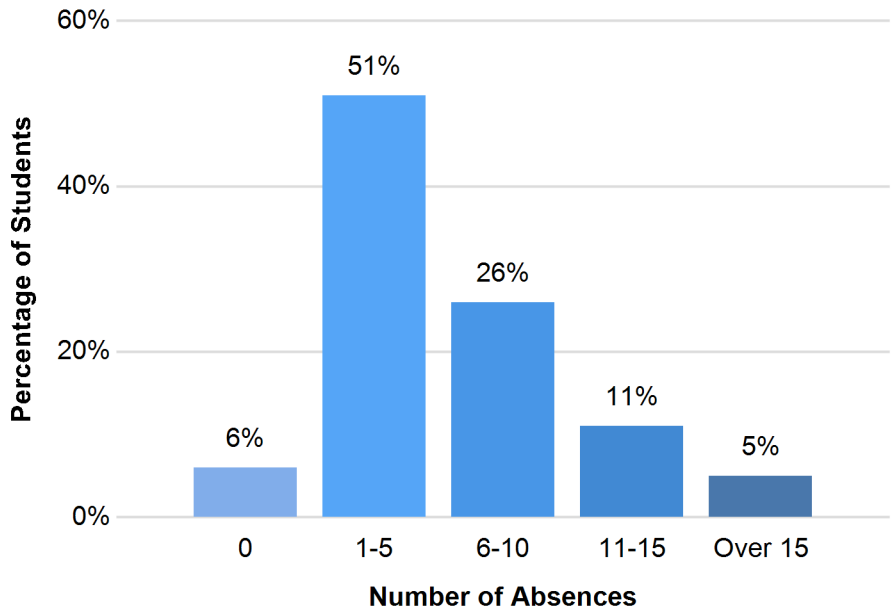
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.60	8.70	Met Target
White	2.00	8.70	Met Target
Hispanic	5.10	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.60	8.70	Met Target
Students with Disabilities	6.30	8.70	Met Target
English Learners	4.50	8.70	Met Target

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



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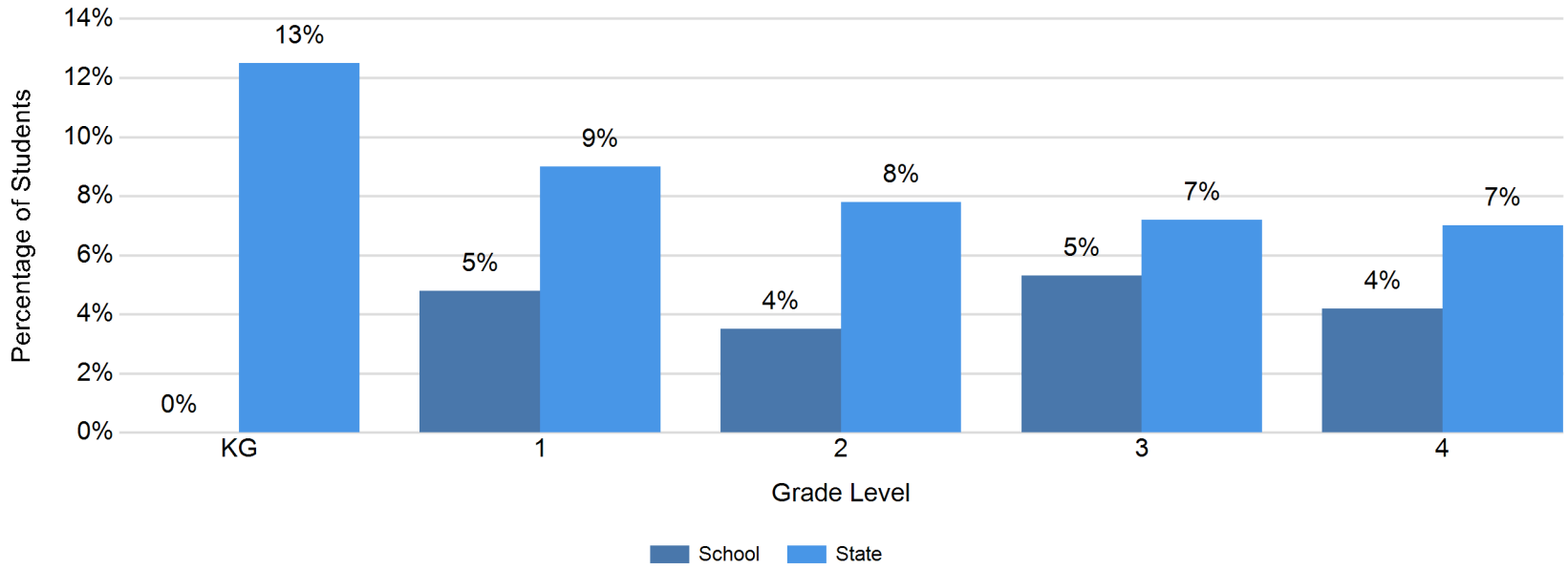
Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.



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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.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.33

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.7:1	278.7 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$323	$15,876	$16,199

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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	29	120,724
Average years experience in public schools	12.6	11.8
Average years experience in district	11.0	10.5
Teachers in district for 4 or more years	79%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,506
Average years experience in public schools	18.8	15.9
Average years experience in district	8.5	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	307:1	124:1
Librarian/Media Specialists		718:1
Nurses		513:1
Counselors		276:1
Child Study Team		239:1

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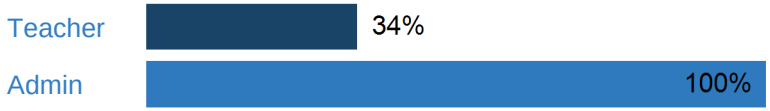
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Master's Degree



Doctoral Degree

Teacher	N
Admin	N

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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	81%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	23.3	17.5%
Mathematics Proficiency	27.8	17.5%
English Language Arts Growth	5.7	25.0%
Mathematics Growth	37.5	25.0%
Chronic Absenteeism	84.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		32.3
Summative Rating: Percentile rank of Summative Score		22.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	32.3	11.9	No	Not Met	Not Met	Met Target	Not Met	Met Target	No
White	28.3	11.9	No	Not Met	Met Target†	Met Target	Not Met	Met Target	No
Hispanic	**	**	No	Met Target†	Not Met	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Not Met	Met Target	**	**	No
Students with Disabilities	**	**	No	N	N	Met Target	**	**	No
English Learners	**	**	No	**	**	Met Target	**	**	No

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

† Target was met within a confidence interval.

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School General Info

Principal:	Mrs. Ferrare
Address:	8 MEEKER STREET SUCCASUNNA, NJ 07876-1419
Phone:	(973)584-5549

Email Address:	lferrare@roxbury.org
Website:	https://www.roxbury.org/Domain/11
Facebook:	http://www.facebook.com/groups/147343935454695/

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:	• Implementation of a new investigative science curriculum that is aligned to the Next Generation Science Standards • Creation of a Makerspace in the Media Center that allows students to learn to code and explore robotics • A comprehensive curriculum that includes balanced literacy & a problem solving approach to mathematics
Mission, Vision, Theme:	Franklin School has a student population of about 320 students in grades kindergarten through four. The students, staff and parents work together as a school community to enable each child to reach his or her full potential. The goal is to create a warm, safe environment that fosters the development of the whole child, socially, emotionally, and cognitively. The staff of dedicated teachers utilize best practices to differentiate instruction for students.
Awards, Recognition, Accomplishments:	For the second year in a row, The Arc of New Jersey awarded Franklin School first place in the "Developmental Disabilities Awareness" contest for March. The theme this year was, "It Matters To Me." We are very proud of the third and fourth grade students who continue to recognize student differences and practice inclusive behaviors with all students.

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2016-2017

Grade Span KG-04

27-4560-060
MORRIS
ROXBURY TWP
8 MEEKER STREET
SUCCASUNNA, NJ 07876-1419

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.

Courses, Curriculum, Instruction:	Instruction at Franklin School is differentiated to meet the individual needs of all learners. Teachers work collaboratively in Professional Learning Communities and develop lesson plans based upon individual student needs, talents, abilities, and preferred learning styles. In addition, teachers strive to utilize technology as an effective teaching tool in order to prepare Franklin students to become 21st century learners.
Clubs and Activities:	Fourth grade students have an opportunity to participate in a service-oriented club called Early Act, which is sponsored by the local Rotary. Students learn that service to others is important, and get the opportunity to help others through organizing school-wide service projects such as food and clothing drives to benefit the local community.
Before and After School Programs:	Our school welcomes scouting, art classes, STEAM classes, coding and many other community programs for after school enrichment through the Roxbury Community School portal.

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Staff and Professional Learning:	Staff members at Franklin School are a professional group. They are constantly collaborating and working on improving their skills. Teachers meet weekly in Professional Learning Communities (PLCs) to collaborate on lesson plans and projects. In addition, staff members regularly participate in a variety of professional development opportunities to update their skills and incorporate best practices into their daily routines.
Student Supports and Services:	Franklin School offers a variety of services for students with special needs including two Language Learning Disability (LLD) classrooms, one serving students in grades K-2 and one serving students in grades 2-4, as well as Out of Class Resource (OCR) opportunities when needed. Additionally, the school staff includes specialists in Speech & Language, English as a Second Language, Hearing Impairment, Guidance, Occupational Therapy, and Physical Therapy.
Student Health and Wellness:	Students receive direct instruction in physical education 3 times each week which is designed to foster a lifelong healthy life style. This is supplemented with a daily recess period. Additionally, Franklin students are encouraged to advocate for themselves and others and taught to develop strategies to solve problems. The guidance counselor conducts regular classroom lessons to this end.
Parent and Community Involvement:	Parents & guardians at Franklin School are supportive and involved in the education of their children. The Parent Teacher Association keeps parents informed & provides a number of enriching activities for students. The Cultural Arts Committee brings exciting assemblies to students throughout the school year, & parent volunteers help students learn the game of chess during their lunch periods. The PTA also sponsors family activity nights, assists with Field Day, & runs the Wee Deliver Program.

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School Narrative

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Facilities:	Franklin School has a terrific Outdoor Classroom that provides a natural setting where classes can connect with nature, observe birds feeding, and release butterflies. Teachers utilize this space for other instructional purposes as well. In addition, the technology lab is utilized daily, and the media center is implementing a maker space to foster creative thinking and exploration during STEAM activities.

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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.

Other Information:	Franklin School was first identified as a Title 1 school during the 2016-2017 school year. The Title 1 funds we receive allow us to run various programs to provide assistance for students who are struggling academically. The S.A.I.L. Summer Program operates during the month of July and serves students in grades K-4 who are in need of extra academic support. Additionally, Title 1 funds were used to develop and implement an early intervention program for kindergarten students called Kinder S.T.A.R.S. which targets kindergarten students who are in need of additional support. The Title 1 funds are also used to support a Parent Academy that operates four times a year and offers parents various opportunities to receive guidance in assisting their children as they develop at home. In order to meet the needs of all levels of learners, all students in kindergarten through fourth grade are provided with enrichment experiences that incorporate a STEAM component each week. In addition, select students in grades three and four are offered supplemental Gifted and Talented instruction throughout the year as part of the district wide P.E.A.K. Program.

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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

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

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	63	75	61
1	58	66	79
2	62	60	68
3	64	59	61
4	65	60	68
Ungraded	22	17	17
Total	334	337	354

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	44%	43%	47%
Male	56%	57%	53%
Economically Disadvantaged Students	9%	5%	8%
Students with Disabilities	18%	15%	16%
English Learners	2%	2%	3%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	68.4%
Hispanic	14.4%
Asian	9.0%
Black or African American	4.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.2%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	65	75	61

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	85.3%
Spanish	5.4%
Greek, Modern (1453-)	1.4%
Chinese	1.1%
Telugu	1.1%
Other	5.9%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	117	98.4	71.70	56.70	54.90	71.7	61.9	Met Target
White	79	98.8	72.20	57.30	63.90	72.2	61	Met Target
Hispanic	19	100.0	52.70	*	39.80	52.7	N	N
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	92.90	75.20	80.70	92.9	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	64	97.2	71.90	65.70	62.20	71.9		
Male	53	100.0	71.70	48.20	48.10	71.7		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	15	100.0	40.00	*	20.50	40	**	**
Students without Disabilities	102	98.2	76.50	*	61.90	76.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	44.40	26.40	N		
Students In Foster Care	N	N	N	33.30	24.80	N		
Military-Connected Students	N	N	N	66.70	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	764	756	749	*	*	24%	56%	*	66%	50%
White	36	762	758	759	0%	*	*	58%	*	67%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	34	762	758	754	*	*	*	53%	*	65%	55%
Male	25	766	754	745	*	*	*	60%	*	68%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	769	757	753	*	*	17%	51%	25%	75%	56%
White	47	768	759	762	*	*	*	49%	26%	75%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	35	769	757	758	*	*	*	46%	*	77%	61%
Male	30	770	756	749	*	*	*	57%	*	73%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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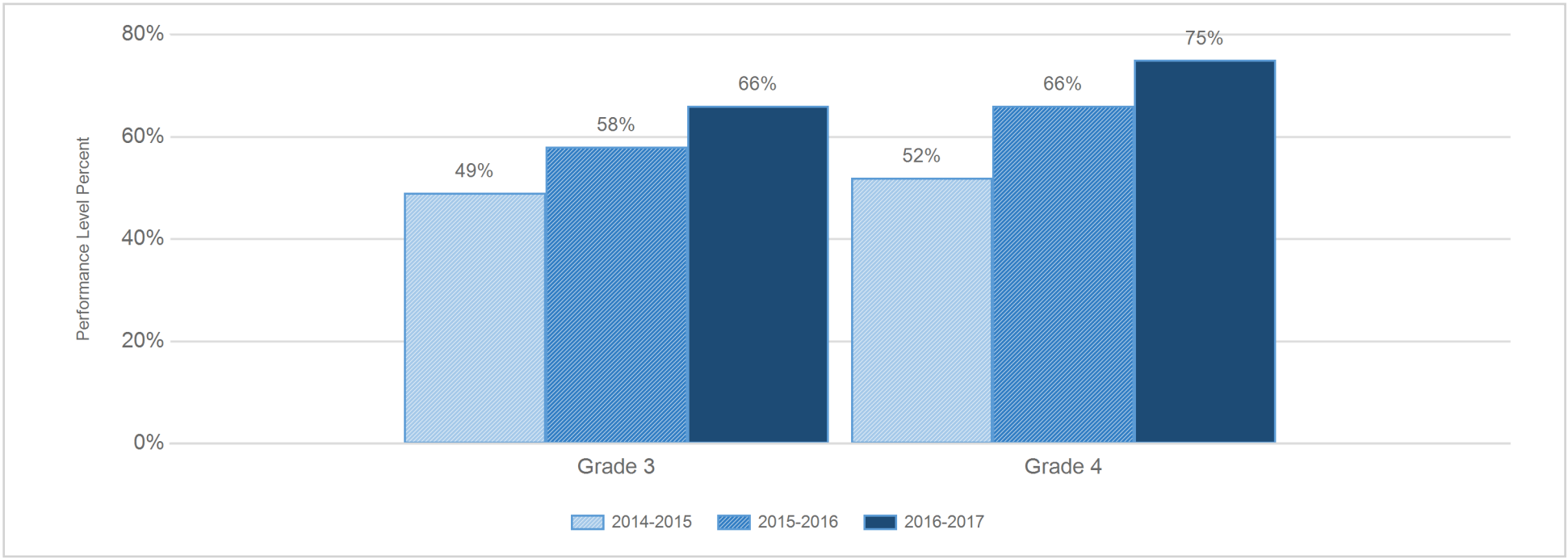
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

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Schoolwide	117	98.4	70.00	48.60	43.50	70	54.9	Met Target
White	79	98.8	70.90	49.60	52.40	70.9	54.5	Met Target
Hispanic	19	100.0	63.10	*	27.60	63.1	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	85.70	75.80	75.60	85.7	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	64	97.2	62.60	48.50	44.10	62.6		
Male	53	100.0	79.20	48.70	42.90	79.2		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	15	100.0	66.70	16.60	16.50	66.7	**	**
Students without Disabilities	102	98.2	70.60	54.00	48.80	70.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	44.40	16.40	N		
Students In Foster Care	N	N	N	33.30	15.10	N		
Military-Connected Students	N	N	N	66.70	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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Schoolwide	59	758	753	751	*	*	24%	58%	*	66%	53%
White	36	756	755	759	*	*	*	64%	*	67%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	34	754	751	751	*	*	*	53%	*	56%	52%
Male	25	763	755	751	*	*	*	64%	*	80%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	763	751	747	0%	*	23%	63%	*	72%	47%
White	47	763	754	755	0%	*	23%	60%	*	70%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	35	760	748	747	0%	*	*	60%	*	71%	47%
Male	30	766	755	747	0%	*	*	67%	*	73%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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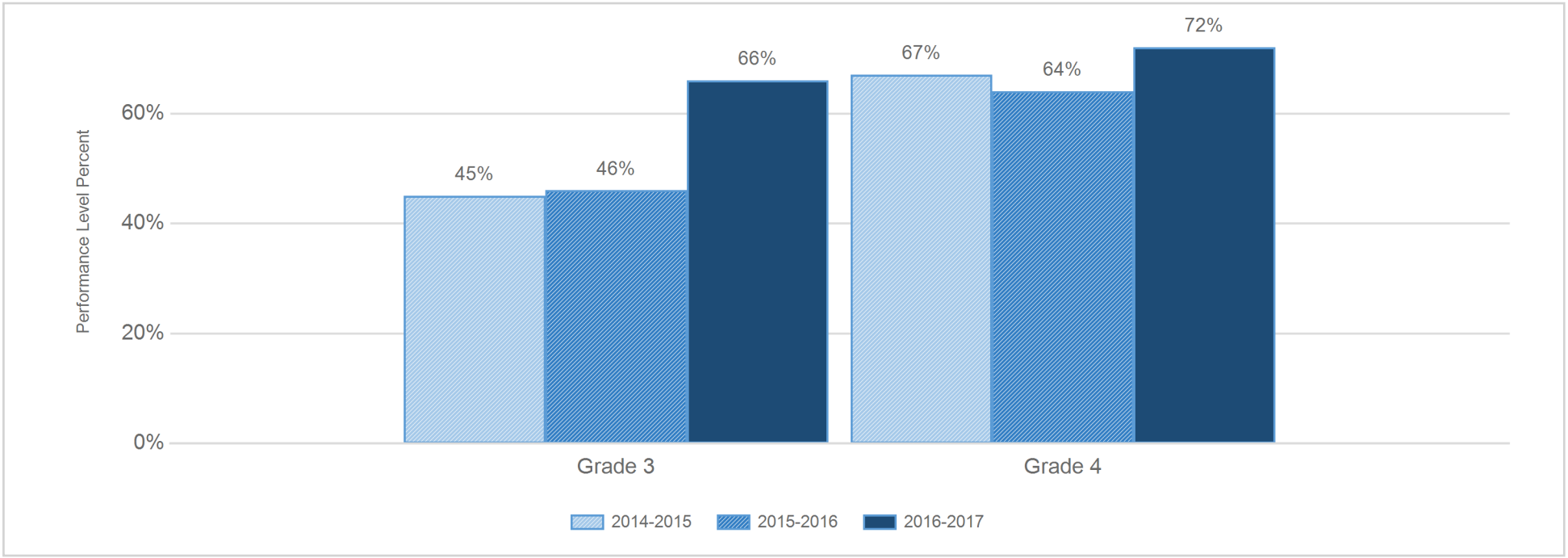
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

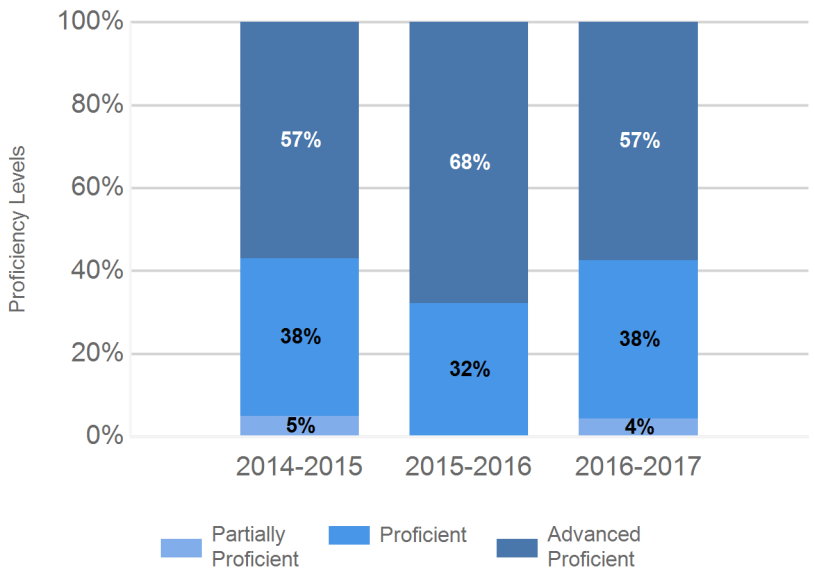
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	57%	38%	4%
White	55%	39%	6%
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	*	N	N
Students with Disabilities	*	*	N
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.



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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here: http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	76	52	50	Exceeds Target	88	66	50	Exceeds Target
White	74.5	53	50	Exceeds Target	88.5	66	52	Exceeds Target
Hispanic	*	48	49	**	*	60.5	47	**
Black or African American	*	40.5	45	**	*	57	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	60	**	*	74	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	42.5	51	**	*	65	52	**
Economically Disadvantaged	*	34.5	47	**	*	55	46	**
Students with Disabilities	*	44	41	**	*	49.5	43	**
English Learners	*	61	53	**	*	83	51	**

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

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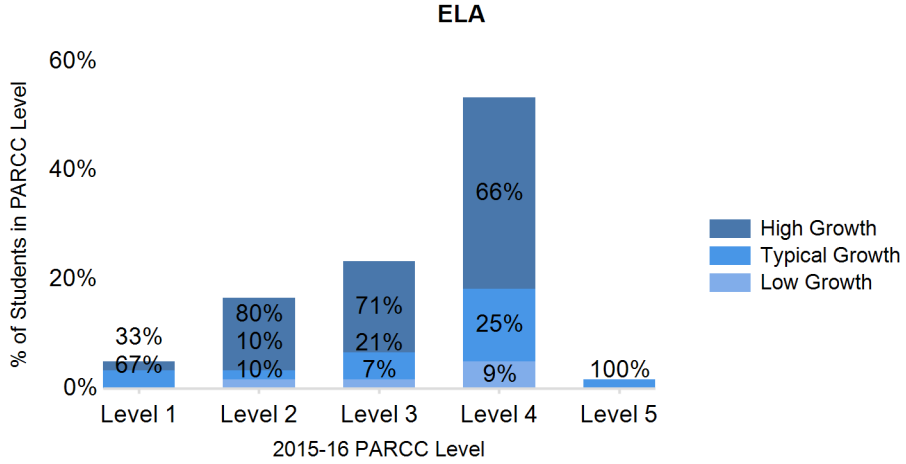
Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

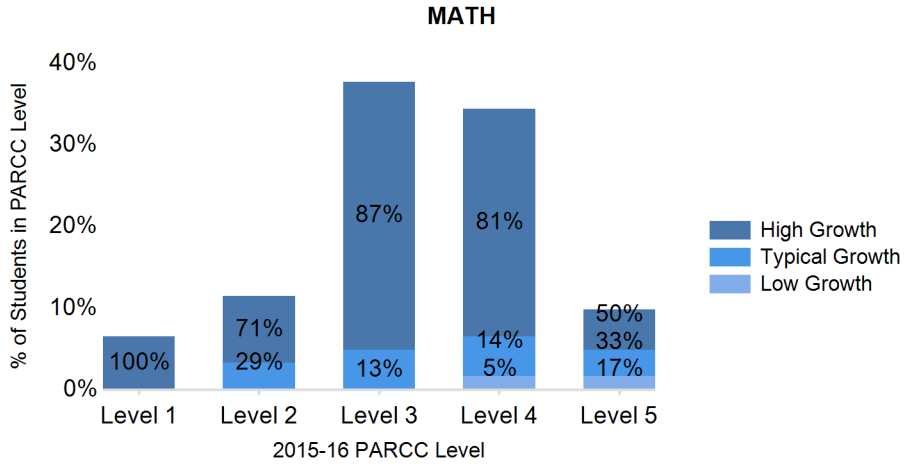
A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35 | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

Student Growth by Performance Level

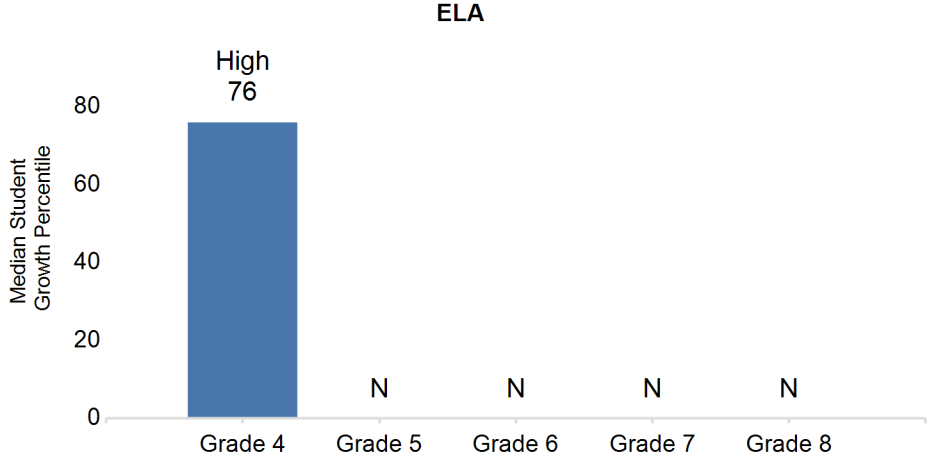
These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

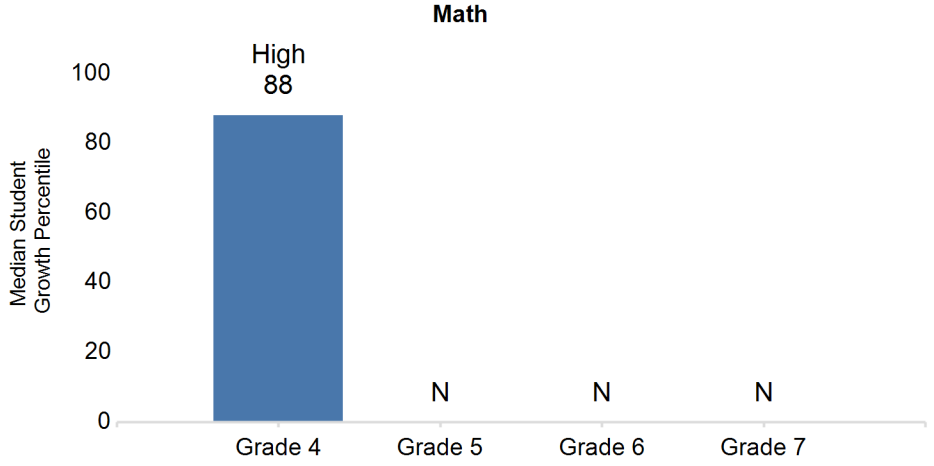




Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

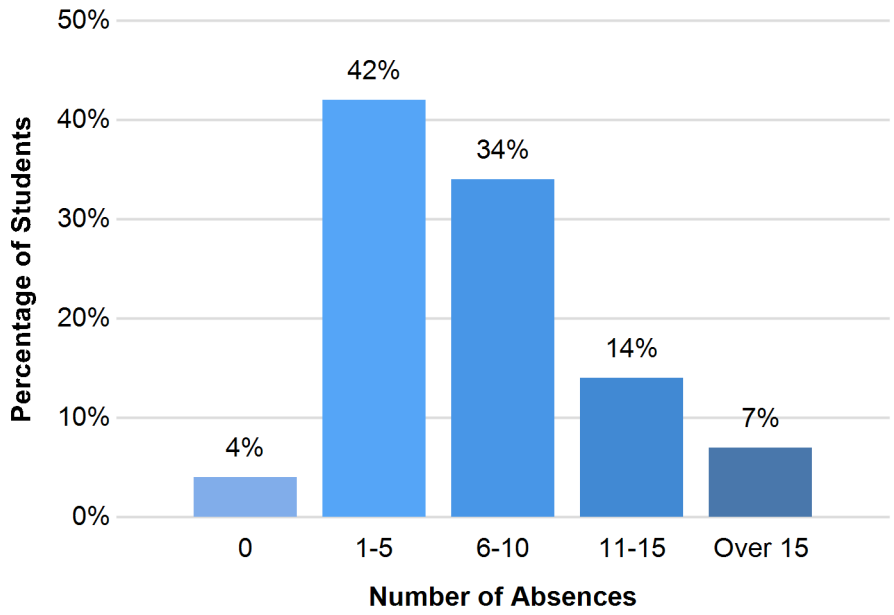
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.50	8.70	Met Target
White	4.80	8.70	Met Target
Hispanic	2.20	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	6.30	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.30	8.70	Met Target
Students with Disabilities	2.40	8.70	Met Target
English Learners	N	**	**

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



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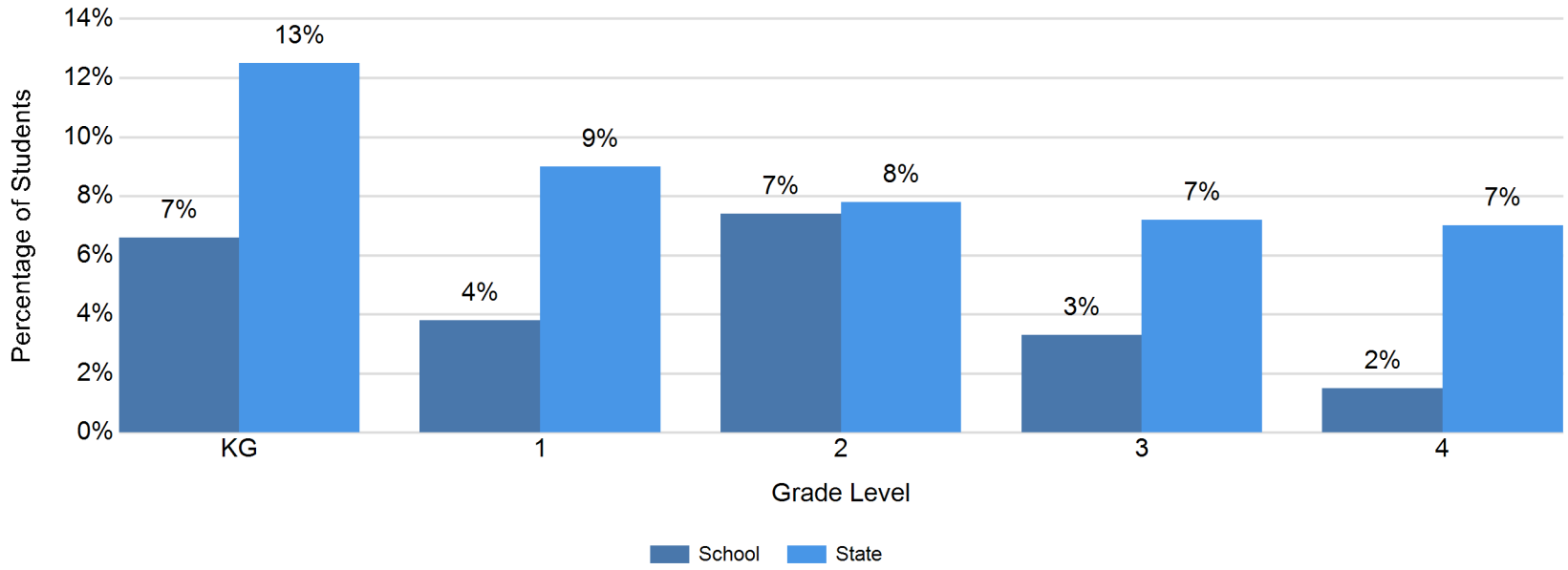
Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.



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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.

Category	School
Typical Start Time	8:50AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.13

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.3%
Out-of-School Suspensions	0.0%
Any Suspension	0.3%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.8:1	278.7 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$323	$15,876	$16,199

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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	29	120,724
Average years experience in public schools	12.6	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	79%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,506
Average years experience in public schools	18.8	15.9
Average years experience in district	8.5	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	354:1	124:1
Librarian/Media Specialists		718:1
Nurses		513:1
Counselors		276:1
Child Study Team		239:1

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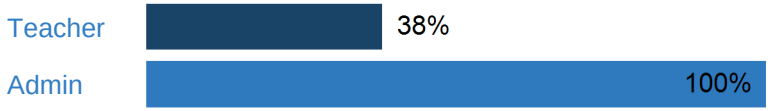
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Master's Degree



Doctoral Degree

Teacher	N
Admin	N

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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	81%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	71.6	17.5%
Mathematics Proficiency	90.7	17.5%
English Language Arts Growth	98.9	25.0%
Mathematics Growth	99.9	25.0%
Chronic Absenteeism	72.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		89.0
Summative Rating: Percentile rank of Summative Score		98.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	89.0	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	85.8	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	N	N	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	No
Students with Disabilities	**	**	No	**	**	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.

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School General Info

Principal:	Ms. Cosgrove
Address:	35 CORN HOLLOW ROAD SUCCASUNNA, NJ 07876
Phone:	(973)584-8955

Email Address:	mcosgrove@roxbury.org
Website:	https://www.roxbury.org/Domain/12
Facebook:	https://www.facebook.com/groups/170279103026702/
Twitter:	https://twitter.com/mcosgrove7

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:	• Certified School of Digital Citizenship by Common Sense Education to support internet safety and digital citizenship. • Developed a Makerspace in the Media Center for children to explore building, coding and robotics. • Full implementation of a new Science Curriculum that is aligned to NGSS. Students perform investigations in Science.
Mission, Vision, Theme:	Jefferson Elementary School has approximately 350 students and 55 faculty members working together towards student achievement. We support the district's vision "Preparing the children of today for tomorrow," by providing a state of the art instructional design with the support of all in our school community. Jefferson utilizes the theme "Jefferson School ROCKS." ROCKS stands for Respect Others, self and environment by being Courteous, Kind, and Safe.
Awards, Recognition, Accomplishments:	Last year Jefferson School was recognized as a certified school of Digital Citizenship through Common Sense Media. Jefferson school also accomplished a plethora of philanthropic contributions to various organizations such as Dimes for Downs, Cards for Troops, Jeans for Troops, St. Baldrick's, and Jump Rope for Heart. Locally, Jefferson School contributes towards local social services and the police unity tour.

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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.

Courses, Curriculum, Instruction:	At Jefferson, we strive to challenge students at their optimal learning level, through differentiated instruction. Students engage in small group learning and individualized instruction a majority of the day in ELA and Mathematics. We also have a full "In Support of Learning" program for students below benchmark progress and a selective Gifted and Talented program, entitles PEAK, focused on STEAM, in Gr. 3 & 4, for those that excel academically.
Clubs and Activities:	Early Act is a school-wide service club for students in grades 3 and 4. It is offered at our school and is sponsored by the local Roxbury Rotary Club. Early Act provides young students the opportunity for gaining an increased awareness and knowledge of their community and the world. The club engages students in character-building activities and prepares them for leadership roles to identify and carry out projects which benefit their school, local and global communities.
Before and After School Programs:	Our school welcomes scouting, art & dance classes, STEAM classes, coding and many other community programs for after school enrichment through the Roxbury Community School portal. Students are encouraged to participate in activities of interest through school distribution of materials.

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SUCCASUNNA, NJ 07876

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.

Staff and Professional Learning:	Each faculty member is committed to effectively implementing the district curriculum by ensuring their own deep understanding of the pedagogy that supports it. This is evident by the professional learning communities that all instructional and support staff take part in to enhance instruction in a collaborative manner. Our teachers also regularly participate in professional development to continue learning about Google Classroom and other formats to embed technology into instruction.
Student Supports and Services:	Jefferson School embraces utilizing the least restrictive environment to educate all students. We are proud to offer an inclusive classroom at each grade level, where co-teaching occurs. We also house the district's preschool disabled program. We have approximately 350 students and 55 faculty members working together towards student achievement. We also facilitate opportunities for student teachers and interns to gain experience. Jefferson supports life-long learning for all.
Student Health and Wellness:	Jefferson School's Health and Wellness program offer physical education three days a week and certified recess five days a week. Jefferson also invites in nutritionists, dental specialists and provides embedded social-emotional learning. The common understanding that emotions and learning are inseparable, and that each child must feel safe, valued, and cared for before he or she is receptive to challenges of a rigorous curriculum.
Parent and Community Involvement:	The PTA is incredibly active at Jefferson School. The PTA volunteers enhance the elementary school experience by providing Cultural Arts programming, Family Fun Nights, sponsorship of Field Trips and many other opportunities for families to come together and celebrate the community. Jefferson has an updated calendar on the website that ties all school, PTA, and community events together. These programs, events, and activities are advertised weekly in our "Week at a Glance."

NJ SCHOOL PERFORMANCE REPORT

Jefferson Elementary School
2016-2017

Grade Span KG-04

27-4560-065
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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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers Every year we survey the school staff and the parents/guardians using the school climate survey. This survey has been made into a Google form to easily access the information from the various stakeholders. Students are surveyed every three years. The data is shared at the School Safety and Climate Team meetings, Staff Meetings, and Back to School Nights. Last year's data led to the development of our school theme, "Jefferson School ROCKS!"
Facilities:	Jefferson has not had any major building upgrades lately. However, we have made some technology upgrades. We have a full technology laboratory that is utilized throughout the day. We have two full Chromebook carts and an IPad cart that is housed in our “Learning Lounge.” All first and second grade rooms have iPad docking stations with seven iPads. Our media center is currently building up materials to become a makerspace for students.

NJ SCHOOL PERFORMANCE REPORT

Jefferson Elementary School
2016-2017

Grade Span KG-04

27-4560-065
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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.

Other Information:	Jefferson School has made progressive strides in instruction over the past three years. English Language Arts is taught through balanced literacy. Teachers utilize the model of Reading and Writing workshop and creatively integrate authentic learning experiences for children. At the lower levels (PK-2), the program of Fundations is utilized to assure strong foundational reading skills are mastered. Mathematics instruction includes real-world problem solving and rigorous math practices embedded throughout the curriculum. Jefferson School uses Math in Focus as our primary resource in this area. Students also participate in Science and Social Studies, where our school strives to focus on inquiry based learning, including projects and problems. Curriculum in Science was rewritten recently to align to the Next Generation Science Standards. Jefferson utilizes FOSS kits in Science to promote investigations at all levels. Students participate in Art, Music, Physical Education, Media Center, Technology, Enrichment, Guidance and Spanish throughout their educational program. All programs are fully supported through professional development, coaching through supervisors and consultants, and full administrative support. Due to Jefferson's dedicated teaching staff, support team, parent involvement and student engagement, the children have made significant growth in all academic areas. Students achieved academic success while continuing to facilitate community caring projects and innovative practices. Jefferson School displays Koala Pride in all aspects of education!

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Kennedy Elementary School
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

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

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	42	40	45
1	45	40	44
2	38	44	41
3	46	35	49
4	38	43	35
Ungraded	14	19	15
Total	223	221	229

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	44%	47%	49%
Male	57%	53%	51%
Economically Disadvantaged Students	5%	4%	4%
Students with Disabilities	15%	15%	14%
English Learners	0%	1%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	84.3%
Hispanic	7.9%
Asian	2.6%
Black or African American	2.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.1%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	39	40	45

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	94.3%
Spanish	2.6%
Other	2.9%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	82	98.9	59.80	56.70	54.90	59.8	48.6	Met Target
White	72	100.0	58.30	57.30	63.90	58.3	47	Met Target
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	44	100.0	54.60	65.70	62.20	54.6		
Male	38	97.6	65.80	48.20	48.10	65.8		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	11	100.0	27.30	*	20.50	27.3	**	**
Students without Disabilities	71	98.7	64.80	*	61.90	64.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	44.40	26.40	N		
Students In Foster Care	N	N	N	33.30	24.80	N		
Military-Connected Students	N	N	N	66.70	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	761	756	749	*	*	29%	45%	*	57%	50%
White	43	762	758	759	*	*	28%	42%	*	56%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	28	754	758	754	*	*	*	*	*	46%	55%
Male	23	770	754	745	*	*	*	*	*	70%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	51	761	757	752	*	*	29%	45%	*	57%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	35	756	757	753	*	*	*	60%	*	66%	56%
White	31	755	759	762	*	*	*	55%	*	61%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	17	755	757	758	*	*	*	*	*	71%	61%
Male	18	757	756	749	*	*	*	*	*	61%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	35	756	758	755	*	*	*	60%	*	66%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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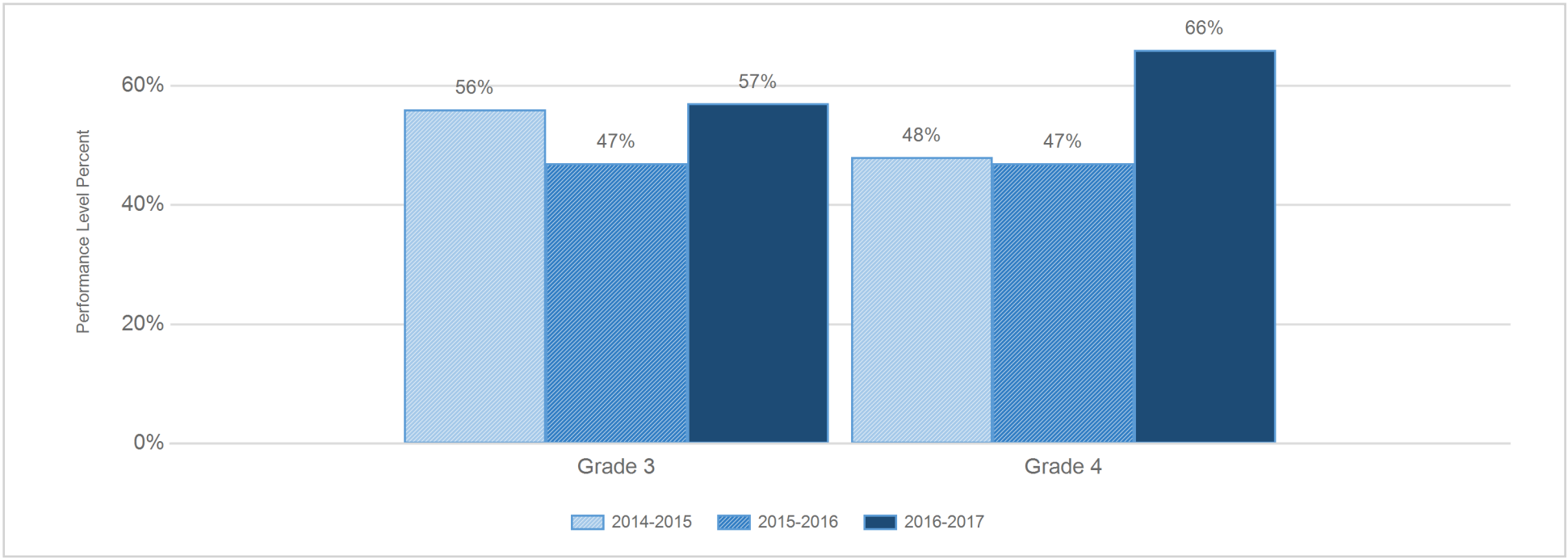
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

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Schoolwide	82	98.9	57.30	48.60	43.50	57.3	34.9	Met Target
White	72	100.0	58.30	49.60	52.40	58.3	35.6	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	44	100.0	43.20	48.50	44.10	43.2		
Male	38	97.6	73.70	48.70	42.90	73.7		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	11	100.0	36.40	16.60	16.50	36.4	**	**
Students without Disabilities	71	98.7	60.60	54.00	48.80	60.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	44.40	16.40	N		
Students In Foster Care	N	N	N	33.30	15.10	N		
Military-Connected Students	N	N	N	66.70	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	758	753	751	*	*	22%	47%	*	63%	53%
White	43	759	755	759	*	*	*	44%	*	63%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	28	752	751	751	*	*	*	46%	*	57%	52%
Male	23	766	755	751	*	*	*	48%	*	70%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	51	758	754	753	*	*	22%	47%	*	63%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	35	746	751	747	*	*	31%	46%	*	49%	47%
White	31	746	754	755	*	*	*	45%	*	48%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	17	732	748	747	*	*	*	*	*	24%	47%
Male	18	759	755	747	*	*	*	*	*	72%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	35	746	752	749	*	*	31%	46%	*	49%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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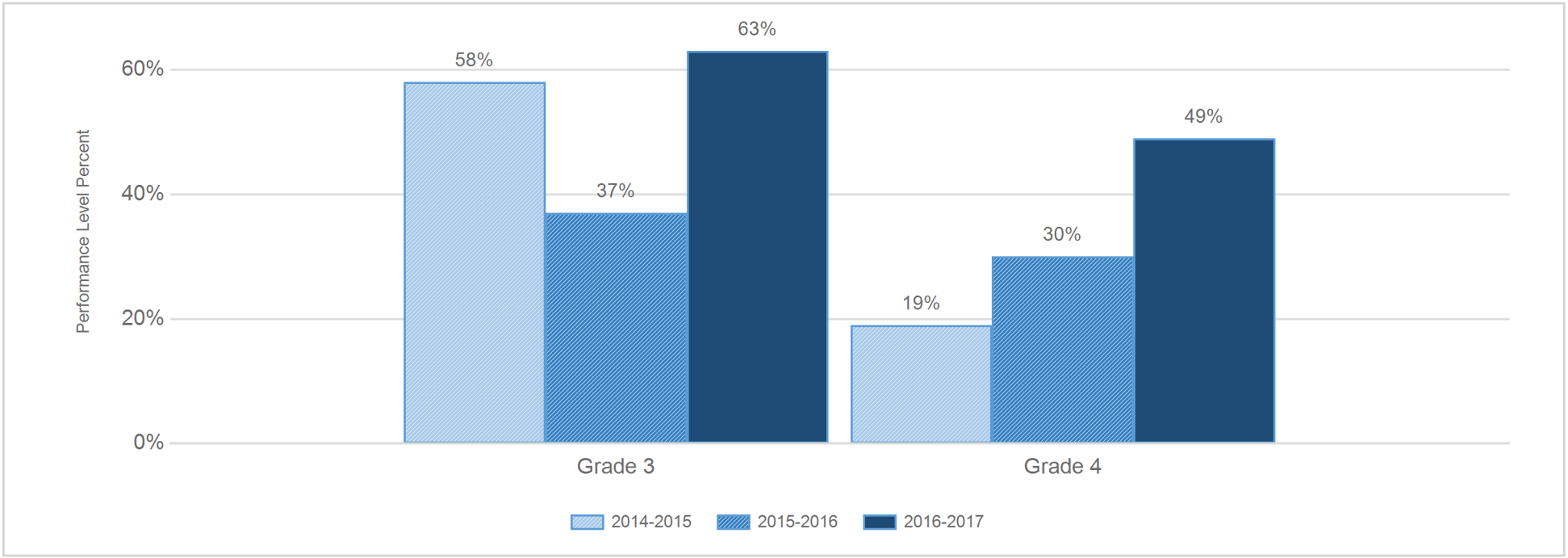
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

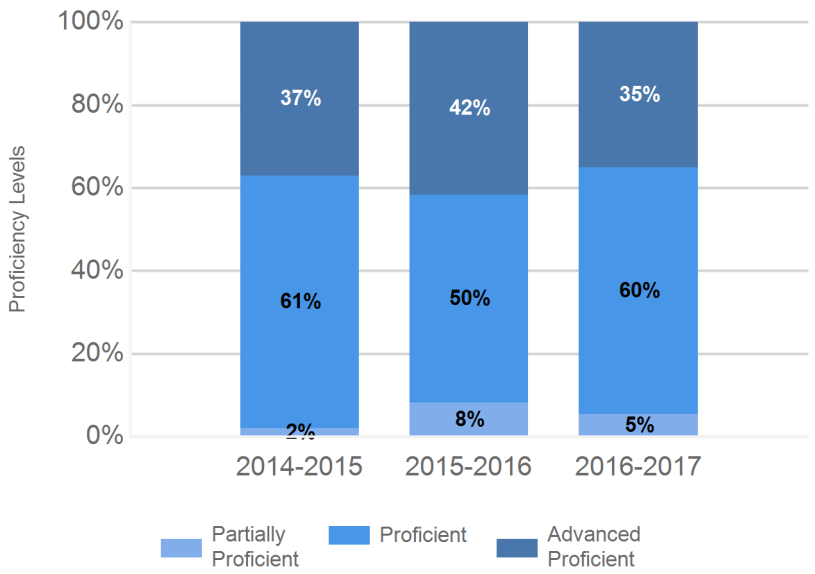
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	35%	60%	5%
White	*	56%	6%
Hispanic	N	*	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	N	*	*
Students with Disabilities	*	*	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here: http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	52	50	Met Target	58	66	50	Met Target
White	46	53	50	Met Target	62	66	52	Exceeds Target
Hispanic	*	48	49	**	*	60.5	47	**
Black or African American	*	40.5	45	**	*	57	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	60	**	*	74	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	42.5	51	**	*	65	52	**
Economically Disadvantaged	*	34.5	47	**	*	55	46	**
Students with Disabilities	*	44	41	**	*	49.5	43	**
English Learners	N	N	N	N	N	N	N	N

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

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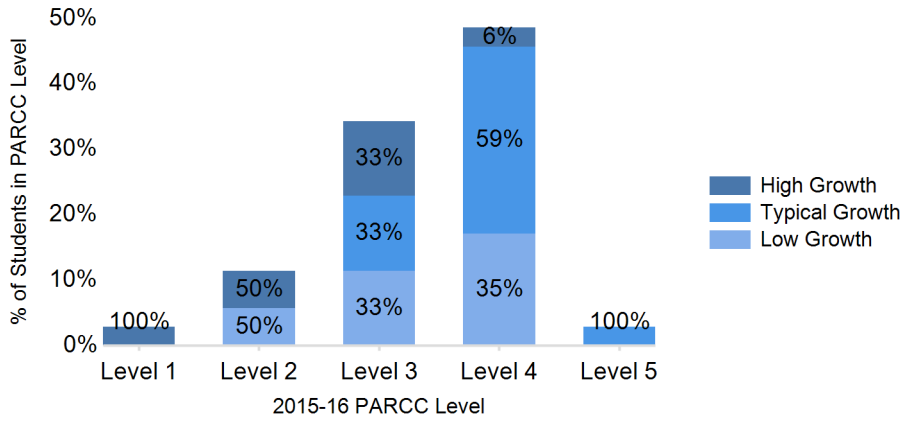
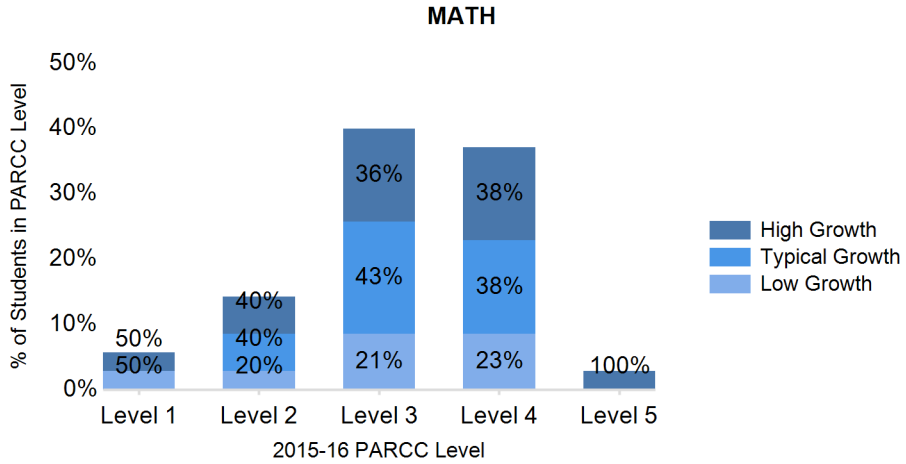
A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35 | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

Student Growth by Performance Level

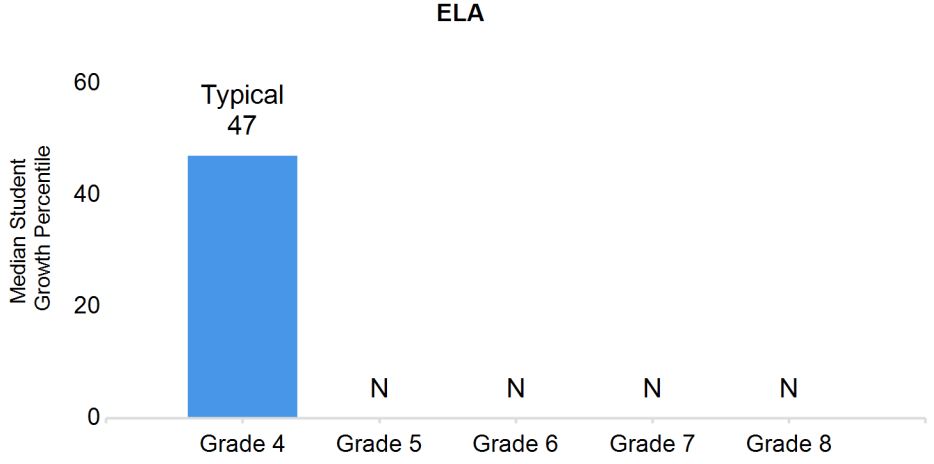
These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

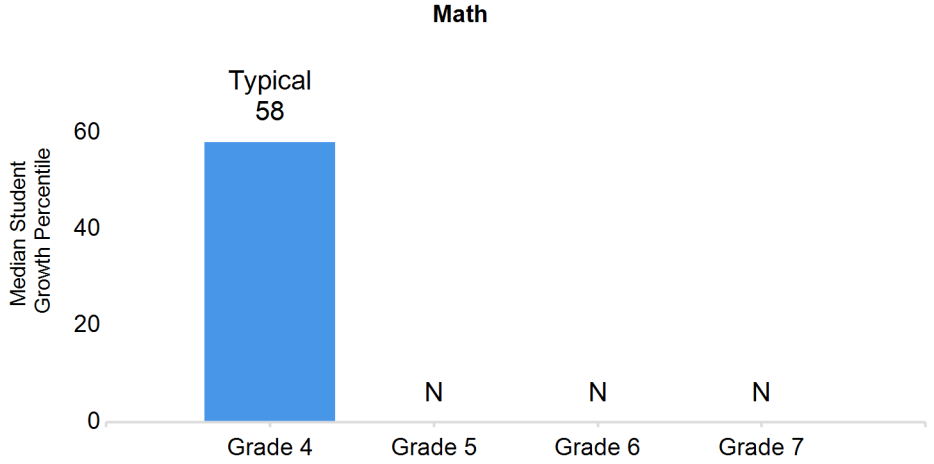




Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

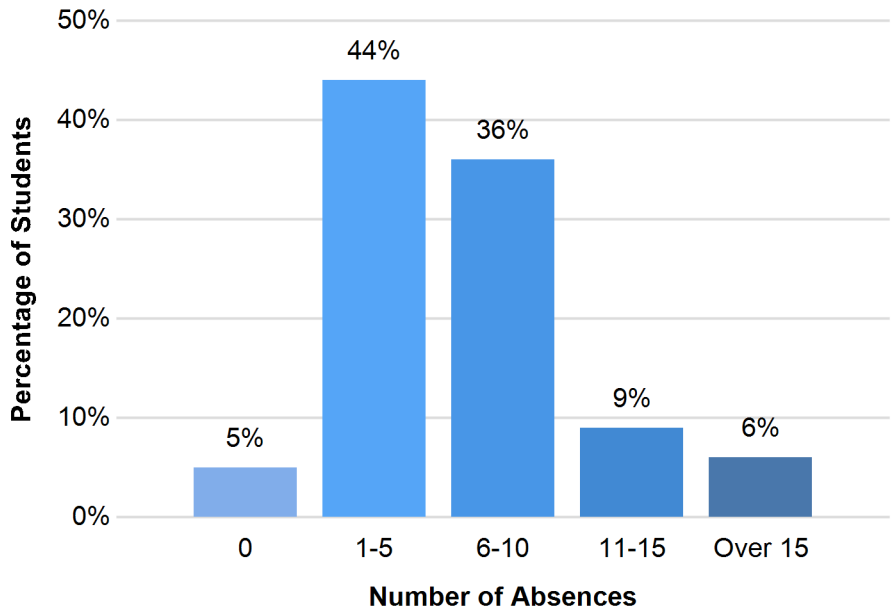
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.10	8.70	Met Target
White	3.10	8.70	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	13.30	8.70	Not Met
English Learners	N	**	**

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



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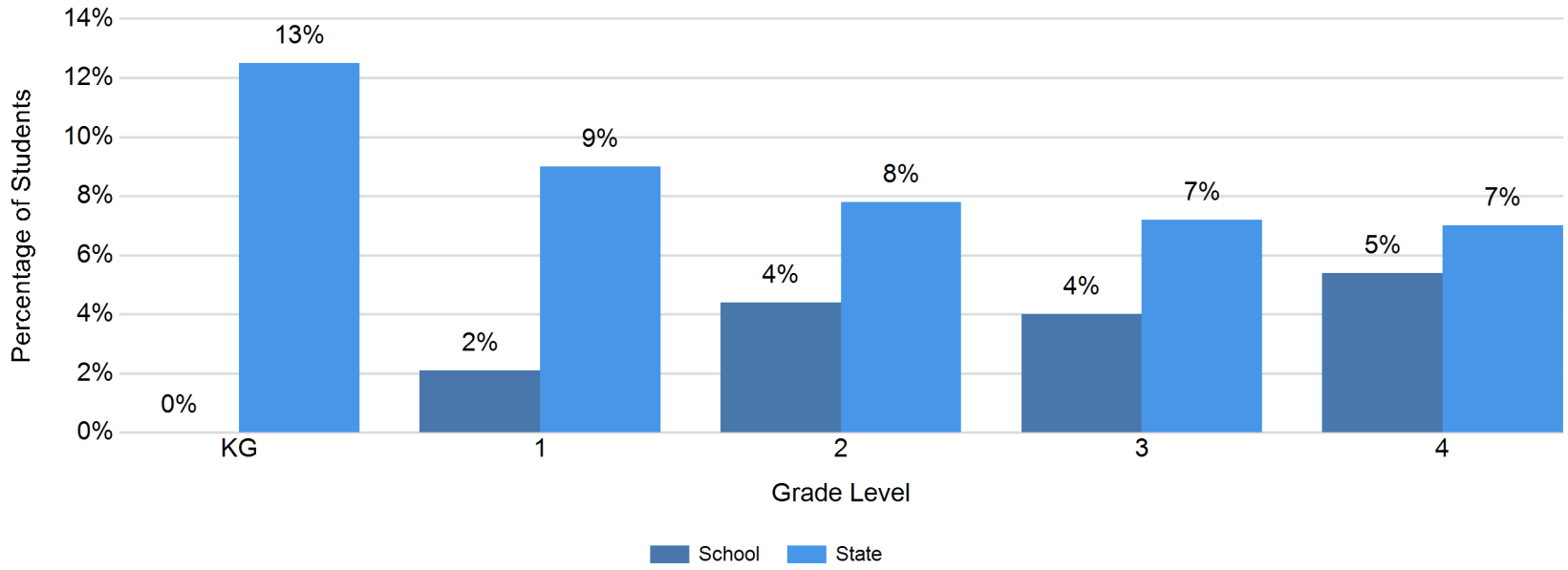
Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.



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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.

Category	School
Typical Start Time	8:50AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.44

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	278.7 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$323	$15,876	$16,199

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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	17	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	12.2	10.5
Teachers in district for 4 or more years	88%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,506
Average years experience in public schools	18.8	15.9
Average years experience in district	8.5	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	11:1
Administrators	229:1	124:1
Librarian/Media Specialists		718:1
Nurses		513:1
Counselors		276:1
Child Study Team		239:1

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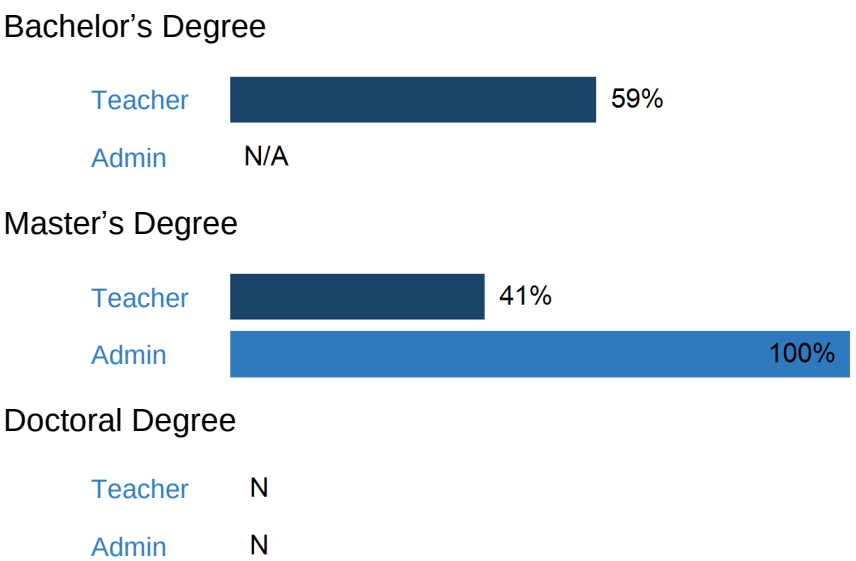
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	81%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	43.5	17.5%
Mathematics Proficiency	60.2	17.5%
English Language Arts Growth	31.2	25.0%
Mathematics Growth	78.8	25.0%
Chronic Absenteeism	75.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		57.0
Summative Rating: Percentile rank of Summative Score		60.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	57.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	55.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	**	**	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.

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School General Info

Principal:	Mr. Renfors
Address:	20 PLEASANT HILL ROAD SUCCASUNNA, NJ 07876
Phone:	(973)584-3938

Email Address:	erenfors@roxbury.org
Website:	https://www.roxbury.org/Domain/13
Facebook:	http://www.facebook.com/groups/kennedyelementarynj/

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:	• Kennedy School staff makes extensive use of technology. • Curriculum includes Balanced Literacy, Next Gen Science and Singapore based math instruction. • Through St. Baldrick's, Kennedy School has raised nearly $50,000 in the past three years for pediatric cancer research.
Mission, Vision, Theme:	Kennedy Elementary School strives to provide students with a challenging and rigorous academic program that prepares them to reach their full potential. We support our district's vision of "Preparing the children of today for tomorrow" by teaching our young people to be lifelong learners with skills to think creatively and work as part of a team toward a greater good.
Awards, Recognition, Accomplishments:	Over the last several years, Kennedy School students have a high rate of participation in the PTA reflections program. Our students consistently have one of the highest participation rates in the county and have earned numerous county and state awards, as well as a national award.

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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.

Courses, Curriculum, Instruction:	Our faculty is committed to motivating students to think creatively, solve problems, and encourage curiosity for independent learning. The delivery of curriculum is differentiated to meet the needs of varied learners. We emphasize a thematic and integrated approach within our classrooms. Art, music, physical education, media instruction, technology, enrichment activities, and guidance services are provided. Additional details are provided below.
Clubs and Activities:	Early Act is a school-wide service club for students from ages 5 to 13. It is offered at our school and is sponsored by the local Roxbury Rotary Club. Early Act provides young students the opportunity for gaining an increased awareness and knowledge of their community and the world. The club engages students in character-building activities and prepares them for leadership roles to identify and carry out projects which benefit their school, local and global communities.
Before and After School Programs:	Our school welcomes scouting, art classes, STEAM classes, coding and many other community programs for after school enrichment through the Roxbury Community School portal. Our PTA also sponsors a Lego Club that meets after school one time per month.

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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.

Staff and Professional Learning:	Every staff member has been provided an iPad and a Chromebook to use in their class. On top of this, two iPad carts and two Chromebook carts are available, for student use. In third and fourth grades especially technology is used extensively in innovative ways to enhance student learning. Staff members take charge of their own professional learning and participate in trainings that help them to better meet the individual learning needs of their students.
Student Supports and Services:	Special Education supports available at Kennedy School include two Language Learning Disability (LLD) classrooms (one K-2 and one 2-4). We also have an Out of Class Resource (OCR) teacher on staff for students who need that level of support. We offer Speech, OT, and PT services as well as Guidance Services for students who demonstrate a need.
Student Health and Wellness:	Our staff fosters a safe, respectful, healthy environment by empowering students and supporting ethical decision-making. Students are taught to stand up for themselves and others in a peaceful manner. This year, we are continuing to take a proactive approach to the state's "Harassment, Intimidation, and Bullying" initiative, with the aim of reducing HIB. Emotional, social, and intellectual development is factored into the academic process and our aim is to teach the whole child.
Parent and Community Involvement:	The PTA at Kennedy brings our community together in productive and entertaining ways. Teachers are inspired through the PTA's grant program; and the Cultural Arts Committee brings us enriching presentations and interactive learning experiences throughout the school year. In addition to family fun events, volunteers organize the PTA Reflections Program that allows students to demonstrate their creativity in the areas of photography, visual arts, literature, film, video production, and dance.

NJ SCHOOL PERFORMANCE REPORT

Kennedy Elementary School
2016-2017

Grade Span KG-04

27-4560-067
MORRIS
ROXBURY TWP
20 PLEASANT HILL ROAD
SUCCASUNNA, NJ 07876

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.

Facilities:	State-of-the-art computers can be found in our technology lab and all of our classrooms. We have Smart Boards in every classroom, which we have enhanced with Smart Document Cameras. In an effort to encourage STEM education we have outfitted a classroom for the purpose of conducting science experiments and are encouraging teachers to make use of it as they implement the NGSS through our FOSS science curriculum. Kennedy School's roof was replaced in the summer of 2017.

NJ SCHOOL PERFORMANCE REPORT

Kennedy Elementary School
2016-2017

Grade Span KG-04

27-4560-067
MORRIS
ROXBURY TWP
20 PLEASANT HILL ROAD
SUCCASUNNA, NJ 07876

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.

Other Information:	Our English Language Arts and Math programs are recently revised to better reflect the New Jersey Student Learning Standards. We are teaching the Readers' and Writers' Workshop models in ELA with the recent addition of Wilson's Fundations in kindergarten, first, and second grades. In mathematics we continue to transition to the Singapore-based philosophy of the Math in Focus program in all grades. Classes are increasingly differentiated in both ELA and math as teachers continue to introduce more centers in their classrooms and conference individually and in small groups in order to focus on specific areas of growth for each student. Our Science instruction is now aligned with the Next Generation Science Standards (NGSS), with all grades teaching the FOSS science program this year. Kennedy School does offer a preschool class which is run through the Roxbury Community School.

NJ SCHOOL PERFORMANCE REPORT

Lincoln/Roosevelt School
2016-2017

Grade Span 05-06

27-4560-080
MORRIS
ROXBURY TWP
34 HILLSIDE AVENUE
SUCCASUNNA, NJ 07876-1446

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

NJ SCHOOL PERFORMANCE REPORT

Lincoln/Roosevelt School
2016-2017

Grade Span 05-06

27-4560-080
MORRIS
ROXBURY TWP
34 HILLSIDE AVENUE
SUCCASUNNA, NJ 07876-1446

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

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

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

NJ SCHOOL PERFORMANCE REPORT

Lincoln/Roosevelt School
2016-2017

Grade Span 05-06

27-4560-080
MORRIS
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34 HILLSIDE AVENUE
SUCCASUNNA, NJ 07876-1446

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
5	249	226	243
6	280	259	233
Ungraded	18	12	19
Total	547	497	495

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	45%	47%
Male	51%	55%	54%
Economically Disadvantaged Students	12%	13%	15%
Students with Disabilities	15%	14%	14%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	72.7%
Hispanic	17.2%
Asian	4.6%
Black or African American	2.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.0%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	81.4%
Spanish	11.7%
Other	6.8%

NJ SCHOOL PERFORMANCE REPORT

Lincoln/Roosevelt School
2016-2017

Grade Span 05-06

27-4560-080
MORRIS
ROXBURY TWP
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SUCCASUNNA, NJ 07876-1446

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	457	97.6	56.20	56.70	54.90	56.2	47	Met Target
White	338	96.7	56.20	57.30	63.90	56.2	47.2	Met Target
Hispanic	75	100.0	53.30	*	39.80	53.3	34.1	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	77.30	75.20	80.70	77.3	76.9	Met Target
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	13	100.0	61.50	61.60	54.90	61.5	**	**
Female	209	97.8	65.60	65.70	62.20	65.6		
Male	248	97.4	48.40	48.20	48.10	48.4		
Economically Disadvantaged Students	66	98.6	37.80	39.90	36.20	37.8	28.1	Met Target
Non-Economically Disadvantaged Students	391	97.4	59.30	59.10	65.80	59.3		
Students with Disabilities	69	94.8	15.90	*	20.50	15.8	15.1	Met Target
Students without Disabilities	388	98.1	63.40	*	61.90	63.4		
English Learners	12	100.0	33.30	26.60	25.20	33.3	**	**
Non-English Learners	445	97.5	56.90	57.40	57.40	56.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	33.30	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Lincoln/Roosevelt School
2016-2017

Grade Span 05-06

27-4560-080
MORRIS
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SUCCASUNNA, NJ 07876-1446

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	247	752	752	756	4%	15%	25%	52%	5%	57%	59%
White	181	752	752	763	*	14%	26%	52%	*	57%	69%
Hispanic	44	747	747	743	*	*	30%	48%	*	50%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	118	759	759	761	*	11%	22%	58%	*	65%	66%
Male	129	745	745	750	*	18%	27%	47%	*	49%	53%
Economically Disadvantaged Students	40	741	741	740	*	*	28%	35%	*	40%	40%
Non-Economically Disadvantaged Students	207	754	754	765	*	*	24%	55%	*	60%	71%
Students with Disabilities	31	721	721	725	*	*	*	*	*	*	22%
Students without Disabilities	216	756	756	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	247	752	752	757	4%	15%	25%	52%	5%	57%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

NJ SCHOOL PERFORMANCE REPORT

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	233	754	754	752	*	10%	30%	49%	*	56%	54%
White	168	753	753	758	*	11%	29%	48%	*	56%	63%
Hispanic	37	751	751	740	*	*	35%	54%	0%	54%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	104	760	760	758	*	*	27%	55%	*	65%	61%
Male	129	748	748	746	*	*	33%	44%	*	49%	46%
Economically Disadvantaged Students	27	743	743	737	*	*	37%	41%	*	41%	34%
Non-Economically Disadvantaged Students	206	755	755	761	*	*	29%	50%	*	58%	65%
Students with Disabilities	37	730	730	722	*	*	35%	*	0%	24%	17%
Students without Disabilities	196	758	758	758	*	*	29%	*	9%	62%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	233	754	754	753	*	10%	30%	49%	*	56%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

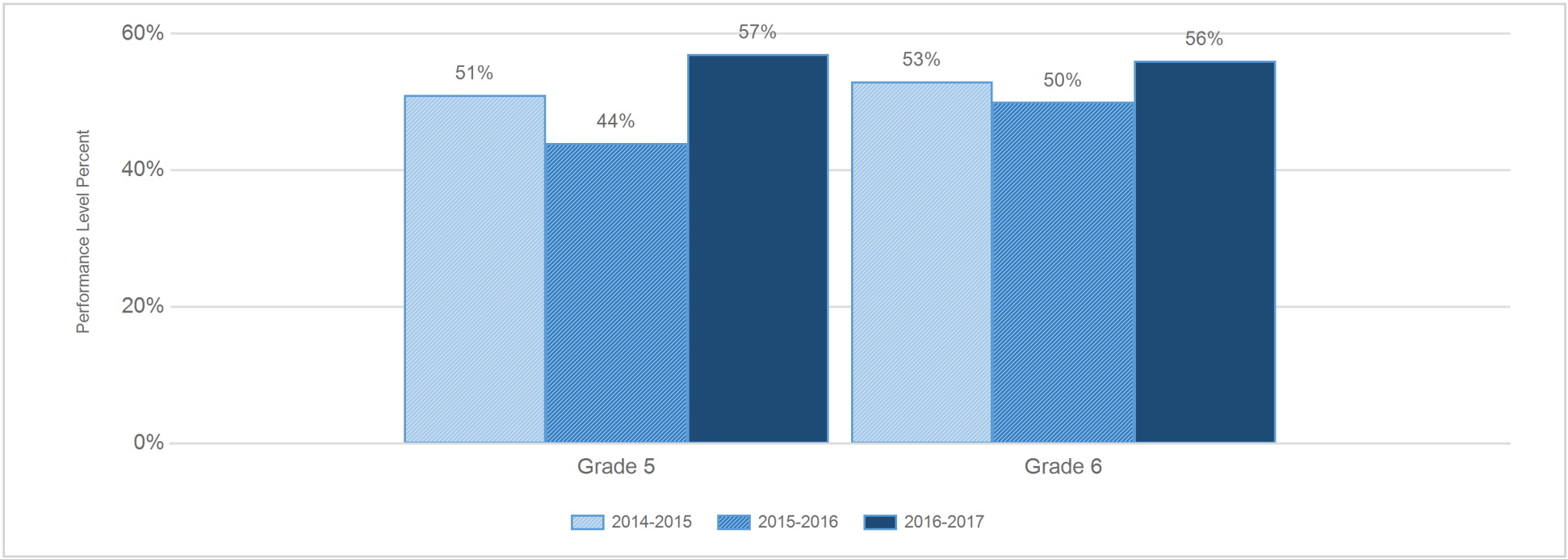
Lincoln/Roosevelt School
2016-2017

Grade Span 05-06

27-4560-080
MORRIS
ROXBURY TWP
34 HILLSIDE AVENUE
SUCCASUNNA, NJ 07876-1446

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



NJ SCHOOL PERFORMANCE REPORT

Lincoln/Roosevelt School
2016-2017

Grade Span 05-06

27-4560-080
MORRIS
ROXBURY TWP
34 HILLSIDE AVENUE
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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	456	97.4	52.70	48.60	43.50	52.7	42	Met Target
White	337	96.4	52.80	49.60	52.40	52.8	41.6	Met Target
Hispanic	75	100.0	44.00	*	27.60	44	31.4	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	86.40	75.80	75.60	86.4	70.5	Met Goal
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	13	100.0	69.20	56.40	44.90	69.2	**	**
Female	209	97.8	53.10	48.50	44.10	53.1		
Male	247	97.1	52.20	48.70	42.90	52.2		
Economically Disadvantaged Students	66	98.7	34.80	30.70	25.10	34.8	26.4	Met Target
Non-Economically Disadvantaged Students	390	97.2	55.70	51.30	54.30	55.7		
Students with Disabilities	68	93.5	13.30	16.60	16.50	12.9	15.1	Met Target†
Students without Disabilities	388	98.1	59.50	54.00	48.80	59.5		
English Learners	12	100.0	16.60	24.40	23.30	16.6	**	**
Non-English Learners	444	97.3	53.60	49.20	45.20	53.6		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	33.30	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Lincoln/Roosevelt School
2016-2017

Grade Span 05-06

27-4560-080
MORRIS
ROXBURY TWP
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SUCCASUNNA, NJ 07876-1446

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	250	753	753	747	*	12%	32%	49%	*	54%	46%
White	181	754	754	754	*	9%	35%	50%	*	54%	57%
Hispanic	47	743	743	735	*	*	32%	45%	*	47%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	120	753	753	747	*	12%	33%	51%	*	54%	47%
Male	130	753	753	746	*	12%	31%	48%	*	55%	46%
Economically Disadvantaged Students	41	741	741	732	*	27%	27%	42%	*	44%	27%
Non-Economically Disadvantaged Students	209	755	755	756	*	9%	33%	51%	*	57%	59%
Students with Disabilities	31	730	730	725	*	52%	*	*	*	16%	19%
Students without Disabilities	219	756	756	751	*	6%	*	*	*	60%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	*	*	*	716	*	*	*	*	*	*	18%

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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	235	750	750	743	5%	14%	29%	44%	8%	52%	44%
White	167	749	749	751	*	15%	28%	46%	*	52%	54%
Hispanic	40	743	743	731	*	*	40%	35%	*	40%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	106	751	751	745	*	13%	31%	45%	*	52%	45%
Male	129	749	749	742	*	15%	28%	43%	*	51%	43%
Economically Disadvantaged Students	29	737	737	728	*	*	38%	35%	*	35%	24%
Non-Economically Disadvantaged Students	206	752	752	752	*	*	28%	45%	*	54%	56%
Students with Disabilities	36	723	723	717	*	31%	33%	*	*	14%	13%
Students without Disabilities	199	755	755	748	*	11%	29%	*	*	58%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

NJ SCHOOL PERFORMANCE REPORT

Lincoln/Roosevelt School
2016-2017

Grade Span 05-06

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MORRIS
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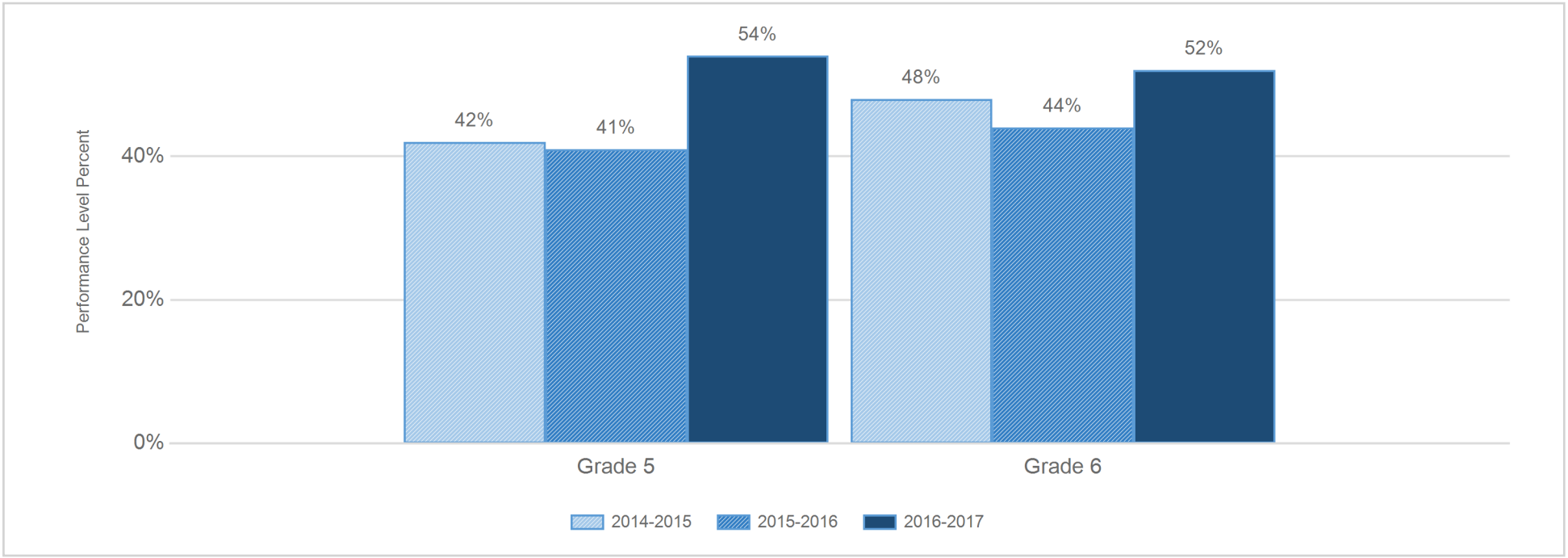
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	*	*
6	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N

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Lincoln/Roosevelt School
2016-2017

Grade Span 05-06

27-4560-080
MORRIS
ROXBURY TWP
34 HILLSIDE AVENUE
SUCCASUNNA, NJ 07876-1446

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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here: http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	49	52	50	Met Target	68.5	66	50	Exceeds Target
White	50	53	50	Met Target	68	66	52	Exceeds Target
Hispanic	49	48	49	Met Target	64.5	60.5	47	Exceeds Target
Black or African American	*	40.5	45	**	*	57	43	**
Asian, Native Hawaiian, or Pacific Islander	48.5	62	60	Met Target	82	74	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	42.5	51	**	*	65	52	**
Economically Disadvantaged	35.5	34.5	47	Not Met	66	55	46	Exceeds Target
Students with Disabilities	44.5	44	41	Met Target	57	49.5	43	Met Target
English Learners	65.5	61	53	**	84.5	83	51	**

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

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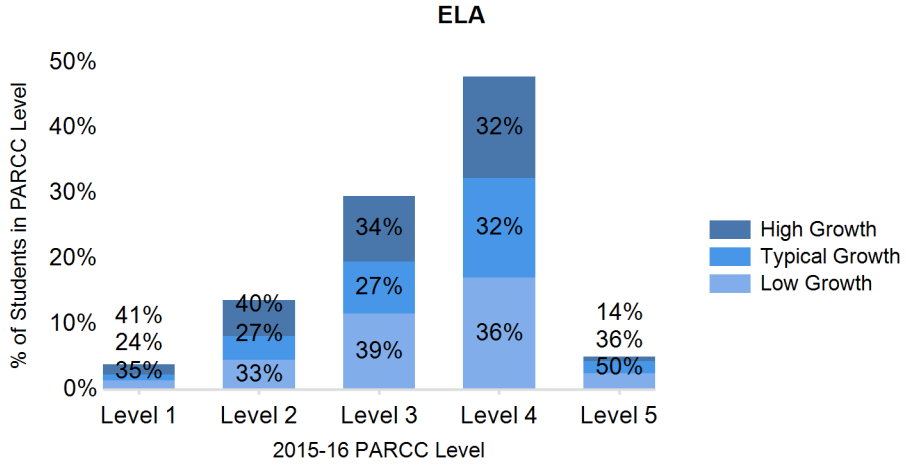
Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

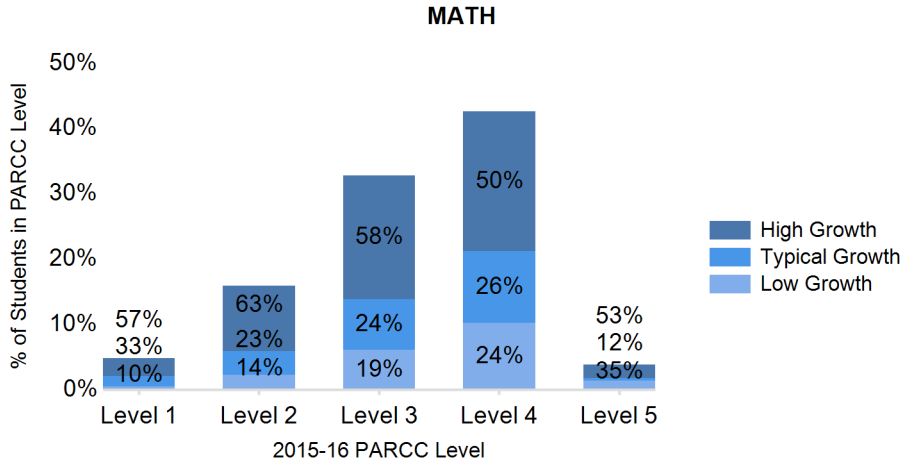
A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35 | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

Student Growth by Performance Level

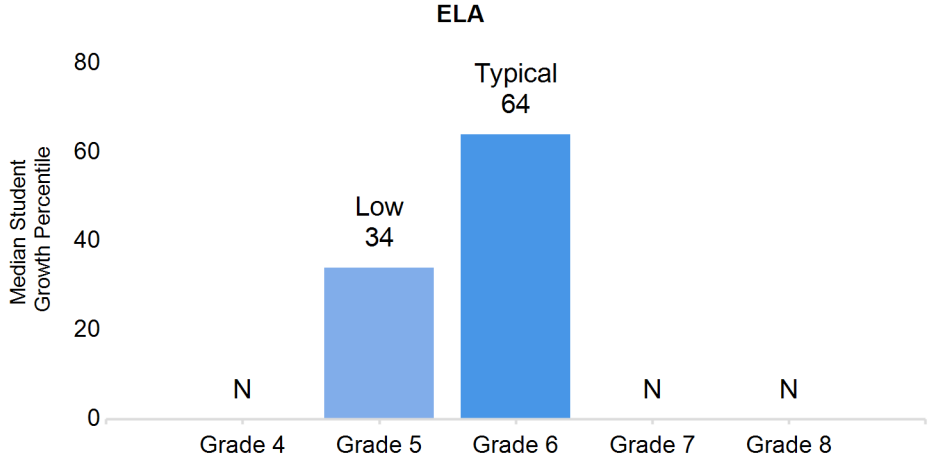
These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

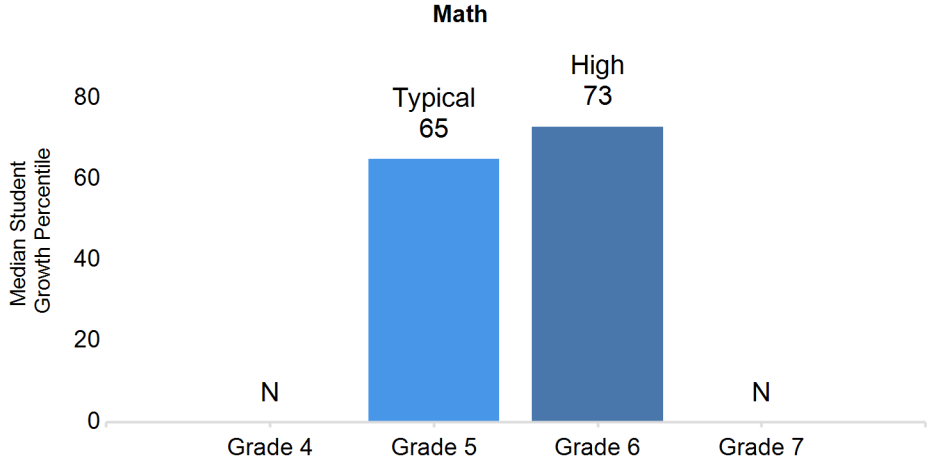




Student Growth by Grade

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





An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

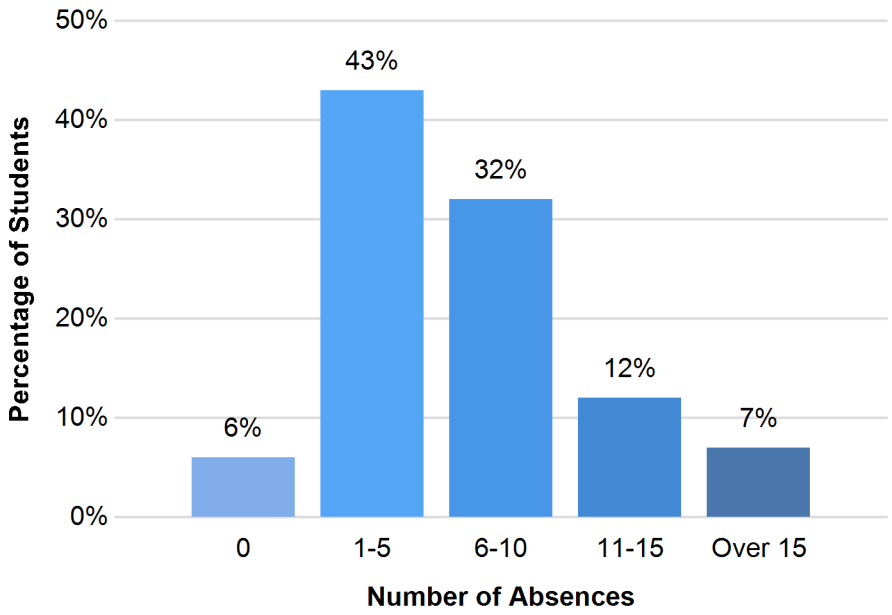
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.00	7.50	Met Target
White	6.00	7.50	Met Target
Hispanic	4.50	7.50	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	8.70	7.50	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.80	7.50	Not Met
Students with Disabilities	8.90	7.50	Not Met
English Learners	N	**	**

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



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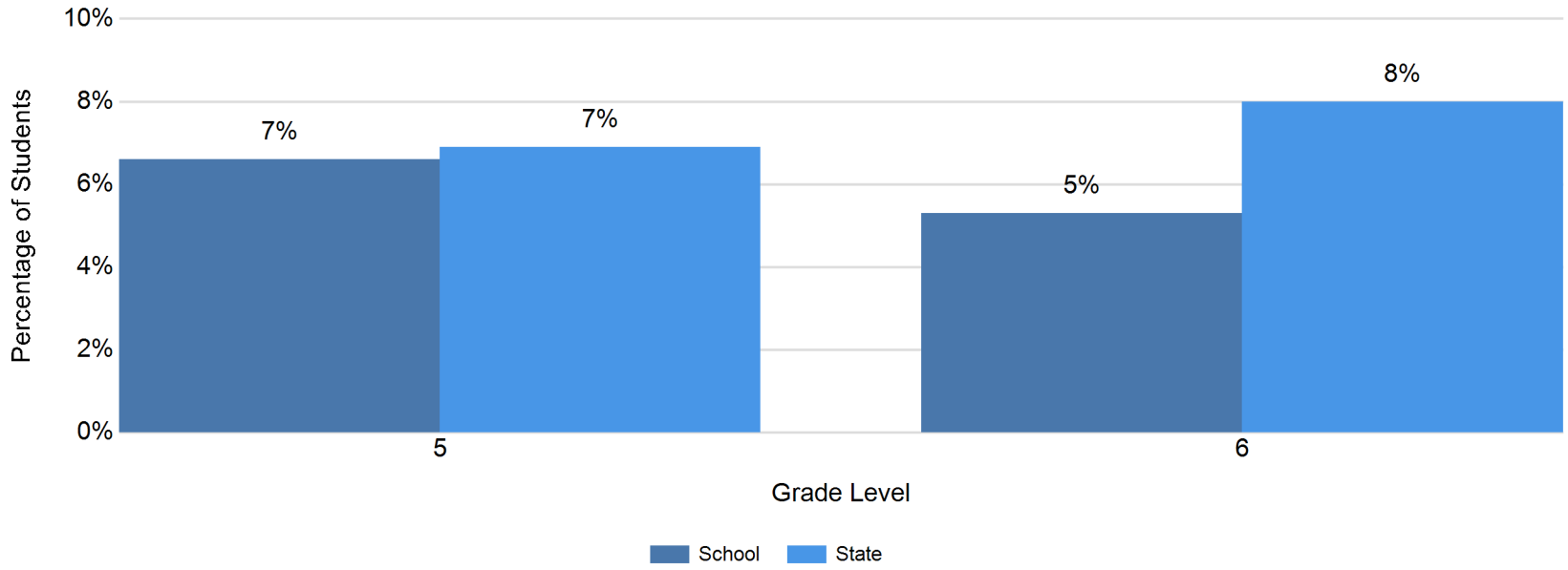
Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.



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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.

Category	School
Typical Start Time	8:20AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 31 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.61

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	278.7 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$323	$15,876	$16,199

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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	46	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	11.2	10.5
Teachers in district for 4 or more years	78%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,506
Average years experience in public schools	18.8	15.9
Average years experience in district	8.5	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	165:1	124:1
Librarian/Media Specialists		718:1
Nurses		513:1
Counselors		276:1
Child Study Team		239:1

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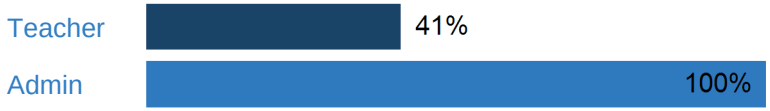
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Master's Degree



Doctoral Degree

Teacher N
Admin N

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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	81%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	43.2	17.5%
Mathematics Proficiency	56.1	17.5%
English Language Arts Growth	38.1	25.0%
Mathematics Growth	94.1	25.0%
Chronic Absenteeism	49.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		57.8
Summative Rating: Percentile rank of Summative Score		62.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	57.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	53.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	74.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	47.0	11.9	No	Met Target	Met Goal	Not Met	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	54.6	11.9	No	Met Target	Met Target	Not Met	Not Met	Exceeds Target	No
Students with Disabilities	60.3	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.

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School General Info

Principal:	Mr. Argenziano
Address:	34 HILLSIDE AVENUE SUCCASUNNA, NJ 07876-1446
Phone:	(973)584-4331

Email Address:	cargenziano@roxbury.org
Website:	https://www.roxbury.org/Domain/10
Facebook:	http://www.facebook.com/RoxburyPublicSchools

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:	• Adopted a 1:1 technology initiative for 6th grade students • Established a "Team Room" that encourages and supports collaborative work among students and staff
Mission, Vision, Theme:	Roxbury's Lincoln Roosevelt Elementary School has a rich history of providing students with the academic and social tools that have led former students to successful careers in an ever-changing and ever-expanding global market. The tradition of excellence in education continues as our current enrollment of over five hundred students enjoys the many opportunities available to them.
Awards, Recognition, Accomplishments:	Recognized by Roxbury Social Services for donating over 2,600 cans of food; winner of the Roxbury Public Library/Roxbury Woman's Club My Favorite Book Contest and the VFW Patriot's Pen Contest; raised over $13,000 for the St. Baldrick's Foundation and over $2,300 for the American Heart Association.

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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.

Courses, Curriculum, Instruction:	Lincoln Roosevelt's focus is to provide students with a well-rounded education. LRS's curriculums are aligned to state standards that promote 21st century learning skills. Students participate in cycle classes that emphasize art, music, foreign language and technology. Students may participate in enrichment opportunities such as band, orchestra or choir. Each day students have a designated time (LAP) where they may receive extra help from teachers or participate in the G&T program.
Clubs and Activities:	Clubs and other after-school activities complement our curricular offerings and allow our students yet another venue to explore a wide range of interests. Currently students have the opportunity to participate in the following extracurriculars: Art Club, Computer Club, Forensics, Student Council, Honors Choir, and our community-service club K-Kids.

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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.

Staff and Professional Learning:	A great deal of collaboration occurs among the teachers at each grade level, using a learning community format to provide interdisciplinary experiences when possible. To support these collaborative efforts, a large classroom has been dedicated for teachers to combine their classes for related activities. Furthermore, supervisors dedicated to subjects specific to Grades K through 5 and 6 through 12 engage in a variety of tasks that help guide the direction of our curricular programs.
Student Supports and Services:	The Special Education Department provides an excellent program for students in the least restrictive environment with programming designed to meet specific needs. In addition, Lincoln Roosevelt offers support for English Language Learners as well as an I&RS committee designed to help struggling learners.
Student Health and Wellness:	The goal of our health and physical education program is to help students establish habits, attitudes and skills that will help them understand and appreciate physical activity and its contribution to a healthy lifestyle.

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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.

Facilities:	Lincoln Roosevelt's well-equipped library/media center is furnished with Chromebooks and offers students a variety of research pursuits. Changes are also underway to the entrance of our school where a new security vestibule is being built as part of a districtwide initiative to increase the physical security of our buildings. In addition, there was a new roof installed over the gymnasium and an electrical upgrade for the Lincoln building.

NJ SCHOOL PERFORMANCE REPORT

Nixon Elementary School
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MORRIS
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275 MT ARLINGTON BOULEVARD
LANDING, NJ 07850

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
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NJ SCHOOL PERFORMANCE REPORT

Nixon Elementary School
2016-2017

Grade Span KG-04

27-4560-085
MORRIS
ROXBURY TWP
275 MT ARLINGTON BOULEVARD
LANDING, NJ 07850

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

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

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	56	50	42
1	54	49	47
2	47	59	48
3	60	50	58
4	52	58	50
Ungraded	14	23	23
Total	283	289	268

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	53%	56%	52%
Male	47%	44%	48%
Economically Disadvantaged Students	28%	26%	24%
Students with Disabilities	11%	13%	18%
English Learners	4%	4%	6%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	64.6%
Hispanic	22.4%
Asian	5.2%
Black or African American	3.0%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.5%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	52	50	42

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	83.2%
Spanish	8.6%
Other	8.4%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	101	100.0	66.30	56.70	54.90	66.3	61	Met Target
White	69	100.0	69.60	57.30	63.90	69.6	63.2	Met Target
Hispanic	19	100.0	47.40	*	39.80	47.4	N	N
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	62	100.0	66.10	65.70	62.20	66.1		
Male	39	100.0	66.70	48.20	48.10	66.7		
Economically Disadvantaged Students	23	100.0	65.20	39.90	36.20	65.2	41.3	Met Target
Non-Economically Disadvantaged Students	78	100.0	66.70	59.10	65.80	66.7		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	33.30	24.80	N		
Military-Connected Students	N	N	N	66.70	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	762	756	749	*	*	21%	63%	*	68%	50%
White	36	763	758	759	*	*	*	64%	*	69%	61%
Hispanic	10	744	743	734	*	0%	*	*	0%	50%	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	33	765	758	754	*	*	*	58%	*	67%	55%
Male	23	758	754	745	*	*	*	70%	*	70%	46%
Economically Disadvantaged Students	13	754	742	731	*	*	*	*	*	69%	31%
Non-Economically Disadvantaged Students	43	764	758	762	*	*	*	*	*	67%	63%
Students with Disabilities	N	N	N	720	N	N	N	N	N	N	24%
Students without Disabilities	56	762	760	755	*	*	21%	63%	*	68%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	755	757	753	*	*	23%	52%	*	62%	56%
White	35	762	759	762	*	*	*	60%	*	71%	67%
Hispanic	11	736	744	740	*	*	*	*	0%	36%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	32	756	757	758	*	*	*	47%	*	63%	61%
Male	20	754	756	749	*	*	*	60%	*	60%	51%
Economically Disadvantaged Students	11	741	737	737	*	*	*	*	*	55%	36%
Non-Economically Disadvantaged Students	41	759	761	764	*	*	*	*	*	63%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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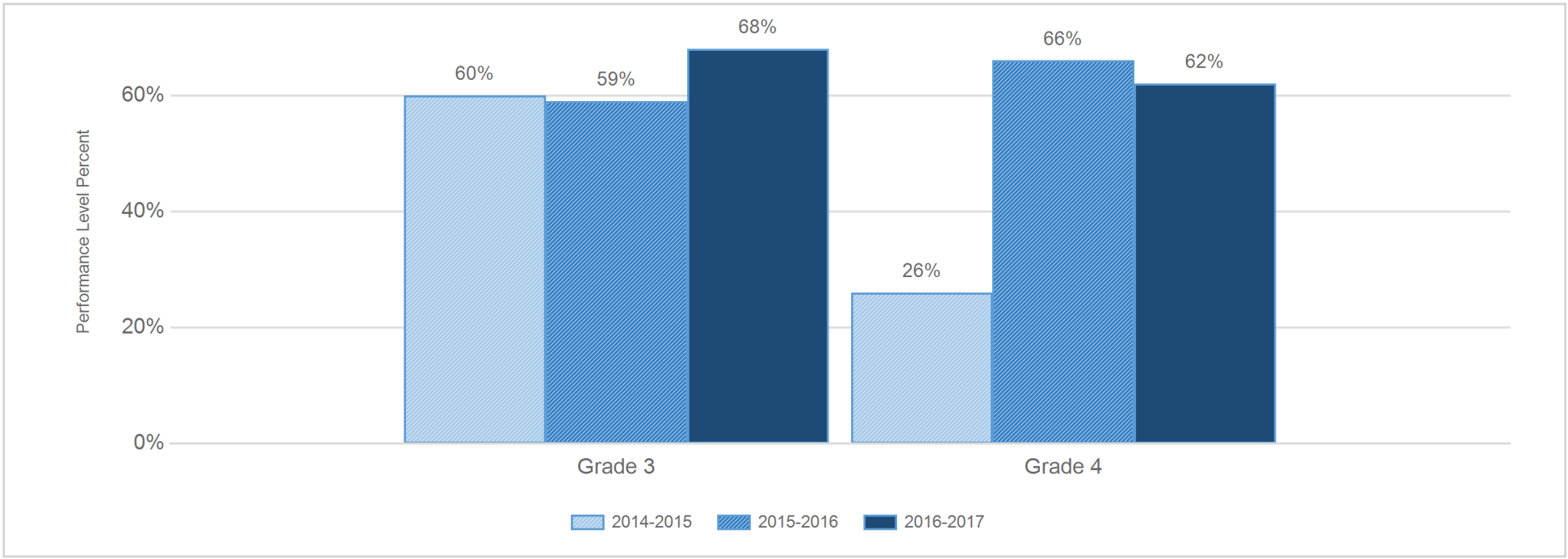
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under *ESSA* accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	100	99.1	66.00	48.60	43.50	66	53.5	Met Target
White	68	98.6	67.70	49.60	52.40	67.7	54	Met Target
Hispanic	19	100.0	47.40	*	27.60	47.4	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	61	98.5	63.90	48.50	44.10	63.9		
Male	39	100.0	69.20	48.70	42.90	69.2		
Economically Disadvantaged Students	23	100.0	65.20	30.70	25.10	65.2	41.3	Met Target
Non-Economically Disadvantaged Students	77	98.8	66.20	51.30	54.30	66.2		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	33.30	15.10	N		
Military-Connected Students	N	N	N	66.70	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	764	753	751	0%	*	*	66%	*	78%	53%
White	36	767	755	759	0%	*	*	67%	*	81%	63%
Hispanic	12	750	739	738	0%	*	*	*	*	50%	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	33	764	751	751	0%	*	*	67%	*	79%	52%
Male	25	764	755	751	0%	*	*	64%	*	76%	53%
Economically Disadvantaged Students	13	765	737	736	0%	*	*	*	*	85%	34%
Non-Economically Disadvantaged Students	45	764	755	761	0%	*	*	*	*	76%	65%
Students with Disabilities	N	N	N	729	N	N	N	N	N	N	29%
Students without Disabilities	58	764	754	755	0%	*	*	66%	*	78%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	748	751	747	*	*	41%	41%	*	45%	47%
White	34	756	754	755	0%	*	41%	47%	*	53%	59%
Hispanic	11	730	736	734	*	*	*	*	0%	27%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	31	750	748	747	*	*	*	*	*	45%	47%
Male	20	746	755	747	*	*	*	*	*	45%	48%
Economically Disadvantaged Students	11	732	728	732	*	*	*	*	*	36%	27%
Non-Economically Disadvantaged Students	40	753	756	757	*	*	*	*	*	48%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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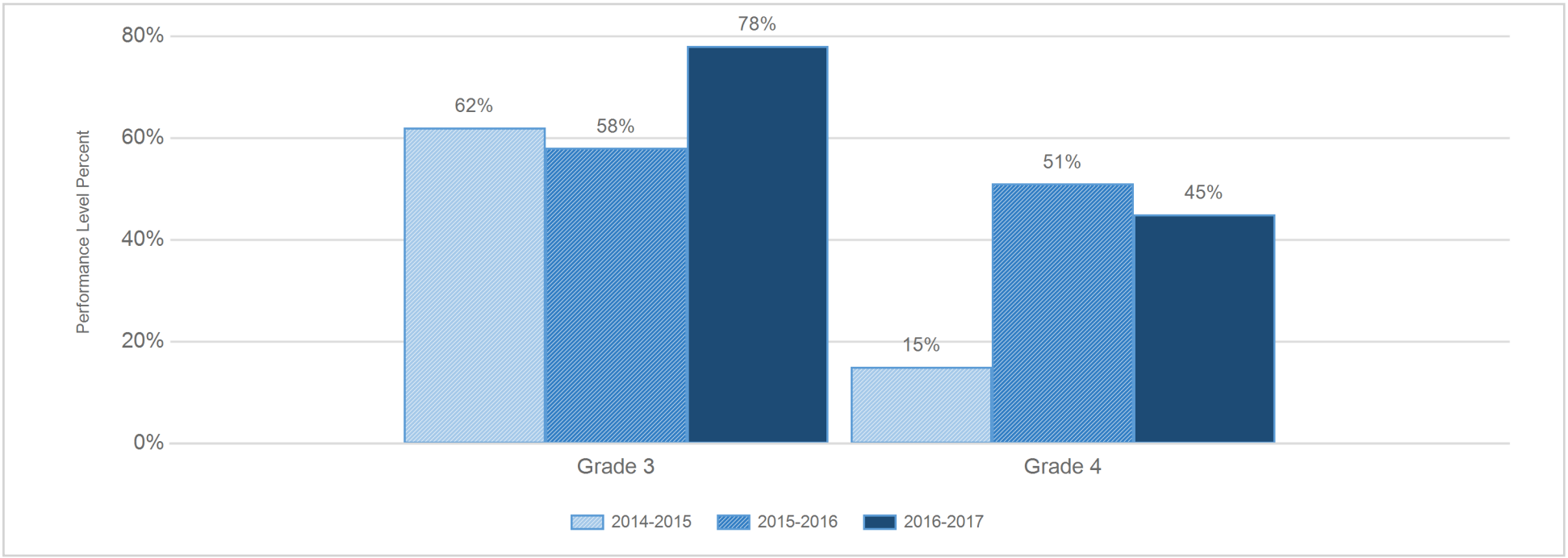
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

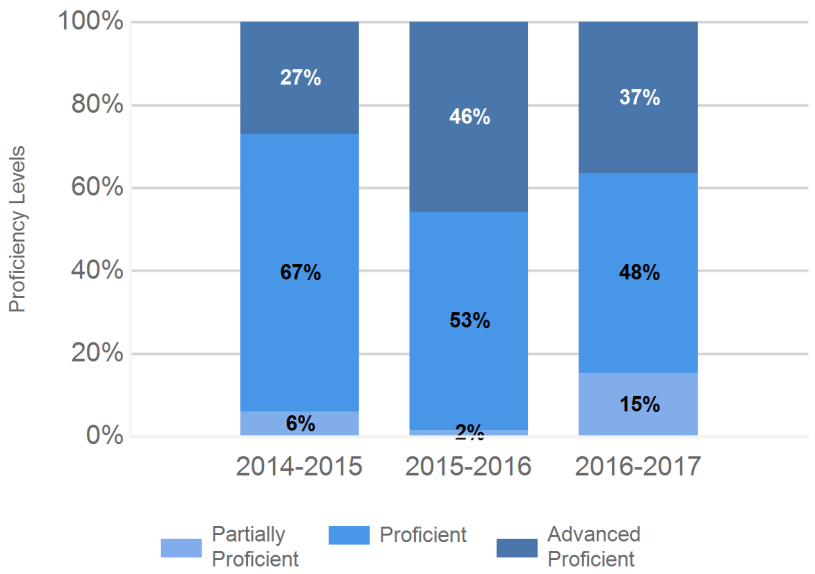
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	37%	48%	15%
White	47%	47%	6%
Hispanic	8%	50%	*
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	33%	33%	33%
Students with Disabilities	*	*	*
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.



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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here: http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	41.5	52	50	Met Target	50	66	50	Met Target
White	41.5	53	50	Met Target	60	66	52	Exceeds Target
Hispanic	*	48	49	**	*	60.5	47	**
Black or African American	*	40.5	45	**	*	57	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	60	**	*	74	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	42.5	51	**	*	65	52	**
Economically Disadvantaged	*	34.5	47	**	44	55	46	**
Students with Disabilities	*	44	41	**	*	49.5	43	**
English Learners	*	61	53	**	*	83	51	**

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Nixon Elementary School
2016-2017

Grade Span KG-04

27-4560-085
MORRIS
ROXBURY TWP
275 MT ARLINGTON BOULEVARD
LANDING, NJ 07850

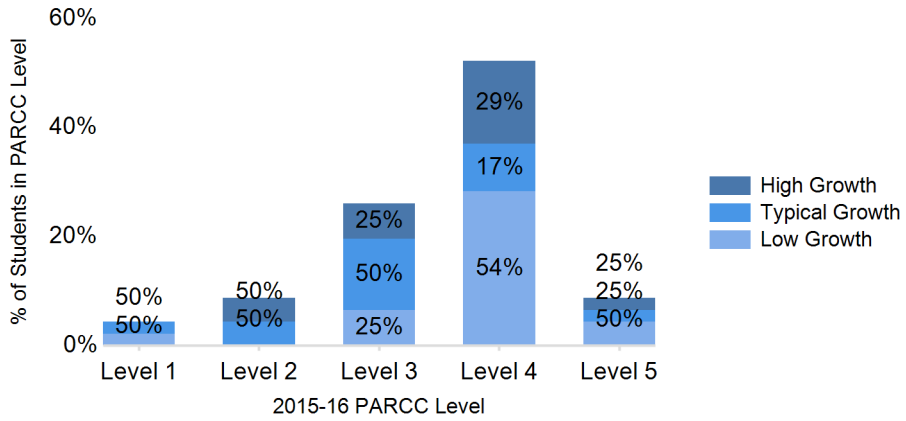
Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

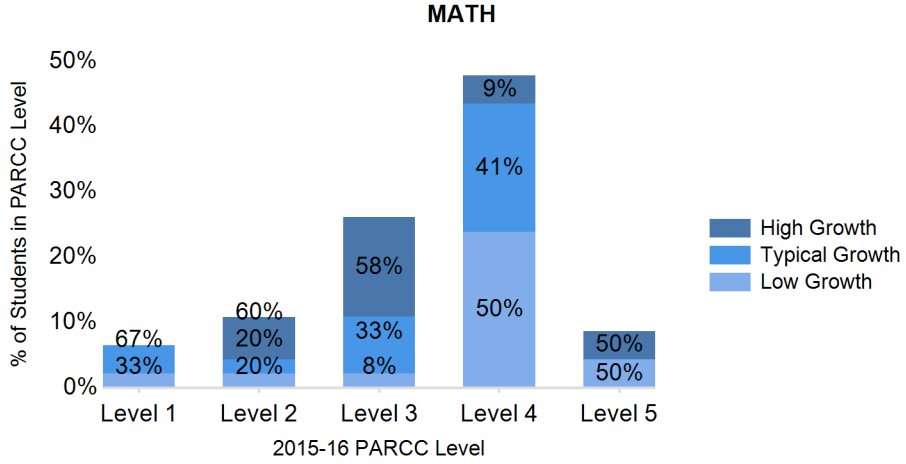
A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35 | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

Student Growth by Performance Level

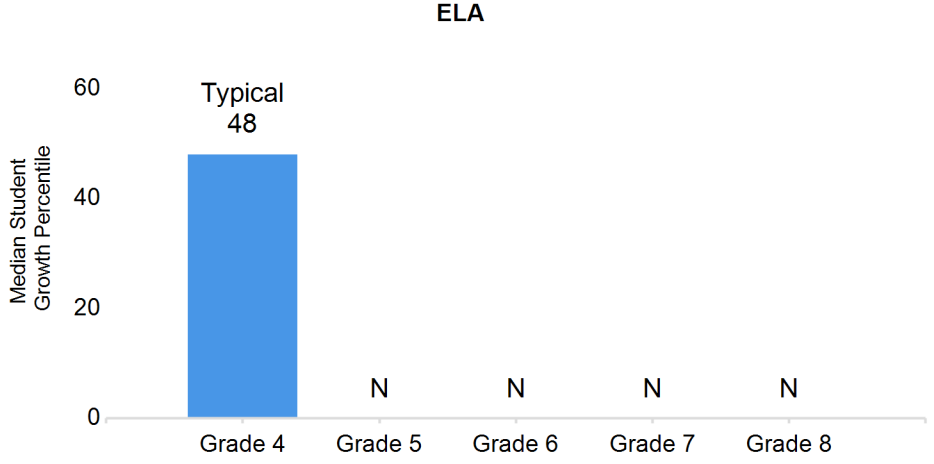
These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

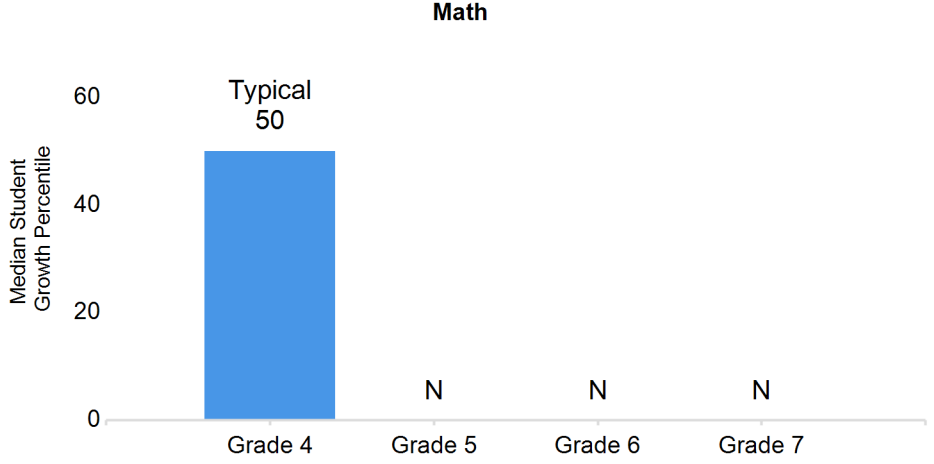




Student Growth by Grade

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





An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

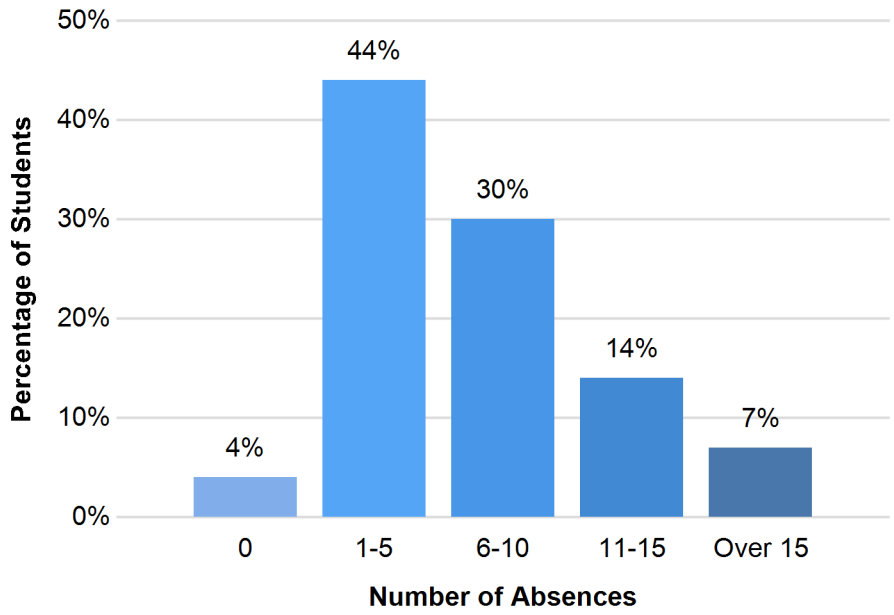
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.90	8.70	Met Target
White	3.60	8.70	Met Target
Hispanic	1.90	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.60	8.70	Met Target
Students with Disabilities	11.10	8.70	Not Met
English Learners	N	**	**

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



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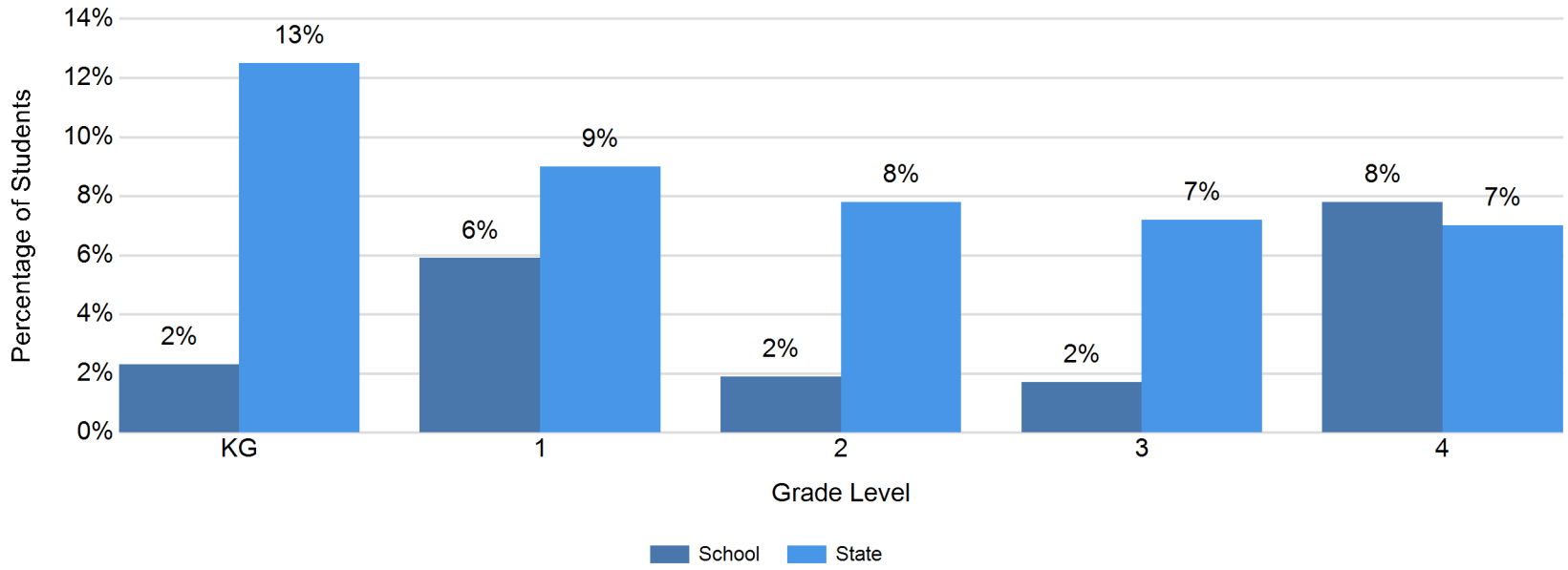
Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.



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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.

Category	School
Typical Start Time	8:50AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	11
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	4.48

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	1.9%
Out-of-School Suspensions	1.1%
Any Suspension	2.6%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	278.7 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$323	$15,876	$16,199

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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	27	120,724
Average years experience in public schools	10.4	11.8
Average years experience in district	8.9	10.5
Teachers in district for 4 or more years	67%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,506
Average years experience in public schools	18.8	15.9
Average years experience in district	8.5	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	268:1	124:1
Librarian/Media Specialists		718:1
Nurses		513:1
Counselors		276:1
Child Study Team		239:1

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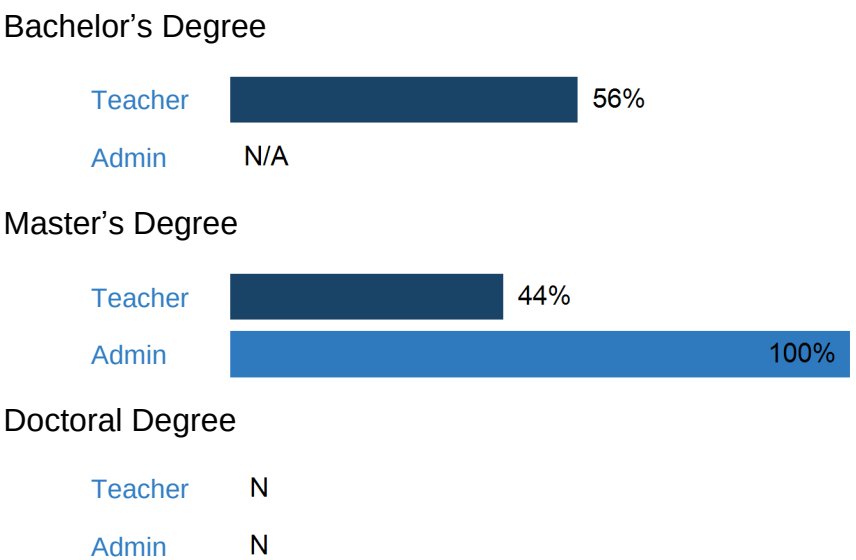
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	81%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	71.5	17.5%
Mathematics Proficiency	88.8	17.5%
English Language Arts Growth	15.7	25.0%
Mathematics Growth	62.4	25.0%
Chronic Absenteeism	82.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		59.8
Summative Rating: Percentile rank of Summative Score		65.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	59.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	58.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	N	N	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target	Met Target	**	**	No
Students with Disabilities	**	**	No	**	**	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.

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27-4560-085
MORRIS
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LANDING, NJ 07850

School General Info

Principal:	Ms. Lynch
Address:	275 MT ARLINGTON BOULEVARD LANDING, NJ 07850
Phone:	(973)398-2564

Email Address:	dlynch@roxbury.org
Website:	https://www.roxbury.org/Domain/14
Facebook:	https://www.facebook.com/nixonptanj/

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:	• Culture & Climate Committee (adults & students) that promotes a safe & learning conducive environment for all. • Extensive programming to meet the needs of students (Title 1 programs, TIDES, REACH, PEAK, In Support of Learning). • Curriculum that sets rigorous expectations for student learning.
Mission, Vision, Theme:	Nixon Elementary School serves the academic needs of approximately 275 students in grades Pre-K through Fourth Grade. Nixon School is characterized by high standards, high expectations, and a nurturing environment. Our school motto is “Where Dreams Begin”. Our school mission is aligned with the district’s mission to inspire and empower all learners to flourish as ethical and global citizens in the 21st century.
Awards, Recognition, Accomplishments:	The educational community of Nixon School is proud of the many accomplishments achieved: NJ Assembly Citation for work done to support research aimed at conquering childhood cancer; Sustainable Jersey for Schools Grant Recipient - $2000; Walmart Teacher Grant for a Music Therapy; New Jersey Association for Health, Physical Education, Recreation and Dance Grant for ABCs of Movement; Recipient of Mary Pope Osburn's Gift of Books (Second Grade Class); Lowes Toolbox for Education Grant Recipient

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Courses, Curriculum, Instruction:	Nixon School's instruction and assessment are guided by our district's focus on the NJ Student Learning Standards. Efforts are concentrated on meeting the needs of all students through Differentiated Instruction. This philosophy guides the delivery of our curriculum so that students can achieve their fullest potential. A tremendous focus is also placed on infusing technology into our curriculum, so that our students are equipped with 21st century skills and experiences.
Clubs and Activities:	Early Act is a school-wide service club for students from ages 5 to 13. It is offered at Nixon School and is sponsored by the local Roxbury Rotary Club. Early Act provides young students the opportunity for gaining an increased awareness and knowledge of their community and the world. Additionally, students at Nixon School have an opportunity to represent their peers on the Culture and Climate Committee, as well as on the school's Green Team.
Before and After School Programs:	Our school welcomes scouting, art classes, STEAM classes, coding and many other community programs for after school enrichment through the Roxbury Community School portal. Additionally, Nixon School partners with the Big Brother, Big Sister organization to offer a school based, after school program entitled, Bigs and Littles.

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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.

Staff and Professional Learning:	Nixon School's staff works to cultivate an environment for teaching and learning that is positive, productive, and collaborative. Professional Learning Communities provide a forum for us to focus our collaborative efforts on student achievement. Our school is filled with caring, compassionate staff members committed to providing a quality education for all students.
Student Supports and Services:	Nixon School prides itself on the inclusion of various Special Education programs, inclusive of our TIDES program which spans PreK – Grade 5 for students that have varied disabilities, including but not limited to autism; and our REACH program, which serves with students who have emotional disabilities;. We continue to embrace all students and work to provide constant and consistent growth in an inclusive school setting.
Student Health and Wellness:	At Nixon School, the focus is on the whole-child; we strive to address the health, social, emotional, and behavioral needs of our students. As we do this, our goal is to empower our students to become effective self-advocates, while providing them with the tools and guidance to achieve this. Through the support of our full-time School Nurse, our School Counselor, and our staff, our students have the benefit of experiencing a host of opportunities that support this development.
Parent and Community Involvement:	The Nixon School Parent Teacher Association is an integral part of our school. In addition to supplying us with high quality assemblies and Cultural Arts programs, their fundraising efforts permit us to enhance our program with an array of exciting materials and experiences. These very dedicated parents also help to provide volunteer programs, and funds needed for many teacher grants that promote our educational philosophy.

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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.

Facilities:	The Husky Garden at Nixon Elementary School is an enclosed area that encompasses activities from all subject areas throughout the school year and enables students to enhance their life skills and knowledge of weather and organic farming by participating in hands-on activities on a regular basis. The garden and its related ties to our curriculum are supported greatly in a variety of ways by our Parent Teacher Association.

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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.

Other Information:	Nixon School is identified as a Title 1 School with a Targeted Assistance Program. Title 1 funds provided for the 16/17 school year were used to launch various programs to help children who were academically struggling to receive supplemental educational assistance. The first of which was S.A.I.L., a summer program serving students who were academically at-risk in K-4, as well as incoming Kindergarteners who demonstrated a need for Kindergarten readiness skills via our administration of the Brigance Early Childhood Screen. Title 1 funds also allow us to begin an early-intervention program entitled, Kinder S.T.A.R.S., for our academically at-risk Kindergarten students, as well as an academic needs based program entitled, Pathways to Learning, for our academically at-risk students in Grade 1. Title 1 funding also made it possible to offer a Parent Academy four times over the course of the 16/17 school year. Through this Academy, parents/guardians were supported in their efforts to aide their child's development at home. In line with offering programming to meet the needs of all of our learners, Nixon is proud to provide a Gifted & Talented program (P.E.A.K.) for qualifying students in Gr. 3 & 4. In our efforts to develop the whole child, our school has adopted the OLWEUS Bullying Prevention Program, as well as the Bucket Fillers philosophy as the basis for our character education initiatives. The children's book, Have you Filled a Bucket Today: A Guide to Daily Happiness for Kids has become a central text at Nixon. Through a variety of means, inclusive of our Promoting Social Successes Morning Meeting schedule, Peaceful School Bus meetings, Peaceful Cafeteria initiative, whole school assemblies, daily Morning Announcements conducted by students, classroom initiatives, and lessons based upon core character traits, Nixon School strives to make bucket filling a way of life for students, staff, families, and our community.

NJ SCHOOL PERFORMANCE REPORT

Roxbury High School
2016-2017

Grade Span 09-12

27-4560-050
MORRIS
ROXBURY TWP
ONE BRYANT DRIVE
SUCCASUNNA, NJ 07876-1640

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the Parent Summary Report or the district-level report for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: Reference Guide or Interpretive Video.
- Download the data used in these reports.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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27-4560-050
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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.

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

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

NJ SCHOOL PERFORMANCE REPORT

Roxbury High School
2016-2017

Grade Span 09-12

27-4560-050
MORRIS
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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	362	345	306
10	327	348	350
11	370	305	339
12	338	354	308
Ungraded	20	38	42
Total	1417	1390	1345

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	50%	47%
Male	49%	50%	53%
Economically Disadvantaged Students	13%	11%	12%
Students with Disabilities	15%	15%	16%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	75.1%
Hispanic	14.4%
Asian	5.8%
Black or African American	3.2%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.4%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	1331
Shared Time Students	27
Full Time Equivalent	1345

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	85.8%
Spanish	8.1%
Other	5.9%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	549	92.8	43.90	56.70	54.90	42.6	35.1	Met Target
White	408	91.5	44.70	57.30	63.90	42.6	35.3	Met Target
Hispanic	82	96.9	37.80	*	39.80	37.8	30.3	Met Target
Black or African American	16	95.2	31.30	46.10	35.20	31.3	N	N
Asian, Native Hawaiian, or Pacific Islander	32	97.2	53.10	75.20	80.70	53.1	42.5	Met Target
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	11	100.0	54.60	61.60	54.90	54.6	**	**
Female	249	92.2	54.20	65.70	62.20	52.2		
Male	300	93.3	35.40	48.20	48.10	34.5		
Economically Disadvantaged Students	71	95.8	29.60	39.90	36.20	*	21.5	Met Target
Non-Economically Disadvantaged Students	478	92.3	46.00	59.10	65.80	*		
Students with Disabilities	89	89.2	12.40	*	20.50	11.7	8.7	Met Target
Students without Disabilities	460	93.6	50.00	*	61.90	48.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	304	750	750	749	9%	10%	28%	44%	9%	53%	52%
White	225	753	753	757	6%	11%	27%	46%	10%	56%	62%
Hispanic	50	738	738	733	*	*	34%	36%	*	40%	35%
Black or African American	11	736	736	730	*	0%	*	*	*	36%	30%
Asian, Native Hawaiian, or Pacific Islander	14	745	745	777	*	*	*	*	*	50%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	128	757	757	756	*	*	25%	49%	13%	62%	60%
Male	176	744	744	741	*	*	30%	40%	7%	47%	43%
Economically Disadvantaged Students	49	731	731	731	25%	*	31%	33%	*	33%	32%
Non-Economically Disadvantaged Students	255	753	753	758	6%	*	28%	46%	*	57%	62%
Students with Disabilities	44	709	709	714	*	*	*	*	0%	16%	13%
Students without Disabilities	260	756	756	754	*	*	*	*	11%	59%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	316	735	735	743	19%	18%	29%	29%	5%	35%	46%
White	234	735	735	749	17%	19%	30%	30%	5%	34%	52%
Hispanic	44	728	728	728	25%	*	34%	30%	*	30%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	21	756	756	774	*	*	*	*	*	57%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	144	744	744	752	*	*	26%	*	*	47%	54%
Male	172	727	727	734	*	*	31%	*	*	24%	39%
Economically Disadvantaged Students	41	719	719	726	39%	*	*	*	*	24%	32%
Non-Economically Disadvantaged Students	275	737	737	751	16%	*	*	*	*	36%	54%
Students with Disabilities	53	704	704	704	*	*	*	*	*	*	12%
Students without Disabilities	263	741	741	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	243	710	710	736	45%	25%	16%	*	*	14%	38%
White	172	713	713	738	41%	25%	19%	*	*	16%	40%
Hispanic	41	695	695	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	18	718	718	756	*	*	*	*	*	22%	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	122	719	719	744	*	*	*	*	*	*	46%
Male	121	700	700	729	*	*	*	*	*	*	31%
Economically Disadvantaged Students	25	712	712	729	40%	*	*	*	*	16%	32%
Non-Economically Disadvantaged Students	218	710	710	740	45%	*	*	*	*	14%	42%
Students with Disabilities	40	702	702	709	*	*	*	*	*	*	12%
Students without Disabilities	203	711	711	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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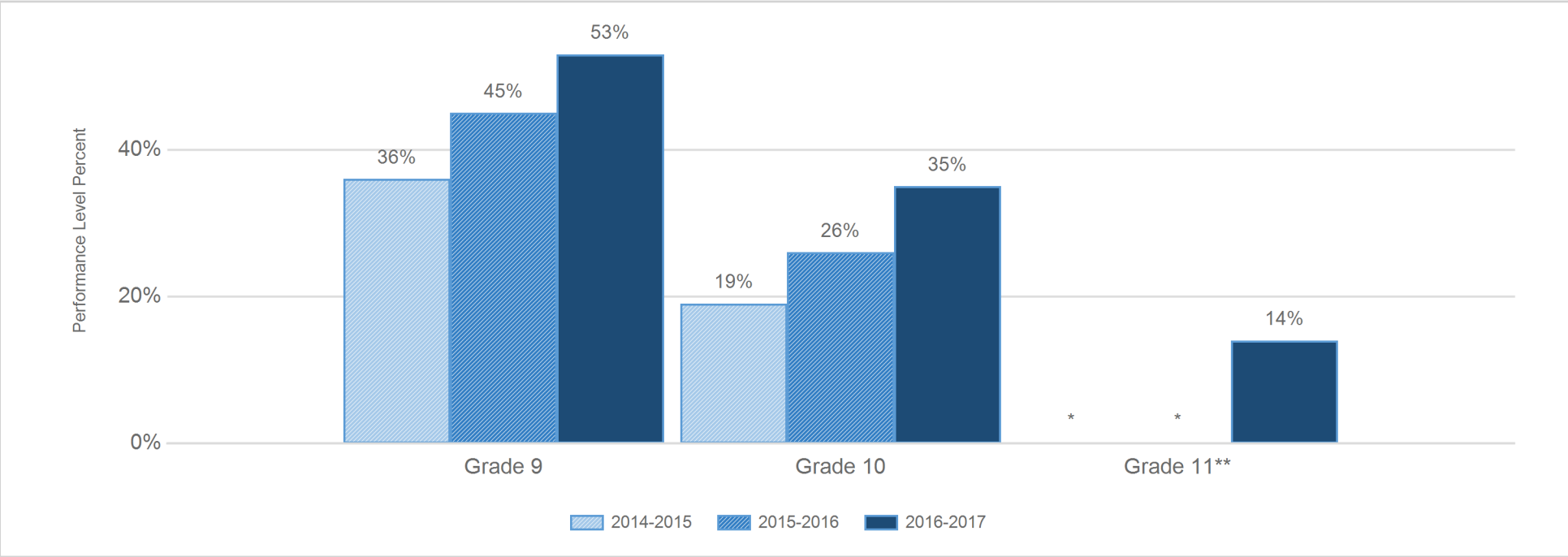
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



** Grade 11 students who take AP/IB English are exempt from taking the PARCCELS exam and their performance may not be reflected in the results.

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	546	93.9	37.20	48.60	43.50	36.6	33.6	Met Target
White	408	92.8	38.20	49.60	52.40	37.1	33.8	Met Target
Hispanic	80	96.8	26.30	*	27.60	26.3	31.8	Met Target†
Black or African American	17	100.0	29.40	28.30	21.70	29.4	N	N
Asian, Native Hawaiian, or Pacific Islander	30	96.9	53.30	75.80	75.60	53.3	47.4	Met Target
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	11	100.0	45.50	56.40	44.90	45.5	**	**
Female	249	93.2	34.90	48.50	44.10	34.1		
Male	297	94.5	39.10	48.70	42.90	38.7		
Economically Disadvantaged Students	70	95.7	25.70	30.70	25.10	*	21.6	Met Target
Non-Economically Disadvantaged Students	476	93.6	38.90	51.30	54.30	*		
Students with Disabilities	90	93.5	*	16.60	16.50	*	12.5	Not Met
Students without Disabilities	456	94.0	*	54.00	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	244	737	751	743	7%	26%	36%	31%	0%	31%	42%
White	166	739	754	751	*	24%	36%	35%	*	35%	52%
Hispanic	51	729	*	728	*	26%	43%	20%	*	20%	24%
Black or African American	11	724	*	724	*	*	0%	*	0%	18%	19%
Asian, Native Hawaiian, or Pacific Islander	11	746	776	774	*	*	*	*	0%	36%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	101	737	751	744	*	29%	34%	31%	*	31%	43%
Male	143	737	752	741	*	25%	38%	32%	*	32%	40%
Economically Disadvantaged Students	49	732	*	727	*	27%	37%	25%	*	25%	23%
Non-Economically Disadvantaged Students	195	738	*	751	*	26%	36%	33%	*	33%	52%
Students with Disabilities	46	713	*	714	*	50%	*	*	*	11%	10%
Students without Disabilities	198	742	*	747	*	21%	*	*	*	36%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	317	736	736	734	*	28%	36%	30%	*	31%	30%
White	251	738	738	740	*	26%	38%	31%	*	32%	38%
Hispanic	37	728	728	722	*	41%	32%	*	0%	19%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	16	740	740	758	*	*	*	*	0%	50%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	148	735	735	735	*	30%	32%	29%	*	30%	31%
Male	169	737	737	733	*	25%	39%	31%	*	32%	30%
Economically Disadvantaged Students	36	725	725	721	*	47%	28%	*	*	17%	13%
Non-Economically Disadvantaged Students	281	737	737	740	*	25%	37%	*	*	33%	39%
Students with Disabilities	56	712	712	711	*	*	*	*	*	*	*
Students without Disabilities	261	741	741	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	242	719	719	725	35%	22%	*	23%	*	24%	28%
White	174	721	721	731	32%	*	22%	23%	*	25%	33%
Hispanic	42	704	704	710	48%	26%	*	*	0%	14%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	15	730	730	761	*	*	*	*	0%	33%	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	119	717	717	725	33%	*	21%	20%	*	20%	27%
Male	123	720	720	725	37%	*	18%	25%	*	29%	29%
Economically Disadvantaged Students	26	720	720	708	*	*	*	*	*	15%	13%
Non-Economically Disadvantaged Students	216	718	718	733	*	*	*	*	*	26%	35%
Students with Disabilities	35	691	691	692	*	*	*	*	*	*	*
Students without Disabilities	207	723	723	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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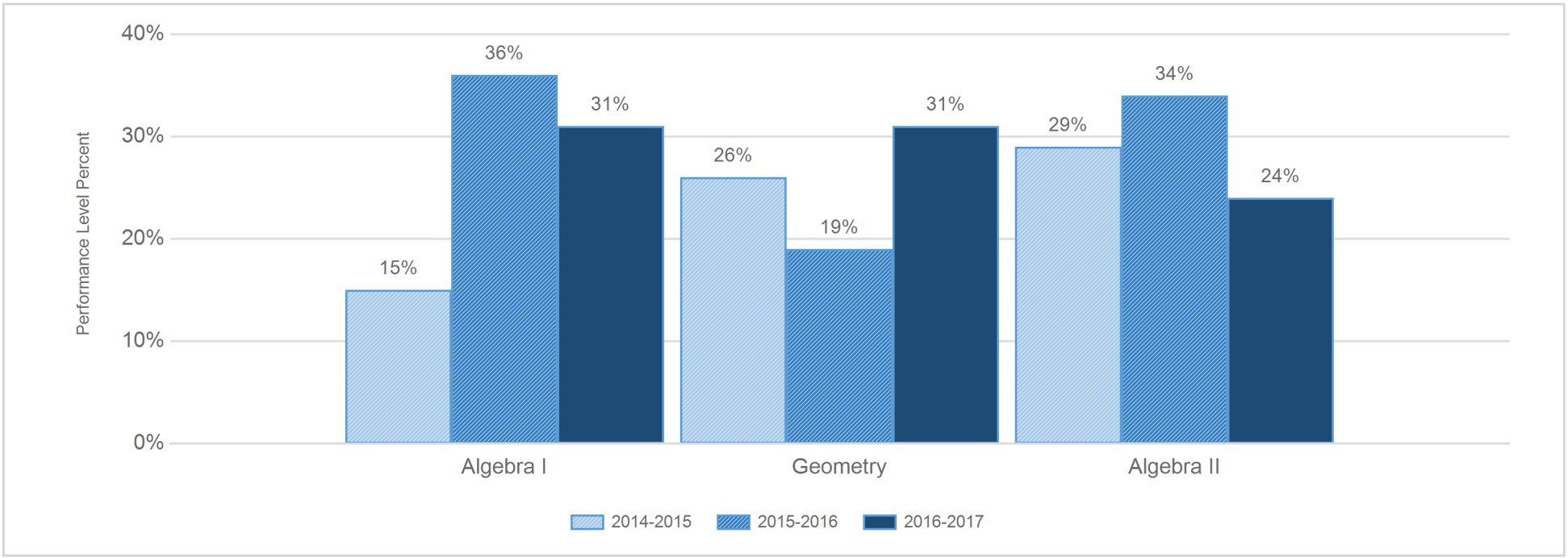
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N

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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

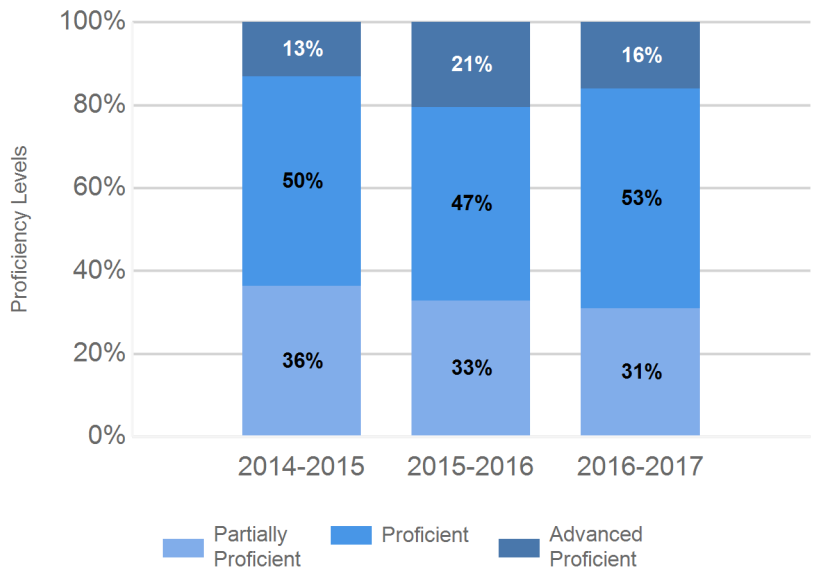
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	16%	53%	31%
White	16%	54%	30%
Hispanic	12%	53%	35%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	57%	17%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	9%	41%	50%
Students with Disabilities	2%	23%	76%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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



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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our Reference Guide.

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	42.9%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	489	481	Varies By Grade	72%	67%
PSAT - Math	486	483	Varies By Grade	49%	49%
SAT - Reading and Writing	558	551	480	84%	77%
SAT - Math	560	552	530	68%	58%
ACT - Reading	24	24	22	65%	65%
ACT - English	23	24	18	82%	79%
ACT - Math	23	24	22	67%	65%
ACT - Science	23	23	23	55%	54%

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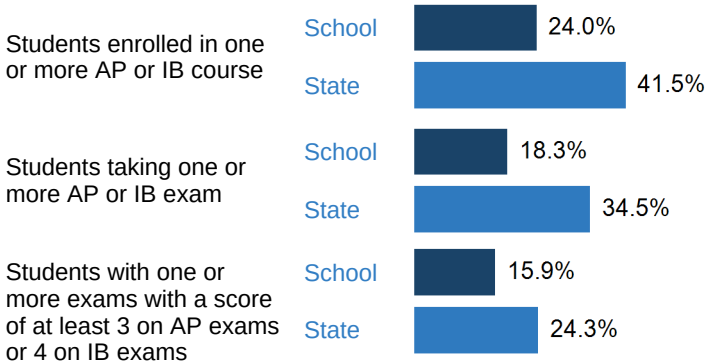
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

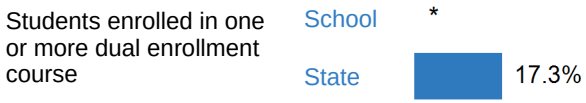
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	12	9
AP Calculus AB	17	6
AP Calculus BC	7	6
AP Chemistry	13	13
AP Computer Science A	9	5
AP English Language and Composition	33	28
AP English Literature and Composition	39	31
AP Environmental Science	23	13
AP Human Geography	0	1
AP Music Theory	7	5
AP Physics B	19	0
AP Physics C: Electricity and Magnetism	0	5
AP Physics C: Mechanics	0	6
AP Psychology	34	23
AP Spanish Language	14	4
AP Statistics	16	4
AP Studio Art—Drawing Portfolio	9	0
AP Studio Art—Two-Demensional	0	8
AP U.S. Government and Politics	11	7
AP U.S. History	16	15

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AP/IB Course	Students Enrolled	Students Tested
Total Exams Taken		189
Exams with scores of at least 3 on AP exams or 4 on IB exams		163

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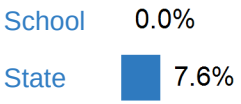
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit http://www.nj.gov/education/cte/.

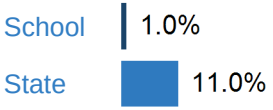
Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



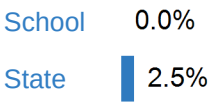
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	*	*
Human Services	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	10	
Total number of credentials earned in all clusters		10

**Students may earn credentials in more than one Career Cluster

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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about New Jersey Student Learning Standards on our website and more details about the data in this section in our Reference Guide. English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	216	93	0	0	0	0	13
10	41	257	73	1	0	0	2
11	3	21	237	89	0	1	10
12	0	5	49	46	74	15	117
Schoolwide	260	376	359	136	74	16	142
Enrolled in AP/IB Course					24	16	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	41	0	282	0	0	2
10	317	33	7	0	1	6
11	5	229	1	5	42	130
12	14	7	0	41	132	96
Schoolwide	377	269	290	46	175	234
Enrolled in AP/IB Course	12	13		23	19	0

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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about New Jersey Student Learning Standards on our website and more details about the data in this section in our Reference Guide. English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	313	10	0	0	0	4
10	3	356	0	0	0	11
11	0	348	0	6	0	78
12	2	17	0	49	0	163
Schoolwide	318	731	0	55	0	256
Enrolled in AP/IB Course	0	16	0	34	0	11

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	275	35	0	0	0	0	1
10	305	41	0	0	0	0	0
11	164	29	0	0	0	0	0
12	42	5	0	0	0	0	1
Schoolwide	786	110	0	0	0	0	2
Enrolled in AP/IB Course	14	0	0	0	0	0	0
Enrolled in Level 3 or Higher	344	34	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

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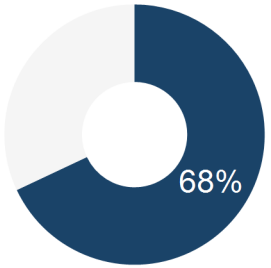
Visual and Performing Arts – Course Participation

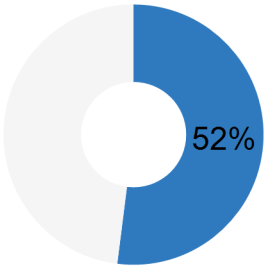
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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

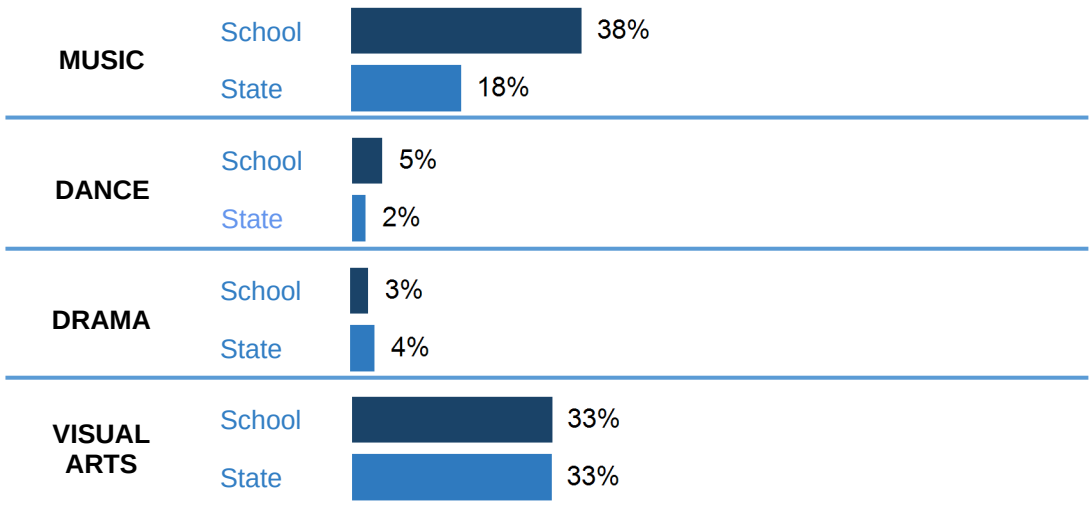


School



State

Students enrolled in one or more classes by discipline:



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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated here.

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual *ESSA* accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	93.3%	90.5%	94.0%	91.8%	93.8%	94.6%	Not Met	95.1%	N	Met Goal
White	94.7%	94.5%	95.7%	95.1%	95.4%	N	Met Goal	95.0%	N	Met Goal
Hispanic	81.6%	84.3%	90.6%	86.3%	93.6%	93.3%	Met Target	100.0%	N	Met Goal
Black or African American	100.0%	83.4%	76.2%	85.3%	71.4%	N	N	81.8%	**	**
Asian, Native Hawaiian or Pacific Islander	90.9%	96.6%	96.4%	97.5%	96.4%	N	Met Goal	93.3%	**	**
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	82.6%	83.9%	77.8%	85.6%	77.3%	88.9%	Not Met	93.0%	81.8%	Met Target
Students with Disabilities	79.7%	78.8%	82.0%	82.1%	81.6%	88.3%	Not Met	93.0%	91.5%	Met Target
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	*	74.4%	*	*	N	N		

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

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	93.3%	-
2016	93.8%	94.0%
2015	94.6%	95.1%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0.5%	1.1%
2015-2016	0.4%	1.1%
2014-2015	0.9%	1.1%

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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4 -year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	86.4%	31.5%	68.5%
White	89.5%	29.7%	70.3%
Hispanic	71.4%	40%	60%
Black or African American	64.3%	55.6%	44.4%
Asian, Native Hawaiian, or Pacific Islander	95%	31.6%	68.4%
American Indian or Alaska Native	N	N	N
Two or More Races	0%	0%	0%
Economically Disadvantaged Students	64.5%	50%	50%
Students with Disabilities	69.1%	51.7%	48.3%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	88%	33%	67%	75.7%	24.3%	60.2%	39.8%
White	89.6%	32.8%	67.2%	74.4%	25.6%	56.8%	43.2%
Hispanic	75%	33.3%	66.7%	76.2%	23.8%	71.4%	28.6%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	92.6%	40%	60%	88%	12%	92%	8%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	77.8%	61.9%	38.1%	85.7%	14.3%	90.5%	9.5%
Students with Disabilities	80%	64.3%	35.7%	85.7%	14.3%	82.1%	17.9%
English Learners	*	*	*	*	*	*	*

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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

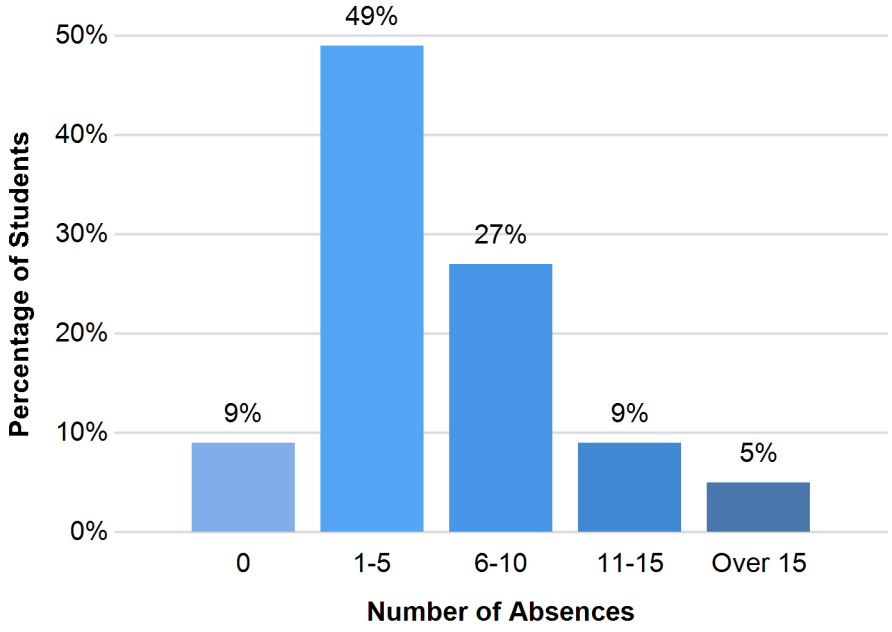
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.30	14.30	Met Target
White	4.50	14.30	Met Target
Hispanic	5.30	14.30	Met Target
Black or African American	2.30	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	9.50	14.30	Met Target
Economically Disadvantaged Students	12.00	14.30	Met Target
Students with Disabilities	11.50	14.30	Met Target
English Learners	N	**	**

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



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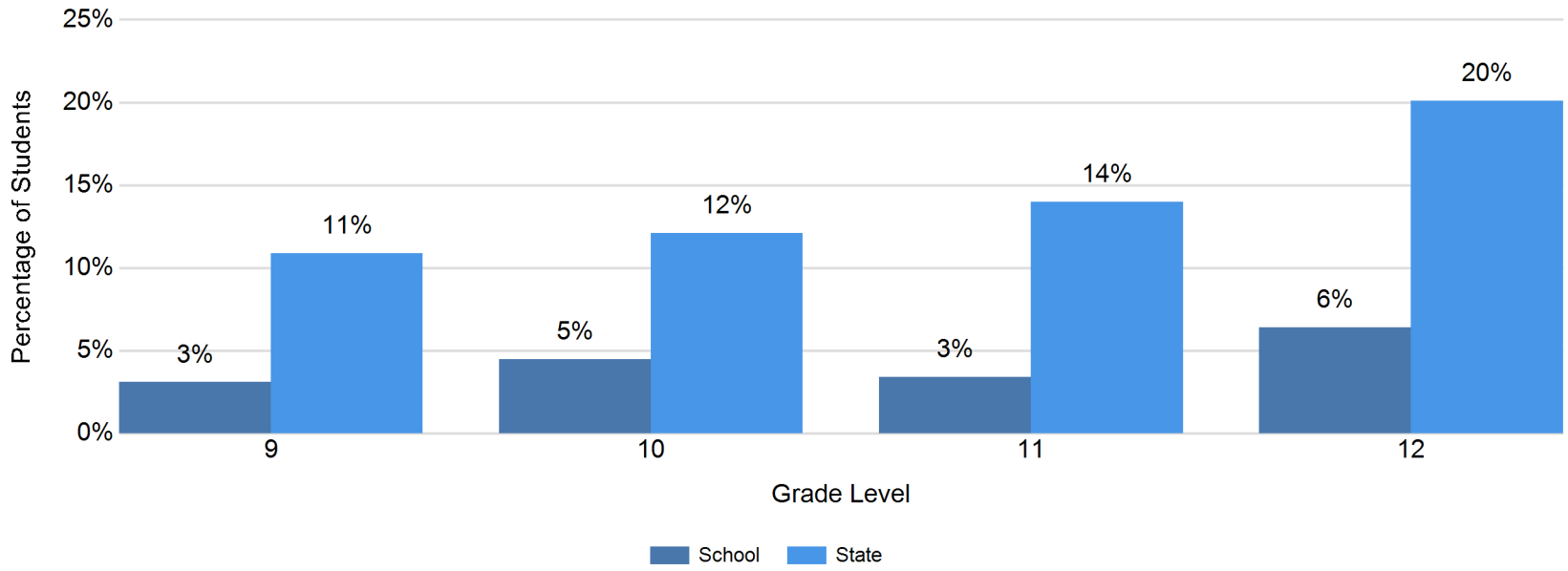
Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.



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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.

Category	School
Typical Start Time	7:10AM
Typical End Time	2:10PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 47 Mins.
Shared Time - Instructional Time	3 Hrs. 45 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	13
Vandalism	1
Weapons	1
Substances	12
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	37
Incidents Per 100 Students Enrolled	2.75

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	5.1%
Out-of-School Suspensions	1.4%
Any Suspension	6.5%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	278.7 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	$323	$15,876	$16,199

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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	128	120,724
Average years experience in public schools	13.6	11.8
Average years experience in district	11.2	10.5
Teachers in district for 4 or more years	84%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,506
Average years experience in public schools	18.8	15.9
Average years experience in district	8.5	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	149:1	124:1
Librarian/Media Specialists		718:1
Nurses		513:1
Counselors		276:1
Child Study Team		239:1

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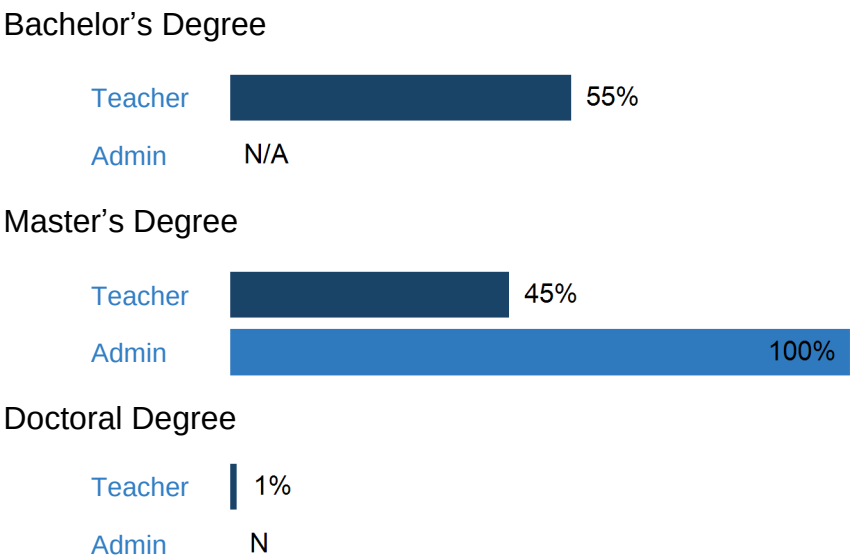
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	81%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%

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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	38.2	17.5%
Mathematics Proficiency	68.2	17.5%
Graduation - 4-Year	38.6	25.0%
Graduation - 5-Year	68.4	25.0%
Chronic Absenteeism	87.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		58.5
Summative Rating: Percentile rank of Summative Score		60.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

† Indicator weights for this school were adjusted due to data availability.

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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	58.5	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
White	49.3	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	78.8	6.2	No	Met Target	Met Target†	Met Target	Met Target	Met Goal	No
Black or African American	56.1	6.2	No	N	N	Met Target	N	**	No
Asian, Native Hawaiian, or Pacific Islander	38.3	6.2	No	Met Target	Met Target	Met Target	Met Goal	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	Met Target	**	N	No
Economically Disadvantaged Students	56.4	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Students with Disabilities	64.5	6.2	No	Met Target	Not Met	Met Target	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.

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School General Info

Principal:	Mr. Swanson
Address:	ONE BRYANT DRIVE SUCCASUNNA, NJ 07876-1640
Phone:	(973)584-1200

Email Address:	jswanson@roxbury.org
Website:	https://www.roxbury.org/Domain/8
Facebook:	https://www.facebook.com/roxburyhighschool/
Twitter:	http://twitter.com/RoxburyHS

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:	• Recognized as one of the top 50 high schools in the state by N.J. Monthly Magazine • Adopted a 1:1 technology program 5 years ago, named a Google Model School, and a Future Ready School by NJIT • A School of Choice for the Visual and Performing Arts-outstanding visual arts and nationally recognized performing arts
Mission, Vision, Theme:	Established in 1903, Roxbury High School is a four-year comprehensive high school that places emphasis on the academic, personal, social, and physical growth of our students. Our teachers and administrators strive to provide meaningful student learning in the cognitive and the affective domain and to foster the pursuit of excellence by students in all they do. Our strength lies in the breadth of our curriculum and in the dedicated professional staff that facilitates the educational process.
Awards, Recognition, Accomplishments:	Striving for high standards of excellence, all of our 12th grade students attained the state levels of proficiency required for graduation in 2017. Of that grade, 246 students participated in the S.A.T., earning a mean combined score of 1103. 132 students took the ACT with a combined mean score of 23.6. Last year, 87% of our students earned a grade of 3 or better on their Advanced Placement exams. Additionally, 92% of our students continue their formal education after graduation.

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Courses, Curriculum, Instruction:	Roxbury High School operates on a modified block schedule that offers students a rigorous comprehensive curriculum in a challenging academic environment. The instructional program provides a wide variety of academic opportunities, including Advanced Placement and Honors courses; and innovative opportunities for pupil study outside of the high school curriculum such as Senior Option, College Option, and Independent Study. For a complete listing of our courses, visit roxbury.org/Page/744
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) Roxbury has a long-standing reputation of athletic excellence. Our more than 60 teams, at all levels, regularly post conference, county and state championships. Tradition, coaching excellence, athletic talent, and strong school spirit all contribute to this success. Importantly, our program places a higher priority on the growth of the student athlete as a person above our win/loss record.
Clubs and Activities:	With over 30 extracurricular clubs, students have the chance to engage in a variety of academic, service, and social activities. Opportunities in the performing arts include a unique dance program, excellent drama productions, and nationally recognized vocal and instrumental music groups. The student yearbook has been acknowledged for its excellence. All of our programs place a priority on community service and we are proud of our student involvement in various humanitarian endeavors.
Before and After School Programs:	Informal programming for students seeking extra help in coursework, opportunities for using technology, and quiet study time both before and after school hours is provided in the media center, and in certain classrooms. Peer tutoring is often a component of this program.

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Staff and Professional Learning:	Roxbury High School's staff pursues professional development opportunities through in-district attendance at teacher developed professional programs, through online coursework, through graduate studies, and through attendance at professional conferences. Time has been built into the alternating day block schedule for Professional Learning Communities to meet, and for staff to participate in teaching rounds, visiting the classrooms of colleagues to promote their own professional growth.
Postsecondary Information:	We are proud of the efforts of our Guidance Department to help students forge a Four-Year Plan for Career and College. We sponsor numerous College Fairs to initiate the college search process. Counselors work closely with students and their families throughout the college search and application process; researching schools, testing students, submitting applications, and exploring funding options for college. In 2017, 92% of our students continued their formal education after graduation.
Student Supports and Services:	We provide outstanding services for students with IEPs in the least restrictive environment. A wide range of special programs, integrated with regular education classes affords all of our students a positive learning experience. In-Class Resource, Academic Centers, and ESL classes meet specific educational needs. The service learning and student empowerment programs teach pupils to advocate for themselves. A transition coordinator supports the transition to post-graduation experiences.
Student Health and Wellness:	RHS's Health and Physical Education curriculum emphasizes lifetime fitness, proper nutrition, mindfulness, and positive social interaction. Students may choose High Performance, Wellness, or Traditional PE classes depending on their preference. A High Elements course promotes team building and cooperative learning. Electives provide the opportunity to understand the physiology and psychology of exercise science. The state has recognized our Physical Education program as a model for others.
Parent and Community Involvement:	While RHS does not have a formal PTA, well-organized parent booster clubs are involved with and support the mission of their respective programs and, by proxy, the school program. The Guidance Department presents and sponsors numerous parent programs. All of our co-curricular programs conduct community service programs in conjunction with parent groups. Significant community involvement contributes to the success of unique programs like Every 15 Minutes, Alive at 25, and Project Graduation.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers Each year, at the conclusion of the school year, a school climate survey is administered to the high school staff. The results of the survey are analyzed by the administrative team, concerns are identified and responses are prepared. The survey results are shared with the staff prior to the start of school. An action plan is presented to the staff at the opening of school meeting. All of this information is provided to the Central Office Administration.
Facilities:	The facility at RHS supports the curricular and co-curricular programs offered. New Science labs, CAD and Graphics labs, state-of-the-art music and dance facilities, a television studio, fitness and weight rooms, a turf field, and a modern Media Center are some facility features. A new security vestibule provides greater levels of safety for students and staff. We are in the process of planning for the repurpose of a 2500 sq. ft. space for programs that support school to work opportunities.

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Other Information:	-Roxbury High uses an alternating day extended period instructional schedule. Unique features of the schedule include a variable instructional period (VIP) for students and scheduled Professional Learning Community (PLC) time for the faculty. In Program Resource and Instructional Centers address the educational needs of the at-risk population. -The curriculum includes 22 honors courses and 20 AP courses, including the AP Capstone offerings. High interest electives support college academic readiness. -Certified as a “Green School,” we have implemented a range of sustainability and conservation protocols. -We employ a one-to-one technology program where all students are outfitted with Google Chromebooks that, along with school-wide wireless connectivity, propels the use of technology to the forefront in the learning process. -Roxbury is an Interdistrict School of Choice for the Fine and Performing Arts. -A unique “Artists in Residency” program provides access to performing and visual artists for our instrumental, vocal, dance and visual arts students. -School designed character education programs such as “Peer to Peer” and “Freshman Seminar,” along with many service organizations, promote positive growth for students in the affective domain. -More than 75% of the student population participates in co-curricular clubs and athletics. -Many of the more than 30 clubs and co-curricular programs have earned significant recognition for their performance. The debate team has won championships the past two years; The Roxbotics Team (robotics club) continues to earn distinction; The Echo Yearbook has earned awards from the GSSPA in each of the last five years; The instrumental music program is the only one in New Jersey to earn the Sudler Flag of Distinction; The vocal music program has produced 14 students who will sing in the All-Eastern Choir in 2018; The student run Mini-THON program raised over $53,000 in contributions last year to fight childhood cancer.