NJ SCHOOL PERFORMANCE Report

State of New Jersey
2015-2016

Grade Span 07-08

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

2015-2016 School Performance Reports

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

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

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

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

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Enrollment by Grade

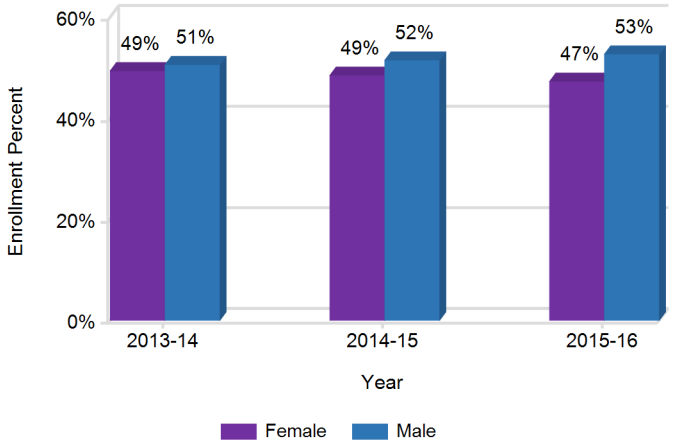
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 07	292	253	303
Grade 08	321	296	264
UG	22	14	15
Total	635	563	582

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

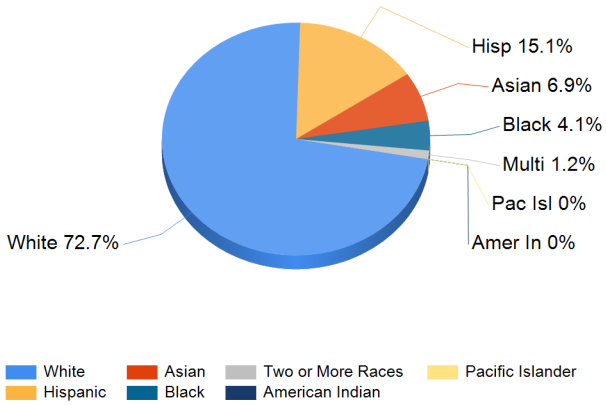
Enrollment by Gender

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



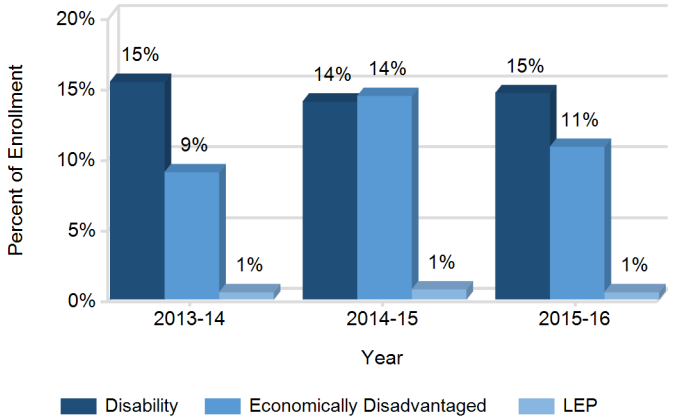
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	85.1%
Spanish	8.8%
Tagalog	1.4%
Polish	0.7%
Chinese	0.5%
Other	3.9%

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	64%	100	66
Mathematics Met or Exceeded Expectations	53%	67	56

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	488	64%	66	89%	X	488	53%	56	89%	X
White	358	65%	60	87%	X	358	55%	51	87%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	70	51%	65	94%	X	70	31%	43	94%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	39	80%	50	100%	√	39	72%	43	100%	√
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	69	16%	42	83%	X	69	12%	37	83%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	48	44%	73	90%	X	48	25%	46	90%	X

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PARCC Performance Distribution - Grade 07

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
PARCC ELA											
Schoolwide	285	761	761	753	6%	6%	19%	44%	25%	69%	56%
White	199	761	761	760	5%	8%	19%	46%	23%	69%	65%
African American	S	S	S	733	S	S	S	S	S	S	35%
Hispanic	44	747	747	739	18%	5%	18%	36%	23%	59%	41%
Asian	23	780	780	781	N	N	9%	52%	39%	91%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	S	S	S	716	S	S	S	S	S	S	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	31	751	751	735	13%	3%	19%	52%	13%	65%	37%
PARCC MATH											
Schoolwide	286	748	748	740	5%	13%	33%	42%	7%	50%	39%
White	199	749	749	747	4%	13%	31%	45%	7%	52%	47%
African American	S	S	S	724	S	S	S	S	S	S	19%
Hispanic	45	736	736	729	9%	18%	42%	27%	4%	31%	23%
Asian	23	763	763	763	N	4%	17%	61%	17%	78%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	S	744	S	S	S	S	S	S	44%
Students with Disability	39	710	710	713	31%	44%	15%	10%	N	10%	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	32	735	735	727	16%	16%	38%	28%	3%	31%	21%

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

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PARCC Performance Distribution - Grade 08

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
PARCC ELA											
Schoolwide	237	755	755	753	8%	8%	27%	46%	12%	58%	55%
White	172	757	757	759	7%	7%	24%	50%	12%	62%	63%
African American	S	S	S	732	S	S	S	S	S	S	34%
Hispanic	38	743	743	740	13%	13%	34%	29%	11%	40%	43%
Asian	16	770	770	780	N	N	38%	38%	25%	63%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	S	756	S	S	S	S	S	S	59%
Students with Disability	31	721	721	715	29%	23%	26%	19%	3%	23%	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	29	730	730	736	21%	17%	35%	24%	3%	28%	38%
****PARCC MATH**											
Schoolwide	158	733	733	726	12%	23%	32%	32%	N	32%	26%
White	109	734	734	732	9%	26%	29%	36%	N	36%	32%
African American	S	S	S	712	S	S	S	S	S	S	14%
Hispanic	33	729	729	721	15%	21%	42%	21%	N	21%	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	S	726	S	S	S	S	S	S	26%
Students with Disability	31	711	711	704	26%	39%	23%	13%	N	13%	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	29	723	723	718	28%	24%	24%	24%	N	24%	18%

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

**Grade 8 does not include students who took an Algebra test.

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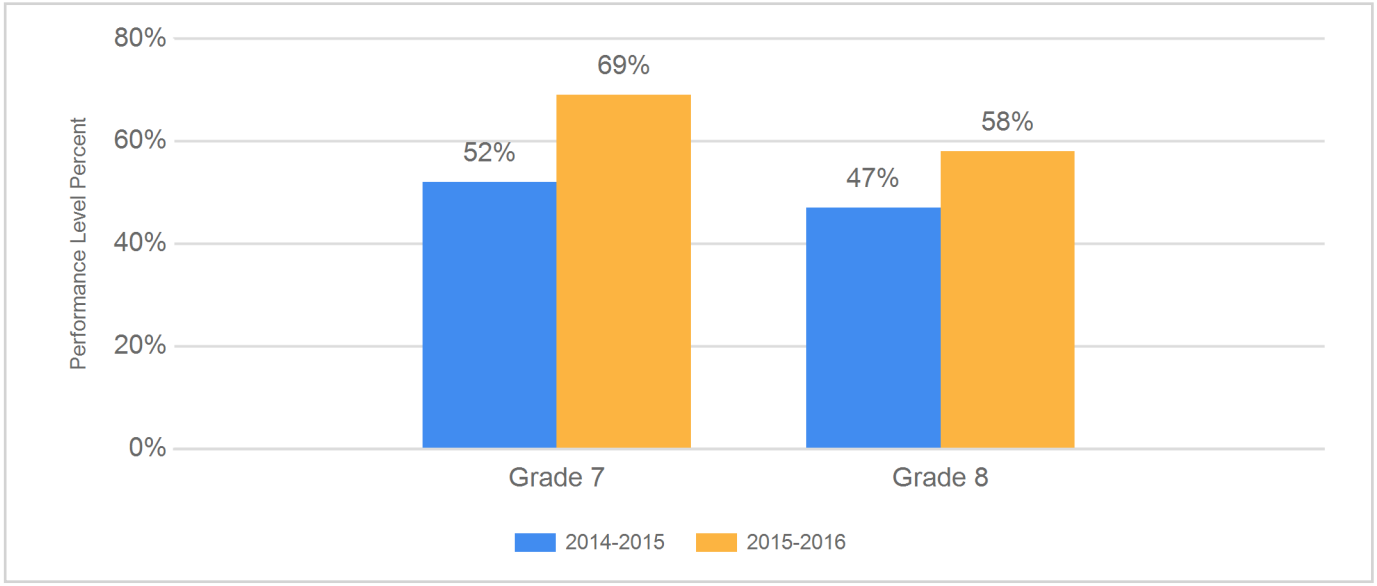
PARCC ELA Performance Trends

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



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	**79**	**786**	**786**	**769**	**N**	**N**	**N**	**87%**	**13%**	**100%**	**41%**
White	63	785	785	772	N	N	N	87%	13%	100%	51%
African American	S	S	S	748	S	S	S	S	S	S	20%
Hispanic	S	S	S	746	S	S	S	S	S	S	25%
Asian	S	S	S	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

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

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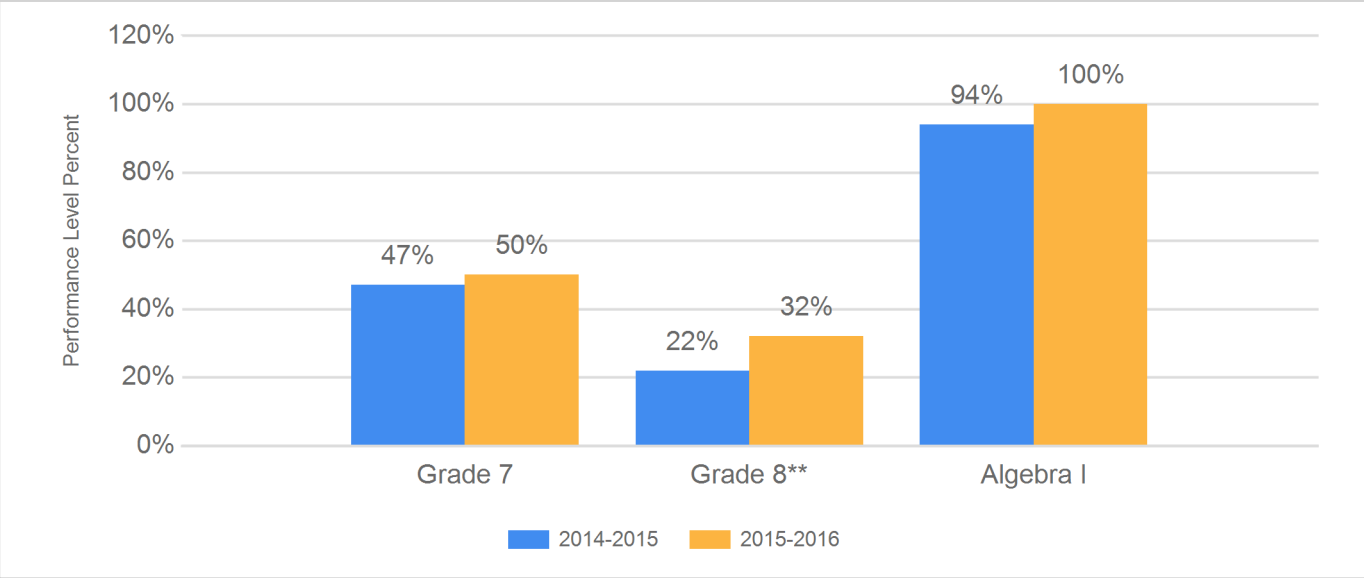
PARCC Math Performance Trends

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



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

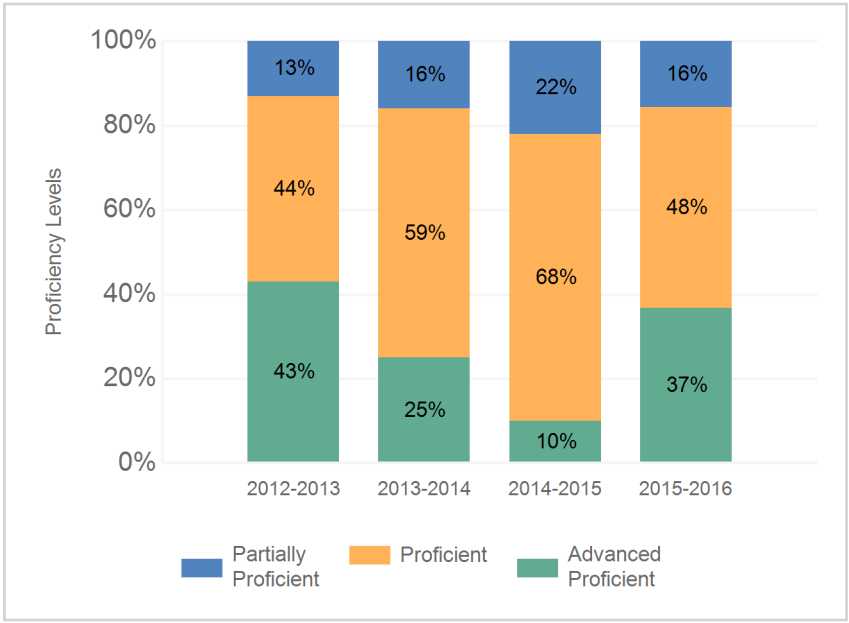
NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	37%	48%	16%
White	37%	50%	14%
African American	S	S	S
Hispanic	32%	44%	24%
American Indian	N	N	N
Asian	56%	31%	13%
Two or More Races	S	S	S
Students with Disability	13%	32%	55%
English Language Learners	S	S	S
Economically Disadvantaged Students	10%	53%	37%

NJASK Proficiency Trends Science - Grade Level 08

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	51	50	50
Student Growth on Math	59	54	50

Student Growth ELA

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

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	3%	2%	2%
Partially Met (L2)	3%	2%	4%
Approached (L3)	10%	8%	9%
Met (L4)	16%	15%	10%
Exceeded (L5)	8%	6%	2%

Student Growth Math

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

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	0%	0%	0%
Approached (L3)	0%	0%	0%
Met (L4)	0%	0%	0%
Exceeded (L5)	0%	0%	0%

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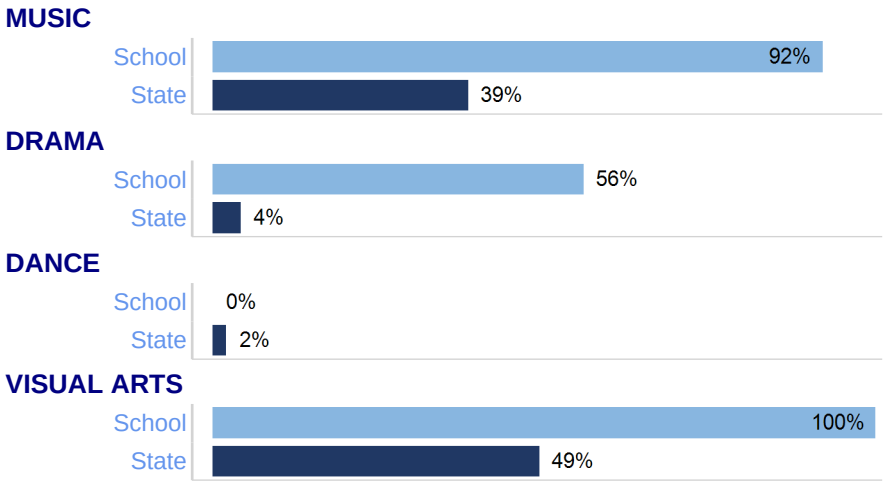
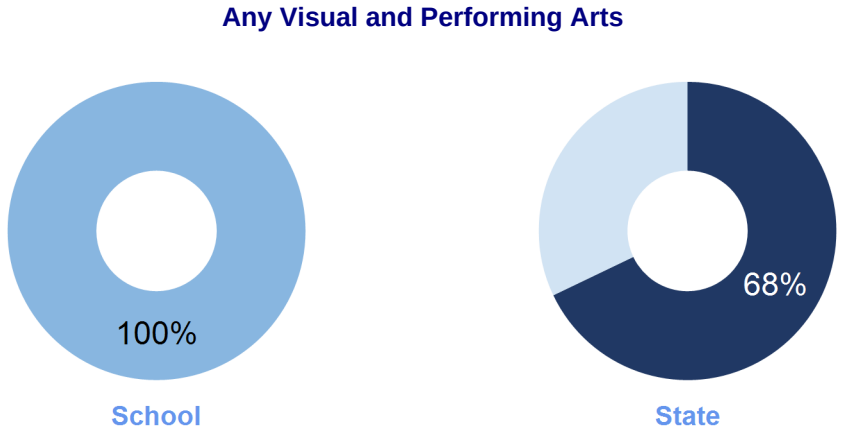
Visual and Performing Arts

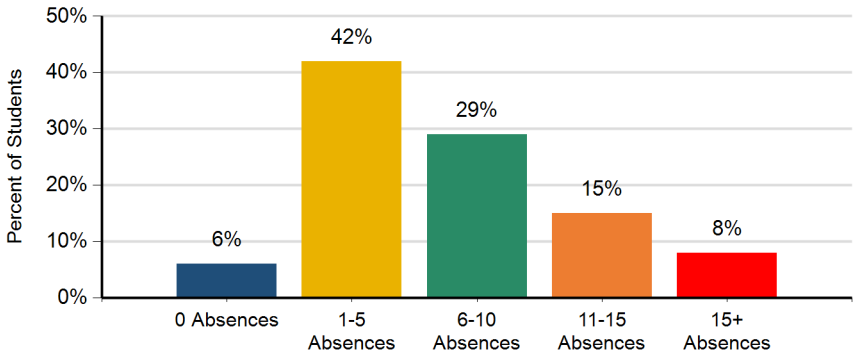
This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.





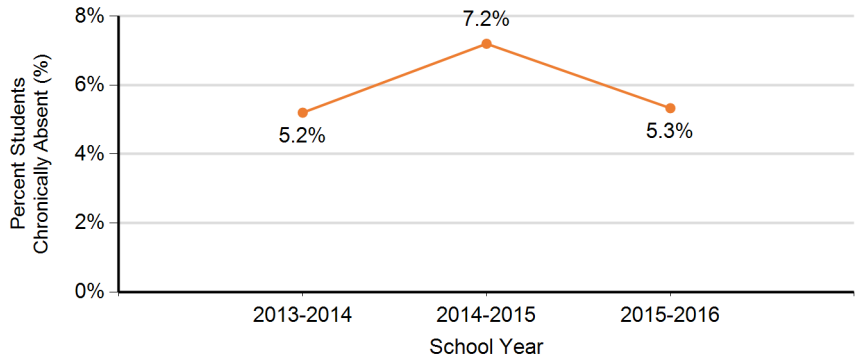
Absenteeism

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



Chronic Absenteeism Trend

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



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Length of School Day

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

	School
2015-16	6 Hrs. 32 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	291:1

Student Suspension Rate

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

	School
2015-16	0.5%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%

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NJ SCHOOL PERFORMANCE Report

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Grade Span KF-04

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

2015-2016 School Performance Reports

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

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

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

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

NJ SCHOOL PERFORMANCE Report

State of New Jersey
2015-2016

Grade Span KF-04

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

Enrollment by Grade

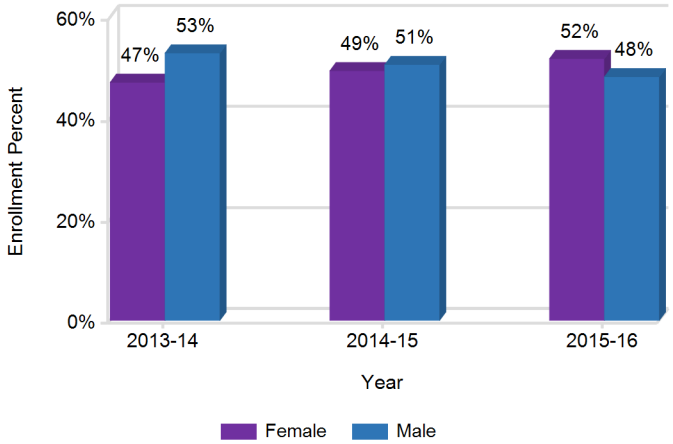
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	40	55	57
Grade 01	67	46	54
Grade 02	72	69	51
Grade 03	70	76	71
Grade 04	58	72	75
UG	20	12	20
Total	327	330	328

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

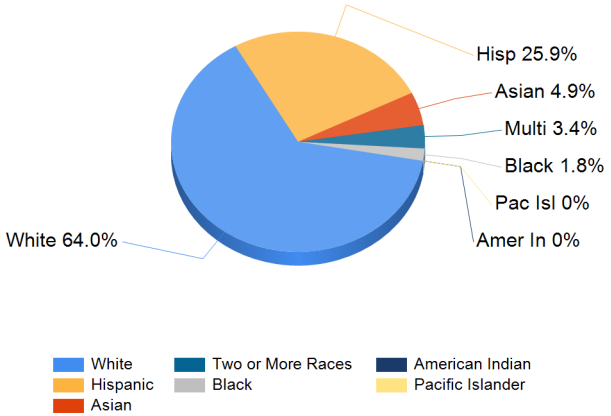
Enrollment by Gender

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



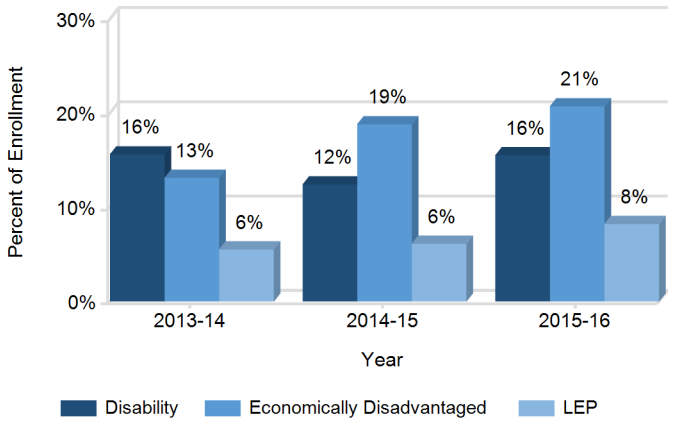
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	76.5%
Spanish	15.5%
Polish	1.2%
Gujarati	0.9%
Macedonian	0.9%
Other	4.8%

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	57%	50	54
Mathematics Met or Exceeded Expectations	48%	50	49

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	130	57%	54	91%	X	131	48%	49	92%	X
White	83	60%	48	89%	X	83	53%	47	89%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	33	46%	54	93%	X	34	32%	42	96%	√
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	

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PARCC Performance Distribution - Grade 03

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
PARCC ELA											
Schoolwide	69	753	752	746	3%	22%	22%	48%	6%	54%	48%
White	43	753	753	756	5%	19%	21%	51%	5%	56%	58%
African American	S	S	740	727	S	S	S	S	S	S	30%
Hispanic	19	744	738	730	N	32%	21%	47%	N	47%	31%
Asian	S	S	772	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	767	753	S	S	S	S	S	S	55%
Students with Disability	S	S	739	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	16	736	738	727	6%	31%	31%	31%	N	31%	28%
PARCC MATH											
Schoolwide	70	752	750	749	3%	13%	39%	33%	13%	46%	52%
White	43	754	751	757	N	14%	37%	35%	14%	49%	63%
African American	S	S	736	730	S	S	S	S	S	S	31%
Hispanic	20	741	737	736	10%	10%	45%	30%	5%	35%	35%
Asian	S	S	770	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	760	754	S	S	S	S	S	S	57%
Students with Disability	S	S	742	727	S	S	S	S	S	S	28%
English Language Learners	S	S	721	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	17	736	734	732	6%	18%	59%	18%	N	18%	32%

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

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PARCC Performance Distribution - Grade 04

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
PARCC ELA											
Schoolwide	70	757	755	750	6%	13%	21%	46%	14%	60%	54%
White	40	760	755	759	5%	13%	18%	48%	18%	65%	64%
African American	S	S	753	733	S	S	S	S	S	S	33%
Hispanic	21	746	750	737	10%	19%	29%	43%	N	43%	37%
Asian	S	S	777	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	754	756	S	S	S	S	S	S	62%
Students with Disability	S	S	725	723	S	S	S	S	S	S	22%
English Language Learners	S	S	722	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	19	744	743	734	16%	5%	47%	26%	5%	32%	33%
PARCC MATH											
Schoolwide	71	746	746	745	4%	18%	28%	45%	4%	49%	47%
White	40	750	748	752	3%	13%	28%	55%	3%	58%	57%
African American	S	S	710	727	S	S	S	S	S	S	24%
Hispanic	22	733	738	733	9%	27%	36%	27%	N	27%	30%
Asian	S	S	770	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	745	750	S	S	S	S	S	S	54%
Students with Disability	S	S	717	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	19	726	730	730	11%	42%	32%	16%	N	16%	27%

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

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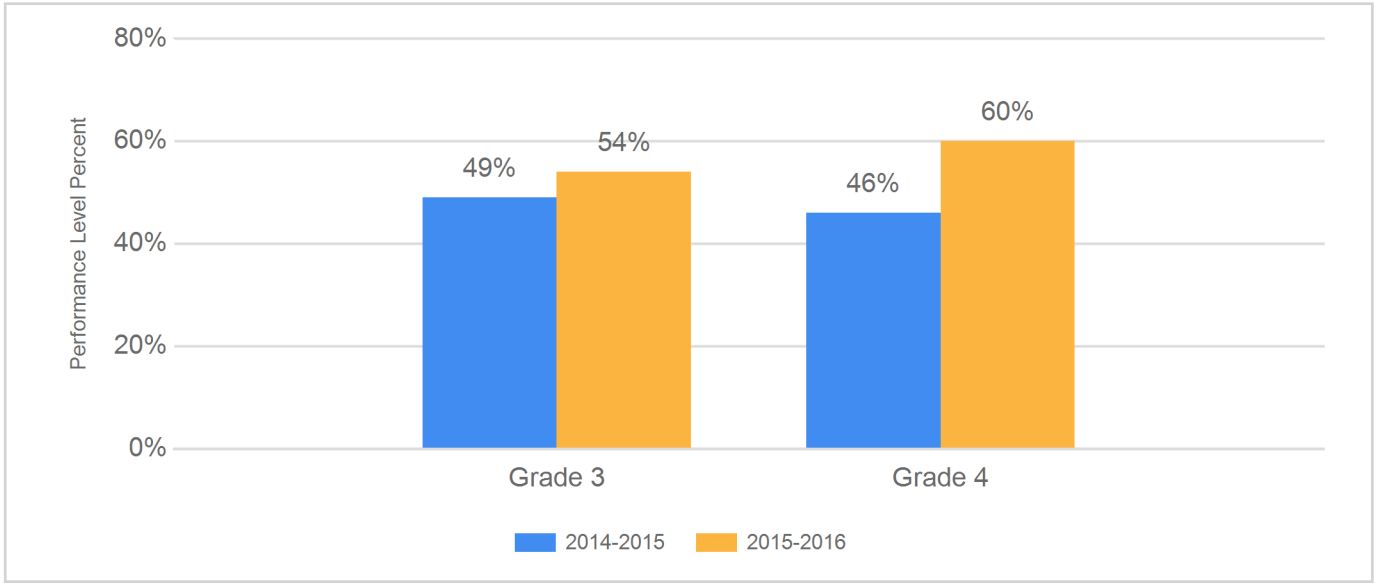
PARCC ELA Performance Trends

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



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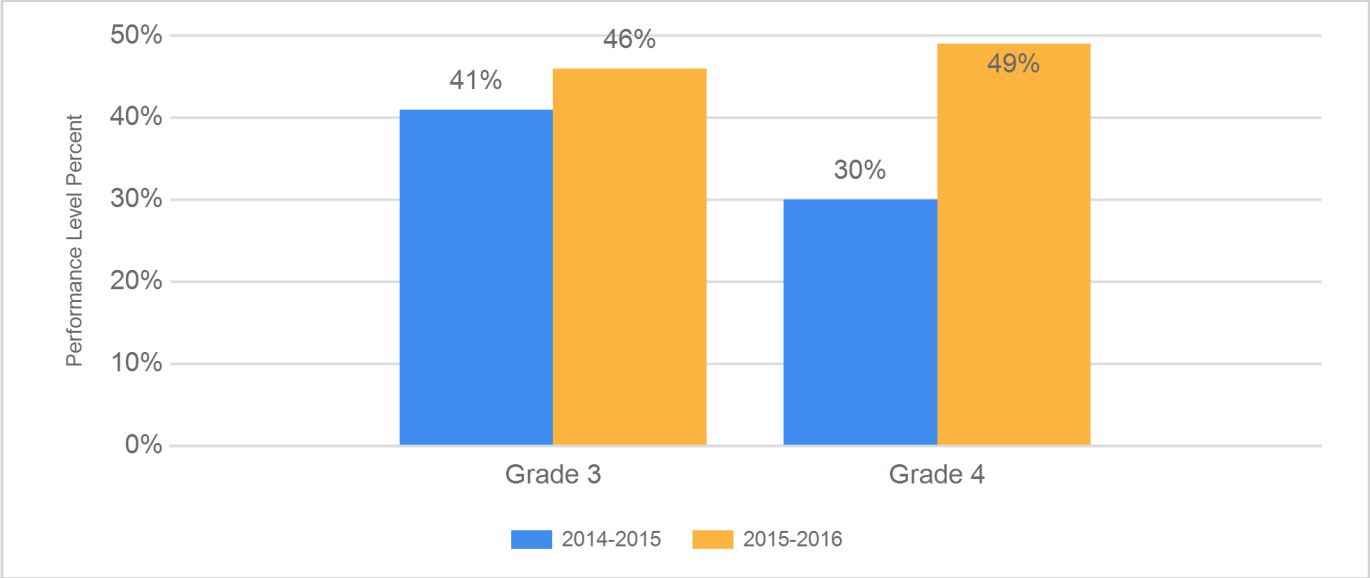
PARCC Math Performance Trends

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



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

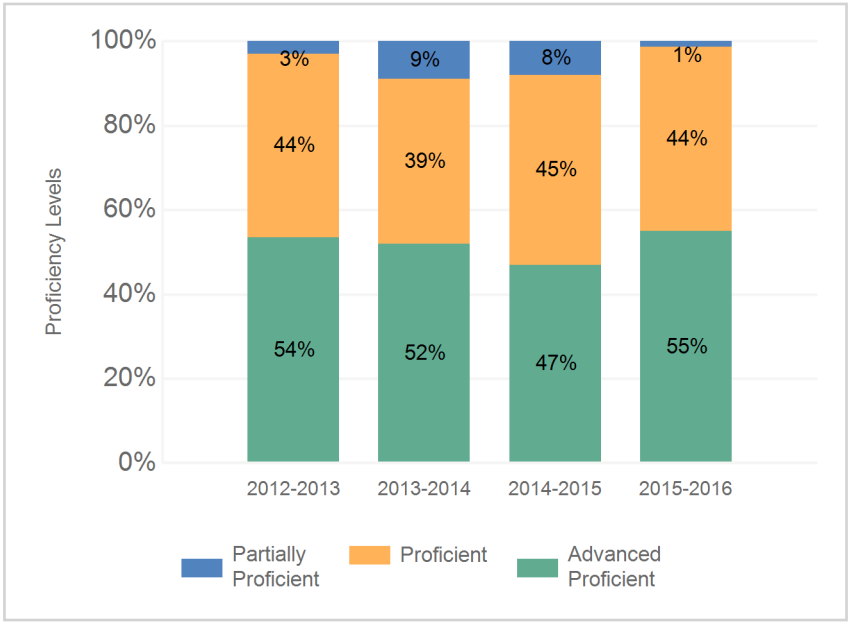
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	55%	44%	1%
White	55%	43%	2%
African American	S	S	S
Hispanic	48%	52%	N
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	47%	53%	N

NJASK Proficiency Trends Science - Grade Level 04

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	58	50	50
Student Growth on Math	48	54	50

Student Growth ELA

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

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	0%	4%	4%
Partially Met (L2)	4%	6%	9%
Approached (L3)	6%	4%	9%
Met (L4)	17%	15%	15%
Exceeded (L5)	2%	4%	2%

Student Growth Math

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

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	0%	4%	0%
Partially Met (L2)	9%	13%	4%
Approached (L3)	8%	8%	11%
Met (L4)	13%	8%	11%
Exceeded (L5)	4%	6%	2%

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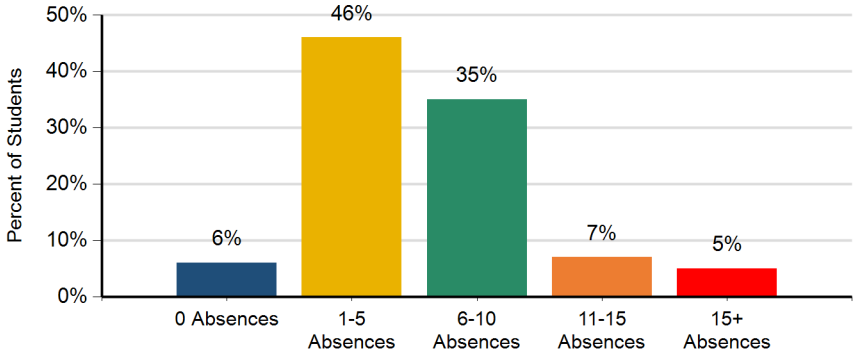
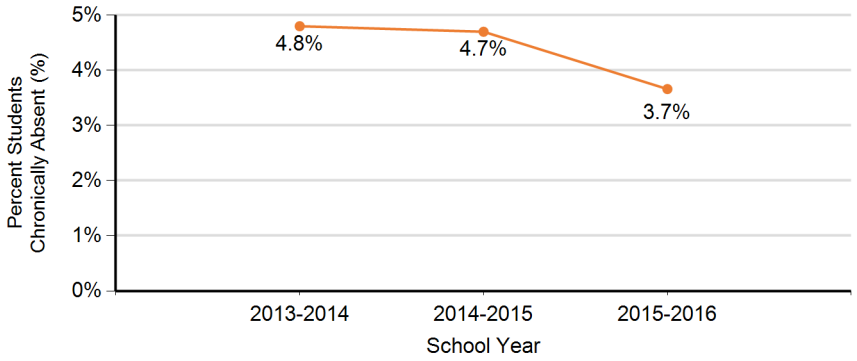
Absenteeism

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



Chronic Absenteeism Trend

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



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Length of School Day

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

	School
2015-16	6 Hrs. 10 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	328:1

Student Suspension Rate

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

	School
2015-16	1.2%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%

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Enrollment by Grade

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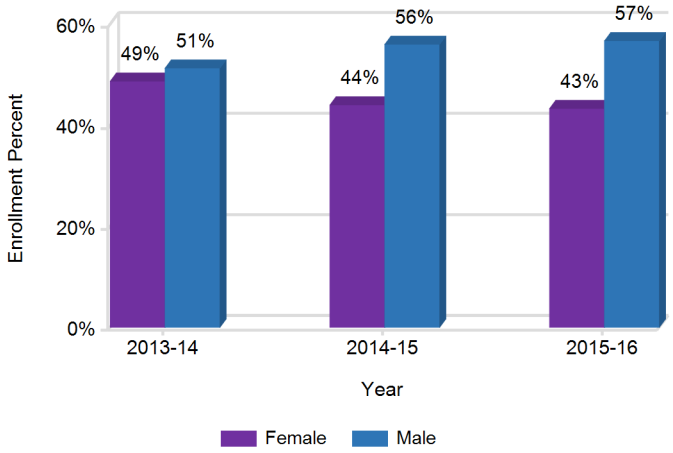
Grade KG	55	63	75
Grade 01	62	58	66
Grade 02	66	62	60
Grade 03	64	64	59
Grade 04	83	65	60
UG	19	22	17
Total	349	334	337

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

Enrollment by Gender

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



Enrollment by Ethnic/ Racial Subgroup

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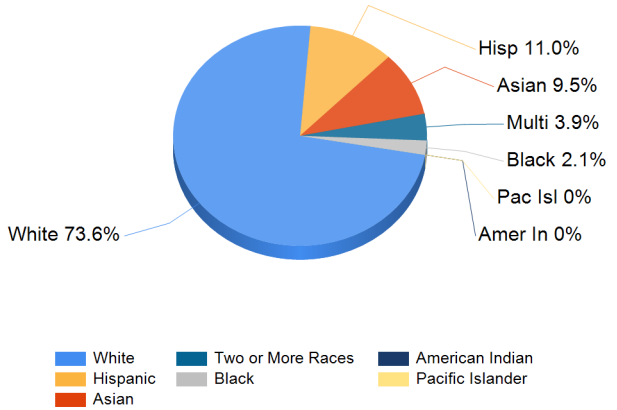
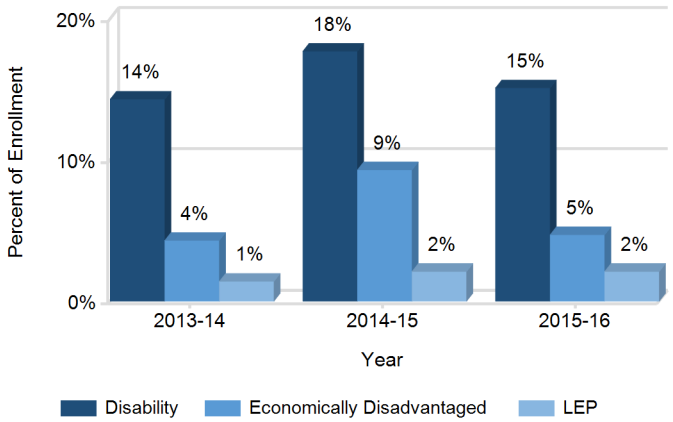


Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	87.2%
Spanish	4.5%
Chinese	1.8%
Greek, Modern (1453-)	0.9%
Portuguese	0.9%
Other	4.8%

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NJ SCHOOL PERFORMANCE Report

State of New Jersey
2015-2016

Grade Span KF-04

27-4560-065
MORRIS
ROXBURY TWP
Jefferson Elementary School
CORN HOLLOW ROAD
SUCCASUNNA, NJ 07876

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	62%	67	62
Mathematics Met or Exceeded Expectations	54%	100	61

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	107	62%	62	94%	X	107	54%	61	94%	X
White	87	61%	51	94%	X	87	54%	50	94%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	

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Grade Span KF-04

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PARCC Performance Distribution - Grade 03

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
PARCC ELA											
Schoolwide	57	751	752	746	5%	16%	21%	56%	2%	58%	48%
White	44	749	753	756	7%	16%	21%	55%	2%	57%	58%
African American	S	S	740	727	S	S	S	S	S	S	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	S	S	772	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	767	753	S	S	S	S	S	S	55%
Students with Disability	S	S	739	718	S	S	S	S	S	S	22%
English Language Learners	S	S	759	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	28%
PARCC MATH											
Schoolwide	57	750	750	749	5%	12%	37%	35%	11%	46%	52%
White	44	749	751	757	7%	14%	34%	36%	9%	46%	63%
African American	S	S	736	730	S	S	S	S	S	S	31%
Hispanic	S	S	737	736	S	S	S	S	S	S	35%
Asian	S	S	770	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	760	754	S	S	S	S	S	S	57%
Students with Disability	S	S	742	727	S	S	S	S	S	S	28%
English Language Learners	S	S	721	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	32%

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

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PARCC Performance Distribution - Grade 04

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
PARCC ELA											
Schoolwide	55	763	755	750	N	4%	31%	51%	15%	66%	54%
White	47	762	755	759	N	4%	30%	53%	13%	66%	64%
African American	S	S	753	733	S	S	S	S	S	S	33%
Hispanic	S	S	750	737	S	S	S	S	S	S	37%
Asian	S	S	777	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	754	756	S	S	S	S	S	S	62%
Students with Disability	S	S	725	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	743	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	55	758	746	745	2%	4%	31%	58%	6%	64%	47%
White	47	759	748	752	N	4%	32%	60%	4%	64%	57%
African American	S	S	710	727	S	S	S	S	S	S	24%
Hispanic	S	S	738	733	S	S	S	S	S	S	30%
Asian	S	S	770	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	745	750	S	S	S	S	S	S	54%
Students with Disability	S	S	717	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	730	730	S	S	S	S	S	S	27%

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

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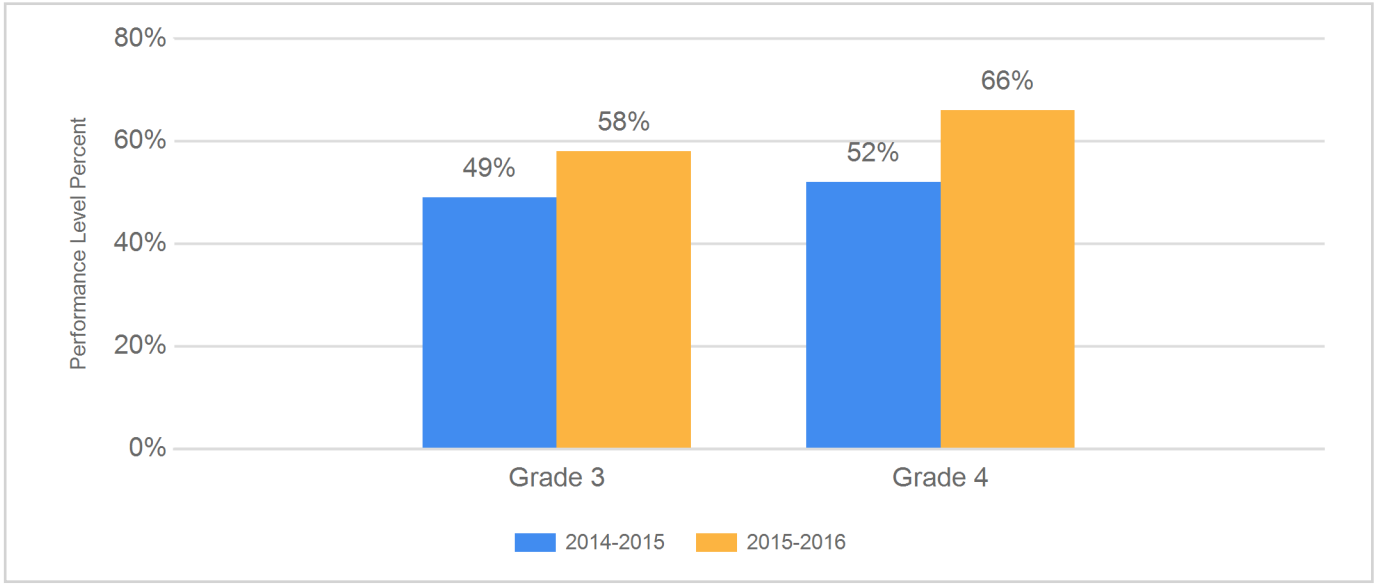
PARCC ELA Performance Trends

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



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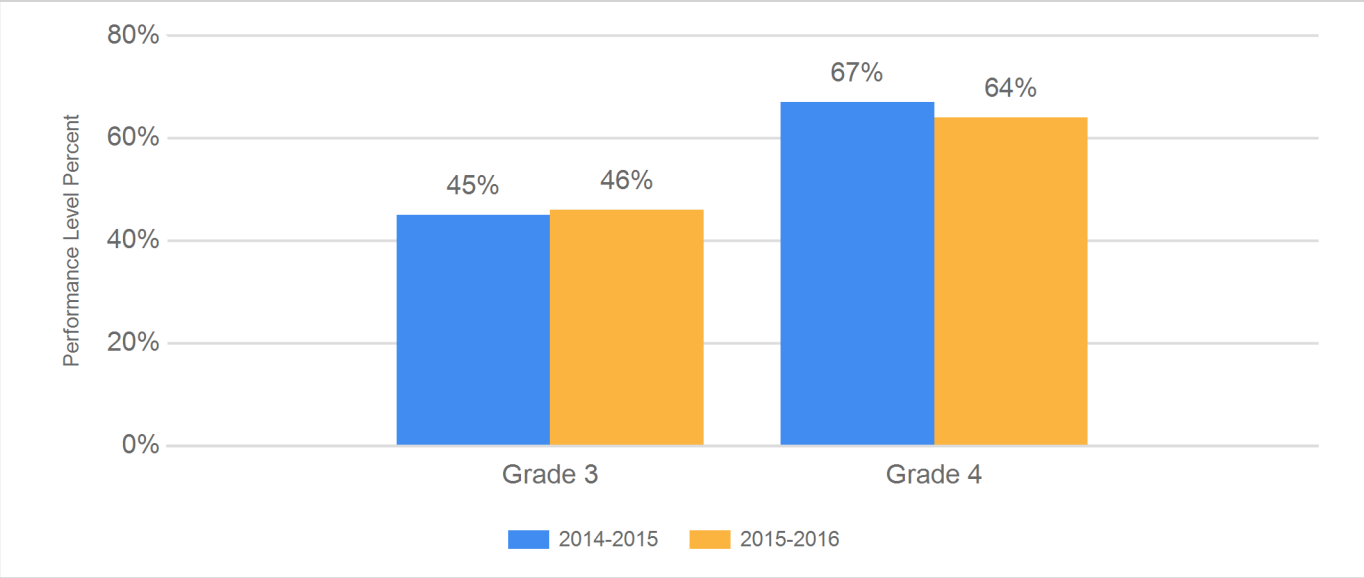
PARCC Math Performance Trends

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



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

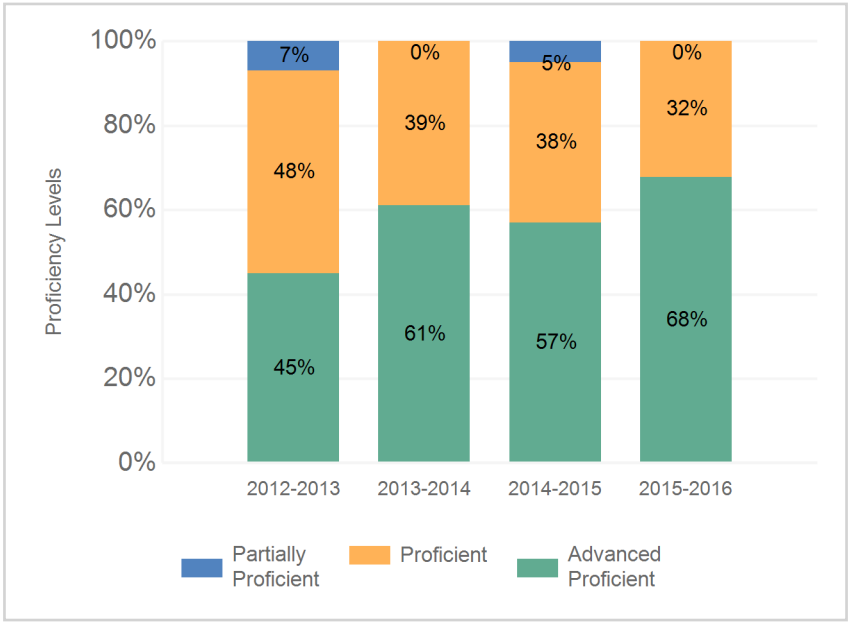
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	68%	32%	N
White	64%	36%	N
African American	N	N	N
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	74	50	50
Student Growth on Math	82	54	50

Student Growth ELA

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

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	9%
Partially Met (L2)	4%	2%	9%
Approached (L3)	4%	9%	17%
Met (L4)	6%	11%	28%
Exceeded (L5)	0%	0%	2%

Student Growth Math

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

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	2%
Partially Met (L2)	0%	2%	13%
Approached (L3)	6%	4%	34%
Met (L4)	2%	2%	30%
Exceeded (L5)	0%	0%	4%

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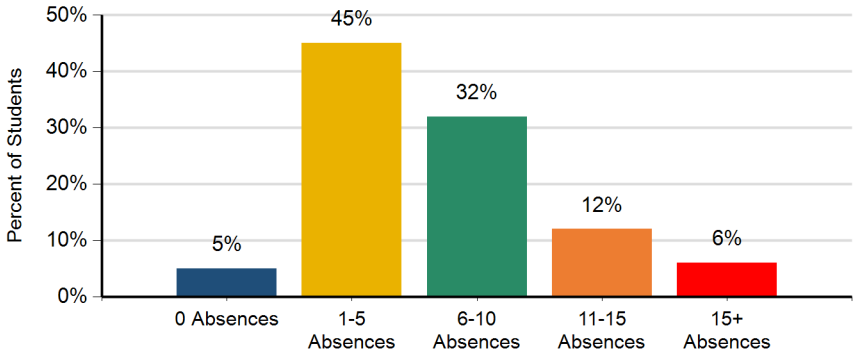
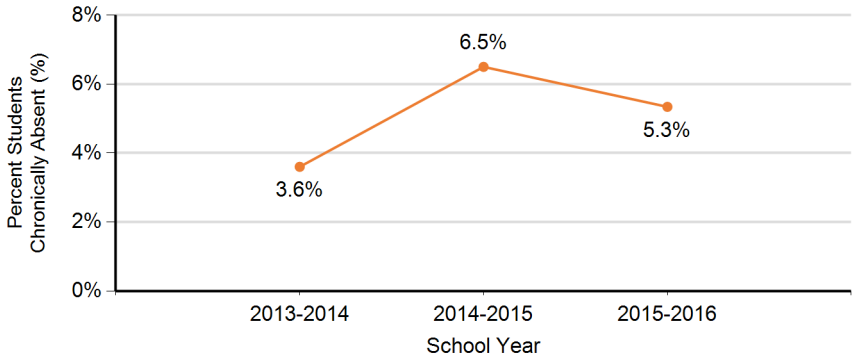
Absenteeism

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



Chronic Absenteeism Trend

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



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Length of School Day

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

	School
2015-16	6 Hrs. 10 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	337:1

Student Suspension Rate

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

	School
2015-16	0.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%

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2015-2016 School Performance Reports

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

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

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

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

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Enrollment by Grade

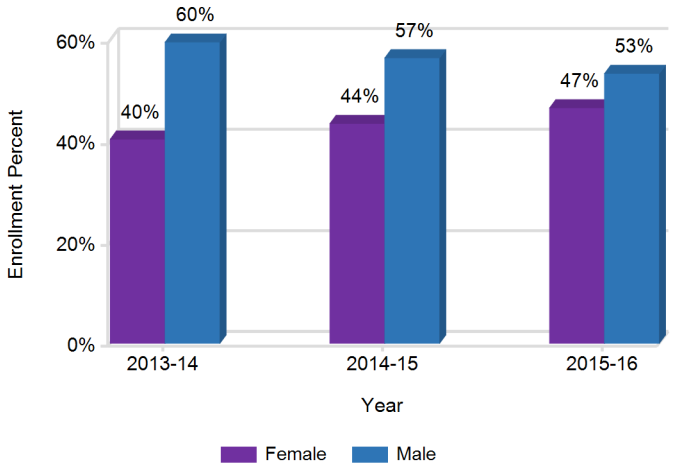
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	40	42	40
Grade 01	37	45	40
Grade 02	44	38	44
Grade 03	39	46	35
Grade 04	51	38	43
UG	19	14	19
Total	230	223	221

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

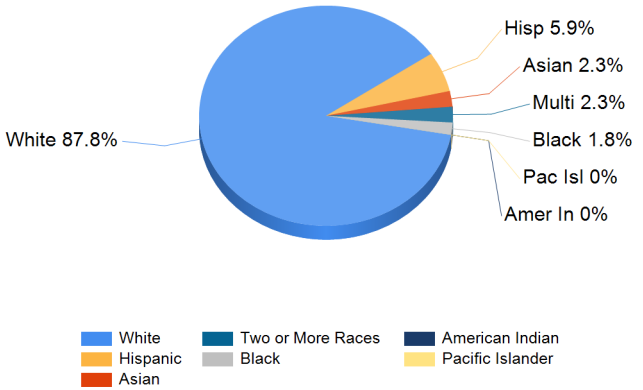
Enrollment by Gender

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



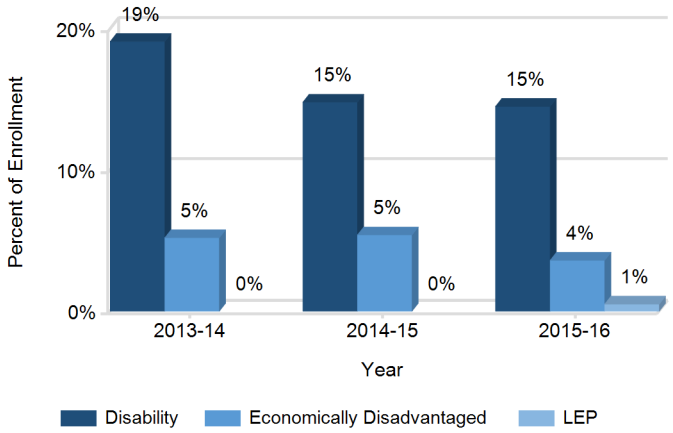
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	94.1%
Spanish	1.8%
Portuguese	0.9%
Tagalog	0.9%
English, Old (ca.450-1100)	0.5%
Other	2.0%

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	47%	17	38
Mathematics Met or Exceeded Expectations	33%	17	25

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	83	47%	38	96%	√	83	33%	25	96%	√
White	75	45%	21	96%	√	75	33%	16	96%	√
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	

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PARCC Performance Distribution - Grade 03

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
PARCC ELA											
Schoolwide	38	746	752	746	5%	11%	37%	45%	3%	47%	48%
White	32	748	753	756	3%	13%	41%	41%	3%	44%	58%
African American	S	S	740	727	S	S	S	S	S	S	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	S	S	772	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	767	753	S	S	S	S	S	S	55%
Students with Disability	S	S	739	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	738	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	38	739	750	749	11%	16%	37%	34%	3%	37%	52%
White	32	740	751	757	9%	16%	38%	34%	3%	38%	63%
African American	S	S	736	730	S	S	S	S	S	S	31%
Hispanic	S	S	737	736	S	S	S	S	S	S	35%
Asian	S	S	770	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	760	754	S	S	S	S	S	S	57%
Students with Disability	S	S	742	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	734	732	S	S	S	S	S	S	32%

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

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NJ SCHOOL PERFORMANCE Report

State of New Jersey
2015-2016

Grade Span KF-04

27-4560-067
MORRIS
ROXBURY TWP
Kennedy Elementary School
PLEASANT HILL ROAD
SUCCASUNNA, NJ 07876

PARCC Performance Distribution - Grade 04

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
PARCC ELA											
Schoolwide	47	744	755	750	11%	11%	32%	43%	4%	47%	54%
White	45	743	755	759	11%	9%	33%	42%	4%	47%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	N	N	N	737	N	N	N	N	N	N	37%
Asian	S	S	777	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	754	756	S	S	S	S	S	S	62%
Students with Disability	S	S	725	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	743	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	47	733	746	745	13%	28%	30%	30%	N	30%	47%
White	45	734	748	752	11%	27%	31%	31%	N	31%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	N	N	N	733	N	N	N	N	N	N	30%
Asian	S	S	770	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	745	750	S	S	S	S	S	S	54%
Students with Disability	S	S	717	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	730	730	S	S	S	S	S	S	27%

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

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NJ SCHOOL PERFORMANCE Report

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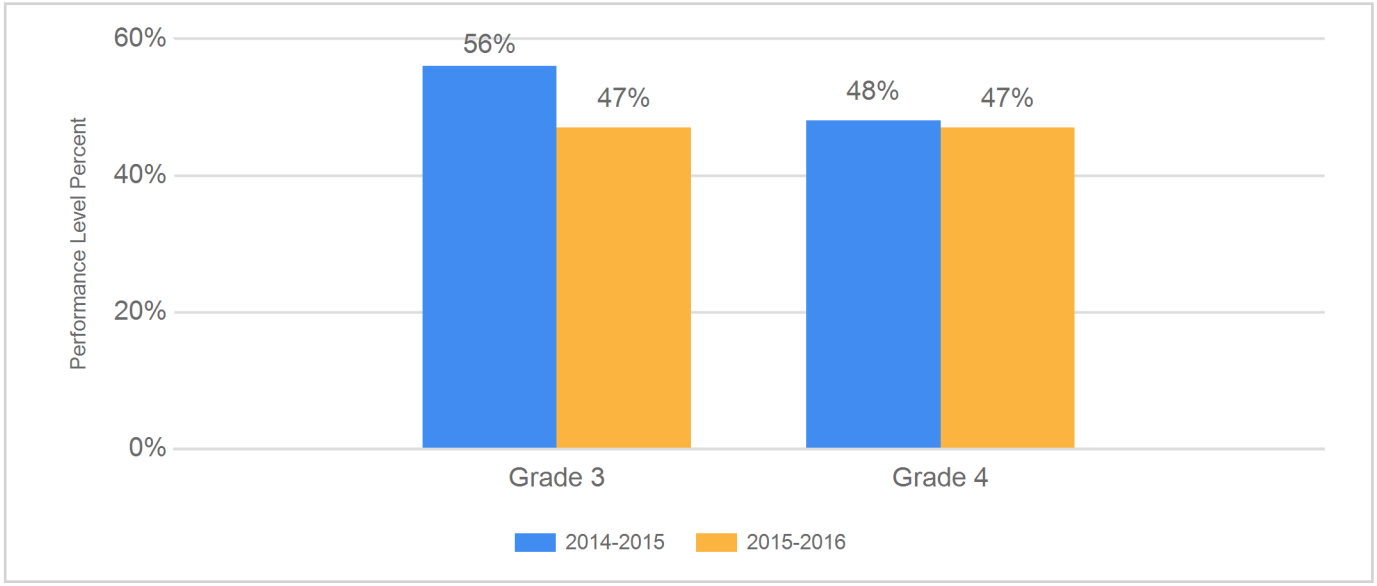
PARCC ELA Performance Trends

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



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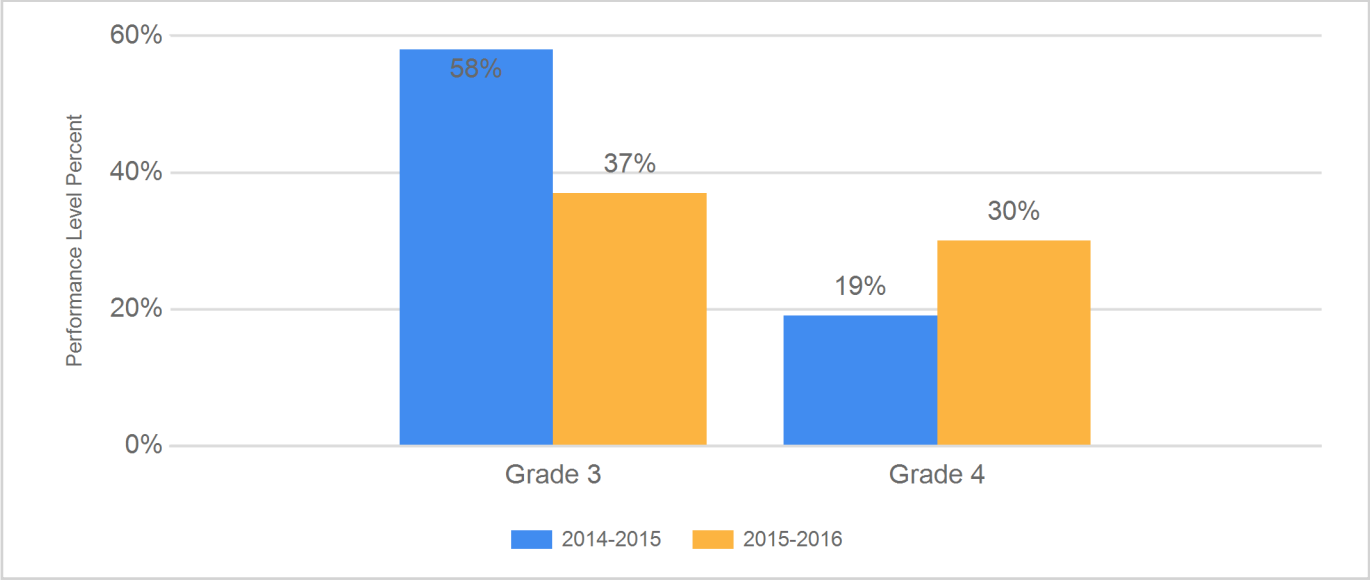
PARCC Math Performance Trends

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



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

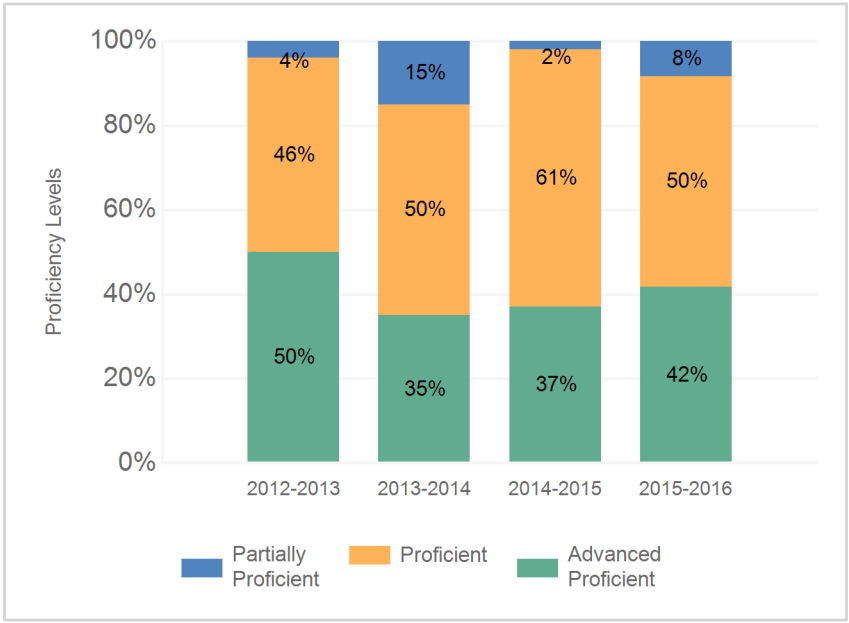
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	42%	50%	8%
White	40%	51%	9%
African American	N	N	N
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	33	50	50
Student Growth on Math	19	54	50

Student Growth ELA

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

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	3%	0%	0%
Partially Met (L2)	6%	6%	0%
Approached (L3)	18%	15%	0%
Met (L4)	32%	18%	3%
Exceeded (L5)	0%	0%	0%

Student Growth Math

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

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	3%	0%	0%
Partially Met (L2)	12%	3%	0%
Approached (L3)	21%	3%	3%
Met (L4)	32%	9%	3%
Exceeded (L5)	9%	3%	0%

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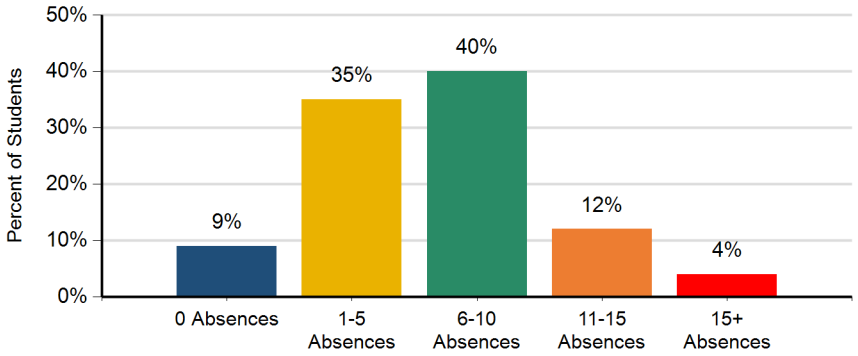
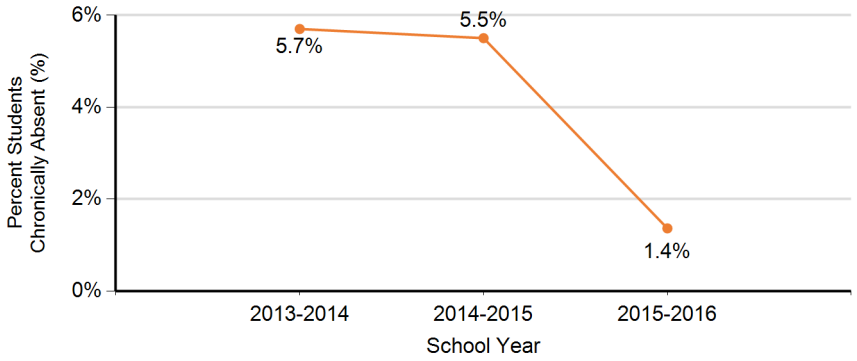
Absenteeism

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



Chronic Absenteeism Trend

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



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NJ SCHOOL PERFORMANCE Report

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Length of School Day

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

	School
2015-16	6 Hrs. 10 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	221:1

Student Suspension Rate

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

	School
2015-16	0.5%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%

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NJ SCHOOL PERFORMANCE Report

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Grade Span 05-06

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

2015-2016 School Performance Reports

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

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

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

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

NJ SCHOOL PERFORMANCE Report

State of New Jersey
2015-2016

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MORRIS
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Enrollment by Grade

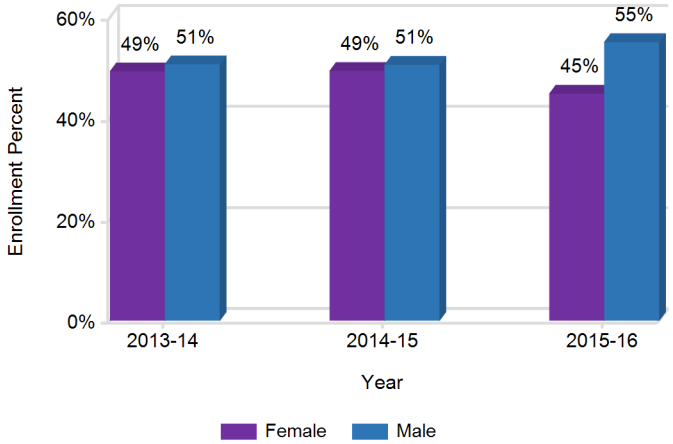
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 05	277	249	226
Grade 06	243	280	259
UG	18	18	12
Total	538	547	497

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

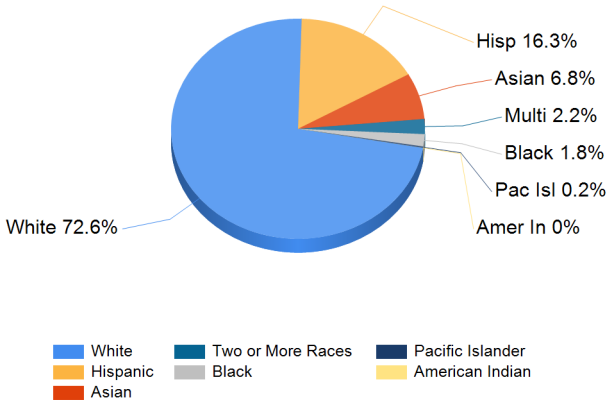
Enrollment by Gender

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



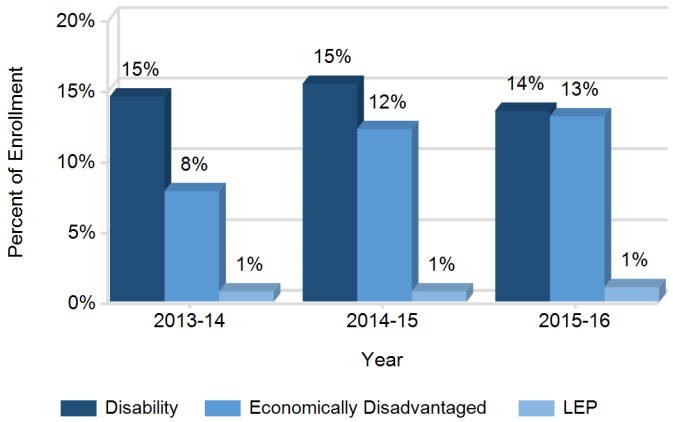
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	82.1%
Spanish	10.1%
Chinese	0.8%
Tagalog	0.8%
Albanian	0.6%
Other	5.6%

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NJ SCHOOL PERFORMANCE Report

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Grade Span 05-06

27-4560-080
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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	47%	33	38
Mathematics Met or Exceeded Expectations	42%	33	39

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	432	47%	38	91%	X	430	42%	39	91%	X
White	320	48%	26	90%	X	318	42%	28	90%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	68	32%	23	94%	X	68	29%	33	94%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	63	13%	33	88%	X	63	13%	44	88%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	51	28%	30	89%	X	51	26%	40	89%	X

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PARCC Performance Distribution - Grade 05

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
PARCC ELA											
Schoolwide	216	744	744	751	4%	19%	33%	42%	1%	44%	53%
White	162	743	743	758	6%	21%	30%	43%	1%	44%	64%
African American	S	S	S	733	S	S	S	S	S	S	32%
Hispanic	31	743	743	738	N	16%	52%	32%	N	32%	37%
Asian	13	762	762	773	N	8%	15%	77%	N	77%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	S	S	S	723	S	S	S	S	S	S	20%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	28	736	736	735	7%	36%	29%	25%	4%	29%	33%
PARCC MATH											
Schoolwide	217	744	744	747	4%	17%	38%	36%	5%	41%	47%
White	161	743	743	753	3%	19%	37%	37%	4%	41%	57%
African American	S	S	S	728	S	S	S	S	S	S	24%
Hispanic	32	738	738	735	9%	13%	53%	22%	3%	25%	31%
Asian	14	762	762	774	7%	N	14%	64%	14%	79%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	S	754	S	S	S	S	S	S	56%
Students with Disability	36	725	725	725	11%	36%	39%	14%	N	14%	19%
English Language Learners	S	S	S	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	29	735	735	732	14%	21%	38%	21%	7%	28%	28%

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

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NJ SCHOOL PERFORMANCE Report

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PARCC Performance Distribution - Grade 06

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
PARCC ELA											
Schoolwide	240	751	751	750	4%	13%	33%	39%	11%	50%	52%
White	167	751	751	756	4%	8%	34%	45%	8%	53%	61%
African American	S	S	S	732	S	S	S	S	S	S	31%
Hispanic	45	740	740	738	7%	22%	44%	13%	13%	27%	37%
Asian	21	772	772	772	N	10%	10%	48%	33%	81%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	S	755	S	S	S	S	S	S	60%
Students with Disability	27	724	724	719	19%	41%	26%	11%	4%	15%	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	29	735	735	735	10%	28%	35%	17%	10%	28%	33%
PARCC MATH											
Schoolwide	239	745	745	743	5%	20%	32%	37%	6%	44%	43%
White	166	745	745	750	3%	18%	34%	41%	4%	45%	53%
African American	S	S	S	724	S	S	S	S	S	S	20%
Hispanic	45	736	736	730	9%	31%	31%	27%	2%	29%	26%
Asian	21	768	768	768	N	14%	19%	33%	33%	67%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	27	725	725	717	15%	41%	30%	11%	4%	15%	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	29	732	732	728	10%	31%	35%	24%	N	24%	23%

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

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NJ SCHOOL PERFORMANCE Report

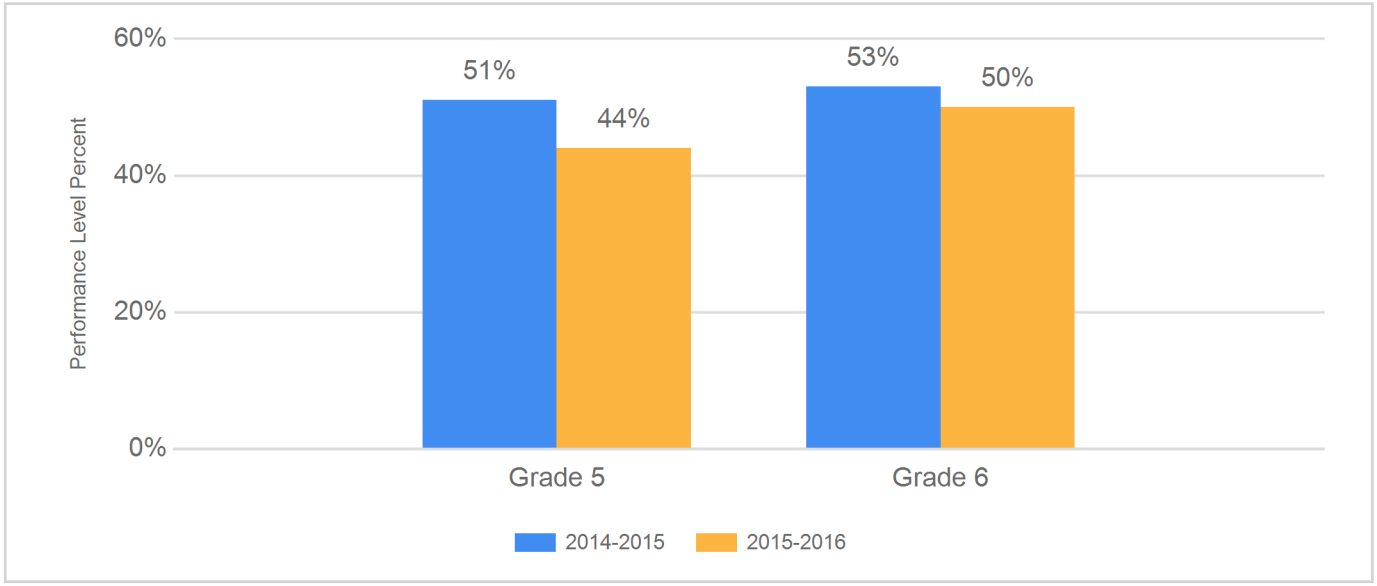
State of New Jersey
2015-2016

Grade Span 05-06

27-4560-080
MORRIS
ROXBURY TWP
Lincoln/Roosevelt School
34 HILLSIDE AVENUE
SUCCASUNNA, NJ 07876-1446

PARCC ELA Performance Trends

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



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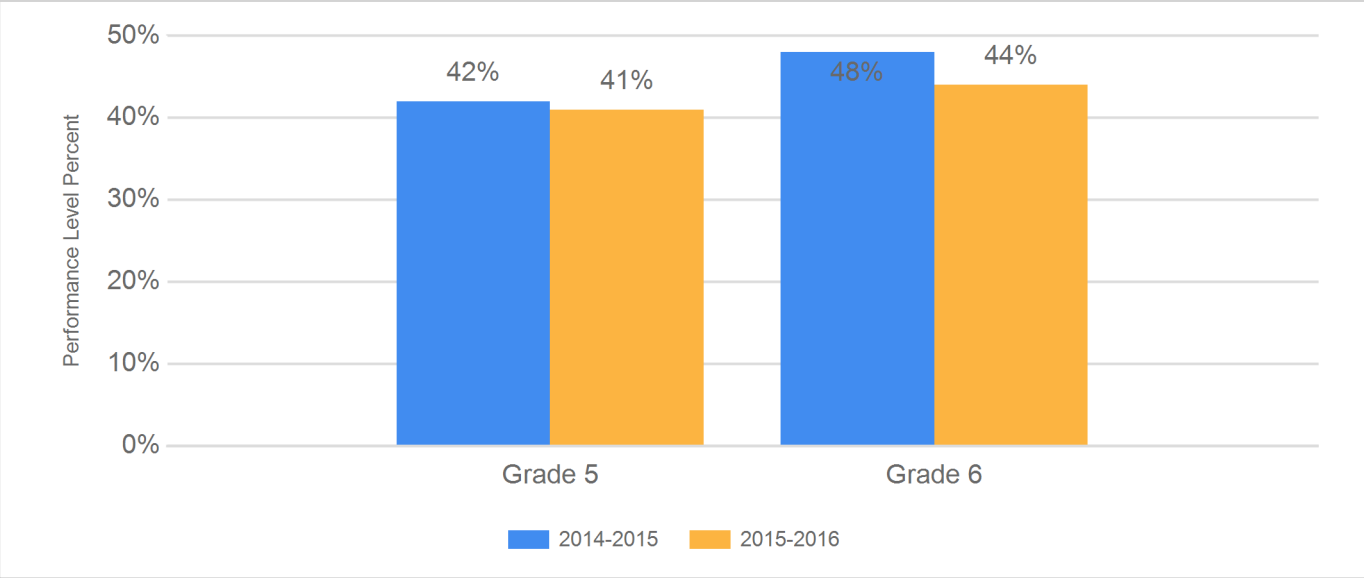
PARCC Math Performance Trends

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	48	50	50
Student Growth on Math	51	54	50

Student Growth ELA

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

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	2%
Partially Met (L2)	5%	4%	6%
Approached (L3)	11%	9%	10%
Met (L4)	13%	15%	23%
Exceeded (L5)	0%	1%	1%

Student Growth Math

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

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	1%
Partially Met (L2)	4%	4%	5%
Approached (L3)	19%	9%	10%
Met (L4)	9%	11%	21%
Exceeded (L5)	1%	2%	2%

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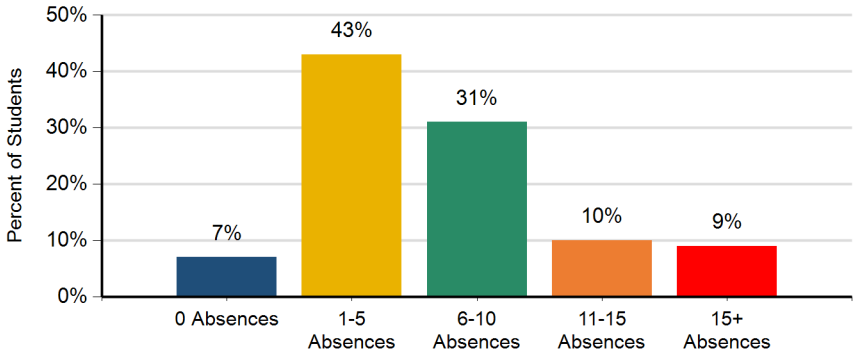
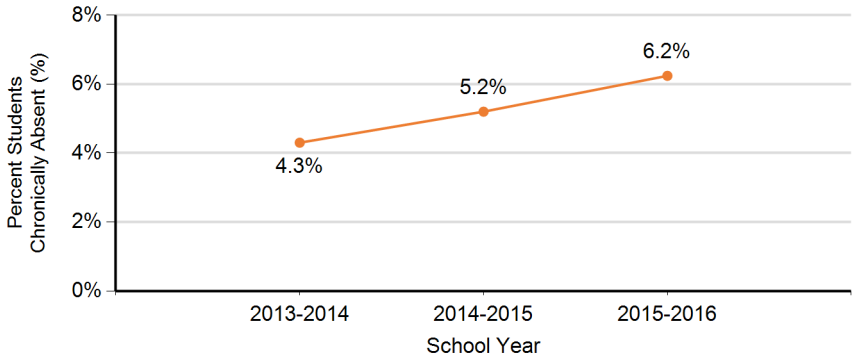
Absenteeism

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



Chronic Absenteeism Trend

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



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Length of School Day

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

	School
2015-16	6 Hrs. 18 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 31 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	249:1

Student Suspension Rate

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

	School
2015-16	0.4%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	97%

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NJ SCHOOL PERFORMANCE Report

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2015-2016 School Performance Reports

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

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

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

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

NJ SCHOOL PERFORMANCE Report

State of New Jersey
2015-2016

Grade Span KF-04

27-4560-085
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Enrollment by Grade

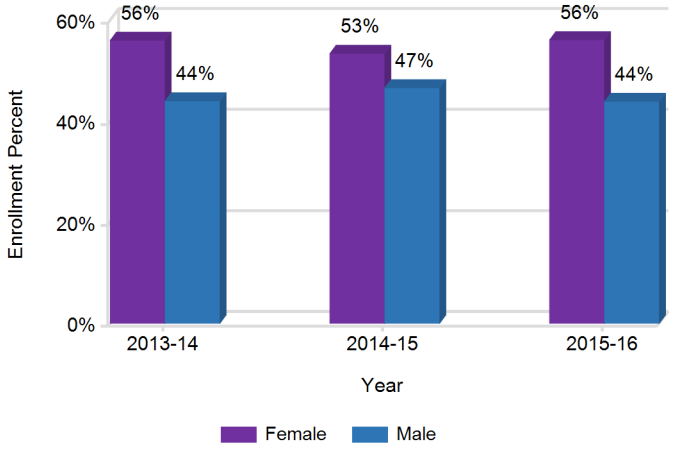
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	49	56	50
Grade 01	47	54	49
Grade 02	55	47	59
Grade 03	51	60	50
Grade 04	48	52	58
UG	16	14	23
Total	266	283	289

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

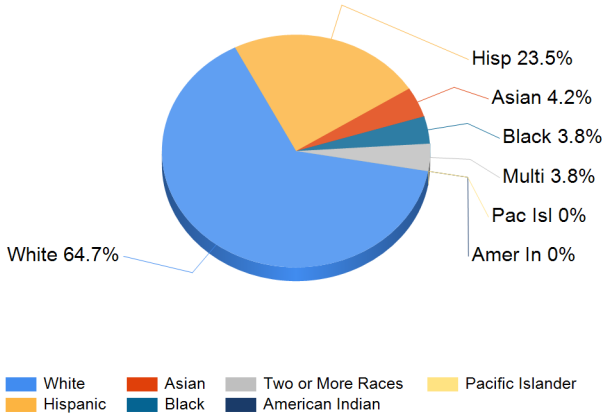
Enrollment by Gender

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



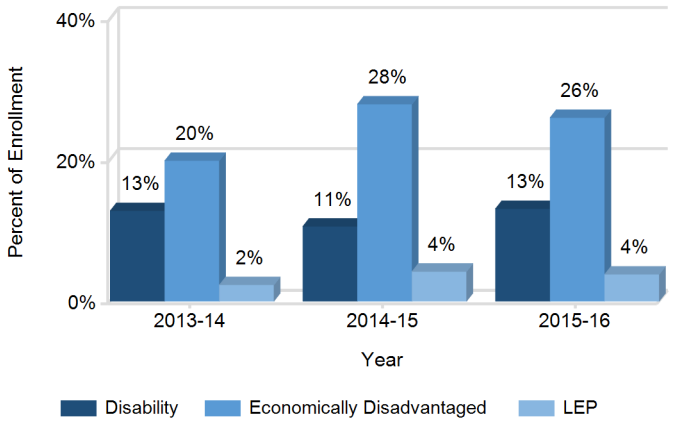
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	81.0%
Spanish	11.4%
Albanian	1.0%
Arabic	0.7%
Portuguese	0.7%
Other	4.7%

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2015-2016

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	62%	83	64
Mathematics Met or Exceeded Expectations	54%	83	61

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	98	62%	64	92%	X	98	54%	61	92%	X
White	69	65%	65	91%	X	69	55%	57	91%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	

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PARCC Performance Distribution - Grade 03

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
PARCC ELA											
Schoolwide	49	758	752	746	6%	8%	27%	51%	8%	59%	48%
White	35	764	753	756	3%	6%	29%	51%	11%	63%	58%
African American	S	S	740	727	S	S	S	S	S	S	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	S	S	772	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	767	753	S	S	S	S	S	S	55%
Students with Disability	S	S	739	718	S	S	S	S	S	S	22%
English Language Learners	S	S	759	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	13	741	738	727	15%	15%	31%	31%	8%	39%	28%
PARCC MATH											
Schoolwide	50	754	750	749	6%	10%	26%	48%	10%	58%	52%
White	35	760	751	757	3%	6%	29%	49%	14%	63%	63%
African American	S	S	S	730	S	S	S	S	S	S	31%
Hispanic	11	734	737	736	18%	18%	27%	36%	N	36%	35%
Asian	S	S	770	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	760	754	S	S	S	S	S	S	57%
Students with Disability	S	S	742	727	S	S	S	S	S	S	28%
English Language Learners	S	S	721	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	14	734	734	732	14%	29%	21%	36%	N	36%	32%

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

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PARCC Performance Distribution - Grade 04

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
PARCC ELA											
Schoolwide	53	754	755	750	2%	4%	28%	66%	N	66%	54%
White	34	755	755	759	3%	3%	21%	74%	N	74%	64%
African American	S	S	753	733	S	S	S	S	S	S	33%
Hispanic	13	753	750	737	N	N	46%	54%	N	54%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	754	756	S	S	S	S	S	S	62%
Students with Disability	S	S	725	723	S	S	S	S	S	S	22%
English Language Learners	S	S	722	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	17	744	743	734	6%	6%	53%	35%	N	35%	33%
PARCC MATH											
Schoolwide	53	746	746	745	8%	13%	28%	49%	2%	51%	47%
White	34	748	748	752	9%	12%	27%	50%	3%	53%	57%
African American	S	S	710	727	S	S	S	S	S	S	24%
Hispanic	13	744	738	733	N	15%	39%	46%	N	46%	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	745	750	S	S	S	S	S	S	54%
Students with Disability	S	S	717	724	S	S	S	S	S	S	22%
English Language Learners	S	S	710	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	17	734	730	730	12%	29%	24%	35%	N	35%	27%

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

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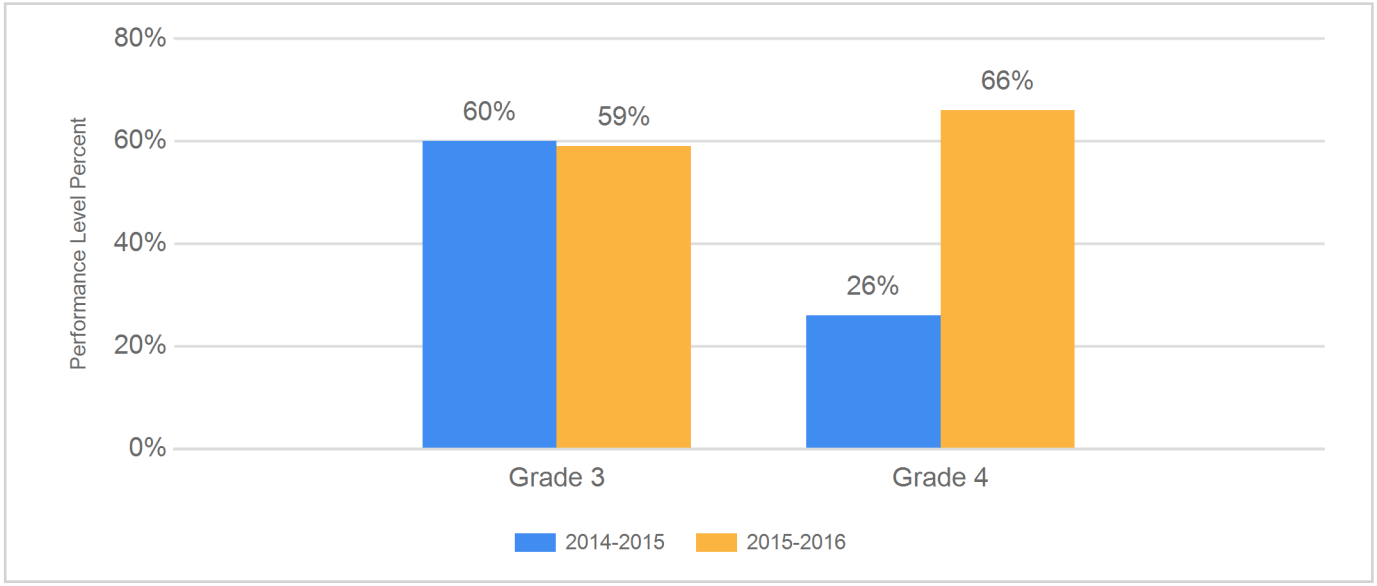
PARCC ELA Performance Trends

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



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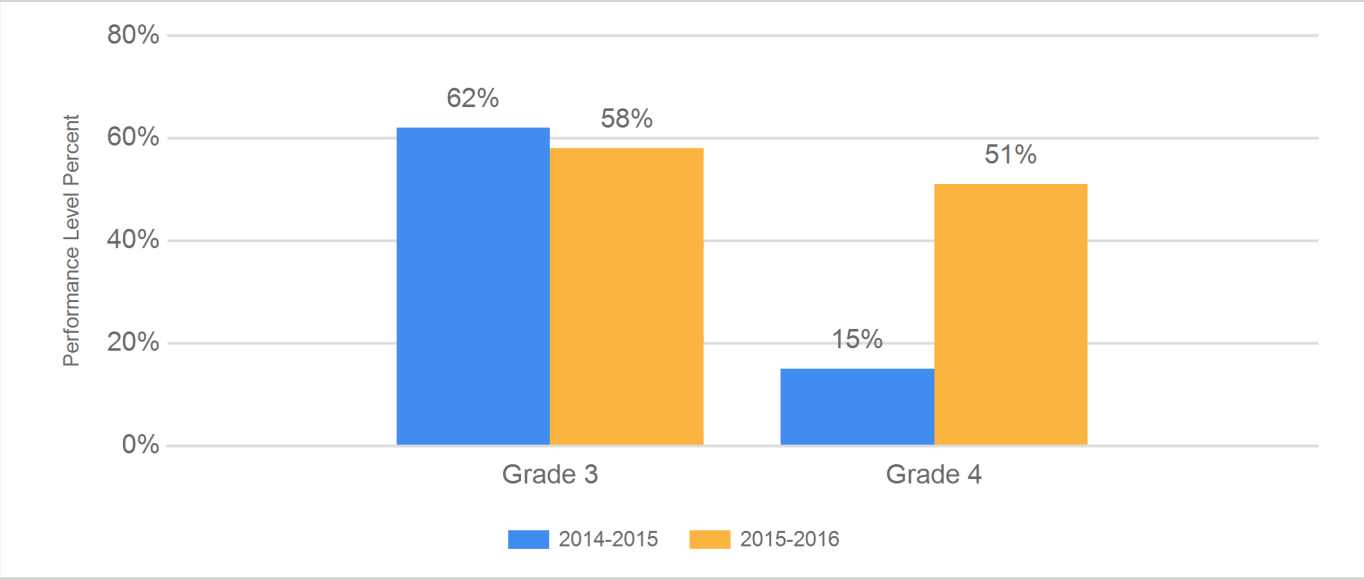
PARCC Math Performance Trends

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



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

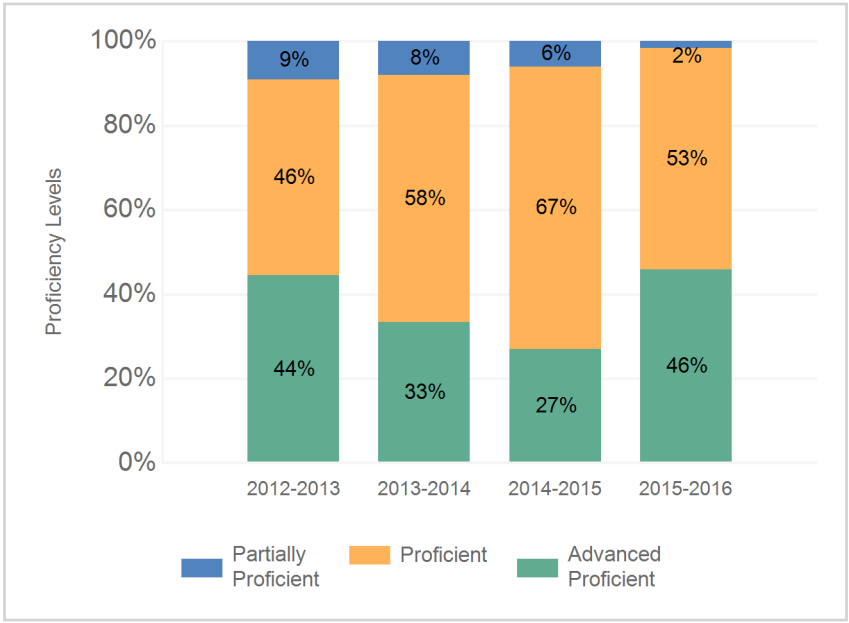
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	46%	53%	2%
White	43%	55%	3%
African American	S	S	S
Hispanic	60%	40%	N
American Indian	N	N	N
Asian	N	N	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	24%	77%	N

NJASK Proficiency Trends Science - Grade Level 04

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



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NJ SCHOOL PERFORMANCE Report

State of New Jersey
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Grade Span KF-04

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

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	29	50	50
Student Growth on Math	27	54	50

Student Growth ELA

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

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	6%
Partially Met (L2)	2%	0%	2%
Approached (L3)	6%	4%	9%
Met (L4)	47%	15%	4%
Exceeded (L5)	2%	0%	0%

Student Growth Math

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

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	0%	2%	2%
Partially Met (L2)	9%	4%	2%
Approached (L3)	4%	6%	4%
Met (L4)	38%	13%	6%
Exceeded (L5)	4%	0%	4%

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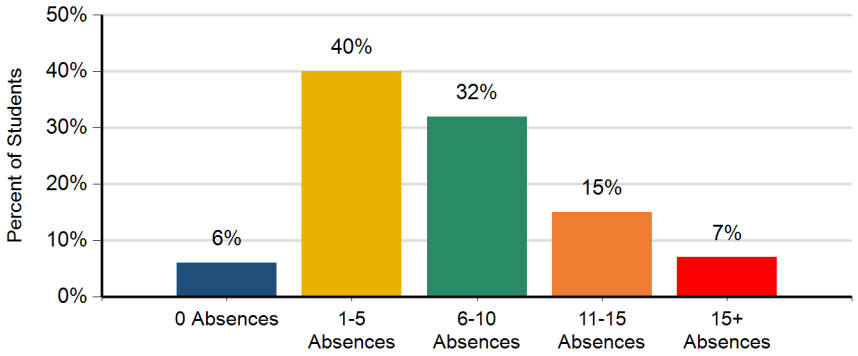
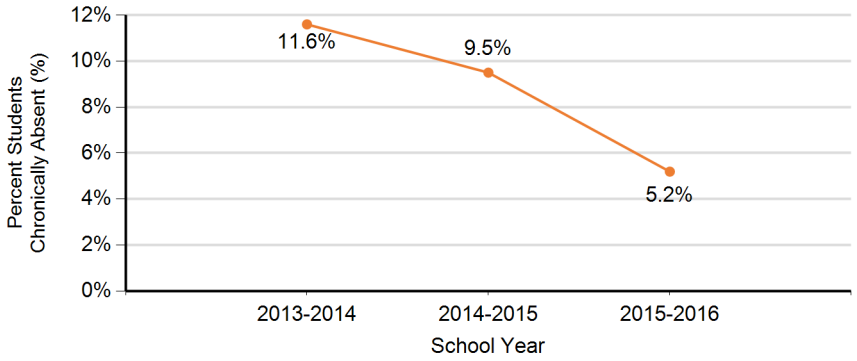
Absenteeism

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



Chronic Absenteeism Trend

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



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Length of School Day

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

	School
2015-16	6 Hrs. 10 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	9:1
Administrator	289:1

Student Suspension Rate

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

	School
2015-16	1.7%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%

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2015-2016 School Performance Reports

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

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

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

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

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Enrollment by Grade

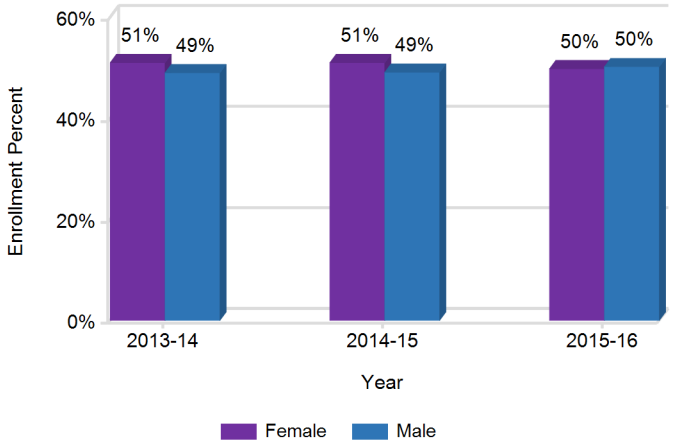
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	325	362	345
Grade 10	375	327	348
Grade 11	333	370	305
Grade 12	333	338	354
UG	19	20	38
Total	1385	1417	1390

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

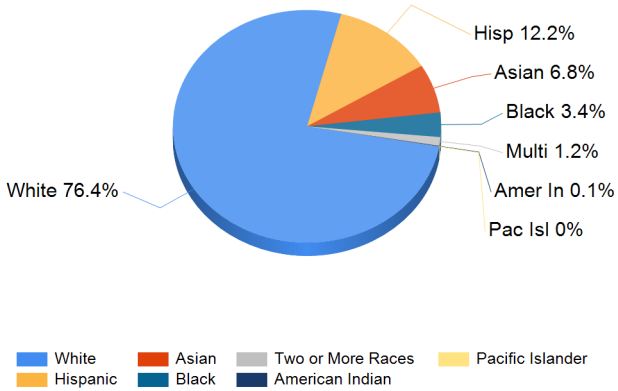
Enrollment by Gender

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



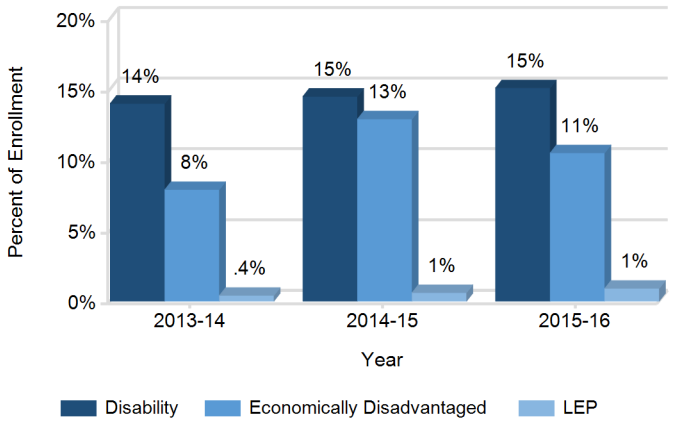
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	87.7%
Spanish	6.8%
Tagalog	0.9%
Polish	0.6%
Chinese	0.5%
Other	3.7%

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	35%	S	29
Mathematics Met or Exceeded Expectations	33%	S	64

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	570	35%	29	90%	X	542	33%	64	89%	X
White	430	36%	17	88%	X	415	34%	53	88%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	83	28%	29	94%	X	74	30%	80	93%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	37	41%	15	98%	√	35	46%	37	96%	√
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	94	5%	29	87%	X	91	10%	74	85%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	55	20%	15	89%	X	49	20%	59	88%	X

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PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	**335**	**745**	**745**	**746**	**8%**	**14%**	**33%**	**40%**	**5%**	**45%**	**49%**
White	253	745	745	754	8%	13%	34%	41%	5%	46%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	43	741	741	730	7%	12%	44%	35%	2%	37%	34%
Asian	23	755	755	774	13%	9%	17%	44%	17%	61%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	S	S	S	713	S	S	S	S	S	S	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	45	727	727	729	20%	20%	38%	20%	2%	22%	31%

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

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PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	**305**	**721**	**721**	**740**	**35%**	**18%**	**21%**	**20%**	**7%**	**26%**	**44%**
White	217	723	723	747	32%	19%	23%	21%	6%	26%	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	54	715	715	726	50%	13%	15%	9%	13%	22%	33%
Asian	21	728	728	767	19%	24%	24%	29%	5%	33%	69%
American Indian	S	S	S	729	S	S	S	S	S	S	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	S	S	S	702	S	S	S	S	S	S	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	24	714	714	723	42%	17%	25%	17%	N	17%	30%

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

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**PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	**S**	**S**	**S**	**736**	**S**	**S**	**S**	**S**	**S**	**S**	**40%**
White	107	703	703	739	50%	24%	15%	9%	2%	11%	42%
African American	S	S	S	728	S	S	S	S	S	S	30%
Hispanic	S	S	S	732	S	S	S	S	S	S	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	S	S	S	730	S	S	S	S	S	S	33%

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

**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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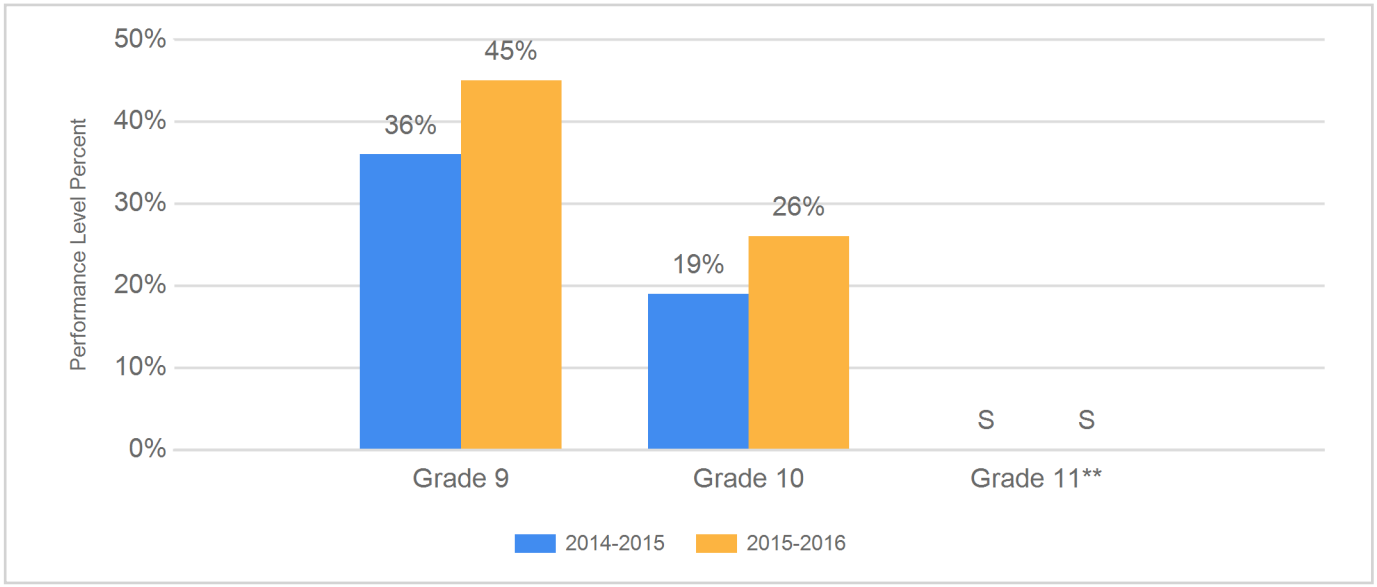
PARCC ELA Performance Trends

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



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	**262**	**737**	**737**	**727**	**9%**	**23%**	**32%**	**36%**	**N**	**36%**	**41%**
White	202	737	737	734	9%	21%	35%	35%	N	35%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	34	737	737	720	6%	35%	18%	41%	N	41%	25%
Asian	15	753	753	746	N	7%	40%	53%	N	53%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	37	727	727	719	19%	27%	32%	22%	N	22%	23%

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

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	**289**	**728**	**728**	**730**	**10%**	**33%**	**38%**	**19%**	**0%**	**19%**	**27%**
White	206	729	729	736	9%	33%	36%	22%	1%	22%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	49	725	725	720	12%	33%	43%	12%	N	12%	13%
Asian	18	730	730	750	11%	28%	44%	17%	N	17%	61%
American Indian	S	S	S	722	S	S	S	S	S	S	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	30	717	717	719	20%	43%	23%	13%	N	13%	12%

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

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	**191**	**726**	**726**	**722**	**30%**	**20%**	**17%**	**32%**	**2%**	**34%**	**27%**
White	136	724	724	728	29%	23%	15%	32%	1%	32%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	24	729	729	707	42%	13%	8%	33%	4%	38%	12%
Asian	20	742	742	754	20%	N	30%	45%	5%	50%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	14	708	708	690	50%	21%	14%	7%	7%	14%	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

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

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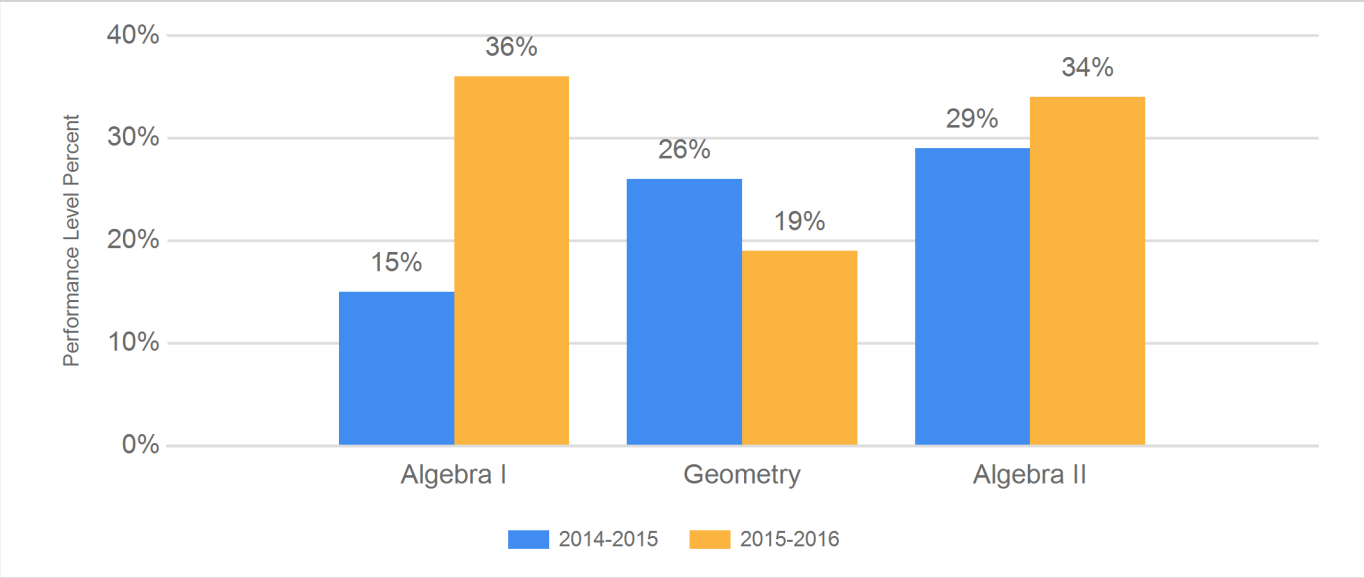
PARCC Math Performance Trends

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



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

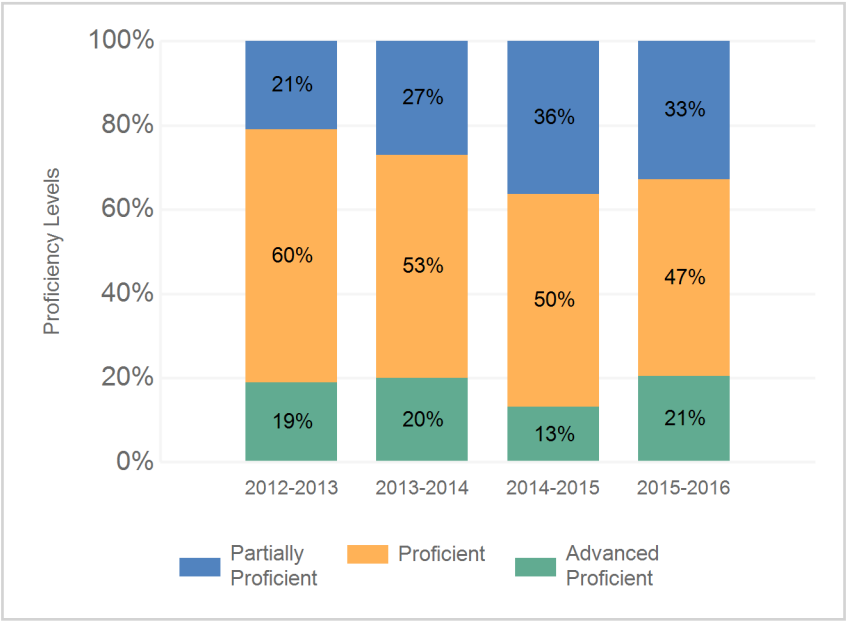
Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	21%	47%	33%
White	23%	46%	31%
African American	S	S	S
Hispanic	8%	40%	52%
American Indian	S	S	S
Asian	35%	50%	15%
Two or More Races	S	S	S
Students with Disability	2%	10%	88%
English Language Learners	S	S	S
Economically Disadvantaged Students	9%	41%	50%

Proficiency Trends - Biology

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



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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 taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	97.7%	95.5%
Percent of Students Participating in SAT	60.5%	58.0%
Percent of Students Participating in ACT	36.2%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	79%	71%
Math	530	58%	53%
ACT	-	-	-
Reading	22	63%	58%
English	18	80%	74%
Math	22	67%	61%
Science	23	49%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	971	950
SAT	-	-
Reading and Writing	552	537
Math	545	538
ACT	-	-
Reading	24	23
English	23	22
Math	24	23
Science	23	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1070	960	860
SAT	-	-	-
Reading and Writing	610	550	490
Math	600	540	480
ACT	-	-	-
Reading	27	23	20
English	26	22	19
Math	27	24	19
Science	25	22	20

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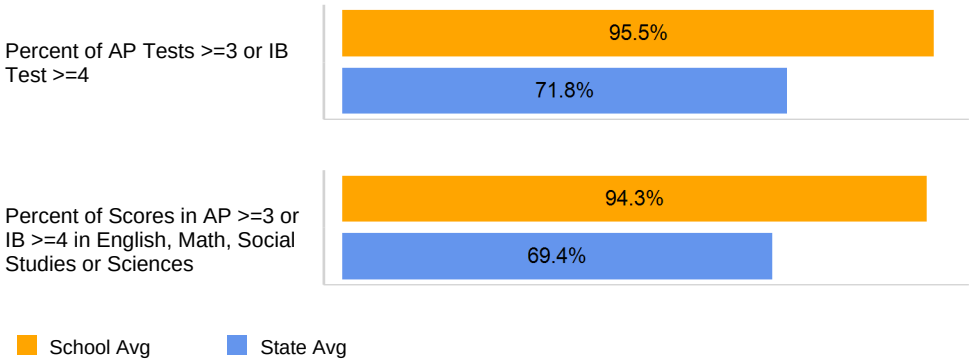
AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP >= 3 or IB >= 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	25.5%	39.1%
One of More Test	17.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	13.4%	26.6%
Participating in Dual Enrollment	1.5%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	13	12
AP Calculus AB	15	12
AP Calculus BC	10	10
AP Chemistry	11	8
AP Computer Science A	19	5
AP English Language and Composition	32	37
AP English Literature and Composition	44	24
AP Environmental Science	15	4
AP European History	6	0
AP French Language	4	0
AP Music Theory	5	1
AP Physics B	20	0
AP Physics C: Electricity and Magnetism	0	6
AP Physics C: Mechanics	0	13
AP Psychology	55	42
AP Spanish Language	11	2
AP Statistics	27	11
AP Studio Art—Drawing Portfolio	11	0
AP Studio Art—Two-Demensional	0	7
AP U.S. History	22	18
Student AP Tests >=3 and IB Tests >=4		107

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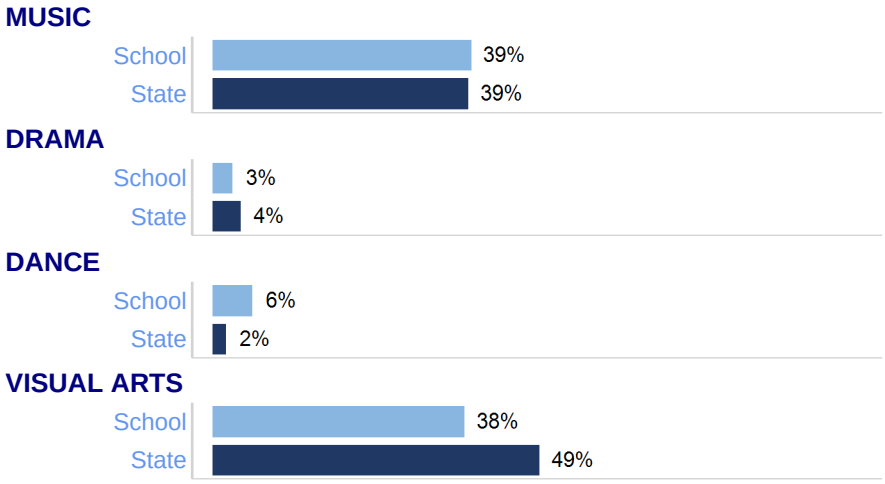
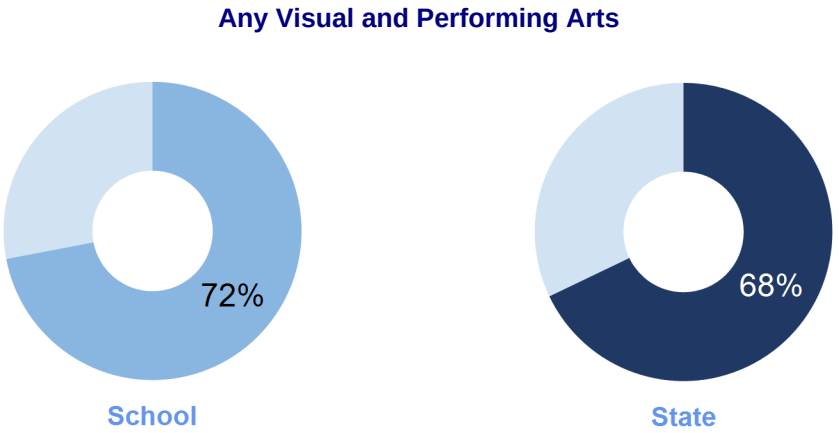
Visual and Performing Arts

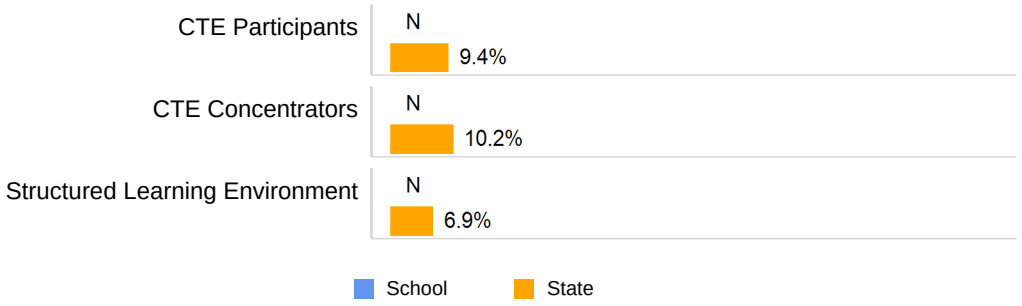
This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.





Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



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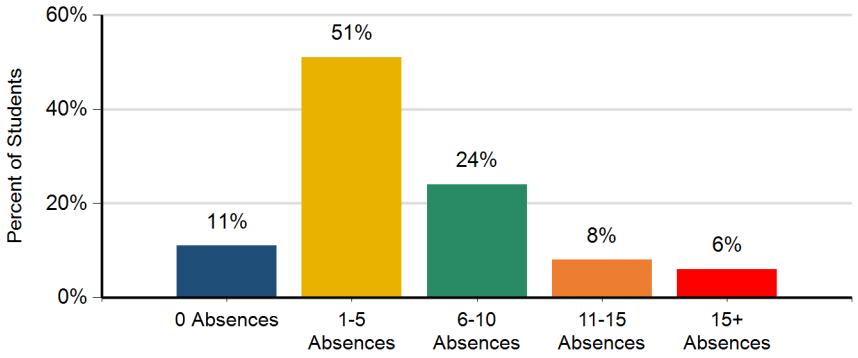
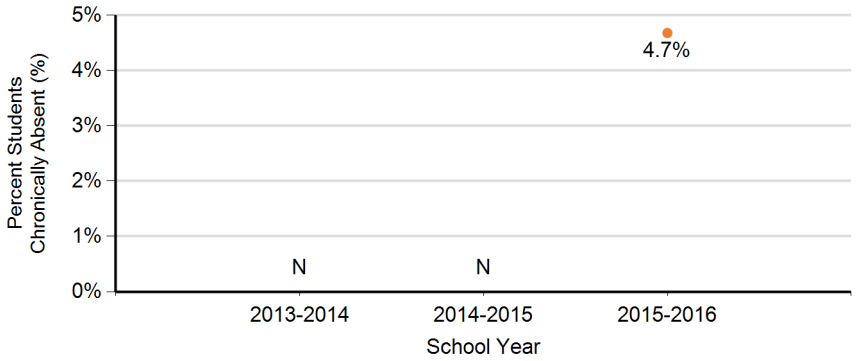
Absenteeism

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



Chronic Absenteeism Trend

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



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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	93.8%	56	81%
White	95.3%	53	
African American	S	S	
Hispanic	93.5%	68	
American Indian	S	S	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	81.6%	47	
English Language Learners	S	S	
Economically Disadvantaged Students	77.3%	16	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.4%	1.2%
White	0.2%	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	S	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	S	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%

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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	94%	94%
2014	94%	96%
2015	95%	95%
2016	94%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	86.3%	36.0%	64.0%
White	88.1%	34.2%	65.8%
African American	S	S	S
Hispanic	76.2%	46.9%	53.1%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	64.9%	45.8%	54.2%

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Length of School Day

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

	School
2015-16	6 Hrs. 42 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 47 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	174:1

Student Suspension Rate

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

	School
2015-16	3.5%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%

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