



State of New Jersey  
2015-2016

Grade Span 3H-05

39-4550-060  
UNION  
ROSELLE PARK BORO  
Ernest J. Finizio Jr. - Aldene School  
339 West Webster Avenue  
ROSELLE PARK, NJ 07204-1617

## 2015-2016 School Performance Reports

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

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

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

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



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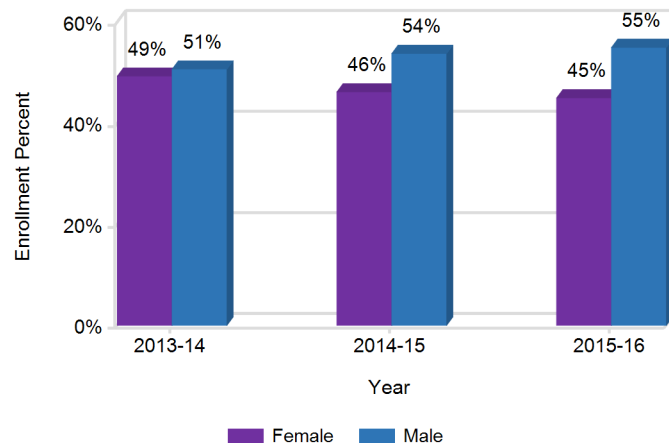
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	46	27	23
Grade KG	28	43	42
Grade 01	50	38	43
Grade 02	43	48	41
Grade 03	36	43	47
Grade 04	49	44	49
Grade 05	33	54	47
UG	5	21	28
Total	290	318	320

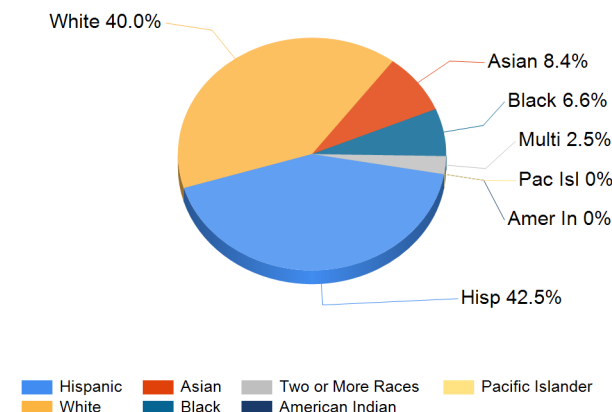
## Enrollment by Gender

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



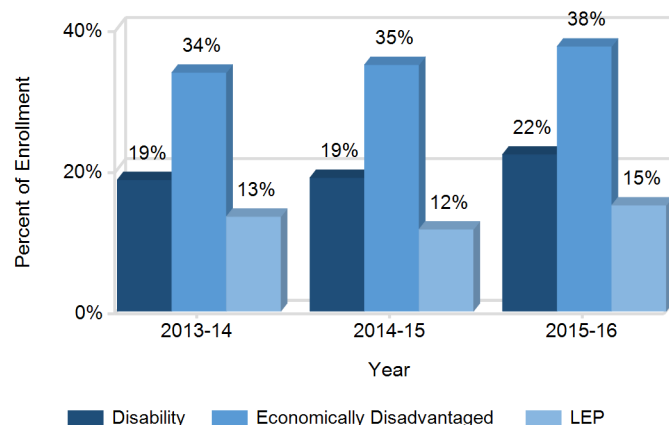
## Enrollment by Ethnic/ Racial Subgroup

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	67.2%
Spanish	22.2%
Gujarati	2.8%
Arabic	0.9%
Panjabi	0.9%
Other	5.7%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	48%	S	37
Mathematics Met or Exceeded Expectations	38%	S	29

## 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	135	48%	37	98%	✓	135	38%	29	98%	✓
White	50	58%	41	95%	✓	50	36%	16	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	56	36%	29	100%	✓	56	29%	29	100%	✓
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	56	34%	38	98%	✓	56	32%	46	98%	✓



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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	47	744	752	746	6%	23%	23%	47%	N	47%	48%
White	18	745	753	756	6%	22%	17%	56%	N	56%	58%
African American	S	S	754	727	S	S	S	S	S	S	30%
Hispanic	19	737	744	730	5%	26%	37%	32%	N	32%	31%
Asian	S	S	773	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	773	753	S	S	S	S	S	S	55%
Students with Disability	S	S	723	718	S	S	S	S	S	S	22%
English Language Learners	S	S	719	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	15	727	743	727	13%	33%	33%	20%	N	20%	28%
PARCC MATH											
<b>Schoolwide</b>	47	741	745	749	6%	19%	36%	36%	2%	38%	52%
White	18	739	745	757	6%	28%	33%	28%	6%	33%	63%
African American	S	S	744	730	S	S	S	S	S	S	31%
Hispanic	19	738	738	736	5%	16%	53%	26%	N	26%	35%
Asian	S	S	769	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	752	754	S	S	S	S	S	S	57%
Students with Disability	S	S	722	727	S	S	S	S	S	S	28%
English Language Learners	11	732	730	724	9%	18%	55%	18%	N	18%	20%
Economically Disadvantaged Students	15	730	736	732	13%	27%	33%	27%	N	27%	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	48	740	750	750	13%	17%	29%	40%	2%	42%	54%
White	17	737	758	759	18%	18%	24%	41%	N	41%	64%
African American	S	S	748	733	S	S	S	S	S	S	33%
Hispanic	20	736	741	737	10%	20%	40%	30%	N	30%	37%
Asian	S	S	758	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	718	723	S	S	S	S	S	S	22%
English Language Learners	S	S	702	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	19	726	734	734	16%	32%	32%	21%	N	21%	33%
PARCC MATH											
<b>Schoolwide</b>	48	734	736	745	8%	19%	44%	27%	2%	29%	47%
White	17	735	740	752	6%	18%	53%	24%	N	24%	57%
African American	S	S	726	727	S	S	S	S	S	S	24%
Hispanic	20	733	732	733	5%	25%	45%	25%	N	25%	30%
Asian	S	S	751	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	713	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	722	724	730	16%	37%	32%	16%	N	16%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	46	745	755	751	2%	17%	28%	50%	2%	52%	53%
White	18	755	760	758	N	6%	22%	67%	6%	72%	64%
African American	S	S	738	733	S	S	S	S	S	S	32%
Hispanic	17	735	753	738	6%	24%	35%	35%	N	35%	37%
Asian	S	S	764	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	729	723	S	S	S	S	S	S	20%
English Language Learners	S	S	725	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	23	743	747	735	4%	17%	30%	48%	N	48%	33%
PARCC MATH											
<b>Schoolwide</b>	46	741	747	747	4%	26%	30%	37%	2%	39%	47%
White	18	748	752	753	N	22%	33%	39%	6%	44%	57%
African American	S	S	738	728	S	S	S	S	S	S	24%
Hispanic	17	730	743	735	12%	29%	35%	24%	N	24%	31%
Asian	S	S	758	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	729	725	S	S	S	S	S	S	19%
English Language Learners	S	S	713	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	23	739	739	732	4%	26%	30%	39%	N	39%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

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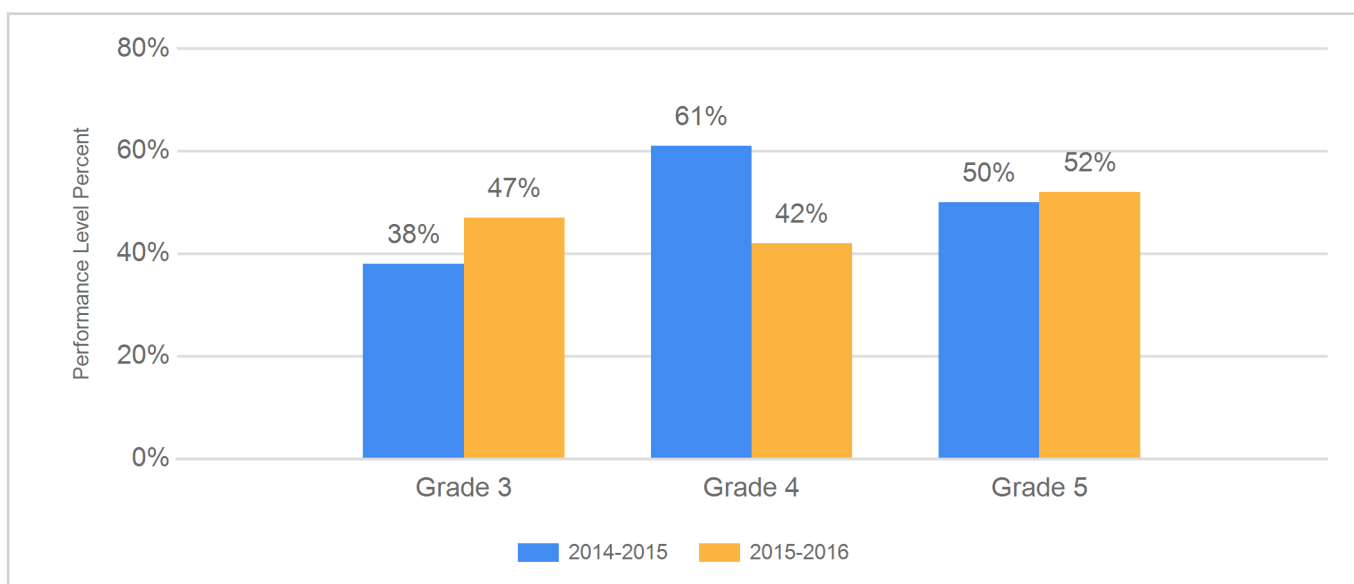
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## PARCC ELA Performance Trends

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





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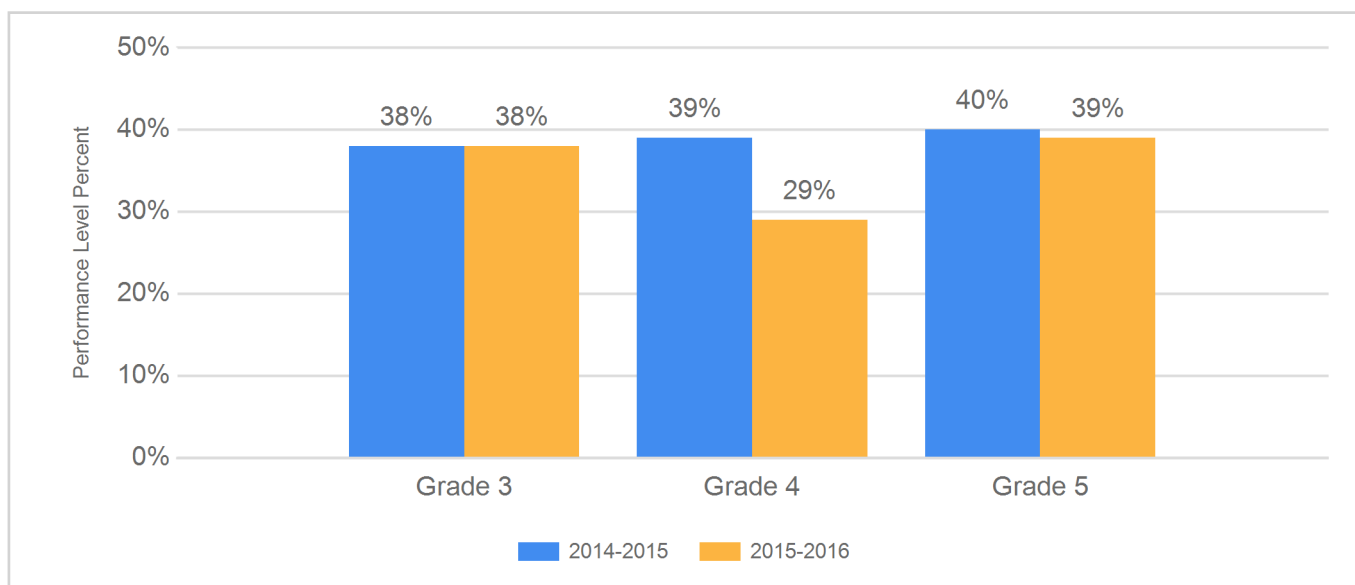
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## PARCC Math Performance Trends

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

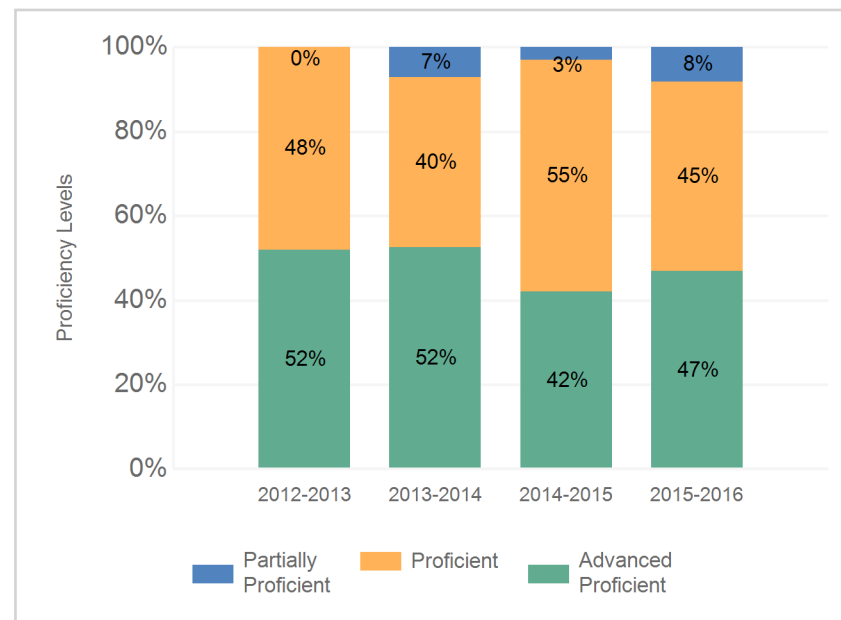
### NJASK Results Science - Grade Level 04

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	47%	45%	8%
White	65%	29%	6%
African American	S	S	S
Hispanic	30%	60%	10%
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	35%	47%	18%

### 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	39	S	50
Student Growth on Math	42	S	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	5%	5%
Partially Met (L2)	4%	1%	3%
Approached (L3)	14%	10%	5%
Met (L4)	24%	19%	4%
Exceeded (L5)	4%	1%	0%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	2%	2%
Partially Met (L2)	6%	2%	6%
Approached (L3)	12%	15%	10%
Met (L4)	17%	12%	6%
Exceeded (L5)	2%	2%	0%



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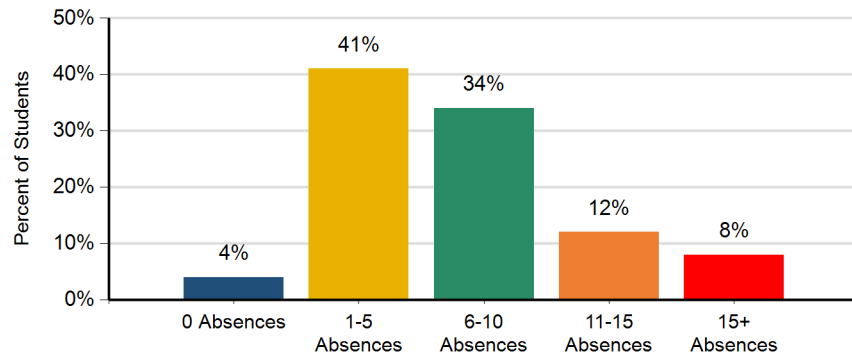
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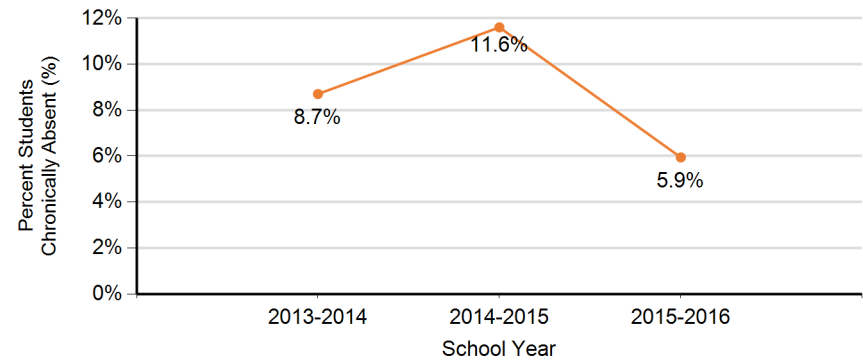
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	0 Hrs. 0 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	0 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	11:1
Administrator	160:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	0%



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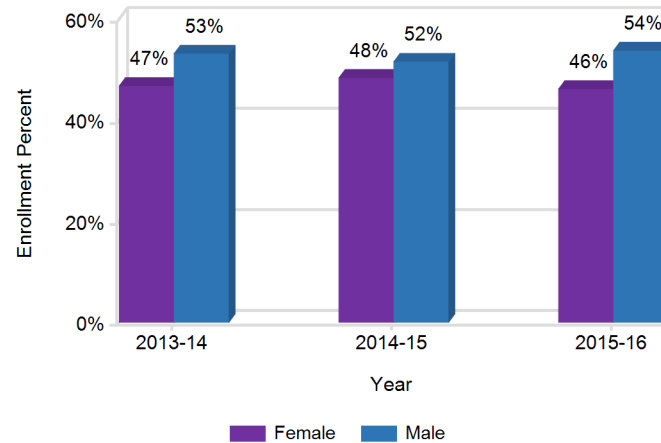
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Grade 05	45	45	42
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Total	263	275	273

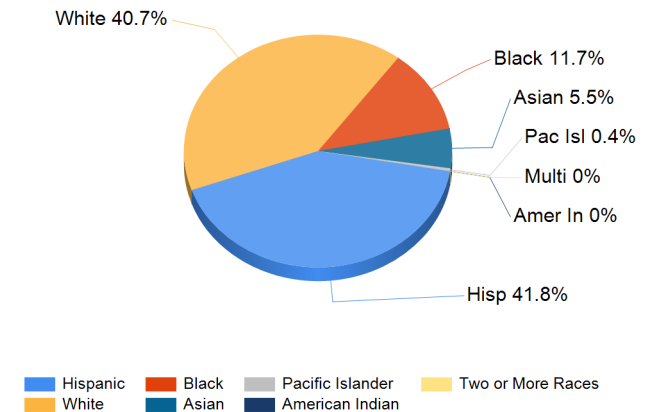
## Enrollment by Gender

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



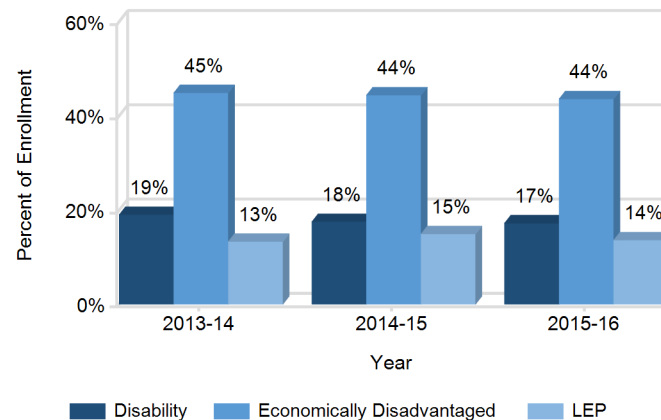
## Enrollment by Ethnic/ Racial Subgroup

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	62.3%
Spanish	30.4%
Albanian	1.1%
Chinese	0.7%
Creoles and pidgins	0.7%
Other	4.9%

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



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Grade Span KF-05

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UNION

ROSELLE PARK BORO

Robert Gordon Elementary School

59 WEST GRANT AVENUE

ROSELLE PARK, NJ 07204

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	60%	S	58
Mathematics Met or Exceeded Expectations	42%	S	38

## 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	138	60%	58	100%	✓	138	42%	38	100%	✓
White	55	69%	70	100%	✓	55	47%	33	100%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	53	53%	67	100%	✓	53	36%	51	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
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	63	45%	63	100%	✓	63	37%	58	100%	✓





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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	50	751	752	746	10%	12%	26%	46%	6%	52%	48%
White	20	752	753	756	5%	15%	25%	50%	5%	55%	58%
African American	S	S	754	727	S	S	S	S	S	S	30%
Hispanic	21	750	744	730	10%	14%	29%	43%	5%	48%	31%
Asian	S	S	773	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	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	14	723	723	718	36%	29%	14%	14%	7%	21%	22%
English Language Learners	S	S	719	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	23	741	743	727	17%	13%	30%	35%	4%	39%	28%
PARCC MATH											
<b>Schoolwide</b>	50	738	745	749	8%	26%	28%	34%	4%	38%	52%
White	20	740	745	757	N	35%	20%	45%	N	45%	63%
African American	S	S	744	730	S	S	S	S	S	S	31%
Hispanic	21	735	738	736	14%	19%	38%	24%	5%	29%	35%
Asian	S	S	769	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	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	14	720	722	727	29%	36%	21%	7%	7%	14%	28%
English Language Learners	S	S	730	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	23	734	736	732	13%	26%	30%	26%	4%	30%	32%

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

State of New Jersey  
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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	51	750	750	750	8%	6%	26%	53%	8%	61%	54%
White	23	766	758	759	N	N	17%	70%	13%	83%	64%
African American	S	S	748	733	S	S	S	S	S	S	33%
Hispanic	17	733	741	737	18%	12%	35%	29%	6%	35%	37%
Asian	S	S	758	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	S	723	S	S	S	S	S	S	22%
English Language Learners	S	S	702	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	23	736	734	734	13%	13%	39%	30%	4%	35%	33%
PARCC MATH											
<b>Schoolwide</b>	51	729	736	745	16%	22%	35%	28%	N	28%	47%
White	23	739	740	752	4%	13%	48%	35%	N	35%	57%
African American	S	S	726	727	S	S	S	S	S	S	24%
Hispanic	17	718	732	733	24%	29%	35%	12%	N	12%	30%
Asian	S	S	751	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	713	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	23	722	724	730	22%	30%	30%	17%	N	17%	27%

 Did Not Yet Meet Expectations

 Partially Met Expectations

 Approached Expectations

 Met Expectations

 Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	41	763	755	751	2%	5%	27%	56%	10%	66%	53%
White	11	770	760	758	N	N	27%	64%	9%	73%	64%
African American	S	S	738	733	S	S	S	S	S	S	32%
Hispanic	19	766	753	738	N	5%	26%	58%	11%	68%	37%
Asian	S	S	764	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	729	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	19	755	747	735	N	5%	42%	47%	5%	53%	33%
PARCC MATH											
<b>Schoolwide</b>	41	757	747	747	2%	5%	32%	46%	15%	61%	47%
White	11	760	752	753	N	N	27%	64%	9%	73%	57%
African American	S	S	738	728	S	S	S	S	S	S	24%
Hispanic	19	761	743	735	N	N	37%	47%	16%	63%	31%
Asian	S	S	758	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	729	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	19	749	739	732	5%	5%	37%	53%	N	53%	28%

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



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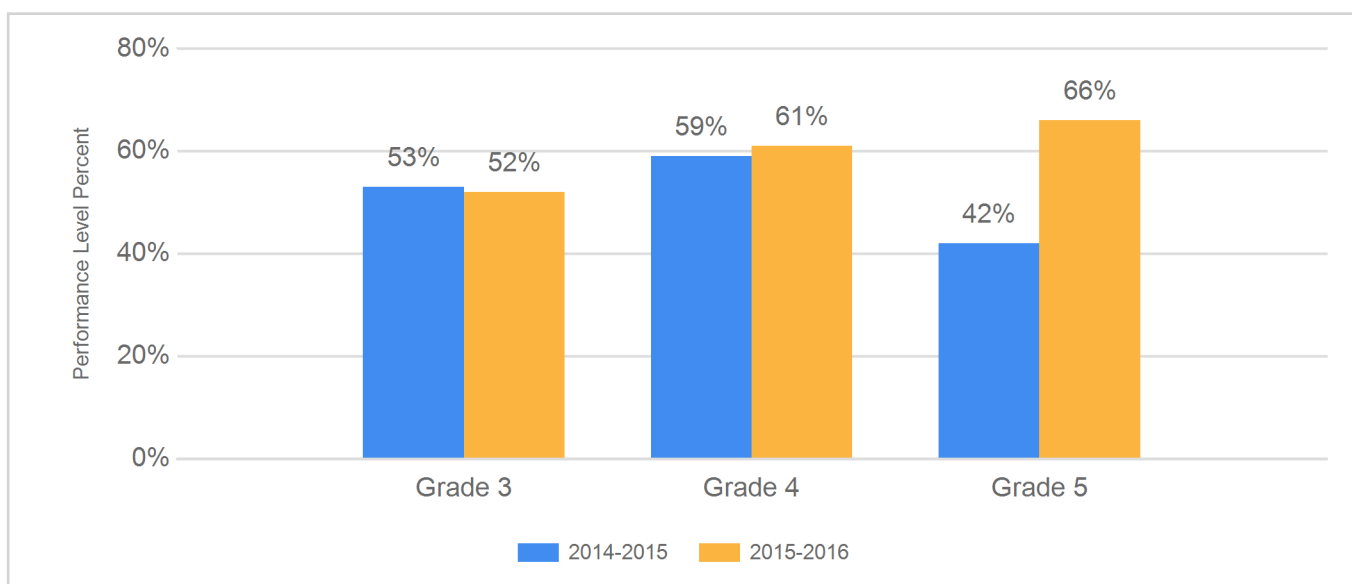
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## PARCC ELA Performance Trends

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





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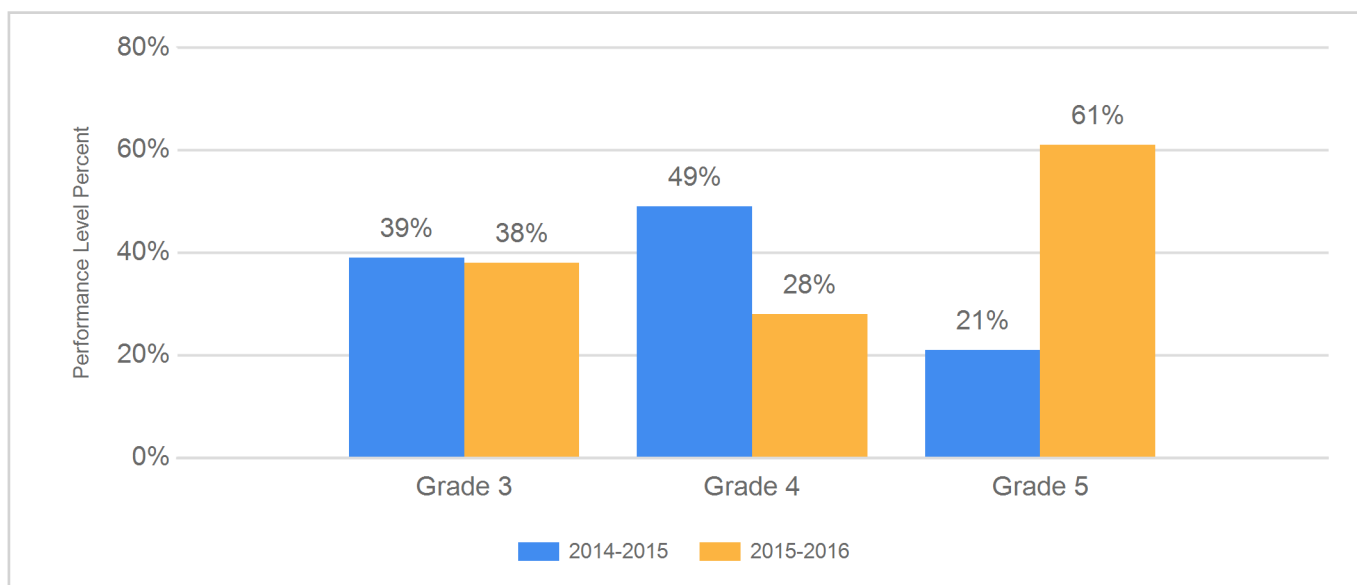
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## PARCC Math Performance Trends

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

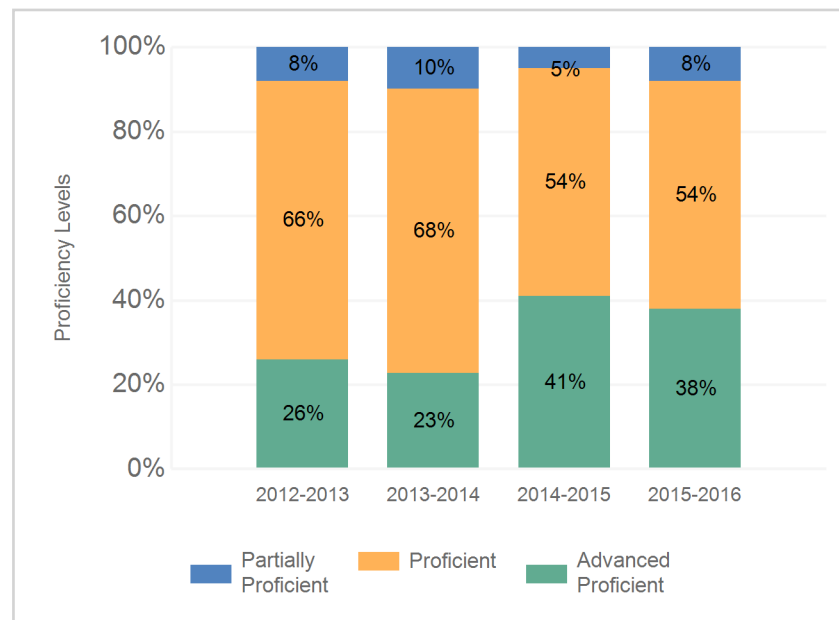
## NJASK Results Science - Grade Level 04

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	38%	54%	8%
White	39%	61%	N
African American	S	S	S
Hispanic	31%	50%	19%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	32%	59%	9%

## 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	55	S	50
Student Growth on Math	45	S	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	0%
Partially Met (L2)	5%	2%	6%
Approached (L3)	11%	8%	14%
Met (L4)	12%	14%	14%
Exceeded (L5)	4%	4%	2%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	2%
Partially Met (L2)	10%	4%	6%
Approached (L3)	12%	15%	11%
Met (L4)	11%	12%	11%
Exceeded (L5)	2%	1%	1%





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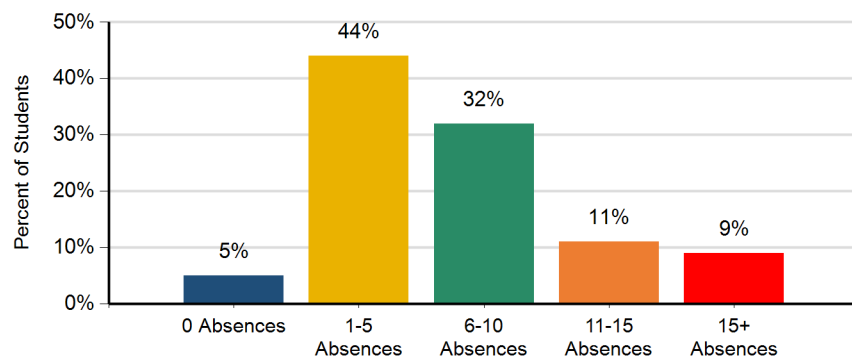
Robert Gordon Elementary School

59 WEST GRANT AVENUE

ROSELLE PARK, NJ 07204

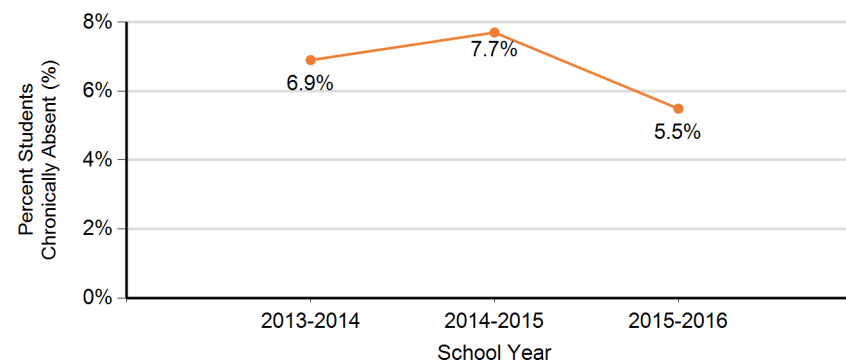
## Absenteeism

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	0 Hrs. 0 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	0 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	9:1
Administrator	273:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	0%



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Roselle Park High School  
185 W WEBSTER AVE  
ROSELLE PARK, NJ 07204-1617

## 2015-2016 School Performance Reports

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

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

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

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

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



# State of New Jersey 2015-2016

## Grade Span 09-12

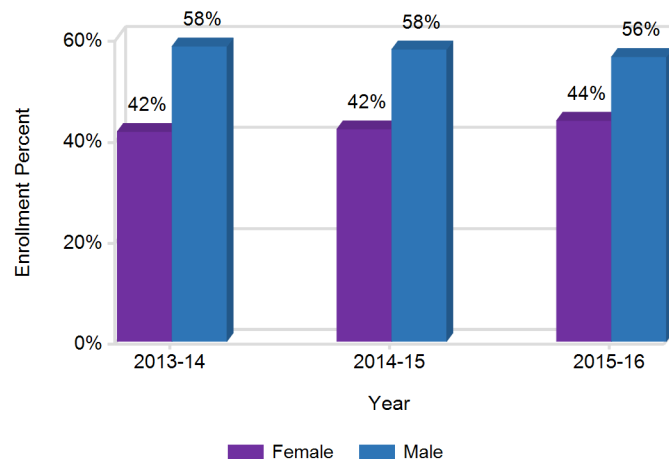
### Enrollment by Grade

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	143	145	145
Grade 10	155	153	156
Grade 11	138	138	146
Grade 12	143	138	143
UG	5	7	5
Total	584	581	595

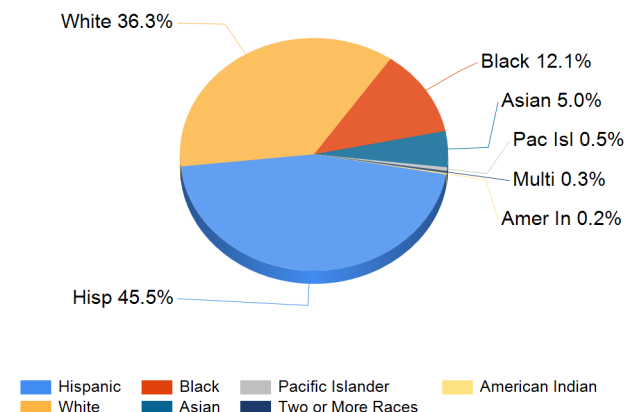
### Enrollment by Gender

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



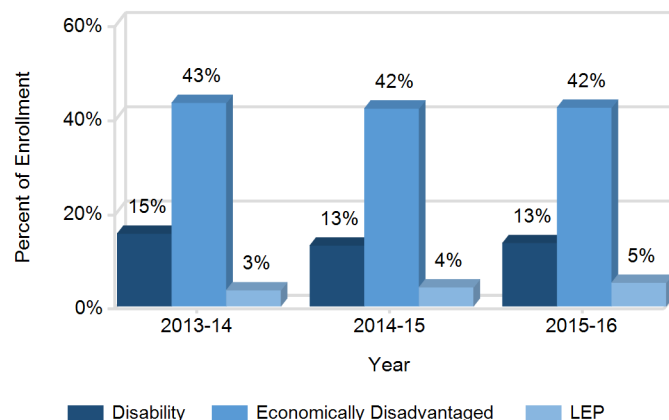
### Enrollment by Ethnic/ Racial Subgroup

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	62.7%
Spanish	24.9%
Gujarati	2.4%
Albanian	2.0%
Portuguese	1.7%
Other	6.4%

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



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ROSELLE PARK BORO

Roselle Park High School

185 W WEBSTER AVE

ROSELLE PARK, NJ 07204-1617

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	53%	S	75
Mathematics Met or Exceeded Expectations	24%	S	45

## 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	280	53%	75	98%	✓	255	24%	45	99%	✓
White	111	58%	72	99%	✓	98	33%	42	99%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	129	47%	87	98%	✓	121	17%	53	100%	✓
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	44	5%	76	92%	X	S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	110	49%	91	98%	✓	103	21%	59	100%	✓



State of New Jersey  
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UNION

ROSELLE PARK BORO

Roselle Park High School

185 W WEBSTER AVE

ROSELLE PARK, NJ 07204-1617

## 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	143	757	757	746	3%	12%	24%	50%	11%	62%	49%
White	50	760	760	754	N	10%	22%	60%	8%	68%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	74	753	753	730	5%	15%	26%	41%	14%	54%	34%
Asian	S	S	S	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	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	59	752	752	729	7%	14%	22%	53%	5%	58%	31%

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



State of New Jersey  
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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
<b>Schoolwide</b>	<b>155</b>	<b>742</b>	<b>742</b>	<b>740</b>	<b>12%</b>	<b>12%</b>	<b>32%</b>	<b>38%</b>	<b>5%</b>	<b>43%</b>	<b>44%</b>
White	61	747	747	747	7%	12%	33%	44%	5%	49%	50%
African American	20	731	731	722	25%	10%	40%	25%	N	25%	28%
Hispanic	67	737	737	726	13%	15%	33%	36%	3%	39%	33%
Asian	S	S	S	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	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	58	735	735	723	17%	16%	33%	31%	3%	35%	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
<b>Schoolwide</b>	<b>160</b>	<b>759</b>	<b>759</b>	<b>736</b>	<b>3%</b>	<b>8%</b>	<b>26%</b>	<b>50%</b>	<b>13%</b>	<b>63%</b>	<b>40%</b>
White	60	761	761	739	2%	8%	25%	48%	17%	65%	42%
African American	16	767	767	728	N	N	31%	56%	13%	69%	30%
Hispanic	71	755	755	732	6%	10%	23%	54%	9%	62%	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	S	S	S	735	S	S	S	S	S	S	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	19	730	730	710	21%	21%	11%	47%	N	47%	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	65	754	754	730	3%	11%	29%	51%	6%	57%	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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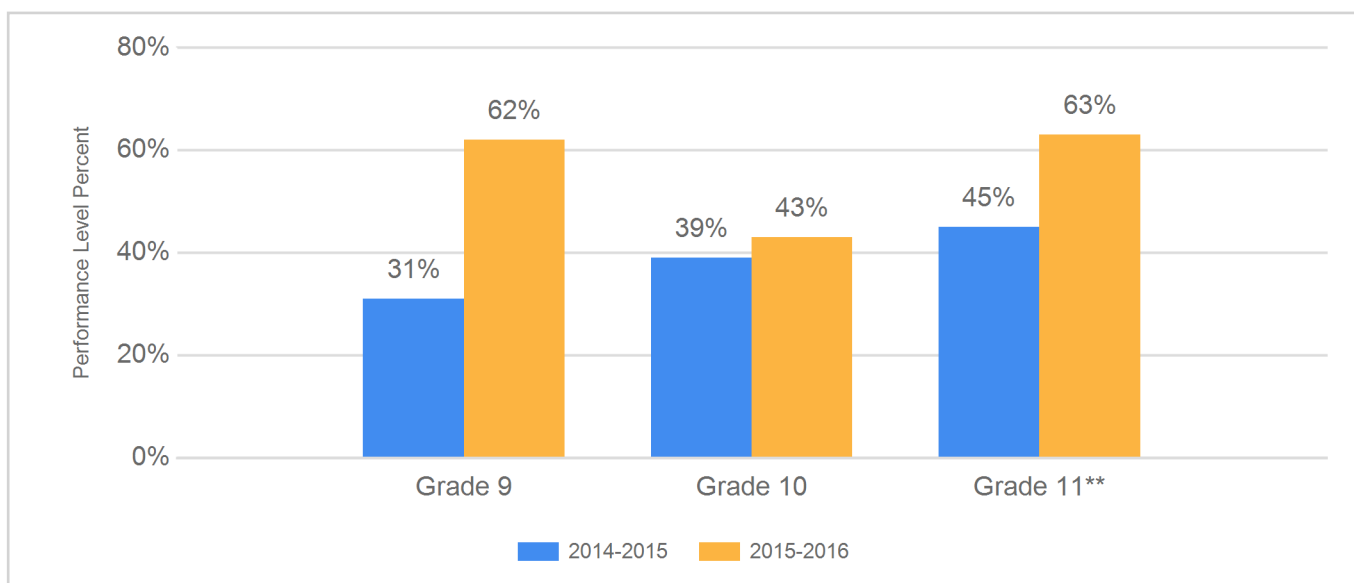
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## PARCC ELA Performance Trends

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



\*\*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 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
<b>Schoolwide</b>	<b>127</b>	<b>731</b>	<b>731</b>	<b>727</b>	<b>11%</b>	<b>24%</b>	<b>41%</b>	<b>24%</b>	<b>N</b>	<b>24%</b>	<b>41%</b>
White	38	734	734	734	13%	18%	34%	34%	N	34%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	70	729	729	720	10%	24%	49%	17%	N	17%	25%
Asian	S	S	S	746	S	S	S	S	S	S	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	57	732	732	719	7%	25%	46%	23%	N	23%	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
<b>Schoolwide</b>	<b>128</b>	<b>731</b>	<b>731</b>	<b>730</b>	<b>4%</b>	<b>34%</b>	<b>44%</b>	<b>19%</b>	<b>N</b>	<b>19%</b>	<b>27%</b>
White	51	733	733	736	N	39%	35%	26%	N	26%	34%
African American	17	728	728	717	6%	53%	24%	18%	N	18%	9%
Hispanic	55	729	729	720	7%	26%	56%	11%	N	11%	13%
Asian	S	S	S	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	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	49	726	726	719	8%	37%	45%	10%	N	10%	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
<b>Schoolwide</b>	<b>129</b>	<b>718</b>	<b>718</b>	<b>722</b>	<b>24%</b>	<b>36%</b>	<b>25%</b>	<b>15%</b>	<b>1%</b>	<b>16%</b>	<b>27%</b>
White	49	720	720	728	22%	37%	25%	16%	N	16%	31%
African American	15	718	718	700	20%	47%	20%	7%	7%	13%	8%
Hispanic	57	716	716	707	28%	32%	25%	16%	N	16%	12%
Asian	S	S	S	754	S	S	S	S	S	S	60%
American Indian	S	S	S	714	S	S	S	S	S	S	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	54	716	716	705	28%	37%	22%	13%	N	13%	11%

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



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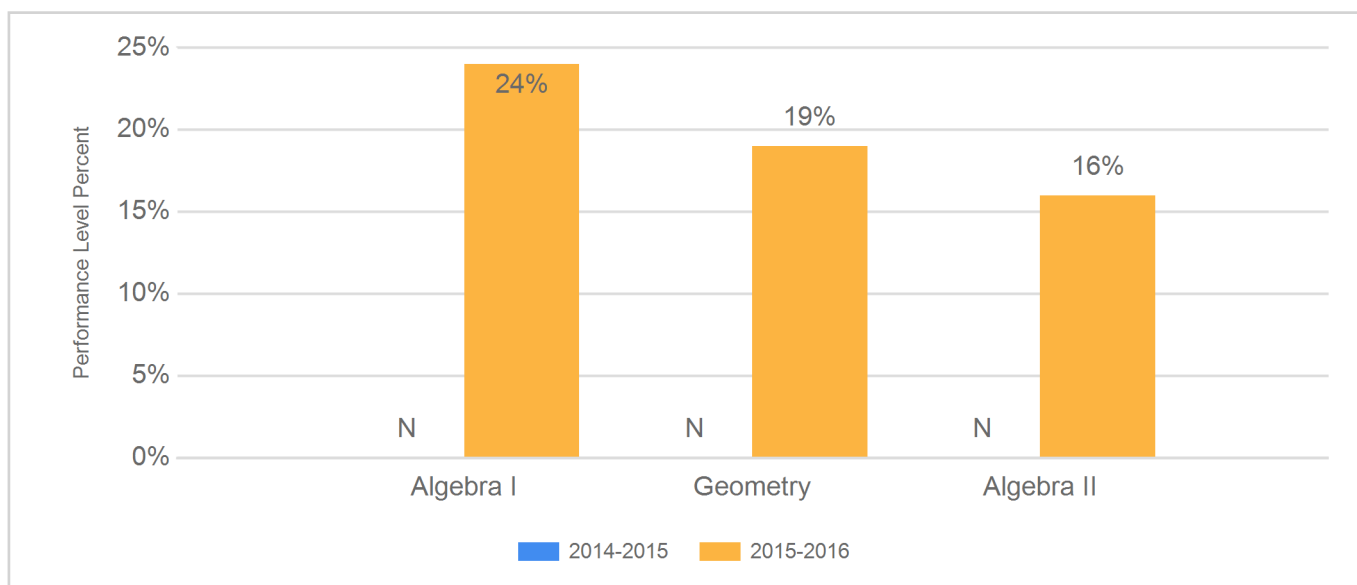
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## PARCC Math Performance Trends

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.

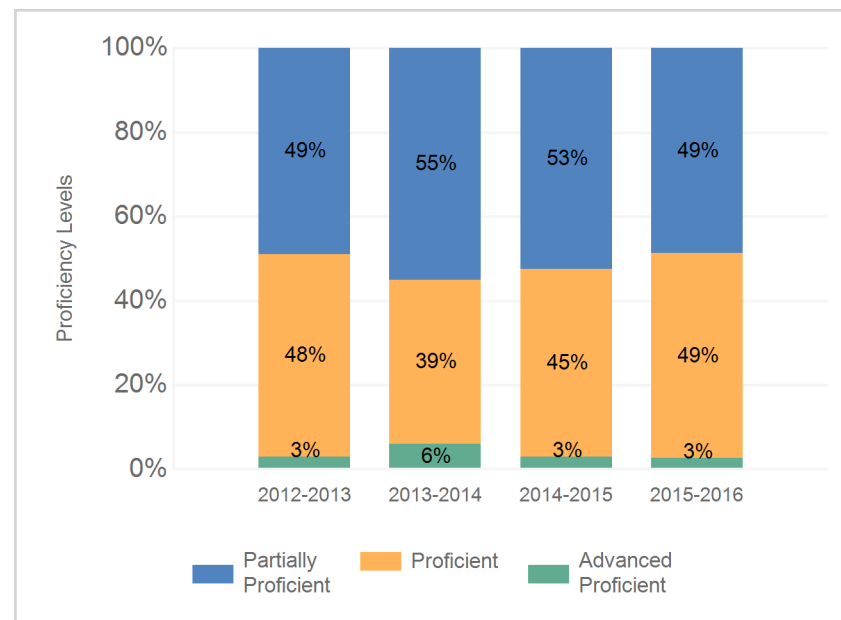
### Proficiency Outcomes - Biology

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	3%	49%	49%
White	3%	55%	42%
African American	N	64%	36%
Hispanic	2%	35%	64%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	N	12%	89%
English Language Learners	S	S	S
Economically Disadvantaged Students	N	38%	62%

### 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	94.0%	95.5%
Percent of Students Participating in SAT	62.6%	58.0%
Percent of Students Participating in ACT	15.4%	27.6%

## PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	903	950
<b>SAT</b>	-	-
Reading and Writing	494	537
Math	514	538
<b>ACT</b>	-	-
Reading	21	23
English	19	22
Math	23	23
Science	S	22

## PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	60%	71%
Math	530	46%	53%
<b>ACT</b>	-	-	-
Reading	22	55%	58%
English	18	73%	74%
Math	22	68%	61%
Science	23	27%	49%

## PSAT/SAT/ACT Performance by Percentile

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

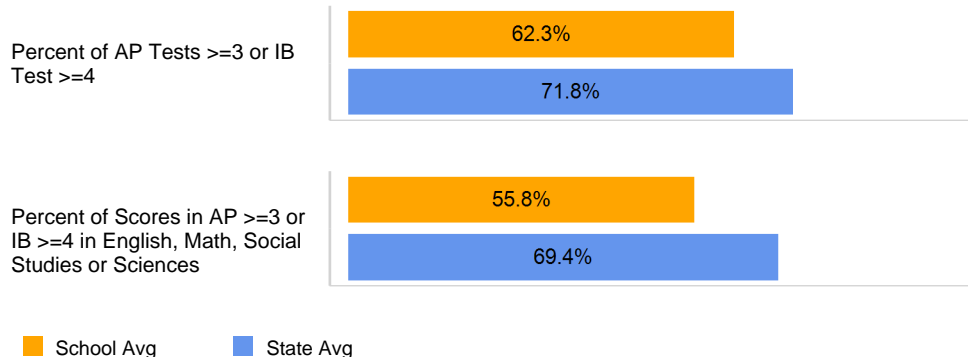
2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	980	880	810
<b>SAT</b>	-	-	-
Reading and Writing	540	500	450
Math	570	520	450
<b>ACT</b>	-	-	-
Reading	24	23	18
English	22	19	16
Math	25	24	19
Science	S	S	S

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## AP/ IB Test Performance

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



## 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	13
AP Calculus AB	16	16
AP Calculus BC	0	1
AP Chemistry	9	8
AP Computer Science A	0	3
AP English Literature and Composition	9	9
AP Spanish Language	12	12
AP U.S. History	9	9
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		33

## 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	18.3%	39.1%
One of More Test	18.3%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	14.9%	26.6%
Participating in Dual Enrollment	0.0%	15.4%





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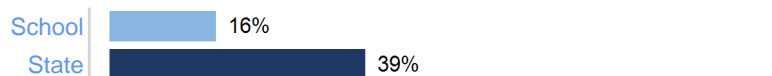
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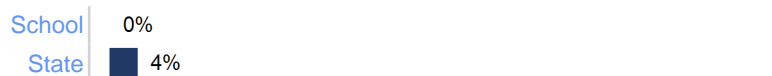
## Visual and Performing Arts

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.

### MUSIC



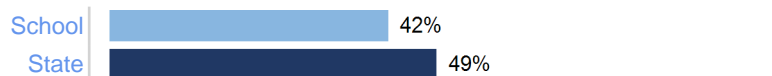
### DRAMA



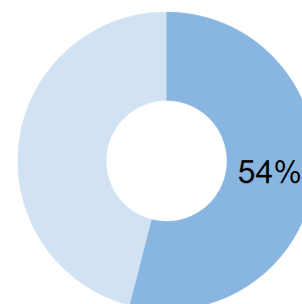
### DANCE



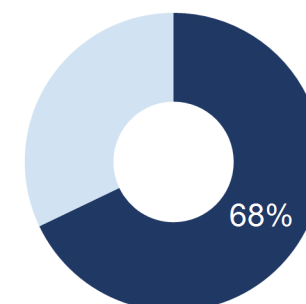
### VISUAL ARTS



### Any Visual and Performing Arts



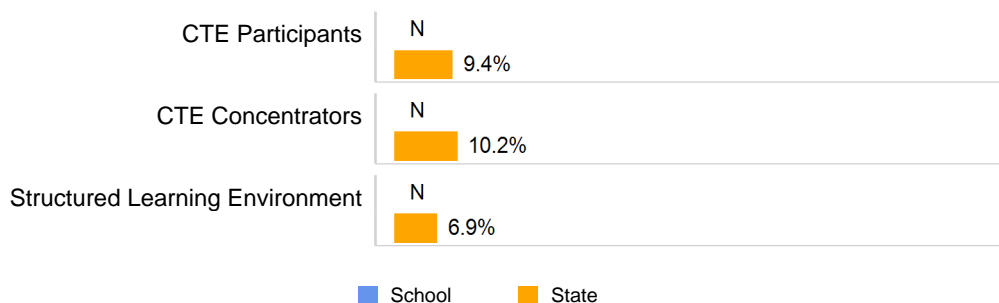
School



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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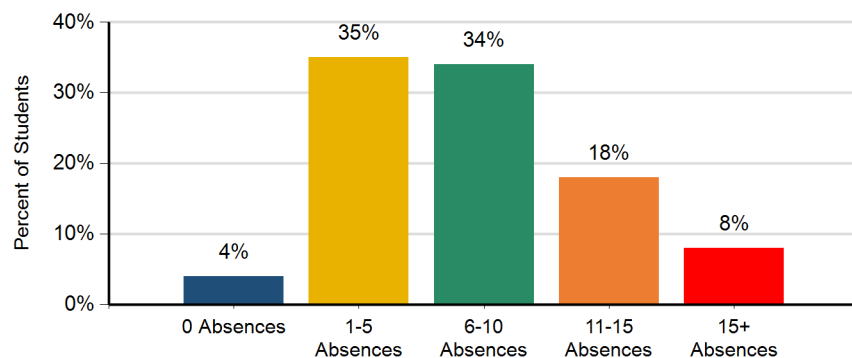
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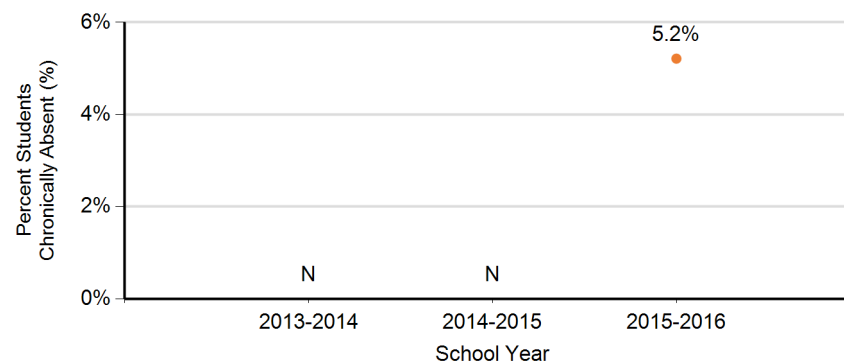
## Absenteeism

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%	55	81%
White	98.3%	79	
African American	S	S	
Hispanic	92.4%	63	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	S	S	
English Language Learners	S	S	
Economically Disadvantaged Students	90.1%	64	

### 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	N	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	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%	95%
2014	96%	97%
2015	93%	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	81.7%	45.8%	54.2%
White	85.7%	37.5%	62.5%
African American	S	S	S
Hispanic	74.5%	61.0%	39.0%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	S	S	S
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	79.6%	58.1%	41.9%



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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	0 Hrs. 0 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	0 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	149:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	0%



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## 2015-2016 School Performance Reports

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

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

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

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

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



State of New Jersey  
2015-2016

Grade Span 09-12

39-4550-050

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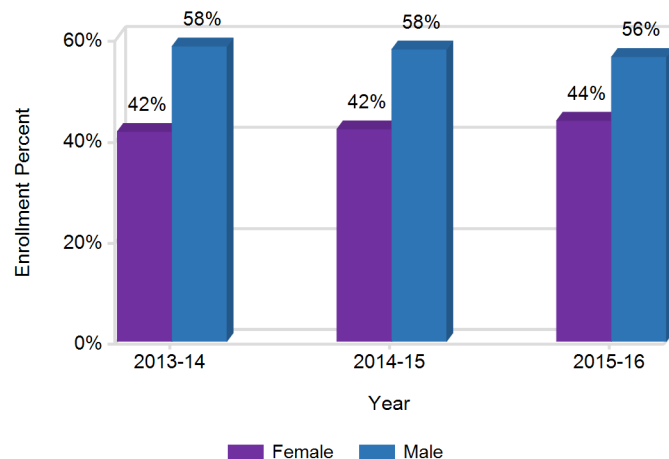
## Enrollment by Grade

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	143	145	145
Grade 10	155	153	156
Grade 11	138	138	146
Grade 12	143	138	143
UG	5	7	5
Total	584	581	595

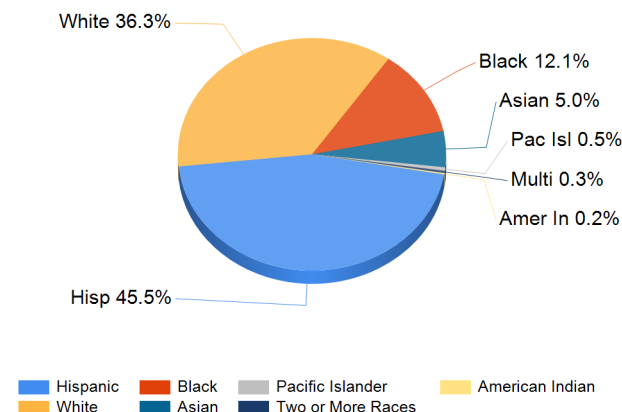
## Enrollment by Gender

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



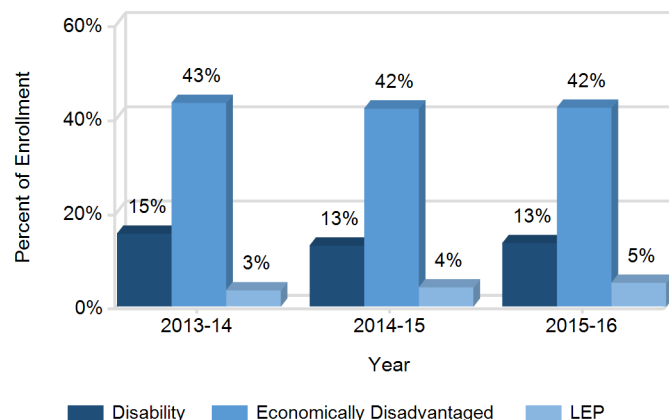
## Enrollment by Ethnic/ Racial Subgroup

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	62.7%
Spanish	24.9%
Gujarati	2.4%
Albanian	2.0%
Portuguese	1.7%
Other	6.4%

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



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

## 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	53%	S	75
Mathematics Met or Exceeded Expectations	24%	S	45

## 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	280	53%	75	98%	✓	255	24%	45	99%	✓
White	111	58%	72	99%	✓	98	33%	42	99%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	129	47%	87	98%	✓	121	17%	53	100%	✓
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	44	5%	76	92%	X	S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	110	49%	91	98%	✓	103	21%	59	100%	✓





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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	143	757	757	746	3%	12%	24%	50%	11%	62%	49%
White	50	760	760	754	N	10%	22%	60%	8%	68%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	74	753	753	730	5%	15%	26%	41%	14%	54%	34%
Asian	S	S	S	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	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	59	752	752	729	7%	14%	22%	53%	5%	58%	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
<b>Schoolwide</b>	<b>155</b>	<b>742</b>	<b>742</b>	<b>740</b>	<b>12%</b>	<b>12%</b>	<b>32%</b>	<b>38%</b>	<b>5%</b>	<b>43%</b>	<b>44%</b>
White	61	747	747	747	7%	12%	33%	44%	5%	49%	50%
African American	20	731	731	722	25%	10%	40%	25%	N	25%	28%
Hispanic	67	737	737	726	13%	15%	33%	36%	3%	39%	33%
Asian	S	S	S	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	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	58	735	735	723	17%	16%	33%	31%	3%	35%	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
<b>Schoolwide</b>	<b>160</b>	<b>759</b>	<b>759</b>	<b>736</b>	<b>3%</b>	<b>8%</b>	<b>26%</b>	<b>50%</b>	<b>13%</b>	<b>63%</b>	<b>40%</b>
White	60	761	761	739	2%	8%	25%	48%	17%	65%	42%
African American	16	767	767	728	N	N	31%	56%	13%	69%	30%
Hispanic	71	755	755	732	6%	10%	23%	54%	9%	62%	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	S	S	S	735	S	S	S	S	S	S	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	19	730	730	710	21%	21%	11%	47%	N	47%	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	65	754	754	730	3%	11%	29%	51%	6%	57%	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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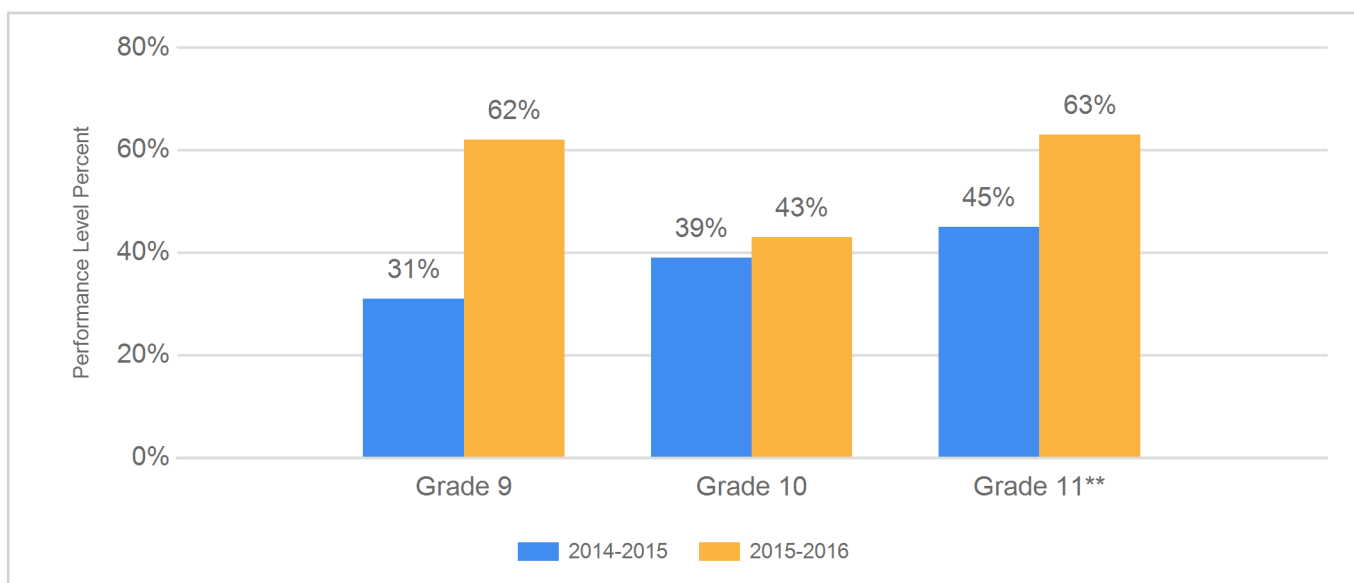
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## PARCC ELA Performance Trends

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



\*\*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 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
<b>Schoolwide</b>	<b>127</b>	<b>731</b>	<b>731</b>	<b>727</b>	<b>11%</b>	<b>24%</b>	<b>41%</b>	<b>24%</b>	<b>N</b>	<b>24%</b>	<b>41%</b>
White	38	734	734	734	13%	18%	34%	34%	N	34%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	70	729	729	720	10%	24%	49%	17%	N	17%	25%
Asian	S	S	S	746	S	S	S	S	S	S	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	57	732	732	719	7%	25%	46%	23%	N	23%	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
<b>Schoolwide</b>	<b>128</b>	<b>731</b>	<b>731</b>	<b>730</b>	<b>4%</b>	<b>34%</b>	<b>44%</b>	<b>19%</b>	<b>N</b>	<b>19%</b>	<b>27%</b>
White	51	733	733	736	N	39%	35%	26%	N	26%	34%
African American	17	728	728	717	6%	53%	24%	18%	N	18%	9%
Hispanic	55	729	729	720	7%	26%	56%	11%	N	11%	13%
Asian	S	S	S	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	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	49	726	726	719	8%	37%	45%	10%	N	10%	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
<b>Schoolwide</b>	<b>129</b>	<b>718</b>	<b>718</b>	<b>722</b>	<b>24%</b>	<b>36%</b>	<b>25%</b>	<b>15%</b>	<b>1%</b>	<b>16%</b>	<b>27%</b>
White	49	720	720	728	22%	37%	25%	16%	N	16%	31%
African American	15	718	718	700	20%	47%	20%	7%	7%	13%	8%
Hispanic	57	716	716	707	28%	32%	25%	16%	N	16%	12%
Asian	S	S	S	754	S	S	S	S	S	S	60%
American Indian	S	S	S	714	S	S	S	S	S	S	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	54	716	716	705	28%	37%	22%	13%	N	13%	11%

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



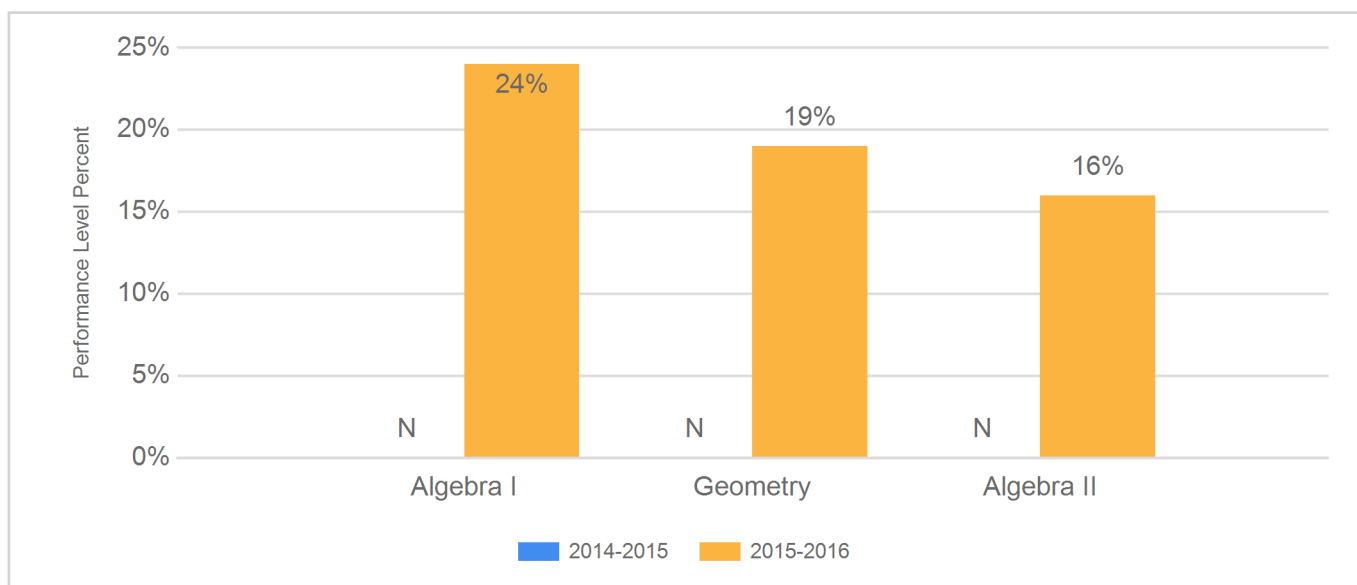
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## PARCC Math Performance Trends

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.

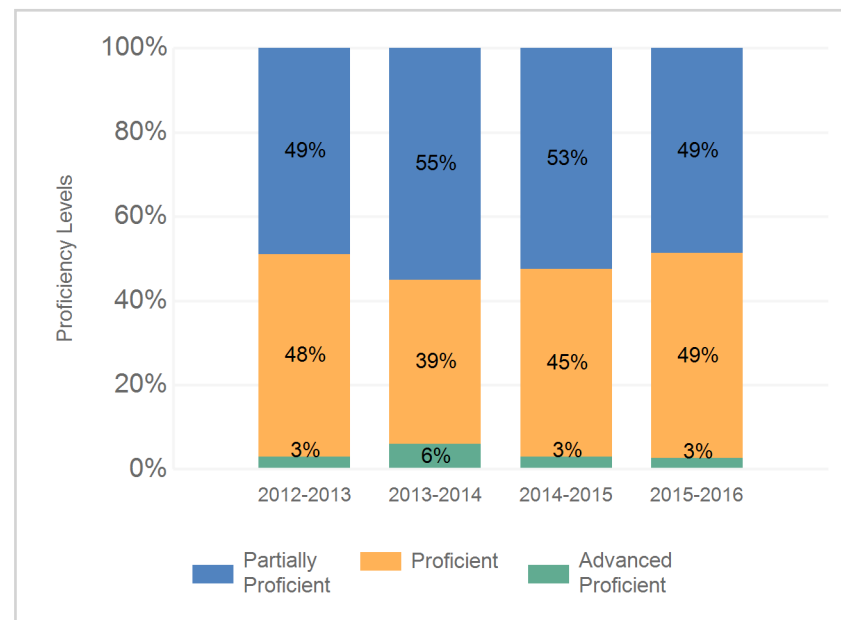
### Proficiency Outcomes - Biology

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	3%	49%	49%
White	3%	55%	42%
African American	N	64%	36%
Hispanic	2%	35%	64%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	N	12%	89%
English Language Learners	S	S	S
Economically Disadvantaged Students	N	38%	62%

### 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	94.0%	95.5%
Percent of Students Participating in SAT	62.6%	58.0%
Percent of Students Participating in ACT	15.4%	27.6%

## PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	903	950
<b>SAT</b>	-	-
Reading and Writing	494	537
Math	514	538
<b>ACT</b>	-	-
Reading	21	23
English	19	22
Math	23	23
Science	S	22

## PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	60%	71%
Math	530	46%	53%
<b>ACT</b>	-	-	-
Reading	22	55%	58%
English	18	73%	74%
Math	22	68%	61%
Science	23	27%	49%

## 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
<b>PSAT</b>	980	880	810
<b>SAT</b>	-	-	-
Reading and Writing	540	500	450
Math	570	520	450
<b>ACT</b>	-	-	-
Reading	24	23	18
English	22	19	16
Math	25	24	19
Science	S	S	S

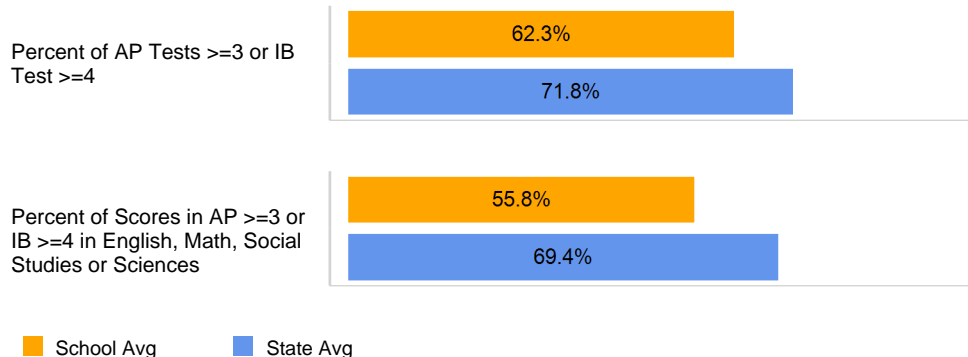


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## AP/ IB Test Performance

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



## 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	13
AP Calculus AB	16	16
AP Calculus BC	0	1
AP Chemistry	9	8
AP Computer Science A	0	3
AP English Literature and Composition	9	9
AP Spanish Language	12	12
AP U.S. History	9	9
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		33

## 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	18.3%	39.1%
One of More Test	18.3%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	14.9%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



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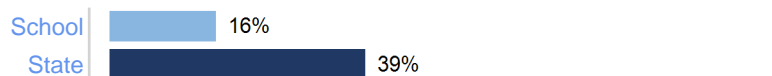
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## Visual and Performing Arts

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.

### MUSIC



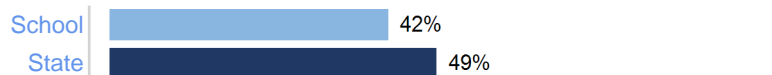
### DRAMA



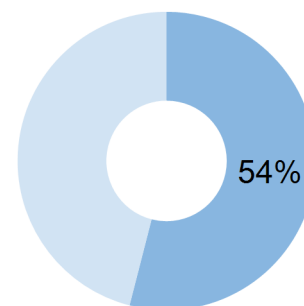
### DANCE



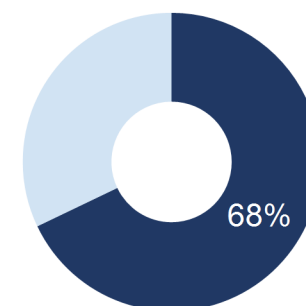
### VISUAL ARTS



### Any Visual and Performing Arts



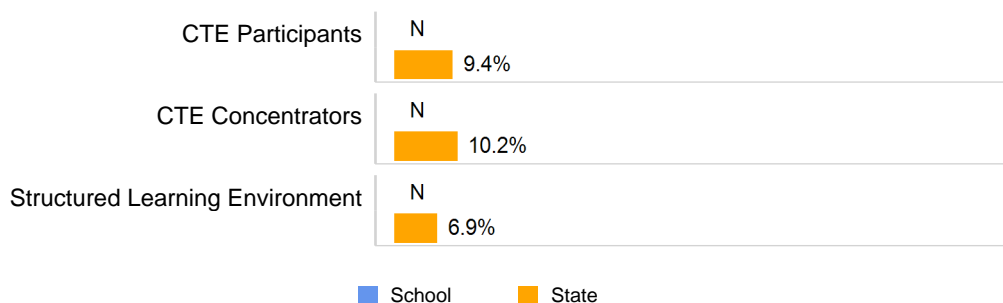
School



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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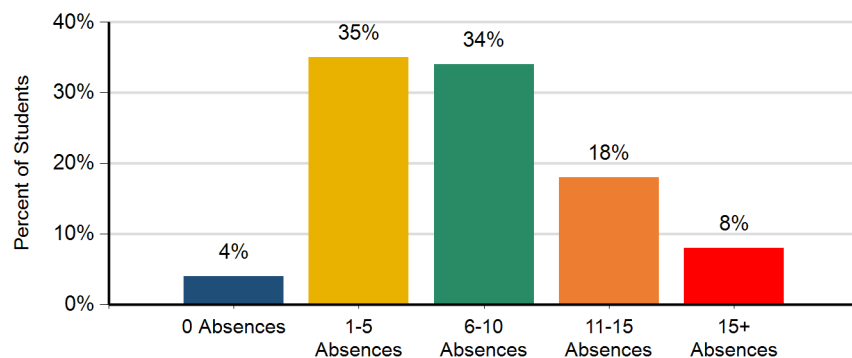
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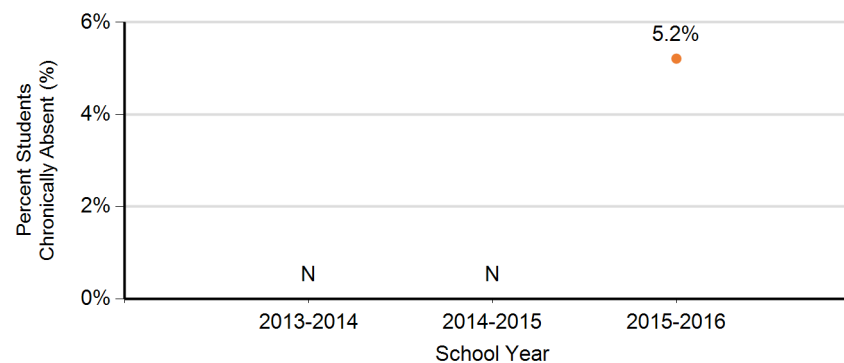
## Absenteeism

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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Grade Span 09-12

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UNION

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Roselle Park High School

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ROSELLE PARK, NJ 07204-1617

### 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%	55	81%
White	98.3%	79	
African American	S	S	
Hispanic	92.4%	63	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	S	S	
English Language Learners	S	S	
Economically Disadvantaged Students	90.1%	64	

### 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	N	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	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%	95%
2014	96%	97%
2015	93%	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	81.7%	45.8%	54.2%
White	85.7%	37.5%	62.5%
African American	S	S	S
Hispanic	74.5%	61.0%	39.0%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	S	S	S
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	79.6%	58.1%	41.9%



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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	0 Hrs. 0 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	0 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	149:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	0%





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## 2015-2016 School Performance Reports

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

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

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

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

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



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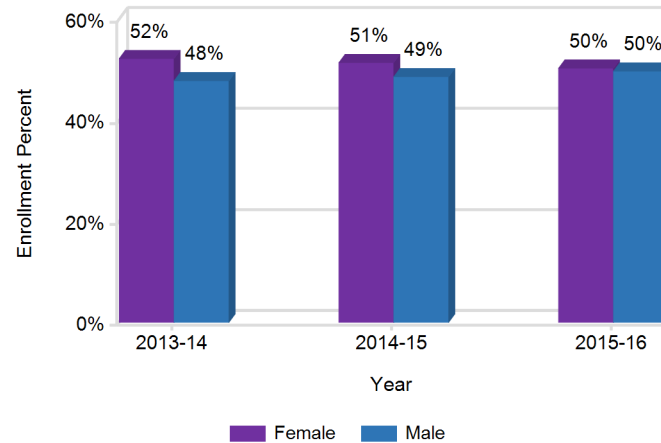
## Enrollment by Grade

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	42	48	48
Grade 01	55	54	51
Grade 02	55	56	60
Grade 03	61	56	66
Grade 04	49	60	58
Grade 05	52	47	65
UG	0	0	0
<b>Total</b>	<b>314</b>	<b>321</b>	<b>348</b>

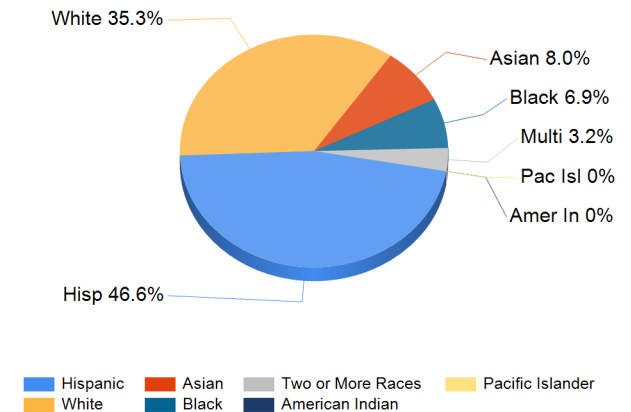
## Enrollment by Gender

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



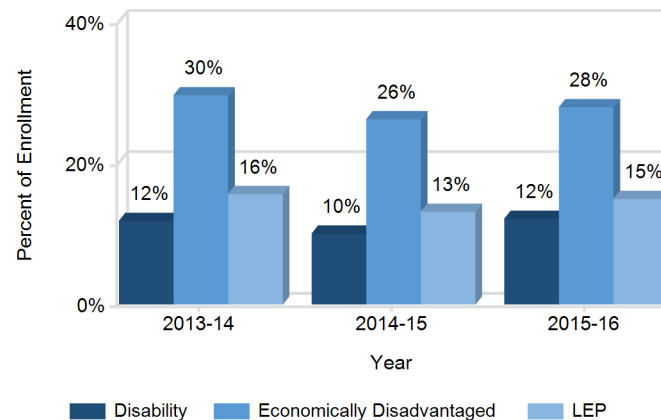
## Enrollment by Ethnic/ Racial Subgroup

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	80.5%
Spanish	15.5%
Hindi	0.6%
Malayalam	0.6%
Polish	0.6%
Other	2.4%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	65%	S	66
Mathematics Met or Exceeded Expectations	48%	S	47

## 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	165	65%	66	100%	✓	165	48%	47	100%	✓
White	64	69%	69	100%	✓	64	53%	48	100%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	74	57%	73	100%	✓	74	39%	59	100%	✓
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	46	46%	70	100%	✓	46	33%	56	100%	✓



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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	65	759	752	746	9%	8%	19%	49%	15%	65%	48%
White	24	759	753	756	8%	N	33%	46%	13%	58%	58%
African American	S	S	754	727	S	S	S	S	S	S	30%
Hispanic	25	745	744	730	16%	12%	16%	52%	4%	56%	31%
Asian	S	S	773	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	773	753	S	S	S	S	S	S	55%
Students with Disability	S	S	723	718	S	S	S	S	S	S	22%
English Language Learners	S	S	719	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	21	757	743	727	10%	10%	24%	43%	14%	57%	28%
PARCC MATH											
<b>Schoolwide</b>	66	752	745	749	3%	14%	30%	41%	12%	53%	52%
White	24	755	745	757	4%	17%	17%	50%	13%	63%	63%
African American	S	S	744	730	S	S	S	S	S	S	31%
Hispanic	26	740	738	736	4%	15%	46%	35%	N	35%	35%
Asian	S	S	769	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	752	754	S	S	S	S	S	S	57%
Students with Disability	S	S	722	727	S	S	S	S	S	S	28%
English Language Learners	S	S	730	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	22	743	736	732	9%	14%	32%	46%	N	46%	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	58	758	750	750	2%	5%	29%	53%	10%	64%	54%
White	21	767	758	759	N	N	19%	62%	19%	81%	64%
African American	S	S	748	733	S	S	S	S	S	S	33%
Hispanic	30	750	741	737	3%	7%	40%	47%	3%	50%	37%
Asian	S	S	758	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	718	723	S	S	S	S	S	S	22%
English Language Learners	S	S	702	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	11	742	734	734	N	18%	46%	36%	N	36%	33%
PARCC MATH											
<b>Schoolwide</b>	58	743	736	745	7%	21%	26%	43%	3%	47%	47%
White	21	745	740	752	5%	14%	38%	38%	5%	43%	57%
African American	S	S	726	727	S	S	S	S	S	S	24%
Hispanic	30	739	732	733	10%	27%	17%	43%	3%	47%	30%
Asian	S	S	751	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	713	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	11	732	724	730	18%	27%	27%	27%	N	27%	27%

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



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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	64	757	755	751	2%	9%	27%	58%	5%	63%	53%
White	22	759	760	758	5%	N	23%	68%	5%	73%	64%
African American	S	S	S	733	S	S	S	S	S	S	32%
Hispanic	31	754	753	738	N	16%	26%	52%	7%	58%	37%
Asian	S	S	764	773	S	S	S	S	S	S	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	729	723	S	S	S	S	S	S	20%
English Language Learners	S	S	725	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	26	745	747	735	N	19%	42%	35%	4%	39%	33%
PARCC MATH											
<b>Schoolwide</b>	65	744	747	747	3%	32%	25%	34%	6%	40%	47%
White	22	751	752	753	N	23%	23%	50%	5%	55%	57%
African American	S	S	738	728	S	S	S	S	S	S	24%
Hispanic	32	738	743	735	6%	41%	19%	31%	3%	34%	31%
Asian	S	S	758	774	S	S	S	S	S	S	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	S	S	729	725	S	S	S	S	S	S	19%
English Language Learners	S	S	713	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	27	732	739	732	7%	41%	30%	22%	N	22%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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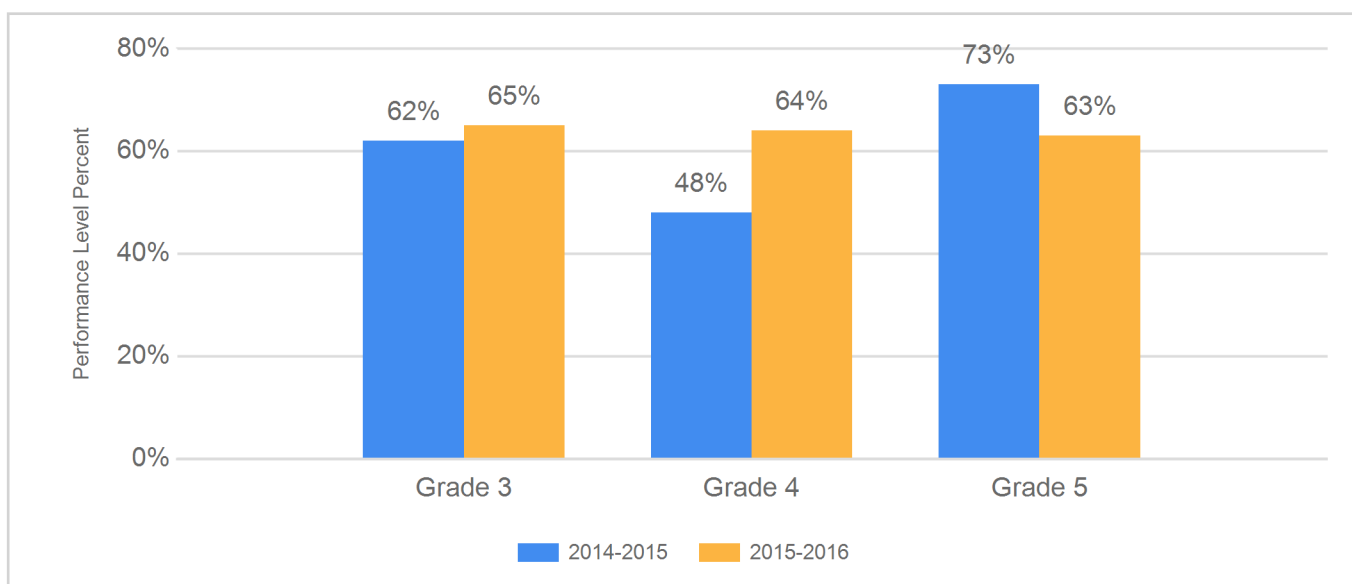
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## PARCC ELA Performance Trends

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





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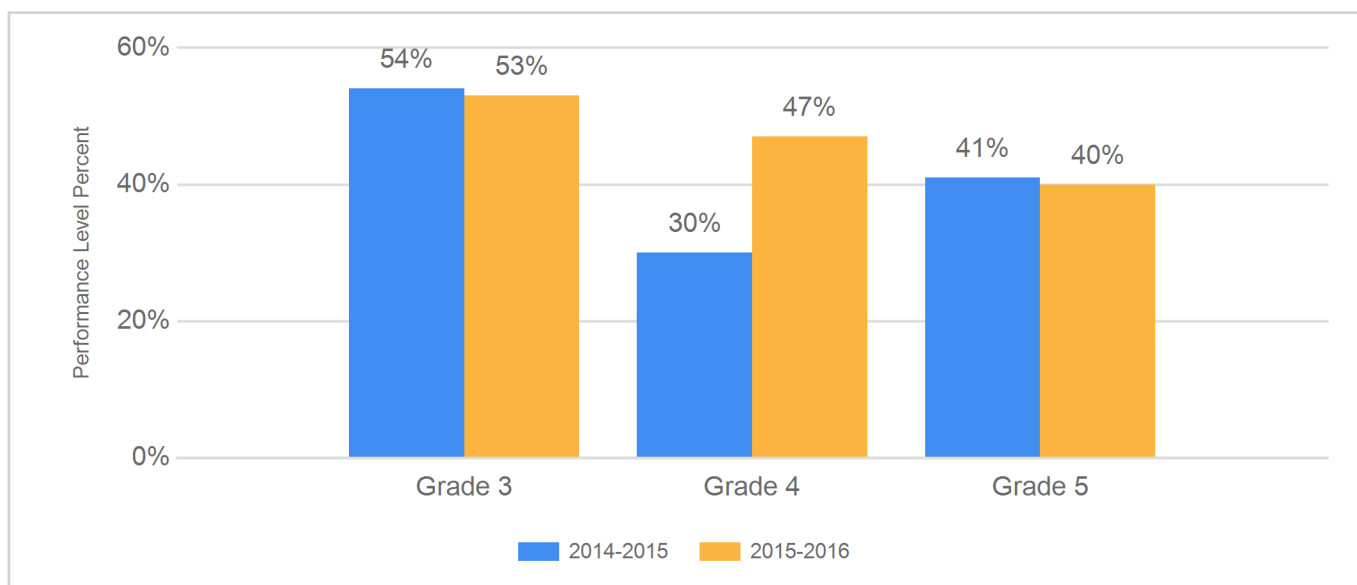
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## PARCC Math Performance Trends

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

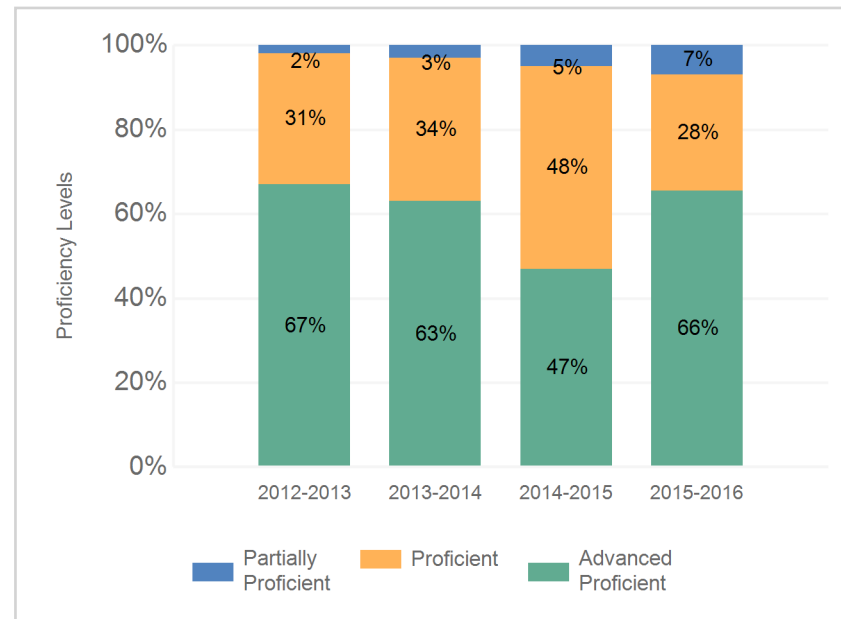
## NJASK Results Science - Grade Level 04

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	66%	28%	7%
White	81%	19%	N
African American	S	S	S
Hispanic	53%	33%	13%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
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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## 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	60	S	50
Student Growth on Math	50	S	50

## Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	2%
Partially Met (L2)	2%	7%	5%
Approached (L3)	8%	14%	7%
Met (L4)	10%	12%	22%
Exceeded (L5)	3%	5%	3%

## Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	2%	5%
Partially Met (L2)	5%	14%	10%
Approached (L3)	10%	4%	9%
Met (L4)	11%	18%	10%
Exceeded (L5)	1%	2%	0%



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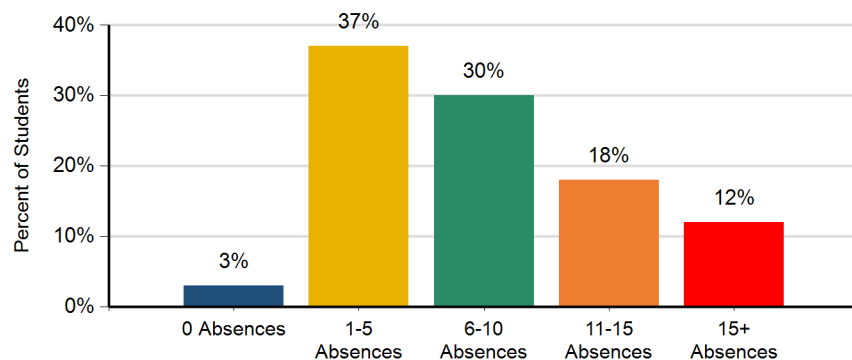
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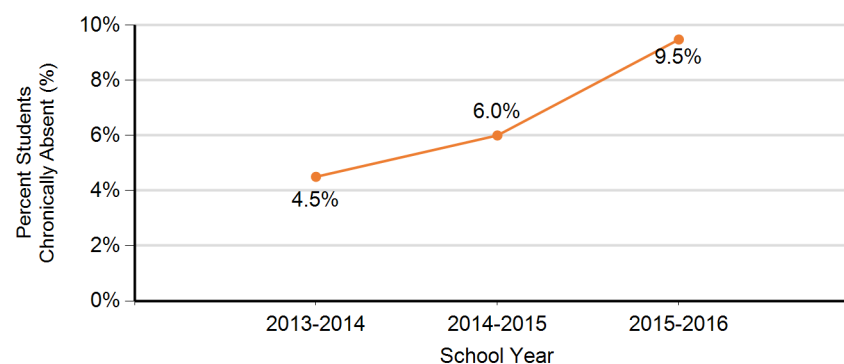
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	0 Hrs. 0 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	0 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	11:1
Administrator	348:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	0%