NJ SCHOOL PERFORMANCE REPORT

THEODORE ROOSEVELT ELEMENTARY SCHOOL
(17-5240-110)
Grades Offered: PK-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	HUDSON
District	UNION CITY
Principal Name	MS. O CONNELL
Address	4507 HUDSON AVE UNION CITY, NJ 07087-6317
Phone Number	(201)348-5971
Email Address	MOCONNELL@UNION-CITY.K12.NJ.US
Website	https://roosevelt.ucboe.us/

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	0	0	0
KG	146	130	115
1	173	178	153
2	158	161	157
3	156	149	147
4	145	151	143
5	148	138	152
6	137	154	134
Total	1,063	1,061	1,001

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.3%	47.7%	46.9%
Male	51.7%	52.3%	53.1%
Economically Disadvantaged Students	93.7%	93.0%	92.4%
Students with Disabilities	9.9%	9.6%	9.4%
English Learners	37.8%	34.8%	38.6%
Homeless Students		0.2%	0.0%
Students in Foster Care		0.2%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	1.8%	1.9%	2.1%
Hispanic	96.2%	96.4%	96.4%
Black or African American	0.4%	0.6%	0.7%
Asian	1.6%	1.1%	0.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	146	130	115

Enrollment by Home Language

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

Home Language	% of Students
Spanish	76.1%
English	21.6%
Arabic	1.0%
Other Languages	1.3%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	57	61	50	Met Standard	54	54	50	Met Standard
White	*	67.5	50	**	*	58.5	51	**
Hispanic	57	60	49	Met Standard	54	54	48	Met Standard
Black or African American	*	56.5	44	**	*	40	44	**
Asian, Native Hawaiian, or Pacific Islander	*	64	61	**	*	52.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	57	60	48	Met Standard	53	54	47	Met Standard
Students with Disabilities	47	55	41	Met Standard	37	47.5	43	Not Met
English Learners	60.5	62	54	Exceeds Standard	54	53	51	Met Standard

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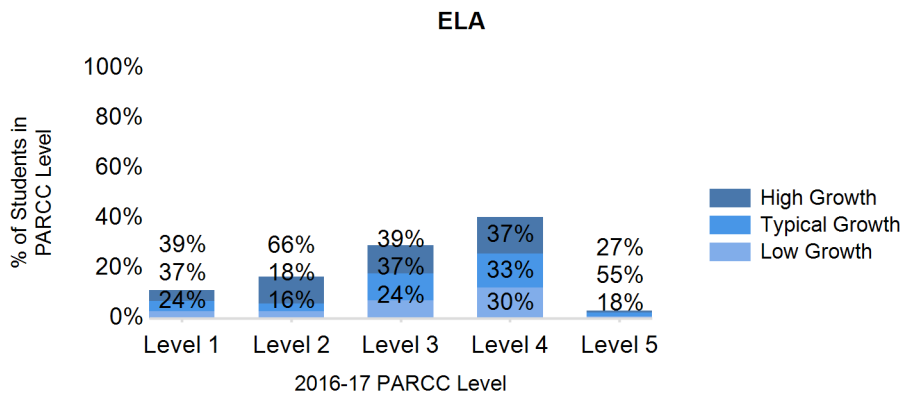
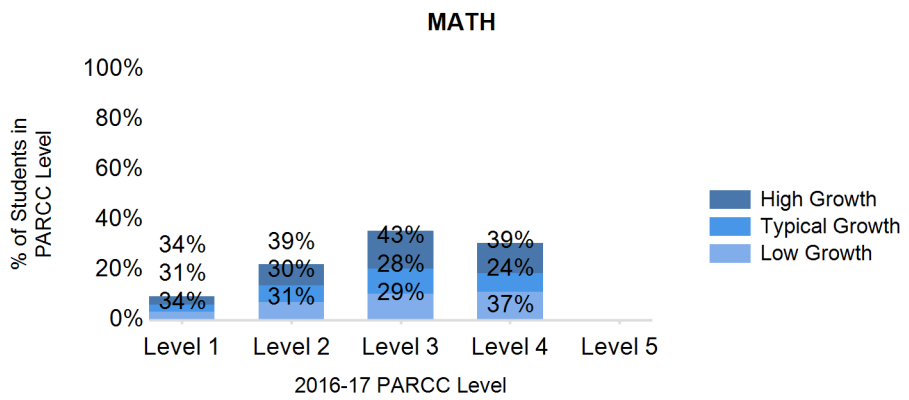
Student Growth by Performance Level

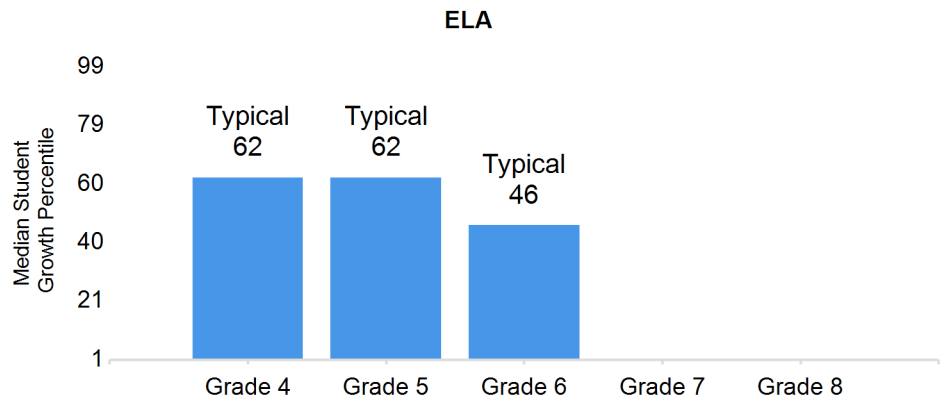
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

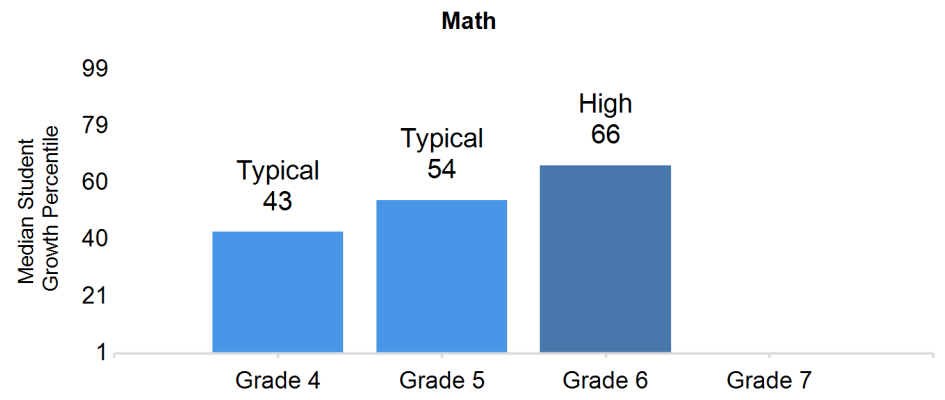




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	548	98.9	52.2	53.8	56.7	52.2	43.9	Met Target
White	*	*	*	64.8	65.6	*	**	**
Hispanic	531	99.1	52.0	*	42.5	52.0	43.5	Met Target
Black or African American	*	*	*	65.4	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.1	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	265	99.3	57.0	61.3	64.5	57.0		
Male	283	98.6	47.7	46.8	49.4	47.7		
Economically Disadvantaged Students	502	98.8	51.2	51.7	38.5	51.2	43.2	Met Target
Non-Economically Disadvantaged Students	46	100.0	63.0	71.8	67.5	63.0		
Students with Disabilities	71	97.4	21.1	16.9	21.6	21.1	26.5	Met Target†
Students without Disabilities	477	99.2	56.8	57.9	63.9	56.8		
English Learners	323	99.4	46.8	40.5	27.3	46.8	32.2	Met Target
Non-English Learners	225	98.3	60.0	63.4	59.4	60.0		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	20.0	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	139	748	747	750	13%	14%	30%	33%	10%	43%	52%
White	*	*	769	759	*	*	*	*	*	*	61%
Hispanic	135	747	745	736	13%	14%	30%	32%	10%	42%	38%
Black or African American	N	N	*	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	65	747	751	756	*	*	28%	*	*	43%	57%
Male	74	749	742	744	*	*	32%	*	*	43%	46%
Economically Disadvantaged Students	128	746	744	733	14%	*	*	*	*	42%	34%
Non-Economically Disadvantaged Students	11	766	768	762	0%	*	*	*	*	55%	64%
Students with Disabilities	*	*	702	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	749	756	*	*	*	*	*	*	57%
English Learners	60	730	*	712	*	*	43%	*	*	20%	15%
Non-English Learners	79	762	*	753	*	*	20%	*	*	61%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	749	752	756	*	9%	31%	*	*	54%	58%
White	*	*	765	764	*	*	*	*	*	*	68%
Hispanic	130	749	*	744	*	9%	32%	*	*	54%	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	68	752	758	762	*	*	37%	*	*	53%	63%
Male	66	746	746	751	*	*	24%	*	*	56%	53%
Economically Disadvantaged Students	122	748	749	740	*	*	*	*	*	52%	40%
Non-Economically Disadvantaged Students	12	763	771	767	*	*	*	*	*	83%	70%
Students with Disabilities	15	707	702	726	*	*	*	*	*	*	25%
Students without Disabilities	119	755	756	762	*	*	*	*	*	*	64%
English Learners	40	743	*	720	*	*	30%	*	*	53%	17%
Non-English Learners	94	752	*	759	*	*	31%	*	*	55%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	145	748	750	755	*	17%	28%	*	*	51%	58%
White	*	*	745	763	*	*	*	*	*	*	68%
Hispanic	138	748	749	743	*	17%	28%	*	*	51%	43%
Black or African American	*	*	750	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	70	757	759	762	*	*	24%	*	*	66%	66%
Male	75	741	741	749	*	*	32%	*	*	37%	51%
Economically Disadvantaged Students	132	748	747	739	*	*	*	*	*	51%	39%
Non-Economically Disadvantaged Students	13	751	772	766	*	*	*	*	*	54%	71%
Students with Disabilities	15	721	704	724	*	*	*	*	*	*	22%
Students without Disabilities	130	752	753	762	*	*	*	*	*	*	65%
English Learners	22	716	*	712	*	*	*	*	*	*	11%
Non-English Learners	123	754	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	753	754	754	*	8%	26%	*	*	63%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	*	*	754	742	*	*	*	*	*	*	42%
Black or African American	N	N	*	737	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	55	759	759	761	*	0%	27%	*	*	71%	64%
Male	65	748	750	748	*	15%	25%	*	*	55%	48%
Economically Disadvantaged Students	110	752	*	739	*	*	*	*	*	61%	37%
Non-Economically Disadvantaged Students	10	760	*	764	*	*	*	*	*	80%	68%
Students with Disabilities	12	723	*	723	*	*	*	*	*	25%	18%
Students without Disabilities	108	756	*	760	*	*	*	*	*	67%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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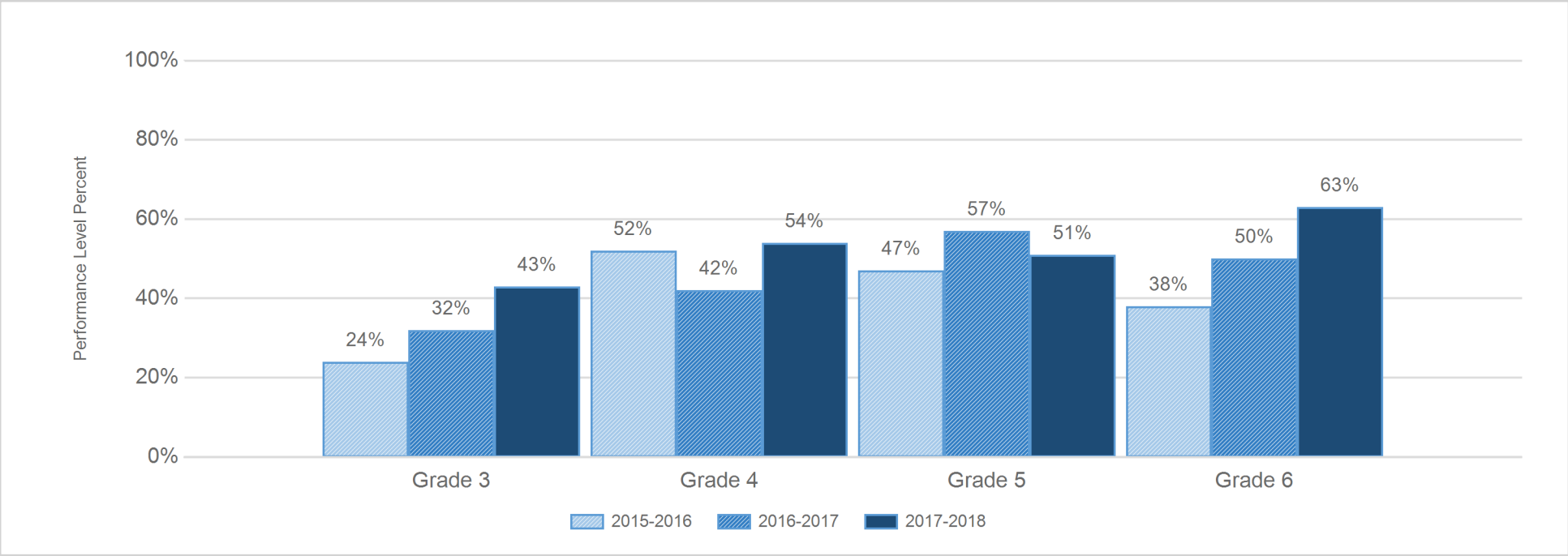
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	552	98.8	35.6	33.7	45.0	35.6	39.1	Not Met
White	*	*	*	43.2	54.1	*	**	**
Hispanic	533	98.9	35.6	*	29.2	35.6	38.5	Met Target†
Black or African American	*	*	*	42.4	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.8	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	266	99.3	30.1	34.7	46.0	30.1		
Male	286	98.4	40.9	32.9	43.9	40.9		
Economically Disadvantaged Students	506	98.7	34.8	32.0	26.6	34.8	39.1	Not Met
Non-Economically Disadvantaged Students	46	100.0	45.6	49.2	55.9	45.6		
Students with Disabilities	70	96.1	17.1	*	17.1	17.1	33.1	Not Met
Students without Disabilities	482	99.2	38.4	*	50.5	38.4		
English Learners	328	99.4	30.5	27.3	24.6	30.5	28.3	Met Target
Non-English Learners	224	97.9	43.3	38.3	46.9	43.3		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

THEODORE ROOSEVELT ELEMENTARY SCHOOL
(17-5240-110)
Grades Offered: PK-06
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	143	743	745	752	*	17%	40%	*	*	38%	53%
White	*	*	762	760	*	*	*	*	*	*	64%
Hispanic	138	743	744	739	*	17%	41%	*	*	38%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	67	739	745	752	*	15%	49%	*	*	28%	53%
Male	76	747	745	751	*	18%	32%	*	*	47%	53%
Economically Disadvantaged Students	131	743	743	736	*	*	*	*	*	39%	35%
Non-Economically Disadvantaged Students	12	744	758	762	*	*	*	*	*	33%	66%
Students with Disabilities	*	*	738	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	745	756	*	*	*	*	*	*	57%
English Learners	64	733	732	726	*	*	48%	*	*	23%	23%
Non-English Learners	79	751	752	754	*	*	33%	*	*	51%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

THEODORE ROOSEVELT ELEMENTARY SCHOOL
(17-5240-110)
Grades Offered: PK-06
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	733	739	748	11%	22%	43%	*	*	24%	49%
White	*	*	748	755	*	*	*	*	*	*	60%
Hispanic	135	734	*	737	11%	22%	43%	*	*	24%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	71	734	739	748	*	23%	48%	*	*	18%	50%
Male	69	733	740	748	*	22%	38%	*	*	29%	49%
Economically Disadvantaged Students	128	733	738	733	13%	*	*	*	*	21%	30%
Non-Economically Disadvantaged Students	12	744	755	758	0%	*	*	*	*	50%	62%
Students with Disabilities	15	719	711	725	*	*	*	*	*	*	22%
Students without Disabilities	125	735	742	753	*	*	*	*	*	*	55%
English Learners	46	714	*	722	*	*	*	*	*	*	16%
Non-English Learners	94	743	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	148	734	738	748	14%	20%	35%	*	*	31%	49%
White	*	*	742	756	*	*	*	*	*	*	60%
Hispanic	141	733	737	736	13%	21%	34%	*	*	31%	32%
Black or African American	*	*	731	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	71	738	740	749	*	23%	38%	*	*	32%	50%
Male	77	729	736	747	*	18%	32%	*	*	30%	48%
Economically Disadvantaged Students	135	733	736	733	15%	*	*	*	*	30%	29%
Non-Economically Disadvantaged Students	13	739	753	758	0%	*	*	*	*	46%	62%
Students with Disabilities	14	724	719	726	*	*	*	*	*	14%	20%
Students without Disabilities	134	735	739	752	*	*	*	*	*	33%	55%
English Learners	26	697	*	718	*	*	*	*	*	*	13%
Non-English Learners	122	742	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

THEODORE ROOSEVELT ELEMENTARY SCHOOL
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	745	740	744	*	19%	28%	*	*	48%	44%
White	*	*	745	751	*	*	*	*	*	*	54%
Hispanic	*	*	739	731	*	*	*	*	*	*	27%
Black or African American	N	N	*	726	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	56	745	740	745	*	*	38%	*	*	43%	45%
Male	67	745	739	742	*	*	21%	*	*	52%	42%
Economically Disadvantaged Students	112	745	*	729	*	*	*	*	*	48%	24%
Non-Economically Disadvantaged Students	11	748	*	753	*	*	*	*	*	45%	56%
Students with Disabilities	12	714	*	717	*	*	*	*	*	*	13%
Students without Disabilities	111	748	*	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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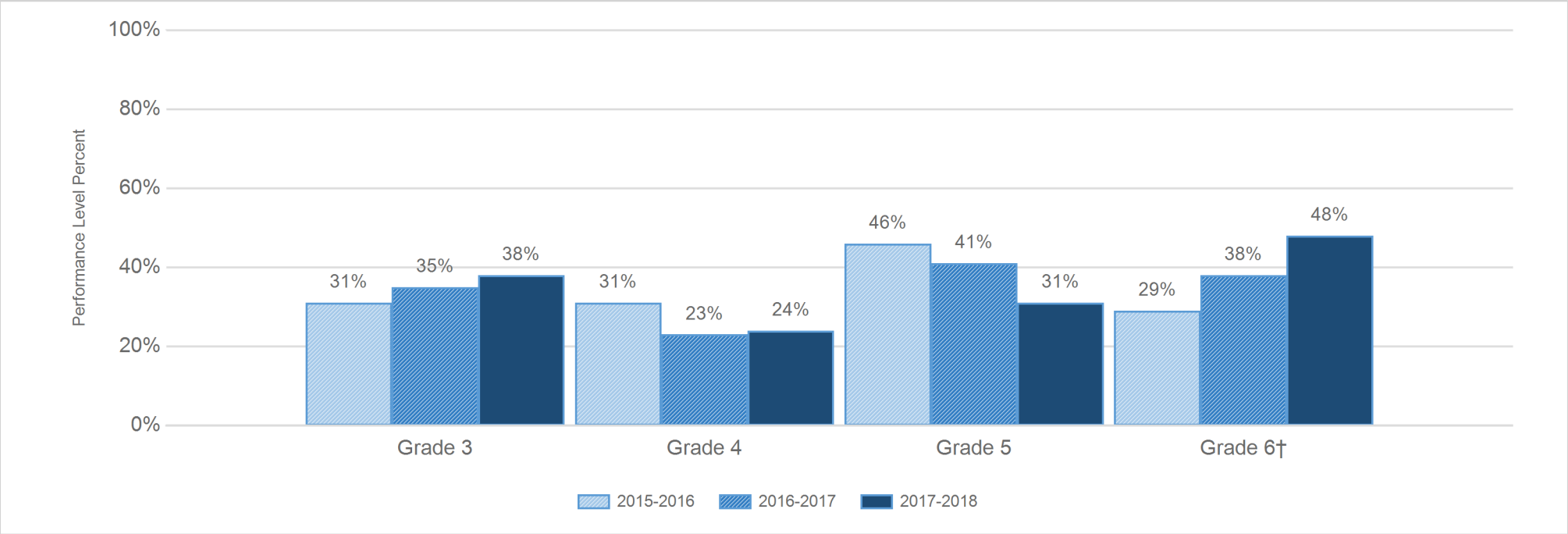
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	12	12

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	50.2%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	72	88.9%	11.1%
3-4	135	89.6%	10.4%
5 or more	166	89.2%	10.8%

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

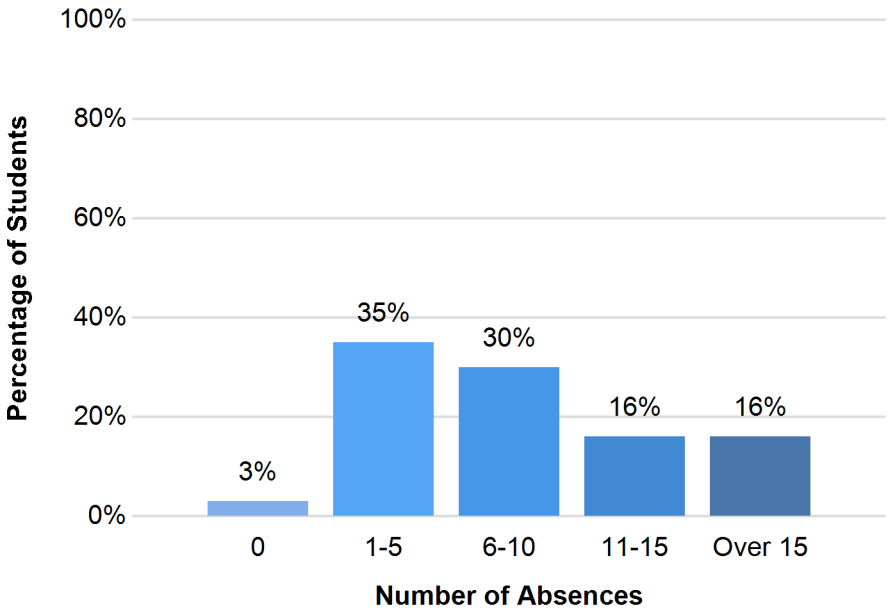
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	118	11.5	8.9	Not Met
White	1	4.3	8.9	Met
Hispanic	116	11.8	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	106	11.3	8.9	Not Met
Students with Disabilities	20	19.2	8.9	Not Met
English Learners	38	9.9	8.9	Not Met

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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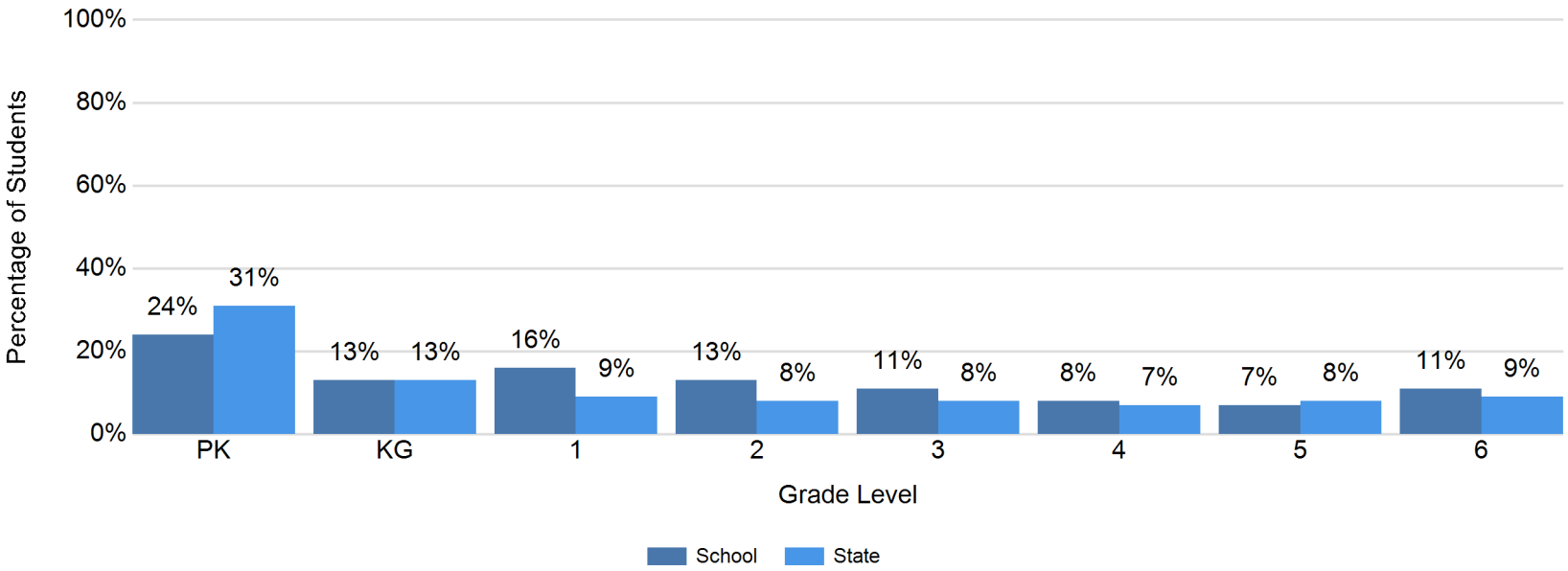
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	7 Hrs 0 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,015	$14,981	$15,996

NJ SCHOOL PERFORMANCE REPORT

THEODORE ROOSEVELT ELEMENTARY SCHOOL
(17-5240-110)
Grades Offered: PK-06
2017-2018

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

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	61	117,464
Average years experience in public schools	12.0	12.0
Average years experience in district	11.7	10.7
Teachers in district for 4 or more years	70.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	75	9,374
Average years experience in public schools	23.0	16.0
Average years experience in district	22.7	12.0
Administrators in district for 4 or more years	98.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	16:1	16:1
Students to Administrators	250:1	183:1
Teachers to Administrators	15:1	12:1
Students to Librarians/Media Specialists		13733:1
Students to Nurses		763:1
Students to Counselors		981:1
Students to Child Study Team		254:1

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Master's Degree

Doctoral Degree

Teacher	0%
Admin	0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	96.1%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.0%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	88.5%	50.0%
Male	11.5%	50.0%
White	39.3%	50.0%
Hispanic	59.0%	50.0%
Black or African American	0.0%	0.0%
Asian	1.6%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	48.64	15.0%
Mathematics Proficiency	35.31	15.0%
English Language Arts Growth	74.05	20.0%
Mathematics Growth	58.04	20.0%
Progress Towards English Language Proficiency	40.64	20.0%
Chronic Absenteeism	28.36	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	49.97	n/a
Summative Rating: Percentile Rank of Summative Score	49.47	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Standard	Met Standard	Met Target	Not Met	No
White	**	**	No	**	**	**	**	n/a	Met	No
Hispanic	62.61	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	72.69	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	46.06	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	60.95	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	Met Standard	Not Met	No

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

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School Narrative

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

Highlights:	• Students participated in the Special Olympics Torch Run for Law Enforcement • Students in Grade 5 participated in NJPAC's Ballroom Dancing classes. They then competed against students from other Union City Schools. • Students in Grade 2 were introduced to Dash and Dots and learned how to Code
Mission, Vision, Theme:	Theodore Roosevelt School strives to the focal point of the academic, emotional and social growth of the community it services. We seek to do so in an inviting, healthy and peaceful setting. As part of this commitment, we promise to provide each student an education free of discrimination in a safe and secure environment that is conducive to learning. We strive to be professionals whose goal is to not only educate our children, but to also keep the lines of communication with their families.
Awards, Recognition, Accomplishments:	Students in Grades 4 through 6 had the opportunity to work with the Veterans Organization, Team Red, White and Blue and Operation Enduring Warrior. Students also participated in the Special Olympics Law Enforcement Torch Run to raise funds for future athletes.

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Courses, Curriculum, Instruction:	The district values its commitment to provide the highest quality learning experiences for students. We remain vigilant in our mission to ready each child for a successful future in post-secondary environments of college and career, to become productive members of society, and to become effective contributors within the 21st Century. To accomplish this goal, we enact a rigorous, comprehensive standard-driven curriculum for grades PK -12 in which all of the NJSLS are addressed and integrated.
Clubs and Activities:	Due to the success, the previous year we continued the following clubs: Students in Grades 4-6 had the opportunity to participate in our AM Soccer Club which took place before school began. They also participated in our Art Club which worked to complete projects to beautify our school. Selected students also participated in our Technology Club where they learned to write code. Students in Grade Five had the opportunity to learn ballroom dancing and competed against other Union City Schools. Students in Grade Six had the opportunity to serve as peer tutors.

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Before and After School Programs:	Roosevelt School offered three after school programs for students. Students in Grades 1-6 attended our extended day program for ELA, Math or ESL support. Students in Grades 3-6 participated in our SES programs which supported our NJSLS Readiness Action Plan. Students in Grades 3 and 4 participated in our Family Friendly program where they received help for homework, participated in enrichment activities and attended field trips. Hot meals and snacks were begun this year for all of our after-school students.
Staff and Professional Learning:	Professional development is provided through high quality professional learning activities that are aligned with teaching and learning standards, are rich in content, and broaden the knowledge and skills of teaching staff members, administrators, and Educational Support Personnel. These opportunities are sustained and supported through job-embedded coaching, external expert assistance, on and off campus workshops, conferences, and digital online resources.

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Student Supports and Services:	The Special Needs program provides intervention and referral services for students who are experiencing academic, medical and emotional difficulties. The District has an autistic program, multiple handicapped programs, and a life skills program among others. The ELL program enables students to move from their native language to English. Certified staff meets all students needs to achieve the district goal to move students to the regular education program.
Student Health and Wellness:	All students are eligible for free breakfast and lunch provided by Chartwells under the Community Eligibility Act. A full student lunch includes a choice of entrée supplying protein and grain, two vegetable side dishes, one fruit side dish, and a choice of milk.
Parent and Community Involvement:	Student success happens when families, students, educators, and community members work together and focus on the academic, social, and emotional needs of students. Through a relationship-rich environment that is open and flexible, the school's parent liaison and the community relation's director facilitate collaborative family/community activities. Parent breakfasts, community nights, and PTO meetings, connect families to the school and community that support student learning and success.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents Parental surveys are conducted at the school level. Parents are cooperative and active members of our school community.
Facilities:	We are proud of the building we educate your child in. It meets state code with well-equipped rooms for all subjects. Our building is kept in excellent condition by our maintenance department and our security staff keeps our students safe. Next year we celebrate our 100th Anniversary.

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Early Childhood Education:	Roosevelt School works hand in hand with the Early Childhood Dept. An Early Childhood Master Teacher is assigned to Roosevelt School once a week. During her time here she offers support to our early childhood staff. She keeps us informed of new policies and helps to implement them.

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Other Information:	Roosevelt School has a school-based team management approach. This enabled us to evaluate, assess and design the educational plan to meet the individual needs of each student. We strived to enhance academic growth, to build on individuals' strengths, and to create an environment that will ultimately prepare all of our students to meet the educational challenges of the future. Faculty and staff worked collaboratively with parents and students in meeting the social, emotional and educational goals of our students. We strive to make decisions about students based on data; identifying areas of strength and weaknesses. Innovative programs are implemented to inspire students to achieve high levels of performance and success in all areas. Character Education reinforces self-esteem and conflict resolution; Project Based Learning, unique technology programs such as robotics provide students with limitless opportunities to develop intellectually. An interdisciplinary approach to learning diversifies instruction to meet the needs and abilities of all learners. School Safety is of utmost importance. District required safety drills are practiced on a monthly basis. Ample security is provided to ensure the safety of students and staff full time. The Parent Liaison is available to facilitate workshops, increase communication and support parental involvement. Parents are welcomed into the school and are encouraged to be in regular contact with their child's teacher.