



Cherry Hill School
(03-4410-030)
Grades Offered: PK-06
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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 at 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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Bergen
District	River Edge School District
Principal Name	Ms. Denise Heitman
Address	410 BOGERT RD RIVER EDGE, NJ 07661-1813
Phone Number	201-261-3405
Email Address	heitmand@riveredgeschools.org
Website	http://www.riveredgeschools.org/cherryhillschool.html
Facebook	https://www.facebook.com/pages/Cherry-Hill-Elementary-School/488461767957536
Twitter	https://twitter.com/CherryHillSch



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	40	40	44
KG	96	102	98
1	86	104	99
2	111	94	109
3	79	116	100
4	97	78	118
5	86	96	80
6	103	89	98
Total	698	719	747

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	44.6%	44.5%	47.0%
Male	55.4%	55.5%	53.0%
Economically Disadvantaged Students	0.0%	0.0%	0.7%
Students with Disabilities	17.6%	18.2%	17.3%
English Learners	15.5%	14.7%	11.2%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	46.1%	41.9%	40.2%
Hispanic	8.5%	10.2%	11.4%
Black or African American	2.1%	2.2%	2.3%
Asian	40.5%	41.7%	42.3%
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	2.7%	4.0%	3.9%

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	2016-17	2017-18	2018-19
PK - Half Day	38	38	44
PK - Full Day	2	2	0
KG - Half Day	0	0	0
KG - Full Day	96	102	98

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
English	56.2%
Korean	16.5%
Spanish	5.1%
Chinese	4.6%
Russian	2.3%
Other Languages	15.4%



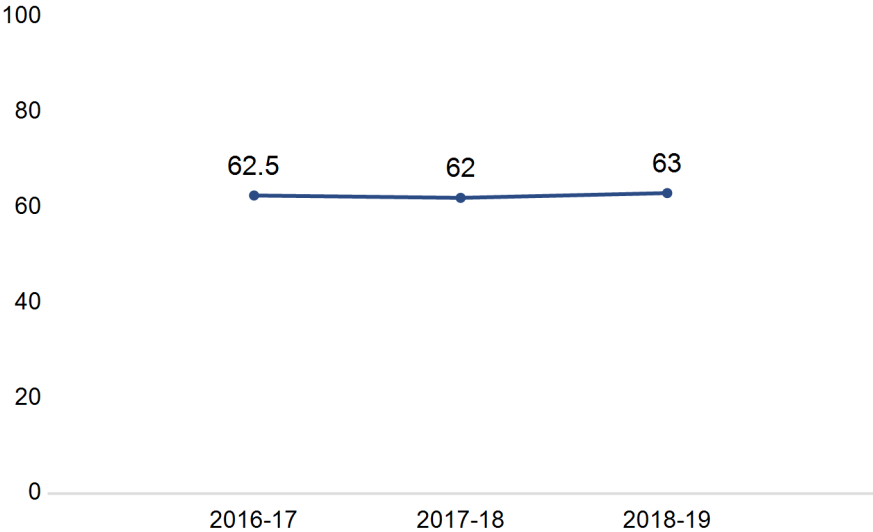
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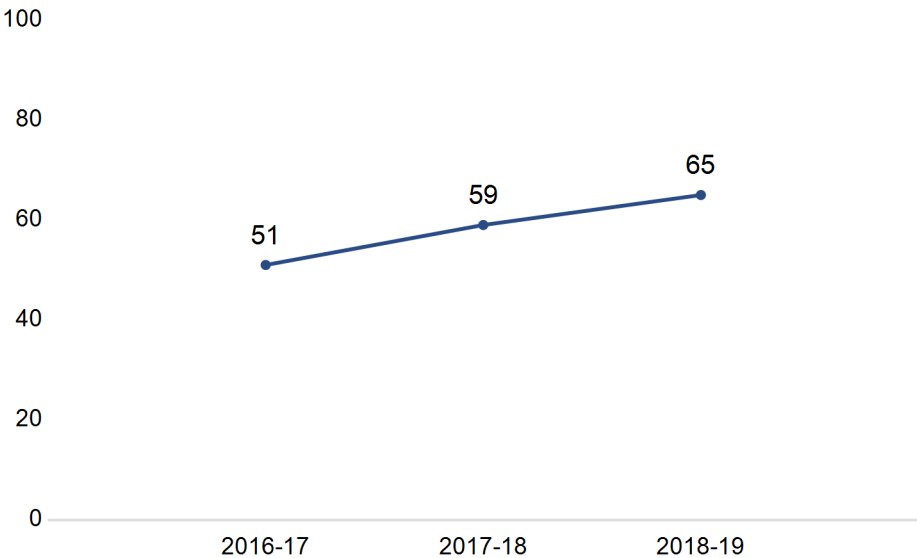
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	62.5	62	63	51	59	65
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	63	65	50	Exceeds Standard	65	65.5	50	Exceeds Standard
White	59	60	50	Met Standard	56	61.5	52	Met Standard
Hispanic	65.5	66.5	49	Exceeds Standard	46	49	47	Met Standard
Black or African American	*	61.5	45	**	*	60	43	**
Asian, Native Hawaiian, or Pacific Islander	65	70	59	Exceeds Standard	69	69	60	Exceeds Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	73.5	63.5	49	**	76.5	75.5	52	**
Female	62	66	53	N	65	65	50	N
Male	64	62	47	N	66	66	51	N
Economically Disadvantaged Students	*	*	48	**	*	*	46	**
Students with Disabilities	61.5	50	43	Exceeds Standard	30.5	46	45	Not Met
English Learners	74	69	52	Exceeds Standard	71	68.5	50	Exceeds Standard
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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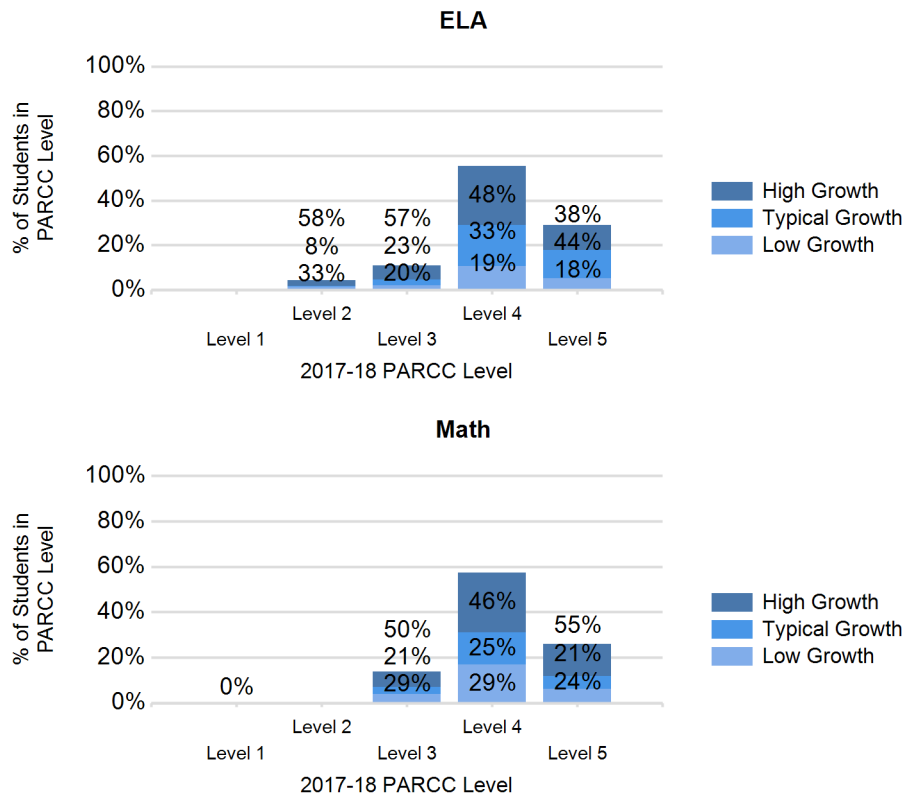
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

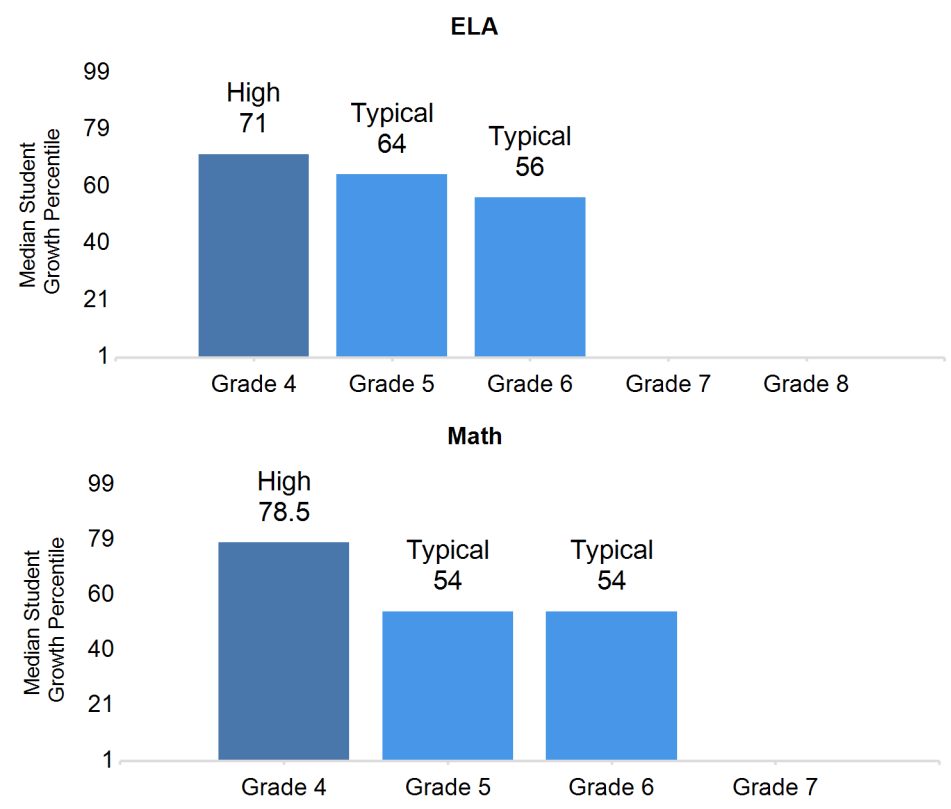
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



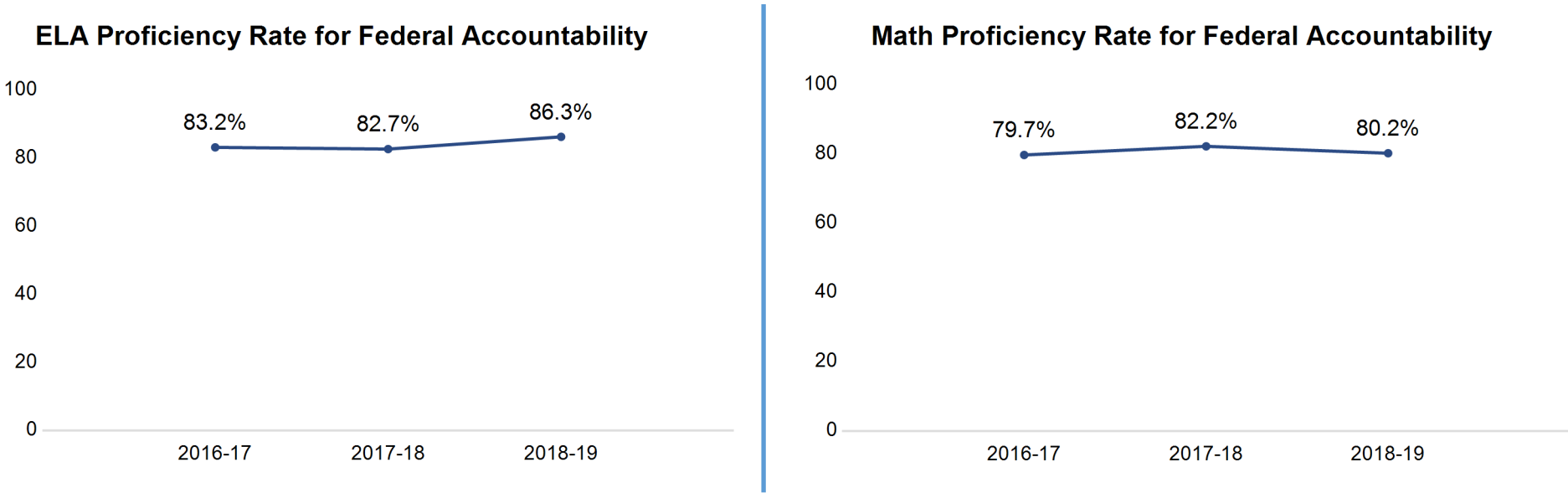


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	98.9%	99.5%	98.9%	98.9%	99.5%
Proficiency Rate for Federal Accountability	83.2%	82.7%	86.3%	79.7%	82.2%	80.2%
Annual Target	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target†	Met Goal	Met Goal
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	379	99.5	86.3	83.0	57.9	86.3	80	Met Goal
White	158	98.8	81.6	78.4	66.9	81.6	78	Met Goal
Hispanic	30	100.0	80.0	69.2	43.9	80.0	75.5	Met Goal
Black or African American	*	*	*	73.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	170	100.0	92.4	92.3	82.9	92.4	80	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	81.8	64.4	*	**	**
Female	186	99.5	90.3	87.5	64.8	90.3		
Male	193	99.5	82.4	78.6	51.3	82.4		
Economically Disadvantaged Students	*	*	*	*	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	58	100.0	51.7	46.7	22.7	51.7	48.6	Met Target
Students without Disabilities	321	99.4	92.5	88.5	65.1	92.5		
English Learners	83	100.0	86.7	84.2	29.3	86.7	66.3	Met Goal
Non-English Learners	296	99.3	86.1	82.7	60.6	86.1		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

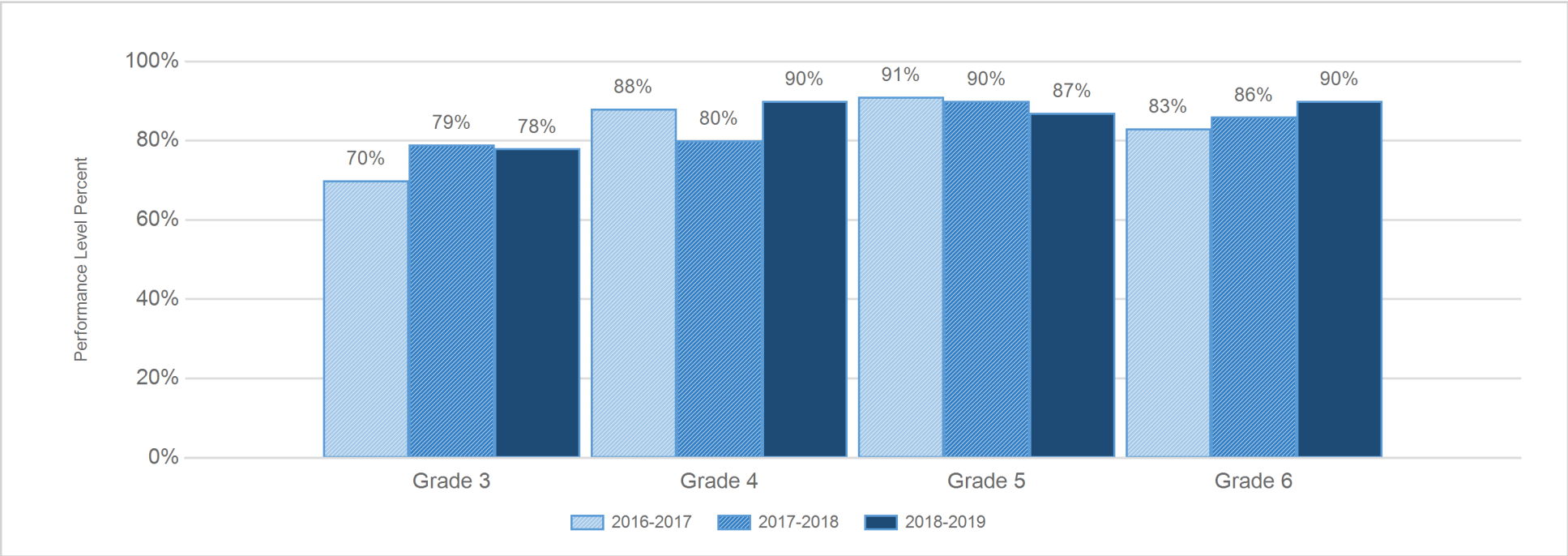


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	93	780	776	748	*	*	17%	55%	24%	78%	50%
White	39	774	769	757	*	*	*	*	*	77%	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	47	787	786	773	*	0%	*	51%	30%	81%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	44	790	784	753	*	*	*	*	*	84%	55%
Male	49	771	769	743	*	*	*	*	*	73%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	93	780	776	759	*	*	17%	55%	24%	78%	61%
Students with Disabilities	10	756	*	719	*	*	*	*	*	60%	24%
Students without Disabilities	83	783	*	754	*	*	*	*	*	81%	56%
English Learners	10	774	*	713	*	*	*	*	*	60%	17%
Non-English Learners	83	781	*	751	*	*	*	*	*	81%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	113	788	783	755	*	*	*	41%	50%	90%	57%
White	48	780	775	763	*	*	*	40%	44%	83%	67%
Hispanic	*	*	781	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	49	795	795	779	0%	*	*	43%	53%	96%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	56	793	788	760	*	*	*	36%	57%	93%	62%
Male	57	782	778	750	*	*	*	46%	42%	88%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	13	750	*	725	*	*	*	*	*	54%	25%
Students without Disabilities	100	793	*	761	*	*	*	*	*	95%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	78	780	784	756	0%	*	*	58%	29%	87%	58%
White	37	775	777	764	0%	*	*	*	*	86%	68%
Hispanic	*	*	765	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	29	794	797	781	0%	*	0%	*	*	97%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	31	786	789	761	0%	*	*	*	*	94%	64%
Male	47	776	780	750	0%	*	*	*	*	83%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	17	753	*	724	0%	*	*	59%	0%	59%	23%
Students without Disabilities	61	788	*	762	0%	*	*	57%	38%	95%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	96	781	780	754	*	*	*	53%	36%	90%	56%
White	35	774	777	762	*	*	*	49%	31%	80%	65%
Hispanic	*	*	761	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	46	791	790	780	0%	*	0%	*	*	98%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	56	786	787	762	*	*	*	54%	39%	93%	64%
Male	40	775	772	748	*	*	*	53%	33%	85%	48%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	96	781	780	763	*	*	*	53%	36%	90%	67%
Students with Disabilities	12	739	*	722	*	*	*	*	*	42%	19%
Students without Disabilities	84	787	*	761	*	*	*	*	*	96%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Cherry Hill School
(03-4410-030)
Grades Offered: PK-06
2018-2019

Report Key:

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- N No Data is available to display
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	379	99.5	80.2	78.4	44.5	80.2	80	Met Goal
White	158	98.8	74.1	72.5	54.1	74.1	80	Not Met
Hispanic	30	100.0	43.3	48.1	28.8	43.3	55.3	Met Target†
Black or African American	*	*	*	80.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	170	100.0	92.9	92.3	76.5	92.9	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	77.3	53.3	*	**	**
Female	186	99.5	81.2	79.2	44.9	81.2		
Male	193	99.5	79.3	77.7	44.2	79.3		
Economically Disadvantaged Students	*	*	*	*	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	58	100.0	50.0	50.0	17.4	50.0	57.4	Met Target†
Students without Disabilities	321	99.4	85.7	82.8	50.0	85.7		
English Learners	83	100.0	89.2	88.3	25.0	89.2	78.1	Met Goal
Non-English Learners	296	99.3	77.7	76.3	46.5	77.7		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

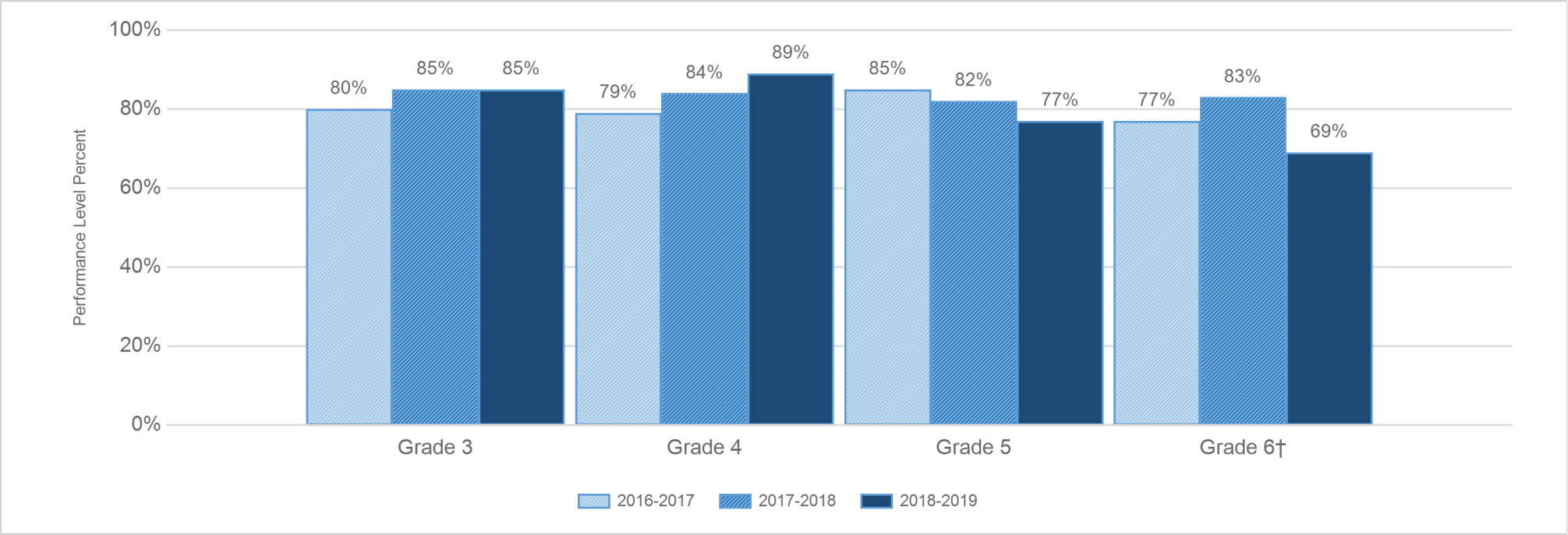


Cherry Hill School
(03-4410-030)
Grades Offered: PK-06
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Cherry Hill School
(03-4410-030)
Grades Offered: PK-06
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	94	777	772	752	*	*	12%	52%	33%	85%	55%
White	39	773	766	760	*	*	*	46%	31%	77%	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	48	783	783	778	0%	*	*	56%	40%	96%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	45	778	771	751	*	*	*	*	*	87%	54%
Male	49	777	773	752	*	*	*	*	*	84%	56%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	94	777	772	761	*	*	12%	52%	33%	85%	67%
Students with Disabilities	10	775	*	731	*	*	*	*	*	90%	31%
Students without Disabilities	84	778	*	756	*	*	*	*	*	85%	60%
English Learners	11	772	*	728	*	*	0%	*	*	100%	26%
Non-English Learners	83	778	*	754	*	*	13%	*	*	83%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Cherry Hill School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	113	782	778	749	0%	*	*	58%	31%	89%	51%
White	48	774	770	757	0%	*	*	56%	25%	81%	62%
Hispanic	*	*	765	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	49	792	791	776	0%	*	*	55%	41%	96%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	56	783	778	749	0%	*	*	57%	32%	89%	50%
Male	57	782	779	749	0%	*	*	60%	30%	89%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	13	755	*	726	0%	*	*	*	*	54%	25%
Students without Disabilities	100	786	*	754	0%	*	*	*	*	94%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Cherry Hill School
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	78	767	768	747	0%	*	18%	*	*	77%	47%
White	37	761	763	755	0%	*	*	*	*	76%	58%
Hispanic	*	*	750	735	*	*	*	*	*	*	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	29	779	780	775	0%	0%	*	*	*	90%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	31	768	766	747	0%	*	*	*	*	77%	47%
Male	47	766	770	747	0%	*	*	*	*	77%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	17	753	*	725	0%	*	*	*	*	53%	19%
Students without Disabilities	61	770	*	752	0%	*	*	*	*	84%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Cherry Hill School
(03-4410-030)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	96	766	765	741	*	*	21%	44%	25%	69%	41%
White	35	756	760	749	0%	*	*	*	*	54%	51%
Hispanic	*	*	735	729	*	*	*	*	*	*	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	46	780	779	769	0%	0%	*	*	*	93%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	56	766	766	742	*	*	*	48%	23%	71%	42%
Male	40	766	764	740	*	*	*	38%	28%	65%	40%
Economically Disadvantaged Students	N	N	N	726	N	N	N	N	N	N	21%
Non-Economically Disadvantaged Students	96	766	765	750	*	*	21%	44%	25%	69%	53%
Students with Disabilities	12	723	*	716	*	*	*	*	*	17%	12%
Students without Disabilities	84	772	*	746	*	*	*	*	*	76%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	86.0%	40.9%	Exceeds

† 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	68	64.7%	35.3%
3-4	16	37.5%	62.5%
5 or more	N	N	N



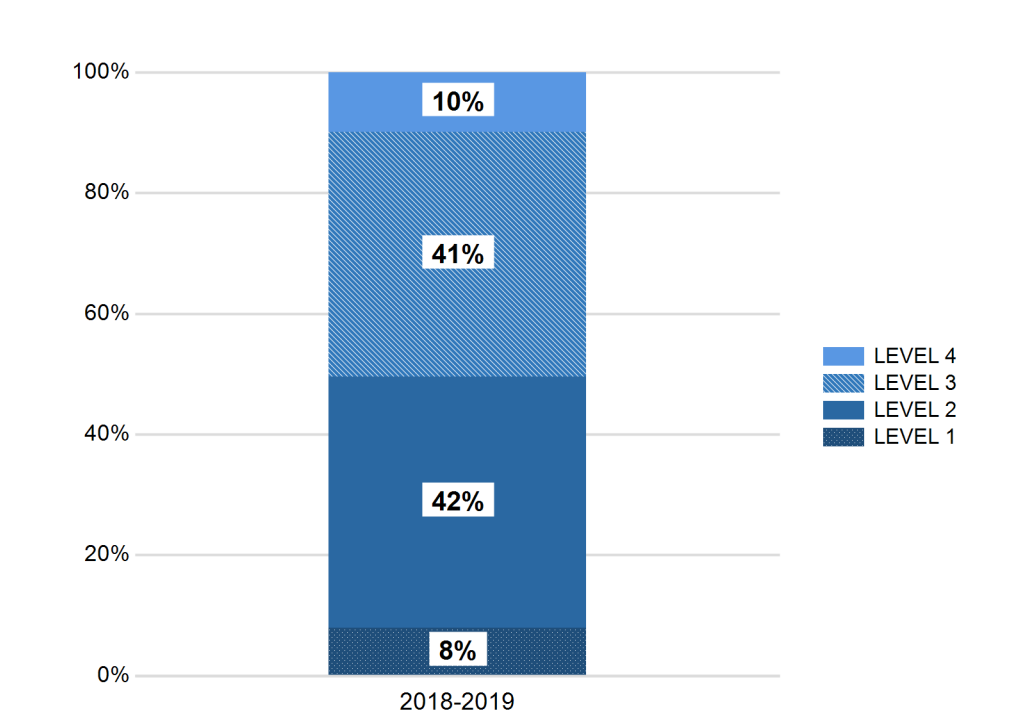
Cherry Hill School
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2018-2019

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	8	42	41	10
White	8	45	42	5
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	3	28	48	21
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	10	42	39	10
Male	6	42	42	10
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	12	71	12	6
Students without Disabilities	6	34	48	11
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

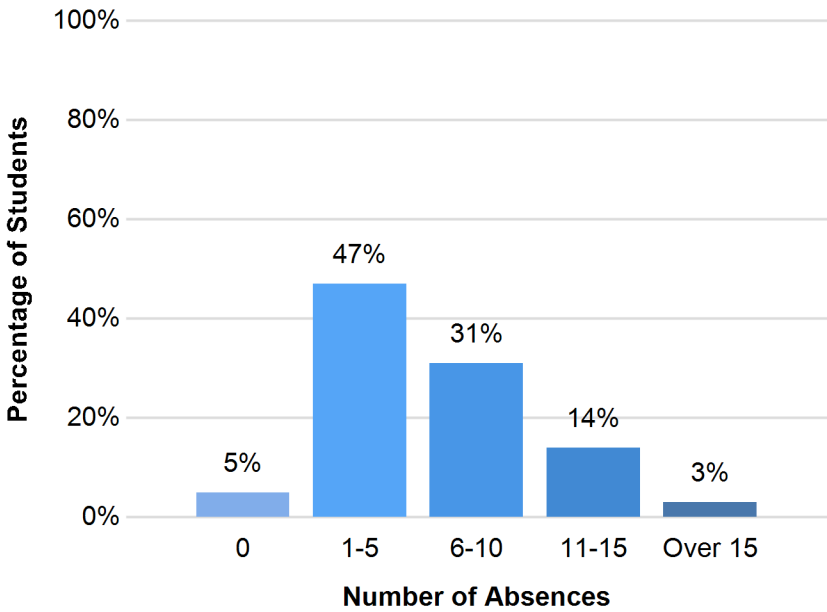
Chronic Absenteeism

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	16	2.3	8.8	Met
White	12	4.4	8.8	Met
Hispanic	1	1.4	8.8	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	3	1.0	8.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	8.8	Met
Female	6	1.8		
Male	10	2.8		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	4	4.9	8.8	Met
English Learners	1	1.2	8.8	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





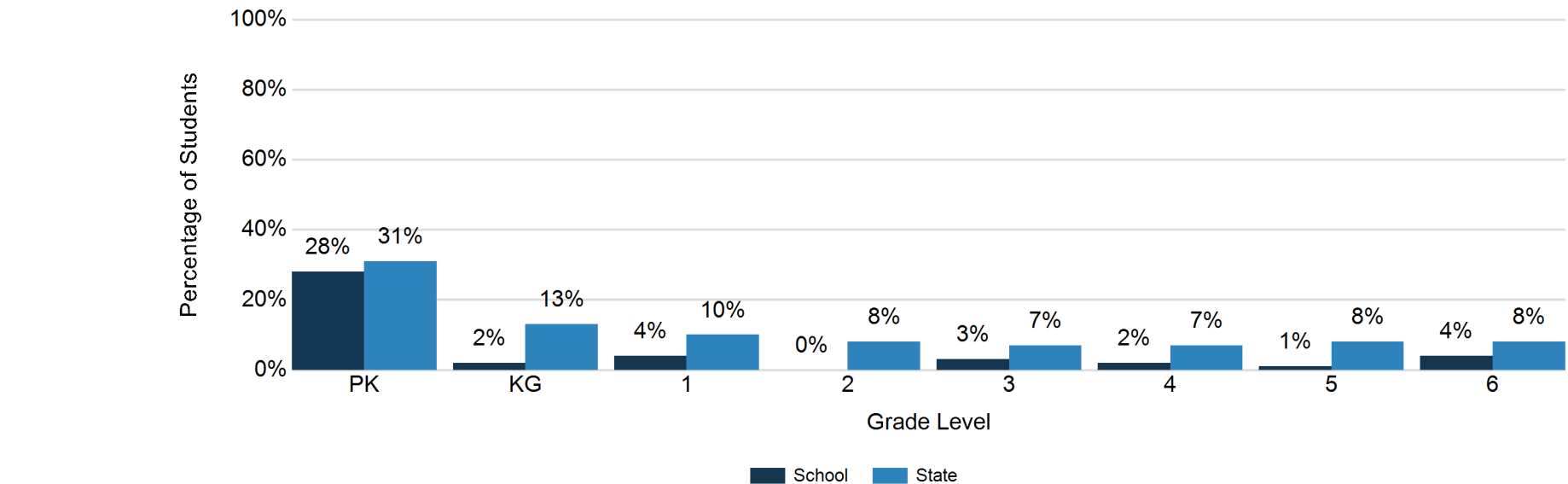
Cherry Hill School
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Chronic Absenteeism by Grade

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



**Cherry Hill School**

(03-4410-030)

Grades Offered: PK-06

2018-2019

Report Key:

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† This indicates a table specific note, see note below table

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.40

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



Cherry Hill School
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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 Bullying (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	3	3
Religion	0	0	0
Ancestry	0	2	2
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	1	0	1
Other	0	1	1
No Identified Nature	1		1

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



Cherry Hill School
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2018-2019

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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	8:25 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 43 Mins
Shared Time - Instructional Time	5 Hrs. 43 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



Cherry Hill School
(03-4410-030)
Grades Offered: PK-06
2018-2019

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	64	118,214
Average years experience in public schools	9.0	12.1
Average years experience in district	6.3	10.8
Percentage of Teachers with 4 or more years experience in the district	62.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,530
Average years experience in public schools	17.7	16.0
Average years experience in district	8.6	12.0
Percentage of Administrators with 4 or more years experience in the district	88.9%	76.9%

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	12:1	12:1
Students to Administrators	374:1	138:1
Teachers to Administrators	32:1	11:1
Students to Librarians/Media Specialists		N
Students to Nurses		415:1
Students to Counselors		1245:1
Students to Child Study Team Members		249:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	93.8%	100.0%	48.4%	77.1%	54.9%
Male	53.0%	6.3%	0.0%	51.6%	22.9%	45.1%
White	40.2%	90.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.4%	4.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	42.3%	4.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	85.0%	90.5%
2017-18 Administrators: Same district 2018-19	80.0%	87.9%

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
2018-19	96.6%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	83.2%	82.7%	86.3%
Math Proficiency	79.7%	82.2%	80.2%
ELA Growth	62	62	63
Math Growth	51	59	65
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		82.5%	86.0%
Chronic Absenteeism	4.3%	3.0%	2.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	Exceeds Target	Met	No
White	Met Goal	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Goal	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target	Met Target†	Exceeds Standard	Not Met	n/a	Met	No
English Learners	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met	No

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



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Highlights:

- One to One technology initiative in K through Grade Six. Janet Wong's Artist-in-Residence was a tremendous contribution to Cherry Hill School.
- C.R.E.A.T.E (Children of River Edge in Academically Talented Students) were recognized for a Grant to support Recycling in our School.
- Fourth grade students create their own "CHN" (Cherry Hill News) a Monthly Broadcast .



Mission, Vision, Theme:

Cherry Hill is committed to recognize, appreciate, and respond to the diversity of our students by creating a supportive environment with high standards. Students and teachers are provided with resources and an environment which facilitates learning. An optimum level of physical and emotional health for staff and students is encouraged. Open communication and interaction among staff, students and families creates lifelong learners. Staff model and foster an awareness for students' cultural differences.



Awards, Recognition, Accomplishments:

We are proud of our fourth grade student who won National Semi-finalist for the best handwriting sponsored by Zaner Bloser. Teacher of the Year Recognition for Cherry Hill School and New Bridge Center. Cherry Hill Scoop "Award" recognizes students and staff for going over and beyond to make our school a better place. Three sixth graders were finalists in a National Science Championship in Georgia. New Jersey Tiered System of Support Grant awarded to Cherry Hill for Early Reading Literacy for grades k-3.





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 <div>Courses, Curriculum, Instruction:</div>	Each subject’s rigorous curriculum is based on alignment to the NJSLs (New Jersey Student Learning Standards). Innovative programs and meaningful use of technology foster advantages for our students to experience an outstanding education. Spanish language, culture, and geography are taught to all students beginning in Kindergarten. Our enrichment program is designed to offer activities and resources in multiple content areas. Various differentiation models are used to support our curricula.
 <div>Clubs and Activities:</div>	Cherry Hill offers a variety of clubs and activities for our students. All clubs take place during the school day. Upper grade students have an option to join band and chorus. The following are examples of our many clubs and activities at Cherry Hill: Student Council; Safety Patrol; Big Buddies; Bridge Buddies; Lunch Bunch; Newcomer Group; Dance Troupe; For Kids Only; Artistically Talented; Orff Ensemble; Chorus Ambassadors; Odyssey of the Mind; Recycle Club





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<div>Before and After School Programs:</div>	Cherry Hill School partners with the River Edge Extended Day Care Program to ensure all students are supervised before and after school. The Post-Dismissal Instructional Academy runs once a week to target specific skill deficits of students. There are two cycles for Language Arts and two for Mathematics each running for eight weeks.
<div>Staff and Professional Learning:</div>	Our staff is represented by a group of professionals who possess a broad range of backgrounds and experiences, creating a rich foundation for our students. They meet together regularly to discuss curriculum and program offerings. An ongoing staff development program reflects new curriculum initiatives to ensure that new ideas and materials are implemented effectively. We have forged a partnership with Liberty Science Center. This partnership continues to enhance teaching and learning with STEAM projects. After school R.E.A.L. (River Edge Academy for Learning) courses are offered throughout the year through which teachers have an opportunity to learn from one another.



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Student Supports and Services:

Response To Intervention targeting specific skill groups: Academic Support includes an in class and pull out model; NJTSS (New Jersey Tiered System of Support) to support reading in primary grades; ESL teachers provide small group instruction for English Language Learners; Intervention and Referral Services; Pupil Assistance Counselors provide school related counseling, social skill groups, character education; Post Dismissal Instructional Academy; Speech and Language related services; Occupational Therapy; Physical Therapy; Instructional assistants; Resource Center replacement classes



Student Health and Wellness:

Nutrition policy, practice; School counseling; Lunch bunch and social groups; Classroom Lessons on Diabetes and Allergy Awareness; 5th and 6th Grade Health Fair; Sun Safety, Nutrition, and Hands only CPR; Cyber Safety; Buddy Bench; Lending Library; Kid's Turn; Primary Project; Classroom Mindfulness Exercise; Suicide Prevention Professional Development; Affiliation with Mental Health Agency, CarePlus, Clinical Social Worker in school 2 days per week.



Parent and Community Involvement:

Cherry Hill students and staff are fortunate to benefit from our parent and community organizations. We thank our Parent Teacher Organization, RE Police Department-Lead/Adopt a Cop, Arbor Day/Veteran's Day with RE Town Council and RE Fire Department with Fire Prevention Assemblies. We offer a variety of parent evenings addressing the following topics: Mathematics, Literacy, Technology, ESL support, IEP development, social skills, anxiety, create a parent group, NJSLA. SEPAG- Special Education Parent Advisory Group, New Family Evening, Parent Advisory Meeting, and a Volunteer Meeting. Through the NJTSS Grant we have partnered with the New Jersey Statewide Parent Advocacy Group.(NJSPAN)






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers A Climate Survey was administered to students, staff, and parents. The Climate Survey is administered annually to students (grades 2-6), teachers, and parents. The constructs of the fall 2018 survey included: Relationships, parental support and engagement, emotional environment, morale in school, safety, teaching and learning, physical environment, perception of administrative support (teachers), and inclusion of diversity. The results were generally positive in most areas and communicated on March 27, 2019 to the Board and the public. In addition, survey results were posted on the District website. In response to the survey, we formulated social, emotional, and parent engagement goals to be implemented during the 2019-20 school year.</p>
 <p>Facilities:</p>	<p>The original Cherry Hill School building was erected in 1948 with the most recent addition in 2007, expanding with the Annex, New Bridge Center. Cherry Hill School has a media center, one gymnasium, two multi-purpose rooms, an art room, music room, band room, two nurse's offices, occupational therapy room, and STEAM Lab. There is an outdoor classroom setting. The campus also houses the self-contained special education classrooms, the Child Study Team Suite and Board of Education offices.</p>
 <p>School Safety:</p>	<p>Keeping students and staff safe is the number one priority. All State regulations and guidelines are adhered to. Emergency preparedness plans have been developed, are up-to-date, and continuously reviewed. Administration and staff consistently drill and review safety protocols and equipment to ensure the well being for all. Cherry Hill School enjoys a positive relationship with the River Edge Police Department.</p>





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 <div>Technology and STEM:</div>	<p>Cherry Hill School offers each child in grades Kindergarten through six one-on-one technology devices. This enhancement offers opportunities to integrate meaningful technology within each classroom. We have two specialized technology coaches focused on k -2 and 3-6 grade levels. Each participate in modeling lessons in the classroom and offer professional development in technology programs such as the Google Suite, STEAM technology ,online subscriptions supporting the NJSLS (New Jersey State Learning Standards), Technology Standards, and technology enhanced standardized assessments. The school has a re-invented STEAM Lab offering state of the art 3D and 2D printing, Lego boards, Maker space, and electronic resources to support the Engineering and Design Process. Liberty Science Center teams with our teachers and all students to offer exploration, creativity, and authentic science investigation utilizing our STEAM lab.</p>
 <div>Early Childhood Education:</div>	<p>The River Edge School District offers a general education Pre-K3 class three days per week from 9:00 -11:15 AM and a Pre-K4 class four days per week from 12:15 PM - 2:30 PM. General Education students pay tuition while students with IEP's attend at no cost. Class size is up to 16 students with a teacher and three assistants. There is a waiting list for this program. The District also offers a full day program for Students with Preschool Disabilities. It is an 11 month program , utilizing the principles of ABA, and is offered daily from 8:30 AM - 2:30 PM.</p>




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<div></div> <div>Other Information</div>	<p>During the 2018-2019 Cherry Hill School fostered a setting of mutual respect for one another. Cherry Hill School continues its tradition of high expectations and offers many diversified programs. Authentic learning and differentiation models take place to support the 21st century competencies. Students are challenged with opportunities in our Gifted and Talented C.R.E.A.T.E program for Science, ELA, Math and Odyssey of the Mind. Students are invited to participate in chorus, band, dance and art groups. We use age appropriate literature to teach diversity and tolerance. Cherry Hill School uses a proactive approach to support the Harassment, Intimidation, and Bullying mandate for the students, staff, and parent communities. The developmental progress of the whole child is addressed through a spectrum of academic, social, and emotional programs led by our Pupil Assistance Counselor and River Edge Police Department. Our school celebrates diversity, good citizenship, social responsibility, respect, and offers community service experiences. Student Council initiates school-wide events, promotes positive student government activities, and creates an atmosphere of responsibility. Representatives are involved with ongoing projects that foster community service themes. Technology continues to be infused across the curriculum. In grades kindergarten through six. We are able to provide 1 to 1 experiences for children. Technology literacy instruction includes keyboarding, presentation and research skills through a collaborative teaching approach. Students are using Google Applications for Education, as a source of blended technology. Interactive smart board technology with the use of wireless capabilities. Virtual field trips are opportunities for students to learn from our global society. Our web site is an interactive resource for teachers, students and parents. The district provides online newsletters and videos to further educate and communicate to parents.</p>
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Roosevelt School
(03-4410-050)
Grades Offered: KG-06
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



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- † This indicates a table specific note, see note below table

School Contact Information

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

Type	Contact Information
County	Bergen
District	River Edge School District
Principal Name	Mr. Michael Henzel
Address	711 SUMMIT AVE RIVER EDGE, NJ 07661-2201
Phone Number	201-261-1546
Email Address	henzelm@riverdgeschools.org
Website	http://www.riveredgeschools.org/rooseveltschool.html
Facebook	https://www.facebook.com/Roosevelt-Elementary-School-River-Edge-461886200619066/
Twitter	https://twitter.com/michael_henzel?lang=en



Roosevelt School
(03-4410-050)
Grades Offered: KG-06
2018-2019

Report Key:
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	64	63	61
1	67	61	64
2	77	68	63
3	69	81	68
4	77	72	86
5	65	77	75
6	73	66	80
Total	492	489	498

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.2%	47.2%	47.8%
Male	52.8%	52.8%	52.2%
Economically Disadvantaged Students	0.0%	0.0%	0.0%
Students with Disabilities	11.8%	13.3%	11.8%
English Learners	6.7%	4.1%	4.8%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	62.0%	62.6%	59.0%
Hispanic	8.3%	7.4%	7.0%
Black or African American	1.0%	1.4%	2.2%
Asian	25.8%	25.8%	28.7%
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	2.8%	2.9%	3.0%

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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	64	63	61

Enrollment by Home Language

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

Home Language	% of Students
English	72.9%
Korean	11.8%
Chinese	2.8%
Spanish	2.4%
Japanese	1.6%
Other Languages	8.4%



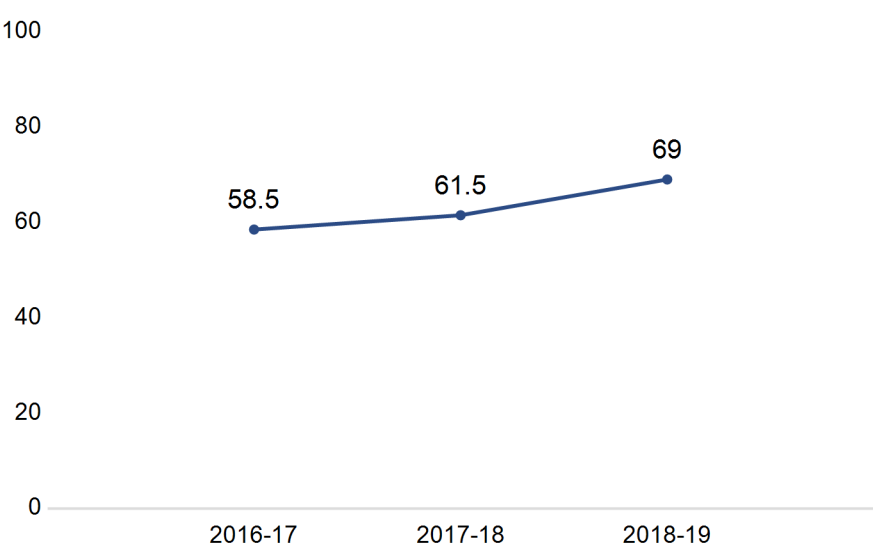
Roosevelt School
(03-4410-050)
Grades Offered: KG-06
2018-2019

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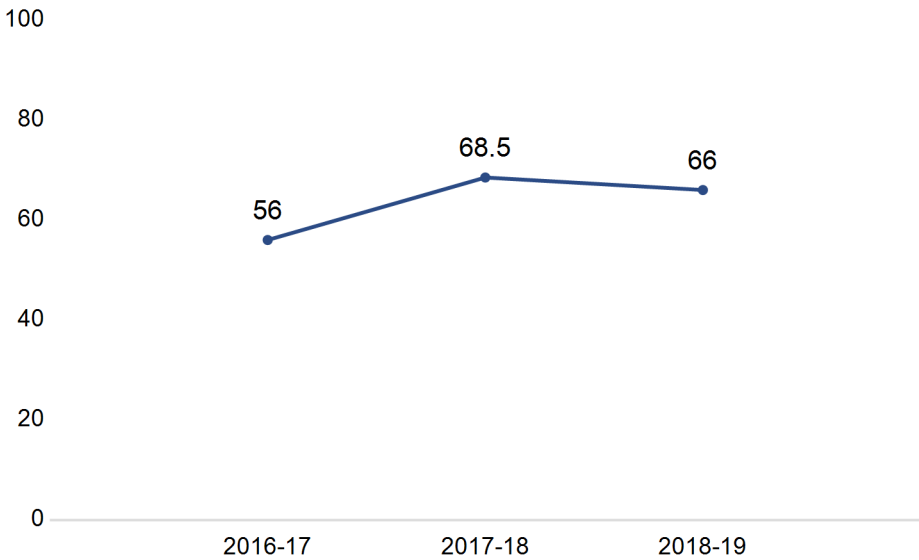
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58.5	61.5	69	56	68.5	66
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	69	65	50	Exceeds Standard	66	65.5	50	Exceeds Standard
White	63	60	50	Exceeds Standard	65	61.5	52	Exceeds Standard
Hispanic	67	66.5	49	**	57	49	47	**
Black or African American	*	61.5	45	**	*	60	43	**
Asian, Native Hawaiian, or Pacific Islander	79	70	59	Exceeds Standard	67.5	69	60	Exceeds Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	63.5	49	**	*	75.5	52	**
Female	72.5	66	53	N	66	65	50	N
Male	60	62	47	N	66	66	51	N
Economically Disadvantaged Students	N	*	48	**	N	*	46	**
Students with Disabilities	45	50	43	Met Standard	63	46	45	Exceeds Standard
English Learners	61	69	52	Exceeds Standard	66	68.5	50	Exceeds Standard
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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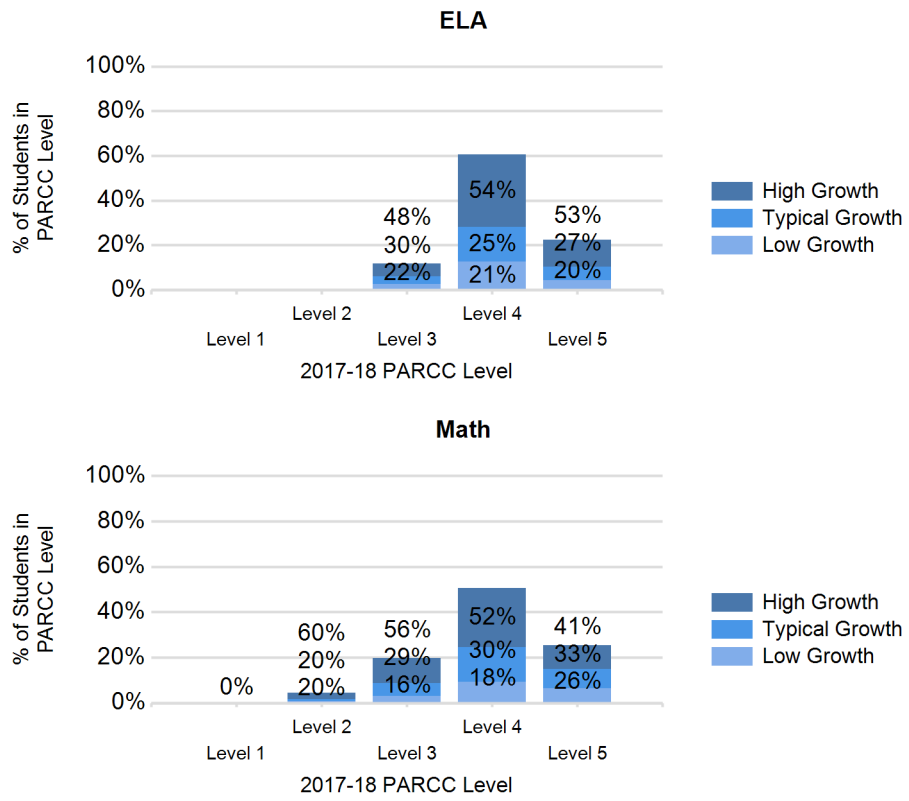
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

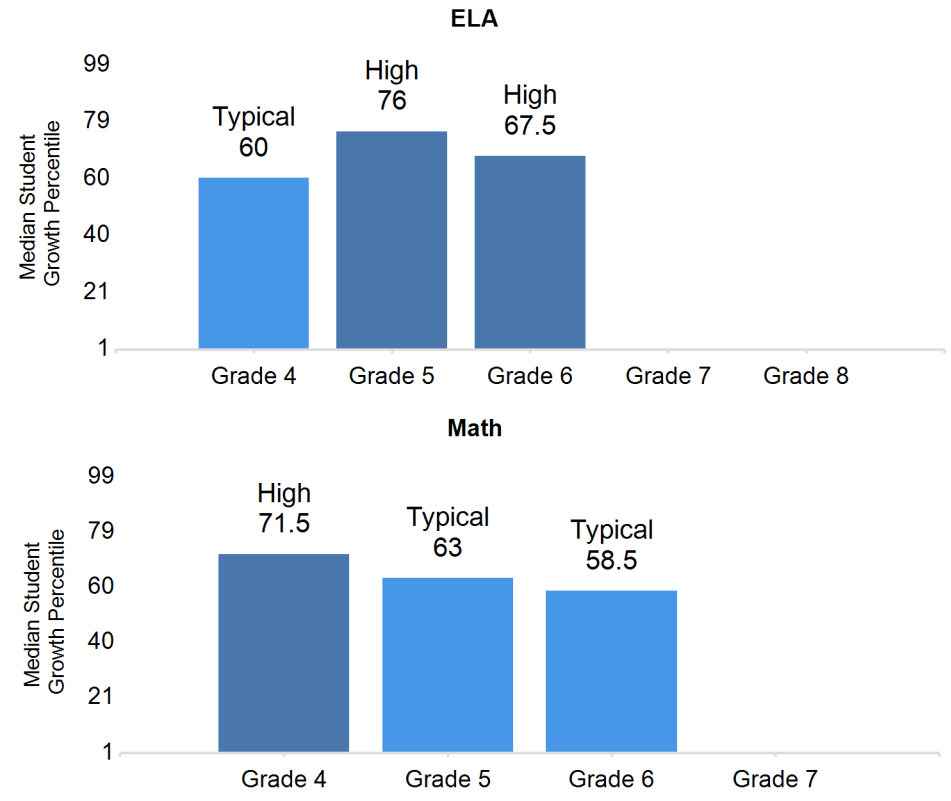
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



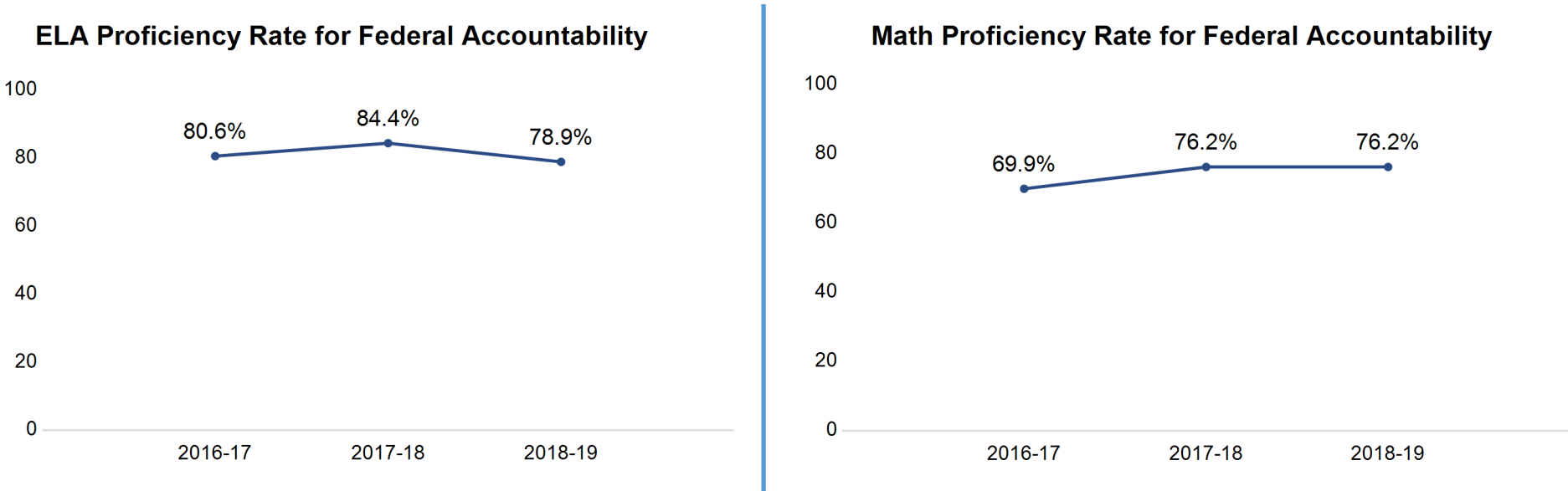


Roosevelt School
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2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.9%	98.0%	99.4%	97.9%	98.0%	99.4%
Proficiency Rate for Federal Accountability	80.6%	84.4%	78.9%	69.9%	76.2%	76.2%
Annual Target	78.1%	78.2%	78.3%	76.3%	76.5%	76.7%
Met Annual Target?	Met Goal	Met Goal	Met Target	Not Met	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Roosevelt School
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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	303	99.4	78.9	83.0	57.9	78.9	78.3	Met Target
White	176	98.9	75.6	78.4	66.9	75.6	76.8	Met Target†
Hispanic	22	100.0	54.5	69.2	43.9	54.5	66.8	Met Target†
Black or African American	*	*	*	73.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	89	100.0	92.1	92.3	82.9	92.1	80	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	81.8	64.4	*	**	**
Female	151	99.3	84.1	87.5	64.8	84.1		
Male	152	99.4	73.7	78.6	51.3	73.7		
Economically Disadvantaged Students	N	N	N	*	40.0	N	**	**
Non-Economically Disadvantaged Students	303	99.4	78.9	*	67.9	78.9		
Students with Disabilities	32	94.1	37.5	46.7	22.7	37.2	46.8	Met Target†
Students without Disabilities	271	100.0	83.8	88.5	65.1	83.8		
English Learners	37	100.0	78.4	84.2	29.3	78.4	79.3	Met Target†
Non-English Learners	266	99.3	78.9	82.7	60.6	78.9		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

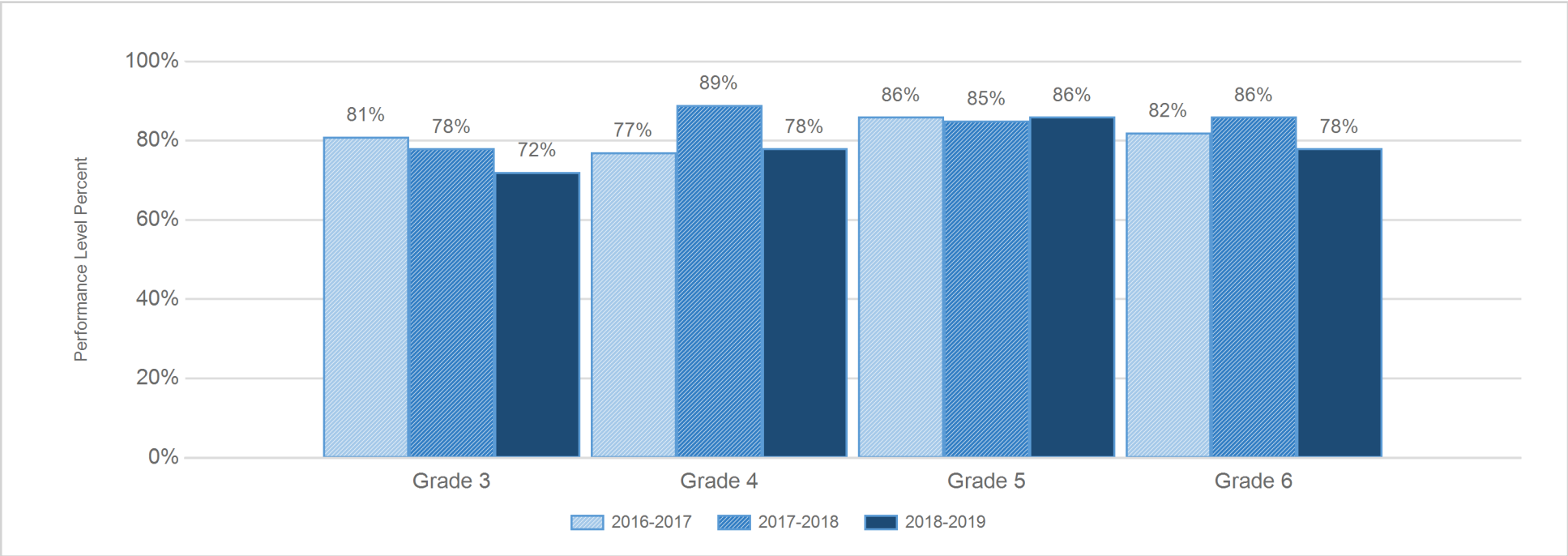


Roosevelt School
(03-4410-050)
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2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	68	770	776	748	0%	*	21%	*	*	72%	50%
White	42	765	769	757	0%	*	26%	*	*	64%	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	18	782	786	773	0%	*	*	*	*	89%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	31	775	784	753	0%	*	*	*	*	81%	55%
Male	37	766	769	743	0%	*	*	*	*	65%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	68	770	776	759	0%	*	21%	*	*	72%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Roosevelt School
(03-4410-050)
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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	86	777	783	755	*	*	15%	43%	35%	78%	57%
White	48	770	775	763	0%	*	*	44%	27%	71%	67%
Hispanic	*	*	781	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	30	794	795	779	0%	0%	*	*	*	97%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	46	781	788	760	*	*	*	43%	37%	80%	62%
Male	40	773	778	750	*	*	*	43%	33%	75%	53%
Economically Disadvantaged Students	N	N	*	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	86	777	*	765	*	*	15%	43%	35%	78%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Roosevelt School
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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	74	788	784	756	*	*	*	41%	46%	86%	58%
White	36	780	777	764	*	*	*	53%	31%	83%	68%
Hispanic	*	*	765	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	27	799	797	781	0%	0%	*	*	*	93%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	36	791	789	761	*	*	*	50%	42%	92%	64%
Male	38	785	780	750	*	*	*	32%	50%	82%	52%
Economically Disadvantaged Students	N	N	*	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	74	788	*	766	*	*	*	41%	46%	86%	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	74	788	*	758	*	*	*	41%	46%	86%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	78	779	780	754	0%	*	*	42%	36%	78%	56%
White	50	779	777	762	0%	0%	*	*	*	84%	65%
Hispanic	*	*	761	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	17	787	790	780	0%	*	*	*	*	82%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	38	789	787	762	0%	*	*	37%	47%	84%	64%
Male	40	770	772	748	0%	*	*	48%	25%	73%	48%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	78	779	780	763	0%	*	*	42%	36%	78%	67%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	303	99.4	76.2	78.4	44.5	76.2	76.7	Met Target†
White	176	98.9	71.0	72.5	54.1	71.0	74.3	Met Target†
Hispanic	22	100.0	54.5	48.1	28.8	54.5	63.9	Met Target†
Black or African American	*	*	*	80.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	89	100.0	91.0	92.3	76.5	91.0	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	77.3	53.3	*	**	**
Female	151	99.3	76.8	79.2	44.9	76.8		
Male	152	99.4	75.7	77.7	44.2	75.7		
Economically Disadvantaged Students	N	N	N	*	26.3	N	**	**
Non-Economically Disadvantaged Students	303	99.4	76.2	*	54.9	76.2		
Students with Disabilities	32	94.1	50.0	50.0	17.4	49.5	46.8	Met Target
Students without Disabilities	271	100.0	79.3	82.8	50.0	79.3		
English Learners	37	100.0	86.5	88.3	25.0	86.5	79.2	Met Goal
Non-English Learners	266	99.3	74.8	76.3	46.5	74.8		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

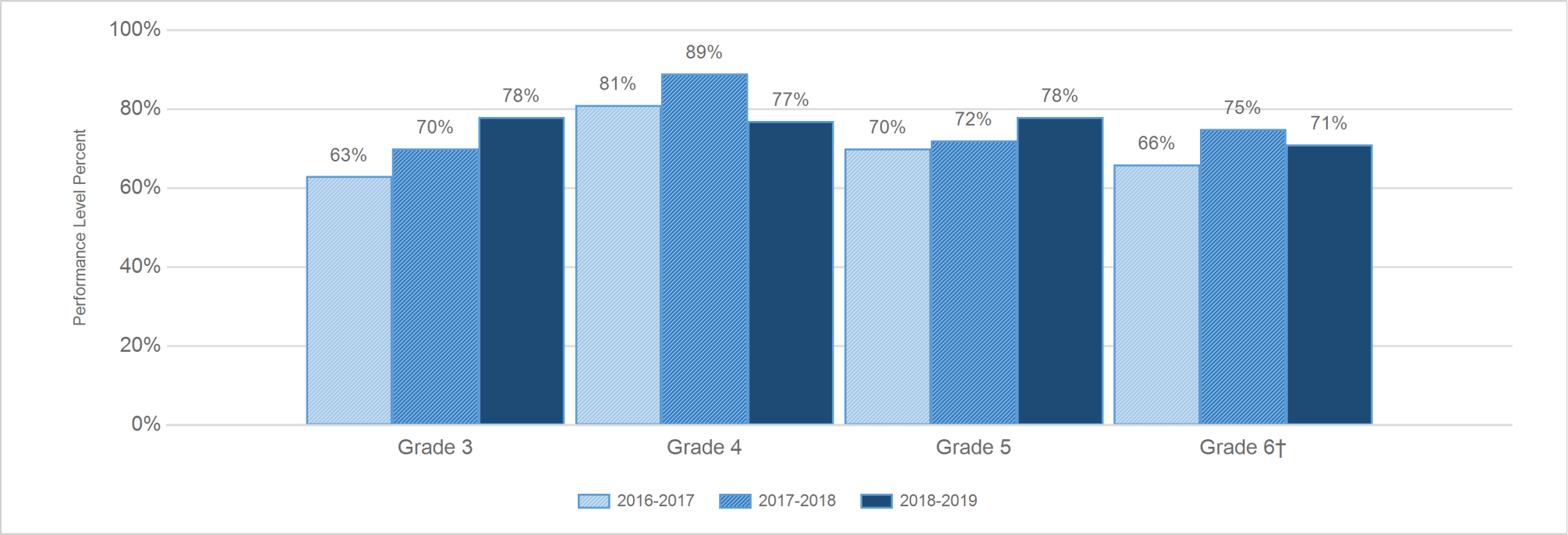


Roosevelt School
(03-4410-050)
Grades Offered: KG-06
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Roosevelt School
(03-4410-050)
Grades Offered: KG-06
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	68	765	772	752	0%	*	15%	*	*	78%	55%
White	42	759	766	760	0%	*	*	*	*	71%	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	18	781	783	778	0%	0%	*	*	*	89%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	31	761	771	751	0%	*	*	*	*	77%	54%
Male	37	769	773	752	0%	*	*	*	*	78%	56%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	68	765	772	761	0%	*	15%	*	*	78%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Roosevelt School

(03-4410-050)

Grades Offered: KG-06

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	86	773	778	749	*	*	21%	58%	19%	77%	51%
White	48	766	770	757	0%	*	29%	*	*	69%	62%
Hispanic	*	*	765	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	30	789	791	776	0%	0%	*	*	*	97%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	46	772	778	749	*	*	*	*	*	78%	50%
Male	40	774	779	749	*	*	*	*	*	75%	52%
Economically Disadvantaged Students	N	N	*	734	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	86	773	*	759	*	*	21%	58%	19%	77%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	74	770	768	747	*	*	16%	57%	22%	78%	47%
White	36	764	763	755	*	*	*	*	*	72%	58%
Hispanic	*	*	750	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	27	781	780	775	0%	0%	*	*	*	89%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	36	764	766	747	*	*	*	*	*	69%	47%
Male	38	775	770	747	*	*	*	*	*	87%	47%
Economically Disadvantaged Students	N	N	*	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	74	770	*	757	*	*	16%	57%	22%	78%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	74	770	*	749	*	*	16%	57%	22%	78%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Roosevelt School
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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	78	764	765	741	0%	*	23%	*	*	71%	41%
White	50	762	760	749	0%	*	24%	*	*	72%	51%
Hispanic	*	*	735	729	*	*	*	*	*	*	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	17	776	779	769	0%	0%	*	*	*	76%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	38	766	766	742	0%	*	*	*	*	82%	42%
Male	40	761	764	740	0%	*	*	*	*	60%	40%
Economically Disadvantaged Students	N	N	N	726	N	N	N	N	N	N	21%
Non-Economically Disadvantaged Students	78	764	765	750	0%	*	23%	*	*	71%	53%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

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

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

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	90.0%	**	**

† 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	22	68.2%	31.8%
3-4	*	*	*
5 or more	N	N	N



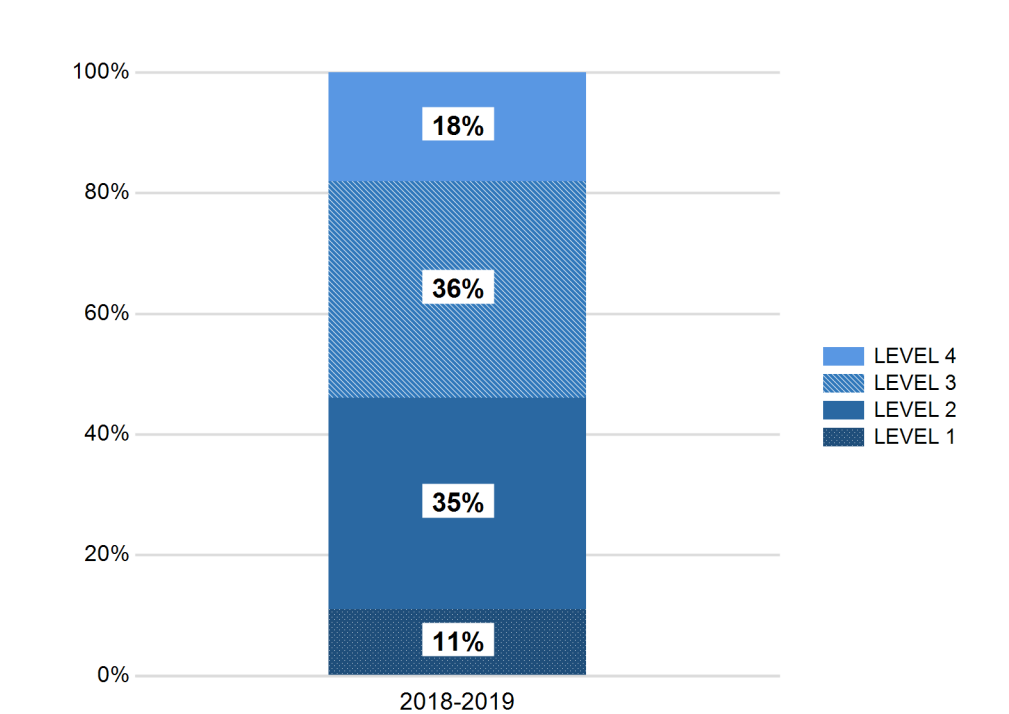
Roosevelt School
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2018-2019

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	11	35	36	18
White	11	31	47	11
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	7	41	30	22
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	8	47	33	11
Male	13	24	39	24
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	11	35	36	18
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	11	35	36	18
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Roosevelt School
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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

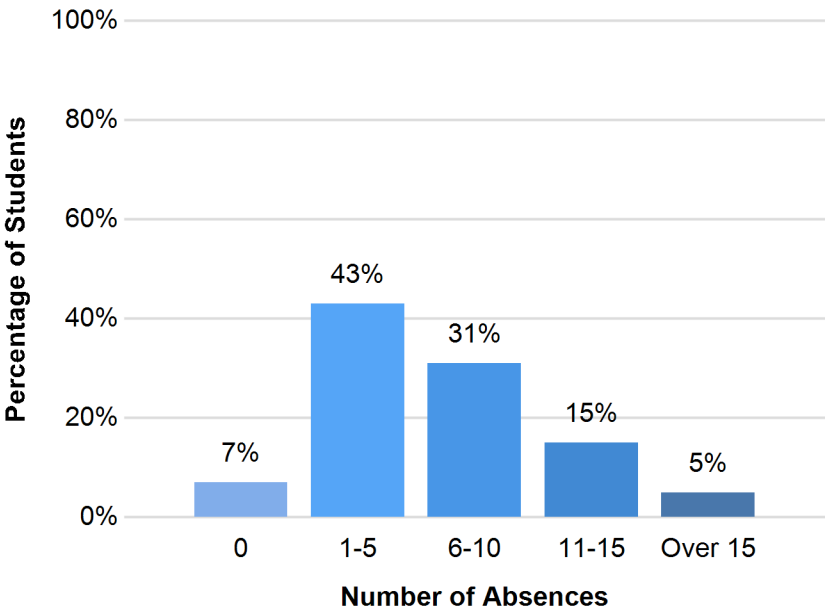
Chronic Absenteeism

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	14	2.8	8.8	Met
White	8	2.7	8.8	Met
Hispanic	3	8.6	8.8	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	3	2.1	8.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	6	2.5		
Male	8	3.1		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	2	3.1	8.8	Met
English Learners	1	4.2	8.8	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





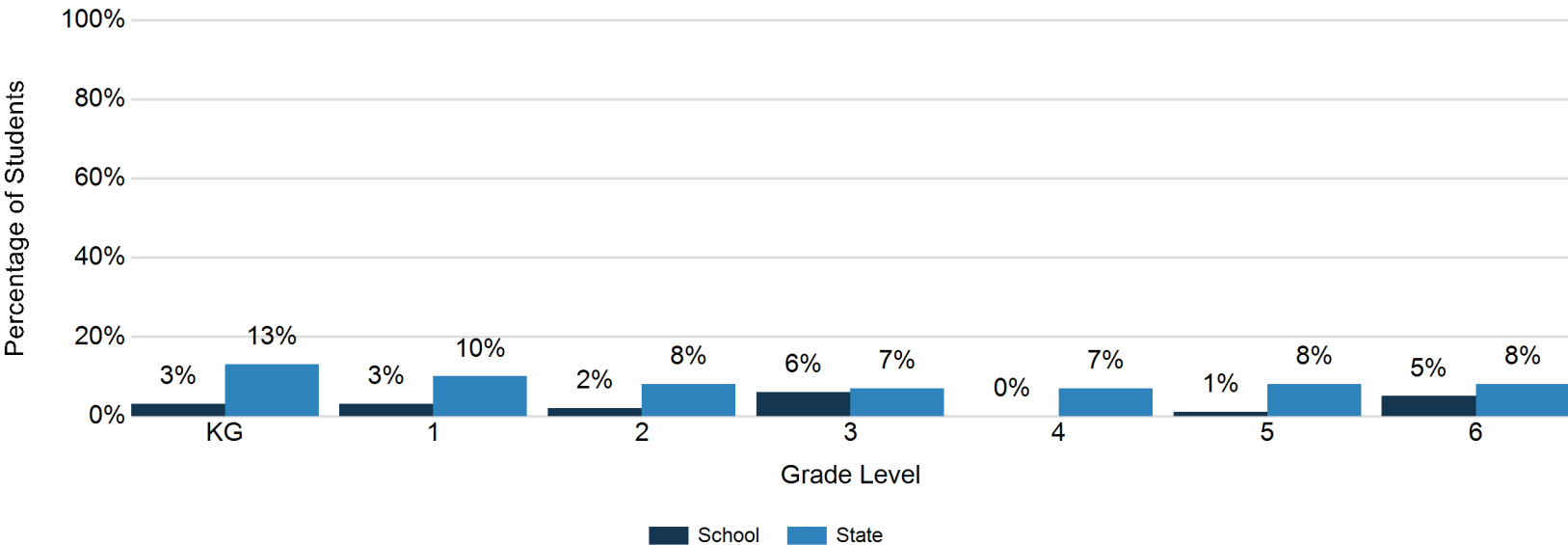
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Chronic Absenteeism by Grade

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





Roosevelt School
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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 Bullying (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	3		3

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	8:25 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 43 Mins
Shared Time - Instructional Time	5 Hrs. 43 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	39	118,214
Average years experience in public schools	11.1	12.1
Average years experience in district	8.1	10.8
Percentage of Teachers with 4 or more years experience in the district	71.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,530
Average years experience in public schools	17.7	16.0
Average years experience in district	8.6	12.0
Percentage of Administrators with 4 or more years experience in the district	88.9%	76.9%

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	13:1	12:1
Students to Administrators	498:1	138:1
Teachers to Administrators	39:1	11:1
Students to Librarians/Media Specialists		N
Students to Nurses		415:1
Students to Counselors		1245:1
Students to Child Study Team Members		249:1



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2018-2019

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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 and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.8%	89.7%	0.0%	48.4%	77.1%	54.9%
Male	52.2%	10.3%	100.0%	51.6%	22.9%	45.1%
White	59.0%	89.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.0%	5.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	28.7%	5.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

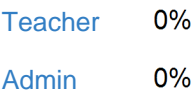
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	85.0%	90.5%
2017-18 Administrators: Same district 2018-19	80.0%	87.9%

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
2018-19	95.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	80.6%	84.4%	78.9%
Math Proficiency	69.9%	76.2%	76.2%
ELA Growth	58	62	69
Math Growth	56	68	66
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		92.9%	90.0%
Chronic Absenteeism	1.6%	2.5%	2.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	**	Met	No
White	Met Target†	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target†	Met Target†	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
English Learners	Met Target†	Met Goal	Exceeds Standard	Exceeds Standard	Exceeds Standard	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 the school or district directly.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Roosevelt School enjoyed a year-long artist-in-residence program with the author and poet Janet Wong Grade three students put on a wax museum every year to highlight selected heroes from literature. Students in Fifth Grade participate in a cross-curricular project called The Panasonic Eco-Challenge
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>The Roosevelt School has as its mission, the establishment of a comprehensive foundation, which enables all students to achieve their maximum potential as responsible individuals and lifelong learners.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>1. Roosevelt School holds Family Meetings that include the entire student body and all faculty. At the meetings, students who lead by example, show good character, and do the right thing when no one else is looking are given the Roosevelt Pride Award for their positive contributions to the school community. In addition, to be recognized in front of their peers and teachers, the students receive a Roosevelt Pride pin, a certificate, and their name is memorialized on the Roosevelt Pride tree. 2. Roosevelt School recognizes a teacher of the year 3. Roosevelt School was awarded a grant through the NJ DOE for the Multi-tiered System of Support model for reading in primary grades</p>





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<div>  <div>Courses, Curriculum, Instruction:</div> </div>	<p>Each subject’s rigorous curriculum is based on alignment to the New Jersey Student Learning Standards. Innovative programs and meaningful use of technology foster advantages for our students to experience an outstanding education. Spanish language, culture, and geography are taught to all students beginning in Kindergarten. Our enrichment program is designed to offer activities and resources in multiple content areas. Various differentiation models are used to support our curricula.</p>
<div>  <div>Clubs and Activities:</div> </div>	<p>There are various clubs and activities for the students to participate in: DRUM,a musically talented group; Artistically talented; Lego Club; Chorus; Safety patrol; Student council; Big Buddies, REcycle Club, Chess Club, Odyssey of the Mind</p>





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 <div>Before and After School Programs:</div>	<p>Roosevelt School partners with the River Edge Extended Day Care Program to ensure all students are supervised before and after school. The Post-Dismissal Instructional Academy runs once a week to target specific skill deficits of students. There are two cycles for Language Arts and two for Mathematics each running for eight weeks.</p>
 <div>Staff and Professional Learning:</div>	<p>Our staff is represented by a group of professionals who possess a broad range of backgrounds and experiences, creating a rich foundation for our students. They meet together regularly to discuss curriculum and program offerings. An ongoing staff development program reflects new curriculum initiatives to ensure that ideas and materials are implemented effectively. Support for social and emotional learning has been enhanced. We continue to work with Liberty Science Center focusing on STEAM projects. After School R.E.A.L (River Edge Academy for Learning) courses are offered throughout the year through which teachers have an opportunity to learn from one another.</p>






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 <div>Student Supports and Services:</div>	<p>Response To Intervention targeting specific skill groups Academic Support includes an “in class” and “pull out models” Intervention & Referral Services Pupil Assistance counselors provide school related counseling, social skill groups, character education Post Dismissal Instructional Academy Speech & Language related services, Occupational Therapy, Physical Therapy Instructional assistants Resource center replacement classes In-Class Support Model NJTSS (New Jersey Tiered Support System)</p>
 <div>Student Health and Wellness:</div>	<p>Nutrition policy School counseling Lunch bunch & social groups Buddy Bench Classroom brain breaks MIndfulness Suicide Prevention Professional Development Kids Turn Primary Project Health Fair Cybersafety</p>
 <div>Parent and Community Involvement:</div>	<p>Roosevelt students are fortunate and benefit from a great deal of community support from our parent organizations that consistently contribute to the school in various ways. A dynamic Parent Teacher Organization works closely with the staff to support and enhance all programs. We offer a variety of parent evenings addressing the following topics: Mathematics, Literacy, Technology, ESL support, IEP development, social skills, anxiety, ways to create a parent group, and state standardized testing. Through the NJTSS grant we have partnered with the New Jersey Statewide Parent Advocacy Group (NJ SPAN)</p>






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers The Climate Survey is administered annually to students (grades 2-6), teachers, and parents. The constructs of the fall 2018 survey included: Relationships, parental support and engagement, emotional environment, morale in school, safety, teaching and learning, physical environment, perception of administrative support (teachers), and inclusion of diversity. The results were generally positive in most areas and communicated on March 27, 2019 to the Board and the public. In addition, survey results were posted on the District website. In response to the survey, we formulated social, emotional, and parent engagement goals to be implemented during the 2019-20 school year.</p>
 <div>Facilities:</div>	<p>The original Roosevelt School building was erected in 1919 with the most recent addition in 2002. Roosevelt School has a media center, two gymnasiums, an art room, music room, stage, and STEAM Lab.</p>
 <div>School Safety:</div>	<p>Keeping students and staff safe is our number one priority. We adhere to all State regulations and guidelines. Emergency preparedness plans have been developed, are up-to-date, and continuously reviewed. Administration and staff consistently drill and review safety protocols to ensure the well being for all. Roosevelt School enjoys a positive relationship with the River Edge Police Department.</p>





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 <div>Technology and STEM:</div>	<p>Roosevelt School offers each child in grades K-6 their own device. This enhances the educational opportunities to integrate meaningful technology within the classroom. We have two specialized technology coaches focusing on K-2 and 3-6 grade levels. Each participate in modeling lessons and offer professional development in technology programs such as the Google Suite, STEAM, online subscriptions supporting the NJSLs, Tech Standards, and technology enhanced standardized assessments. The school has a reinvented STEAM Lab offering 2D and 3D printing, Lego boards, Makerspace, and electronic resources to support the Engineering and Design Process. Liberty Science Center teams with our teachers and students to offer exploration, creativity, and authentic science investigations. This provides opportunities for students to EXPLORE, DISCOVER, COLLABORATE and INNOVATE using creative engagement and a hands-on approach allowing students to become lifelong learners and problem solvers.</p>
 <div>Early Childhood Education:</div>	<p>The River Edge School District offers a general education Pre-K3 class three days per week from 9:00 AM - 11:15 AM and a Pre-K4 class four days per week from 12:15 PM - 2:30 PM. General Education students pay tuition while students with IEP's attend at no cost. Class size is up to 16 students with a teacher and three assistants. There is a waiting list for this program. The District also offers a full day program for Students with Preschool Disabilities. It is an 11 month program, utilizing the principles of ABA, and is offered daily from 8:30 AM - 2:30 PM.</p>




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 <div>Other Information</div>	<p>During the 2018-19 school year, River Edge continues to add technological devices to better prepare students for the 21st Century. We have a one to one Chromebook initiative for grades kindergarten through six and are equipped with laptops and iPads. At Roosevelt School, technology is infused across the curriculum. Students receive computer literacy instruction that includes keyboarding, word processing, presentation, and research skills through a collaborative teaching approach. Our website, (www.riveredgeschools.org) is a resource for teachers, students and parents. The media center uses an electronic catalog system for student and teacher use. Interactive smart board technology, wireless capabilities, document cameras, iPads and virtual field trip equipment are opportunities for students to learn from our global society. The developmental progress of the whole child is addressed through a full spectrum of academic, social, and emotional programs led by our Pupil Assistance Counselor and River Edge Police Department. Using age-appropriate literature to teach students about multiculturalism and tolerance, Primary Project, and Law Enforcement Against Drugs (LEAD) are examples of different ventures that are designed as interventions to promote positive decision making, eliminate bullying, teach appropriate social skills and increase self-esteem in our students. Our school celebrates good citizenship, social responsibility and respect, and it offers community service experiences. Our Student Council initiates school-wide events, promotes positive student government activities, and creates an atmosphere of responsibility. Student Council representatives are school-wide and are involved with ongoing projects that foster community service themes.</p>
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