NJ SCHOOL PERFORMANCE REPORT

ROSA INTERNATIONAL MIDDLE SCHOOL
(07-0800-074)
Grades Offered: 06-08
2017-2018

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 as the top left of the screen to move between pages of the report

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	CAMDEN
District	CHERRY HILL TWP
Principal Name	MR. GUY
Address	485 BROWNING LANE CHERRY HILL, NJ 08003-3160
Phone Number	(856)616-8787
Email Address	GGUY@CHCLC.ORG
Website	https://rosa.chclc.org
Facebook	https://www.facebook.com/pages/Cherry-Hill-Public-Schools/480412008679663
Twitter	http://twitter.com/rimstweets

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	260	256	301
7	303	250	244
8	247	293	249
Total	810	799	794

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.3%	49.4%	48.0%
Male	51.7%	50.6%	52.0%
Economically Disadvantaged Students	12.6%	12.6%	12.7%
Students with Disabilities	16.3%	14.5%	14.5%
English Learners	0.2%	0.4%	0.3%
Homeless Students		0.0%	0.4%
Students in Foster Care		0.0%	0.1%
Military-Connected Students		0.0%	1.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	59.3%	57.9%	55.2%
Hispanic	4.9%	6.1%	7.1%
Black or African American	5.9%	6.1%	6.3%
Asian	26.2%	26.3%	27.1%
Native Hawaiian or Pacific Islander	0.1%	0.5%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	3.6%	3.0%	3.9%

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	76.4%
Chinese	4.0%
Vietnamese	3.1%
Korean	2.1%
Spanish	1.8%
Other Languages	12.5%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	54	51	50	Met Standard	48	47	50	Met Standard
White	50.5	50	50	Met Standard	45	48	51	Met Standard
Hispanic	60	48	49	Exceeds Standard	47	44	48	Met Standard
Black or African American	43	43	44	Met Standard	63.5	43	44	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	55	59	61	Met Standard	54	53	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	42.5	49	49	Met Standard	30	44	51	Not Met
Economically Disadvantaged	61	49	48	Exceeds Standard	57.5	46	47	Met Standard
Students with Disabilities	39	46	41	Not Met	45	45	43	Met Standard
English Learners	59	62	54	**	63	56	51	**

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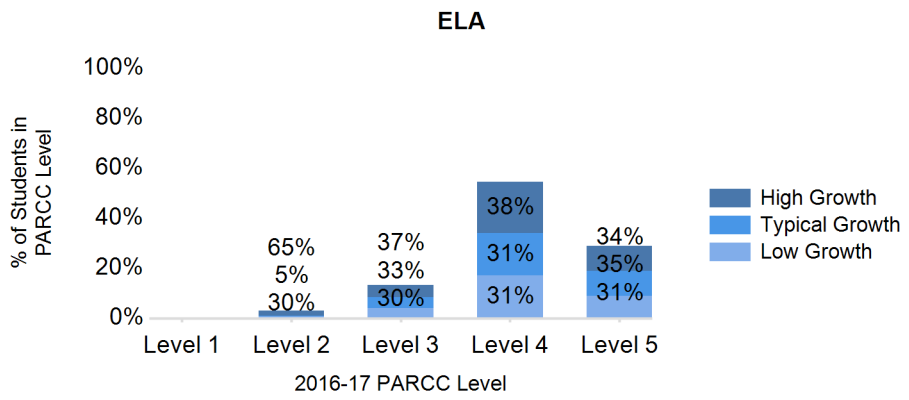
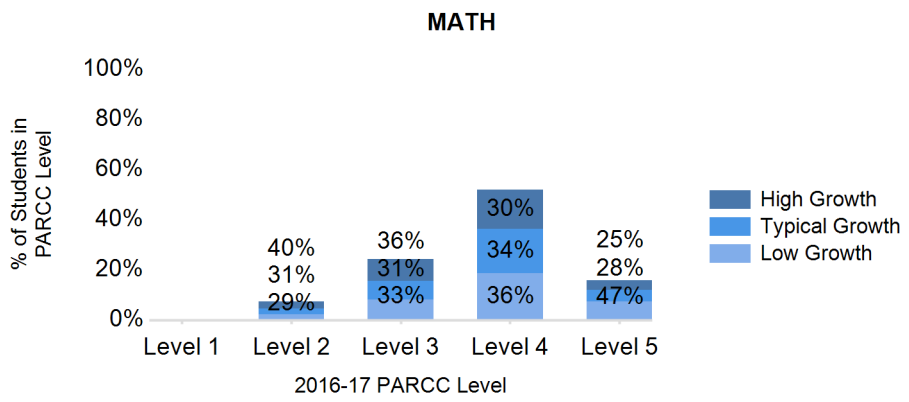
Student Growth by Performance Level

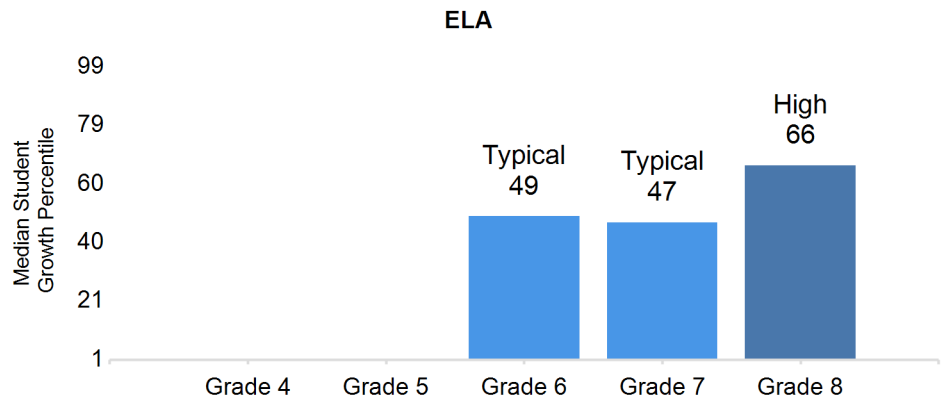
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

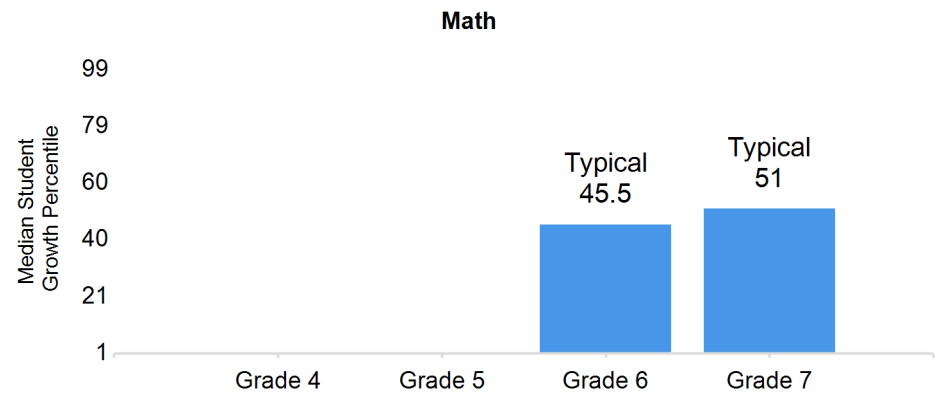




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	735	97.1	82.1	68.7	56.7	82.1	68.4	Met Goal
White	398	95.9	80.1	*	65.6	80.1	63	Met Goal
Hispanic	50	96.2	72.0	51.6	42.5	72.0	58	Met Target
Black or African American	45	97.8	64.4	43.8	37.3	64.4	46.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	212	99.1	91.5	79.5	82.3	91.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	66.3	Met Goal
Female	368	97.9	87.8	*	64.5	87.8		
Male	367	96.3	76.3	*	49.4	76.3		
Economically Disadvantaged Students	89	95.7	59.5	*	38.5	59.5	59.3	Met Target
Non-Economically Disadvantaged Students	646	97.3	85.1	*	67.5	85.1		
Students with Disabilities	76	88.5	47.3	33.4	21.6	45.1	40.4	Met Target
Students without Disabilities	659	98.2	86.1	77.0	63.9	86.1		
English Learners	20	100.0	55.0	41.1	27.3	55.0	73.4	Not Met
Non-English Learners	715	97.0	82.8	70.1	59.4	82.8		
Homeless Students	*	*	*	24.0	27.7	*		
Students In Foster Care	*	*	*	16.6	26.3	*		
Military-Connected Students	*	*	*	66.7	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	286	770	764	754	*	*	17%	54%	24%	78%	56%
White	155	770	768	761	*	*	19%	49%	27%	76%	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	*	*	743	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	82	776	772	779	*	*	*	62%	26%	88%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	131	780	771	761	*	*	*	50%	37%	87%	64%
Male	155	762	758	748	*	*	*	57%	14%	70%	48%
Economically Disadvantaged Students	37	746	743	739	*	*	38%	*	*	43%	37%
Non-Economically Disadvantaged Students	249	774	770	764	*	*	14%	*	*	83%	68%
Students with Disabilities	33	747	738	723	*	*	33%	*	*	52%	18%
Students without Disabilities	253	773	770	760	*	*	15%	*	*	81%	63%
English Learners	*	*	708	712	*	*	*	*	*	*	*
Non-English Learners	*	*	765	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	762	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	228	782	773	760	*	*	11%	37%	49%	86%	63%
White	131	781	778	768	*	*	11%	40%	45%	85%	72%
Hispanic	22	760	747	746	*	0%	*	*	*	73%	49%
Black or African American	*	*	748	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	59	796	787	790	0%	0%	*	*	*	93%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	761	767	*	*	*	*	*	*	68%
Female	121	789	784	769	*	*	*	34%	59%	93%	72%
Male	107	774	763	752	*	*	*	40%	37%	78%	54%
Economically Disadvantaged Students	29	762	748	742	*	*	*	*	*	59%	44%
Non-Economically Disadvantaged Students	199	785	779	771	*	*	*	*	*	89%	73%
Students with Disabilities	19	748	734	721	*	*	*	53%	0%	53%	22%
Students without Disabilities	209	785	782	768	*	*	*	35%	53%	89%	71%
English Learners	N	N	*	705	N	N	N	N	N	N	11%
Non-English Learners	228	782	*	762	*	*	11%	37%	49%	86%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	219	785	771	759	*	*	13%	40%	44%	84%	60%
White	111	778	774	767	*	*	16%	45%	34%	79%	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	18	766	744	739	0%	*	*	*	*	67%	39%
Asian, Native Hawaiian, or Pacific Islander	71	803	787	789	0%	0%	*	*	*	94%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	116	784	777	768	*	*	*	39%	45%	84%	69%
Male	103	786	764	751	*	*	*	42%	43%	84%	52%
Economically Disadvantaged Students	23	784	748	740	*	*	*	*	*	87%	42%
Non-Economically Disadvantaged Students	196	785	776	769	*	*	*	*	*	84%	71%
Students with Disabilities	22	738	734	719	*	*	*	*	*	36%	19%
Students without Disabilities	197	791	778	766	*	*	*	*	*	89%	68%
English Learners	N	N	702	703	N	N	N	N	N	N	*
Non-English Learners	219	785	771	761	*	*	13%	40%	44%	84%	*
Homeless Students	N	N	*	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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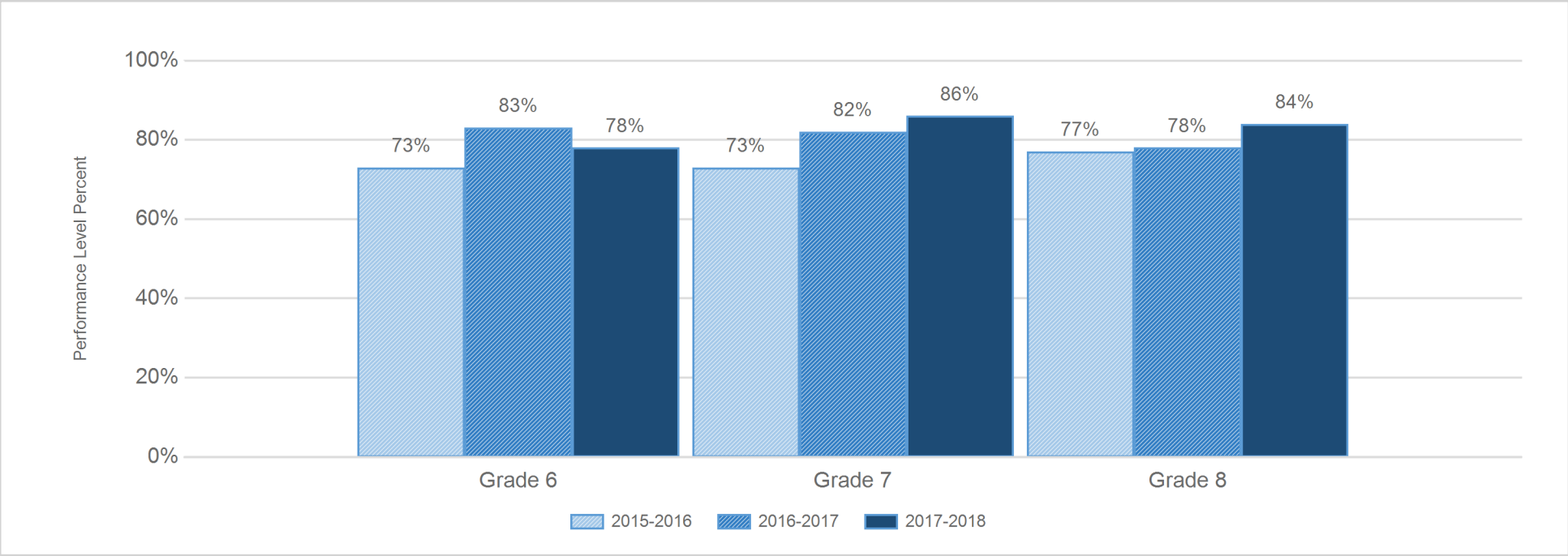
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	735	97.1	67.1	*	45.0	67.1	62.4	Met Target
White	398	95.9	63.6	*	54.1	63.6	56.4	Met Target
Hispanic	50	96.2	46.0	30.3	29.2	46.0	50.1	Met Target†
Black or African American	45	97.8	42.2	23.9	23.4	42.2	38.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	212	99.1	83.0	69.5	77.0	83.0	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	55.3	Met Target
Female	368	97.9	63.3	*	46.0	63.3		
Male	367	96.3	70.8	*	43.9	70.8		
Economically Disadvantaged Students	89	95.7	46.1	31.4	26.6	46.1	54.4	Met Target†
Non-Economically Disadvantaged Students	646	97.3	70.0	57.6	55.9	70.0		
Students with Disabilities	76	88.5	28.9	25.5	17.1	27.6	29.9	Met Target†
Students without Disabilities	659	98.2	71.5	*	50.5	71.5		
English Learners	20	100.0	50.0	40.1	24.6	50.0	73.5	Not Met
Non-English Learners	715	97.0	67.5	53.1	46.9	67.5		
Homeless Students	*	*	*	16.0	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	61.6	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	286	759	750	744	*	*	23%	55%	11%	66%	44%
White	155	759	753	751	*	*	25%	55%	10%	65%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	728	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	82	766	760	771	*	*	20%	55%	20%	74%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	131	760	751	745	*	*	24%	55%	11%	66%	45%
Male	155	759	749	742	*	*	23%	55%	12%	67%	42%
Economically Disadvantaged Students	37	740	731	729	*	*	46%	*	*	24%	24%
Non-Economically Disadvantaged Students	249	762	755	753	*	*	20%	*	*	73%	56%
Students with Disabilities	33	746	729	717	*	*	42%	*	*	36%	13%
Students without Disabilities	253	761	754	748	*	*	21%	*	*	70%	49%
English Learners	*	*	718	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	752	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

ROSA INTERNATIONAL MIDDLE SCHOOL
(07-0800-074)
Grades Offered: 06-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	209	758	748	743	*	*	22%	55%	12%	67%	43%
White	123	757	751	750	*	9%	24%	*	*	65%	54%
Hispanic	22	739	732	732	*	*	*	*	*	41%	27%
Black or African American	*	*	728	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	48	775	*	767	0%	*	*	52%	35%	88%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	739	748	*	*	*	*	*	*	51%
Female	111	759	752	745	*	*	22%	*	*	68%	45%
Male	98	757	745	741	*	*	22%	*	*	65%	42%
Economically Disadvantaged Students	28	745	734	730	*	*	*	*	*	54%	24%
Non-Economically Disadvantaged Students	181	760	752	751	*	*	*	*	*	69%	55%
Students with Disabilities	19	737	726	717	*	*	*	*	*	26%	12%
Students without Disabilities	190	760	754	748	*	*	*	*	*	71%	50%
English Learners	N	N	720	716	N	N	N	N	N	N	10%
Non-English Learners	209	758	749	744	*	*	22%	55%	12%	67%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

ROSA INTERNATIONAL MIDDLE SCHOOL
(07-0800-074)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	731	720	728	11%	17%	53%	19%	0%	19%	28%
White	54	731	726	736	*	*	56%	19%	0%	19%	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	13	718	708	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	11	738	722	747	0%	*	*	*	*	18%	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	721	729	*	*	*	*	*	*	28%
Female	61	727	723	731	*	*	56%	*	*	13%	31%
Male	28	739	717	725	*	*	46%	*	*	32%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	20	721	713	705	*	*	*	*	*	15%	*
Students without Disabilities	69	734	724	735	*	*	*	*	*	20%	*
English Learners	N	N	*	705	N	N	N	N	N	N	10%
Non-English Learners	89	731	*	729	11%	17%	53%	19%	0%	19%	29%
Homeless Students	N	N	*	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	*	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	786	753	746	0%	0%	*	*	*	98%	46%
White	58	783	*	755	0%	0%	*	*	*	95%	57%
Hispanic	*	*	734	730	*	*	*	*	*	*	27%
Black or African American	*	*	733	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	53	792	*	779	0%	0%	0%	68%	32%	100%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	759	755	*	*	*	*	*	*	54%
Female	56	783	*	748	0%	0%	*	*	*	96%	48%
Male	68	788	*	745	0%	0%	*	*	*	99%	44%
Economically Disadvantaged Students	11	783	*	729	0%	0%	*	*	*	100%	25%
Non-Economically Disadvantaged Students	113	786	*	756	0%	0%	*	*	*	97%	57%
Students with Disabilities	*	*	724	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	759	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	124	786	*	749	0%	0%	*	*	*	98%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	25	793	741	735	0%	0%	0%	*	*	100%	30%
White	*	*	740	740	*	*	*	*	*	*	37%
Hispanic	N	N	724	723	N	N	N	N	N	N	14%
Black or African American	N	N	719	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	750	741	N	N	N	N	N	N	39%
Female	*	*	739	736	*	*	*	*	*	*	30%
Male	*	*	742	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	*	*	729	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	743	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	721	713	N	N	N	N	N	N	*
Students without Disabilities	25	793	744	738	0%	0%	0%	*	*	100%	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	25	793	741	736	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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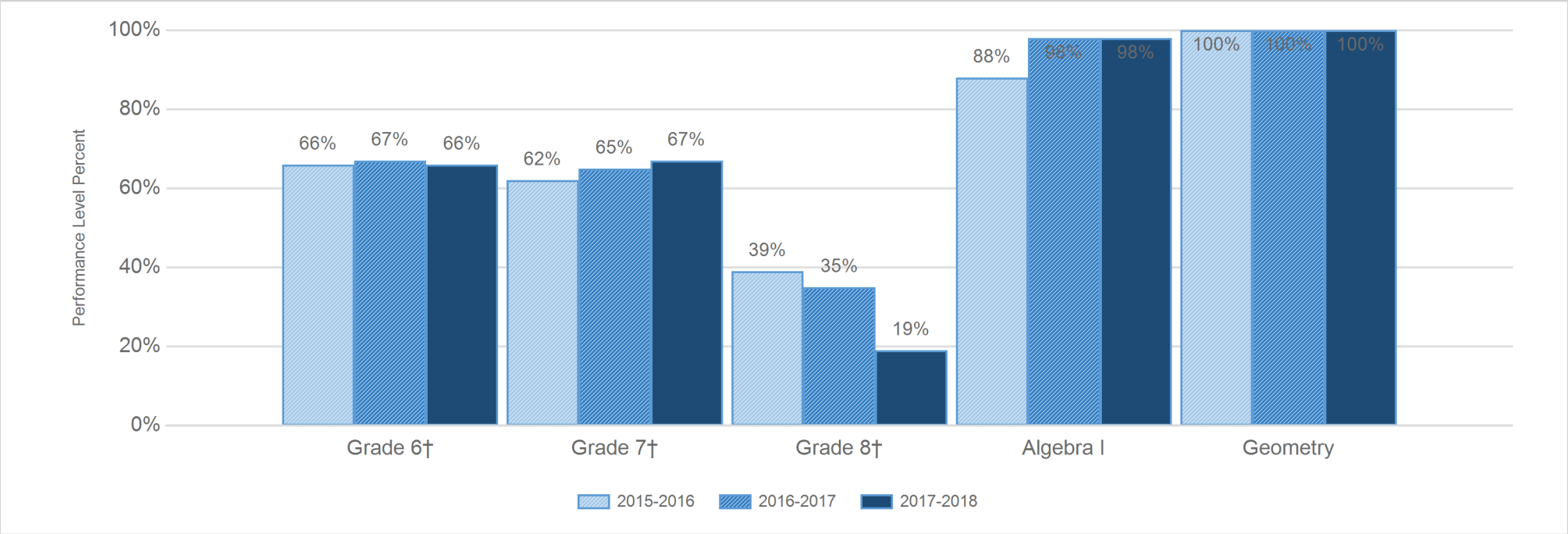
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	N	N
8	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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

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

† 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	*	*	*
3-4	N	N	N
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	305
7	19	0	229
8	122	28	111
Total	141	28	645

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	164	118	0	0	0	0	0
7	133	101	0	0	0	0	0
8	140	83	0	0	0	0	0
Total	437	302	0	0	0	0	0

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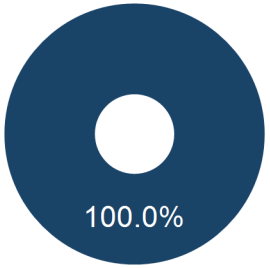
Visual and Performing Arts – Course Participation

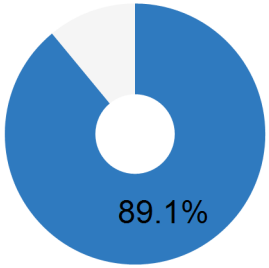
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

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

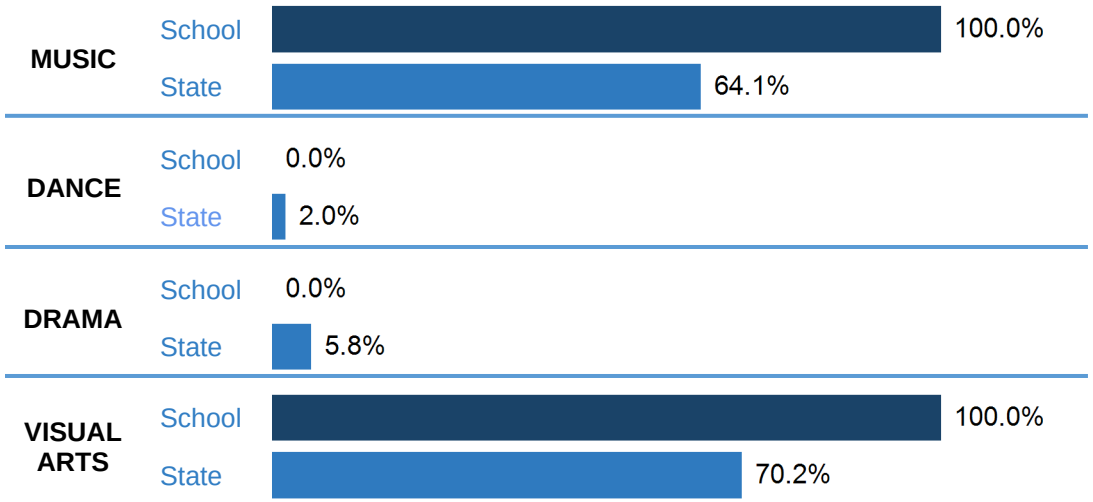


School



State

Students enrolled in one or more classes by discipline:



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

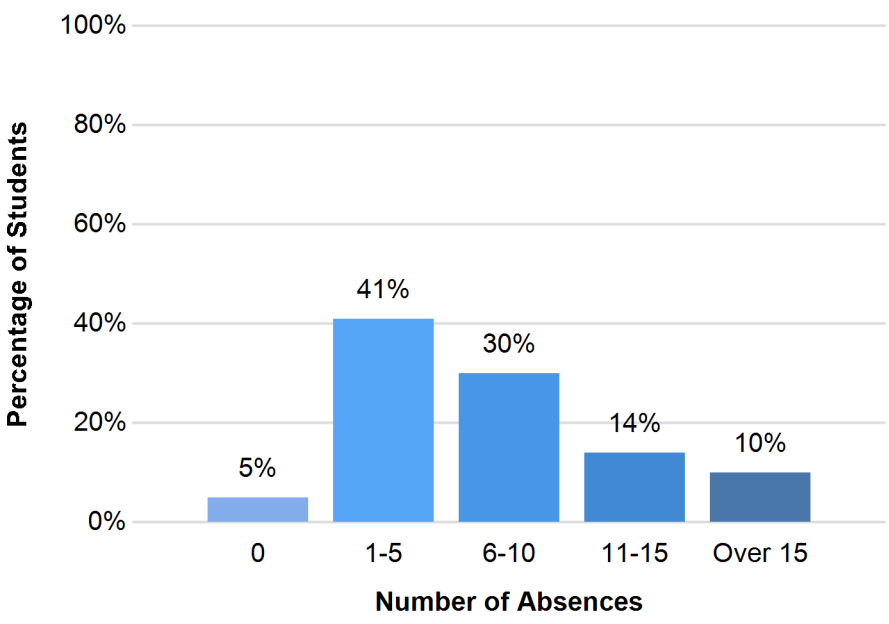
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	44	5.6	9.5	Met
White	33	7.6	9.5	Met
Hispanic	4	7.1	9.5	Met
Black or African American	2	4.1	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	3	1.4	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.5	Met
Economically Disadvantaged Students	9	9.0	9.5	Met
Students with Disabilities	16	14.0	9.5	Not Met
English Learners	*	*	**	**

Days Absent

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



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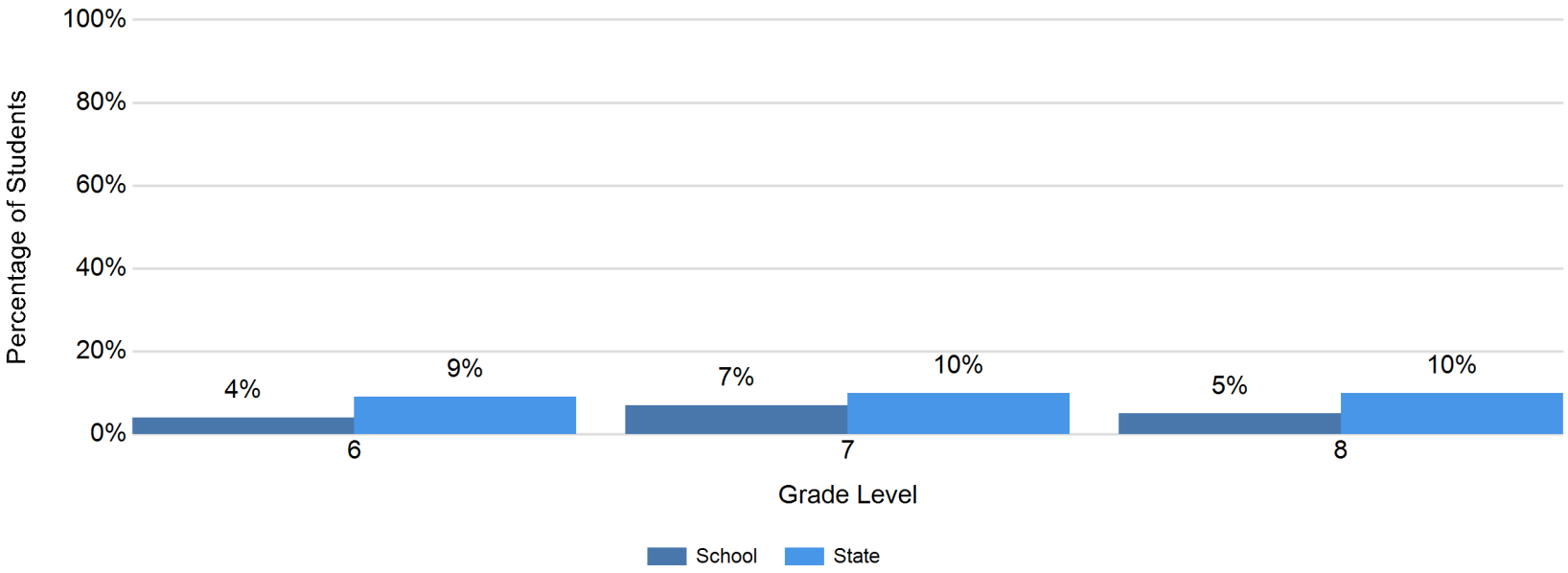
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.63

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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	2	1	3
No Identified Nature	2		2

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	*	*
Any Suspension	*	*
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
*

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ROSA INTERNATIONAL MIDDLE SCHOOL
(07-0800-074)
Grades Offered: 06-08
2017-2018

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$378	$13,864	$14,242

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	61	117,464
Average years experience in public schools	13.8	12.0
Average years experience in district	13.3	10.7
Teachers in district for 4 or more years	88.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,374
Average years experience in public schools	7.0	16.0
Average years experience in district	7.0	12.0
Administrators in district for 4 or more years	63.8%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	265:1	233:1
Teachers to Administrators	20:1	18:1
Students to Librarians/Media Specialists		576:1
Students to Nurses		521:1
Students to Counselors		281:1
Students to Child Study Team		353:1

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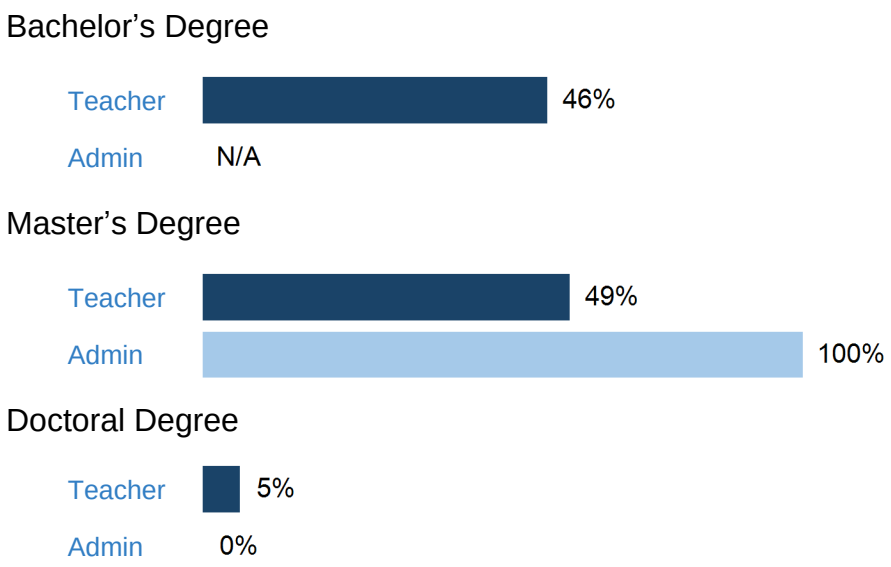
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	95.0%	90.2%
2016-17 Administrators: Same district 2017-18	91.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.4%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	72.1%	33.3%
Male	27.9%	66.7%
White	91.8%	66.7%
Hispanic	4.9%	0.0%
Black or African American	0.0%	33.3%
Asian	3.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	90.70	17.5%
Mathematics Proficiency	78.38	17.5%
English Language Arts Growth	58.18	25.0%
Mathematics Growth	41.48	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	63.85	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	64.08	n/a
Summative Rating: Percentile Rank of Summative Score	72.51	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Goal	Met Target	Met Standard	Met Standard	**	Met	No
White	50.12	14.08	No	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	72.54	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	81.25	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	48.90	14.08	No	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	47.16	14.08	No	Met Goal	Met Target	Met Standard	Not Met	n/a	Met	No
Economically Disadvantaged Students	85.24	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	60.10	14.08	No	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	Not Met	Not Met	**	**	**	**	No

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

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School Narrative

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

Highlights:	• National School of Character 2017 and a No Place for Hate School 2017 & 2018 • NAMM Foundation Best School for Music Award Winner five years straight • Vex Robotics club for students in grade 6-8
Mission, Vision, Theme:	Rosa International Middle School believes that a successful learning environment embraces collaboration, promotes individual responsibility, and fosters acceptance and respect for all members of the school and global community.
Awards, Recognition, Accomplishments:	Rosa is a 2017 National School of Character, a 2017 No Place for Hate School, a NAMM Music Foundation Award winner since 2014, the only International Baccalaureate Middle Years Program in Southern New Jersey, and a 2009 NCLB Blue Ribbon School. In addition to Awegeys School Global Partnership, Rosa participated in Makerspace and Hour of Code opportunities for all students, as well as in Mini Model UN Activities with the University of Pennsylvania and Temple University.

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Courses, Curriculum, Instruction:	The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at https://www.chclc.org/academics/curriculum.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys) Rosa Middle School offers a wide range of athletic teams in the fall, winter and spring seasons. Many teams have A and B levels to promote student participation and development. Rosa student-athletes are consistently top performers in the classroom and on the courts and fields.
Clubs and Activities:	Rosa has well over 30 clubs from which students may choose. Rosa's drama club has enlisted well over 100 participants in the last few years, and its Robotics club, now in its second year, is an extension of Rosa's growing STEM emphasis. Rosa after-school music offerings include recorder and Orff ensembles. Service learning continues with clubs like Animal Welfare. Two especially popular clubs are the 8th grade National History Day club and Video Game club.

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Before and After School Programs:	Rosa offers over 33 extracurricular clubs and activities that support diverse learners. That includes fall, winter and spring sports, music, arts, National History Day, Debate Club, and the Key Club just to name a few.
Staff and Professional Learning:	CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.

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Student Supports and Services:	The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention & Referral Services (I&RS) may be found at www.chclc.org/departments/special-education-student-services
Student Health and Wellness:	Students are engaged in Physical Education for 165 minutes each week and go through units that support fine and gross motor development as well as physical fitness. The District currently offers breakfast in each building. At the secondary level, a hot breakfast and smoothie options are available. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.
Parent and Community Involvement:	Rosa's active PTA, which meets every other month, supports the school monetarily for assemblies and author visits, sponsors fundraisers and activities for families such as the 2017 Color Run, and supports the school's Field Day every year with donations. The PTA works hard to broaden local community sponsorship for Rosa that supports a staff breakfast and lunch as well as the 8th grade dance. Rosa has welcomed schools from as far away as China to observe its IBMYP program. Rosa has also welcomed state legislators to support school awards from sports, to Math Counts, to Scripps National Spelling Bee top-ten finishers.

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Facilities:	The Rosa International Middle School was built in 1961. Renovations took place in 1999. Each day, the school personnel welcome approximately 800 students in sixth through eighth grade.
School Safety:	The District plans to continue security facilities upgrades at the middle schools this year. Campus police staff have been assigned to the middle schools. Security and fire drills are conducted as per DOE regulations.

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Technology and STEM:	Access to robust technology platforms and devices empowers our students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, will support computational thinking, and will prepare CHPS students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, “Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives.” CHPS recognizes the need to continuously enhance its technology capacity to bolster its academic program K-12 with a forward-thinking “Future Ready” framework already embraced by the educational community nationwide.

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Other Information:	The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing both our school community and the Cherry Hill community at large. The Cherry Hill Public Schools is a 2018 National District of Character. 10 of our schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. All schools are represented on the committee, whose purpose is to teach our children and ourselves to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. All secondary schools also promote the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize our district is one community, West AND East. 10 of our 19 schools are Sustainable Jersey for Schools Certified in recognition of their work toward sustainability. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018.