NJ SCHOOL PERFORMANCE REPORT

Ernest J. Finizio, Jr. - Aldene School

(39-4550-060)

Grades Offered: PK-05

2018-2019

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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.

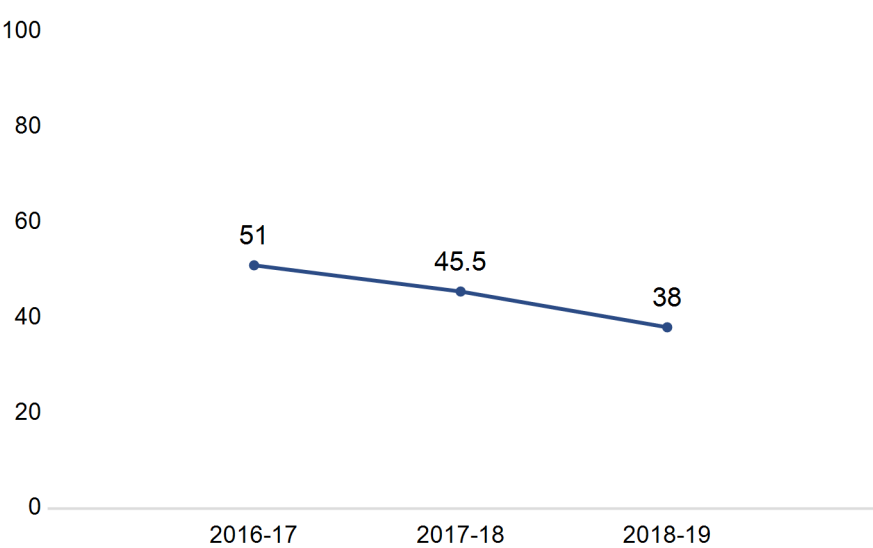| Type	Contact Information
County	Union
District	Roselle Park Public School District
Principal Name	Mrs. Sloan Scully
Address	339 West Webster Avenue ROSELLE PARK, NJ 07204-1617
Phone Number	908-245-1521
Email Address	sscully@rpsd.org
Website	http://rpsdaldene.sharpschool.net

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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

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	44	26	19
KG	50	38	39
1	47	50	40
2	44	47	50
3	42	48	44
4	53	46	44
5	49	52	44
Total	329	308	280

Enrollment Trends by Student Group

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	46.5%	47.4%	45.7%
Male	53.5%	52.6%	54.3%
Economically Disadvantaged Students	35.3%	33.8%	35.7%
Students with Disabilities	22.2%	19.8%	20.7%
English Learners	15.5%	16.2%	18.2%
Homeless Students	0.3%	0.3%	1.1%
Students in Foster Care	0.3%	0.0%	0.0%
Military-Connected Students	0.3%	0.6%	1.4%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	35.6%	34.1%	31.1%
Hispanic	45.6%	48.1%	52.9%
Black or African American	7.0%	6.5%	5.7%
Asian	8.5%	6.5%	6.8%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.0%	4.5%	3.2%

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	24	26	19
PK - Full Day	20	0	0
KG - Half Day	0	0	0
KG - Full Day	50	38	39

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	61.4%
Spanish	25.0%
Gujarati	2.5%
Portuguese	1.8%
Arabic	1.4%
Other Languages	7.9%

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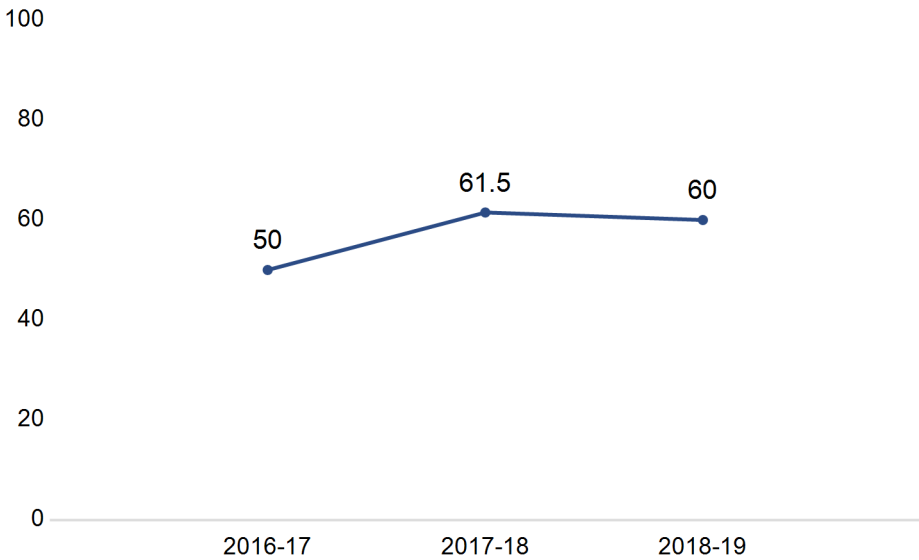† This indicates a table specific note, see note below table

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	51	45.5	38	50	61.5	60
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	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	38	54	50	Not Met	60	59	50	Exceeds Standard
White	31	52	50	Not Met	59	61	52	Met Standard
Hispanic	38	52	49	Not Met	60	55	47	Exceeds Standard
Black or African American	*	62	45	**	*	55.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	67	59	**	*	73.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	54.5	49	**	*	*	52	**
Female	50	60	53	N	47	55	50	N
Male	34.5	50	47	N	66.5	62	51	N
Economically Disadvantaged Students	38	51	48	Not Met	61	57	46	Exceeds Standard
Students with Disabilities	8	46	43	**	52.5	67	45	**
English Learners	55	54	52	**	70	60	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	*	57	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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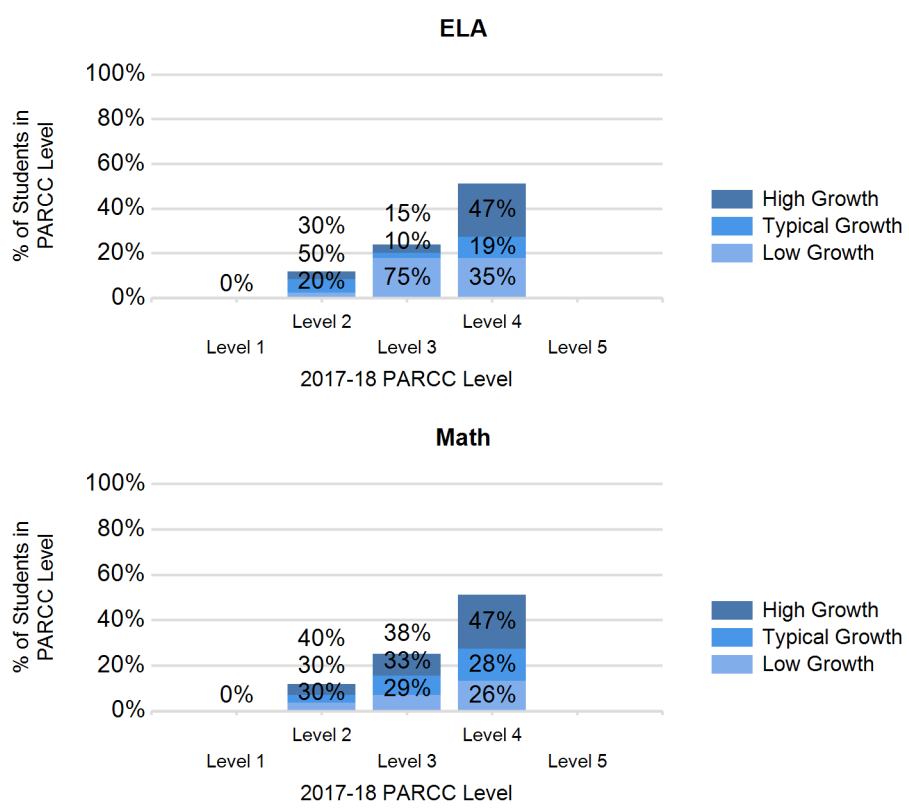
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A student's SGP falls between 1 and 99 and can be grouped into three levels: | Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

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.
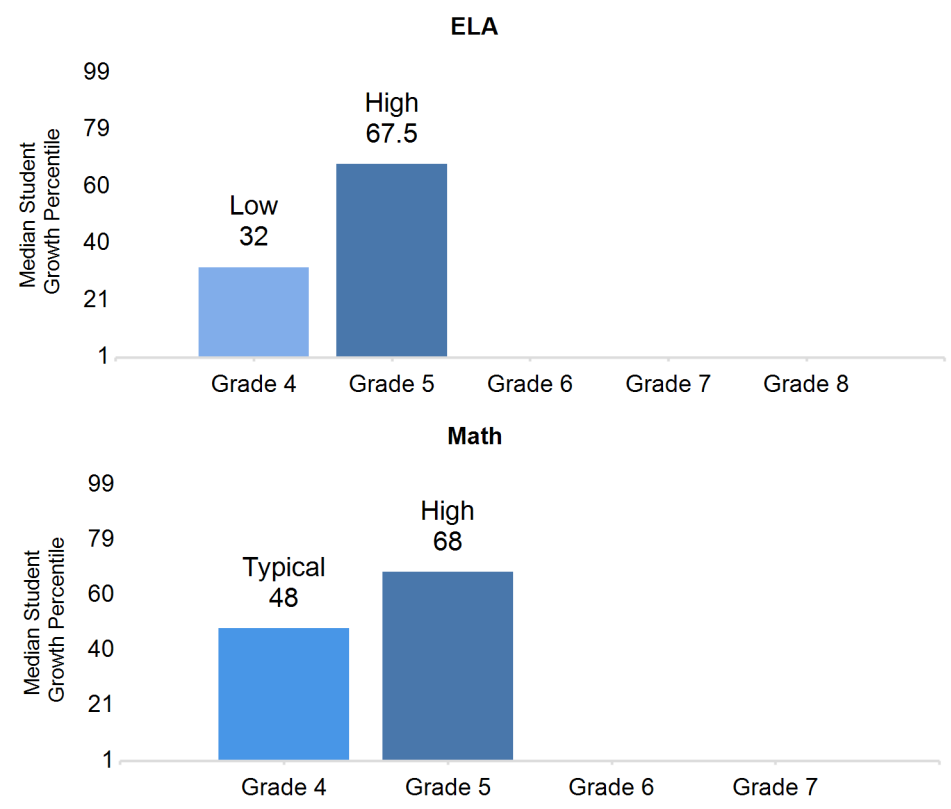
Student Growth by Performance Level

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.

ELA

Math

Student Growth by Grade

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

ELA
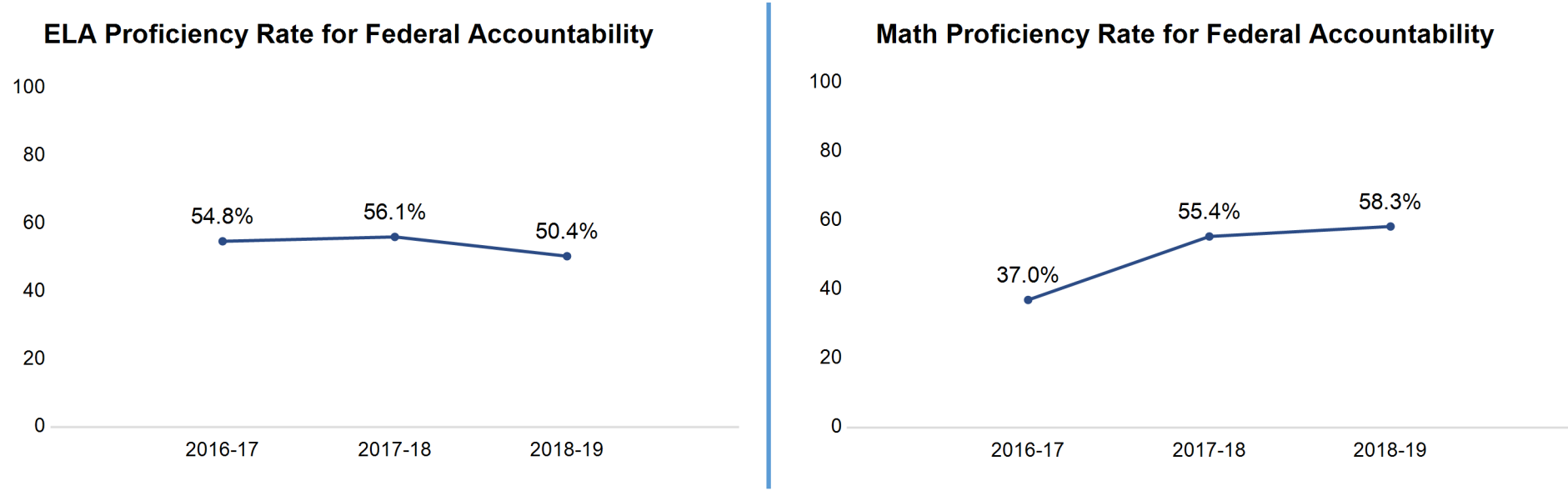
Math

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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.

ELA Proficiency Rate for Federal Accountability

54.8% (2016-17), 56.1% (2017-18), 50.4% (2018-19)

Math Proficiency Rate for Federal Accountability

37.0% (2016-17), 55.4% (2017-18), 58.3% (2018-19)

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	99.3%	97.8%	99.3%	99.3%	97.8%
Proficiency Rate for Federal Accountability	54.8%	56.1%	50.4%	37.0%	55.4%	58.3%
Annual Target	49.7%	51.3%	52.9%	39.9%	42.0%	44.1%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	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.

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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	127	97.8	50.4	55.5	57.9	50.4	52.9	Met Target†
White	45	97.8	48.9	62.2	66.9	48.9	61	Met Target†
Hispanic	67	97.2	50.7	48.6	43.9	50.7	42.3	Met Target
Black or African American	*	*	*	51.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	62	100.0	56.5	63.2	64.8	56.5		
Male	65	95.7	44.6	48.1	51.3	44.6		
Economically Disadvantaged Students	42	95.7	45.2	45.5	40.0	45.2	40.8	Met Target
Non-Economically Disadvantaged Students	85	98.9	52.9	60.4	67.9	52.9		
Students with Disabilities	21	100.0	*	16.5	22.7	*	36.3	Not Met
Students without Disabilities	106	97.3	*	63.1	65.1	*		
English Learners	27	100.0	37.0	35.1	29.3	37.0	29	Met Target
Non-English Learners	100	97.2	54.0	59.3	60.6	54.0		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	47.4	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.
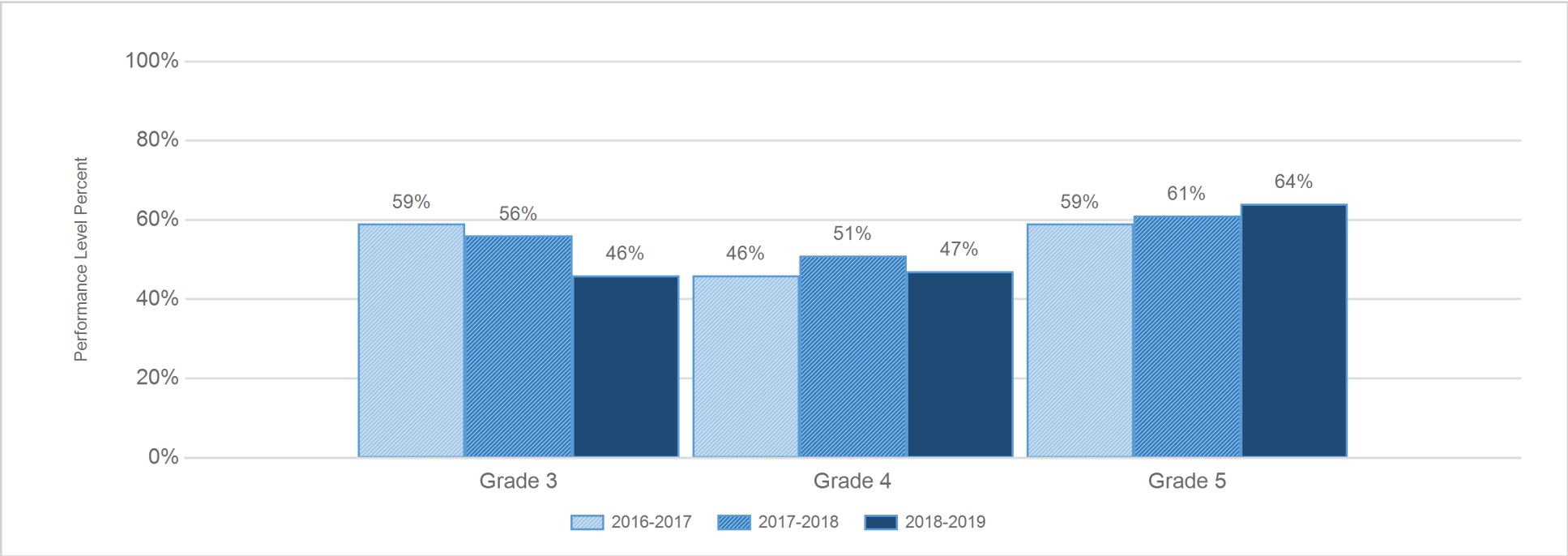
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English Language Arts Assessment - Performance Trends

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	41	751	754	748	*	*	41%	*	*	46%	50%
White	14	753	763	757	0%	*	*	*	*	43%	60%
Hispanic	22	748	744	734	*	*	*	50%	0%	50%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	23	758	760	753	*	*	*	*	*	52%	55%
Male	18	742	749	743	*	*	*	*	*	39%	46%
Economically Disadvantaged Students	12	737	742	731	*	*	*	*	*	42%	33%
Non-Economically Disadvantaged Students	29	757	759	759	*	*	*	*	*	48%	61%
Students with Disabilities	*	*	722	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	760	754	*	*	*	*	*	*	56%
English Learners	*	*	724	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	760	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	*	*	*	752	*	*	*	*	*	*	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	43	746	761	755	*	*	33%	*	*	47%	57%
White	16	751	760	763	*	*	*	*	*	50%	67%
Hispanic	22	740	760	743	*	*	*	*	*	41%	44%
Black or African American	*	*	763	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	18	748	766	760	*	*	*	*	*	50%	62%
Male	25	745	754	750	*	*	*	*	*	44%	53%
Economically Disadvantaged Students	15	743	753	740	*	*	*	*	*	47%	40%
Non-Economically Disadvantaged Students	28	748	765	765	*	*	*	*	*	46%	69%
Students with Disabilities	*	*	731	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	766	761	*	*	*	*	*	*	64%
English Learners	*	*	724	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	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.

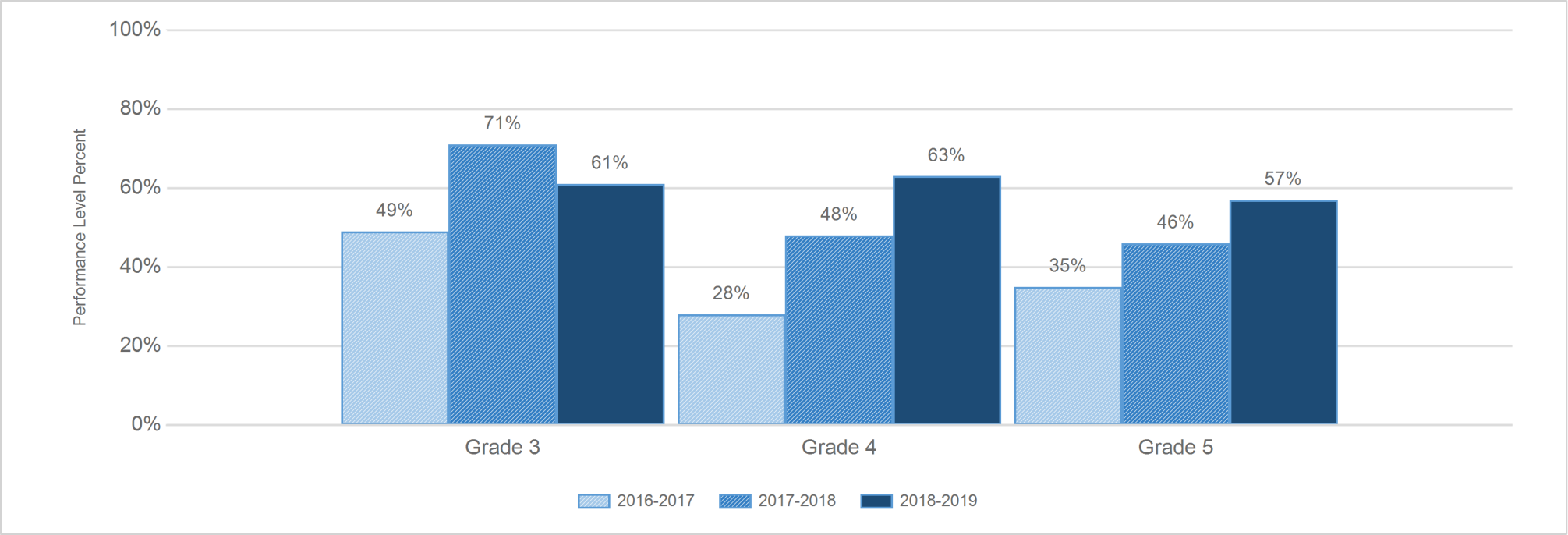| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	762	760	756	*	*	*	*	*	64%	58%
White	13	765	766	764	0%	*	*	*	*	62%	68%
Hispanic	24	757	751	743	*	*	*	*	*	63%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	22	766	768	761	*	*	*	*	*	73%	64%
Male	20	756	751	750	*	*	*	*	*	55%	52%
Economically Disadvantaged Students	18	745	746	740	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	24	774	767	766	*	*	*	*	*	75%	69%
Students with Disabilities	*	*	729	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	766	762	*	*	*	*	*	*	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	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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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	127	97.8	58.3	47.1	44.5	58.3	44.1	Met Target
White	45	97.8	53.3	52.9	54.1	53.3	42.3	Met Target
Hispanic	67	97.2	58.2	40.4	28.8	58.2	36.3	Met Target
Black or African American	*	*	*	43.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.1	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	62	100.0	59.7	48.9	44.9	59.7		
Male	65	95.7	56.9	45.3	44.2	56.9		
Economically Disadvantaged Students	42	95.7	47.6	34.6	26.3	47.6	39.3	Met Target
Non-Economically Disadvantaged Students	85	98.9	63.5	53.0	54.9	63.5		
Students with Disabilities	21	100.0	19.0	14.9	17.4	19.0	27.2	Met Target†
Students without Disabilities	106	97.3	66.0	53.0	50.0	66.0		
English Learners	27	100.0	48.1	31.0	25.0	48.1	25.6	Met Target
Non-English Learners	100	97.2	61.0	50.4	46.5	61.0		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	25.0	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Ernest J. Finizio, Jr. - Aldene School

(39-4550-060)

Grades Offered: PK-05

2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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.

Grade 3: 2016-2017 49%, 2017-2018 71%, 2018-2019 61%
Grade 4: 2016-2017 28%, 2017-2018 48%, 2018-2019 63%
Grade 5: 2016-2017 35%, 2017-2018 46%, 2018-2019 57%

Legend: 2016-2017, 2017-2018, 2018-2019

† 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.

Ernest J. Finizio, Jr. - Aldene School

(39-4550-060)

Grades Offered: PK-05

2018-2019

NJ SCHOOL PERFORMANCE REPORT

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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	41	755	761	752	0%	*	*	*	*	61%	55%
White	14	748	765	760	0%	*	*	*	*	43%	66%
Hispanic	22	756	755	739	0%	*	*	*	*	64%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	23	758	760	751	0%	*	*	*	*	65%	54%
Male	18	752	762	752	0%	*	*	*	*	56%	56%
Economically Disadvantaged Students	12	744	750	737	0%	*	*	*	*	33%	37%
Non-Economically Disadvantaged Students	29	760	766	761	0%	*	*	*	*	72%	67%
Students with Disabilities	*	*	736	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	766	756	*	*	*	*	*	*	60%
English Learners	*	*	744	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	765	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	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Ernest J. Finizio, Jr. - Aldene School

(39-4550-060)

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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	43	755	753	749	*	*	23%	*	*	63%	51%
White	16	760	754	757	0%	*	*	*	*	69%	62%
Hispanic	22	751	751	737	*	*	*	59%	0%	59%	36%
Black or African American	*	*	752	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	18	748	753	749	*	*	*	*	*	61%	50%
Male	25	759	753	749	*	*	*	*	*	64%	52%
Economically Disadvantaged Students	15	752	747	734	*	*	*	*	*	60%	32%
Non-Economically Disadvantaged Students	28	756	757	759	*	*	*	*	*	64%	63%
Students with Disabilities	*	*	744	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	755	754	*	*	*	*	*	*	56%
English Learners	*	*	726	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	755	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Ernest J. Finizio, Jr. - Aldene School

(39-4550-060)

Grades Offered: PK-05

2018-2019

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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	42	756	752	747	*	*	29%	*	*	57%	47%
White	13	761	756	755	0%	0%	*	*	*	54%	58%
Hispanic	24	752	746	735	*	*	*	*	*	54%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	22	756	755	747	*	*	*	*	*	55%	47%
Male	20	757	750	747	*	*	*	*	*	60%	47%
Economically Disadvantaged Students	18	744	743	732	*	*	*	*	*	44%	27%
Non-Economically Disadvantaged Students	24	766	757	757	*	*	*	*	*	67%	59%
Students with Disabilities	*	*	732	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	756	752	*	*	*	*	*	*	52%
English Learners	*	*	735	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	754	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Ernest J. Finizio, Jr. - Aldene School
(39-4550-060)
Grades Offered: PK-05
2018-2019

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* Data is not displayed in order to protect student privacy
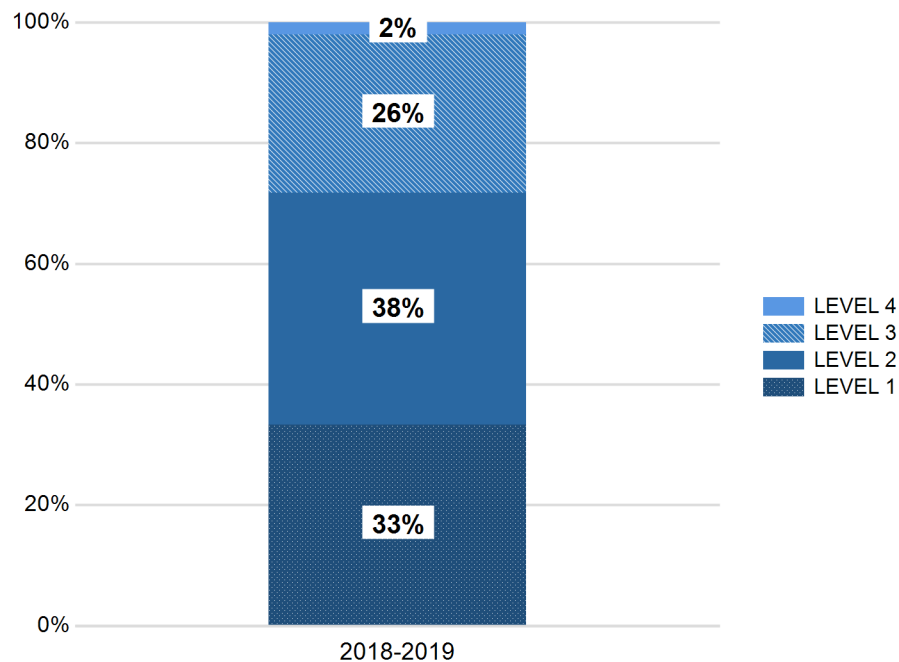** Accountability calculations require 20 or more students
N No Data is available to display
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DLM Alternate Assessment - Participation

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	N	N
5	*	*

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	65.0%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

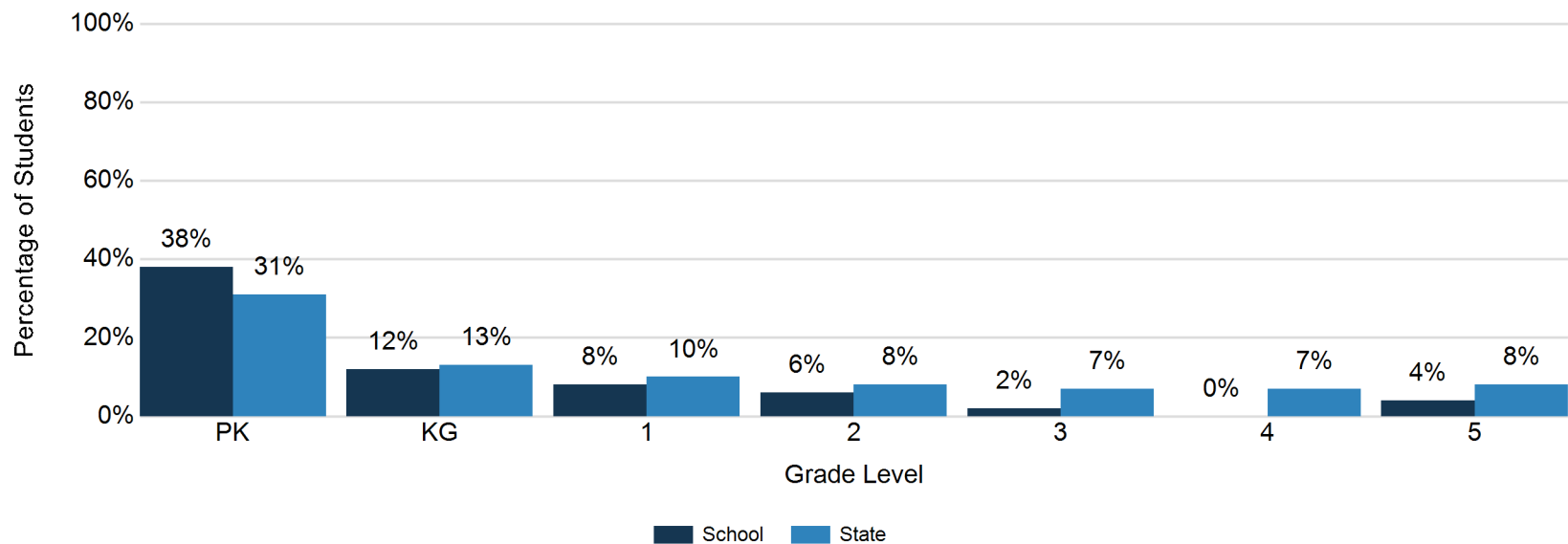| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	26	*	*
3-4	17	*	*
5 or more	*	*	*

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(39-4550-060)

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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	33	38	26	2
White	23	46	31	0
Hispanic	38	38	21	4
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	32	50	18	0
Male	35	25	35	5
Economically Disadvantaged Students	56	33	11	0
Non-Economically Disadvantaged Students	17	42	38	4
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Ernest J. Finizio, Jr. - Aldene School

(39-4550-060)

Grades Offered: PK-05

2018-2019

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	5.2	8.9	Met
White	5	6.0	8.9	Met
Hispanic	8	5.6	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	5	4.1		
Male	9	6.2		
Economically Disadvantaged Students	9	9.3	8.9	Not Met
Students with Disabilities	5	9.3	8.9	Not Met
English Learners	3	5.9	8.9	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
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.

Ernest J. Finizio, Jr. - Aldene School

(39-4550-060)

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2018-2019

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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.

Ernest J. Finizio, Jr. - Aldene School

(39-4550-060)

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2018-2019

Report Key:
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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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
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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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	8:20 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 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

NJ SCHOOL PERFORMANCE REPORT

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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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	23	118,214
Average years experience in public schools	11.0	12.1
Average years experience in district	10.4	10.8
Percentage of Teachers with 4 or more years experience in the district	69.6%	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	14	9,530
Average years experience in public schools	18.1	16.0
Average years experience in district	14.6	12.0
Percentage of Administrators with 4 or more years experience in the district	78.6%	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	11:1
Students to Administrators	280:1	144:1
Teachers to Administrators	23:1	13:1
Students to Librarians/Media Specialists		1010:1
Students to Nurses		404:1
Students to Counselors		252:1
Students to Child Study Team Members		252:1

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(39-4550-060)

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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	45.7%	91.3%	100.0%	48.4%	77.1%	54.9%
Male	54.3%	8.7%	0.0%	51.6%	22.9%	45.1%
White	31.1%	87.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	52.9%	13.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.8%	0.0%	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	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.2%	0.0%	0.0%	2.1%	0.2%	0.2%

Ernest J. Finizio, Jr. - Aldene School

(39-4550-060)

Grades Offered: PK-05

2018-2019

Report Key:
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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 - 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

Teacher 48%

Admin N/A

Master's Degree

Teacher 52%

Admin 100%

Doctoral Degree

Teacher 0%

Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 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	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	73.3%	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	97.0%

Ernest J. Finizio, Jr. - Aldene School

(39-4550-060)

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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.

Ernest J. Finizio, Jr. - Aldene School

(39-4550-060)

Grades Offered: PK-05

2018-2019

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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.

NJ SCHOOL PERFORMANCE REPORT

Ernest J. Finizio, Jr. - Aldene School

(39-4550-060)

Grades Offered: PK-05

2018-2019

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).

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.8%	56.1%	50.4%
Math Proficiency	37.0%	55.4%	58.3%
ELA Growth	51	46	38
Math Growth	50	62	60
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		62.5%	65.0%
Chronic Absenteeism	5.6%	4.6%	5.2%

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

Ernest J. Finizio, Jr. - Aldene School

(39-4550-060)

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2018-2019

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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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(39-4550-060)

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2018-2019

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

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

Ernest J. Finizio, Jr. - Aldene School

(39-4550-060)

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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.

Highlights:

- The curriculum includes a balanced literacy approach, technology infused math, Next Generation Science Standards and hands-on social studies lessons.

- Students receive instruction in art, music, technology, world language, and physical education on a weekly basis.

- After school enrichment programs include band, chorus and enriched art. Students also have the benefit of critical thinking lessons and STEM infused instruction.

Mission, Vision, Theme:

The mission of the Roselle Park School District is to provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society.

Awards, Recognition, Accomplishments:

Aldene Elementary School is the recipient of a 2017 National Promising Practice Award by Character.org in recognition of character education practices.

Ernest J. Finizio, Jr. - Aldene School

(39-4550-060)

Grades Offered: PK-05

2018-2019

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Courses, Curriculum, Instruction:	The core curriculum includes a balanced literacy program including leveled reading instruction, strategy groups to target specific reading skills, and Lucy Calkins' model of writing workshop; Envision 2.0 math; a Next Generation Science Standards aligned program; Talented and Gifted in grades K-5; STEAM oriented Technology instruction; Health and Physical Education; World Language instruction; and emphasis on cross curricular integration in world language, music, art, and social studies programs.
Clubs and Activities:	Clubs and activities include Student Character Council, Safety Patrol, Buddy Club, American Young Voices, as well as county and statewide art competitions.

NJ SCHOOL PERFORMANCE REPORT

Ernest J. Finizio, Jr. - Aldene School

(39-4550-060)

Grades Offered: PK-05

2018-2019

School Narrative

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Before and After School Programs:	Work Family Connections services students from Pre-K to grade 5 before and after school.
Staff and Professional Learning:	Roselle Park's Professional Development Program plays a significant role in the outstanding accomplishment of our district. A cornerstone of the program is the belief that the professional development of teachers is the key to an excellent instructional program. Professional Learning opportunities include weekly professional learning communities, monthly vertical and horizontal articulation, five days of professional development provided by the district, and monthly faculty meetings.

NJ SCHOOL PERFORMANCE REPORT

Ernest J. Finizio, Jr. - Aldene School

(39-4550-060)

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Student Supports and Services:	Student supports and services include the use of small group instruction and inclusive classrooms in addition to an English language learners program, Intervention and Referral Services, Reading Recovery, Basic Skills Instruction, students with disabilities supports and services, an Applied Behavior Analysis Program, occupational therapy, physical therapy and speech and language services.
Student Health and Wellness:	Student health and wellness programs include a breakfast program, physical education twice weekly, recess daily, brain breaks in the classroom, guidance and health lessons, dental health programs, lunch bunch, friendship groups and Responsive Classroom's Morning Meeting.
Parent and Community Involvement:	Parent and Community involvement in the school is strong and includes a district wide Special Education Parent Advisory Group that meets quarterly; the English Language Learners Parent Group that meets quarterly; the Roselle Park Library Committee which meets monthly; the Parent Teacher Organization that meets monthly; A senior citizens/fifth grade students luncheon yearly; the Parent Portal accessed via Genesis student information system; School Visitation Day; L.E.A.D. Law Enforcement Against Drugs; and band and choral participation in several community sponsored activities such as parades and holiday ceremonies.

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(39-4550-060)

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School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers The school climate survey is conducted twice a year. The results are shared with the Character Education Committee to help determine needs and design programs and activities for the students, staff and faculty.
Facilities:	Aldene Elementary School is a 98 year old building with a new addition built in 2005. All classrooms are air conditioned and there is Wi-fi throughout. There is a spacious and modern art/music room as well as a generous field for recess and an early childhood playground.
School Safety:	Aldene School employs a variety of practices and procedures to promote the safety of students, staff, and faculty. The building is locked at all times with all visitors requiring an appointment at least 15 minutes prior to being allowed into the building. School security and fire drills are conducted twice monthly. Safety assemblies are provided for students throughout the school year including the Officer Phil Safety Program. The guidance department presents lessons to students on how to remain safe.

Ernest J. Finizio, Jr. - Aldene School

(39-4550-060)

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2018-2019

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School Narrative

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Technology and STEM:	Technology is incorporated into the curriculum throughout all subjects. All classrooms are equipped with Smartboards, students in grades 3-5 have 1:1 devices and students in grade K-2 have 2:1 devices. The Talented & Gifted Program incorporates STEM into lessons at all levels. Upper elementary students have the opportunity to visit the high school makerspace and STEAM lab.
Early Childhood Education:	Roselle Park is committed to celebrating the diverse community, values family and community partnerships in the Pre-School program. The mission of the Pre-School program is to provide students a learning environment that focuses on what children can do and reflects the children's interests. The curriculum is aligned to the Preschool Teaching and Learning Standards, is evidence-based, and comprehensive to meet the needs of all learners. Aldene has an AM and PM program for three and four-year olds that includes integrated speech, as well as occupational and physical therapy. Students have access to music and Spanish lessons.

NJ SCHOOL PERFORMANCE REPORT

Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

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 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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

2018-2019

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	Union
District	Roselle Park Public School District
Principal Name	Mrs. Hipolita 'Paula' Sicignano
Address	59 WEST GRANT AVENUE ROSELLE PARK, NJ 07204
Phone Number	908-245-2285
Email Address	psicignano@rpsd.org
Website	http://rpsdrobert.sharpschool.net/

Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

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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

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	0	17	20
KG	52	40	33
1	39	46	38
2	47	36	45
3	35	50	39
4	51	36	50
5	53	52	40
Total	277	277	265

Enrollment Trends by Student Group

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	43.7%	43.3%	44.9%
Male	56.3%	56.7%	55.1%
Economically Disadvantaged Students	42.2%	40.4%	40.4%
Students with Disabilities	19.5%	18.4%	21.1%
English Learners	14.8%	15.9%	14.0%
Homeless Students	0.4%	0.0%	0.0%
Students in Foster Care	0.7%	1.4%	0.0%
Military-Connected Students	0.7%	0.7%	0.4%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	40.1%	36.8%	34.7%
Hispanic	43.0%	46.6%	49.4%
Black or African American	12.3%	10.5%	11.3%
Asian	4.3%	6.1%	4.5%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	1	5
PK - Full Day	0	16	15
KG - Half Day	0	0	0
KG - Full Day	52	40	33

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	66.4%
Spanish	27.9%
Albanian	1.5%
Urdu	1.1%
Other Languages	3.0%

Robert Gordon Elementary School

(39-4550-080)
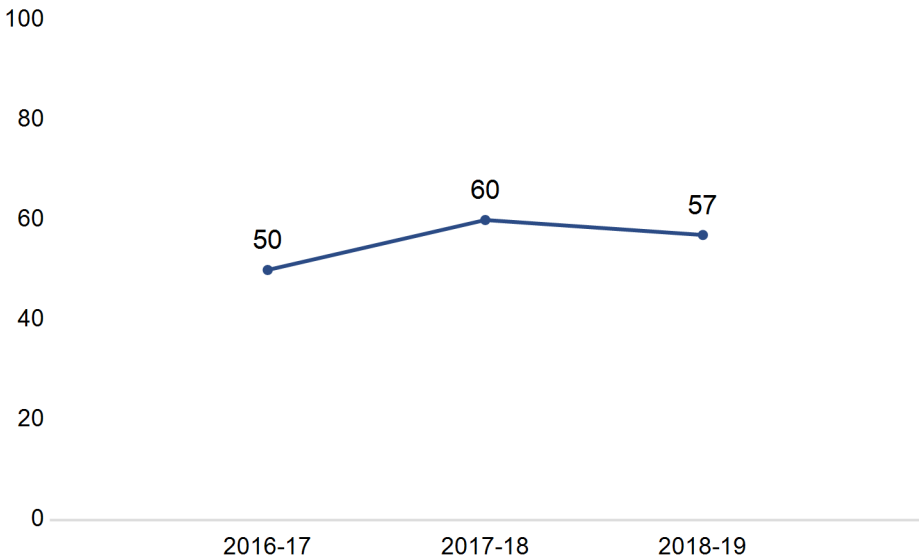
Grades Offered: PK-05

2018-2019

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	43	42	45	50	60	57
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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NJ SCHOOL PERFORMANCE REPORT

Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

2018-2019

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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	45	54	50	Met Standard	57	59	50	Met Standard
White	35.5	52	50	Not Met	50	61	52	Met Standard
Hispanic	47	52	49	Met Standard	60	55	47	Exceeds Standard
Black or African American	*	62	45	**	*	55.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	67	59	**	*	73.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	54.5	49	**	N	*	52	**
Female	48.5	60	53	N	54.5	55	50	N
Male	41	50	47	N	62	62	51	N
Economically Disadvantaged Students	41.5	51	48	Met Standard	56	57	46	Met Standard
Students with Disabilities	40	46	43	**	73	67	45	**
English Learners	42.5	54	52	Met Standard	65	60	50	Exceeds Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	57	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

2018-2019

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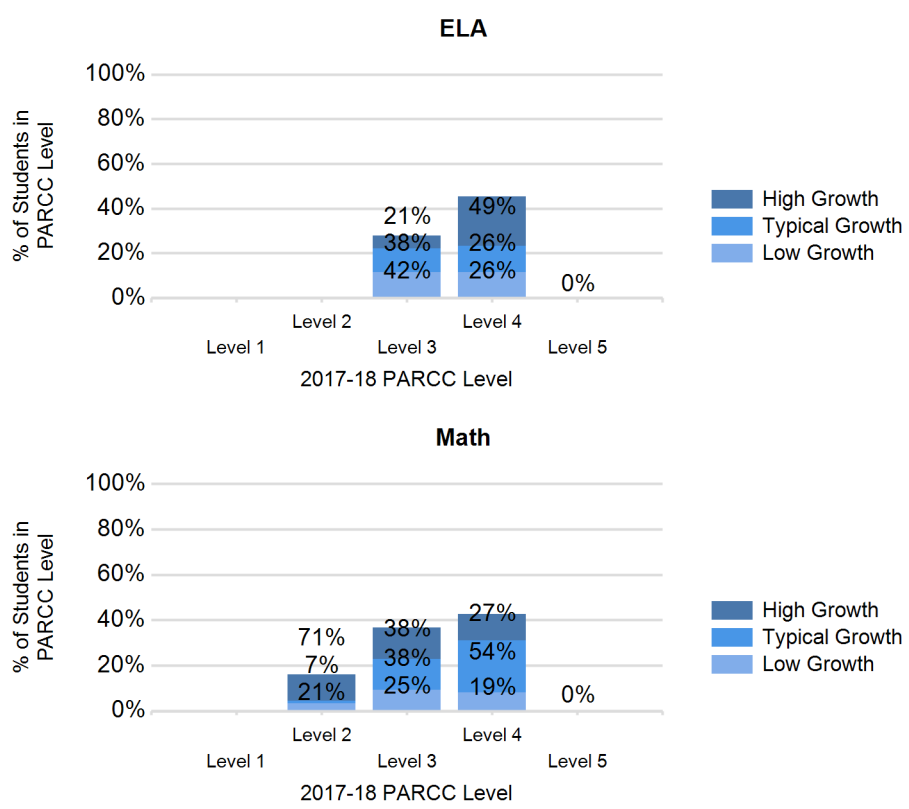- **†** This indicates a table specific note, see note below table

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.
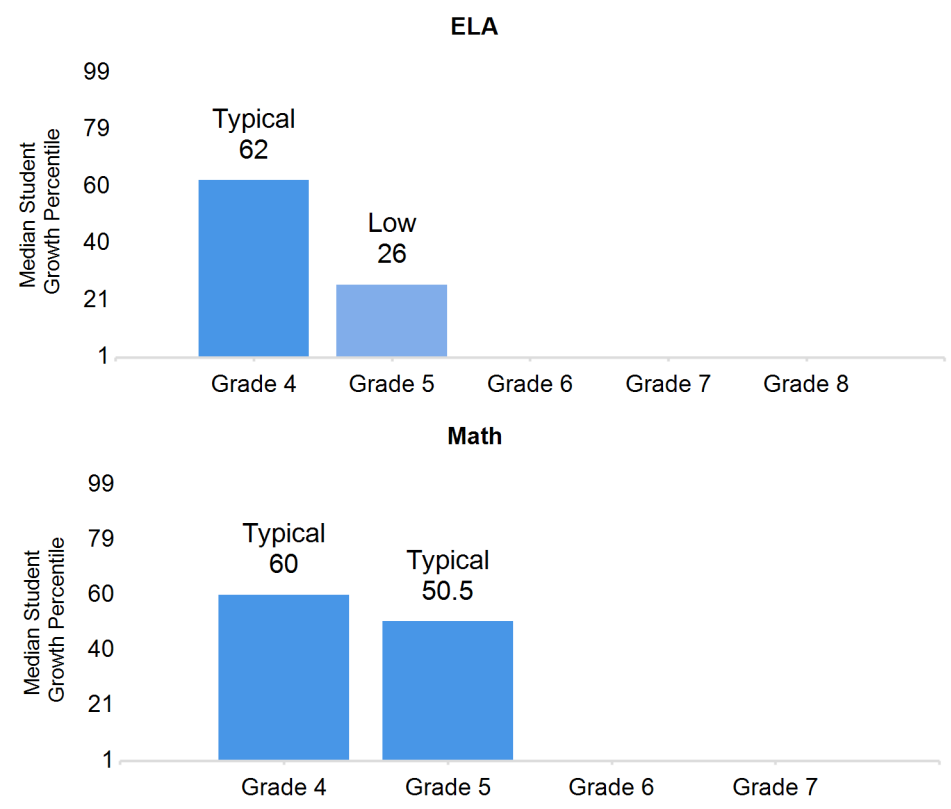
Student Growth by Performance Level

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.

ELA

Math

Student Growth by Grade

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

ELA
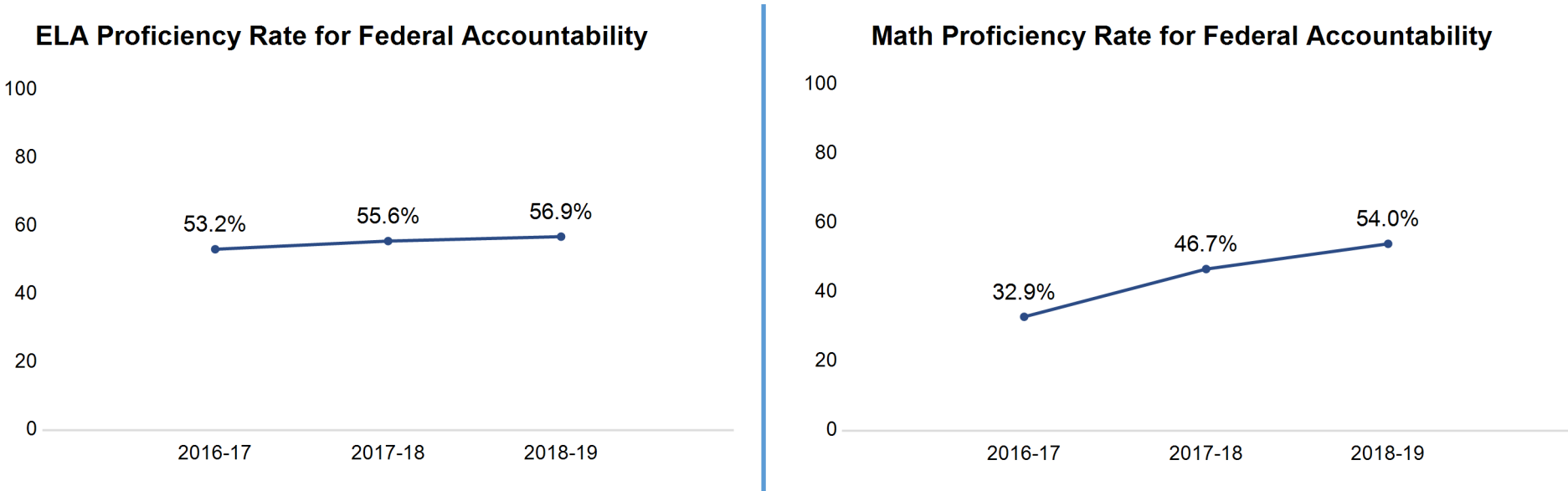

Math

NJ SCHOOL PERFORMANCE REPORT

Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

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.

ELA Proficiency Rate for Federal Accountability

Year	Rate
2016-17	53.2%
2017-18	55.6%
2018-19	56.9%

Math Proficiency Rate for Federal Accountability

Year	Rate
2016-17	32.9%
2017-18	46.7%
2018-19	54.0%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	99.3%	98.4%	99.3%	99.3%	98.5%
Proficiency Rate for Federal Accountability	53.2%	55.6%	56.9%	32.9%	46.7%	54.0%
Annual Target	61.1%	62.1%	63.1%	43.9%	45.8%	47.7%
Met Annual Target?	Not Met	Met Target†	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.
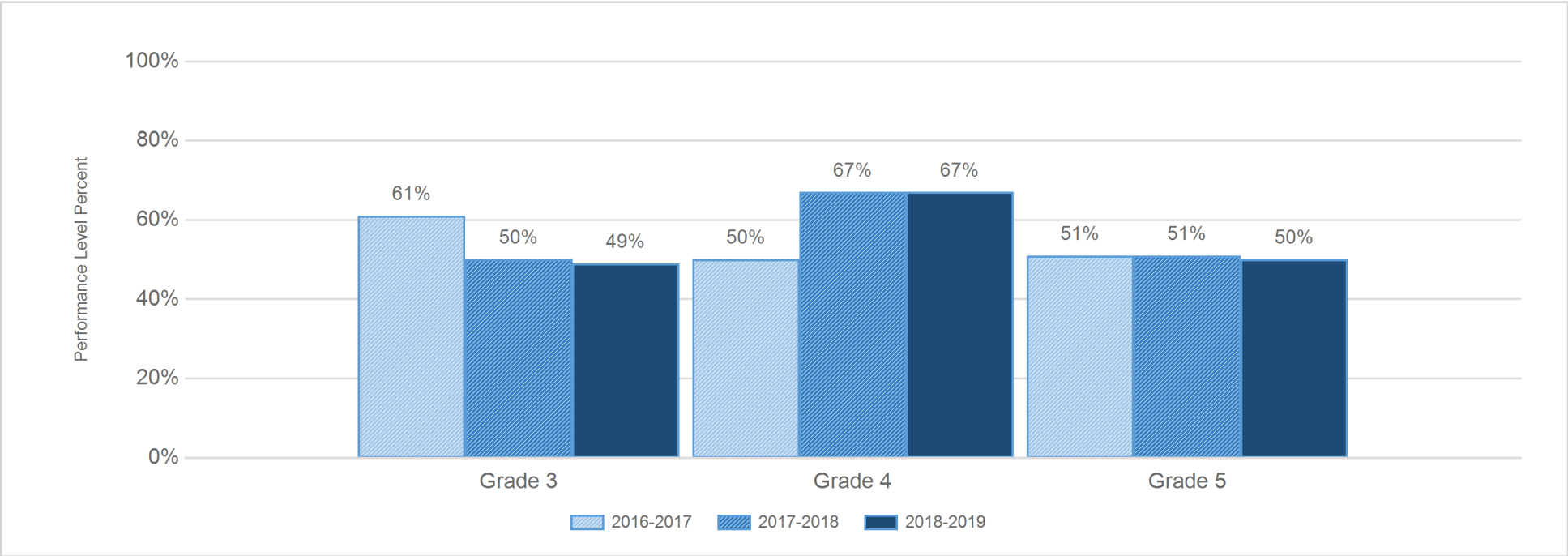
7

NJ SCHOOL PERFORMANCE REPORT

Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

2018-2019

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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	123	98.4	56.9	55.5	57.9	56.9	63.1	Met Target†
White	45	97.9	75.6	62.2	66.9	75.6	70.7	Met Target
Hispanic	63	100.0	46.0	48.6	43.9	46.0	56.9	Not Met
Black or African American	*	*	*	51.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	63	100.0	66.7	63.2	64.8	66.7		
Male	60	96.8	46.7	48.1	51.3	46.7		
Economically Disadvantaged Students	53	98.2	43.4	45.5	40.0	43.4	49.7	Met Target†
Non-Economically Disadvantaged Students	70	98.6	67.1	60.4	67.9	67.1		
Students with Disabilities	23	92.3	17.4	16.5	22.7	16.8	35.9	Not Met
Students without Disabilities	100	100.0	66.0	63.1	65.1	66.0		
English Learners	37	100.0	37.8	35.1	29.3	37.8	23.1	Met Target
Non-English Learners	86	97.8	65.1	59.3	60.6	65.1		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	47.4	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

2018-2019

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.

Grade	2016-2017	2017-2018	2018-2019
Grade 3	61%	50%	49%
Grade 4	50%	67%	67%
Grade 5	51%	51%	50%

NJ SCHOOL PERFORMANCE REPORT

Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

2018-2019

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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	35	747	754	748	*	*	*	*	*	49%	50%
White	13	765	763	757	*	0%	*	*	*	77%	60%
Hispanic	15	737	744	734	*	*	*	*	*	33%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	12	746	760	753	*	*	*	*	*	50%	55%
Male	23	748	749	743	*	*	*	*	*	48%	46%
Economically Disadvantaged Students	13	741	742	731	*	*	*	*	*	31%	33%
Non-Economically Disadvantaged Students	22	751	759	759	*	*	*	*	*	59%	61%
Students with Disabilities	*	*	722	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	760	754	*	*	*	*	*	*	56%
English Learners	*	*	724	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	760	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	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

2018-2019

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N No Data is available to display

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

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	51	759	761	755	*	*	*	*	*	67%	57%
White	19	761	760	763	*	0%	*	*	*	74%	67%
Hispanic	27	758	760	743	*	*	*	*	*	63%	44%
Black or African American	*	*	763	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	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	28	767	766	760	*	*	*	*	*	71%	62%
Male	23	749	754	750	*	*	*	*	*	61%	53%
Economically Disadvantaged Students	24	742	753	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	27	773	765	765	*	*	*	*	*	81%	69%
Students with Disabilities	10	713	731	725	*	*	*	*	*	10%	25%
Students without Disabilities	41	770	766	761	*	*	*	*	*	80%	64%
English Learners	*	*	724	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	758	*	*	*	*	*	*	60%
Homeless Students	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%

NJ SCHOOL PERFORMANCE REPORT

Robert Gordon Elementary School
(39-4550-080)
Grades Offered: PK-05
2018-2019

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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.

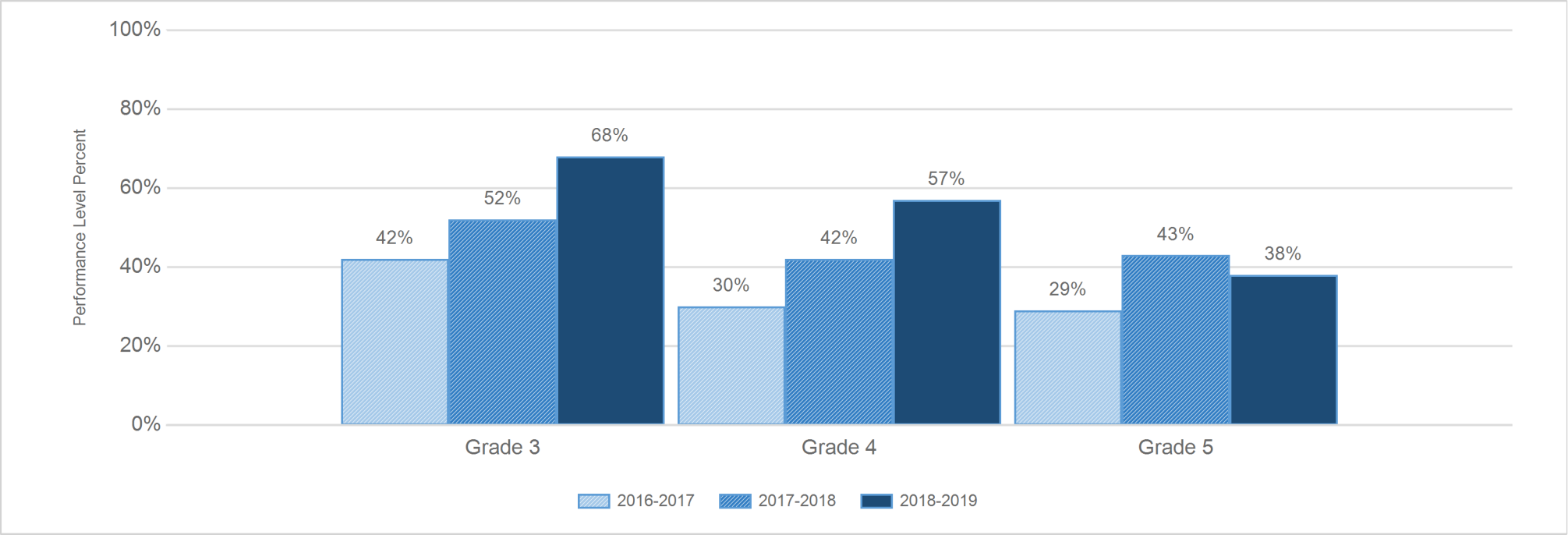| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	747	760	756	*	*	29%	*	*	50%	58%
White	14	763	766	764	0%	*	*	71%	0%	71%	68%
Hispanic	21	734	751	743	*	*	*	*	*	33%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	23	761	768	761	*	*	*	*	*	70%	64%
Male	15	725	751	750	*	*	*	*	*	20%	52%
Economically Disadvantaged Students	17	740	746	740	*	*	*	*	*	41%	39%
Non-Economically Disadvantaged Students	21	752	767	766	*	*	*	*	*	57%	69%
Students with Disabilities	*	*	729	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	766	762	*	*	*	*	*	*	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	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

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	126	98.5	54.0	47.1	44.5	54.0	47.7	Met Target
White	45	97.9	64.4	52.9	54.1	64.4	52.2	Met Target
Hispanic	65	100.0	43.1	40.4	28.8	43.1	42.4	Met Target
Black or African American	*	*	*	43.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.1	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	65	100.0	50.8	48.9	44.9	50.8		
Male	61	96.9	57.4	45.3	44.2	57.4		
Economically Disadvantaged Students	56	98.3	39.3	34.6	26.3	39.3	43	Met Target†
Non-Economically Disadvantaged Students	70	98.6	65.7	53.0	54.9	65.7		
Students with Disabilities	24	92.6	20.8	14.9	17.4	20.2	30.6	Met Target†
Students without Disabilities	102	100.0	61.8	53.0	50.0	61.8		
English Learners	40	100.0	42.5	31.0	25.0	42.5	26.8	Met Target
Non-English Learners	86	97.8	59.3	50.4	46.5	59.3		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	25.0	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

2018-2019

NJ SCHOOL PERFORMANCE REPORT

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.

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NJ SCHOOL PERFORMANCE REPORT

Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

2018-2019

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N No Data is available to display
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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	37	759	761	752	*	*	*	*	*	68%	55%
White	13	772	765	760	0%	*	*	*	*	77%	66%
Hispanic	17	750	755	739	*	*	*	59%	0%	59%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	13	750	760	751	*	*	*	*	*	54%	54%
Male	24	763	762	752	*	*	*	*	*	75%	56%
Economically Disadvantaged Students	15	751	750	737	*	*	*	*	*	60%	37%
Non-Economically Disadvantaged Students	22	764	766	761	*	*	*	*	*	73%	67%
Students with Disabilities	*	*	736	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	766	756	*	*	*	*	*	*	60%
English Learners	*	*	744	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	765	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	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

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	51	753	753	749	*	*	27%	57%	0%	57%	51%
White	19	754	754	757	*	*	*	58%	0%	58%	62%
Hispanic	27	751	751	737	0%	*	*	52%	0%	52%	36%
Black or African American	*	*	752	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	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	28	757	753	749	*	*	*	61%	0%	61%	50%
Male	23	748	753	749	*	*	*	52%	0%	52%	52%
Economically Disadvantaged Students	24	740	747	734	*	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	27	765	757	759	*	*	*	*	*	78%	63%
Students with Disabilities	10	735	744	726	*	*	*	*	*	30%	25%
Students without Disabilities	41	757	755	754	*	*	*	*	*	63%	56%
English Learners	*	*	726	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	755	751	*	*	*	*	*	*	54%
Homeless Students	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%

Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

2018-2019

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

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.

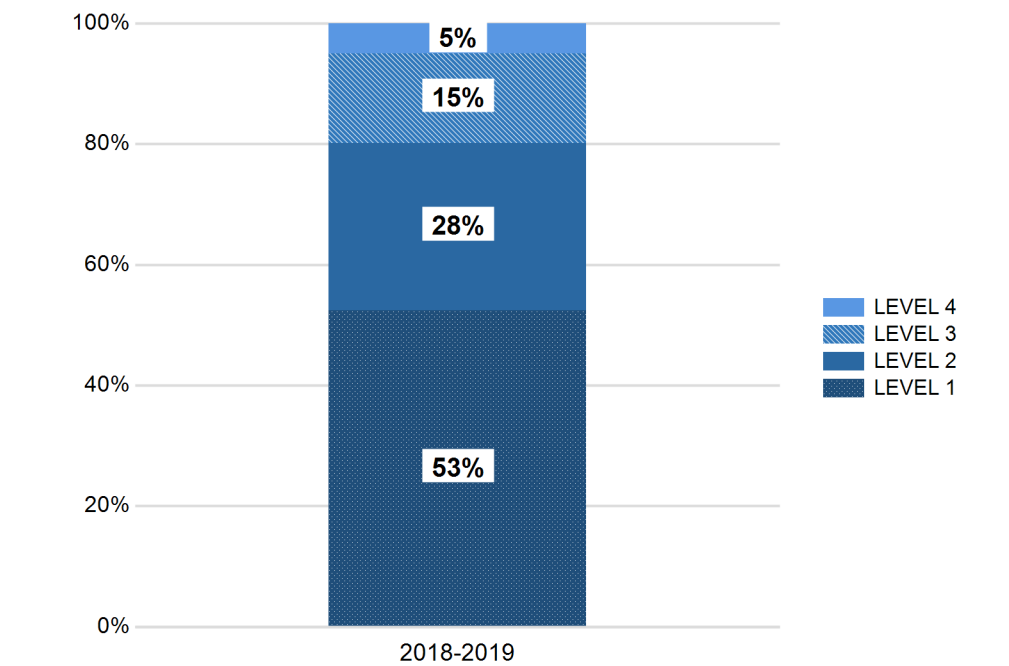| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	745	752	747	*	*	48%	*	*	38%	47%
White	14	755	756	755	0%	*	*	*	*	57%	58%
Hispanic	22	739	746	735	0%	*	59%	*	*	23%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	24	748	755	747	*	*	*	*	*	42%	47%
Male	16	739	750	747	*	*	*	*	*	31%	47%
Economically Disadvantaged Students	19	742	743	732	*	*	*	*	*	26%	27%
Non-Economically Disadvantaged Students	21	747	757	757	*	*	*	*	*	48%	59%
Students with Disabilities	*	*	732	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	756	752	*	*	*	*	*	*	52%
English Learners	*	*	735	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	754	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

2018-2019

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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	N	N
5	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	47.8%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	21	*	*
3-4	*	*	*
5 or more	*	*	*

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(39-4550-080)

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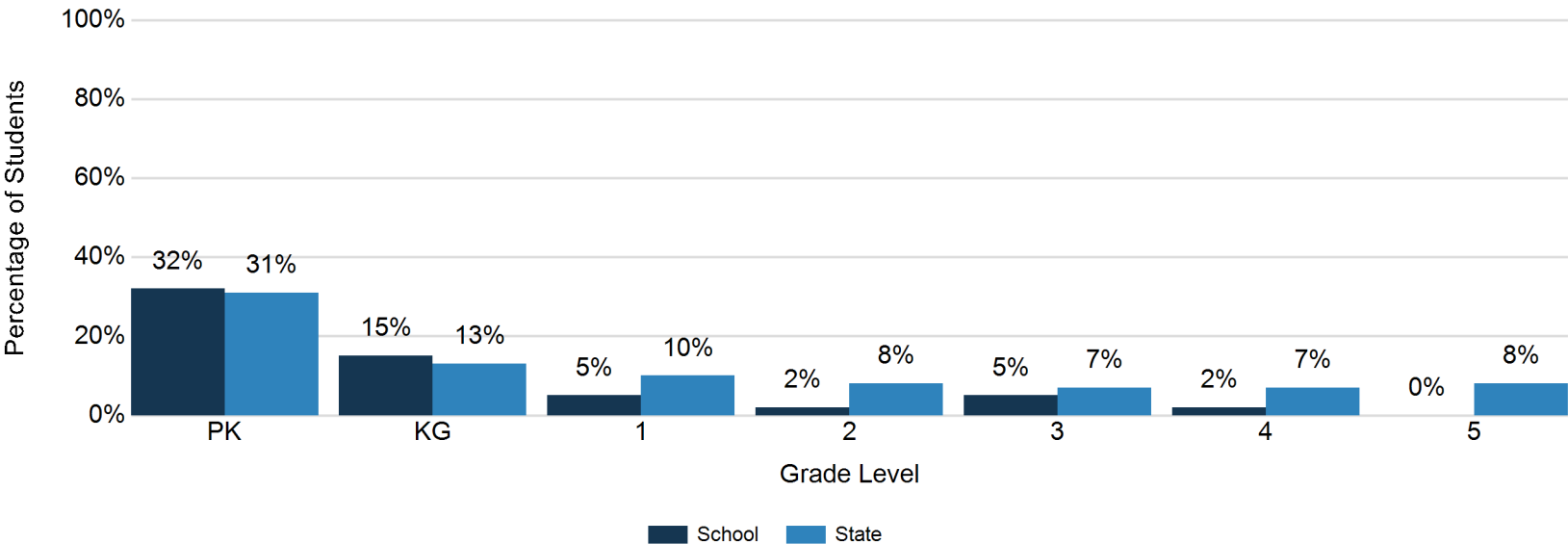- **N** No Data is available to display
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science 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.

2018-2019

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

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	53	28	15	5
White	7	50	29	14
Hispanic	77	18	5	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	46	29	21	4
Male	63	25	6	6
Economically Disadvantaged Students	74	16	5	5
Non-Economically Disadvantaged Students	33	38	24	5
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
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

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(39-4550-080)
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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	11	4.5	8.9	Met
White	3	3.7	8.9	Met
Hispanic	6	4.8	8.9	Met
Black or African American	2	6.9	8.9	Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	3	2.6		
Male	8	6.1		
Economically Disadvantaged Students	4	3.8	8.9	Met
Students with Disabilities	4	8.5	8.9	Met
English Learners	0	0	8.9	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
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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2018-2019

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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.

Grade Level	PK	KG	1	2	3	4	5
School	32%	15%	5%	2%	5%	2%	0%
State	31%	13%	10%	8%	7%	7%	8%

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2018-2019

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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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.38

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

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	0	0
Disability	3	0	3
Other	2	1	3
No Identified Nature	0		0

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 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.
Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	10.1	10.8
Percentage of Teachers with 4 or more years experience in the district	74.2%	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	14	9,530
Average years experience in public schools	18.1	16.0
Average years experience in district	14.6	12.0
Percentage of Administrators with 4 or more years experience in the district	78.6%	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	9:1	11:1
Students to Administrators	265:1	144:1
Teachers to Administrators	31:1	13:1
Students to Librarians/Media Specialists		1010:1
Students to Nurses		404:1
Students to Counselors		252:1
Students to Child Study Team Members		252:1

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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	44.9%	90.3%	100.0%	48.4%	77.1%	54.9%
Male	55.1%	9.7%	0.0%	51.6%	22.9%	45.1%
White	34.7%	83.9%	0.0%	42.4%	83.6%	77.4%
Hispanic	49.4%	12.9%	100.0%	29.9%	7.3%	7.2%
Black or African American	11.3%	3.2%	0.0%	15.0%	6.6%	13.9%
Asian	4.5%	0.0%	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	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

Robert Gordon Elementary School

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2018-2019

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 - 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

Teacher 48%

Admin N/A

Master's Degree

Teacher 52%

Admin

Doctoral Degree

Teacher 0%

Admin 100%

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	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	73.3%	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	96.4%

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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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2018-2019

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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 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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.2%	55.6%	56.9%
Math Proficiency	32.9%	46.7%	54.0%
ELA Growth	43	42	45
Math Growth	50	60	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		57.7%	47.8%
Chronic Absenteeism	6.9%	4.2%	4.5%

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

Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

2018-2019

Report Key:
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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.

	Highlights:	• Curriculum includes a balanced literacy approach, technology infused math, Next Generation Science Standards and hands-on social studies lessons. • Students receive instruction in art, music, technology, world language, and physical education on a weekly basis. • After school enrichment programs include band, chorus and enriched art. Students also have the benefit of critical thinking lessons and STEM infused instruction.
	Mission, Vision, Theme:	The mission of the Roselle Park School District is to provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society.

Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

2018-2019

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School Narrative

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Courses, Curriculum, Instruction:	The core curriculum includes a balanced literacy program including leveled reading instruction, strategy groups to target specific reading skills, and Lucy Calkins' model of writing workshop; Envision 2.0 math; Next Generation Science Standards aligned program; Talented and Gifted in grades K-5; STEAM oriented Technology instruction; Health and Physical Education; World Language instruction; and emphasis on cross curricular integration in world language, music, art, and social studies programs.
Clubs and Activities:	Clubs and activities include Student Character Council, Safety Patrol, Buddy Club, American Young Voices, county and statewide art competitions.

Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

2018-2019

School Narrative

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Before and After School Programs:	Work Family Connections services students from Pre-K to grade 5 before and after school.
Staff and Professional Learning:	Roselle Park's Professional Development Program plays a significant role in the outstanding accomplishment of our district. One of the cornerstone of the program is the belief that the professional development of teachers is the key to an excellent instructional program. Professional Learning opportunities include weekly professional learning communities, monthly vertical and horizontal articulation, five days of professional development provided by the district, and monthly faculty meetings.

Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

2018-2019

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School Narrative

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Student Supports and Services:	Student supports and services include the use of small group instruction and inclusive classrooms in addition to an English language learners program, bilingual resource room, Intervention and Referral Services, Reading Recovery, Basic Skills Instruction, students with disabilities supports and services, occupational therapy, physical therapy and speech and language services.
Student Health and Wellness:	Student health and wellness programs include a breakfast program, physical education twice weekly, recess daily, brain breaks in the classroom, guidance and health lessons in the classroom, dental health programs, lunch bunch and friendship groups.
Parent and Community Involvement:	Parent and Community involvement in the school is strong and includes a district wide Special Education Parent Advisory Group that meets quarterly; the English Language Learners Parent Group that meets quarterly; the Roselle Park Library Committee which meets monthly; the PTA that meets monthly; fifth grade students luncheon yearly; the Parent Portal accessed via Genesis student information system; School Visitation Day; L.E.A.D. Law Enforcement Against Drugs; and band and choral participation in several community sponsored activities such as parades and holiday ceremonies.

NJ SCHOOL PERFORMANCE REPORT

Robert Gordon Elementary School
(39-4550-080)
Grades Offered: PK-05
2018-2019

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.

Climate Surveys:	Is a Climate Survey Used: No
Facilities:	The Robert Gordon School is quite distinctive in that it is the first poured concrete building, created by an experimental process invented by Thomas Edison. All classrooms are air conditioned and there is Wi-fi throughout. There is a spacious and modern art/music room as well as a generous field for recess and an early childhood playground
School Safety:	Safety assemblies are provided for students throughout the school year including the Office Phil Safety Program. The guidance department presents lessons to students on how to remain safe. Regular monthly drill are held and the district employs a stringent visitors policy.

Robert Gordon Elementary School

(39-4550-080)

Grades Offered: PK-05

2018-2019

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School Narrative

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Technology and STEM:	Technology is incorporated into the curriculum throughout all subjects. All classrooms are equipped with Smartboards, students in grades 3-5 have 1:1 devices and students in grade K-2 have 2:1 devices. The Talented & Gifted Program incorporates STEM into lessons at all levels. Upper elementary students have the opportunity to visit the high school makerspace and STEAM lab.
Early Childhood Education:	Roselle Park is committed to celebrating the diverse community, values family and community partnerships in the Pre-School program. The mission of the Pre-School program is to provide students a learning environment that focuses on what children can do and reflects the children's interests. Our curriculum is aligned to the Preschool Teaching and Learning Standards, is evidence-based, and comprehensive to meet the needs of all of our learners.

NJ SCHOOL PERFORMANCE REPORT

Roselle Park High School
(39-4550-050)
Grades Offered: 09-12
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 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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Roselle Park High School
(39-4550-050)
Grades Offered: 09-12
2018-2019

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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	Union
District	Roselle Park Public School District
Principal Name	Mrs. Sarah Costa
Address	185 W WEBSTER AVE ROSELLE PARK, NJ 07204-1617
Phone Number	908-241-4550
Email Address	scosta@rpsd.org
Website	http://rpsdhigh.sharpschool.net/

NJ SCHOOL PERFORMANCE REPORT

Roselle Park High School
(39-4550-050)
Grades Offered: 09-12
2018-2019

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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

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
9	153	135	139
10	151	156	148
11	149	144	154
12	158	153	147
Total	611	588	589

Enrollment Trends by Student Group

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	44.1%	46.2%	48.0%
Male	55.9%	53.8%	52.0%
Economically Disadvantaged Students	39.1%	38.4%	38.1%
Students with Disabilities	13.6%	13.4%	15.1%
English Learners	3.6%	3.6%	3.1%
Homeless Students	0.0%	0.0%	0.7%
Students in Foster Care	0.0%	0.0%	0.2%
Military-Connected Students	0.8%	0.7%	1.2%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	34.5%	32.3%	31.1%
Hispanic	48.4%	50.9%	52.4%
Black or African American	10.3%	9.8%	8.8%
Asian	5.9%	6.4%	7.4%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.2%	0.2%
Two or More Races	0.3%	0.5%	0.2%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	595	572	572
Shared Time Students	32	32	34
Full Time Equivalent	611	588	589

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.

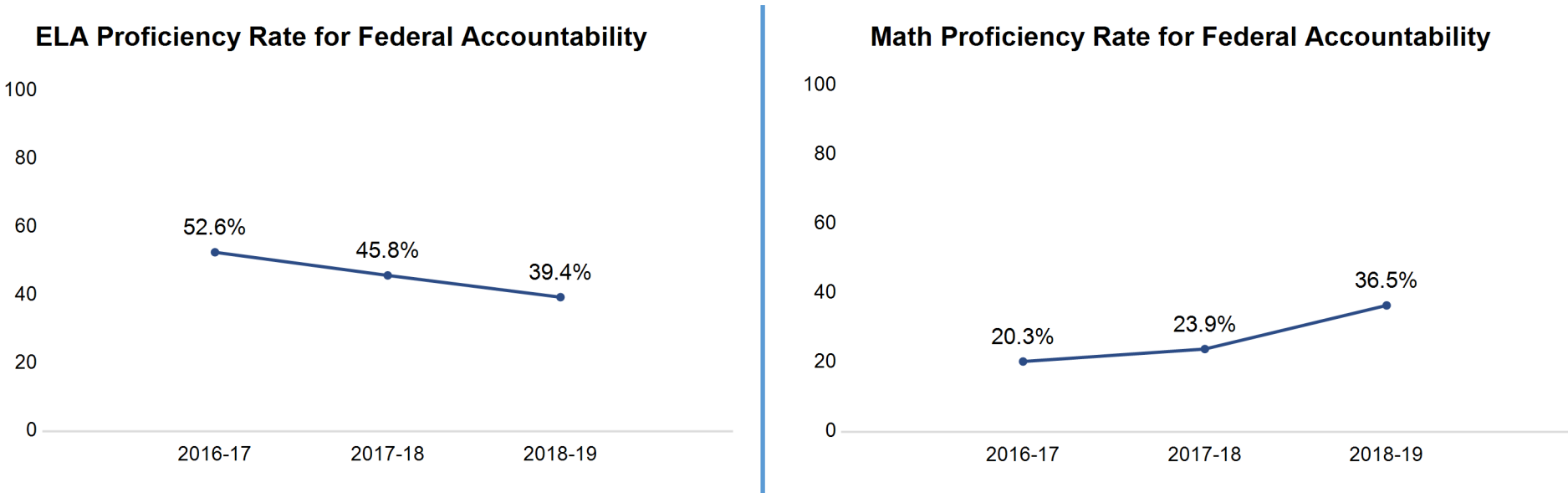| Home Language	% of Students
English	57.9%
Spanish	29.1%
Gujarati	3.1%
Portuguese	1.9%
Albanian	1.5%
Other Languages	6.5%

Roselle Park High School

(39-4550-050)

Grades Offered: 09-12

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.

ELA Proficiency Rate for Federal Accountability

Math Proficiency Rate for Federal Accountability

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.7%	99.6%	100.0%	99.5%	99.5%
Proficiency Rate for Federal Accountability	52.6%	45.8%	39.4%	20.3%	23.9%	36.5%
Annual Target	54.5%	55.9%	57.2%	27.1%	29.9%	32.7%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Not Met	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.

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Roselle Park High School

(39-4550-050)

Grades Offered: 09-12

2018-2019

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	274	99.6	39.4	55.5	57.9	39.4	57.2	Not Met
White	84	98.9	52.4	62.2	66.9	52.4	61	Met Target†
Hispanic	144	100.0	30.6	48.6	43.9	30.6	52.2	Not Met
Black or African American	25	100.0	32.0	51.4	38.5	32.0	52.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	21	100.0	57.1	74.7	82.9	57.1	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	133	99.3	42.9	63.2	64.8	42.9		
Male	141	100.0	36.2	48.1	51.3	36.2		
Economically Disadvantaged Students	97	100.0	30.9	45.5	40.0	30.9	53.7	Not Met
Non-Economically Disadvantaged Students	177	99.4	44.1	60.4	67.9	44.1		
Students with Disabilities	42	100.0	*	16.5	22.7	*	15.8	Met Target†
Students without Disabilities	232	99.6	*	63.1	65.1	*		
English Learners	22	100.0	13.6	35.1	29.3	13.6	33.7	Not Met
Non-English Learners	252	99.6	41.7	59.3	60.6	41.7		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	47.4	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

Roselle Park High School
(39-4550-050)
Grades Offered: 09-12
2018-2019

NJ SCHOOL PERFORMANCE REPORT

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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.

Grade 9: 2016-2017 48%, 2017-2018 41%, 2018-2019 40%
Grade 10: 2016-2017 54%, 2017-2018 49%, 2018-2019 37%
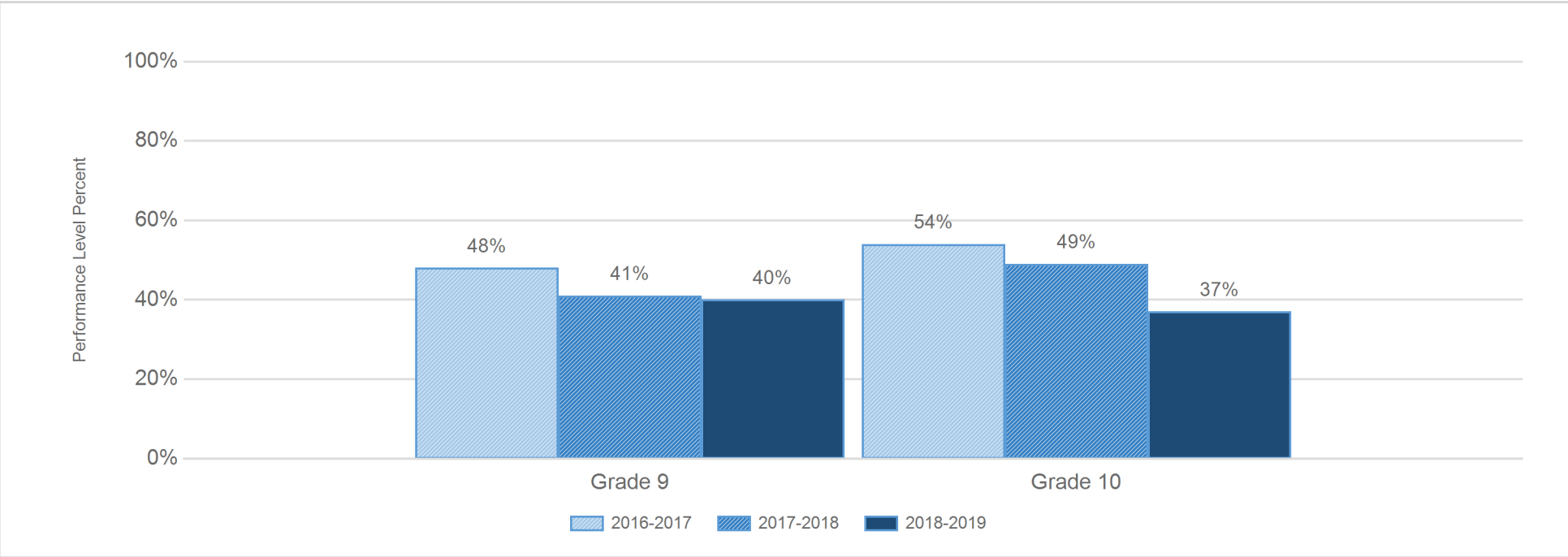
Roselle Park High School

(39-4550-050)

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

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	136	745	745	753	*	18%	39%	*	*	40%	56%
White	49	749	749	762	*	*	31%	*	*	51%	65%
Hispanic	70	741	741	737	*	21%	44%	*	*	31%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	66	751	751	760	*	17%	35%	*	*	47%	63%
Male	70	739	739	746	*	19%	43%	*	*	33%	49%
Economically Disadvantaged Students	45	737	737	734	*	*	44%	*	*	29%	36%
Non-Economically Disadvantaged Students	91	749	749	762	*	*	36%	*	*	45%	65%
Students with Disabilities	22	722	722	717	*	*	45%	*	*	14%	17%
Students without Disabilities	114	749	749	760	*	*	38%	*	*	45%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

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Roselle Park High School

(39-4550-050)

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

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	146	736	736	757	14%	21%	28%	*	*	37%	58%
White	38	744	744	767	*	*	29%	*	*	50%	67%
Hispanic	78	732	732	738	*	28%	32%	*	*	28%	43%
Black or African American	18	726	726	733	*	*	*	*	*	33%	38%
Asian, Native Hawaiian, or Pacific Islander	12	748	748	792	*	0%	*	*	*	58%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	69	742	742	766	*	23%	36%	*	*	38%	66%
Male	77	730	730	749	*	18%	21%	*	*	36%	51%
Economically Disadvantaged Students	59	724	724	735	*	22%	25%	*	*	29%	40%
Non-Economically Disadvantaged Students	87	743	743	767	*	20%	30%	*	*	43%	67%
Students with Disabilities	20	701	701	711	*	*	*	*	*	*	19%
Students without Disabilities	126	741	741	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

Roselle Park High School

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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	203	99.5	36.5	47.1	44.5	36.5	32.7	Met Target
White	59	98.4	45.8	52.9	54.1	45.8	39.8	Met Target
Hispanic	109	100.0	31.2	40.4	28.8	31.2	26	Met Target
Black or African American	18	100.0	27.8	43.0	23.0	27.8	N	N
Asian, Native Hawaiian, or Pacific Islander	17	100.0	47.1	68.1	76.5	47.1	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	104	99.1	34.6	48.9	44.9	34.6		
Male	99	100.0	38.4	45.3	44.2	38.4		
Economically Disadvantaged Students	60	100.0	28.3	34.6	26.3	28.3	30.2	Met Target†
Non-Economically Disadvantaged Students	143	99.3	39.9	53.0	54.9	39.9		
Students with Disabilities	22	100.0	*	14.9	17.4	*	14.8	Not Met
Students without Disabilities	181	99.5	*	53.0	50.0	*		
English Learners	15	100.0	33.3	31.0	25.0	33.3	**	**
Non-English Learners	188	99.5	36.7	50.4	46.5	36.7		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	25.0	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

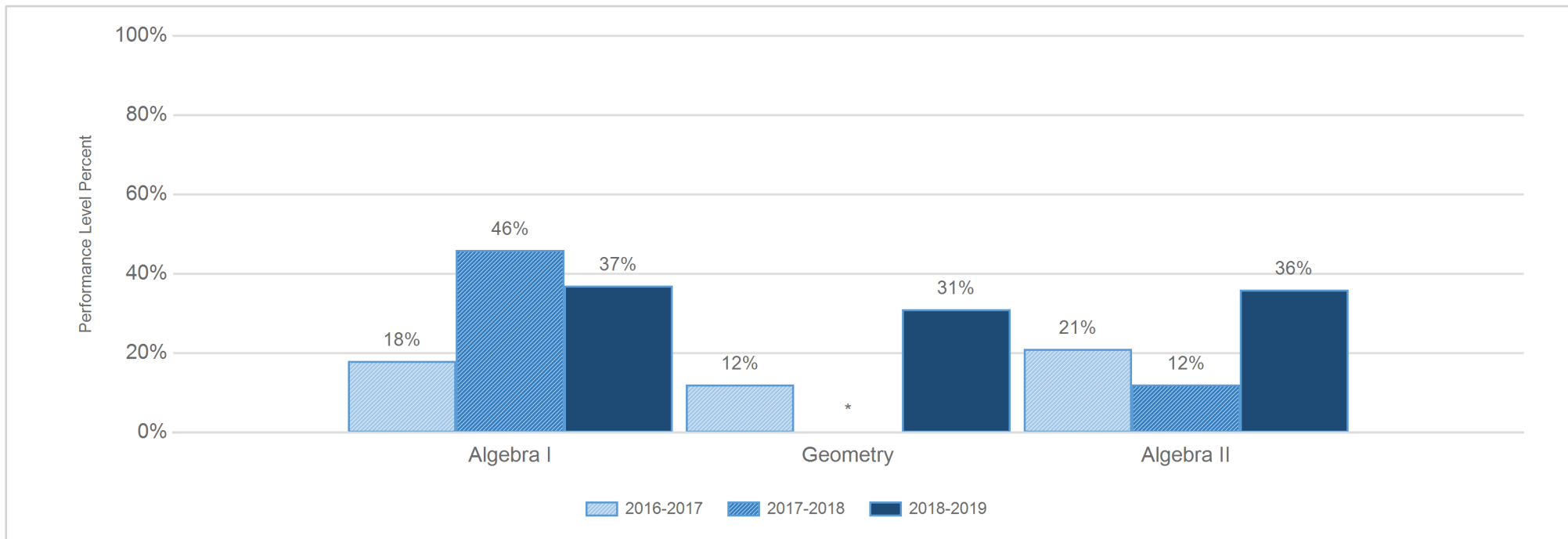**NJ SCHOOL PERFORMANCE REPORT**

Roselle Park High School
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Grades Offered: 09-12
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.

Mathematics Assessment Performance Trends bar chart. Performance Level Percent by course:
- Algebra I: 2016-2017 = 18%, 2017-2018 = 46%, 2018-2019 = 37%
- Geometry: 2016-2017 = 12%, 2017-2018 = *, 2018-2019 = 31%
- Algebra II: 2016-2017 = 21%, 2017-2018 = 12%, 2018-2019 = 36%

† 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.

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NJ SCHOOL PERFORMANCE REPORT

Roselle Park High School
(39-4550-050)
Grades Offered: 09-12
2018-2019

Report Key:
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Mathematics Assessment - Performance by Test: Algebra I

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, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	132	741	751	744	*	*	34%	37%	0%	37%	42%
White	39	746	756	752	*	*	31%	44%	0%	44%	53%
Hispanic	71	739	748	728	*	*	34%	35%	0%	35%	24%
Black or African American	*	*	740	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	62	741	751	745	*	*	34%	39%	0%	39%	44%
Male	70	741	752	743	*	*	34%	36%	0%	36%	41%
Economically Disadvantaged Students	38	731	*	727	*	*	*	29%	0%	29%	23%
Non-Economically Disadvantaged Students	94	745	*	752	*	*	*	40%	0%	40%	52%
Students with Disabilities	17	712	712	717	*	*	*	*	*	*	12%
Students without Disabilities	115	745	756	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

Roselle Park High School

(39-4550-050)

Grades Offered: 09-12

2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	48	736	736	737	*	*	42%	31%	0%	31%	35%
White	11	743	743	743	0%	*	*	*	*	45%	43%
Hispanic	29	732	732	724	*	*	41%	*	*	24%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	25	734	734	738	*	*	*	*	*	24%	36%
Male	23	738	738	736	*	*	*	*	*	39%	34%
Economically Disadvantaged Students	17	731	731	722	*	*	*	*	*	24%	16%
Non-Economically Disadvantaged Students	31	739	739	743	*	*	*	*	*	35%	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

Roselle Park High School

(39-4550-050)

Grades Offered: 09-12

2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

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, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	28	730	730	755	*	*	*	36%	0%	36%	58%
White	11	742	742	758	*	*	*	*	*	45%	62%
Hispanic	11	721	721	731	*	*	*	*	*	18%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	18	730	730	752	*	*	*	*	*	33%	55%
Male	10	730	730	758	*	*	*	*	*	40%	62%
Economically Disadvantaged Students	10	718	718	729	*	*	*	*	*	20%	32%
Non-Economically Disadvantaged Students	18	737	737	761	*	*	*	*	*	44%	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	28	730	730	756	*	*	*	36%	0%	36%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	28	730	730	755	*	*	*	36%	0%	36%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

**Roselle Park High School**
(39-4550-050)
Grades Offered: 09-12
2018-2019

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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
9	N	N
10	N	N
11	*	*

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	72.7%	**	**

† 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	12	*	*
3-4	*	*	*
5 or more	N	N	N

Roselle Park High School

(39-4550-050)

Grades Offered: 09-12

2018-2019

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 11 Summary

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

2018-2019
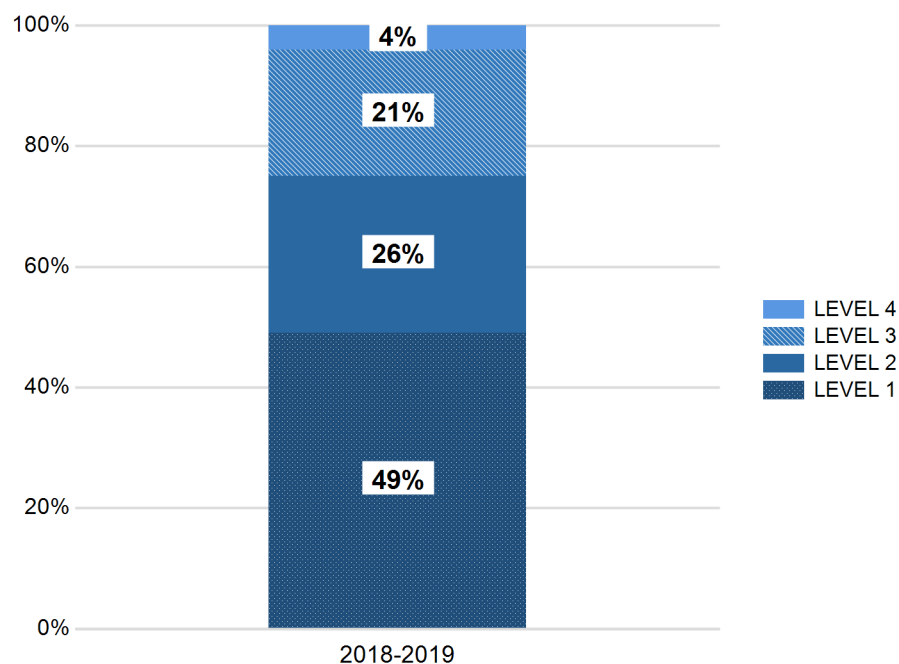
NJSLA Science Assessment: Grade 11

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.

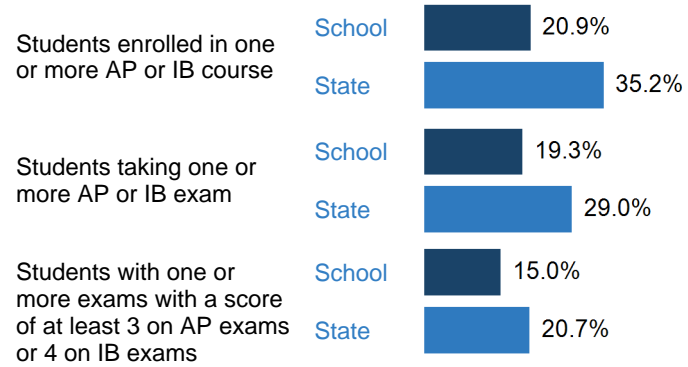| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	49	26	21	4
White	38	29	29	4
Hispanic	57	24	17	2
Black or African American	67	25	8	0
Asian, Native Hawaiian, or Pacific Islander	23	31	31	15
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	43	35	19	4
Male	56	17	23	4
Economically Disadvantaged Students	61	25	9	5
Non-Economically Disadvantaged Students	43	26	28	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	99.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	81.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	20.4%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	453	476	Grade 10: 430 Grade 11: 460	54%	61%
PSAT 10/NMSQT - Math	455	477	Grade 10: 480 Grade 11: 510	28%	43%
SAT - Reading and Writing	506	539	480	65%	70%
SAT - Math	510	541	530	42%	53%
ACT - Reading	21	25	22	50%	66%
ACT - English	20	24	18	70%	81%
ACT - Math	22	24	22	53%	65%
ACT - Science	21	24	23	33%	57%

Roselle Park High School

(39-4550-050)

Grades Offered: 09-12

2018-2019

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.

Students enrolled in one or more AP or IB course
- School: 20.9%
- State: 35.2%

Students taking one or more AP or IB exam
- School: 19.3%
- State: 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School: 15.0%
- State: 20.7%

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.

Students enrolled in one or more dual enrollment course
- School: 0.0%
- State: 19.0%
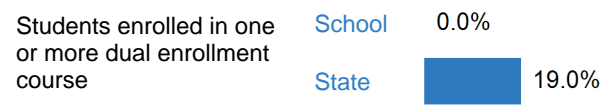
AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	8	8
AP Calculus AB	16	15
AP Chemistry	9	8
AP Computer Science A	24	8
AP Computer Science Principles	0	14
AP English Literature and Composition	11	11
AP Human Geography	10	10
AP Physics 1	0	1
AP Physics C: Mechanics	0	1
AP Psychology	0	1
AP Spanish Language	14	14
AP Statistics	10	7
AP U.S. History	7	6
Total Exams taken		104
Exams with scores of at least 3 on AP exams or 4 on IB exams		71

NJ SCHOOL PERFORMANCE REPORT

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(39-4550-050)

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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)

School   *

State   7.7%

CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

School   2.2%

State   10.3%
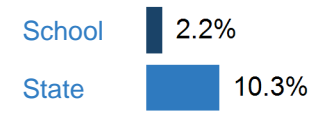
Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences

School   0.0%

State   3.3%

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	*	2.2%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	*	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	*	*	7.3%	10.6%
Male	*	*	8.0%	10.1%
Economically Disadvantaged Students	*	*	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School   *

State | 0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Arts, AV Technology & Communications	*		
Education and Training	*		
Health Science	*		
Hospitality & Tourism	*	*	*
Human Services	*	*	*
Information Technology	0	*	*
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	34	*	*

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	47	2	0	0	0	1	1
10	49	18	14	8	0	24	1
11	6	6	85	36	8	3	63
12	0	1	19	63	31	12	25
Total	102	27	118	107	39	40	90
Enrolled in AP/IB Course					16	10	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	1	0	135	0	0	3
10	133	5	10	0	0	18
11	16	74	3	0	12	85
12	1	7	2	0	34	73
Total	151	86	150	0	46	179
Enrolled in AP/IB Course	8	9		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

Roselle Park High School

(39-4550-050)

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2018-2019

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	135	2	0	0	0	18
10	5	141	0	0	0	9
11	6	141	0	13	9	18
12	1	31	8	52	31	61
Total	147	315	8	65	40	106
Enrolled in AP/IB Course	0	7	0	0		10
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	99	26	0	0	0	0	0
10	98	31	0	0	0	0	0
11	95	19	0	0	0	0	0
12	29	8	0	0	0	0	0
Total	321	84	0	0	0	0	0
Enrolled in AP/IB Course	14	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	70	26	0	0	0	0	0

Roselle Park High School
(39-4550-050)
Grades Offered: 09-12
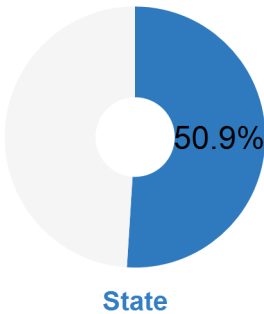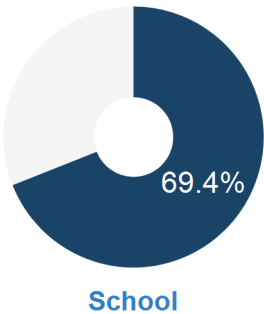2018-2019

NJ SCHOOL PERFORMANCE REPORT

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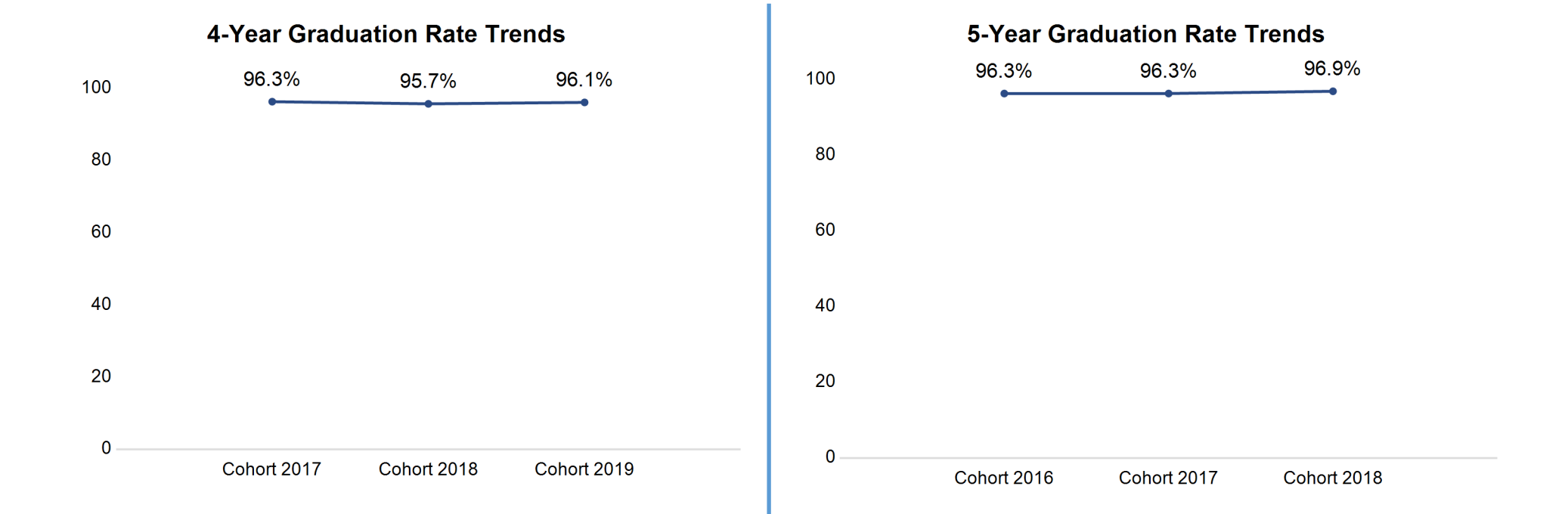**†** This indicates a table specific note,see note below table

Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	2	0	0	0	0	0
11	11	0	0	0	0	0
12	11	0	0	0	0	0
Total	24	0	0	0	0	0
Enrolled in AP/IB Course	24		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	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 9-12:

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

School: 69.4%

State: 50.9%

Students enrolled in one or more classes by discipline:

MUSIC
School 22.8%
State 17.6%

DANCE
School 0.0%
State 2.3%

DRAMA
School 0.0%
State 3.9%

VISUAL ARTS
School 59.4%
State 32.9%

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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends

96.3%   95.7%   96.1%

Cohort 2017   Cohort 2018   Cohort 2019

5-Year Graduation Rate Trends

96.3%   96.3%   96.9%

Cohort 2016   Cohort 2017   Cohort 2018

Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	96.3%	95.7%	96.1%	96.3%	96.3%	96.9%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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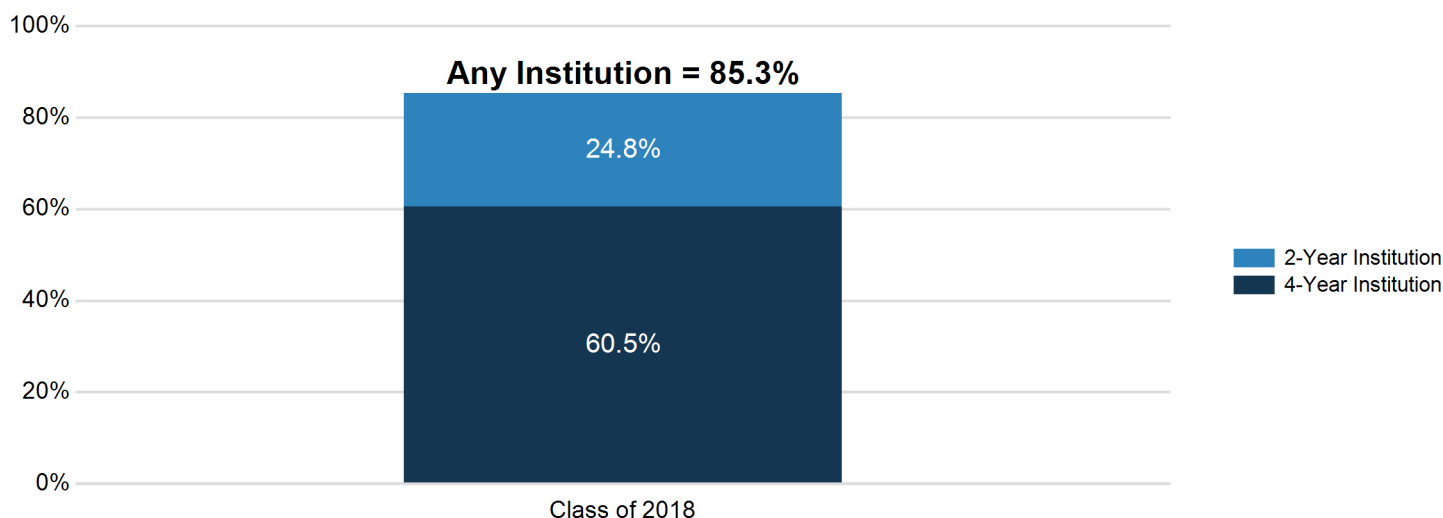Grades Offered: 09-12

2018-2019

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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	96.1%	90.6%	96.9%	92.5%	95.7%	N	Met Goal	96.3%	N	Met Goal
White	94.4%	94.9%	96.8%	95.9%	96.8%	N	Met Goal	96.7%	N	Met Goal
Hispanic	96.2%	84.5%	95.8%	87.3%	94.4%	91.5%	Met Target	94.4%	96.0%	Not Met
Black or African American	*	83.3%	100.0%	87.1%	100.0%	N	Met Goal	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	N	91.4%	*	94.2%	*	**	**	N	N	N
Female	94.9%	92.8%	96.9%	94.4%	95.3%			98.4%		
Male	97.4%	88.5%	97.0%	90.8%	96.0%			95.0%		
Economically Disadvantaged Students	97.0%	84.0%	95.1%	87.3%	93.4%	90.7%	Met Target	92.8%	96.0%	Not Met
Students with Disabilities	91.3%	79.2%	88.9%	83.8%	88.9%	89.1%	Not Met	87.5%	91.7%	Not Met
English Learners	83.3%	75.4%	90.0%	80.1%	90.0%	**	**	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	80.5%	57.7%
Substitute Competency Test	10.7%	28.9%
Portfolio Appeals Process	0.7%	2.0%
Alternate Requirements specified in IEP	8.1%	11.4%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.3%	1.2%
2017-2018	0.3%	1.2%
2016-2017	0.5%	1.1%

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation

Any Institution = 85.3%

- 2-Year Institution
- 4-Year Institution

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	24.8%
% Enrolled in 4-Year Institution	60.5%
% Enrolled in Any Postsecondary Institution	85.4%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	74.2%	25.9%	74.1%
White	82%	26.8%	73.2%
Hispanic	67.9%	24.5%	75.5%
Black or African American	76.9%	20%	80%
Asian, Native Hawaiian, or Pacific Islander	80%	37.5%	62.5%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	68.9%	23.8%	76.2%
Students with Disabilities	25%	80%	20%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

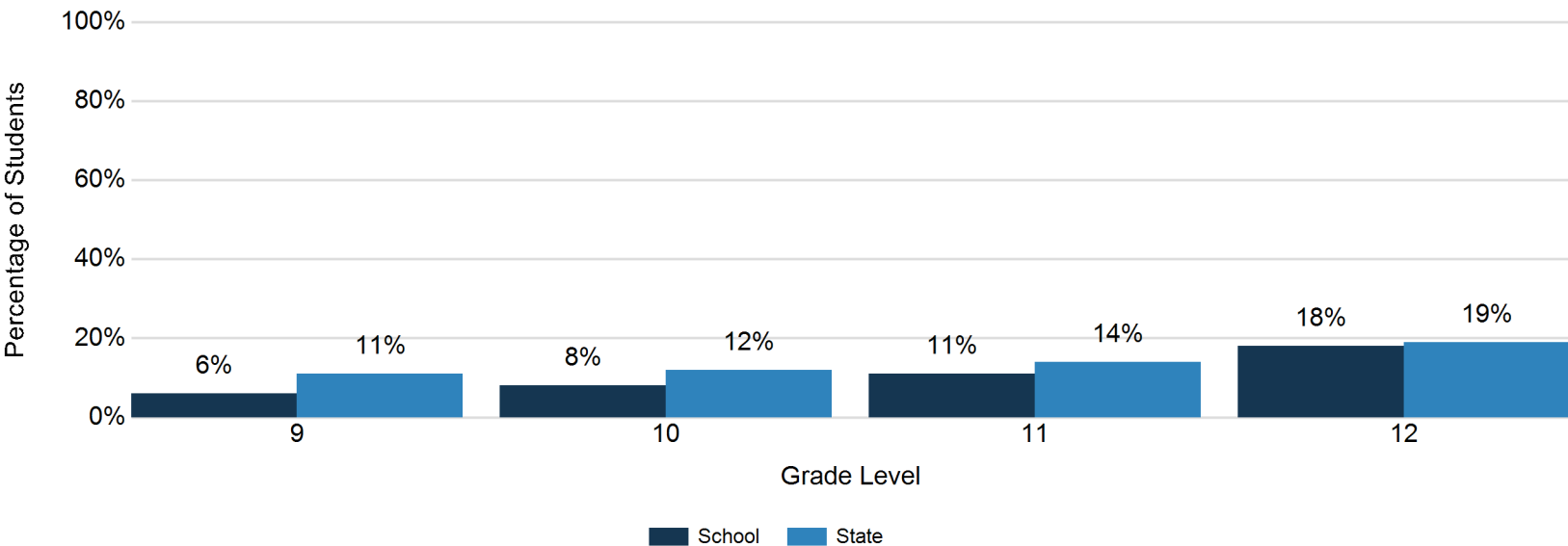| Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	85.4%	29.1%	70.9%	79.9%	20.1%	83.6%	16.4%
White	85.2%	26.9%	73.1%	78.8%	21.2%	76.9%	23.1%
Hispanic	85.3%	34.5%	65.5%	81%	19%	91.4%	8.6%
Black or African American	90.9%	25%	75%	75%	25%	75%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	87.2%	43.9%	56.1%	90.2%	9.8%	90.2%	9.8%
Students with Disabilities	61.5%	43.8%	56.3%	75%	25%	68.8%	31.3%
English Learners	*	*	*	*	*	*	*

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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	66	10.9	14.2	Met
White	28	14.9	14.2	Not Met
Hispanic	32	10.0	14.2	Met
Black or African American	5	9.4	14.2	Met
Asian, Native Hawaiian, or Pacific	1	2.3	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	26	8.9		
Male	40	12.7		
Economically Disadvantaged Students	27	11.8	14.2	Met
Students with Disabilities	15	14.6	14.2	Not Met
English Learners	1	5.6	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
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.

Bar chart — Percentage of Students vs. Number of Absences:
- 0: 6%
- 1-5: 33%
- 6-10: 33%
- 11-15: 13%
- Over 15: 15%

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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.

Chronic Absenteeism by Grade — bar chart showing Percentage of Students by Grade Level for School and State.

Grade Level	School	State
9	6%	11%
10	8%	12%
11	11%	14%
12	18%	19%

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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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.36

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)	1
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	14	2.4%
Out-of-School Suspensions	25	4.2%
Any Suspension	36	6.1%
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
47

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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	7:55 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 41 Mins
Shared Time - Instructional Time	5 Hrs. 41 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Administrators – Experience (District Level)

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

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	55	118,214
Average years experience in public schools	15.3	12.1
Average years experience in district	14.0	10.8
Percentage of Teachers with 4 or more years experience in the district	85.5%	75.3%

Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,530
Average years experience in public schools	18.1	16.0
Average years experience in district	14.6	12.0
Percentage of Administrators with 4 or more years experience in the district	78.6%	76.9%

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	147:1	144:1
Teachers to Administrators	14:1	13:1
Students to Librarians/Media Specialists		1010:1
Students to Nurses		404:1
Students to Counselors		252:1
Students to Child Study Team Members		252:1

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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	48.0%	58.2%	75.0%	48.4%	77.1%	54.9%
Male	52.0%	41.8%	25.0%	51.6%	22.9%	45.1%
White	31.1%	85.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	52.4%	12.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.4%	1.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	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	0.2%	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

Teacher — 44%
Admin — N/A

Master's Degree

Teacher — 56%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 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	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	73.3%	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	96.1%

Roselle Park High School

(39-4550-050)

Grades Offered: 09-12

2018-2019

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.

Roselle Park High School

(39-4550-050)

Grades Offered: 09-12

2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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† This indicates a table specific note, see note below table

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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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.

Roselle Park High School

(39-4550-050)

Grades Offered: 09-12

2018-2019

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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 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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	52.6%	45.8%	39.4%
Math Proficiency	20.3%	23.9%	36.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.3%	95.7%	96.1%
5-Year Graduation Rate†	96.3%	96.3%	96.9%
Progress toward English Language Proficiency		75.0%	72.7%
Chronic Absenteeism	8.7%	8.7%	10.9%

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

Roselle Park High School

(39-4550-050)

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2018-2019

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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.

NJ SCHOOL PERFORMANCE REPORT

Roselle Park High School
(39-4550-050)
Grades Offered: 09-12
2018-2019

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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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Met Target	Met Goal	Met Goal	**	Met	No
White	Met Target†	Met Target	Met Goal	Met Goal	n/a	Not Met	No
Hispanic	Not Met	Met Target	Met Target	Not Met	n/a	Met	No
Black or African American	Not Met	N	Met Goal	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	N	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Met Target†	Met Target	Not Met	n/a	Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	Not Met	**	**	**	**	**	No

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

NJ SCHOOL PERFORMANCE REPORT

Roselle Park High School
(39-4550-050)
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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.

Highlights:	• Caring and committed staff with dedicated and motivated students. • Technology integrated throughout the day with 1:1 personal laptops. • Strong STEAM program. Architecture, Engineering and Design, Computer Science, Robotics, Arts, Graphics and Music.
Mission, Vision, Theme:	Roselle Park is a residential, suburban town, 18 miles from New York City. The population exceeds 13,000 and consists of middle-income, mostly working class families. The district's mission is to provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society. The high school mission is to show each student that we care by connecting him or her to our school and community, to collaborate well as educators and to communicate well with all stakeholders.
Awards, Recognition, Accomplishments:	For a small school of 600 students, Roselle Park High School offers a tremendous amount of opportunities for students both inside and outside of the classroom. Small schools also offer students more opportunity to connect with peers and staff, and unique opportunities for social and emotional growth such as peer counseling and volunteering experiences.The College Board's recently released 2018 Advanced Placement score results show Roselle Park High School in line with state average and well above the global mean. Seventy-two percent of AP testers in NJ and in Roselle Park earned passing scores.Roselle Park High School is highly involved in the Technology Student Association. Last year, the Architectural Design Team took first place in the nation. The year prior, the students took first place in the nation for Music Production. In athletics, the bowling, softball, baseball and girls soccer teams took Sectional and/or Division titles.

Roselle Park High School

(39-4550-050)

Grades Offered: 09-12

2018-2019

School Narrative

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Courses, Curriculum, Instruction:	The school day consists of an 8-period day with forty-minute periods, a "0" period for selected courses, and a 9th period one day per week for AP Biology and AP Chemistry labs. Students select required and elective courses that are keyed to the New Jersey Core Curriculum Content Standards. The high school affiliates with Union County Vocational/Technical Schools on a shared-time basis. Honors courses are offered in English, Business, Mathematics, Science, Social Studies, World Languages and Technology. Ten Advanced Placement courses are offered in a variety of disciplines. Many STEM-related independent study courses are available and offer students the opportunity to learn at various times throughout the day. RPHS offers an extensive program in Technical Drawing and Architecture in which CAD design is prominent. The school offers a comprehensive STEAM program to all students.
Sports and Athletics:	Sports Offered: Baseball (Boys & Girls), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Girls), Football (Boys & Girls), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls), Wrestling (Boys) There is a high level of participation in extra-curricular sports and athletics programs. Students are offered eighteen inter-scholastic sports in addition to marching band, instrumental music, musical, percussion ensemble, chorus, drama, school musicals and yearbook. Last year the school's Girls Soccer Team was the Union County Conference Sky Division Champions. In the Winter season the wrestling took the UCC Watchung Division Championship, and the North 2, Group 1 Sectional Champions. In the Spring the Baseball team was the UCC Valley Division Champs. Finally, the Softball team was the UCC Mountain Division Champs, Union County Champs, North 2 Group 1 Sectional Champs, and the Group 1 State Champions.
Clubs and Activities:	Twenty-eight different clubs are offered to students. Some areas in which student leadership is evident is the Student Council, class government, National Honors Society, Health Careers Club, Art Club, and the ESL club. Through SASS, student volunteers participate in an intergenerational community service organization that brings high school students and senior citizens together in various social situations. The Interact club in conjunction with the local Rotary Club enables students to participate in many community-based projects. The school has model programs in peer-to-peer counseling (Crisis Center) and meditation. The award-winning robotics and design teams are competitive in state and national contests. Students may choose to participate in cooking clubs, video game design, Gay Straight Alliance, Dance Club, World Language Club, P.O.C.A., STEM Girls, Anime and many more.

NJ SCHOOL PERFORMANCE REPORT

Roselle Park High School
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Before and After School Programs:	Active student leadership is evident in the Student Council, class government, National Honor Societies, and community service opportunities. The school has model programs in peer-to-peer counseling and mediation, human relations, and students have opportunities to participate in groundbreaking experiential education in social justice and diversity.
Staff and Professional Learning:	The professional staff consists of 80 members including administrators, teachers, nurse, counselors, library/media specialist, special educators, clinical social worker, child study team members and paraprofessionals. The counseling staff including a Director of Guidance/Testing and three full- time counselors counsel individuals and groups in academics, career and personal matters. The faculty/student ratio is 1 - 13. Approximately 73% of the staff hold advanced degrees.
Postsecondary Information:	Roselle Park High School prepares students for college and post-secondary experiences. 88% of students are accepted to a two or four year college with 5% going into the military or other trade. SAT prep classes are part of the curriculum and after school program offerings. Many students move on the careers and majors in the STEAM areas, as this is a strong part of the school curriculum. The school's AP Computer Science enrollment exceeds the state average.

Roselle Park High School

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Student Supports and Services:	The Roselle Park School District prides itself in assisting our most needy students. At the high school the program coordinates education, prevention and intervention programs and services to address the academic, behavioral, social/emotional, health, safety, and alternative education needs of students. They work collaboratively with students, parents, staff and community partners to provide supports that increase student access to instruction and reduce barriers to success in school. Our role includes serving as advocates, consultants and liaisons between school, home and the community from initial school registration to graduation to adult education.The Academy is an alternative program designed to service a wide range of students, both regular and special education. Students attending our program may desire a smaller, more therapeutic learning environment while others may be dealing with behavioral, social, or emotional challenges that require more attention.
Student Health and Wellness:	Roselle Park High School is committed to promoting the physical, social, emotional, and mental well-being of our students, staff, families and community. Students, staff and parents have readily accessible to them many resources for assistance both from the school and the community. The high school has a full time school nurse, a full time social worker, an assigned SAC and a strong team of three guidance counselors for just under 600 students. There is a school peer leadership program (Crisis Center) and a very active Safety Team. Pomptonian Food Services serves breakfast and lunch daily.
Parent and Community Involvement:	Roselle Park High School has very strong parent and community support. The Parent Teacher Student Association raises thousands of dollars annually for the school and student scholarships. Various booster clubs for the Marching Band, and various teams support athletics. The Dad's Club support all teams and meets monthly. Parents may access the Genesis Parent Portal at any time to view student progress and academics.

Roselle Park High School

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Climate Surveys:	A school survey is conducted twice annually to poll students and staff on various issues relating to school climate. As part of the goals of the Safety Team, students are polled at the start and end of the school year to initiate an action plan and to determine the needs of the students as it pertains to school climate and safety.
Facilities:	Roselle Park High School was built in 1966. Multiple renovations have occurred since then, most recently to include a full update of the Media Center in 2018 and now, just completed in 2019 a new STEAM Wing. The building renovated the auditorium in 2010, and just prior the Television Studio. The students and staff take great pride in their facilities and they are kept up well and used in creative ways to maximize learning.
School Safety:	Roselle Park High School uses a variety of practices and procedures to promote the safety of students, staff and faculty. The campus is a closed campus at all times, with all visitors requiring an appointment at least 15 minutes prior and approved identification upon being buzzed into the buildings. All students and staff are required to have proper school identification. There is a written plan of school safety and security measures for various scenarios. Drills in school security and fire drill are conducted at least twice monthly. The high school building is under security camera surveillance 24 hours a day. An armed police officer is present at the start of each school day.

NJ SCHOOL PERFORMANCE REPORT

Roselle Park High School
(39-4550-050)
Grades Offered: 09-12
2018-2019

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Technology and STEM:	During the 2017-2018 school year a student-led committee completely redesigned and then renovated the school's Media Center to include a new Makerspace area, a Socratic Seminar for full class instruction, a quiet study and group study area as well as new book racks, technology and a new media center specialist work area. This year a similar group of students has worked to design a new STEAM wing that officially opened after a full renovation in January of 2019. The space includes a fully updated woodshop and engineering design studio, and architectural classroom and a robotics and computer science classroom. The school recently added an additional full time art teacher, expanding its offerings in photography, art, and graphics.

NJ SCHOOL PERFORMANCE REPORT

Roselle Park Middle School
(39-4550-085)
Grades Offered: 06-08
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 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

Notes from the New Jersey Department of Education:

Roselle Park Middle School

(39-4550-085)

Grades Offered: 06-08

2018-2019

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	Union
District	Roselle Park Public School District
Principal Name	Ms. Patricia Gois
Address	57 W GRANT AVE ROSELLE PARK, NJ 07204-2217
Phone Number	908-245-1634
Email Address	pgois@rpsd.org
Website	http://rpsdmiddle.sharpschool.net

NJ SCHOOL PERFORMANCE REPORT

Roselle Park Middle School

(39-4550-085)

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2018-2019

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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

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
6	159	168	183
7	165	166	171
8	144	168	175
Total	469	504	529

Enrollment Trends by Student Group

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	51.0%	48.0%	47.3%
Male	49.0%	52.0%	52.7%
Economically Disadvantaged Students	39.9%	35.1%	32.3%
Students with Disabilities	12.8%	14.9%	16.8%
English Learners	3.6%	3.4%	4.3%
Homeless Students	0.4%	0.0%	0.2%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	1.5%	2.0%	2.3%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	33.3%	33.1%	30.8%
Hispanic	46.9%	47.2%	49.3%
Black or African American	8.3%	9.7%	10.2%
Asian	10.9%	9.3%	8.7%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.4%	0.4%	0.8%

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.

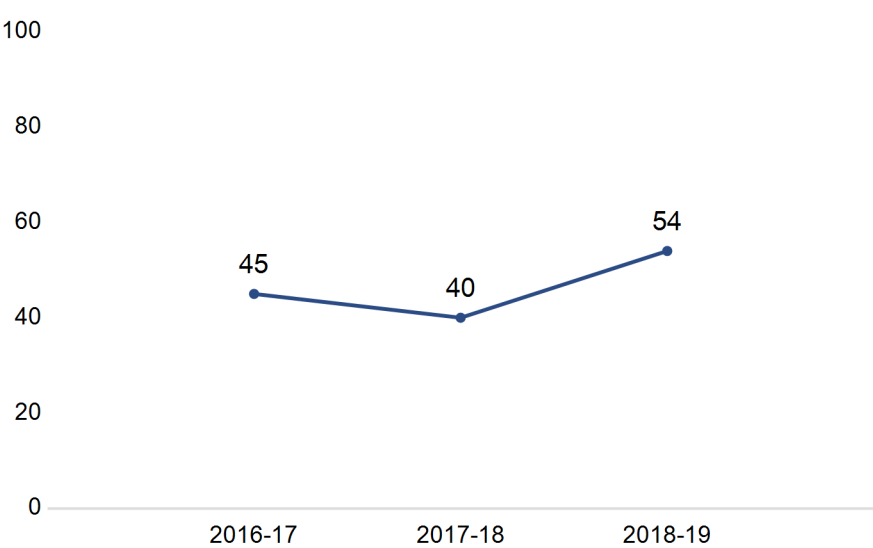| Home Language	% of Students
English	66.5%
Spanish	25.0%
Gujarati	1.7%
Other Languages	6.8%

Roselle Park Middle School

(39-4550-085)

Grades Offered: 06-08

2018-2019

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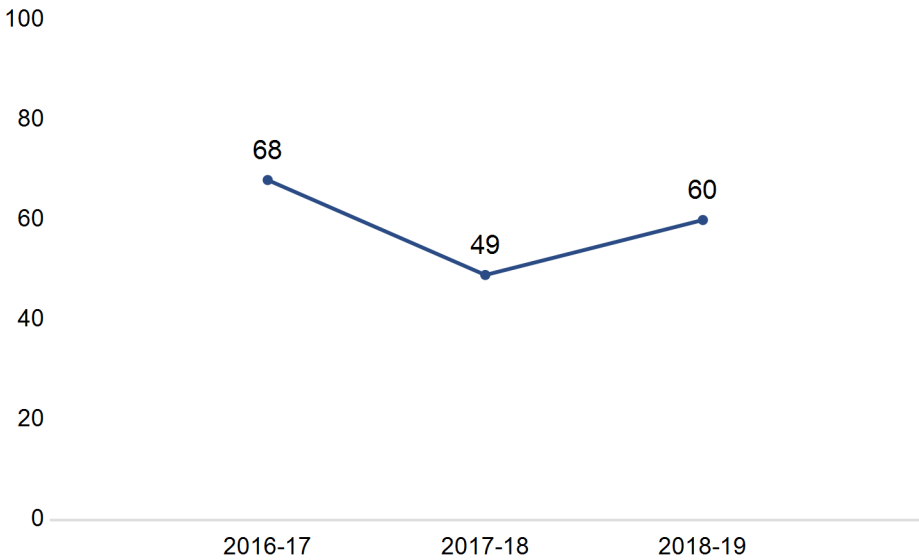* **†** This indicates a table specific note, see note below table

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	45	40	54	68	49	60
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

4

Roselle Park Middle School

(39-4550-085)

Grades Offered: 06-08

2018-2019

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	54	54	50	Met Standard	60	59	50	Exceeds Standard
White	52	52	50	Met Standard	66	61	52	Exceeds Standard
Hispanic	51	52	49	Met Standard	54.5	55	47	Met Standard
Black or African American	57.5	62	45	Met Standard	56.5	55.5	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	67	67	59	Exceeds Standard	71	73.5	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	54.5	49	**	*	*	52	**
Female	60	60	53	N	60	55	50	N
Male	48	50	47	N	58.5	62	51	N
Economically Disadvantaged Students	51	51	48	Met Standard	55	57	46	Met Standard
Students with Disabilities	48.5	46	43	Met Standard	64	67	45	Exceeds Standard
English Learners	57.5	54	52	Met Standard	59	60	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	41.5	57	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Roselle Park Middle School

(39-4550-085)

Grades Offered: 06-08

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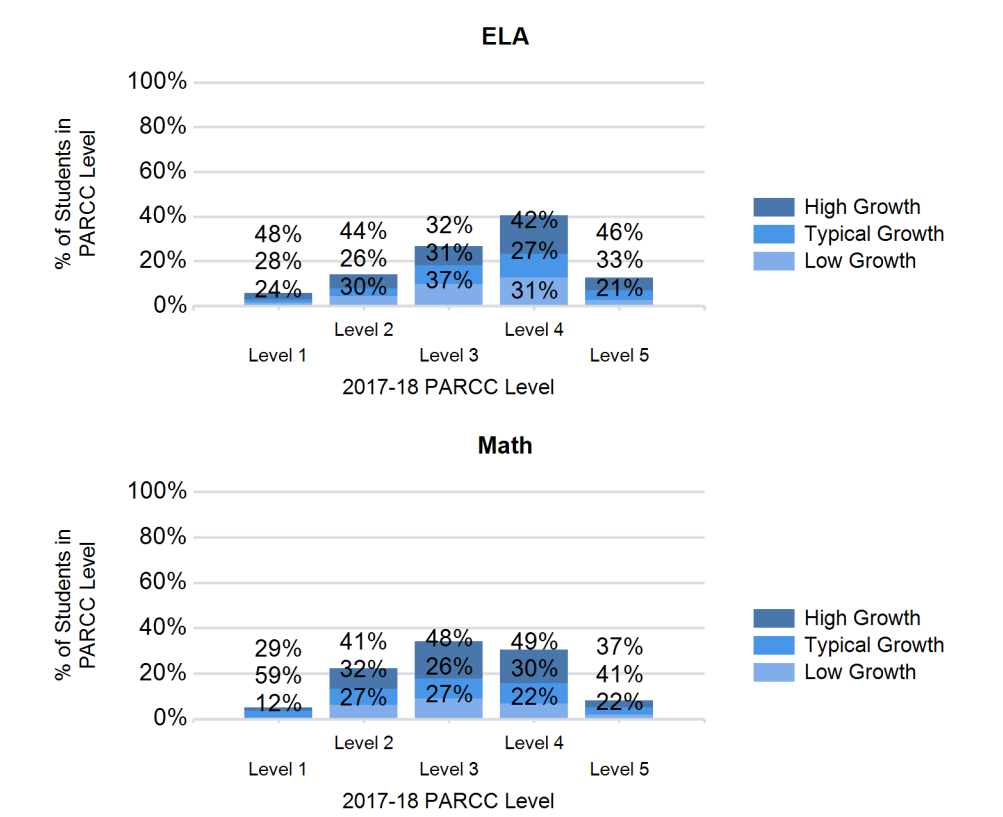* **†** This indicates a table specific note, see note below table

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.
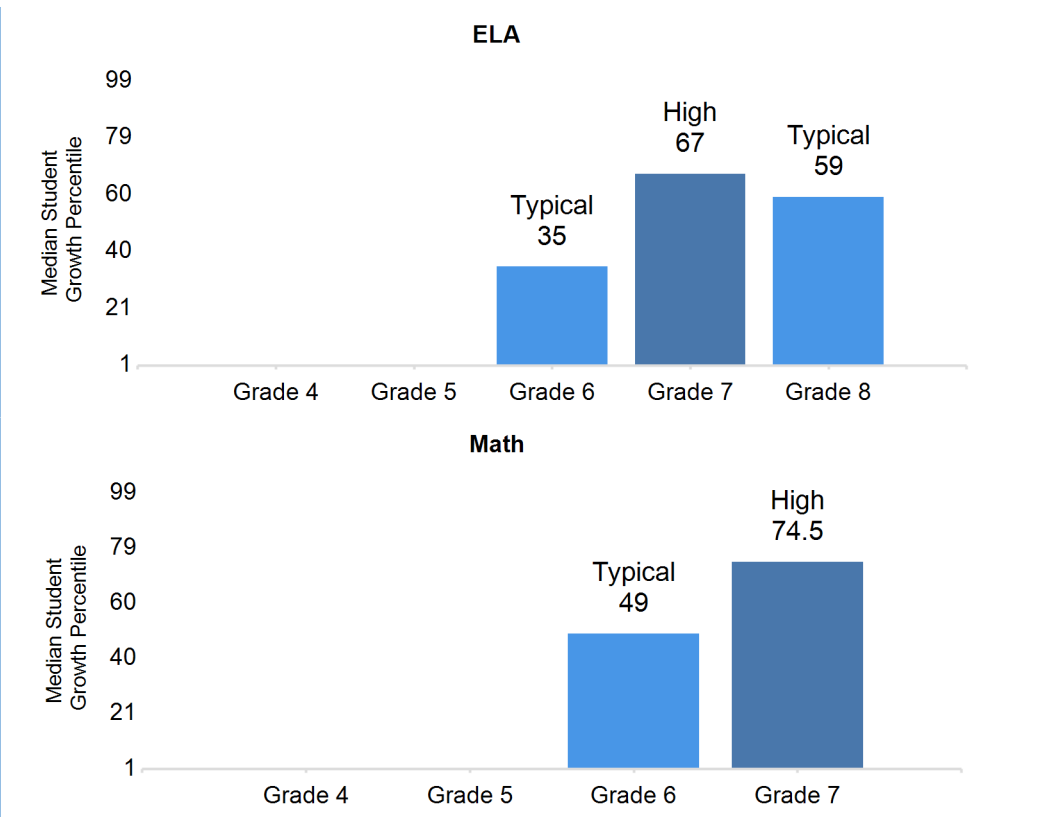
Student Growth by Performance Level

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.

ELA

% of Students in PARCC Level

Level 1	Level 2	Level 3	Level 4	Level 5
48%	44%	32%	42%	46%
28%	26%	31%	27%	33%
24%	30%	37%	31%	21%

2017-18 PARCC Level

- High Growth
- Typical Growth
- Low Growth

Math

% of Students in PARCC Level

Level 1	Level 2	Level 3	Level 4	Level 5
29%	41%	48%	49%	37%
59%	32%	26%	30%	41%
12%	27%	27%	22%	22%

2017-18 PARCC Level

- High Growth
- Typical Growth
- Low Growth

ELA

Median Student Growth Percentile

- Grade 6: Typical 35
- Grade 7: High 67
- Grade 8: Typical 59

Math

Median Student Growth Percentile

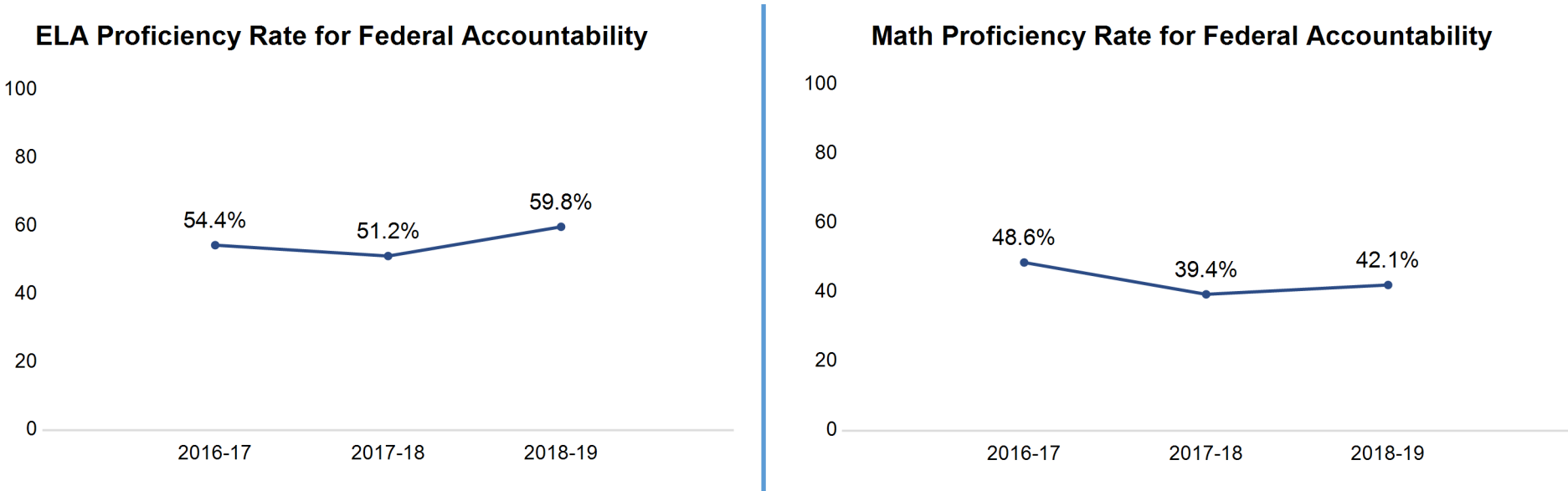- Grade 6: Typical 49
- Grade 7: High 74.5

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Roselle Park Middle School

(39-4550-085)

Grades Offered: 06-08

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.

ELA Proficiency Rate for Federal Accountability

- 2016-17: 54.4%
- 2017-18: 51.2%
- 2018-19: 59.8%

Math Proficiency Rate for Federal Accountability

- 2016-17: 48.6%
- 2017-18: 39.4%
- 2018-19: 42.1%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.1%	98.6%	99.4%	99.1%	98.6%	99.4%
Proficiency Rate for Federal Accountability	54.4%	51.2%	59.8%	48.6%	39.4%	42.1%
Annual Target	53.6%	55.0%	56.4%	46.1%	47.9%	49.7%
Met Annual Target?	Met Target	Not Met	Met Target	Met Target	Not Met	Not Met
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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NJ SCHOOL PERFORMANCE REPORT

Roselle Park Middle School

(39-4550-085)

Grades Offered: 06-08

2018-2019

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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	513	99.4	59.8	55.5	57.9	59.8	56.4	Met Target
White	161	98.8	65.2	62.2	66.9	65.2	60.1	Met Target
Hispanic	252	99.6	54.0	48.6	43.9	54.0	49.7	Met Target
Black or African American	52	100.0	53.8	51.4	38.5	53.8	50.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.7	82.9	*	78.8	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	243	100.0	69.5	63.2	64.8	69.5		
Male	270	98.9	51.1	48.1	51.3	51.1		
Economically Disadvantaged Students	162	100.0	48.8	45.5	40.0	48.8	44.6	Met Target
Non-Economically Disadvantaged Students	351	99.2	65.0	60.4	67.9	65.0		
Students with Disabilities	84	97.7	13.1	16.5	22.7	13.1	27.2	Not Met
Students without Disabilities	429	99.8	69.0	63.1	65.1	69.0		
English Learners	79	100.0	35.4	35.1	29.3	35.4	22.6	Met Target
Non-English Learners	434	99.3	64.3	59.3	60.6	64.3		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	11	100.0	45.5	47.4	57.8	45.5		
Migrant Students	N	N	N	N	30.4	N		

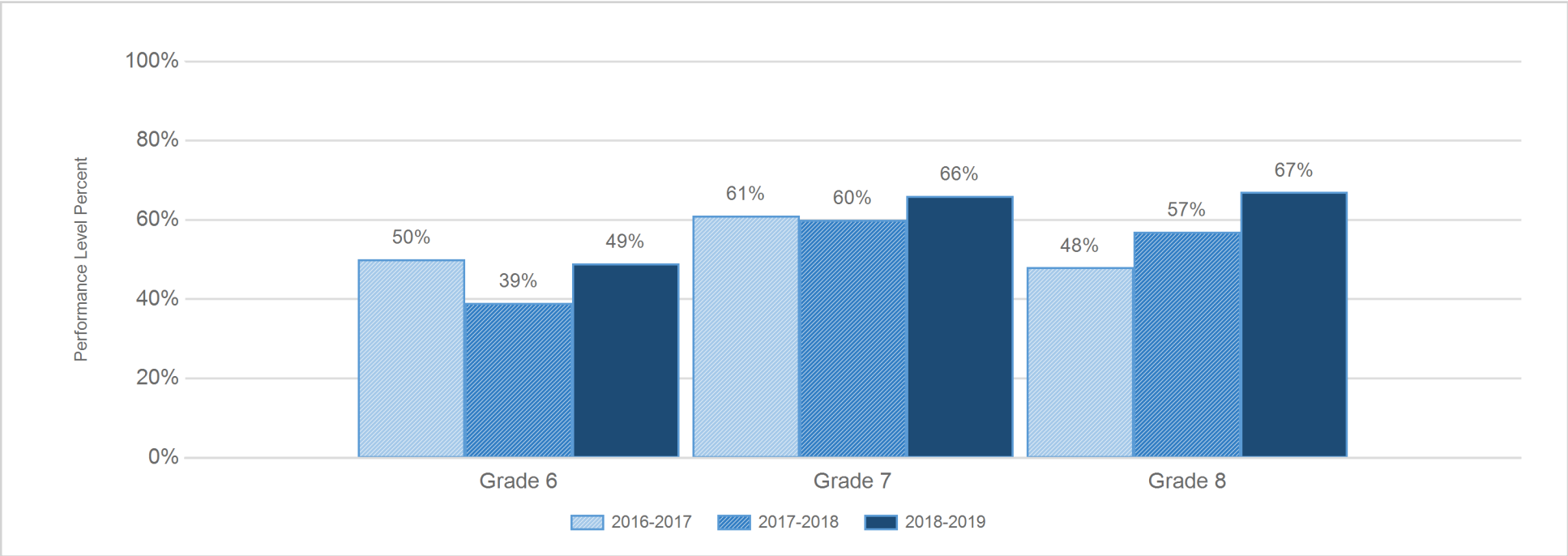† Target was met within a confidence interval.

Roselle Park Middle School

(39-4550-085)

Grades Offered: 06-08

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.

NJ SCHOOL PERFORMANCE REPORT

Roselle Park Middle School

(39-4550-085)

Grades Offered: 06-08

2018-2019

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	179	747	747	754	10%	16%	26%	37%	11%	49%	56%
White	59	748	748	762	*	*	25%	*	*	51%	65%
Hispanic	86	742	742	743	*	19%	31%	*	*	41%	43%
Black or African American	17	743	743	738	*	*	*	*	*	53%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	84	760	760	762	*	*	21%	*	*	64%	64%
Male	95	736	736	748	*	*	29%	*	*	35%	48%
Economically Disadvantaged Students	59	743	743	740	*	19%	29%	*	*	42%	39%
Non-Economically Disadvantaged Students	120	750	750	763	*	14%	24%	*	*	52%	67%
Students with Disabilities	30	716	716	722	*	*	*	*	*	17%	19%
Students without Disabilities	149	754	754	761	*	*	*	*	*	55%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Roselle Park Middle School

(39-4550-085)

Grades Offered: 06-08

2018-2019

English Language Arts Assessment - Performance by Grade: Grade 7

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	163	761	761	761	6%	12%	17%	37%	28%	66%	63%
White	51	771	771	769	*	*	*	41%	35%	76%	72%
Hispanic	79	755	755	747	*	*	*	34%	23%	57%	50%
Black or African American	20	750	750	741	*	0%	*	*	*	60%	43%
Asian, Native Hawaiian, or Pacific Islander	13	775	775	790	*	0%	*	*	*	85%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	77	769	769	769	*	*	14%	36%	36%	73%	71%
Male	86	754	754	753	*	*	19%	38%	21%	59%	55%
Economically Disadvantaged Students	39	737	737	743	*	*	*	*	*	41%	45%
Non-Economically Disadvantaged Students	124	768	768	771	*	*	*	*	*	73%	73%
Students with Disabilities	24	717	717	720	*	*	*	*	*	13%	22%
Students without Disabilities	139	768	768	769	*	*	*	*	*	75%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Roselle Park Middle School
(39-4550-085)
Grades Offered: 06-08
2018-2019

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N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 8

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	171	769	769	762	*	*	19%	39%	28%	67%	63%
White	50	774	774	770	*	*	*	36%	36%	72%	72%
Hispanic	87	765	765	747	*	*	20%	44%	22%	66%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	83	778	778	771	*	*	*	37%	35%	72%	71%
Male	88	760	760	753	*	*	*	40%	22%	61%	55%
Economically Disadvantaged Students	65	760	760	743	*	*	23%	42%	18%	60%	45%
Non-Economically Disadvantaged Students	106	774	774	772	*	*	16%	37%	34%	71%	72%
Students with Disabilities	25	725	725	721	*	*	*	*	*	*	22%
Students without Disabilities	146	776	776	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Roselle Park Middle School

(39-4550-085)

Grades Offered: 06-08

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	520	99.4	42.1	47.1	44.5	42.1	49.7	Not Met
White	161	98.8	49.7	52.9	54.1	49.7	50.6	Met Target†
Hispanic	256	99.6	34.8	40.4	28.8	34.8	44	Not Met
Black or African American	52	100.0	38.5	43.0	23.0	38.5	42.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.1	76.5	*	78.8	Not Met
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	248	100.0	46.4	48.9	44.9	46.4		
Male	272	98.9	38.2	45.3	44.2	38.2		
Economically Disadvantaged Students	167	100.0	28.7	34.6	26.3	28.7	39.2	Not Met
Non-Economically Disadvantaged Students	353	99.2	48.4	53.0	54.9	48.4		
Students with Disabilities	84	97.7	*	14.9	17.4	*	20.8	Not Met
Students without Disabilities	436	99.8	*	53.0	50.0	*		
English Learners	86	100.0	18.6	31.0	25.0	18.6	22.6	Met Target†
Non-English Learners	434	99.3	46.8	50.4	46.5	46.8		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	11	100.0	18.2	25.0	46.4	18.2		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Roselle Park Middle School

(39-4550-085)

Grades Offered: 06-08

2018-2019

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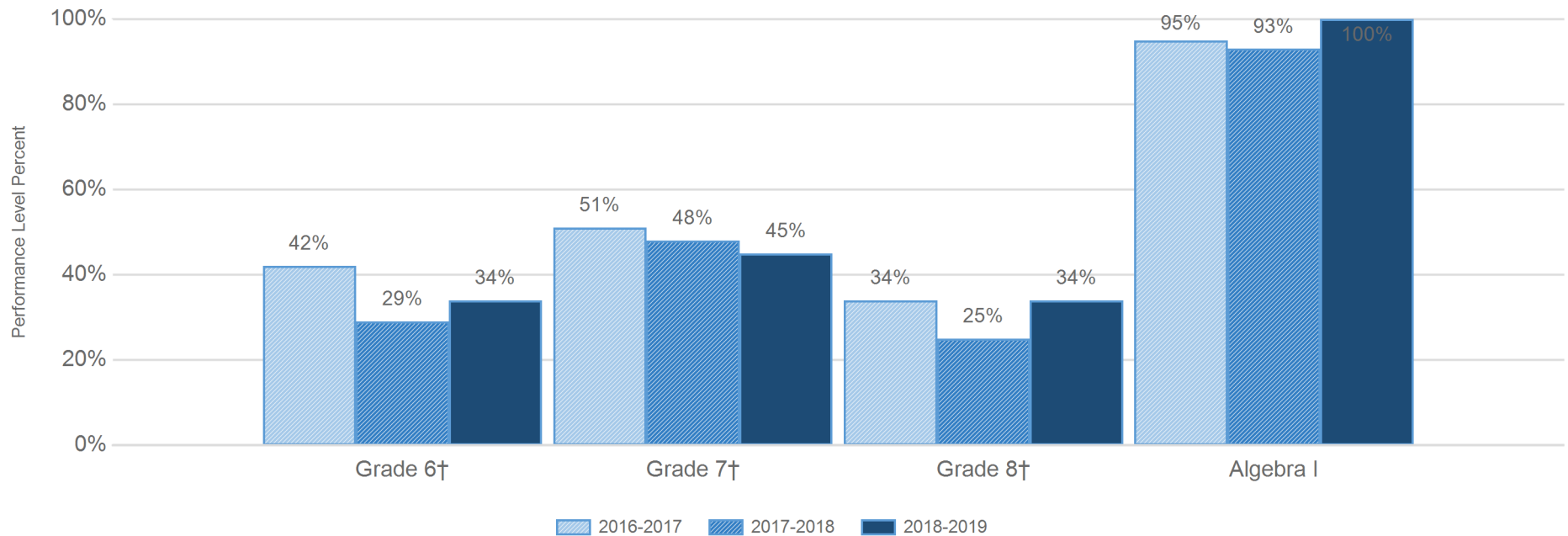- ****** Accountability calculations require 20 or more students
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Mathematics Assessment – Performance Trends

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.

Performance Level Percent

Grade	2016-2017	2017-2018	2018-2019
Grade 6†	42%	29%	34%
Grade 7†	51%	48%	45%
Grade 8†	34%	25%	34%
Algebra I	95%	93%	100%

† 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.

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NJ SCHOOL PERFORMANCE REPORT

Roselle Park Middle School

(39-4550-085)

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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	182	740	740	741	9%	23%	34%	29%	5%	34%	41%
White	59	742	742	749	*	22%	25%	*	*	41%	51%
Hispanic	88	732	732	729	*	26%	44%	*	*	22%	24%
Black or African American	17	738	738	722	*	*	*	*	*	47%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	85	744	744	742	*	20%	32%	*	*	41%	42%
Male	97	736	736	740	*	25%	36%	*	*	28%	40%
Economically Disadvantaged Students	61	734	734	726	*	30%	36%	*	*	26%	21%
Non-Economically Disadvantaged Students	121	742	742	750	*	19%	33%	*	*	38%	53%
Students with Disabilities	30	716	716	716	*	*	*	*	*	*	12%
Students without Disabilities	152	744	744	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

Roselle Park Middle School

(39-4550-085)

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Mathematics Assessment - Performance by Grade: Grade 7

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	165	746	746	744	*	23%	26%	*	*	45%	42%
White	51	753	753	751	0%	20%	29%	*	*	51%	53%
Hispanic	81	742	742	733	*	26%	25%	*	*	41%	26%
Black or African American	20	738	738	727	*	*	*	*	*	45%	21%
Asian, Native Hawaiian, or Pacific Islander	13	758	758	768	0%	*	*	*	*	54%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	79	747	747	744	*	27%	24%	*	*	46%	42%
Male	86	745	745	743	*	20%	28%	*	*	45%	42%
Economically Disadvantaged Students	40	734	734	731	*	28%	40%	*	*	20%	24%
Non-Economically Disadvantaged Students	125	750	750	751	*	22%	22%	*	*	54%	53%
Students with Disabilities	24	719	719	718	*	*	*	*	*	*	13%
Students without Disabilities	141	751	751	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Roselle Park Middle School

(39-4550-085)

Grades Offered: 06-08

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 8

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	138	736	736	728	12%	25%	29%	34%	0%	34%	29%
White	35	740	740	737	*	29%	*	46%	0%	46%	38%
Hispanic	75	736	736	722	*	*	33%	32%	0%	32%	22%
Black or African American	15	725	725	714	*	*	*	*	*	13%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	67	741	741	731	*	*	28%	40%	0%	40%	31%
Male	71	732	732	726	*	*	30%	28%	0%	28%	27%
Economically Disadvantaged Students	61	735	735	719	*	*	34%	30%	0%	30%	20%
Non-Economically Disadvantaged Students	77	737	737	735	*	*	25%	38%	0%	38%	36%
Students with Disabilities	25	711	711	707	*	*	*	*	*	*	10%
Students without Disabilities	113	742	742	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Roselle Park Middle School

(39-4550-085)

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	36	791	751	744	0%	0%	0%	*	*	100%	42%
White	15	782	756	752	0%	0%	0%	*	*	100%	53%
Hispanic	13	797	748	728	0%	0%	0%	*	*	100%	24%
Black or African American	*	*	740	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	18	785	751	745	0%	0%	0%	*	*	100%	44%
Male	18	796	752	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	712	717	N	N	N	N	N	N	12%
Students without Disabilities	36	791	756	748	0%	0%	0%	*	*	100%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	36	791	*	745	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

Roselle Park Middle School

(39-4550-085)

Grades Offered: 06-08

2018-2019

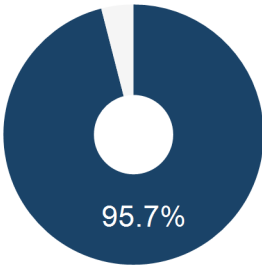**Report Key:**
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DLM Alternate Assessment - Participation

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
6	*	*
7	*	*
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. 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	58.3%	**	**

† 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	17	*	*
3-4	*	*	*
5 or more	*	*	*

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2018-2019

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 8 Summary

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

	2018-2019
LEVEL 4	5%
LEVEL 3	12%
LEVEL 2	49%
LEVEL 1	34%
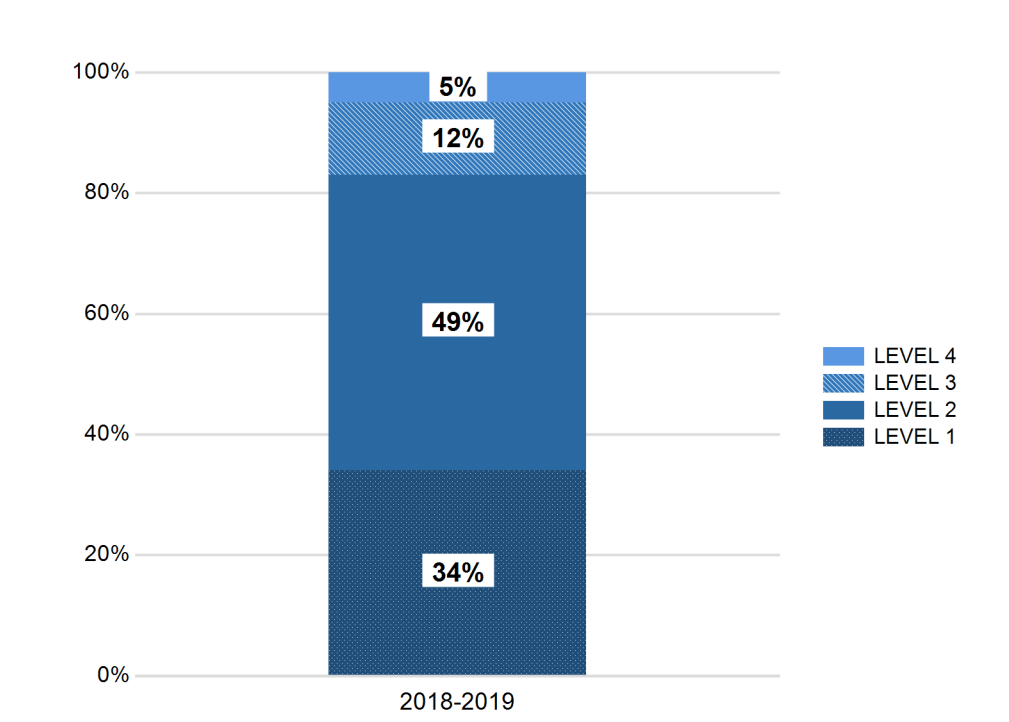
NJSLA Science Assessment: Grade 8

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	34	49	12	5
White	28	50	18	4
Hispanic	36	53	7	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	28	28	28	17
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	31	55	14	0
Male	38	43	10	9
Economically Disadvantaged Students	49	42	4	4
Non-Economically Disadvantaged Students	25	53	17	5
Students with Disabilities	72	28	0	0
Students without Disabilities	28	52	14	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

Roselle Park Middle School

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2018-2019

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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	183
7	0	0	115
8	0	0	110
Total	0	0	408

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.

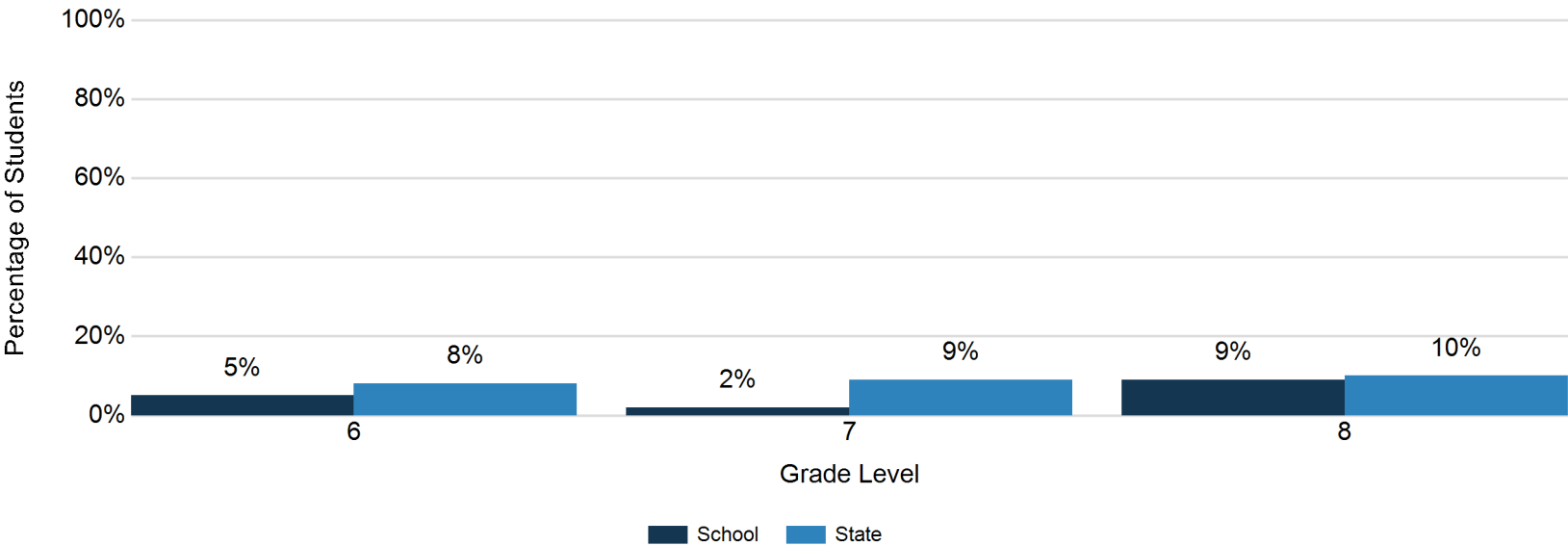| Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	170	0	0	0	0	0	0
7	161	0	0	0	0	0	0
8	152	14	0	0	0	0	0
Total	483	14	0	0	0	0	0

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(39-4550-085)
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2018-2019

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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: 95.7%
State: 90.9%

Students enrolled in one or more classes by discipline:

MUSIC		
School	4.9%	
State		65.1%

DANCE		
School	0.0%	
State	2.2%	

DRAMA		
School	0.0%	
State	7.1%	

VISUAL ARTS		
School		95.7%
State		70.0%

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2018-2019

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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	28	5.3	9.1	Met
White	11	6.7	9.1	Met
Hispanic	14	5.3	9.1	Met
Black or African American	3	5.6	9.1	Met
Asian, Native Hawaiian, or Pacific	*	*	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	11	4.4		
Male	17	6.1		
Economically Disadvantaged Students	11	6.4	9.1	Met
Students with Disabilities	5	5.6	9.1	Met
English Learners	0	0	9.1	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	0	0		
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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NJ SCHOOL PERFORMANCE REPORT

Roselle Park Middle School

(39-4550-085)

Grades Offered: 06-08

2018-2019

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 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), 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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	5
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.32

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
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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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	7:55 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 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.
Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	43	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	88.4%	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	14	9,530
Average years experience in public schools	18.1	16.0
Average years experience in district	14.6	12.0
Percentage of Administrators with 4 or more years experience in the district	78.6%	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	11:1
Students to Administrators	265:1	144:1
Teachers to Administrators	22:1	13:1
Students to Librarians/Media Specialists		1010:1
Students to Nurses		404:1
Students to Counselors		252:1
Students to Child Study Team Members		252:1

Roselle Park Middle School

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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	47.3%	79.1%	50.0%	48.4%	77.1%	54.9%
Male	52.7%	20.9%	50.0%	51.6%	22.9%	45.1%
White	30.8%	97.7%	50.0%	42.4%	83.6%	77.4%
Hispanic	49.3%	2.3%	50.0%	29.9%	7.3%	7.2%
Black or African American	10.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	8.7%	0.0%	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	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.8%	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

Teacher: 42%

Admin: N/A

Master's Degree

Teacher: 58%

Admin: 100%

Doctoral Degree

Teacher: 0%

Admin: 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 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	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	73.3%	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	97.4%

Roselle Park Middle School

(39-4550-085)

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2018-2019

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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2018-2019

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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.

Roselle Park Middle School

(39-4550-085)

Grades Offered: 06-08

2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.4%	51.2%	59.8%
Math Proficiency	48.6%	39.4%	42.1%
ELA Growth	45	40	54
Math Growth	68	49	60
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	58.3%
Chronic Absenteeism	3.0%	5.0%	5.3%

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

Roselle Park Middle School

(39-4550-085)

Grades Offered: 06-08

2018-2019

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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.

Roselle Park Middle School

(39-4550-085)

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2018-2019

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

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

NJ SCHOOL PERFORMANCE REPORT

Roselle Park Middle School
(39-4550-085)
Grades Offered: 06-08
2018-2019

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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.

Highlights:	• Curriculum includes Balanced Literacy, Math & Social Studies - Online Textbooks, Technology: 1:1 Initiative, Next Generation Science Standards • Students receive instruction in Art, Music and Theater, Technology, World Language, Health and Physical Education on a weekly basis. • Students receive instruction in Wood Shop on a weekly basis. Students also have the benefit of critical thinking lessons and STEM infused instruction.
Mission, Vision, Theme:	The Roselle Park Middle School's mission is to provide a well-rounded, challenging education in a safe and caring environment. It is our goal to develop a love of learning in each student. We hope to instill this in our students now, and carry that love of learning into their college or careers. We are committed to the teachers, students, parents and community working in unison to accomplish this.
Awards, Recognition, Accomplishments:	The Roselle Park Middle School is a Chapter of the National Junior Honors Society Charter, a program of the National Association of Secondary School Principals (NASSP). We are also a Kindness Certified School recognized by Kids For Peace. We "pride" ourselves on living our school motto that states "We Have Panther Pride – Perseverance/Respect/Integrity/Determination/Excellence. We display these characteristics by fundraising with staff and students to make charitable donations to organizations such as Heavenly Hats, Breast Cancer Awareness, Jeans for Troops, Jared Box, Hurricane Relief, American Heart Association and local donations of coats, food, and money just to name a few.

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Courses, Curriculum, Instruction:	The school day consists of nine periods a day with forty minutes periods, a "0" period for selected world language classes and performing arts, and a block period of 80 minutes for mathematics and language arts daily. Students complete required classes and elective courses that are aligned to the New Jersey Core Curriculum Standards. Honors and Accelerated classes are offered all Mathematics levels. Honors classes in Language Arts Literacy are offered in all grades. Honors Science and Honors Social Studies are implemented in grade 8. Additionally, Roselle Park Middle School offers a Talented & Gifted Program for students who meet the requirements. The core curriculum includes Balanced Literacy, Math & Social Studies (2016) - electronic textbooks, Junior National Honor Society, Peer-tutoring, after school homework support also provided. Leveled reading instruction provided, strategy groups to target specific reading skills, and L. Calkins' model of writing workshop.;
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls) A school climate survey is conducted by the School Safety Team and administered to the student body annually. The School Safety Team uses the data and feedback to initiate an action plan and to determine the needs of the students as it pertains to a positive school climate and school safety.
Clubs and Activities:	In addition to sports and athletics, Roselle Park Middle School offers various clubs and activities for student enrichment. Presently, the administration and staff provide multiple opportunities for students to participate in extra-curricular clubs, performing arts ensembles, academic initiatives, and school government groups. Traditional clubs that meet include Art Club, Newspaper Club, Yearbook Club, Homework Club, and Science Club. Extra-curricular programs in the performing arts include instrumental music, chorus, hand-bell choir, percussion ensemble, and jazz band. In support of academic achievement and community outreach, Roselle Park Middle School has a very active Junior National Honor Society. Students apply to the society based on academic criteria and community service. JNHS conducts many community service and outreach programs working to provide support to local and state groups and hospitals.

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Before and After School Programs:	As mentioned under sports and athletics as well as clubs and activities, Roselle Park Middles School hosts various extra-curricular activities to educate the whole child including academics, physical, social, emotional, and creative growth. Extra help sessions are offered by teachers before and after school. Peer-to peer counseling is conducted after school. Additionally, before and after school programs include Work Family Connections which services students from grade 6 to 8 as an aftercare program in the Middle School. Moreover, the Anthony Signorello Youth Center which houses our Academy (district alternative school) provides after school activities and homework support for middle school aged students.
Staff and Professional Learning:	The professional staff of the Middle School consists of approximately 60 members including administrators, school counselors, teachers, nurse, special educators, media specialist, licensed clinical social worker, child study team members, support staff, and paraprofessionals. Roselle Park's Professional Development Program plays a significant role in the outstanding accomplishments of our district. The Middle School teachers engage in Professional Learning Communities, Vertical Articulation and Staff Meetings weekly in order to accomplish Professional Development requirements, such as SafeSchools, an online service training. Teachers meet in grade level meetings to discuss instructional strategies. All departments are provided the opportunity to attend their content area's yearly conference. Many teachers take advantage of online webinars they feel are pertinent to their content and teachers have presented to their colleagues some of the newer technology.
Postsecondary Information:	N/A

Roselle Park Middle School

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2018-2019

NJ SCHOOL PERFORMANCE REPORT

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Student Supports and Services:	Student supports and services include the use of small group instruction and inclusive classrooms in addition to an English language learners program. ELL students receive push-in, with the pull out students receiving two more periods of English instruction. The students with disabilities, IEP's and some self-contained, receive interventions with a smaller number of students and teacher to student ratio. We are proud to host a diverse population of students receiving instruction in our Multiple Disabilities and Autism classrooms. More mainstream students who struggle with academics receive extra help using a more intensive reading or math program, peer-tutoring, and the homework club. Our strong and active Intervention and Referral Services committee assists teachers with identifying and helping students receive the services they may be eligible for whether it be for academic, behavioral, social, emotional, or medical support.
Student Health and Wellness:	The Health office and school nurse provide many wellness bulletins to keep students abreast of the latest warnings or trends. The school provides students with breakfast and lunch programs, which include many choices of hot or cold items. Our students have Physical Education five times per week and engage in outdoor activities (recess) after each lunch period. Staff members and PTA members coach community sports programs and turnkey all relevant information to our students and families as well as to provide membership documents in our main office. Also, all 7th grade students are offered free membership to a YMCA in walking distance from the school. We are also committed to promoting the social, emotional, and mental well-being of our students. We work closely with our families and collaboratively with local agencies to provide supports and resources outside of school when necessary. Additionally, we employ support staff such as occupational, physical, and speech therapists.
Parent and Community Involvement:	The Middle School has an active Parent Teacher Association that holds monthly meetings as well as engages our school community in an array of activities. To facilitate home and school communication, we use Genesis, an online record keeping system that parents, students and staff can access for grades, attendance, assignments and forms/notices. The parents are emailed an identification and password at the beginning of year in order to monitor their child's academic progress. The Middle School is proud of the many community partnerships we have. To name a few, The Citizens' Advisory Community, the Local Artisan Group, the Public Library, the Casano Community Center, The Anthony Signorello Center, Prevention Links, and Children's Specialized Hospital are all alliances of the Middle School.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students A school climate survey is conducted by the School Safety Team and administered to the student body annually. The School Safety Team uses the data and feedback to initiate an action plan and to determine the needs of the students as it pertains to a positive school climate and school safety
Facilities:	Roselle Park Middle School was originally built in 1931 as Roselle Park High School. Since 1966, our building has hosted Middle School students. A significant expansion was added in 2005 to add ten classrooms and bring our 8th grade students back after spending twenty years in the High School. In addition to classroom- a media center, band room, computer room, and an updated and enlarged lunch space and kitchen was created. The roof was replaced during the summer of 2017. We also have an art room, full wood shop, science labs and gym-atorium. The new portions of the building are centrally air-conditioned, while the old section uses window units. There is a large field that is used for recess, sports, and community activities.
School Safety:	Roselle Park Middle School uses a variety of practices and procedures to promote the safety of students, staff, and faculty. Our school safety initiatives are led by our assistant principal who is the School Safety Specialist for the district. The school is operated as a secure and closed facility at all times. Visitors are required to have an appointment to enter the building and all entrants are screened and cleared before being buzzed in. All staff and students are required to wear identification. There is a written procedure manual for all safety measures and security scenarios. Drills are practices a minimum of two times monthly. The building and grounds are monitored with over 30 cameras and staff use a keyless code lock to enter. Police presence is available daily in the morning and the afternoon with a minimum of one walk through each day. Additionally all rooms are equipped with phones and identified staff carry walkie talkies at all times in the event a concern arises.

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Technology and STEM:	Technology is incorporated into the curriculum throughout all subjects. All classrooms are equipped with Smartboards and students in all three grades have 1:1 laptop devices. The Talented & Gifted Program incorporates STEAM into lessons at all levels. 8th Grade students have the opportunity to visit the high school makerspace and STEAM lab.
Early Childhood Education:	N/A

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Roselle Park Middle School

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2018-2019

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Other Information	N/A

NJ SCHOOL PERFORMANCE REPORT

Sherman Elementary School

(39-4550-090)

Grades Offered: PK-05

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 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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Sherman Elementary School

(39-4550-090)

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2018-2019

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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	Union
District	Roselle Park Public School District
Principal Name	Mrs. Tara Lechner
Address	375 E GRANT AVE ROSELLE PARK, NJ 07204
Phone Number	908-245-1886
Email Address	tlechner@rpsd.org
Website	http://rpsdsherman.sharpschool.net

NJ SCHOOL PERFORMANCE REPORT

Sherman Elementary School

(39-4550-090)

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2018-2019

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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

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	0	7	7
KG	49	49	41
1	57	62	52
2	59	61	63
3	62	68	63
4	66	63	68
5	64	76	62
Total	357	386	356

Enrollment Trends by Student Group

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	50.1%	46.9%	48.3%
Male	49.9%	53.1%	51.7%
Economically Disadvantaged Students	29.1%	29.3%	25.8%
Students with Disabilities	11.8%	16.6%	15.4%
English Learners	11.2%	10.9%	10.7%
Homeless Students	0.0%	0.0%	0.6%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.6%	1.0%	0.3%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	34.7%	33.7%	34.6%
Hispanic	47.9%	48.2%	47.2%
Black or African American	7.3%	7.5%	8.4%
Asian	6.7%	7.0%	5.9%
Native Hawaiian or Pacific Islander	0.3%	0.5%	0.8%
American Indian or Alaska Native	0.6%	0.5%	0.6%
Two or More Races	2.5%	2.6%	2.5%

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	0	4	2
PK - Full Day	0	3	5
KG - Half Day	0	0	0
KG - Full Day	49	49	41

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	79.5%
Spanish	15.4%
Creoles and pidgins	1.4%
Other Languages	3.7%

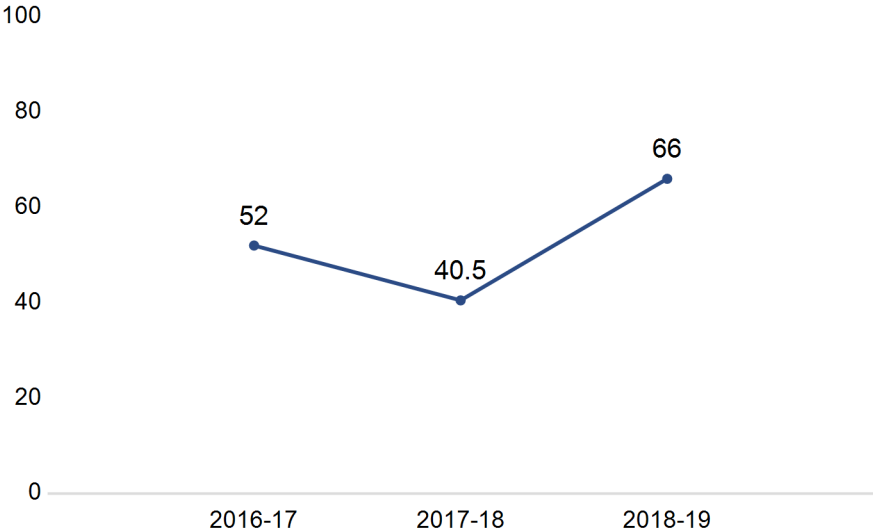**NJ SCHOOL PERFORMANCE REPORT**

Sherman Elementary School

(39-4550-090)

Grades Offered: PK-05

2018-2019

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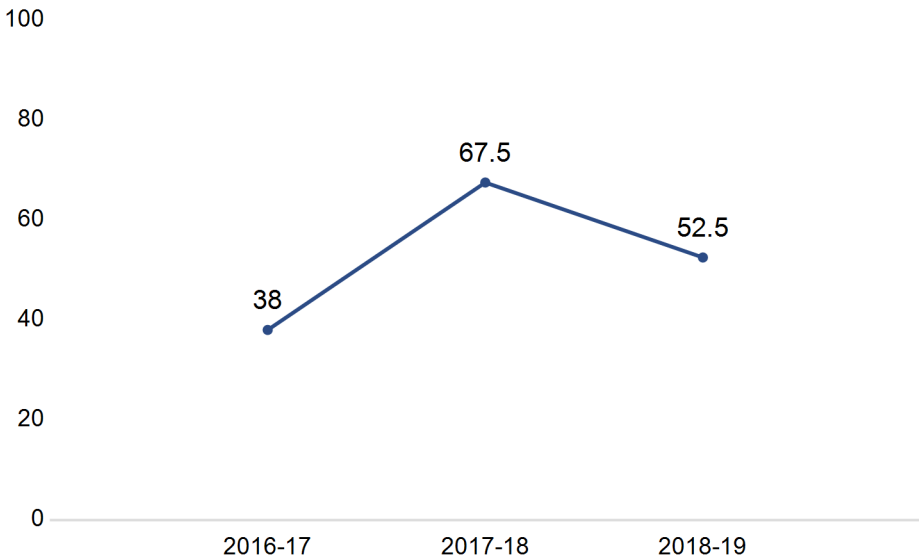† This indicates a table specific note, see note below table

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	52	40.5	66	38	67.5	52.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Not Met	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

Sherman Elementary School

(39-4550-090)

Grades Offered: PK-05

2018-2019

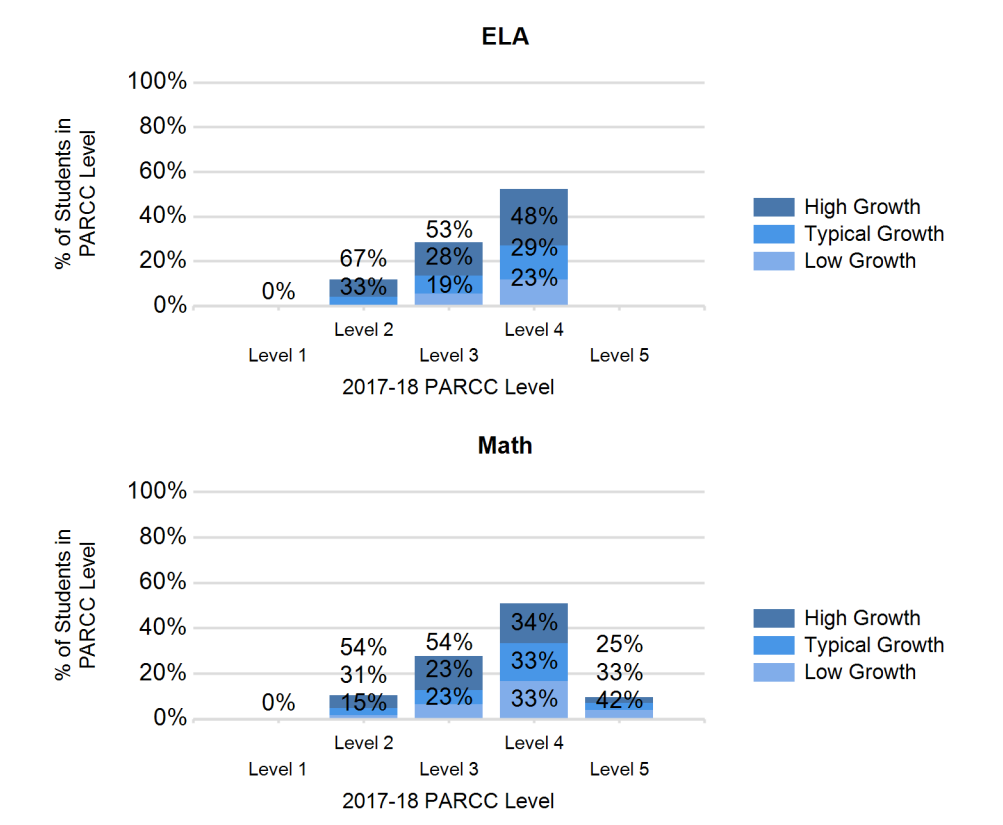**NJ SCHOOL PERFORMANCE REPORT**

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	66	54	50	Exceeds Standard	52.5	59	50	Met Standard
White	68	52	50	Exceeds Standard	53	61	52	Met Standard
Hispanic	66	52	49	Exceeds Standard	45.5	55	47	Met Standard
Black or African American	80.5	62	45	**	41	55.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	67	59	**	*	73.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	54.5	49	**	*	*	52	**
Female	66	60	53	N	45	55	50	N
Male	66	50	47	N	63	62	51	N
Economically Disadvantaged Students	71	51	48	Exceeds Standard	54	57	46	Met Standard
Students with Disabilities	66	46	43	**	69	67	45	**
English Learners	69	54	52	**	45	60	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	57	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

Sherman Elementary School

(39-4550-090)

Grades Offered: PK-05

2018-2019

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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.
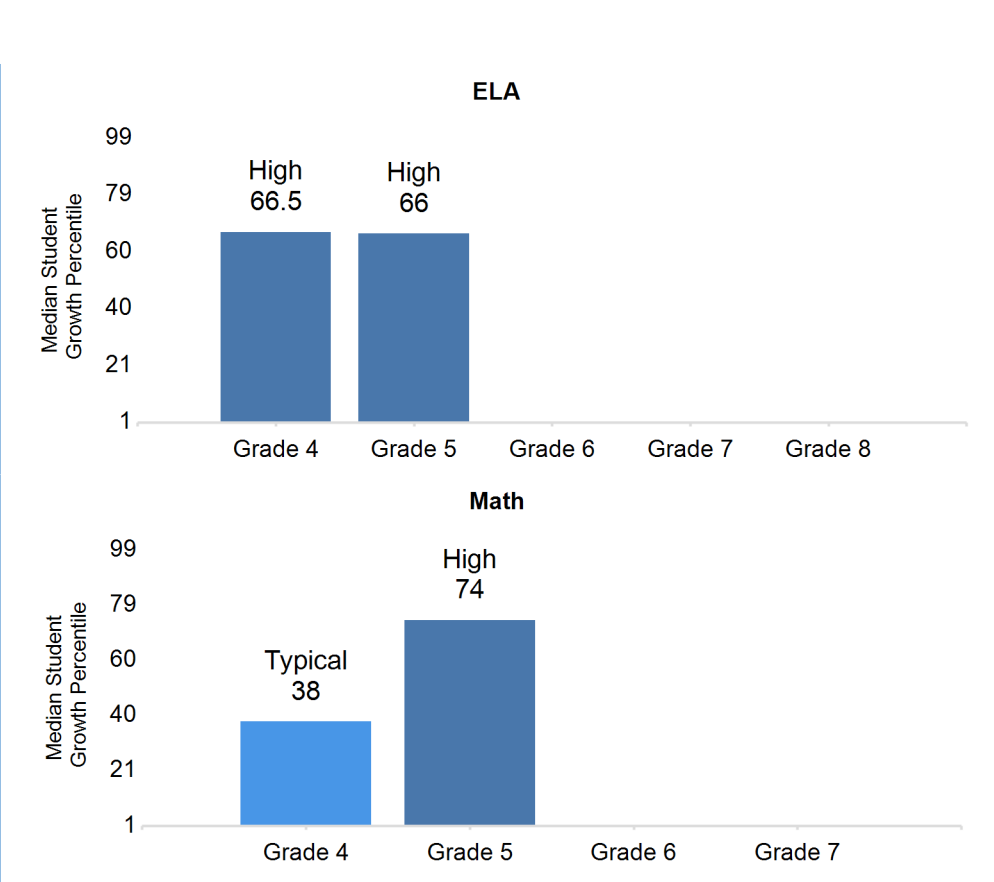
Student Growth by Performance Level

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.

6

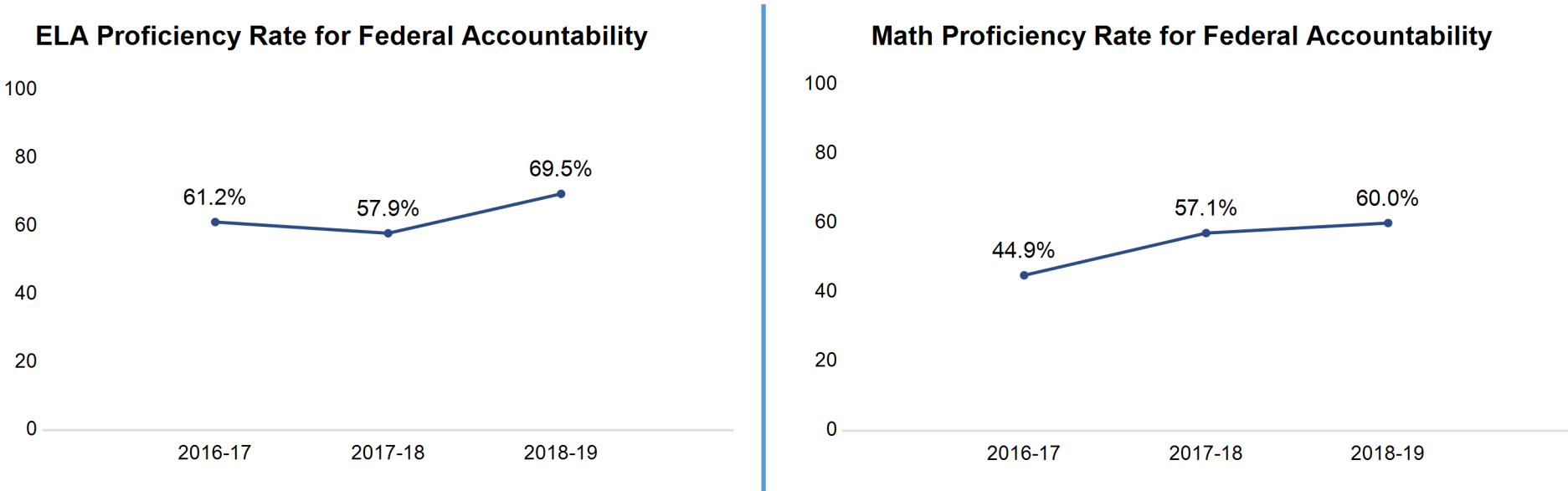**NJ SCHOOL PERFORMANCE REPORT**

Sherman Elementary School

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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.

ELA Proficiency Rate for Federal Accountability

- 2016-17: 61.2%
- 2017-18: 57.9%
- 2018-19: 69.5%

Math Proficiency Rate for Federal Accountability

- 2016-17: 44.9%
- 2017-18: 57.1%
- 2018-19: 60.0%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.5%	99.0%	100.0%	99.5%	99.0%
Proficiency Rate for Federal Accountability	61.2%	57.9%	69.5%	44.9%	57.1%	60.0%
Annual Target	65.6%	66.3%	67.1%	49.5%	51.1%	52.7%
Met Annual Target?	Met Target†	Not Met	Met Target	Met Target†	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.

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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	190	99.0	69.5	55.5	57.9	69.5	67.1	Met Target
White	64	100.0	67.2	62.2	66.9	67.2	70.5	Met Target†
Hispanic	89	97.8	62.9	48.6	43.9	62.9	60.3	Met Target
Black or African American	16	100.0	87.5	51.4	38.5	87.5	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	91.7	74.7	82.9	91.7	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	100	99.0	77.0	63.2	64.8	77.0		
Male	90	98.9	61.1	48.1	51.3	61.1		
Economically Disadvantaged Students	48	96.1	66.7	45.5	40.0	66.7	50.8	Met Target
Non-Economically Disadvantaged Students	142	100.0	70.4	60.4	67.9	70.4		
Students with Disabilities	30	100.0	43.3	16.5	22.7	43.3	29.7	Met Target
Students without Disabilities	160	98.8	74.4	63.1	65.1	74.4		
English Learners	29	100.0	44.8	35.1	29.3	44.8	46	Met Target†
Non-English Learners	161	98.8	73.9	59.3	60.6	73.9		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	47.4	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

Sherman Elementary School

(39-4550-090)

Grades Offered: PK-05

2018-2019

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	63	759	754	748	*	*	25%	*	*	59%	50%
White	21	768	763	757	0%	*	*	*	*	67%	60%
Hispanic	34	745	744	734	*	*	*	47%	0%	47%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	28	767	760	753	*	*	*	*	*	64%	55%
Male	35	752	749	743	*	*	*	*	*	54%	46%
Economically Disadvantaged Students	19	745	742	731	*	*	*	*	*	47%	33%
Non-Economically Disadvantaged Students	44	765	759	759	*	*	*	*	*	64%	61%
Students with Disabilities	11	733	722	719	*	*	*	*	*	27%	24%
Students without Disabilities	52	764	760	754	*	*	*	*	*	65%	56%
English Learners	*	*	724	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	760	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	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Sherman Elementary School

(39-4550-090)

Grades Offered: PK-05

2018-2019

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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	68	772	761	755	*	*	16%	49%	31%	79%	57%
White	21	767	760	763	*	*	*	*	*	62%	67%
Hispanic	32	775	760	743	0%	*	*	53%	31%	84%	44%
Black or African American	10	771	763	739	0%	0%	*	*	*	90%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	44	774	766	760	*	*	*	*	*	82%	62%
Male	24	768	754	750	*	*	*	*	*	75%	53%
Economically Disadvantaged Students	18	775	753	740	*	*	0%	*	*	100%	40%
Non-Economically Disadvantaged Students	50	770	765	765	*	*	22%	*	*	72%	69%
Students with Disabilities	*	*	731	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	766	761	*	*	*	*	*	*	64%
English Learners	*	*	724	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	758	*	*	*	*	*	*	60%
Homeless Students	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%

NJ SCHOOL PERFORMANCE REPORT

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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.

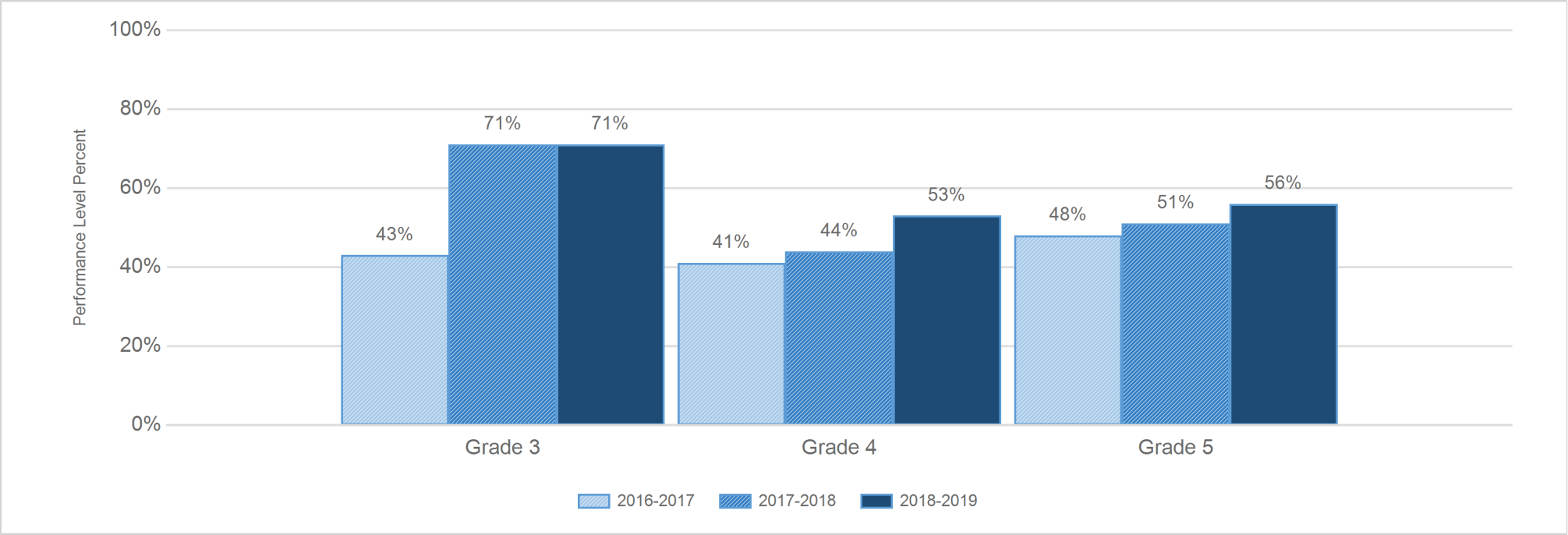| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	768	760	756	0%	*	30%	*	*	69%	58%
White	23	769	766	764	0%	0%	*	*	*	70%	68%
Hispanic	24	759	751	743	0%	*	*	*	*	58%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	30	775	768	761	0%	*	*	*	*	80%	64%
Male	31	761	751	750	0%	*	*	*	*	58%	52%
Economically Disadvantaged Students	12	757	746	740	0%	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	49	770	767	766	0%	*	*	*	*	73%	69%
Students with Disabilities	10	745	729	724	0%	*	*	*	*	30%	23%
Students without Disabilities	51	772	766	762	0%	*	*	*	*	76%	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	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Sherman Elementary School
(39-4550-090)
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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	190	99.0	60.0	47.1	44.5	60.0	52.7	Met Target
White	64	100.0	59.4	52.9	54.1	59.4	57.1	Met Target
Hispanic	89	97.8	52.8	40.4	28.8	52.8	45.3	Met Target
Black or African American	16	100.0	56.3	43.0	23.0	56.3	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	100.0	68.1	76.5	100.0	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	100	99.0	62.0	48.9	44.9	62.0		
Male	90	98.9	57.8	45.3	44.2	57.8		
Economically Disadvantaged Students	48	96.1	45.8	34.6	26.3	45.8	39.7	Met Target
Non-Economically Disadvantaged Students	142	100.0	64.8	53.0	54.9	64.8		
Students with Disabilities	30	100.0	43.3	14.9	17.4	43.3	29.7	Met Target
Students without Disabilities	160	98.8	63.1	53.0	50.0	63.1		
English Learners	29	100.0	34.5	31.0	25.0	34.5	37.5	Met Target†
Non-English Learners	161	98.8	64.6	50.4	46.5	64.6		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	25.0	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Sherman Elementary School

(39-4550-090)

Grades Offered: PK-05

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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.

Mathematics Assessment – Performance Trends. Performance Level Percent by grade:

	2016-2017	2017-2018	2018-2019
Grade 3	43%	71%	71%
Grade 4	41%	44%	53%
Grade 5	48%	51%	56%

† 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.

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NJ SCHOOL PERFORMANCE REPORT

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(39-4550-090)

Grades Offered: PK-05

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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	63	766	761	752	*	*	22%	48%	24%	71%	55%
White	21	773	765	760	0%	*	*	*	*	76%	66%
Hispanic	34	756	755	739	*	*	32%	*	*	62%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	28	766	760	751	*	*	*	*	*	68%	54%
Male	35	766	762	752	*	*	*	*	*	74%	56%
Economically Disadvantaged Students	19	753	750	737	*	*	*	*	*	53%	37%
Non-Economically Disadvantaged Students	44	772	766	761	*	*	*	*	*	80%	67%
Students with Disabilities	11	745	736	731	*	*	*	*	*	45%	31%
Students without Disabilities	52	771	766	756	*	*	*	*	*	77%	60%
English Learners	*	*	744	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	765	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	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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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	68	752	753	749	*	*	35%	*	*	53%	51%
White	21	749	754	757	*	*	*	48%	0%	48%	62%
Hispanic	32	750	751	737	0%	*	38%	*	*	50%	36%
Black or African American	10	753	752	731	0%	*	*	*	*	50%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	44	752	753	749	*	*	32%	*	*	57%	50%
Male	24	753	753	749	*	*	42%	*	*	46%	52%
Economically Disadvantaged Students	18	751	747	734	*	*	*	*	*	50%	32%
Non-Economically Disadvantaged Students	50	753	757	759	*	*	*	*	*	54%	63%
Students with Disabilities	*	*	744	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	755	754	*	*	*	*	*	*	56%
English Learners	*	*	726	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	755	751	*	*	*	*	*	*	54%
Homeless Students	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%

NJ SCHOOL PERFORMANCE REPORT

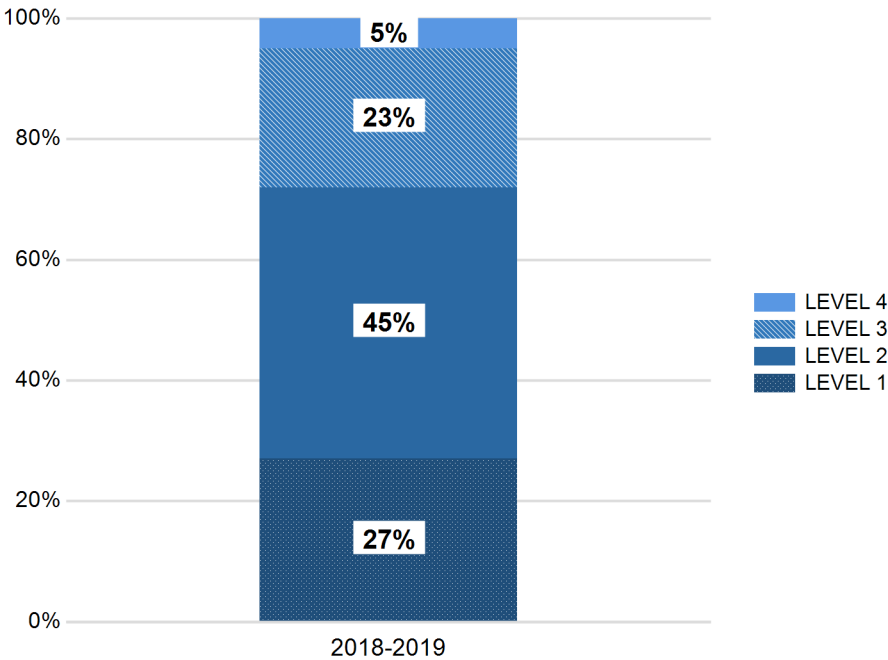**Sherman Elementary School**

(39-4550-090)

Grades Offered: PK-05

2018-2019

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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	61	755	752	747	*	*	28%	*	*	56%	47%
White	23	753	756	755	*	*	*	*	*	52%	58%
Hispanic	24	748	746	735	0%	*	*	*	*	46%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	30	759	755	747	*	*	*	*	*	63%	47%
Male	31	750	750	747	*	*	*	*	*	48%	47%
Economically Disadvantaged Students	12	742	743	732	*	*	*	*	*	33%	27%
Non-Economically Disadvantaged Students	49	758	757	757	*	*	*	*	*	61%	59%
Students with Disabilities	10	735	732	725	*	*	*	*	*	20%	19%
Students without Disabilities	51	759	756	752	*	*	*	*	*	63%	52%
English Learners	*	*	735	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	754	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Sherman Elementary School

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Grades Offered: PK-05

2018-2019

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

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	59.3%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	22	81.8%	18.2%
3-4	14	78.6%	21.4%
5 or more	*	*	*

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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	27	45	23	5
White	17	39	39	4
Hispanic	44	48	8	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	20	50	27	3
Male	34	41	19	6
Economically Disadvantaged Students	46	46	0	8
Non-Economically Disadvantaged Students	22	45	29	4
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
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

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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	20	5.7	8.9	Met
White	7	5.7	8.9	Met
Hispanic	11	6.7	8.9	Met
Black or African American	1	3.4	8.9	Met
Asian, Native Hawaiian, or Pacific	1	4.2	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	10	5.9		
Male	10	5.6		
Economically Disadvantaged Students	10	11.2	8.9	Not Met
Students with Disabilities	5	10.2	8.9	Not Met
English Learners	7	18.4	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
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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2018-2019

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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.

Grade Level	School	State
PK	9%	31%
KG	12%	13%
1	4%	10%
2	5%	8%
3	5%	7%
4	7%	7%
5	3%	8%

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Grades Offered: PK-05

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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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

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

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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	**	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

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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	8:20 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	15.1	12.1
Average years experience in district	14.5	10.8
Percentage of Teachers with 4 or more years experience in the district	93.3%	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	14	9,530
Average years experience in public schools	18.1	16.0
Average years experience in district	14.6	12.0
Percentage of Administrators with 4 or more years experience in the district	78.6%	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	11:1
Students to Administrators	356:1	144:1
Teachers to Administrators	30:1	13:1
Students to Librarians/Media Specialists		1010:1
Students to Nurses		404:1
Students to Counselors		252:1
Students to Child Study Team Members		252:1

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Key terms for staff data:
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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	48.3%	90.0%	100.0%	48.4%	77.1%	54.9%
Male	51.7%	10.0%	0.0%	51.6%	22.9%	45.1%
White	34.6%	90.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	47.2%	6.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.4%	3.3%	0.0%	15.0%	6.6%	13.9%
Asian	5.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.8%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.5%	0.0%	0.0%	2.1%	0.2%	0.2%

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Key terms for staff data:
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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 - 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

Teacher — 53%

Admin — N/A

Master's Degree

Teacher — 47%

Admin — 100%

Doctoral Degree

Teacher — 0%

Admin — 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 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	91.8%	90.5%
2017-18 Administrators: Same district 2018-19	73.3%	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	97.1%

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2018-2019

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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2018-2019

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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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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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 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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	61.2%	57.9%	69.5%
Math Proficiency	44.9%	57.1%	60.0%
ELA Growth	52	40	66
Math Growth	38	68	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		71.9%	59.3%
Chronic Absenteeism	2.2%	6.3%	5.7%

† 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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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.

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	Met Standard	Met Target	Met	No
White	Met Target†	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	**	**	n/a	Not Met	No
English Learners	Met Target†	Met Target†	**	**	**	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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(39-4550-090)
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2018-2019

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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.

Highlights:	• Curriculum includes Balanced Literacy, technology infused Math, a Science program aligned with the Next Generation Science Standards and a hands-on Social Studies curriculum. • Students receive instruction in Art, Music, Technology/STEM, World Language, and Physical Education instruction weekly • After school enrichment programs include Band, Chorus, and Art as well as Literacy and Math classes.
Mission, Vision, Theme:	Roselle Park's mission is to provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society.

Sherman Elementary School

(39-4550-090)

Grades Offered: PK-05

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

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.

Courses, Curriculum, Instruction:	The core curriculum includes a Balanced Literacy program including leveled reading instruction, strategy groups to target specific reading skills, and Lucy Calkins' model of writing workshop; Envision 2.0 math; Next Generation Science Standards aligned program; Talented and Gifted in grades K-5; STEAM oriented Technology instruction; Health and Physical Education; World Language instruction; and emphasis on cross curricular integration in World Language, Music, Art, and Social Studies programs.
Clubs and Activities:	Clubs and activities include Student Council, Homework Buddy Club, American Young Voices, and county and statewide art competitions.

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Before and After School Programs:	The Work Family Connection services students from Pre-K to Grade 5 in a Before and After School Care Program.
Staff and Professional Learning:	Roselle Park's Professional Development Program plays a significant role in the outstanding accomplishment of our district. One of the cornerstones of the program is the belief that the professional development of teachers is the key to an excellent instructional program. Professional Learning opportunities include weekly professional learning communities, monthly vertical and horizontal articulation, five days of professional development by the district, and monthly faculty meetings.

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NJ SCHOOL PERFORMANCE REPORT

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Student Supports and Services:	Student supports and services include the use of small group instruction and inclusive classrooms in addition to an English language learners program, Intervention and Referral Services, Reading Recovery, Basic Skills Instruction, students with disabilities supports and services, Applied Behavior Analysis Program, occupational therapy, physical therapy and speech and language services.
Student Health and Wellness:	Student health and wellness programs include a breakfast program, physical education twice weekly, recess daily, brain breaks in the classroom, guidance and health lessons in the classroom, dental health programs, lunch bunch, and friendship groups.
Parent and Community Involvement:	Parent and Community involvement in the school is strong and includes a district wide Special Education Parent Advisory Group that meets quarterly; the English Language Learners Parent Group that meets quarterly; the Roselle Park Library Committee which meets monthly; the Parent Teacher Association that meets every other month; A visit from a"special person"yearly; the Parent Portal accessed via Genesis student information system; School Visitation Day; L.E.A.D. Law Enforcement Against Drugs; and band and choral participation in several community sponsored activities such as parades and holiday ceremonies.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	Sherman Elementary School is a 106 year old building recently renovated to add two classrooms for instruction and an early childhood playground. All classrooms are air conditioned and there is Wi-fi throughout. There is a spacious and modern art/music room as well as a combined Gymnasium/Auditorium with stage.
School Safety:	Sherman School uses a variety of practices and procedures to promote the safety of students, staff, and faculty. The school is a closed school at all times, with all visitors requiring an appointment at least 15 minutes prior and approved identification upon being buzzed into the building. All staff and faculty are required to have proper identification. There is a written plan of all school safety and security measures for various scenarios. Drills in school security and fire drills are conducted at least twice monthly.

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	Technology and STEM:	Technology is incorporated into the curriculum throughout all subjects. All classrooms are equipped with Smartboards, students in grades 3-5 have 1:1 devices and students in grade K-2 have 2:1 devices. The Talented & Gifted Program incorporates STEM into lessons at all levels. Upper elementary students have the opportunity to visit the high school makerspace and STEAM lab.
	Early Childhood Education:	Roselle Park is committed to celebrating our diverse community, and we value family and community partnerships. The mission of the Pre-School program is to provide students a learning environment that focuses on what children can do and reflects the children's interests. Our curriculum is aligned to the Preschool Teaching and Learning Standards, is evidence-based, and comprehensive to meet the needs of all of our learners. Sherman School offers a full day preschool classroom. The program is for three and four-year olds and includes integrated speech, occupational and physical therapy. Students have access to music, Spanish, physical education or art lessons.