



Eisenhower Middle School
(27-4560-055)
Grades Offered: 07-08
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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Morris
District	Roxbury Township School District
Principal Name	Mr. Paul Gallagher
Address	47 EYLAND AVENUE SUCCASUNNA, NJ 07876-1624
Phone Number	973-584-2973
Email Address	pgallagher@roxbury.org
Website	https://www.roxbury.org/Domain/9
Facebook	http://facebook.com/RoxburyEMS
Twitter	https://twitter.com/EisenhowerMS



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
7	268	254	281
8	320	268	249
Total	590	522	532

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	48.5%	46.7%	47.2%
Male	51.5%	53.3%	52.8%
Economically Disadvantaged Students	12.4%	14.2%	15.0%
Students with Disabilities	12.7%	11.1%	14.3%
English Learners	0.5%	1.5%	2.1%
Homeless Students	0.5%	0.0%	0.2%
Students in Foster Care	0.5%	0.4%	0.2%
Military-Connected Students	0.3%	0.6%	0.2%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	70.5%	69.7%	70.1%
Hispanic	16.9%	19.2%	19.9%
Black or African American	3.6%	2.7%	2.6%
Asian	7.3%	6.1%	3.8%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.5%	2.1%	3.6%

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	80.8%
Spanish	12.6%
Other Languages	6.6%



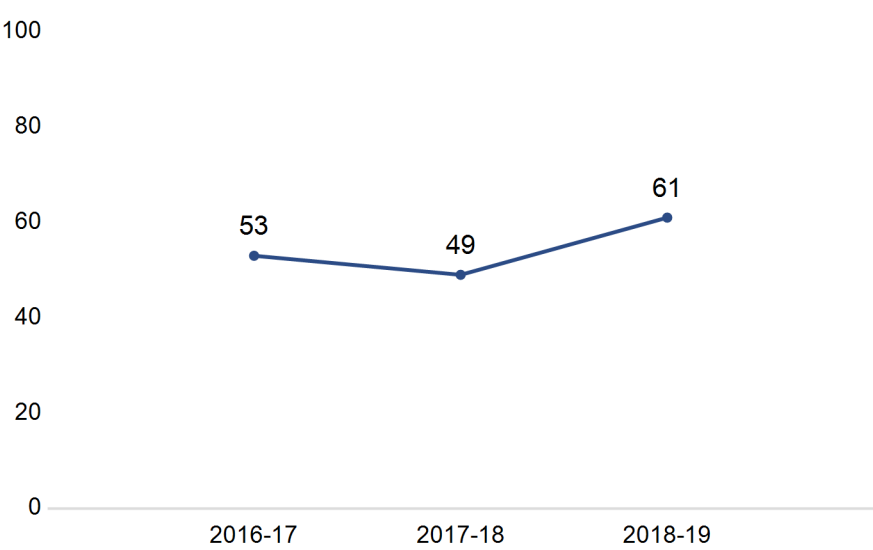
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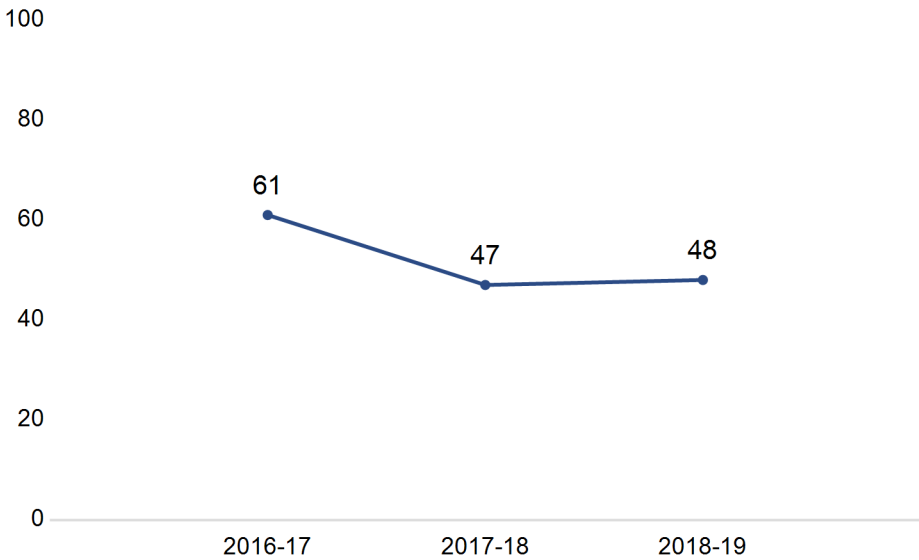
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	49	61	61	47	48
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met 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	61	57.5	50	Exceeds Standard	48	58	50	Met Standard
White	63	57	50	Exceeds Standard	48	58	52	Met Standard
Hispanic	50.5	53	49	Met Standard	36	51	47	Not Met
Black or African American	50.5	60	45	**	*	56	43	**
Asian, Native Hawaiian, or Pacific Islander	81	71.5	59	Exceeds Standard	*	75.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	70	67	49	**	*	55	52	**
Female	61	60	53	N	50	56	50	N
Male	61	54	47	N	46.5	59	51	N
Economically Disadvantaged Students	54.5	56	48	Met Standard	31.5	49	46	Not Met
Students with Disabilities	45	43	43	Met Standard	44	45	45	Met Standard
English Learners	64.5	60	52	**	*	64	50	**
Homeless Students	*	*	43	N	N	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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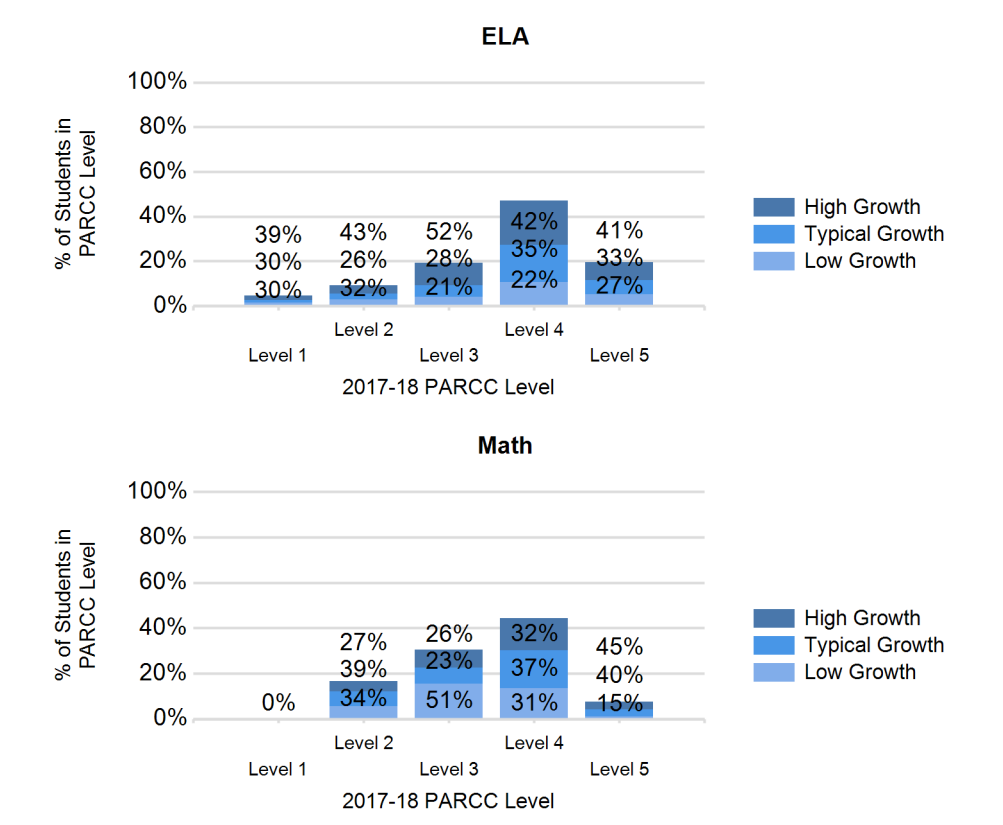
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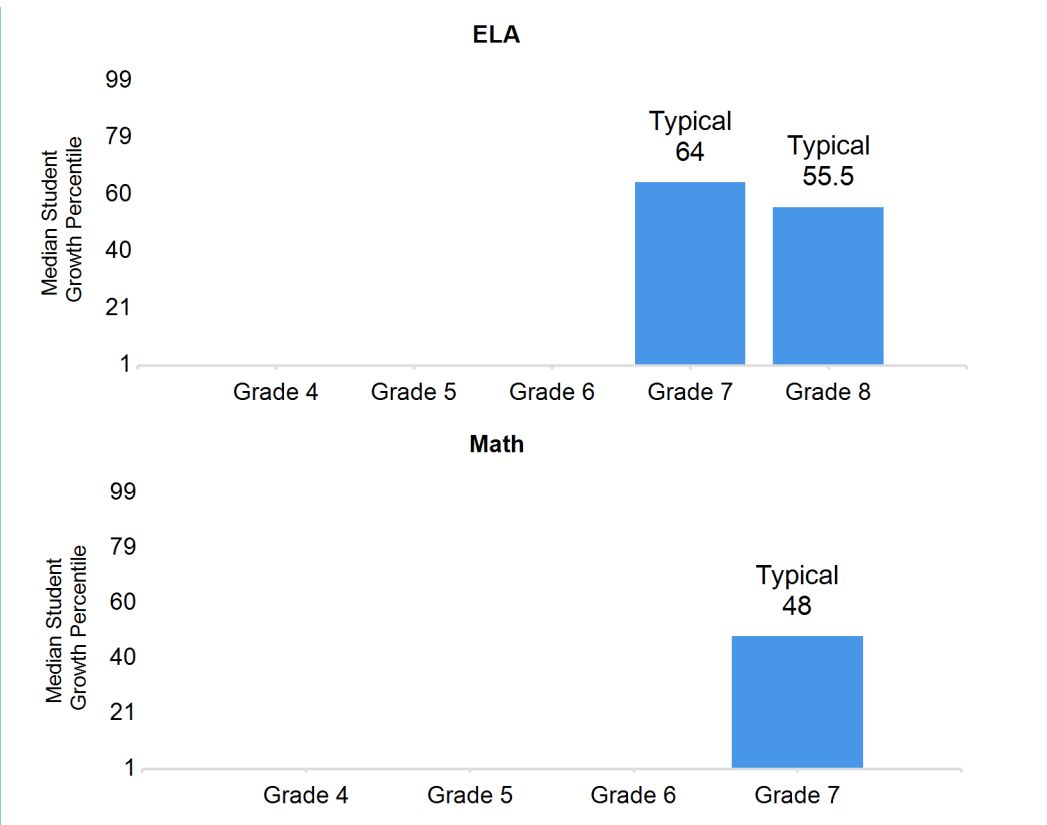
Student Growth by Performance Level

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



Student Growth by Grade

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



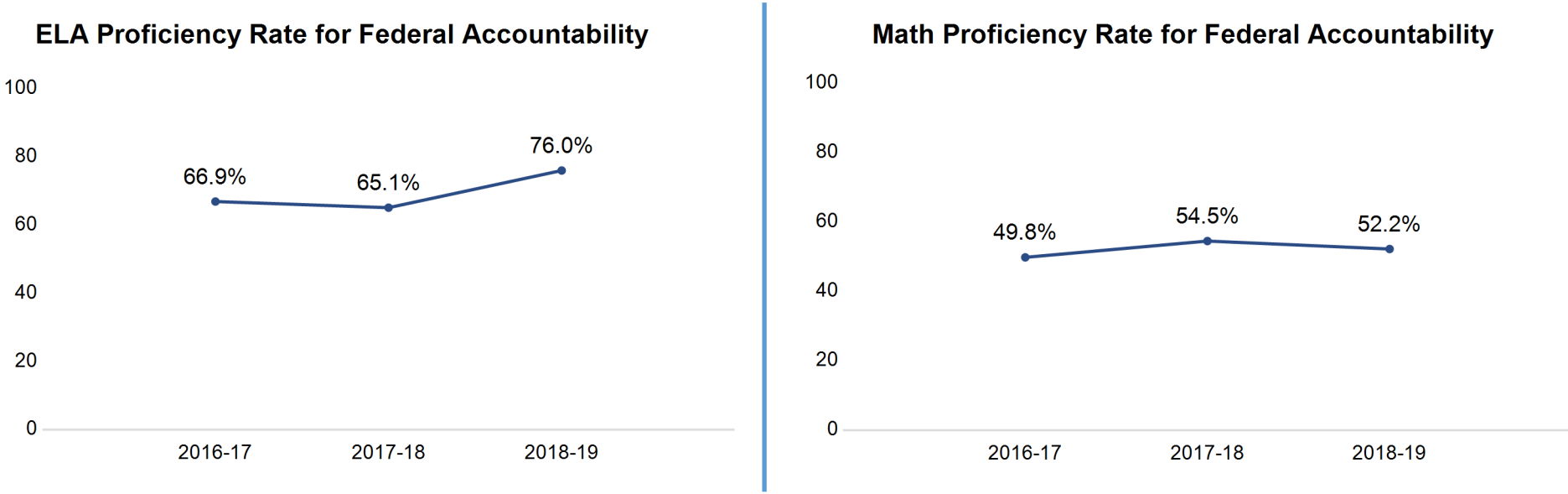


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.3%	97.9%	98.9%	97.6%	97.9%	99.1%
Proficiency Rate for Federal Accountability	66.9%	65.1%	76.0%	49.8%	54.5%	52.2%
Annual Target	61.2%	62.2%	63.2%	51.0%	52.5%	54.1%
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	524	98.9	76.0	68.7	57.9	76.0	63.2	Met Target
White	371	98.7	78.2	71.1	66.9	78.2	62.9	Met Target
Hispanic	103	100.0	67.0	56.0	43.9	67.0	55.5	Met Target
Black or African American	13	100.0	61.5	56.2	38.5	61.5	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	95.0	90.7	82.9	95.0	79.6	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	17	94.4	70.6	*	64.4	70.2	**	**
Female	245	98.8	84.1	75.7	64.8	84.1		
Male	279	98.9	68.8	61.9	51.3	68.8		
Economically Disadvantaged Students	74	100.0	64.9	*	40.0	64.9	47.4	Met Target
Non-Economically Disadvantaged Students	450	98.7	77.8	*	67.9	77.8		
Students with Disabilities	79	100.0	30.4	25.5	22.7	30.4	23.6	Met Target
Students without Disabilities	445	98.7	84.0	76.5	65.1	84.0		
English Learners	14	100.0	50.0	36.0	29.3	50.0	**	**
Non-English Learners	510	98.8	76.7	69.9	60.6	76.7		
Homeless Students	*	*	*	30.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



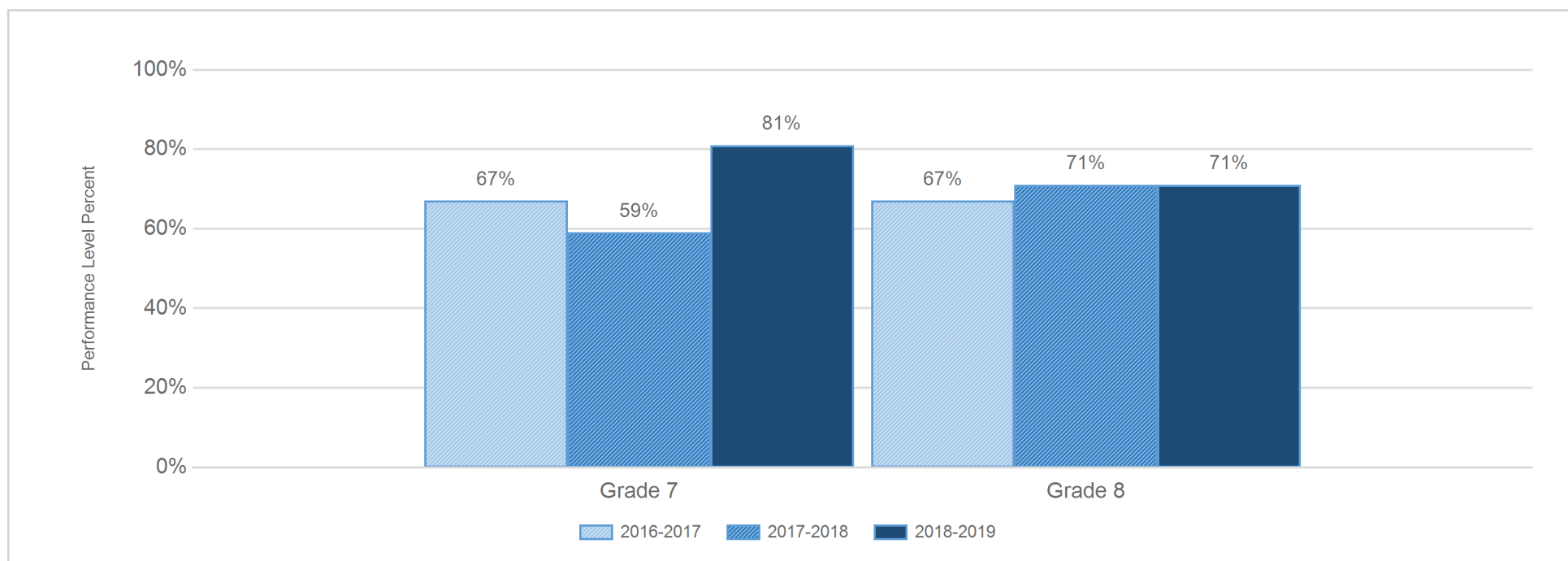
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English Language Arts Assessment - Performance Trends

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 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	275	776	776	761	4%	6%	9%	40%	41%	81%	63%
White	194	779	779	769	*	*	8%	41%	43%	84%	72%
Hispanic	58	762	762	747	*	*	*	40%	29%	69%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	132	783	783	769	*	*	8%	38%	48%	86%	71%
Male	143	769	769	753	*	*	10%	41%	34%	76%	55%
Economically Disadvantaged Students	46	758	758	743	*	*	*	37%	28%	65%	45%
Non-Economically Disadvantaged Students	229	779	779	771	*	*	*	40%	44%	84%	73%
Students with Disabilities	34	727	727	720	*	*	*	*	*	32%	22%
Students without Disabilities	241	783	783	769	*	*	*	*	*	88%	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	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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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	245	765	765	762	7%	7%	16%	49%	21%	71%	63%
White	174	764	764	770	6%	9%	13%	51%	21%	72%	72%
Hispanic	44	760	760	747	*	*	25%	*	*	64%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	12	791	791	794	0%	0%	*	*	*	92%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	113	774	774	771	*	*	12%	52%	28%	81%	71%
Male	132	757	757	753	*	*	20%	47%	15%	62%	55%
Economically Disadvantaged Students	29	749	749	743	*	*	*	*	*	62%	45%
Non-Economically Disadvantaged Students	216	767	767	772	*	*	*	*	*	72%	72%
Students with Disabilities	38	721	721	721	*	*	26%	*	*	21%	22%
Students without Disabilities	207	773	773	770	*	*	14%	*	*	80%	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%



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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.

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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	527	99.1	52.2	49.4	44.5	52.2	54.1	Met Target†
White	373	98.9	53.9	51.2	54.1	53.9	55.1	Met Target†
Hispanic	104	100.0	39.4	36.8	28.8	39.4	38.6	Met Target
Black or African American	13	100.0	38.5	39.7	23.0	38.5	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	95.0	78.5	76.5	95.0	73	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	17	94.4	52.9	*	53.3	52.6	**	**
Female	247	99.2	54.7	48.4	44.9	54.7		
Male	280	99.0	50.0	50.4	44.2	50.0		
Economically Disadvantaged Students	74	100.0	33.8	*	26.3	33.8	32.2	Met Target
Non-Economically Disadvantaged Students	453	98.9	55.2	*	54.9	55.2		
Students with Disabilities	79	100.0	11.4	*	17.4	11.4	20.4	Not Met
Students without Disabilities	448	98.9	59.4	*	50.0	59.4		
English Learners	16	100.0	18.8	26.9	25.0	18.8	**	**
Non-English Learners	511	99.0	53.2	50.2	46.5	53.2		
Homeless Students	*	*	*	30.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

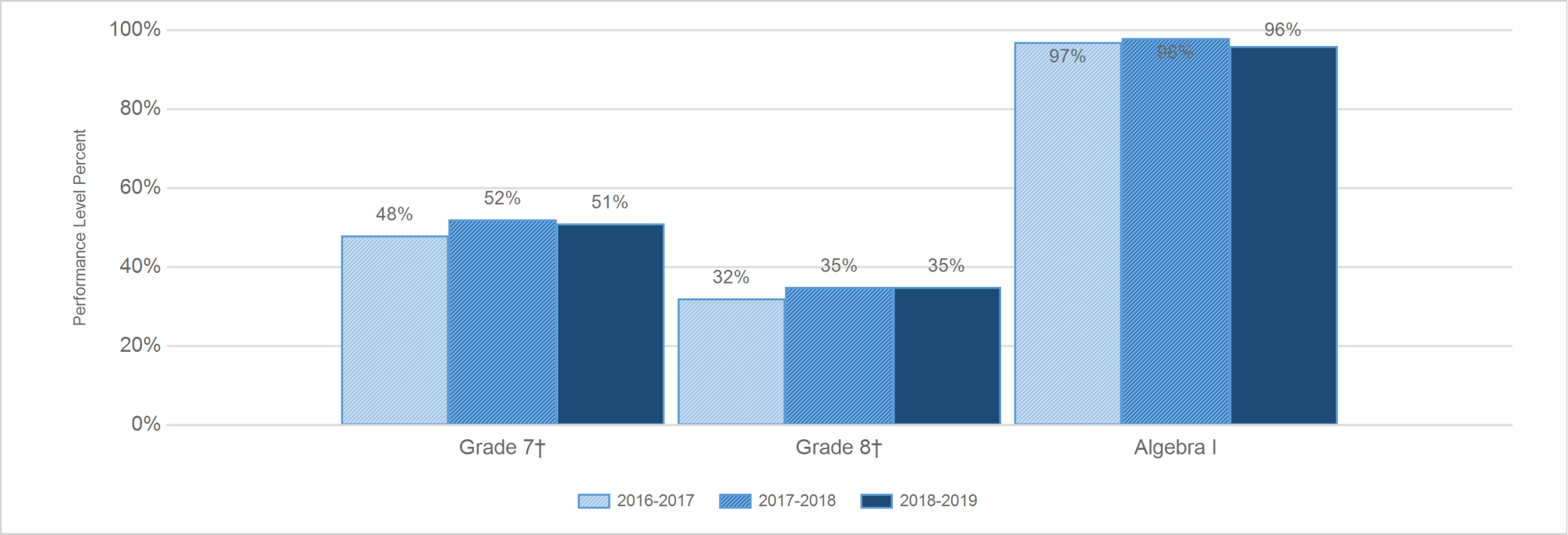


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Mathematics Assessment – Performance Trends

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



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



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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	277	751	751	744	*	17%	30%	*	*	51%	42%
White	196	753	753	751	*	14%	31%	*	*	53%	53%
Hispanic	58	742	742	733	*	22%	34%	*	*	40%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	133	753	753	744	*	14%	33%	*	*	52%	42%
Male	144	750	750	743	*	19%	26%	*	*	49%	42%
Economically Disadvantaged Students	46	735	735	731	*	*	*	33%	0%	33%	24%
Non-Economically Disadvantaged Students	231	754	754	751	*	*	*	40%	14%	54%	53%
Students with Disabilities	34	719	719	718	*	*	*	*	*	*	13%
Students without Disabilities	243	756	756	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	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Eisenhower Middle School
(27-4560-055)
Grades Offered: 07-08
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	167	734	734	728	17%	16%	32%	35%	0%	35%	29%
White	118	736	736	737	17%	16%	31%	36%	0%	36%	38%
Hispanic	36	729	729	722	*	*	36%	*	*	25%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	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	73	735	735	731	14%	18%	33%	36%	0%	36%	31%
Male	94	734	734	726	20%	15%	31%	34%	0%	34%	27%
Economically Disadvantaged Students	26	727	727	719	*	*	*	*	*	31%	20%
Non-Economically Disadvantaged Students	141	736	736	735	*	*	*	*	*	35%	36%
Students with Disabilities	38	709	709	707	50%	*	*	*	*	11%	10%
Students without Disabilities	129	742	742	734	8%	*	*	*	*	42%	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	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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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	80	781	743	744	0%	0%	*	*	*	96%	42%
White	56	779	745	752	0%	0%	*	*	*	96%	53%
Hispanic	10	786	734	728	0%	0%	0%	*	*	100%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	10	786	*	775	0%	0%	*	*	*	90%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	747	752	*	*	*	*	*	*	51%
Female	42	778	742	745	0%	0%	*	*	*	93%	44%
Male	38	784	743	743	0%	0%	*	*	*	100%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	716	717	N	N	N	N	N	N	12%
Students without Disabilities	80	781	747	748	0%	0%	*	*	*	96%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	80	781	*	745	0%	0%	*	*	*	96%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	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%



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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
7	*	*
8	*	*

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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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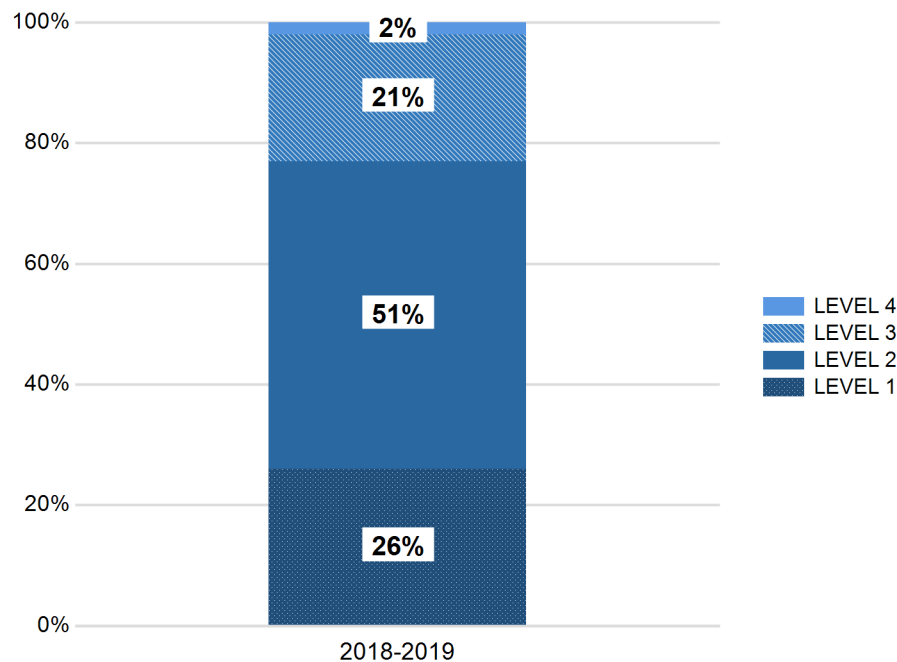
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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.



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	26	51	21	2
White	24	53	20	3
Hispanic	37	46	15	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	8	42	50	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	28	50	20	2
Male	23	52	21	3
Economically Disadvantaged Students	53	41	6	0
Non-Economically Disadvantaged Students	21	53	23	3
Students with Disabilities	59	32	8	0
Students without Disabilities	20	55	23	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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
7	0	0	287
8	82	0	175
Total	82	0	462

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
7	240	44	0	0	0	0	0
8	207	42	0	0	0	0	0
Total	447	86	0	0	0	0	0



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Visual and Performing Arts – Course Participation

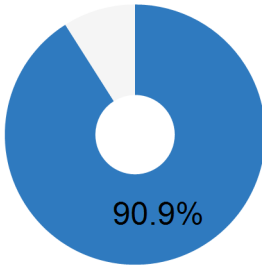
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

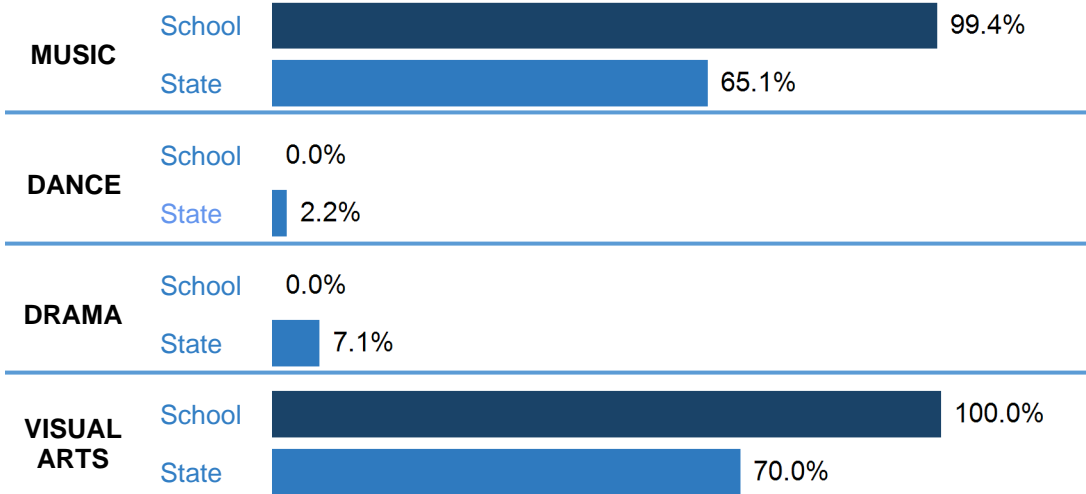


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

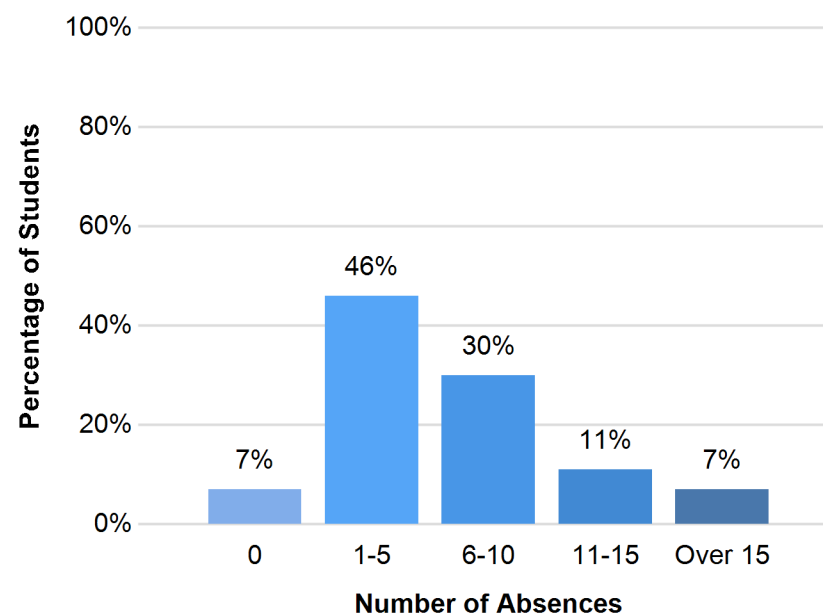
Chronic Absenteeism

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	32	6.0	9.5	Met
White	19	5.1	9.5	Met
Hispanic	8	7.4	9.5	Met
Black or African American	1	7.1	**	**
Asian, Native Hawaiian, or Pacific	1	5.0	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	15.8	**	**
Female	18	7.2		
Male	14	4.9		
Economically Disadvantaged Students	11	13.8	9.5	Not Met
Students with Disabilities	9	11.1	9.5	Not Met
English Learners	1	9.1	**	**
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.





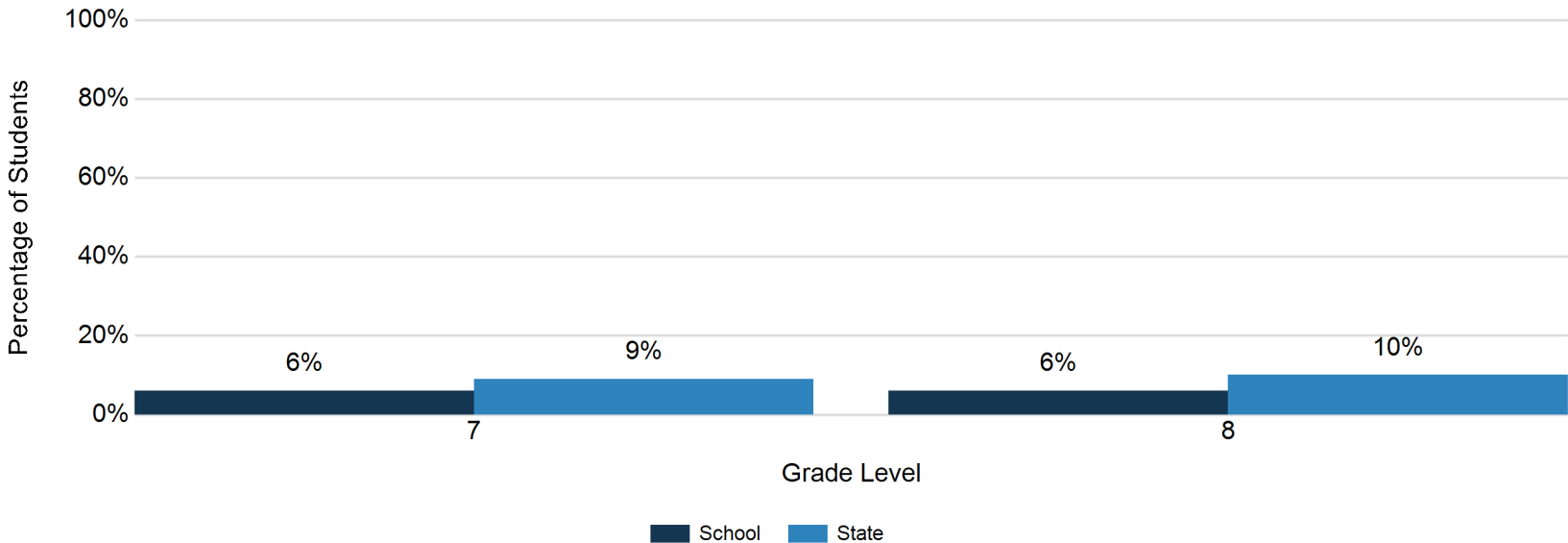
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Chronic Absenteeism by Grade

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





Eisenhower Middle School

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	6
Weapons	0
Vandalism	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	3.95

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	6	8
Religion	0	0	0
Ancestry	0	3	3
Gender	1	1	2
Sexual Orientation	3	0	3
Disability	0	0	0
Other	3	3	6
No Identified Nature	1		1

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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	29	5.5%
Out-of-School Suspensions	11	2.1%
Any Suspension	32	6.0%
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
47

**Eisenhower Middle School**

(27-4560-055)

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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	2:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 51 Mins
Shared Time - Instructional Time	5 Hrs. 51 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	57	118,214
Average years experience in public schools	11.0	12.1
Average years experience in district	9.1	10.8
Percentage of Teachers with 4 or more years experience in the district	75.4%	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	29	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	6.3	12.0
Percentage of Administrators with 4 or more years experience in the district	55.2%	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	266:1	121:1
Teachers to Administrators	29:1	11:1
Students to Librarians/Media Specialists		703:1
Students to Nurses		439:1
Students to Counselors		293:1
Students to Child Study Team Members		251:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.2%	68.4%	50.0%	48.4%	77.1%	54.9%
Male	52.8%	31.6%	50.0%	51.6%	22.9%	45.1%
White	70.1%	89.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	19.9%	7.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.6%	3.5%	0.0%	15.0%	6.6%	13.9%
Asian	3.8%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

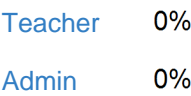
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.1%	90.5%
2017-18 Administrators: Same district 2018-19	75.9%	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%



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2018-2019

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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.



Eisenhower Middle School
(27-4560-055)
Grades Offered: 07-08
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.

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.



Eisenhower Middle School
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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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	66.9%	65.1%	76.0%
Math Proficiency	49.8%	54.5%	52.2%
ELA Growth	53	49	61
Math Growth	61	47	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.4%	6.6%	6.0%

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



Eisenhower Middle School

(27-4560-055)

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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.

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

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






Eisenhower Middle School
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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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Cutting edge STEAM and NGSS science labs. Zen room for teacher-led mindfulness activities. • 1:1 Chromebook program. Comprehensive use of Google Classroom & Apps for Education. Certified as a New Jersey Future Ready School and New Jersey Sustainable School. • A School of Choice for the Visual and Performing Arts.
 <p>Mission, Vision, Theme:</p>	<p>Eisenhower Middle School serves approximately 525 students in the seventh and eighth grades. Our curricula and programs provide students with an engaging and relevant education and comprehensive middle school experience. Our goal is to enable all students to achieve their full potential as learners, leaders and well-rounded citizens. Echoing the mission of the Roxbury School District, Eisenhower Middle School prides itself on "preparing the children of today for tomorrow".</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Nationally placed solar car; annual student-led Unity Tour with Roxbury Police; Recognized by Social Services for donations exceeding 5000 food items; NJ Sustainable Schools - Bronze Certification Status; NJ Future Ready Schools- Bronze Certification Status</p>



Eisenhower Middle School

(27-4560-055)

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Courses, Curriculum, Instruction:

Eisenhower's staff is committed to educating the whole child. They are trained in the Responsive Classroom approach to instruction and classroom management. Our core academic classes are driven by state standards, emphasize 21st century skills, and are interrelated in a collaborative effort amongst the faculty. Cycle and Elective classes support core subjects and encompass the visual/performing arts, technology, and health. Throughout all of their coursework, students are encouraged to be independent thinkers, self-advocates, members of a team, and responsible, civic-minded individuals.



Sports and Athletics:

Sports Offered: Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)

A key aspect of educating the whole child is in the ability to provide students with a variety of opportunities outside of the classroom. In addition to interscholastic sports, Eisenhower offers intramural sports for students who wish to play team sports but not at the competitive level.



Clubs and Activities:

Our school offers over 20 different clubs for students to participate- Student Council, Peer Leaders, Academic Bowl, Yearbook and Strategic Gaming to name a few. Eisenhower also offers two extra-curricular vocal music choirs and two extra-curricular instrumental music bands. STEAM is built into our core curriculum, which further supports our Robotics and Technology teams. Students also take an active role in our School Safety, Character Ed and Green Team committees.





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 <p>Before and After School Programs:</p>	<p>In an effort to support being a school of choice for Visual and Performing Arts, EMS implemented an Art Enrichment class that allows 8th grade students to satisfy a Visual Arts requirement at Roxbury High School. This allows students to experience Visual Art electives as 9th graders, providing students with additional pathways to success at Roxbury High School.</p>
 <p>Staff and Professional Learning:</p>	<p>All curricula and programs are aligned to the New Jersey Student Learning Standards, while being responsive to the needs of the individual child, school and community. Content area Supervisors engage and collaborate with faculty and staff in a variety of tasks that help to guide the direction of our curricular programs. Our Teaming model and master schedule also provides daily time for Professional Learning Communities and Cross-curricular team meetings to occur among staff.</p>






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 <p>Student Supports and Services:</p>	<p>For students with disabilities, our Child Study Team and Special Education teachers strive to meet individualized student needs in the least restrictive environment. In addition to in-class and pull-out replacement programs, Eisenhower Middle School offers specialized, self-contained programs that address the needs of students with autism as well as social/emotional/behavioral challenges.</p>
 <p>Student Health and Wellness:</p>	<p>Eisenhower's health and physical education curriculum imparts students with the skills necessary to develop a lifestyle that fosters their well-being. A full functioning fitness/wellness center exists too for students as well as staff in order to promote healthy living and offer programs for all fitness/interest abilities.</p>
 <p>Parent and Community Involvement:</p>	<p>Eisenhower Middle School's PTO is hands-on and supportive of new initiatives and ideas. The group promotes a positive school climate by sponsoring student recognition ceremonies as well as after-school activities such as dances, fun nights and even our Step-Up graduation celebration.</p>





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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers At the end of the school year, the faculty and staff at EMS complete a survey on the academics, programs, and climate at EMS. Overall, the climate is very positive at EMS. The teachers feel vested in the decision+making process, supported in initiatives, and encouraged personally and professionally.</p>
 <div>Facilities:</div>	<p>To support our position as a School of Choice for Performing Arts, Eisenhower Middle School received a comprehensive upgrade to the lighting and sound systems in our school auditorium. Prior to that, the school completed a renovation of three science labs to meet Next Generation Science Standards. EMS also boasts a new gymnasium floor for athletic and recreational use. Finally, a revamped main office complete with a dedicated security vestibule helps to keep all our students and staff safe.</p>




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 <div>Other Information</div>	EMS strives to deliver a responsive and developmentally appropriate middle school experience. Students are provided with unique opportunities to grow academically, socially, and emotionally. Students are encouraged to utilize technology on a daily basis. Student created video announcements and schoolwide events reflect student accountability and continued progress. Students serve as leaders in the school and community, representing the very best Roxbury has to offer. Social media alerts via Facebook and Twitter, monthly communication blasts from the Principal, and the school's website provide open lines of communication with the school and community.
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Franklin Elementary School
(27-4560-060)
Grades Offered: KG-04
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Franklin Elementary School
(27-4560-060)
Grades Offered: KG-04
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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	Morris
District	Roxbury Township School District
Principal Name	Mrs. Lisa Ferrare
Address	8 MEEKER STREET SUCCASUNNA, NJ 07876-1419
Phone Number	973-584-5549
Email Address	lferrare@roxbury.org
Website	https://www.roxbury.org/Domain/11



Franklin Elementary School

(27-4560-060)

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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
KG	57	67	60
1	65	60	63
2	56	72	61
3	58	63	73
4	71	62	67
Total	307	324	324

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	49.2%	51.2%	49.7%
Male	50.8%	48.8%	50.3%
Economically Disadvantaged Students	21.8%	23.1%	20.1%
Students with Disabilities	15.3%	14.8%	19.4%
English Learners	7.2%	9.0%	6.5%
Homeless Students	0.3%	0.6%	0.3%
Students in Foster Care	0.3%	1.2%	0.0%
Military-Connected Students	0.0%	0.9%	0.9%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	63.2%	61.4%	64.8%
Hispanic	26.4%	27.8%	25.0%
Black or African American	2.0%	3.7%	4.0%
Asian	5.2%	4.0%	2.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.3%	3.1%	3.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	57	67	60

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	80.9%
Spanish	13.6%
Other Languages	5.6%



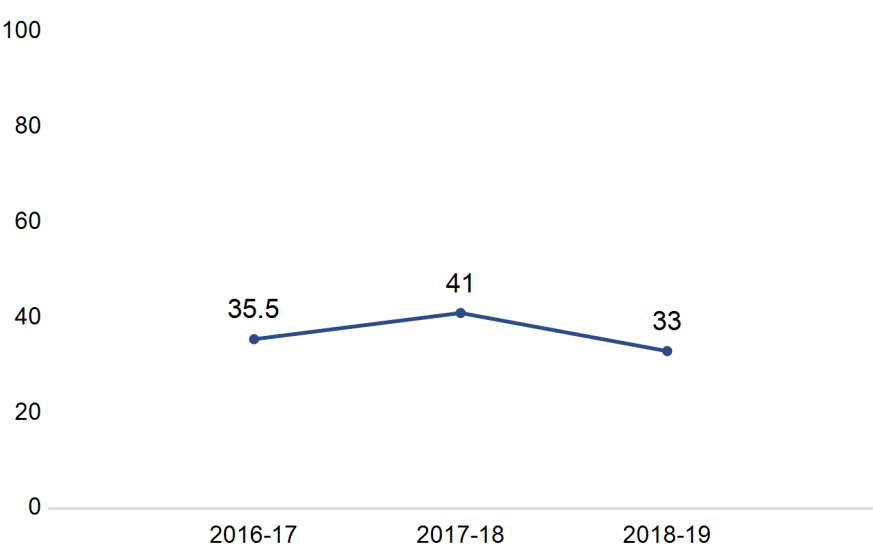
Franklin Elementary School
(27-4560-060)
Grades Offered: KG-04
2018-2019

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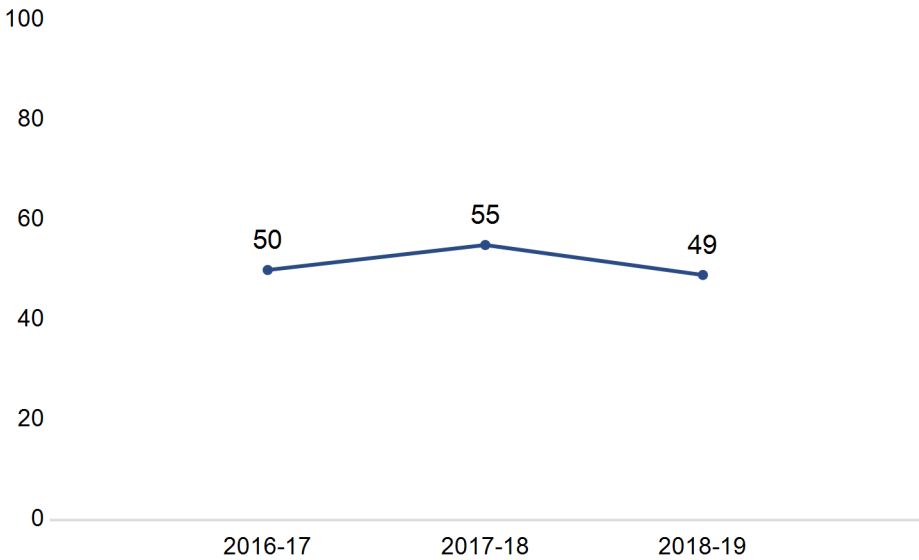
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	35.5	41	33	50	55	49
Met Standard (40-59.5)?	Not Met	Met Standard	Not Met	Met Standard	Met Standard	Met 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	33	57.5	50	Not Met	49	58	50	Met Standard
White	30	57	50	Not Met	49	58	52	Met Standard
Hispanic	40	53	49	Met Standard	63	51	47	**
Black or African American	*	60	45	**	*	56	43	**
Asian, Native Hawaiian, or Pacific Islander	N	71.5	59	**	N	75.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	67	49	**	*	55	52	**
Female	37	60	53	N	49	56	50	N
Male	27	54	47	N	48.5	59	51	N
Economically Disadvantaged Students	38	56	48	**	39.5	49	46	**
Students with Disabilities	27.5	43	43	**	44	45	45	**
English Learners	*	60	52	**	*	64	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Franklin Elementary School

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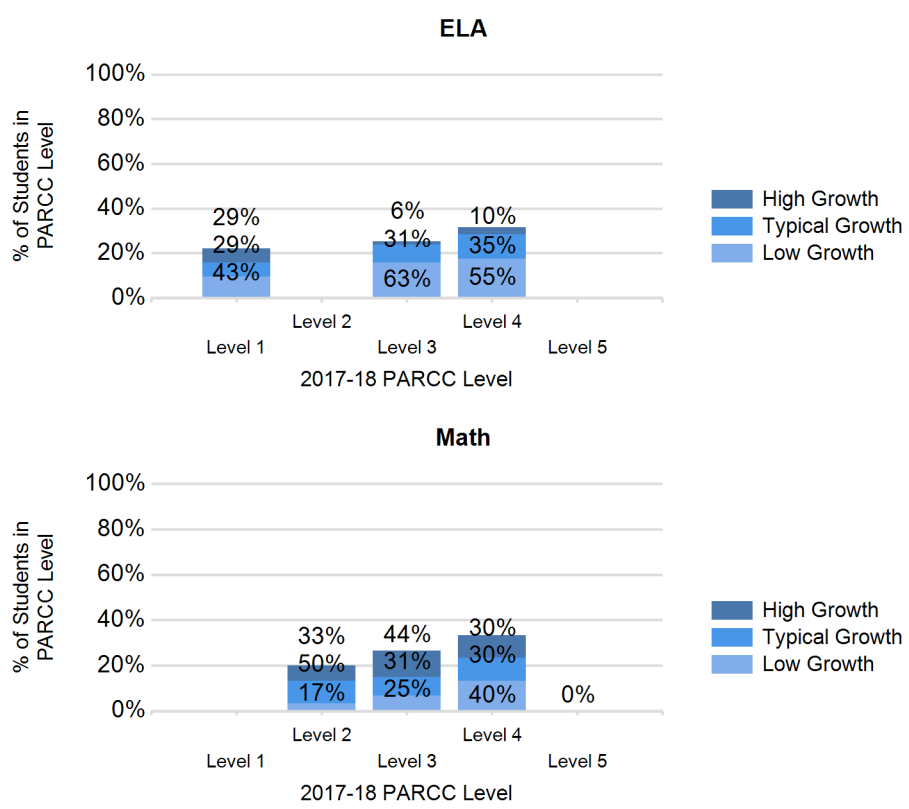
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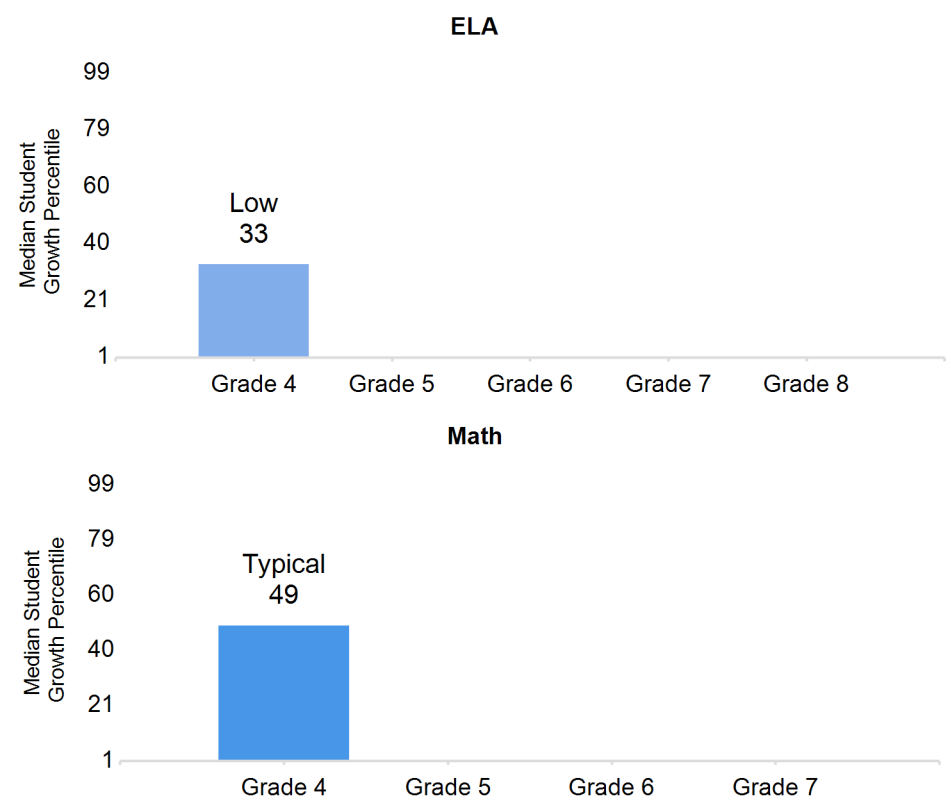
Student Growth by Performance Level

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.





Franklin Elementary School

(27-4560-060)

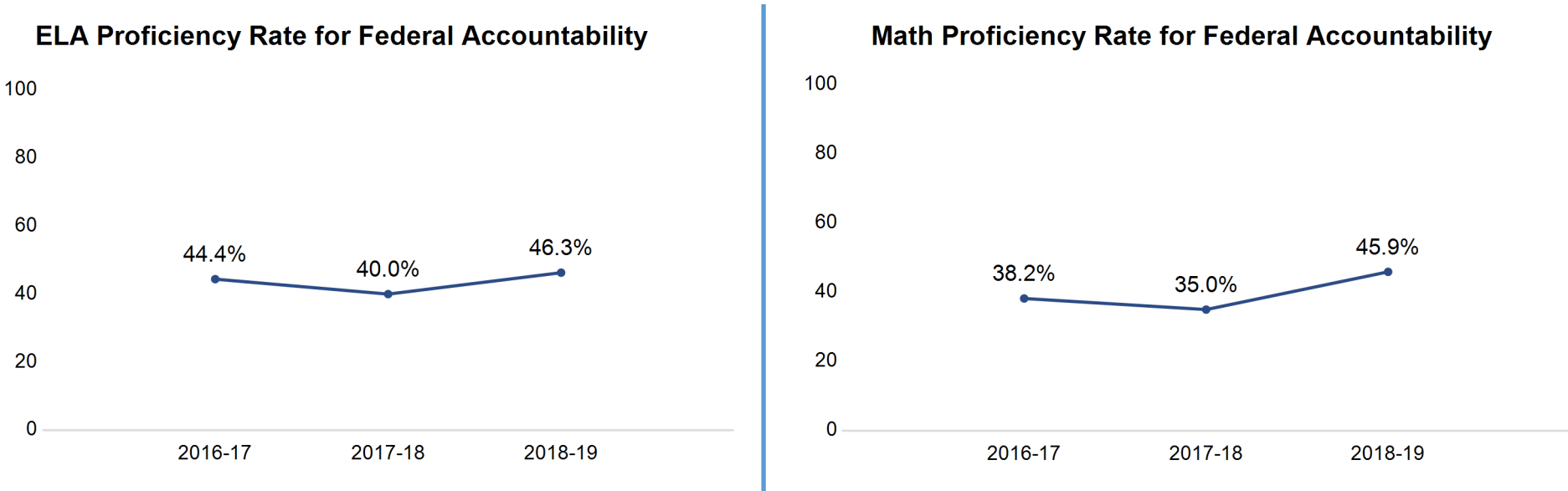
Grades Offered: KG-04

2018-2019

Report Key:
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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	98.4%	98.6%	99.2%	96.9%	98.6%
Proficiency Rate for Federal Accountability	44.4%	40.0%	46.3%	38.2%	35.0%	45.9%
Annual Target	55.8%	57.1%	58.3%	48.1%	49.8%	51.4%
Met Annual Target?	Not Met	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.



Franklin Elementary School
(27-4560-060)
Grades Offered: KG-04
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	136	98.6	46.3	68.7	57.9	46.3	58.3	Not Met
White	88	97.8	50.0	71.1	66.9	50.0	60.1	Not Met
Hispanic	37	100.0	40.5	56.0	43.9	40.5	49.3	Met Target†
Black or African American	*	*	*	56.2	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	90.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	65	98.5	49.2	75.7	64.8	49.2		
Male	71	98.6	43.7	61.9	51.3	43.7		
Economically Disadvantaged Students	30	100.0	23.3	*	40.0	23.3	37.5	Not Met
Non-Economically Disadvantaged Students	106	98.2	52.8	*	67.9	52.8		
Students with Disabilities	31	100.0	16.1	25.5	22.7	16.1	38.1	Not Met
Students without Disabilities	105	98.1	55.2	76.5	65.1	55.2		
English Learners	12	100.0	33.3	36.0	29.3	33.3	**	**
Non-English Learners	124	98.4	47.6	69.9	60.6	47.6		
Homeless Students	*	*	*	30.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

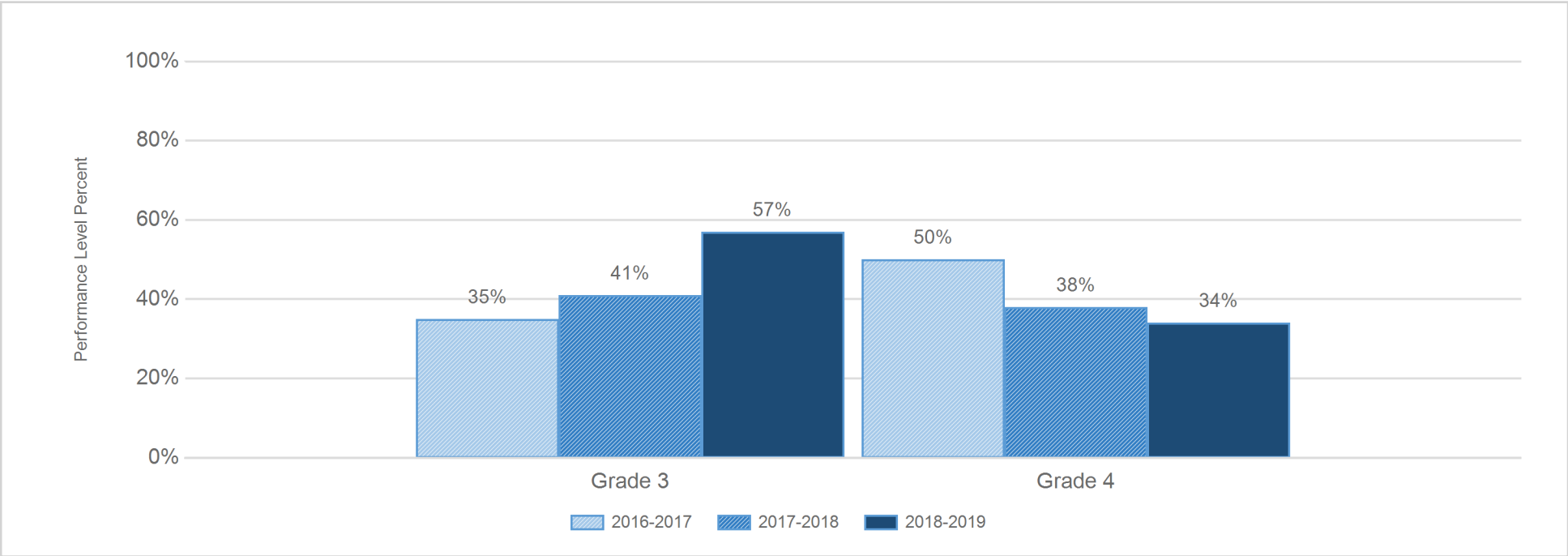


Franklin Elementary School
(27-4560-060)
Grades Offered: KG-04
2018-2019

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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.





Franklin Elementary School

(27-4560-060)

Grades Offered: KG-04

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	72	752	753	748	15%	*	19%	*	*	57%	50%
White	47	759	758	757	*	*	*	*	*	64%	60%
Hispanic	16	737	*	734	*	*	*	*	*	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	*	*	741	756	*	*	*	*	*	*	58%
Female	33	756	759	753	*	*	*	*	*	58%	55%
Male	39	748	748	743	*	*	*	*	*	56%	46%
Economically Disadvantaged Students	19	727	724	731	*	*	*	*	*	26%	33%
Non-Economically Disadvantaged Students	53	760	759	759	*	*	*	*	*	68%	61%
Students with Disabilities	16	704	717	719	*	*	*	*	*	19%	24%
Students without Disabilities	56	765	761	754	*	*	*	*	*	68%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	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%



Franklin Elementary School
(27-4560-060)
Grades Offered: KG-04
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	65	736	756	755	18%	15%	32%	*	*	34%	57%
White	41	739	757	763	*	*	32%	*	*	34%	67%
Hispanic	21	732	*	743	*	*	*	*	*	33%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	32	744	763	760	*	*	*	*	*	41%	62%
Male	33	729	750	750	*	*	*	*	*	27%	53%
Economically Disadvantaged Students	11	723	742	740	*	*	*	*	*	18%	40%
Non-Economically Disadvantaged Students	54	739	757	765	*	*	*	*	*	37%	69%
Students with Disabilities	15	702	*	725	*	*	*	*	*	13%	25%
Students without Disabilities	50	746	*	761	*	*	*	*	*	40%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	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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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	135	98.6	45.9	49.4	44.5	45.9	51.4	Met Target†
White	87	97.8	50.6	51.2	54.1	50.6	54.3	Met Target†
Hispanic	37	100.0	37.8	36.8	28.8	37.8	39.5	Met Target†
Black or African American	*	*	*	39.7	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	78.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	64	98.5	45.3	48.4	44.9	45.3		
Male	71	98.6	46.5	50.4	44.2	46.5		
Economically Disadvantaged Students	30	100.0	26.7	*	26.3	26.7	26.2	Met Target
Non-Economically Disadvantaged Students	105	98.1	51.4	*	54.9	51.4		
Students with Disabilities	31	100.0	12.9	*	17.4	12.9	38.1	Not Met
Students without Disabilities	104	98.1	55.8	*	50.0	55.8		
English Learners	12	100.0	25.0	26.9	25.0	25.0	**	**
Non-English Learners	123	98.4	48.0	50.2	46.5	48.0		
Homeless Students	*	*	*	30.0	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

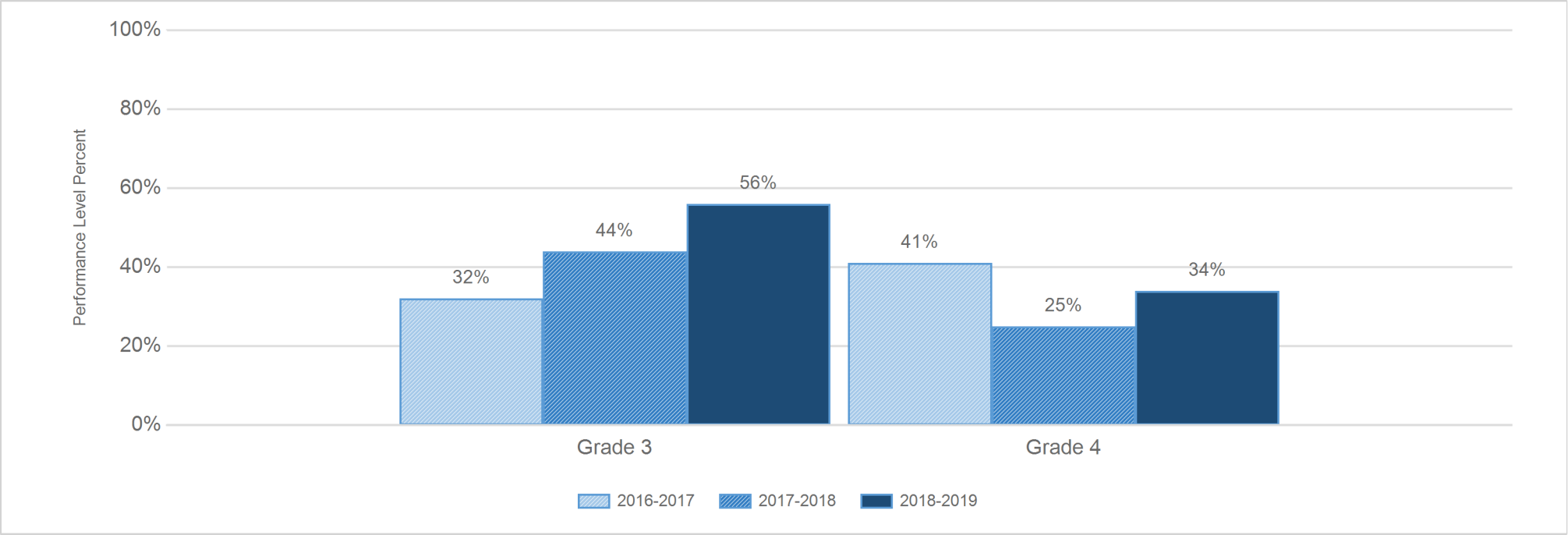


Franklin Elementary School
(27-4560-060)
Grades Offered: KG-04
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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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	72	749	754	752	*	*	22%	*	*	56%	55%
White	47	756	757	760	*	*	21%	*	*	60%	66%
Hispanic	16	740	*	739	*	*	*	*	*	50%	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	*	*	749	758	*	*	*	*	*	*	62%
Female	33	748	755	751	*	*	*	*	*	55%	54%
Male	39	750	754	752	*	*	*	*	*	56%	56%
Economically Disadvantaged Students	19	728	730	737	*	*	*	*	*	32%	37%
Non-Economically Disadvantaged Students	53	757	759	761	*	*	*	*	*	64%	67%
Students with Disabilities	16	713	722	731	*	*	*	*	*	13%	31%
Students without Disabilities	56	759	761	756	*	*	*	*	*	68%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	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	64	737	749	749	*	*	36%	34%	0%	34%	51%
White	40	744	751	757	*	*	40%	40%	0%	40%	62%
Hispanic	21	727	*	737	*	*	*	*	*	29%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	31	737	748	749	*	*	*	35%	0%	35%	50%
Male	33	736	750	749	*	*	*	33%	0%	33%	52%
Economically Disadvantaged Students	11	716	739	734	*	*	*	*	*	18%	32%
Non-Economically Disadvantaged Students	53	741	751	759	*	*	*	*	*	38%	63%
Students with Disabilities	15	707	*	726	*	*	*	*	*	13%	25%
Students without Disabilities	49	746	*	754	*	*	*	*	*	41%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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

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	75.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	15	80.0%	20.0%
3-4	*	*	*
5 or more	*	*	*



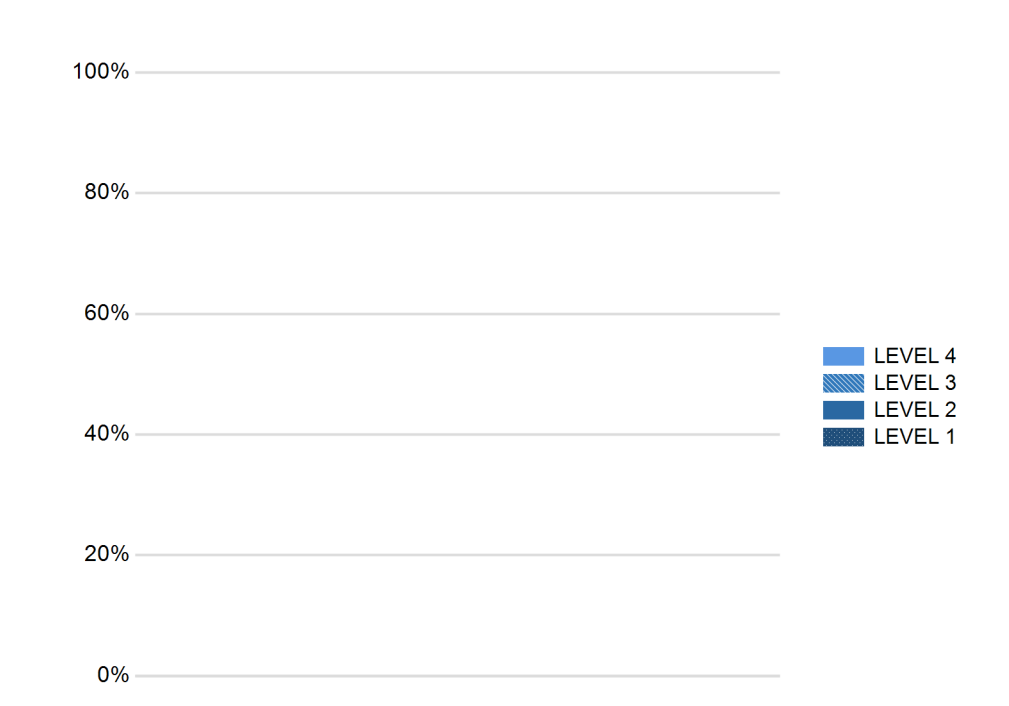
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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

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
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(27-4560-060)

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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.

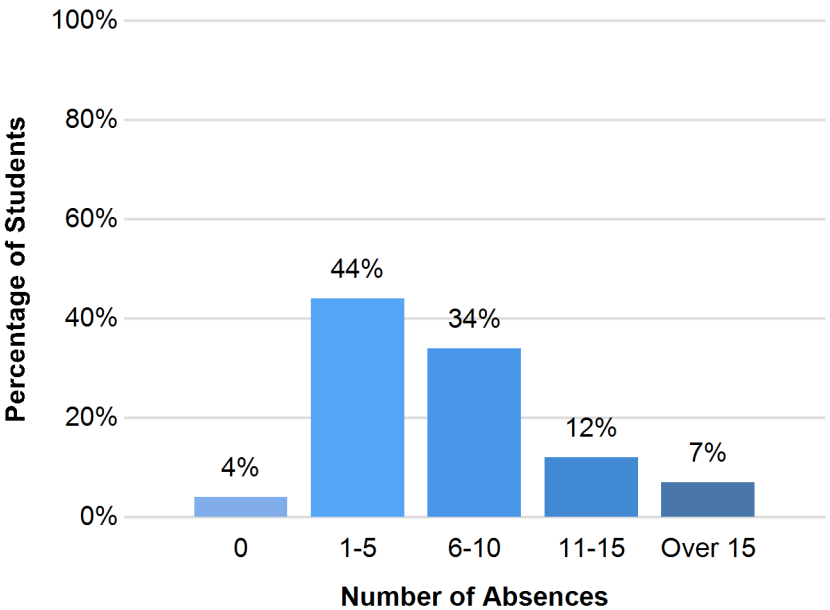
Chronic Absenteeism

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	17	5.1	9.2	Met
White	9	4.3	9.2	Met
Hispanic	6	6.8	9.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	11	6.6		
Male	6	3.6		
Economically Disadvantaged Students	7	10.8	9.2	Not Met
Students with Disabilities	7	9.7	9.2	Not Met
English Learners	2	7.7	9.2	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.





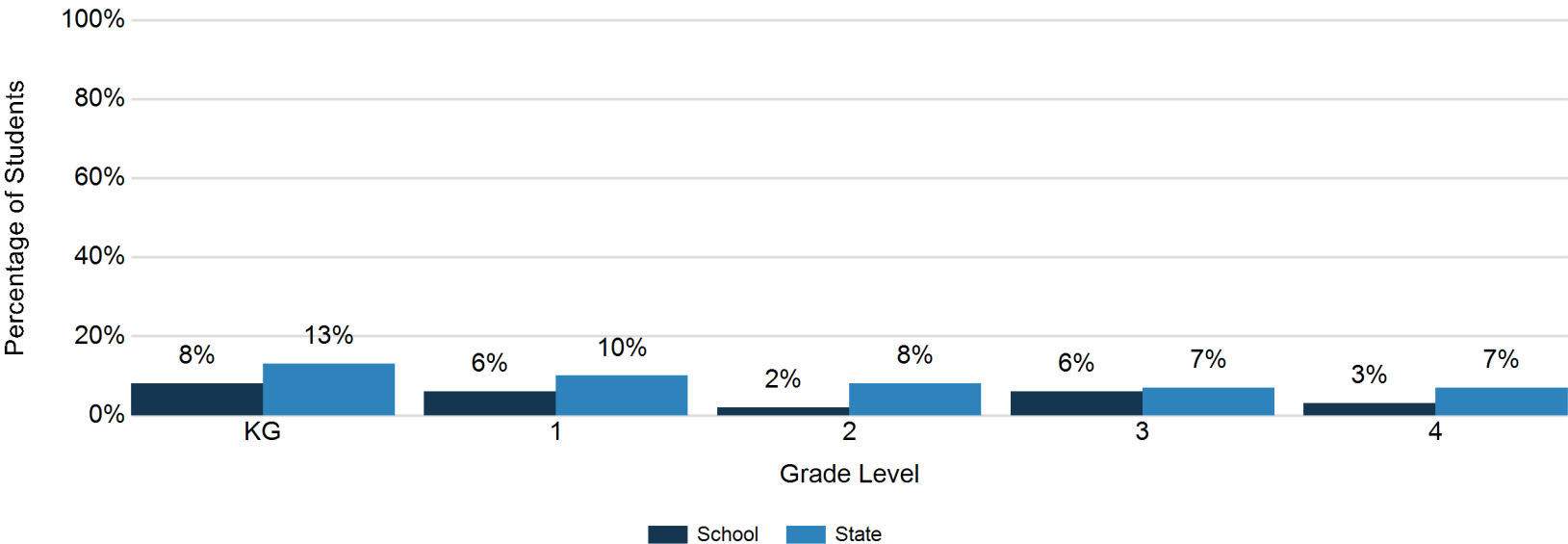
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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.





Franklin Elementary School

(27-4560-060)

Grades Offered: KG-04

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.

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.62

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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

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	9:10 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 10 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.		
Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	9.3	10.8
Percentage of Teachers with 4 or more years experience in the district	71.0%	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	29	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	6.3	12.0
Percentage of Administrators with 4 or more years experience in the district	55.2%	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	10:1	11:1
Students to Administrators	324:1	121:1
Teachers to Administrators	31:1	11:1
Students to Librarians/Media Specialists		703:1
Students to Nurses		439:1
Students to Counselors		293:1
Students to Child Study Team Members		251:1



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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	49.7%	90.3%	100.0%	48.4%	77.1%	54.9%
Male	50.3%	9.7%	0.0%	51.6%	22.9%	45.1%
White	64.8%	90.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	25.0%	6.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.8%	3.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.1%	90.5%
2017-18 Administrators: Same district 2018-19	75.9%	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	97.3%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.4%	40.0%	46.3%
Math Proficiency	38.2%	35.0%	45.9%
ELA Growth	36	41	33
Math Growth	50	55	49
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		84.2%	75.0%
Chronic Absenteeism	3.6%	5.8%	5.1%

† 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	Not Met	Met Target†	Not Met	Met Standard	**	Met	No
White	Not Met	Met Target†	Not Met	Met Standard	n/a	Met	No
Hispanic	Met Target†	Met Target†	Met 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	Not Met	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	Met	No

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






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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Franklin School has been awarded Bronze Certification through Sustainable Jersey for Schools. Students and staff continue to work towards enhancing sustainability. Social Emotional Learning is built into the daily schedule for each teacher. Students and staff members participate in activities and discussions related to a monthly theme. Franklin School was named an OSMO Model School and is one of only a handful of schools nationwide to receive this distinction. Franklin School also has a teacher who is an OSMO Classroom Ambassador.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Franklin School has a student population of about 320 students in grades kindergarten through four. The students, staff and parents work together as a school community to enable each child to reach his or her individual potential. The goal is to create a warm, safe environment that fosters the development of the whole child, socially, emotionally, and cognitively. Additionally, the staff of dedicated teachers continually utilize best practices to differentiate instruction for students.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Franklin School participates in several community service projects and fundraising opportunities throughout the year. Service opportunities benefit local and national organizations including Roxbury Social Services and the St. Baldrick's Foundation.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Instruction at Franklin School is differentiated to meet the individual needs of all learners. Teachers work collaboratively in Professional Learning Communities and develop lesson plans based upon individual student needs, talents, abilities, and preferred learning styles. In addition, teachers strive to utilize technology as an effective teaching tool in order to prepare Franklin students to become 21st century learners. Social Emotional Learning, Wellness and Mindfulness activities are also woven into daily classroom activities, and teachers utilize these activities to enhance student learning and address students' emotional needs.</p>
 <p>Clubs and Activities:</p>	<p>Fourth grade students have an opportunity to participate in a service oriented club called Early Act, which is sponsored by the local Rotary. Students learn that service to others is important, and get the opportunity to help others through organizing school-wide service projects such as food and clothing drives to benefit the local community. Early Act serves as a foundation for the Interact Club at Roxbury High School and has student officers who run the meetings throughout the year.</p>





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 <p>Before and After School Programs:</p>	<p>Our school welcomes scouting, art classes, STEAM classes, coding and many other community programs for after-school enrichment offered through the Roxbury Community School.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff members at Franklin School are a professional group. They are constantly collaborating and working on improving their skills. Teachers meet weekly in Professional Learning Communities (PLCs) to collaborate on lesson plans and projects. In addition, staff members regularly participate in a variety of professional development opportunities to update their skills and incorporate best practices into their daily routines. Additionally, teachers can participate in a Digital Badging Program that is being offered through the district which allows staff members to study a professional topic and earn a badge once they demonstrate their proficiency.</p>



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Student Supports and Services:

Franklin School offers a variety of services for students with special needs including three Language Learning Disability (LLD) classrooms, serving students in grades K through four, and Out-of-Class Resource (OCR) classes serving students in grades two through four. There is also an In Support of Learning program for students who struggle academically. Three staff members, two full-time and one part-time, service students from all grade levels who are struggling academically in reading and/or math. Students receive additional support in these areas in small groups. Additionally, the school staff includes specialists in Speech & Language, English as a Second Language, Hearing Impairment, Guidance, Occupational Therapy, and Physical Therapy.



Student Health and Wellness:

Students receive direct instruction in physical education 3 times each week which is designed to foster a lifelong, healthy life style. This is supplemented with a daily recess period. Additionally, Franklin students are encouraged to advocate for themselves and others and are taught to develop strategies to solve problems. The guidance counselor conducts regular classroom lessons to this end; and teachers incorporate Health and Wellness opportunities into their daily lessons during the time dedicated each day for Social and Emotional Learning (SEL). Teachers also have the opportunity to collaborate with a mindfulness expert regularly to assist them with planning and implementing mindfulness techniques in the classroom.



Parent and Community Involvement:

Parents & guardians at Franklin School are supportive and involved in the education of their children. The Parent Teacher Association keeps parents informed & provides a number of enriching activities for students. The Cultural Arts Committee brings exciting assemblies to students throughout the school year, & parent volunteers help students learn the game of chess during their lunch periods. The PTA also sponsors family activity nights, assists with Field Day, & runs the "Wee Deliver Program".






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<div>  <div>Climate Surveys:</div> </div>	<p>The Culture and Climate Committee at Franklin School meets multiple times throughout the year to review and discuss issues related to the culture and climate of the school. This committee includes staff members and parents and makes recommendations to enhance the climate of Franklin School, including the utilization of a Climate Survey to drive the committee's focus.</p>
<div>  <div>Facilities:</div> </div>	<p>Franklin School has updated its security cameras and has rekeyed all of the interior door locks with unique keys and locks. In addition, Franklin School has a terrific Outdoor Classroom that provides a natural setting where classes can connect with nature, observe birds feeding, and release butterflies. Teachers utilize this space for other instructional purposes as well. In addition, the technology lab is utilized daily, and the media center is implementing a maker space to foster creative thinking and exploration during STEAM activities.</p>
<div>  <div>School Safety:</div> </div>	<p>Franklin School continues to utilize rigorous security measures including a security vestibule, security cameras both inside and outside of the building, and on-site security guards. All visitors must follow security procedures to gain entry into the building, including running driver's licenses through LobbyGuard and wearing a personalized security badge for the duration of the visit. In addition, the School Safety Team meets multiple times throughout the year to discuss and review safety procedures and protocols. This team consists of a variety of staff members and parents as well as a local police representative and the Roxbury School District Director of Security. Also, fourth grade students are given the opportunity to be School/Bus Safety Members. They are trained by the school counselor and are involved in maintaining safety procedures throughout the school building and on the buses.</p>




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 <div>Technology and STEM:</div>	Franklin School has a wide variety of technology available for teachers and students to use to enhance instruction. There are 7 Chromebook carts, each housing 32 Chromebooks, spread throughout the building as well as two iPad carts, each which holds 30 iPads. Many classrooms also have five to ten iPads housed in them for student and teacher use, and there is a technology lab and media center with a Makerspace area. In addition, teachers provide virtual reality opportunities for students via Google Expeditions that are curricularly related to their instruction. Many Franklin School teachers also utilize OSMOs to help teach students problem solving skills, and one Franklin School teacher has become an OSMO School Ambassador. Franklin School is one of three schools nationwide to be named an OSMO Model School.
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Franklin Elementary School
(27-4560-060)
Grades Offered: KG-04
2018-2019

Report Key:
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School Narrative

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 <div>Other Information</div>	<p>Franklin School was first identified as a Title 1 school during the 2016-2017 school year. The Title 1 funds we receive allow us to run various programs to provide assistance for students who are struggling academically. The S.A.I.L. Summer Program operates during the month of July and serves students in grades K-4 who are in need of extra academic support. Additionally, Title 1 funds were used to develop and implement an early intervention program for kindergarten students called Kinder S.T.A.R.S. which targets kindergarten students who are in need of additional support. Students in grade 1 who are in need of additional support also receive services through this funding. In addition, the Title 1 funds are used to support a Parent Academy that operates four times a year and offers parents various opportunities to receive guidance in assisting their children as they develop at home. In order to meet the needs of all levels of learners, all students in kindergarten through fourth grade are provided with enrichment experiences that incorporate a STEAM component each week.</p>
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Jefferson Elementary School
(27-4560-065)
Grades Offered: PK-04
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Jefferson Elementary School
(27-4560-065)
Grades Offered: PK-04
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	Morris
District	Roxbury Township School District
Principal Name	Ms. Melissa Cosgrove
Address	35 CORN HOLLOW ROAD SUCCASUNNA, NJ 07876
Phone Number	973-584-8955
Email Address	mcosgrove@roxbury.org
Website	https://www.roxbury.org/Domain/12
Facebook	https://www.facebook.com/groups/170279103026702/
Twitter	https://twitter.com/mcosgrove7



Jefferson Elementary School
(27-4560-065)
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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	16	30	32
KG	61	52	70
1	79	66	55
2	69	82	66
3	61	71	87
4	68	60	73
Total	354	361	383

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	46.9%	44.3%	45.2%
Male	53.1%	55.7%	54.8%
Economically Disadvantaged Students	7.6%	8.3%	8.4%
Students with Disabilities	16.1%	20.5%	21.9%
English Learners	2.5%	2.8%	2.3%
Homeless Students	1.1%	0.0%	0.3%
Students in Foster Care	0.0%	0.3%	0.3%
Military-Connected Students	0.3%	1.1%	1.0%
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	68.4%	68.7%	70.5%
Hispanic	14.4%	15.5%	15.1%
Black or African American	4.0%	3.0%	2.6%
Asian	9.0%	6.6%	6.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.3%
Two or More Races	4.2%	6.1%	5.2%

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	12	23	20
PK - Full Day	4	7	12
KG - Half Day	0	0	0
KG - Full Day	61	52	70

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	85.9%
Spanish	5.0%
Greek, Modern (1453-)	1.0%
Other Languages	8.1%



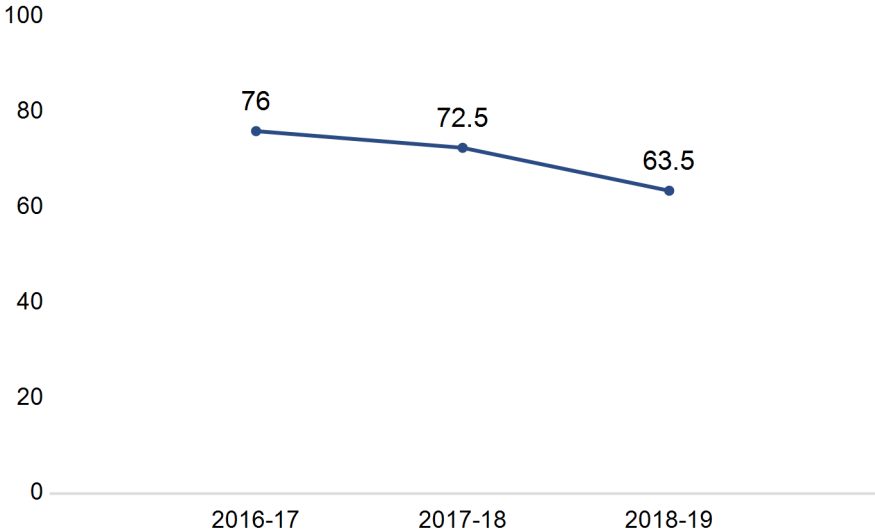
Jefferson Elementary School
(27-4560-065)
Grades Offered: PK-04
2018-2019

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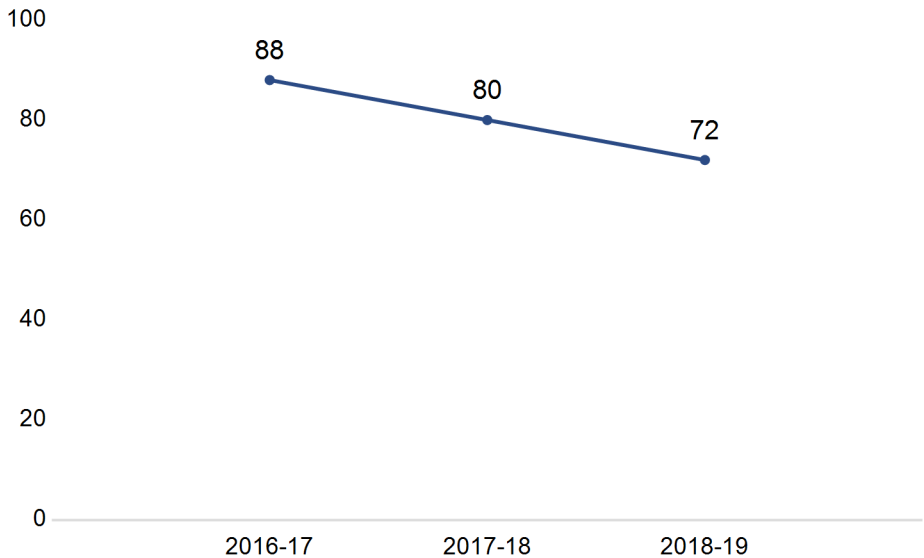
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	76	72.5	63.5	88	80	72
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Jefferson Elementary School

(27-4560-065)

Grades Offered: PK-04

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	63.5	57.5	50	Exceeds Standard	72	58	50	Exceeds Standard
White	61	57	50	Exceeds Standard	68	58	52	Exceeds Standard
Hispanic	*	53	49	**	*	51	47	**
Black or African American	*	60	45	**	*	56	43	**
Asian, Native Hawaiian, or Pacific Islander	*	71.5	59	**	*	75.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	67	49	**	*	55	52	**
Female	63	60	53	N	80	56	50	N
Male	66.5	54	47	N	63.5	59	51	N
Economically Disadvantaged Students	*	56	48	**	*	49	46	**
Students with Disabilities	73	43	43	**	52.5	45	45	**
English Learners	*	60	52	**	*	64	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Jefferson Elementary School
(27-4560-065)
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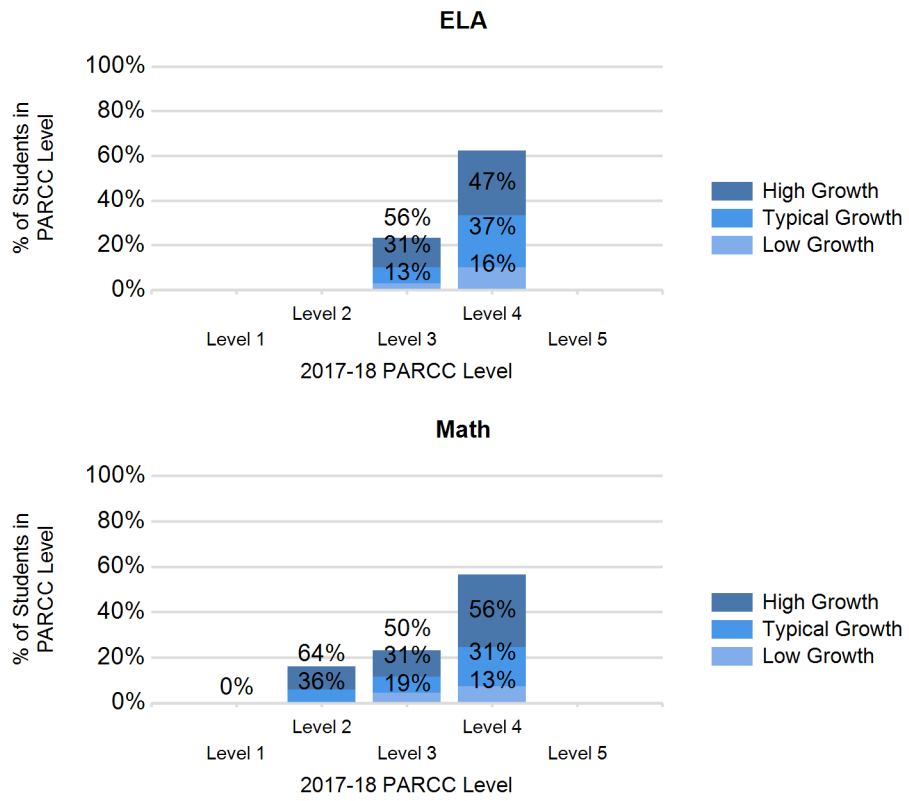
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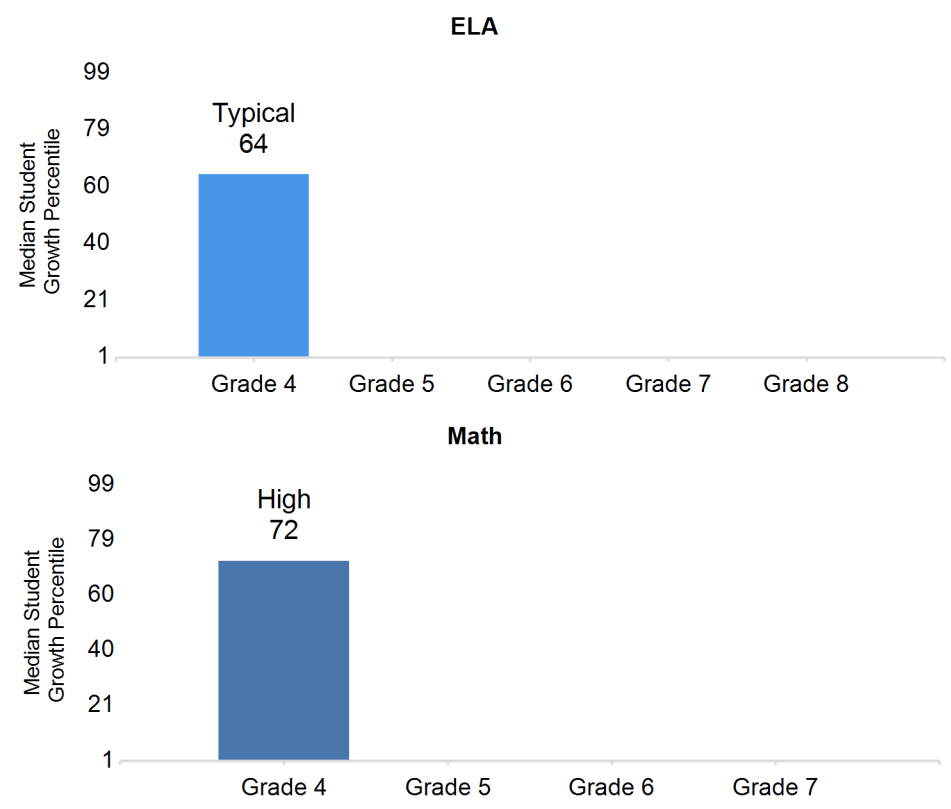
Student Growth by Performance Level

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



Student Growth by Grade

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



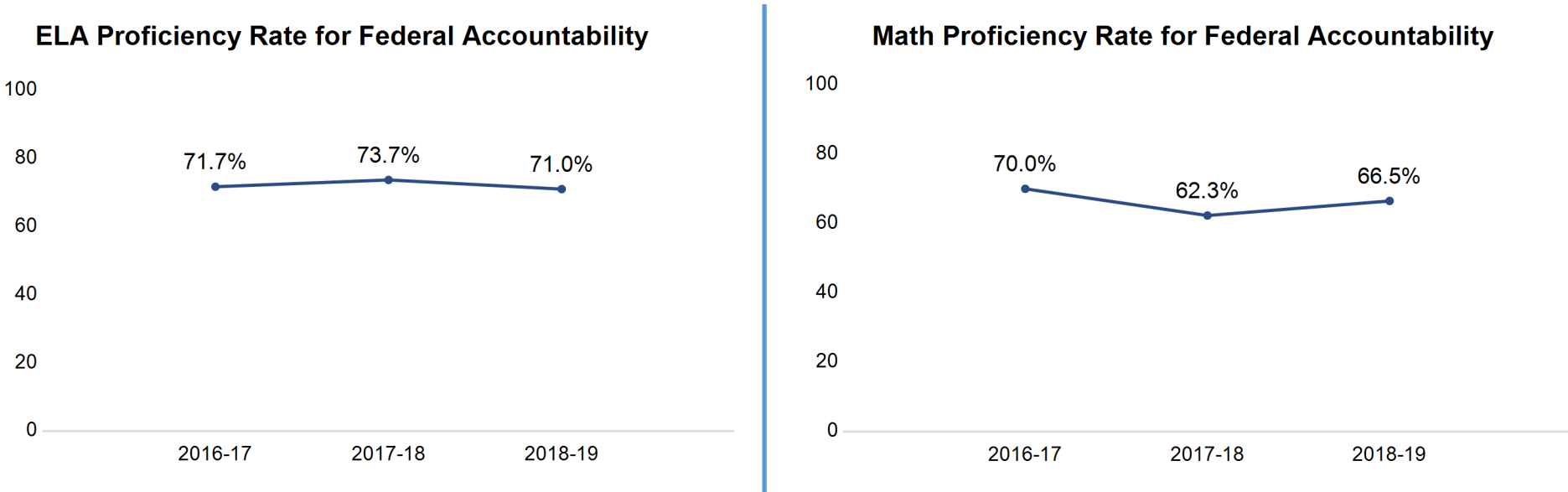


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	98.4%	99.4%	98.4%	98.4%	99.4%
Proficiency Rate for Federal Accountability	71.7%	73.7%	71.0%	70.0%	62.3%	66.5%
Annual Target	61.9%	62.8%	63.8%	54.9%	56.2%	57.6%
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	155	99.4	71.0	68.7	57.9	71.0	63.8	Met Target
White	108	99.1	72.2	71.1	66.9	72.2	63	Met Target
Hispanic	21	100.0	47.6	56.0	43.9	47.6	62.8	Met Target†
Black or African American	*	*	*	56.2	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	84.6	90.7	82.9	84.6	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	60	100.0	78.3	75.7	64.8	78.3		
Male	95	99.0	66.3	61.9	51.3	66.3		
Economically Disadvantaged Students	13	100.0	38.5	*	40.0	38.5	**	**
Non-Economically Disadvantaged Students	142	99.3	73.9	*	67.9	73.9		
Students with Disabilities	24	96.2	37.5	25.5	22.7	37.5	N	N
Students without Disabilities	131	100.0	77.1	76.5	65.1	77.1		
English Learners	*	*	*	36.0	29.3	*	**	**
Non-English Learners	*	*	*	69.9	60.6	*		
Homeless Students	N	N	N	30.0	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

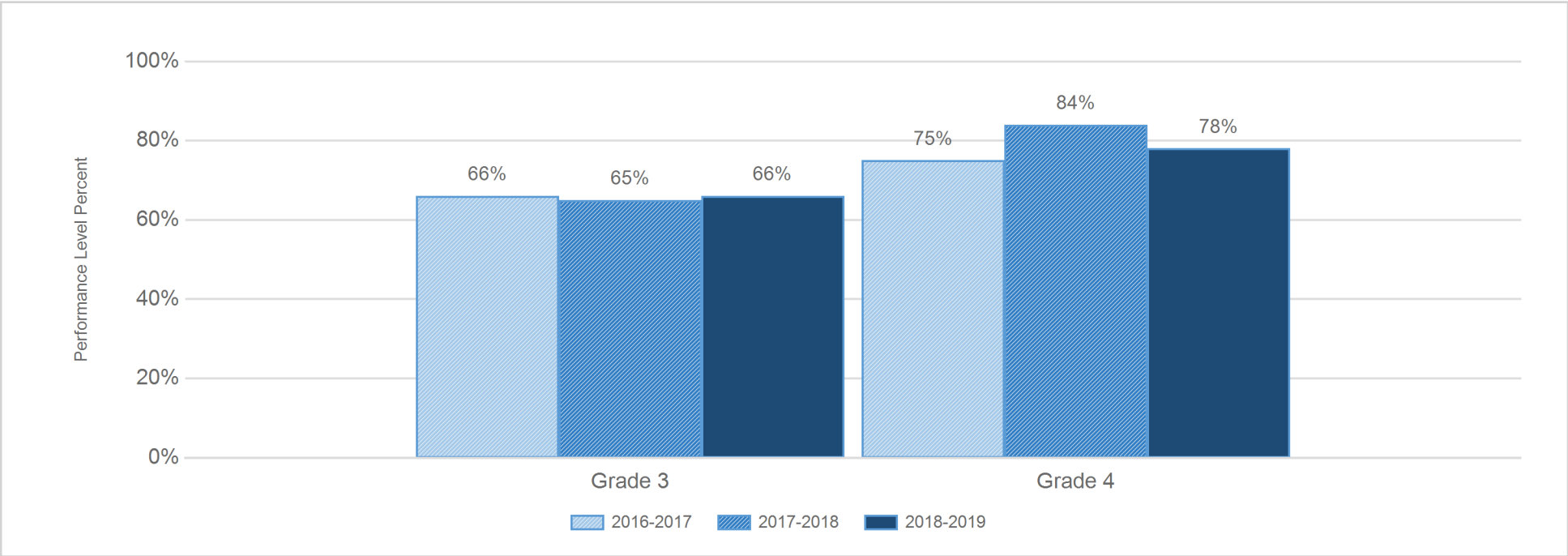


Jefferson Elementary School
(27-4560-065)
Grades Offered: PK-04
2018-2019

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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.





Jefferson Elementary School

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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	86	758	753	748	*	*	15%	*	*	66%	50%
White	63	762	758	757	*	*	*	*	*	70%	60%
Hispanic	12	731	*	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	*	*	741	756	*	*	*	*	*	*	58%
Female	36	767	759	753	*	*	*	*	*	75%	55%
Male	50	752	748	743	*	*	*	*	*	60%	46%
Economically Disadvantaged Students	*	*	724	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	759	759	*	*	*	*	*	*	61%
Students with Disabilities	13	726	717	719	*	*	*	*	*	31%	24%
Students without Disabilities	73	764	761	754	*	*	*	*	*	73%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	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%



Jefferson Elementary School

(27-4560-065)

Grades Offered: PK-04

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	73	773	756	755	0%	*	*	47%	32%	78%	57%
White	47	772	757	763	0%	*	*	47%	30%	77%	67%
Hispanic	11	772	*	743	0%	*	*	*	*	73%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	26	784	763	760	0%	*	*	*	*	85%	62%
Male	47	768	750	750	0%	*	*	*	*	74%	53%
Economically Disadvantaged Students	*	*	742	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	757	765	*	*	*	*	*	*	69%
Students with Disabilities	12	757	*	725	0%	*	*	*	*	50%	25%
Students without Disabilities	61	777	*	761	0%	*	*	*	*	84%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	73	773	*	758	0%	*	*	47%	32%	78%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	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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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	155	99.4	66.5	49.4	44.5	66.5	57.6	Met Target
White	108	99.1	68.5	51.2	54.1	68.5	57.2	Met Target
Hispanic	21	100.0	42.9	36.8	28.8	42.9	53.8	Met Target†
Black or African American	*	*	*	39.7	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	92.3	78.5	76.5	92.3	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	60	100.0	68.3	48.4	44.9	68.3		
Male	95	99.0	65.3	50.4	44.2	65.3		
Economically Disadvantaged Students	13	100.0	38.5	*	26.3	38.5	**	**
Non-Economically Disadvantaged Students	142	99.3	69.0	*	54.9	69.0		
Students with Disabilities	24	96.2	29.2	*	17.4	29.2	N	N
Students without Disabilities	131	100.0	73.3	*	50.0	73.3		
English Learners	*	*	*	26.9	25.0	*	**	**
Non-English Learners	*	*	*	50.2	46.5	*		
Homeless Students	N	N	N	30.0	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

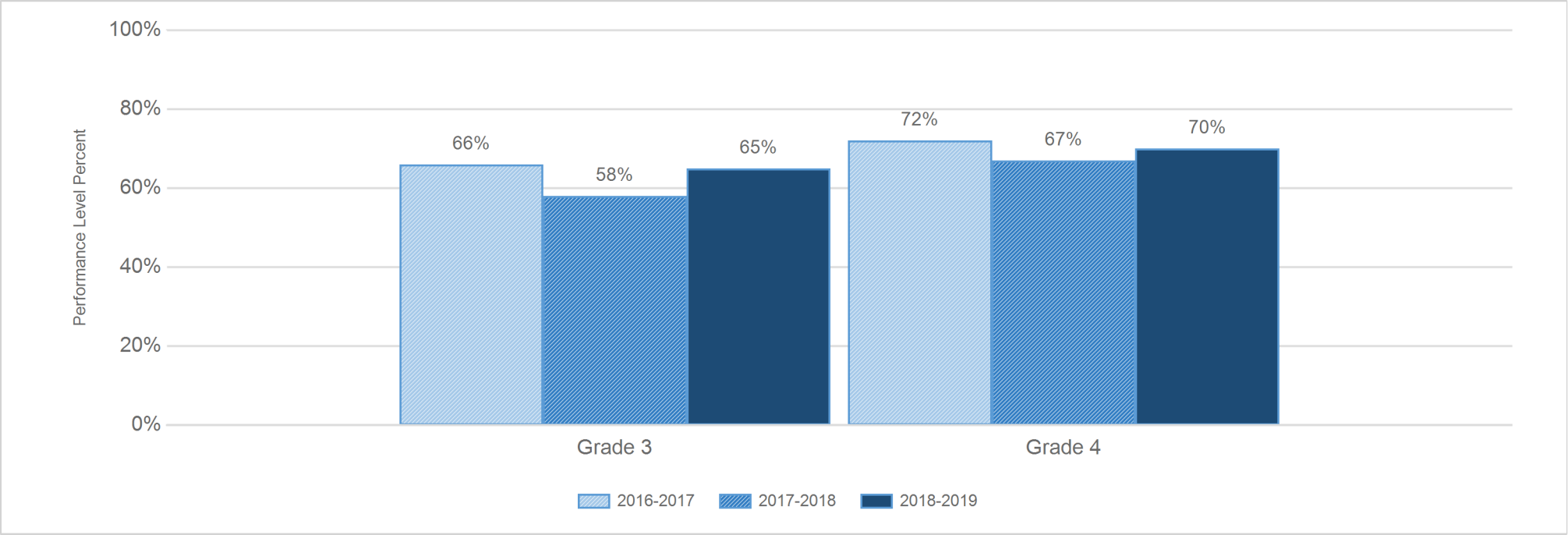


Jefferson Elementary School
(27-4560-065)
Grades Offered: PK-04
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



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



Jefferson Elementary School
(27-4560-065)
Grades Offered: PK-04
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	759	754	752	*	*	23%	51%	14%	65%	55%
White	63	759	757	760	*	*	19%	*	*	68%	66%
Hispanic	12	739	*	739	*	*	*	*	*	33%	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	*	*	749	758	*	*	*	*	*	*	62%
Female	36	764	755	751	*	*	*	*	*	67%	54%
Male	50	755	754	752	*	*	*	*	*	64%	56%
Economically Disadvantaged Students	*	*	730	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	759	761	*	*	*	*	*	*	67%
Students with Disabilities	13	725	722	731	*	*	*	*	*	23%	31%
Students without Disabilities	73	765	761	756	*	*	*	*	*	73%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	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%



Jefferson Elementary School
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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	73	762	749	749	0%	*	22%	*	*	70%	51%
White	47	761	751	757	0%	*	21%	*	*	70%	62%
Hispanic	11	764	*	737	0%	*	*	*	*	64%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	26	762	748	749	0%	*	*	*	*	73%	50%
Male	47	762	750	749	0%	*	*	*	*	68%	52%
Economically Disadvantaged Students	*	*	739	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	751	759	*	*	*	*	*	*	63%
Students with Disabilities	12	745	*	726	0%	*	*	*	*	42%	25%
Students without Disabilities	61	765	*	754	0%	*	*	*	*	75%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	73	762	*	751	0%	*	22%	*	*	70%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	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%



Jefferson Elementary School

(27-4560-065)

Grades Offered: PK-04

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	N	N
4	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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



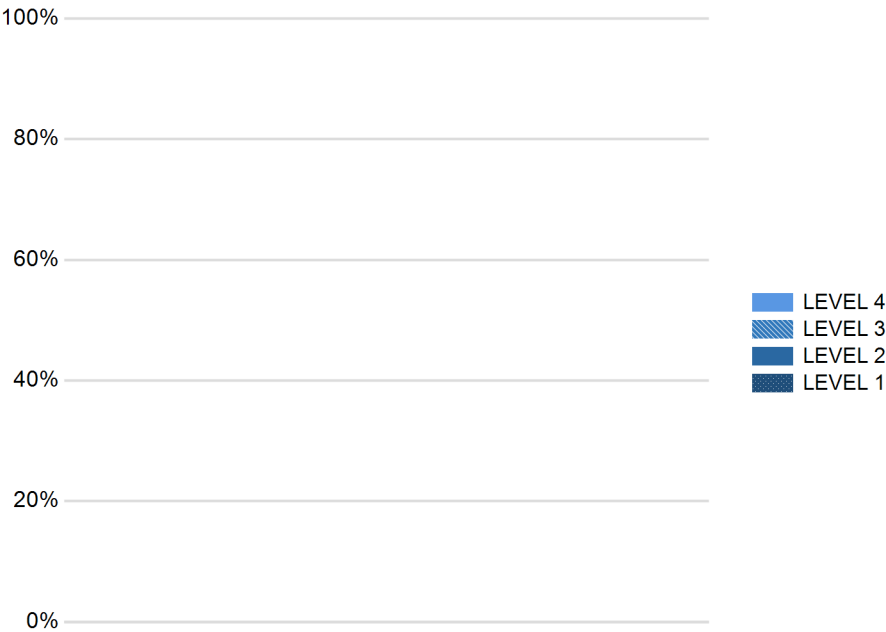
Jefferson Elementary School
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2018-2019

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

NJSLA Science Assessment: Grade 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

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
---------------	-----------	-----------	-----------	-----------



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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.

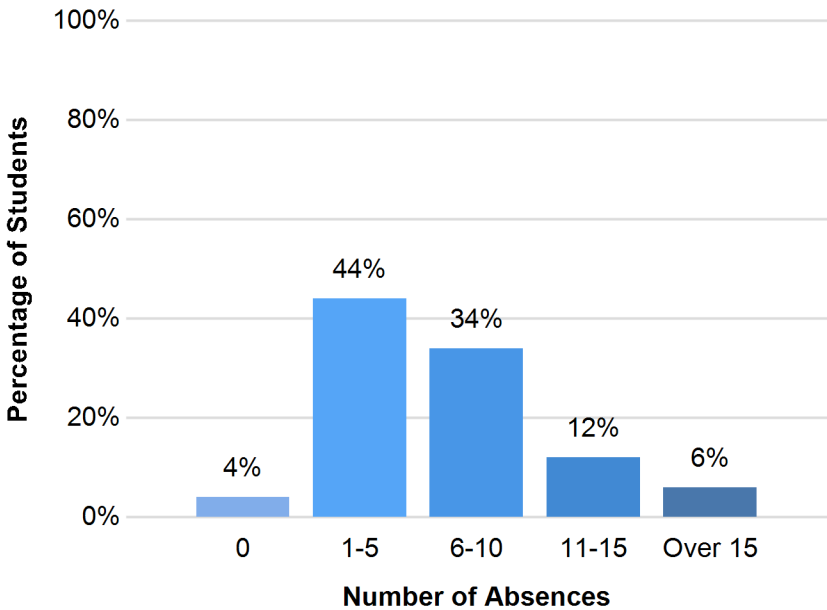
Chronic Absenteeism

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	15	4.4	9.2	Met
White	12	4.9	9.2	Met
Hispanic	3	6.7	9.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	9.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	**	**
Female	6	3.8		
Male	9	5.0		
Economically Disadvantaged Students	3	12.0	9.2	Not Met
Students with Disabilities	4	9.3	9.2	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
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.





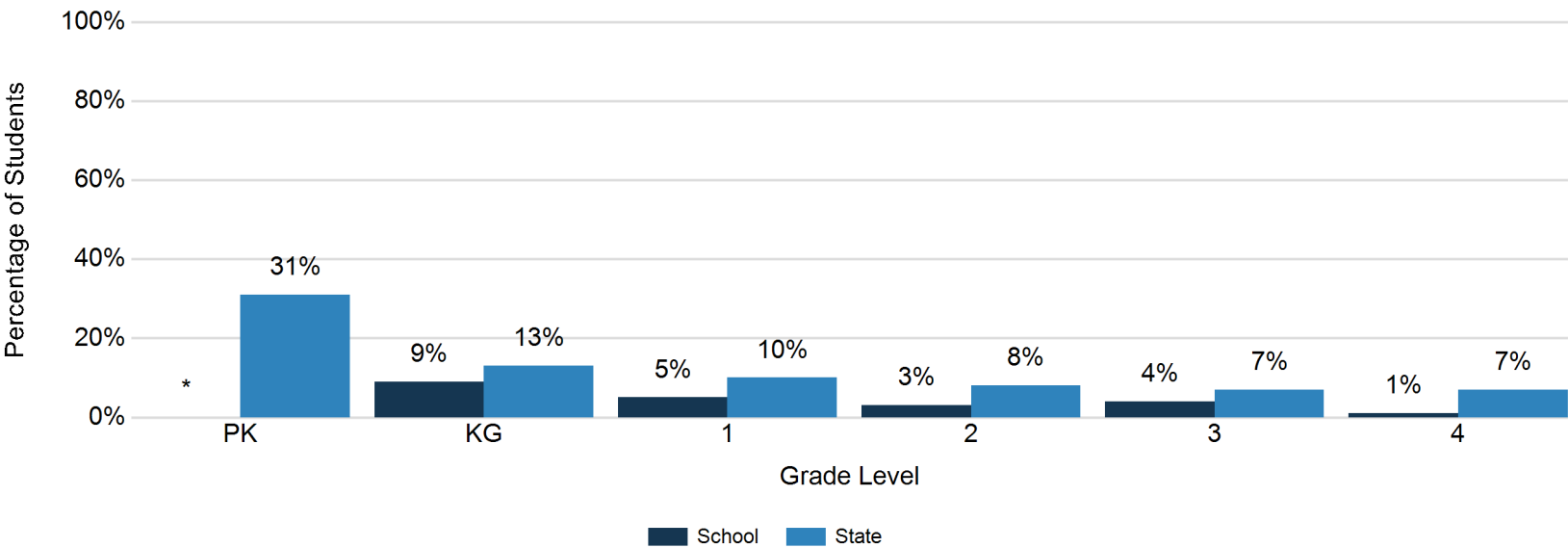
Jefferson Elementary School
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Chronic Absenteeism by Grade

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





Jefferson Elementary School

(27-4560-065)

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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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



Jefferson Elementary School

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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	9:10 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 10 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	35	118,214
Average years experience in public schools	13.2	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	74.3%	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	29	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	6.3	12.0
Percentage of Administrators with 4 or more years experience in the district	55.2%	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	11:1	11:1
Students to Administrators	383:1	121:1
Teachers to Administrators	35:1	11:1
Students to Librarians/Media Specialists		703:1
Students to Nurses		439:1
Students to Counselors		293:1
Students to Child Study Team Members		251:1



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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	45.2%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	54.8%	0.0%	0.0%	51.6%	22.9%	45.1%
White	70.5%	94.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.1%	5.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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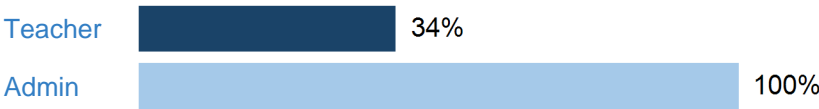
Teachers and Administrators - Level of Education

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



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.1%	90.5%
2017-18 Administrators: Same district 2018-19	75.9%	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%



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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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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 Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	71.7%	73.7%	71.0%
Math Proficiency	70.0%	62.3%	66.5%
ELA Growth	76	72	64
Math Growth	88	80	72
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	4.5%	3.9%	4.4%

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



Jefferson Elementary School
(27-4560-065)
Grades Offered: PK-04
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](#).

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

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> • Bronze Certified School through NJ Sustainable Schools for excellence in sustainability. Continuous progress by our school Green Team. Addition of Garden Towers to complement the program. • Jefferson was a recipient of the 2019 Siemens Education Grant and received Lego Education Sets to add to our programming in the Makerspace. Training was also made available to facilitate the program. • Social Emotional Learning curriculum fully developed and scheduled on a daily basis. Students exposed to the competencies through authentic literature and other resources.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p> Jefferson Elementary School has approximately 373 students and 75 faculty members working together towards student achievement and social-emotional development. We support the district's vision, "Preparing the children of today for tomorrow," by providing a state of the art instructional design and community support and development. Jefferson utilizes the theme, "Jefferson School ROCKS." ROCKS stands for Respect Others, self and environment by being Courteous, Kind, and Safe. Students are supported in a nurturing setting to reach their potential academically, socially, and emotionally. Best practices in instruction, along with the progressive technology, come together to enhance our students' education. </p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p> Jefferson School maintains its Bronze Certification through NJ Sustainable Schools. JES also received the Siemen's Educational Grant and received Lego Education Sets for the Makerspace. Jefferson School also accomplished a plethora of philanthropic contributions to various organizations such as Dimes for Downs, Cards for Troops, Jeans for Troops, St. Baldrick's, Bridge for Books, and Jump Rope for Heart. Locally, Jefferson School contributes towards local social services through food drives and a "Giving Tree" event during the holidays. Individual students and staff are also recognized beyond the district level. The School Counselor was nominated for the Lifechanger of the Year Award sponsored by the National Life Group Foundation. Also, a student was selected to be published in "Young Writers" and will be featured in the upcoming book, "Crazy Creatures" through the organization. The school is proud of its students and staff for going above and beyond. </p>





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 <div>Courses, Curriculum, Instruction:</div>	At Jefferson, we strive to challenge students at their optimal learning level, through differentiated instruction. Students engage in small group learning and individualized instruction a majority of the day in ELA and Mathematics. Our curriculum is delivered in a workshop instructional model. We also have a full "In Support of Learning" program for students below benchmark progress, and an enrichment program entitled Providing Enrichment and Accelerated Knowledge (PEAK), focused on STEAM, that is provided at all grade levels. Jefferson School is an inclusive setting that fosters individualized support for all to demonstrate personal growth and achievement. There is an inclusion section at every grade level, out-of-class resource and a full preschool disabled program available at the school.
 <div>Clubs and Activities:</div>	Early Act is a schoolwide service club for students in grades 3 and 4. It is offered at our school and is sponsored by the local Roxbury Rotary Club. Early Act provides young students the opportunity for gaining an increased awareness and knowledge of their community and the world. The club engages students in character-building activities and prepares them for leadership roles to identify and carry out projects which benefit their school, local and global communities. Jefferson also works closely with the Roxbury Community School to offer a plethora of programs to the students. Some of these programs include Kujenga, Young Rembrandts, Mad Science, TREP\$, Yoga for Youngsters and others.



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<div> <div>Before and After School Programs:</div> </div>	<p>Our school welcomes scouting, art & dance classes, STEAM classes, coding and many other community programs for after-school enrichment through the Roxbury Community School portal. Students are encouraged to participate in activities of interest through school distribution of materials.</p>
<div> <div>Staff and Professional Learning:</div> </div>	<p>Each faculty member is committed to effectively implementing the district curriculum by ensuring their own deep understanding of the pedagogy that supports it. This is evident by the professional learning communities that all instructional and support staff take part in to enhance instruction in a collaborative manner. Our teachers also regularly participate in professional development to continue learning about Google Classroom, OSMOS, Coding and other formats to embed technology into instruction. The district has continued to expand a Digital Badging element to differentiate PD and make it accessible at all times. Our staff also participated through leading or attending our bi-yearly district-wide PD that takes on an EdCamp design in order to offer sessions of a variety and levels.</p>






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 <div>Student Supports and Services:</div>	<p>Jefferson School embraces utilizing the least restrictive environment to educate all students. We are proud to offer an inclusive classroom at each grade level, where co-teaching occurs. We also house the district's preschool disabled program. Jefferson offers ELL services as well. Specialists are also available in counseling, occupational therapy, speech and language therapy, physical therapy. We have approximately 370 students and 75 faculty members working together towards student achievement. We also facilitate opportunities for student teachers and interns to gain experience. Jefferson supports life-long learning for all.</p>
 <div>Student Health and Wellness:</div>	<p>Jefferson School's Health and Wellness program offers physical education three days a week and certified recess five days a week. Jefferson also invites in nutritionists, dental specialists and provides embedded social-emotional learning. Guidance lessons are provided to Kindergarten once a week, and all other grade levels receive guidance lessons once a month. Many teachers have also implemented mindfulness practices and other wellness strategies into the classroom for brain breaks. The common understanding among all is that emotions and learning are inseparable, and that each child must feel safe, valued, and cared for before he or she is receptive to challenges of a rigorous curriculum.</p>
 <div>Parent and Community Involvement:</div>	<p>The PTA is incredibly active at Jefferson School. The PTA volunteers enhance the elementary school experience by providing Cultural Arts programming, Family Fun Nights, sponsorship of Field Trips and many other opportunities for families to come together and celebrate the community. The PTA also offers opportunities to give grants to support teachers. Jefferson has an updated calendar on the website that ties all school, PTA, and community events together. These programs, events, and activities are advertised weekly in our "Week at a Glance."</p>






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Every year we survey the school staff and the parents/guardians using the school climate survey. This survey has been made into a Google form to easily access the information from the various stakeholders. Students are surveyed every three years. The data is shared at the School Safety and Climate Team meetings, Staff Meetings, and Back to School Nights. We experienced an increase in positive climate after last year's results. The School Safety and Climate team reflects on how we can take the data from these surveys to further improve our School Climate. The staff decided to create a SEL committee based on discussions from survey results. Our students also participated in a SEL survey created by the district to report on their perspective of social-emotional learning and the benefits of instruction.</p>
 <div>Facilities:</div>	<p>Jefferson School's hallways were completely painted this past year in order to brighten up the hallways and create a pleasant space. The entire cafeteria was also painted. The playground received some educational floor painting in social-emotional themes and mathematic designs. Jefferson continues to build upon improvements in recycling and ensuring all rooms have the appropriate spaces to maintain recycling practices. Our facilities director works closely with our Green Team to work together in promoting sustainable practices.</p>
 <div>School Safety:</div>	<p>In addition to the physical enhancements completed by the facilities department, other school safety measures are consistently revised to promote proactive safety procedures within the school building. Our office staff is fully trained in LobbyGuard and security vestibule protocols. Jefferson School has worked closely with the district security officers to revise practice scripts for a plethora of possible crisis situations. Every classroom reads and implements drills and practices activities through the book, "I'm Not Scared, I'm Prepared." We maintain a speaker system that allows us to fully utilize an InformaCast Program. InformaCast provides communication for all staff and necessary personnel to be alerted of any safety concern or situation through email, text, and announcements.</p>





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 <div>Technology and STEM:</div>	<p>This year we have added one more Chromebook carts to our building, totaling us to seven carts that are utilized within the classrooms, media center, and labs. We have also been trained to access to a Virtual Reality system that allows us to utilize Google Expeditions. Classrooms now experience virtual field trips tied into their lessons. The continuous addition of STEAM materials to the Makerspace has also taken place. Students are able to work on a variety of equipment in the Media Center. iPad docking stations are available in all K-2 classrooms and the Media Center. This provides embedded technology support in the classrooms. Jefferson students also participate in the district's STEAM Expo where they design their own experiments and research. The 2018-19 theme focused on innovative Green projects. All students practice investigations in Science through our FOSS program at grades K-4. This hands-on program generates excitement and knowledge of the design process.</p>
 <div>Early Childhood Education:</div>	<p>Jefferson School houses the district's preschool program for early intervention. We host a full day program and two half-day programs. Therapeutic specialists provide services within the classroom and outside the classroom. Music therapy, speech and language therapy, occupational therapy and physical therapy are all made available based on student needs. Our K-2 program focuses on hands-on learning, differentiated instruction, and direct instruction for phonics through a full Foundations program. All kindergarten students participate in structured play, recess, and one period a week of Social Emotional Learning with the School Counselor.</p>




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 <div>Other Information</div>	<p>Jefferson School has made consistent, progressive strides in instruction. English Language Arts is taught through balanced literacy. Teachers utilize the model of Reading and Writing workshop and creatively integrate authentic learning experiences for children. At the lower levels (PK-2), the program of Foundations is utilized to ensure strong foundational reading skills are mastered. Mathematics instruction includes real-world problem solving and rigorous math practices embedded throughout the curriculum based on Singapore Pedagogy. Jefferson School uses Math in Focus as our primary resource in this area. Students also participate in Science and Social Studies, where our school strives to focus on inquiry based learning, including projects and problems. Curriculum in Science was rewritten recently to align to the Next Generation Science Standards. Jefferson utilizes FOSS kits in Science to promote investigations at all levels. Students participate in Art, Music, Physical Education, Media Center, Technology, Enrichment, Guidance and Spanish throughout their educational program. All programs are fully supported through professional development, coaching through supervisors and consultants, and full administrative support. Due to Jefferson's dedicated teaching staff, support team, parent involvement and student engagement, the children have made significant growth in all academic areas. Students achieved academic success while continuing to facilitate community caring projects and innovative practices. Jefferson School displays Koala Pride in all aspects of education. We continuously strive to teach the whole child and have recently turned our focus to social-emotional learning and mindfulness.</p>
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Kennedy Elementary School
(27-4560-067)
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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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	Morris
District	Roxbury Township School District
Principal Name	Mrs. Nicole Acevedo
Address	20 PLEASANT HILL ROAD SUCCASUNNA, NJ 07876
Phone Number	973-584-3938
Email Address	nacevedo@roxbury.org
Website	https://www.roxbury.org/Domain/13
Facebook	http://www.facebook.com/groups/kennedyelementarynj/



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
KG	48	52	53
1	48	49	52
2	45	51	49
3	50	45	53
4	37	50	50
Total	229	247	258

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	48.9%	47.4%	45.0%
Male	51.1%	52.6%	55.0%
Economically Disadvantaged Students	3.9%	5.7%	5.4%
Students with Disabilities	13.5%	13.4%	17.1%
English Learners	0.0%	0.0%	0.8%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.4%	0.0%	0.0%
Military-Connected Students	0.4%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	84.3%	80.6%	77.9%
Hispanic	7.9%	12.1%	15.1%
Black or African American	2.2%	2.0%	1.6%
Asian	2.6%	2.0%	1.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.1%	3.2%	4.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	48	52	53

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	94.6%
Spanish	2.3%
Other Languages	3.1%



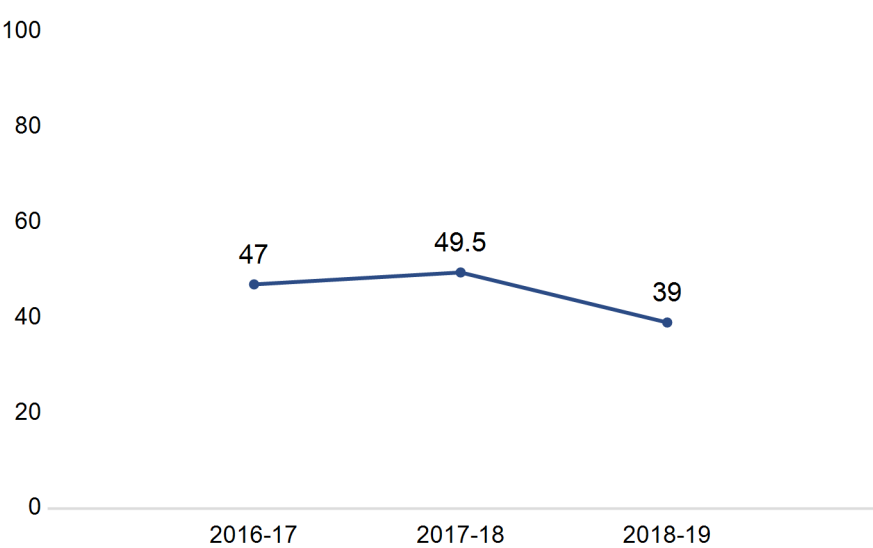
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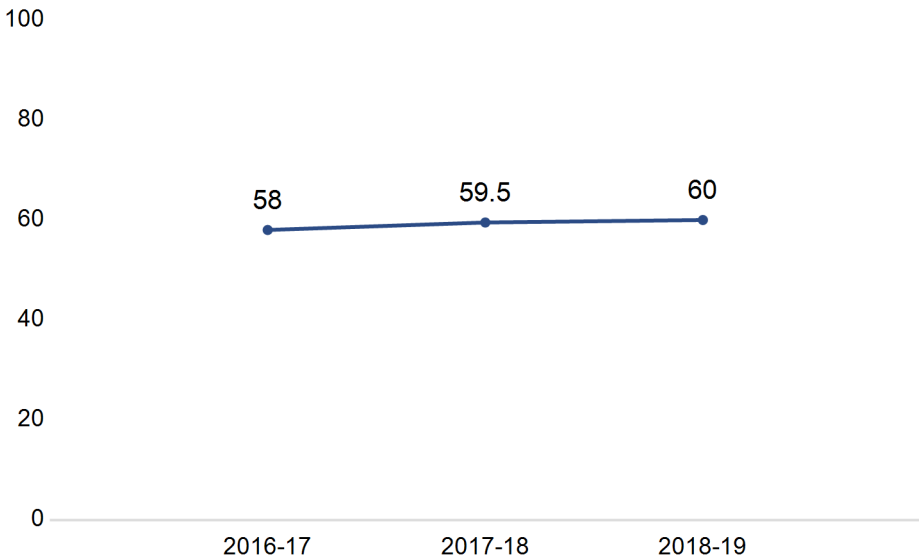
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	49.5	39	58	59.5	60
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	39	57.5	50	Not Met	60	58	50	Exceeds Standard
White	36.5	57	50	Not Met	60.5	58	52	Exceeds Standard
Hispanic	*	53	49	**	*	51	47	**
Black or African American	*	60	45	**	*	56	43	**
Asian, Native Hawaiian, or Pacific Islander	*	71.5	59	**	*	75.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	67	49	**	N	55	52	**
Female	45	60	53	N	55	56	50	N
Male	34.5	54	47	N	61	59	51	N
Economically Disadvantaged Students	*	56	48	**	*	49	46	**
Students with Disabilities	*	43	43	**	*	45	45	**
English Learners	*	60	52	**	*	64	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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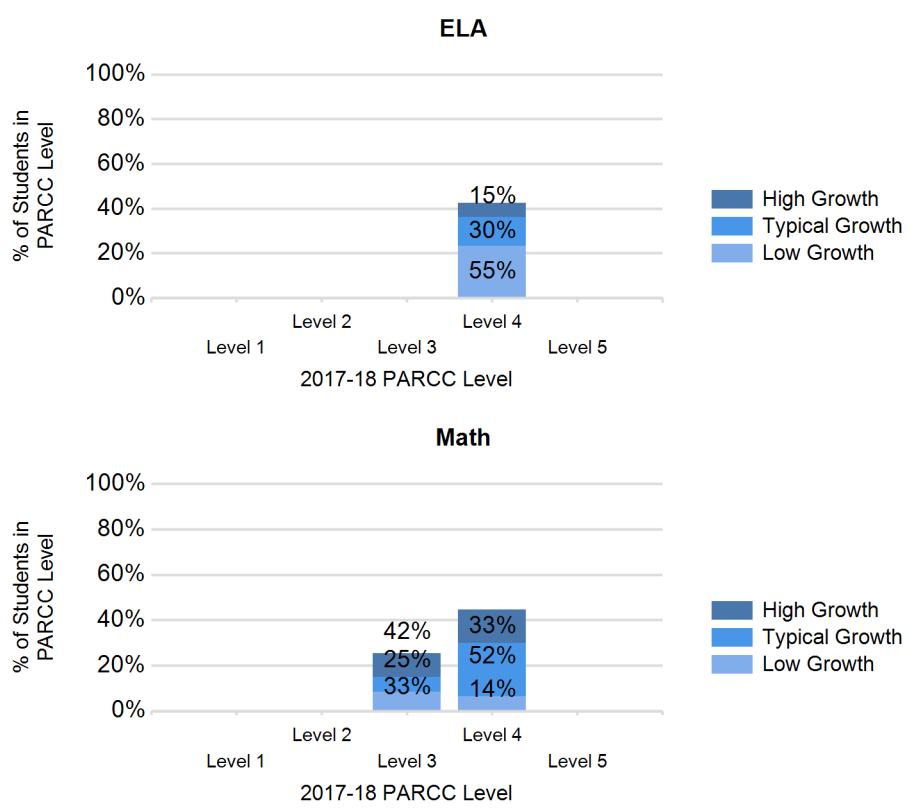
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

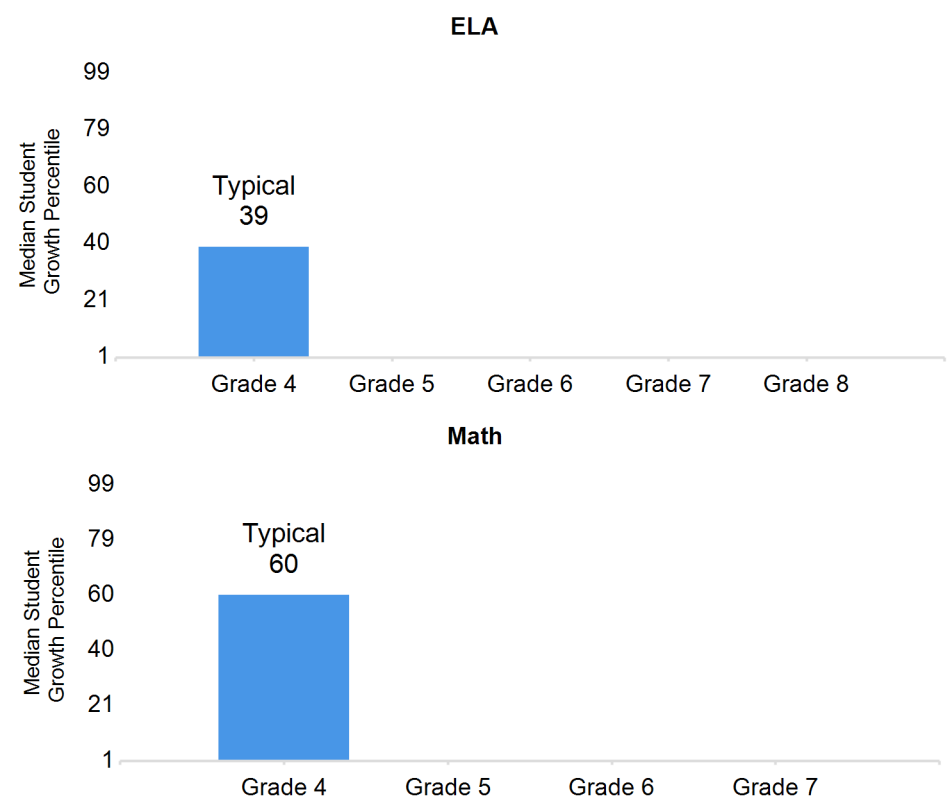
Student Growth by Performance Level

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



Student Growth by Grade

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



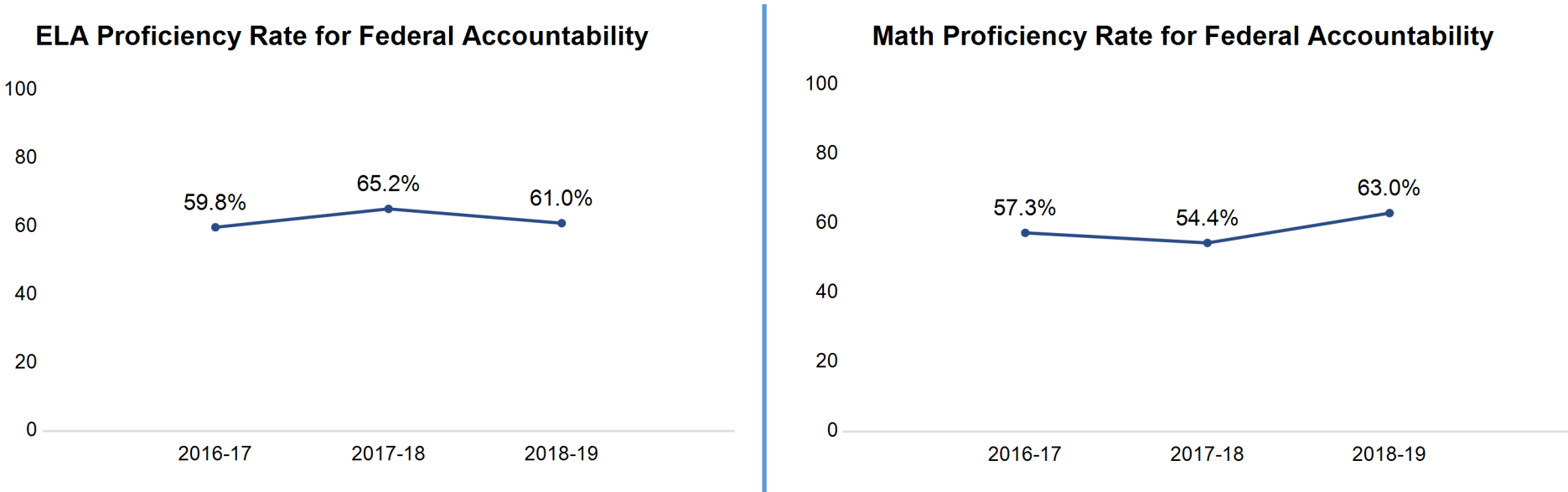


Kennedy Elementary School
(27-4560-067)
Grades Offered: KG-04
2018-2019

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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	98.9%	99.0%	98.9%	98.9%	99.0%
Proficiency Rate for Federal Accountability	59.8%	65.2%	61.0%	57.3%	54.4%	63.0%
Annual Target	48.6%	50.3%	52.0%	34.9%	37.3%	39.6%
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.



Kennedy Elementary School

(27-4560-067)

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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	100	99.0	61.0	68.7	57.9	61.0	52	Met Target
White	81	98.8	60.5	71.1	66.9	60.5	50.5	Met Target
Hispanic	13	100.0	46.2	56.0	43.9	46.2	**	**
Black or African American	*	*	*	56.2	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	90.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	47	100.0	76.6	75.7	64.8	76.6		
Male	53	98.2	47.2	61.9	51.3	47.2		
Economically Disadvantaged Students	*	*	*	*	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	16	94.7	12.5	25.5	22.7	12.3	**	**
Students without Disabilities	84	100.0	70.2	76.5	65.1	70.2		
English Learners	*	*	*	36.0	29.3	*	**	**
Non-English Learners	*	*	*	69.9	60.6	*		
Homeless Students	N	N	N	30.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



Kennedy Elementary School

(27-4560-067)

Grades Offered: KG-04

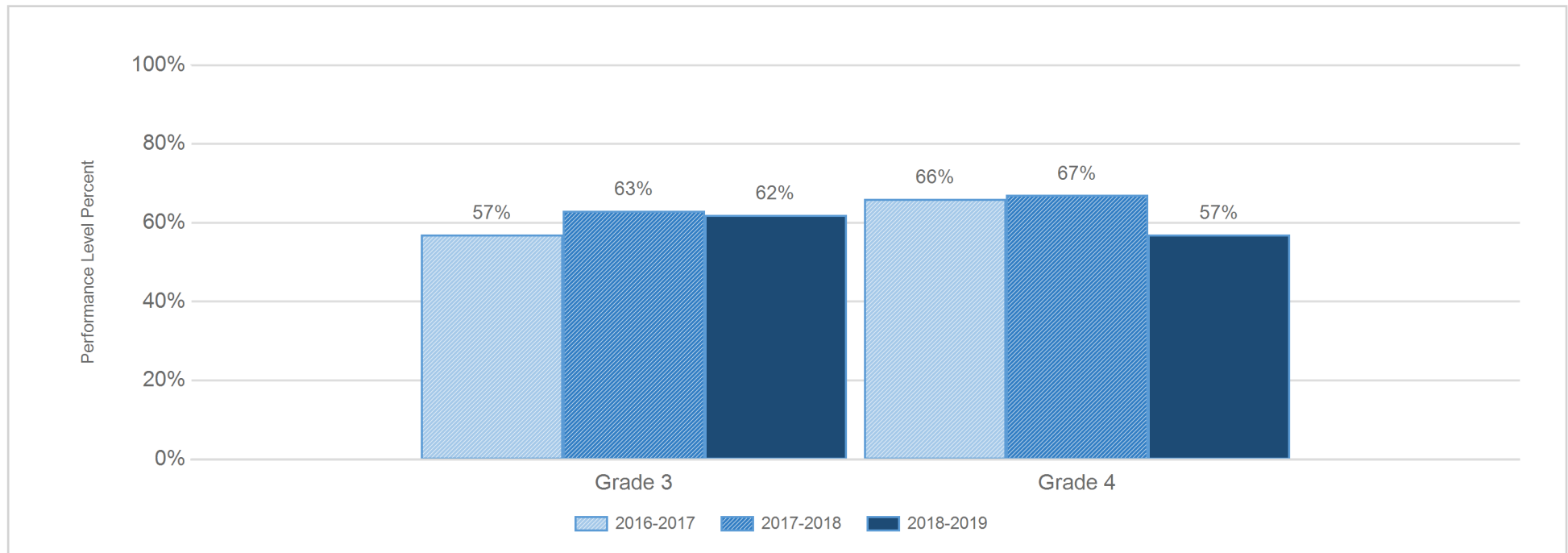
2018-2019

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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.





Kennedy Elementary School

(27-4560-067)

Grades Offered: KG-04

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	53	755	753	748	*	*	19%	*	*	62%	50%
White	44	755	758	757	*	*	*	*	*	66%	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	741	756	*	*	*	*	*	*	58%
Female	24	761	759	753	*	*	*	*	*	75%	55%
Male	29	749	748	743	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	*	*	724	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	759	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	717	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	761	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	53	755	*	751	*	*	19%	*	*	62%	54%
Homeless Students	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%



Kennedy Elementary School
(27-4560-067)
Grades Offered: KG-04
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	49	756	756	755	*	*	22%	*	*	57%	57%
White	37	752	757	763	*	*	*	*	*	54%	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	24	772	763	760	*	*	*	*	*	75%	62%
Male	25	740	750	750	*	*	*	*	*	40%	53%
Economically Disadvantaged Students	*	*	742	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	757	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	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%



Kennedy Elementary School
(27-4560-067)
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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	100	99.0	63.0	49.4	44.5	63.0	39.6	Met Target
White	81	98.8	61.7	51.2	54.1	61.7	40.3	Met Target
Hispanic	13	100.0	61.5	36.8	28.8	61.5	**	**
Black or African American	*	*	*	39.7	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	78.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	47	100.0	63.8	48.4	44.9	63.8		
Male	53	98.2	62.3	50.4	44.2	62.3		
Economically Disadvantaged Students	*	*	*	*	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	16	94.7	25.0	*	17.4	24.7	**	**
Students without Disabilities	84	100.0	70.2	*	50.0	70.2		
English Learners	*	*	*	26.9	25.0	*	**	**
Non-English Learners	*	*	*	50.2	46.5	*		
Homeless Students	N	N	N	30.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

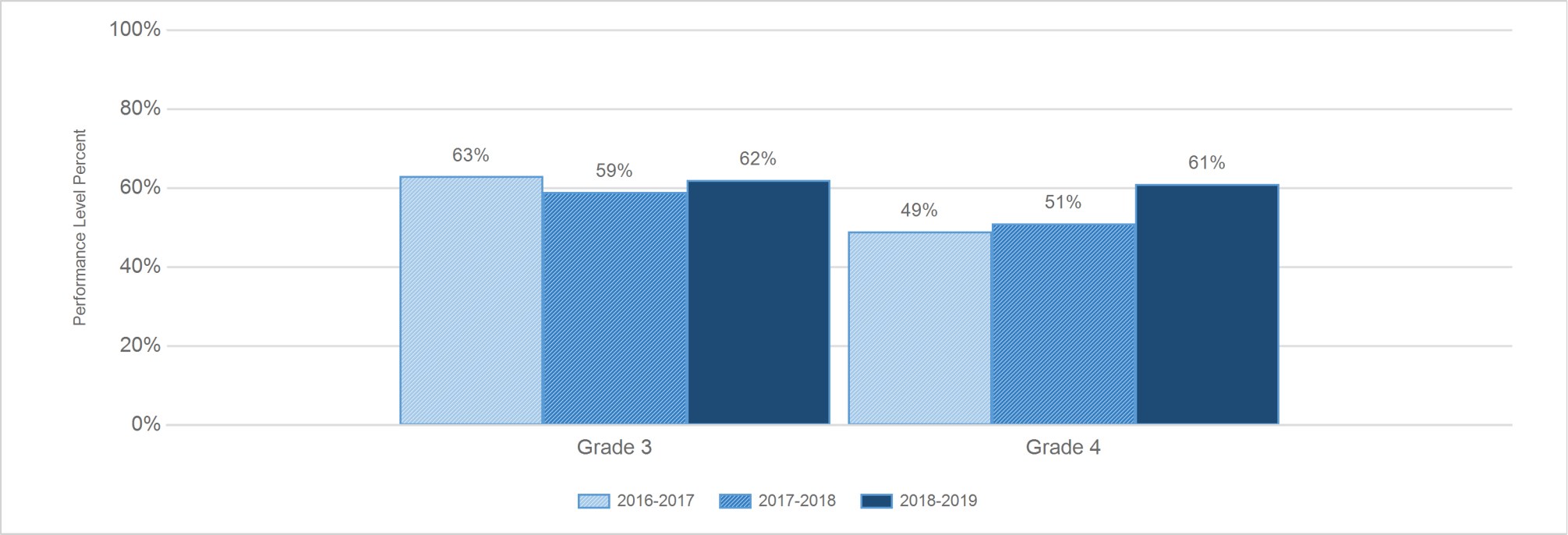


Kennedy Elementary School
(27-4560-067)
Grades Offered: KG-04
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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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	53	754	754	752	*	*	21%	*	*	62%	55%
White	44	754	757	760	*	*	*	*	*	66%	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	749	758	*	*	*	*	*	*	62%
Female	24	750	755	751	*	*	*	*	*	54%	54%
Male	29	758	754	752	*	*	*	*	*	69%	56%
Economically Disadvantaged Students	*	*	730	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	759	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	722	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	761	756	*	*	*	*	*	*	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	53	754	*	754	*	*	21%	*	*	62%	58%
Homeless Students	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%



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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	49	749	749	749	*	*	*	*	*	61%	51%
White	37	746	751	757	*	*	*	57%	0%	57%	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	24	755	748	749	*	*	*	*	*	71%	50%
Male	25	743	750	749	*	*	*	*	*	52%	52%
Economically Disadvantaged Students	*	*	739	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	751	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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

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	N	N	N

† 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	N	N	N
3-4	*	*	*
5 or more	N	N	N



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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in 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 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

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
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Kennedy Elementary School
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

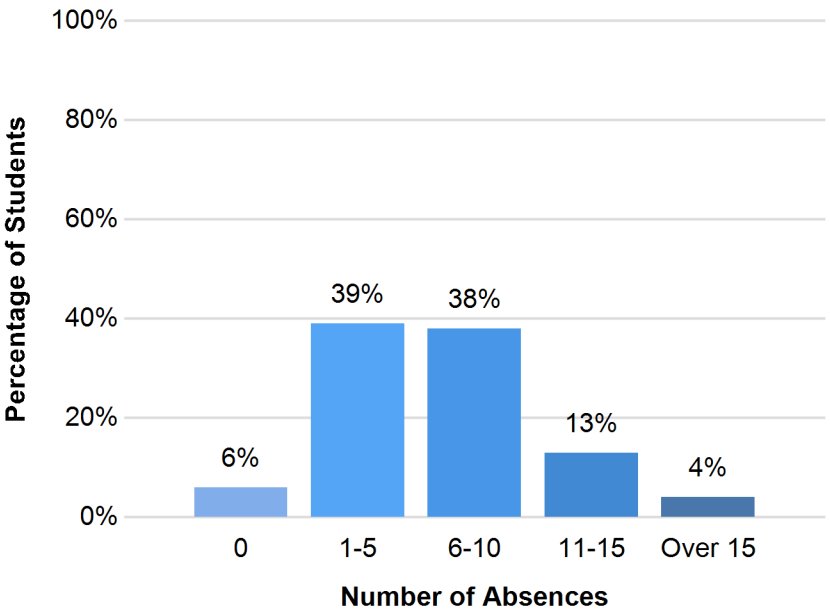
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	6	2.4	9.2	Met
White	4	2.0	9.2	Met
Hispanic	2	5.7	9.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	4	3.5		
Male	2	1.5		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	0	0	9.2	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





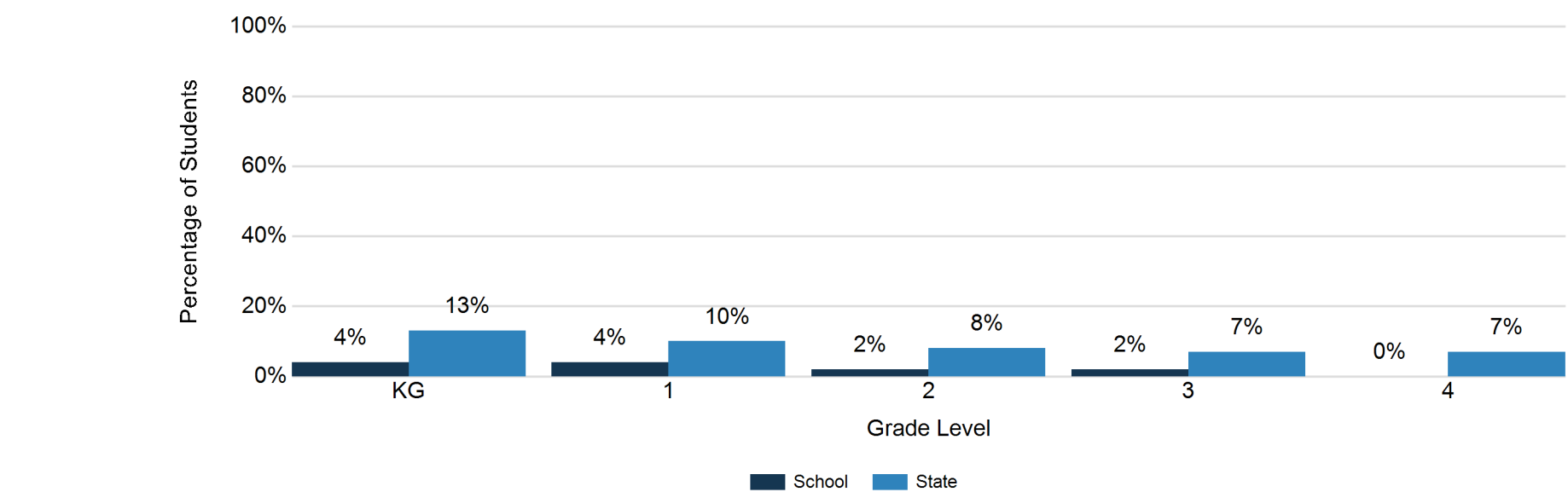
Kennedy Elementary School
(27-4560-067)
Grades Offered: KG-04
2018-2019

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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 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	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.78

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	1	0	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	6		6

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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	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	9:10 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 10 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	27	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	9.3	10.8
Percentage of Teachers with 4 or more years experience in the district	55.6%	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	29	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	6.3	12.0
Percentage of Administrators with 4 or more years experience in the district	55.2%	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	10:1	11:1
Students to Administrators	258:1	121:1
Teachers to Administrators	27:1	11:1
Students to Librarians/Media Specialists		703:1
Students to Nurses		439:1
Students to Counselors		293:1
Students to Child Study Team Members		251:1



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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	45.0%	92.6%	100.0%	48.4%	77.1%	54.9%
Male	55.0%	7.4%	0.0%	51.6%	22.9%	45.1%
White	77.9%	88.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.1%	3.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.2%	7.4%	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	4.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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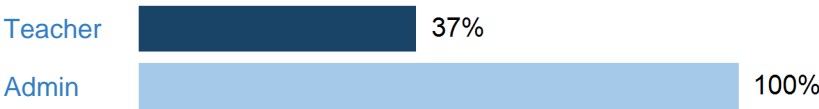
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.1%	90.5%
2017-18 Administrators: Same district 2018-19	75.9%	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	96.8%



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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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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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.8%	65.2%	61.0%
Math Proficiency	57.3%	54.4%	63.0%
ELA Growth	47	50	39
Math Growth	58	60	60
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	3.1%	3.2%	2.4%

† 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	Not Met	Exceeds Standard	N	Met	No
White	Met Target	Met Target	Not Met	Exceeds Standard	n/a	Met	No
Hispanic	**	**	**	**	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	**	**	**	**	n/a	**	No
Students with Disabilities	**	**	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



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School Narrative

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



Highlights:

- Social Emotional Learning and mindfulness lessons built into the curriculum to help students develop the attitudes and skills necessary to understand and manage emotions.
- Kennedy is Bronze Certified through Sustainable Jersey for Schools. We continue our efforts in sustainability through our recycling initiative, refillable water stations, & tower gardens.
- Students engage in interactive, collaborative learning experiences w/ OSMOS & Google Expeditions VR technology, which allows teachers to bring the world into their classes through virtual field trips.



Mission, Vision, Theme:

Kennedy Elementary School strives to provide students with a challenging and rigorous academic program that prepares them to reach their full potential. We support our district's vision of "Preparing the children of today for tomorrow" by teaching our students to be lifelong learners with an emphasis on creativity, collaboration, and critical thinking skills. Kennedy Elementary prides itself on our Kennedy Kindness theme that is celebrated both in school and within the school community monthly.



Awards, Recognition, Accomplishments:

Over the last several years, Kennedy School students have a high rate of participation in the PTA Reflections program. Our students consistently have one of the highest participation rates in the county and have earned numerous county and state awards, as well as a national award. Kennedy Elementary School continues its participation in the Great Kindness Challenge and continues to teach the importance of kindness to our students both in school and the community. Kennedy School is Bronze Certified through Sustainable Jersey for Schools. Kennedy School participates in supporting community services through food drives for social services and the Roxbury Police Department and a toy drive during the holidays season.





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 <div>Courses, Curriculum, Instruction:</div>	At Kennedy Elementary School we are committed to providing students an educational experience that fosters creativity, collaboration, and problem-solving skills through a robust curriculum accompanied by differentiated learning opportunities to best meet the students' academic needs. The curriculum is fully aligned to the New Jersey Student Learning Standards and Next Generation Science Standards, providing students the opportunity to explore learning through 21st-century skills as they navigate the standards. To aid in this process, we have an "In support of Learning" program to provide additional support to our students performing below benchmark. We offer our PEAK program to provide enrichment opportunities for our students; as well as STEAM-based learning opportunities to challenge and encourage all learners in the building.
 <div>Clubs and Activities:</div>	Early Act is a school-wide service club for students in fourth grade. It is offered at our school and is sponsored by the local Roxbury Rotary Club. Early Act provides young students the opportunity for gaining an increased awareness and knowledge of their community and the world. The club engages students in character-building activities and prepares them for leadership roles to identify and carry out projects which benefit their school, local and global communities.



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<div>  <div>Before and After School Programs:</div> </div>	<div>Our school welcomes scouting, art classes, STEAM classes, coding and many other community programs for after-school enrichment through the Roxbury Community School portal. Our PTA also sponsors a Lego Club that meets after school one time per month.</div>
<div>  <div>Staff and Professional Learning:</div> </div>	<div>Kennedy Elementary School Staff members are encouraged to actively seek professional development opportunities to enhance their practice. Aside from PLC and Common Planning time embedded in the schedules, teachers meet weekly during faculty meetings, PLC meetings, and District Professional Development sessions to support them professionally. Furthermore, Kennedy School uses Google Classroom as a tool to foster continuous dialogue and ongoing professional development. On a district level, teachers are offered a wide array of professional development opportunities both during the school year and over the summer. Furthermore, the district is providing a Digital Badging opportunity to make professional development accessible with the click of a finger.</div>






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 <div>Student Supports and Services:</div>	<p>Kennedy School offers learning opportunities to support the diverse needs of our students. At Kennedy School, we have two Out-of-Class Resource (OCR) teachers to provide services in English Language Arts and Mathematics. We also house the district's K-4 REACH program to meet students' academic needs with a strong emphasis on social, emotional, and behavioral supports.</p>
 <div>Student Health and Wellness:</div>	<p>Kennedy Elementary School fosters a safe, respectful and healthy environment by empowering students through kindness, respect, and empathy. At Kennedy School, we continue to support a Social-Emotional Learning environment through embedded activities both in and out of the classroom, which include breathing techniques, mindfulness, and brain breaks. Our guidance counselor provides lessons to our Kindergarten students, as well as small group and individual counseling sessions. Our full-time school nurse offers lessons to students on health-related topics and works with community partners to bring dental education to the students.</p>
 <div>Parent and Community Involvement:</div>	<p>The PTA at Kennedy brings our community together in productive and entertaining ways. Teachers are inspired through the PTA's grant program; and the Cultural Arts Committee brings us enriching presentations and interactive learning experiences throughout the school year. In addition to family fun events, volunteers organize the PTA Reflections Program that allows students to demonstrate their creativity in the areas of photography, visual arts, literature, film, video production, and dance.</p>



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<div>  <div>Climate Surveys:</div> </div>	<div>Every year staff and parents participate in the school climate survey. The results are shared with the School Safety and Climate Team Meetings. The School Safety and Climate team uses the data to further improve the climate and culture of the building.</div>
<div>  <div>Facilities:</div> </div>	<div>Kennedy Elementary School's facility upgrades for the 2018-2019 school year included, but were not limited to: floor replacements; replacing the concrete pathway on the exterior walkway; repairing and paving the entrance way to the driveway; as well as repaving around the drainage grates.</div>
<div>  <div>School Safety:</div> </div>	<div>With the support of the Roxbury Public Schools' Director of Security, all Kennedy School staff members are continuously trained on security drills and A.L.I.C.E procedures and protocols. We utilize ongoing, scenario-based situations to ensure our staff and students are prepared in the event of an emergency. Along with the upgrades from facilities, Kennedy School uses a video surveillance doorbell system, and a second layer of security of a second locked door within the vestibule. Our office staff is fully trained on the LobbyGuard and vestibule security procedures. We also use the InformaCast system that allows the school to instantly communicate on multiple levels with the school and district staff in the event of a drill or emergency. Kennedy School also benefits from the presence of district security guards.</div>



Kennedy Elementary School

(27-4560-067)

Grades Offered: KG-04

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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School Narrative

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

<div> <div>Technology and STEM:</div> </div>	<div>Staff and students have access to technology regularly. Kennedy School has a total of 6 Chrome Book Carts for grades 2-4, Smart Boards and document cameras in all classrooms, and iPads for K-2. Our computer lab is equipped with desktop computers for the students to use during technology class as well as enhancements to learning in the classroom. Students are engaged in various subscriptions including IXL, RAZ Kids, and Sum Dog to reinforce skills. Technology-based activities are incorporated into the Media Center curriculum that gives students the opportunity to engage in coding with robots. Teachers use Google Expeditions which allows students to go on virtual field trips to bring the outside world into the classroom.</div>
<div> <div>Early Childhood Education:</div> </div>	<div>Kennedy School is home to two Pre-School classes offered through the Roxbury Community School.</div>




Kennedy Elementary School
(27-4560-067)
Grades Offered: KG-04
2018-2019

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School Narrative

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 <div>Other Information</div>	<p>Kennedy School implements a robust curriculum using a balanced literacy approach to teach ELA. In K-2 students are taught explicit phonics instruction through the Foundations program. This program assures that students are equipped with the necessary foundational skills to be successful readers. In grades K-4, teachers use the Readers' and Writers' Workshop model to promote the learning of skills, strategies, and independent reading and writing to build and strengthen students' skills. Furthermore, teachers use guided reading to focus on the purpose of reading and strategies to build strong, confident, and independent readers. In Mathematics, we continue to use the Singapore-based philosophy of the Math in Focus program in all grades. Classes are increasingly differentiated in both ELA and Math as teachers continue to incorporate strategies to meet the needs of all learners, as well as centers and conferring sessions to focus on specific areas of growth for each student. In Science, all students use the FOSS Science Program. This program allows students to learn important scientific and engineering concepts, and develop the ability to think like a scientist as they progress through scientific investigations. All students have the opportunity to participate in Physical Education, Art, Music, Technology, Media, and Spanish. Also, all students have embedded in their schedules a designated PEAK period to provide enrichment through interest-based activities. To assist teachers in facilitating the curriculum, PEAK, and SEL, all teachers have a Common Planning Time and PLC Period embedded into their schedules. This allows time for collaboration and communication among the staff and the ability to plan school-wide and grade-specific activities. Kennedy School also has the support of the district-based, content-specific supervisors to provide ongoing support to our teachers.</p>
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Nixon Elementary School
(27-4560-085)
Grades Offered: PK-04
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Nixon Elementary School
(27-4560-085)
Grades Offered: PK-04
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	Morris
District	Roxbury Township School District
Principal Name	Mrs. Danielle Lynch
Address	275 MT ARLINGTON BOULEVARD LANDING, NJ 07850
Phone Number	973-398-2564
Email Address	dlynch@roxbury.org
Website	https://www.roxbury.org/Domain/14
Facebook	https://www.facebook.com/nixonptanj/



Nixon Elementary School

(27-4560-085)

Grades Offered: PK-04

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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	7	8	9
KG	44	60	39
1	51	50	64
2	54	56	45
3	58	52	52
4	53	59	50
Total	268	287	259

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	51.9%	47.4%	48.3%
Male	48.1%	52.6%	51.7%
Economically Disadvantaged Students	23.9%	22.6%	23.9%
Students with Disabilities	17.5%	20.2%	19.7%
English Learners	6.3%	5.9%	4.2%
Homeless Students	0.7%	0.0%	0.4%
Students in Foster Care	0.4%	0.3%	0.0%
Military-Connected Students	0.0%	1.7%	0.8%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	64.6%	58.2%	58.7%
Hispanic	22.4%	26.8%	28.6%
Black or African American	3.0%	2.8%	3.9%
Asian	5.2%	6.6%	4.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.4%
American Indian or Alaska Native	0.4%	0.3%	0.0%
Two or More Races	4.5%	5.2%	4.2%

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	1	1	0
PK - Full Day	6	7	9
KG - Half Day	0	0	0
KG - Full Day	44	60	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	87.3%
Spanish	8.5%
Portuguese	1.2%
Other Languages	3.1%



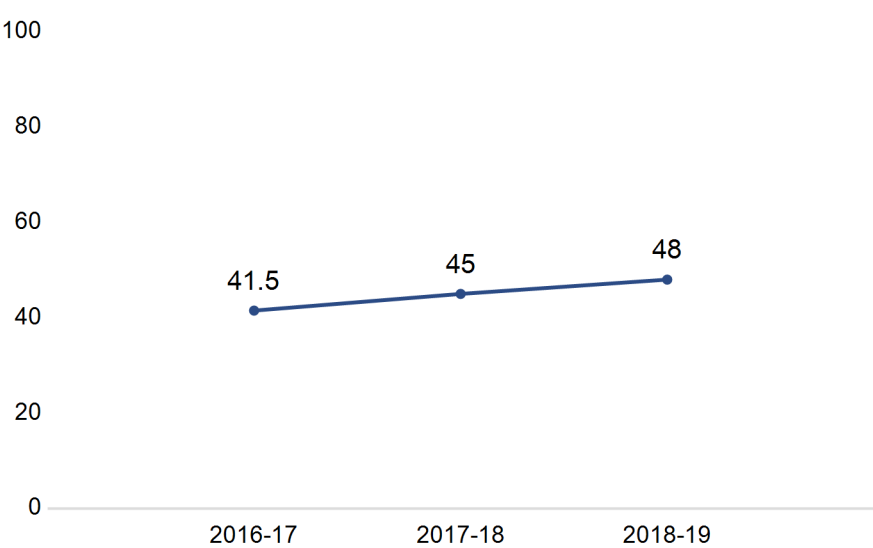
Nixon Elementary School
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2018-2019

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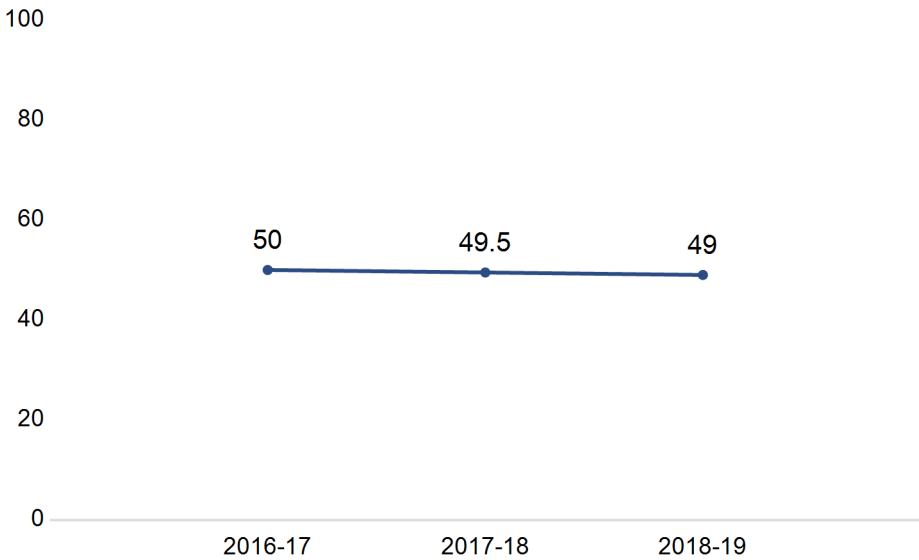
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	41.5	45	48	50	49.5	49
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Nixon Elementary School

(27-4560-085)

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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	48	57.5	50	Met Standard	49	58	50	Met Standard
White	52	57	50	Met Standard	46	58	52	Met Standard
Hispanic	37	53	49	**	60	51	47	**
Black or African American	*	60	45	**	*	56	43	**
Asian, Native Hawaiian, or Pacific Islander	N	71.5	59	**	N	75.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	67	49	**	*	55	52	**
Female	52	60	53	N	34	56	50	N
Male	42.5	54	47	N	70	59	51	N
Economically Disadvantaged Students	*	56	48	**	*	49	46	**
Students with Disabilities	23.5	43	43	**	64.5	45	45	**
English Learners	*	60	52	**	*	64	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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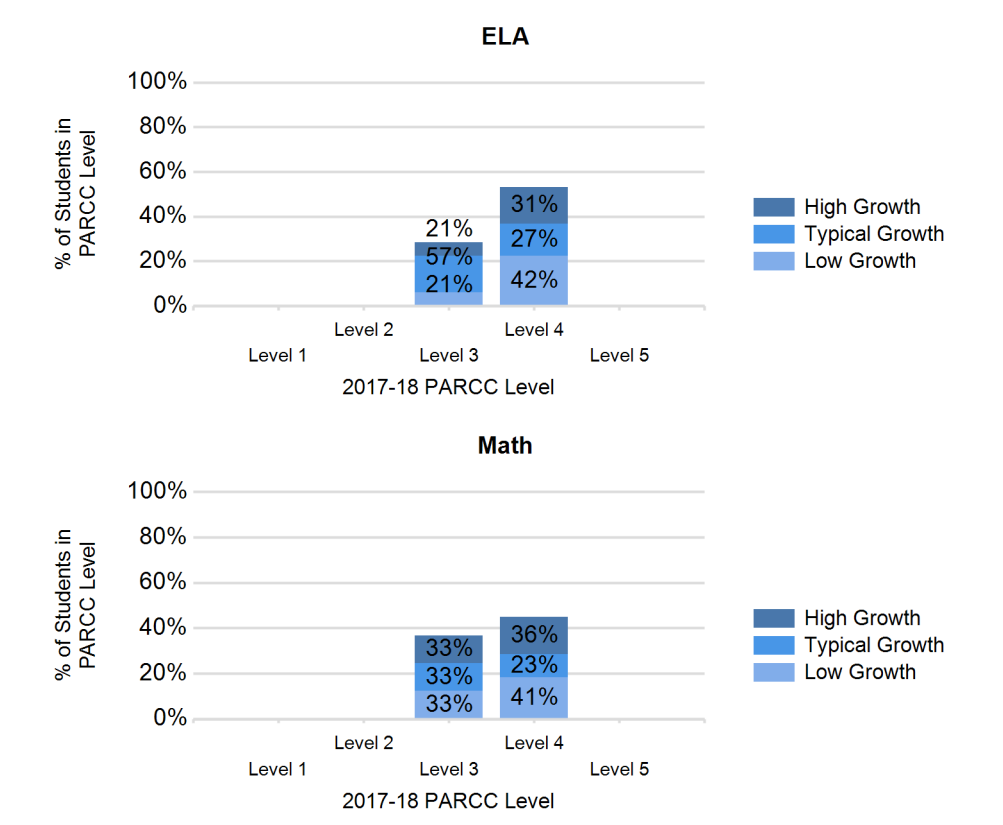
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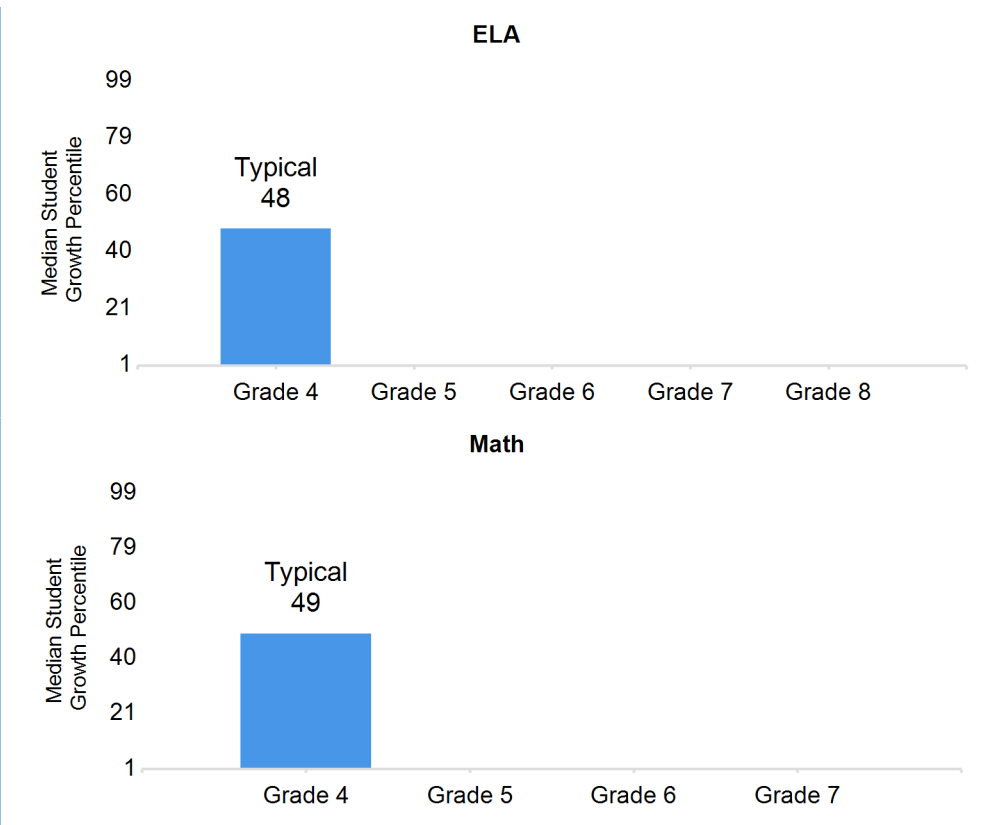
Student Growth by Performance Level

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



Student Growth by Grade

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



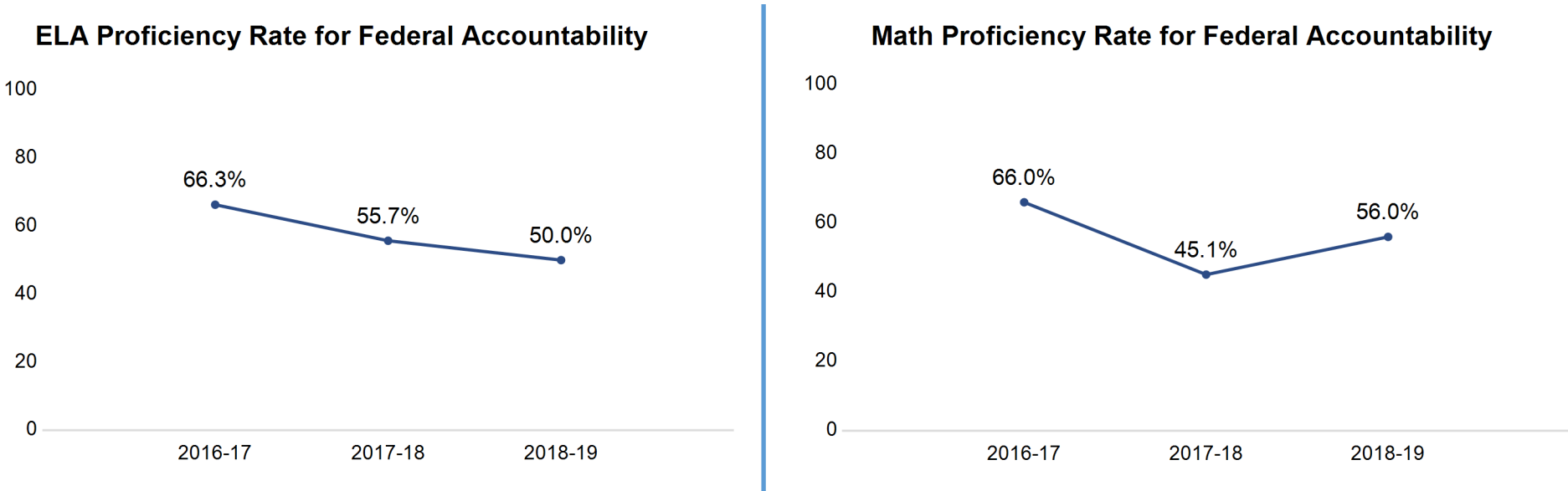


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	98.3%	100.0%	99.1%	98.3%	99.0%
Proficiency Rate for Federal Accountability	66.3%	55.7%	50.0%	66.0%	45.1%	56.0%
Annual Target	61.0%	62.0%	63.0%	53.5%	54.9%	56.3%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target	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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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	100	100.0	50.0	68.7	57.9	50.0	63	Not Met
White	60	100.0	56.7	71.1	66.9	56.7	65	Met Target†
Hispanic	26	100.0	46.2	56.0	43.9	46.2	52.6	Met Target†
Black or African American	*	*	*	56.2	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	90.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	47	100.0	51.1	75.7	64.8	51.1		
Male	53	100.0	49.1	61.9	51.3	49.1		
Economically Disadvantaged Students	19	100.0	21.1	*	40.0	21.1	N	N
Non-Economically Disadvantaged Students	81	100.0	56.8	*	67.9	56.8		
Students with Disabilities	20	100.0	10.0	25.5	22.7	10.0	23	Not Met
Students without Disabilities	80	100.0	60.0	76.5	65.1	60.0		
English Learners	*	*	*	36.0	29.3	*	**	**
Non-English Learners	*	*	*	69.9	60.6	*		
Homeless Students	N	N	N	30.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



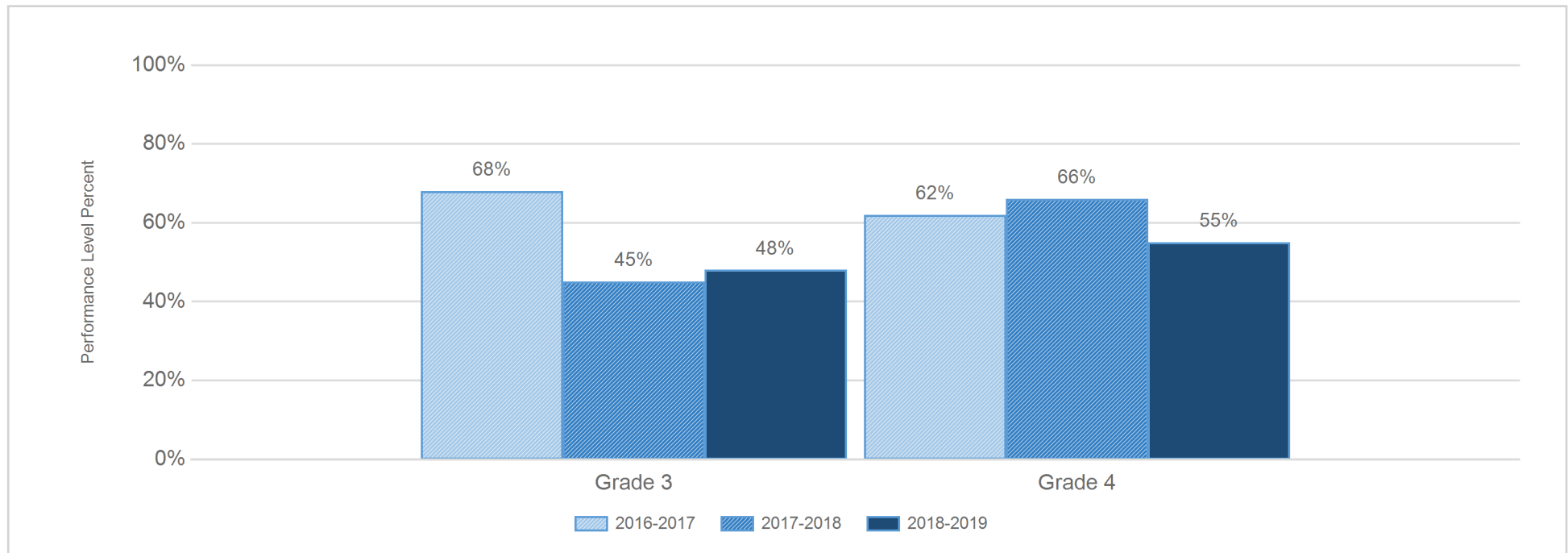
Nixon Elementary School
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Grades Offered: PK-04
2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	747	753	748	*	*	33%	*	*	48%	50%
White	27	754	758	757	0%	*	41%	*	*	52%	60%
Hispanic	13	732	*	734	*	*	*	*	*	46%	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	*	*	741	756	*	*	*	*	*	*	58%
Female	25	751	759	753	*	*	*	*	*	56%	55%
Male	23	742	748	743	*	*	*	*	*	39%	46%
Economically Disadvantaged Students	12	723	724	731	*	*	*	*	*	17%	33%
Non-Economically Disadvantaged Students	36	755	759	759	*	*	*	*	*	58%	61%
Students with Disabilities	*	*	717	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	761	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	48	747	*	751	*	*	33%	*	*	48%	54%
Homeless Students	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	49	754	756	755	*	*	35%	*	*	55%	57%
White	31	762	757	763	0%	*	32%	*	*	65%	67%
Hispanic	13	741	*	743	*	0%	*	*	*	46%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	21	756	763	760	*	*	*	*	*	48%	62%
Male	28	753	750	750	*	*	*	*	*	61%	53%
Economically Disadvantaged Students	*	*	742	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	757	765	*	*	*	*	*	*	69%
Students with Disabilities	10	722	*	725	*	*	*	*	*	10%	25%
Students without Disabilities	39	763	*	761	*	*	*	*	*	67%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	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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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	100	99.0	56.0	49.4	44.5	56.0	56.3	Met Target†
White	60	100.0	61.7	51.2	54.1	61.7	56.7	Met Target
Hispanic	26	96.6	46.2	36.8	28.8	46.2	48.6	Met Target†
Black or African American	*	*	*	39.7	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	78.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	47	98.0	53.2	48.4	44.9	53.2		
Male	53	100.0	58.5	50.4	44.2	58.5		
Economically Disadvantaged Students	19	100.0	42.1	*	26.3	42.1	N	N
Non-Economically Disadvantaged Students	81	98.8	59.3	*	54.9	59.3		
Students with Disabilities	20	100.0	30.0	*	17.4	30.0	8.7	Met Target
Students without Disabilities	80	98.8	62.5	*	50.0	62.5		
English Learners	*	*	*	26.9	25.0	*	**	**
Non-English Learners	*	*	*	50.2	46.5	*		
Homeless Students	N	N	N	30.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

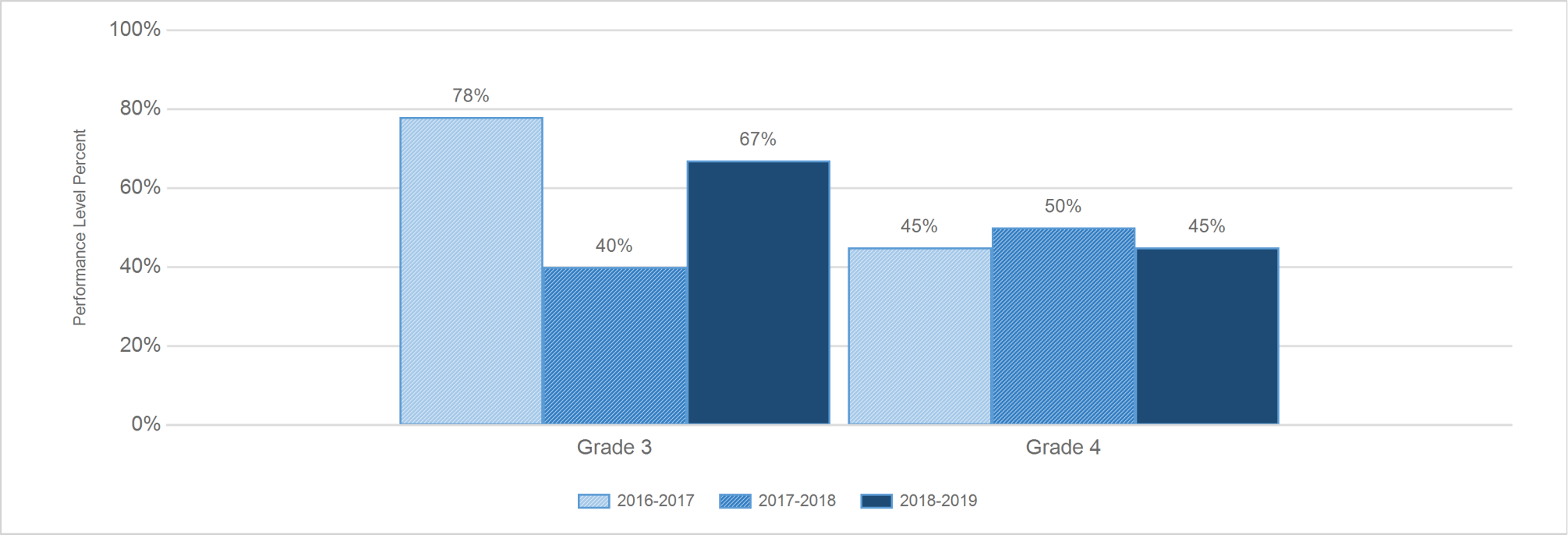


Nixon Elementary School
(27-4560-085)
Grades Offered: PK-04
2018-2019

Report Key:
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N No Data is available to display
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Mathematics Assessment – Performance Trends

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



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



Nixon Elementary School
(27-4560-085)
Grades Offered: PK-04
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	755	754	752	*	*	*	*	*	67%	55%
White	27	760	757	760	0%	*	*	*	*	78%	66%
Hispanic	14	743	*	739	*	*	*	*	*	50%	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	*	*	749	758	*	*	*	*	*	*	62%
Female	26	755	755	751	*	*	*	*	*	69%	54%
Male	23	755	754	752	*	*	*	*	*	65%	56%
Economically Disadvantaged Students	12	733	730	737	*	*	*	*	*	33%	37%
Non-Economically Disadvantaged Students	37	762	759	761	*	*	*	*	*	78%	67%
Students with Disabilities	*	*	722	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	761	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	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%



Nixon Elementary School
(27-4560-085)
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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	49	749	749	749	*	*	35%	*	*	45%	51%
White	31	753	751	757	*	*	32%	*	*	52%	62%
Hispanic	13	745	*	737	*	*	*	*	*	38%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	21	740	748	749	*	*	*	*	*	33%	50%
Male	28	755	750	749	*	*	*	*	*	54%	52%
Economically Disadvantaged Students	*	*	739	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	751	759	*	*	*	*	*	*	63%
Students with Disabilities	10	733	*	726	*	*	*	*	*	20%	25%
Students without Disabilities	39	753	*	754	*	*	*	*	*	51%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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

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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



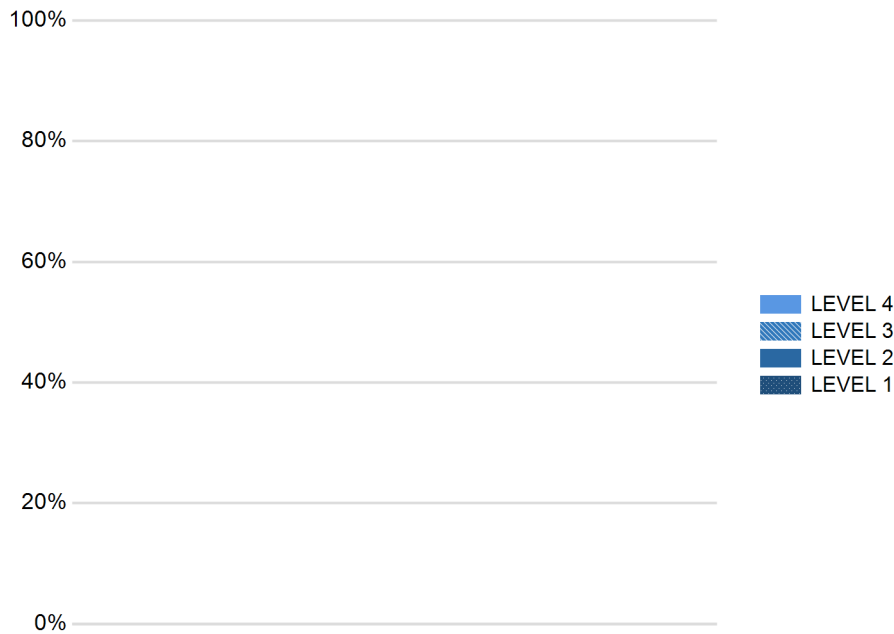
Nixon Elementary School
(27-4560-085)
Grades Offered: PK-04
2018-2019

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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 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

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
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Nixon Elementary School

(27-4560-085)

Grades Offered: PK-04

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.

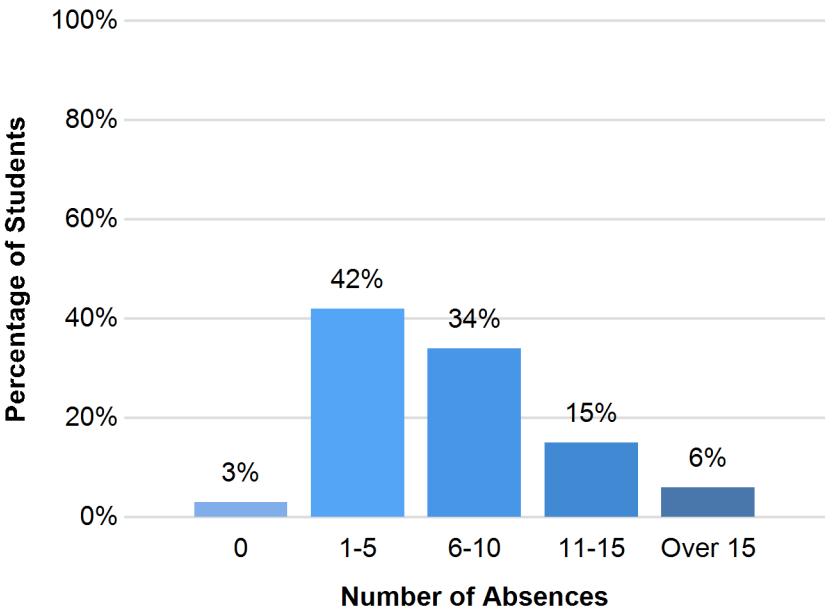
Chronic Absenteeism

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	12	4.6	9.2	Met
White	8	5.0	9.2	Met
Hispanic	2	3.0	9.2	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	18.2	**	**
Female	6	4.8		
Male	6	4.5		
Economically Disadvantaged Students	7	10.8	9.2	Not Met
Students with Disabilities	2	3.8	9.2	Met
English Learners	1	10.0	**	**
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.





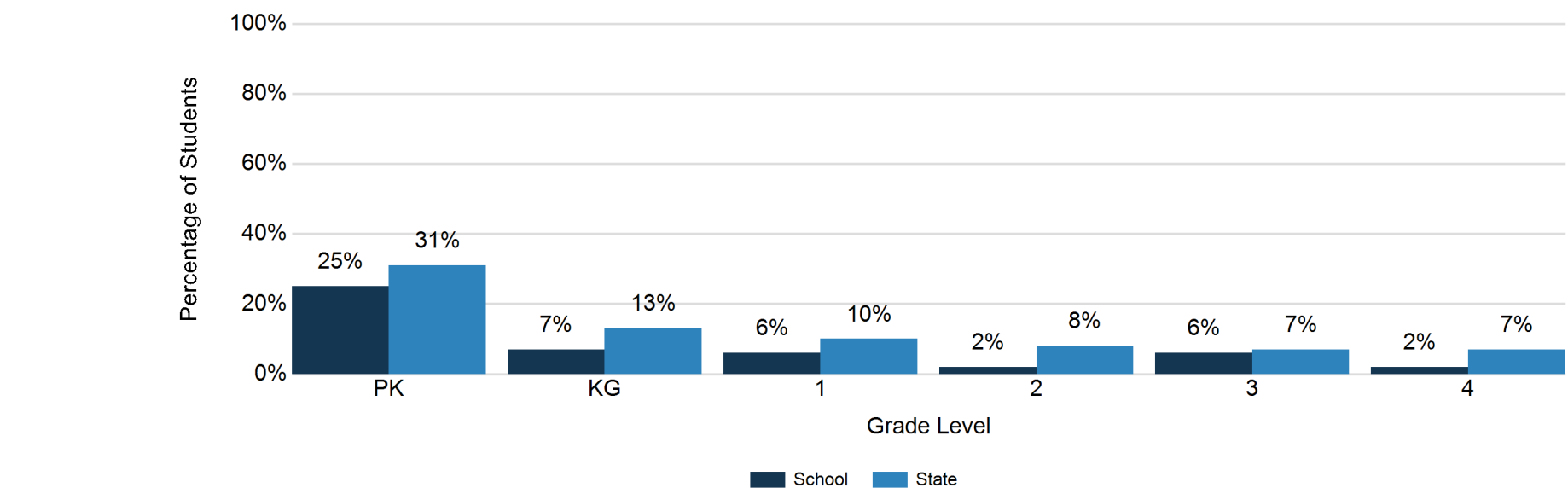
Nixon Elementary School
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Chronic Absenteeism by Grade

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





Nixon Elementary School

(27-4560-085)

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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)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.93

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	1	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	2	1	3
Disability	0	0	0
Other	5	4	9
No Identified Nature	14		14

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

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

*

**Nixon Elementary School**

(27-4560-085)

Grades Offered: PK-04

2018-2019

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School Day

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

Category	School
Typical Start Time	9:10 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 10 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



Nixon Elementary School
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2018-2019

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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – 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	28	118,214
Average years experience in public schools	10.7	12.1
Average years experience in district	9.0	10.8
Percentage of Teachers with 4 or more years experience in the district	67.9%	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	29	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	6.3	12.0
Percentage of Administrators with 4 or more years experience in the district	55.2%	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	259:1	121:1
Teachers to Administrators	28:1	11:1
Students to Librarians/Media Specialists		703:1
Students to Nurses		439:1
Students to Counselors		293:1
Students to Child Study Team Members		251:1



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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	48.3%	89.3%	100.0%	48.4%	77.1%	54.9%
Male	51.7%	10.7%	0.0%	51.6%	22.9%	45.1%
White	58.7%	92.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	28.6%	3.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.2%	3.6%	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	4.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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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.

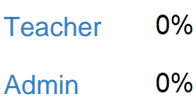
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.1%	90.5%
2017-18 Administrators: Same district 2018-19	75.9%	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	96.8%



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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.



Nixon Elementary School

(27-4560-085)

Grades Offered: PK-04

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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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 Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	66.3%	55.7%	50.0%
Math Proficiency	66.0%	45.1%	56.0%
ELA Growth	42	45	48
Math Growth	50	50	49
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		61.5%	*
Chronic Absenteeism	3.9%	5.5%	4.6%

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



Nixon Elementary School
(27-4560-085)
Grades Offered: PK-04
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.



Nixon Elementary School
(27-4560-085)
Grades Offered: PK-04
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	Not Met	Met Target†	Met Standard	Met Standard	**	Met	No
White	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target†	Met Target†	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	**	**	n/a	Not Met	No
Students with Disabilities	Not Met	Met Target	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



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School Narrative

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



Highlights:

- Social-Emotional Learning time reserved in classrooms, with embedded mindfulness activities throughout the school day. Schoolwide program, Be Kind to Yourself, focuses on Self Care, Awareness, & Help.
- Bronze Certified School through Sustainable Jersey for Schools. Active Green Team comprised of third and fourth grade students, as well as staff, parent, and Community Representatives.
- Promotion of self-awareness and self-regulation through a student designed area entitled, The Chill Zone.



Mission, Vision, Theme:

Nixon Elementary School serves the academic needs of approximately 262 students in grades Kindergarten through Fourth Grade. Nixon School is characterized by high standards, high expectations, and a nurturing environment. Our school motto is "Where Dreams Begin". Our school mission is aligned with the district's mission to inspire and empower all learners to flourish as ethical and global citizens in the 21st century.



Awards, Recognition, Accomplishments:

As a Title 1 school, Nixon School is proud to work together with Franklin School to host a series of Parent Academies, which enable our families to discover ways to meaningfully engage in their child's education. Topics in the 2018-2019 school year included: Student Success with Social and Emotional Learning, Healthy Living Feeds the Brain, Paint and Pizza, as well as Math Movement. The educational community of Nixon School is also proud to support a host of philanthropic initiatives. Additionally, Nixon School achieved Bronze Level Certification with the Sustainable Jersey for Schools initiative.





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 <div>Courses, Curriculum, Instruction:</div>	<p>At Nixon School, the teaching and learning process is focused on the whole child with the intent of fostering and developing a growth mindset in all. Individualized student growth is supported and celebrated. Such growth is accomplished through the implementation of a comprehensive curriculum which is aligned with the New Jersey Student Learning Standards & Next Generation Science Standards, use of a workshop model of instruction in ELA and Mathematics, and hands-on, minds-on instruction in all curricular areas. A tremendous focus is also placed on infusing technology into our curriculum, so that our students are equipped with 21st century skills and experiences.</p>
 <div>Clubs and Activities:</div>	<p>Early Act is a schoolwide service club offered at Nixon that is sponsored by the local Roxbury Rotary Club. The club engages students in Gr. 3 & 4 in character-building activities & prepares them for leadership roles to identify & carry out projects which benefit their school, local & global communities. Additionally, representative Gr. 3 & 4 students at Nixon have an opportunity to serve as Rising Servant Leaders, thereby supporting & further fostering the important work of the Culture & Climate Committee. Student leadership is also found in the opportunities created by Nixon's Green Team. Finally, Nixon has developed a partnership with Big Brother, Big Sister & in turn operates a school-based program entitled, Bigs & Littles. In this club, Nixon School "Littles" are mentored by Roxbury High School "Bigs". Through these school-based experiences, the students' social & emotional lives are enriched.</p>





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 <div>Before and After School Programs:</div>	<p>Our school welcomes scouting, art classes, STEAM classes, coding and many other community programs for after-school enrichment through the Roxbury Community School portal. Additionally, Nixon School partners with the Big Brother, Big Sister organization to offer a school-based, after-school program entitled, Bigs and Littles.</p>
 <div>Staff and Professional Learning:</div>	<p>Nixon School's staff works to cultivate an environment for teaching and learning that is positive, productive, and collaborative. Professional Learning Communities provide a forum for us to focus our collaborative efforts on student achievement. Faculty meetings are primarily utilized to provide professional development opportunities led by various members of our staff. Additionally, varied professional development opportunities are offered at the district level, inclusive of the district's new PD platform - Digital Badging.</p>



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Student Supports and Services:

Nixon School prides itself on the inclusion of various Special Education programs. We continue to embrace all students and work to provide constant and consistent growth in an inclusive school setting. In addition to the Special Education programs that are offered at Nixon, the school environment is also designed to support the varied learning needs and styles of students. For example, Nixon School is home to The Chill Zone, a dedicated space that promotes students' self-awareness and self-regulation. Additionally, Nixon School has a Sensory Drive Thru and two Sensory Paths that students can use to fulfill varied sensory diets.



Student Health and Wellness:

At Nixon School, the focus is on the whole child; we strive to address the health, social, emotional, and behavioral needs of our students. Dedicated Social Emotional Learning (SEL) time, infusion of Mindfulness practices, visits from varied professionals (i.e. dental specialist, nutritionist), as well as coordinated health and school counseling lessons, are just a few of the ways that the whole child is supported. As we engage in these practices, our goal is to empower our students to become effective self-advocates, while providing them with the tools and guidance to achieve this. Through the support of our full-time School Nurse, our School Counselor, and our staff, our students have the benefit of experiencing a host of opportunities that support this development.



Parent and Community Involvement:

The Nixon School Parent Teacher Association is an integral part of our school. In addition to supplying us with high quality assemblies, Cultural Arts programs and Family Fun Nights, their fundraising efforts permit us to enhance our program with an array of exciting materials and experiences. Additionally, the PTA helps to support and foster Green Team and Culture and Climate Committee efforts. These very dedicated parents also help to provide volunteer programs, and funds needed for many teacher grants that promote our educational philosophy.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers During the 2018-2019 school year, the Roxbury Public Schools embarked upon a districtwide Student Satisfaction Survey. At Nixon School, this survey was administered to students in grades 3 and 4. Data from this survey is being used to guide future work and in turn contribute to the ongoing development of Nixon School's culture and climate. Prior to 2018-2019, the Nixon School Culture and Climate Committee created surveys and administered them to members of the educational community, inclusive of students in grades 3 and 4, staff, and parents/guardians.</p>
 <p>Facilities:</p>	<p>The Husky Garden at Nixon Elementary School is an enclosed area that encompasses activities from all subject areas throughout the school year and enables students to enhance their life skills and knowledge of weather and organic farming by participating in hands-on activities on a regular basis. Various facility upgrades occurred during the 2018-2019 school year, including but not limited to: classroom flooring replacements; exterior stairs replacement; and installation of two classroom-based air conditioning units.</p>
 <p>School Safety:</p>	<p>In collaboration with the Roxbury Public Schools' Director of Security, and administration, Nixon School continued to benefit from the security enhancements completed in the year 2018-2019. Visitors to Nixon School are greeted by staff via our video / communication system. When entrance to the building is deemed as necessary, visitors are welcomed in the school's Security Vestibule and then they are registered as a visitor in the district's LobbyGuard system. In addition to these facility enhancements, Nixon School also regularly benefits from the presence of district employed Security Guards. In addition to ensuring physical safety throughout the day, Nixon School students and staff are verse in emergency response protocols that align with the protocols put forth in A.L.I.C.E. To support this information-rich approach to response, the district has also provided staff with access to InformaCast, a system that provides school staff with alerts regarding safety concerns.</p>



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<div>Technology and STEM:</div>	<p>Students' access to technology continually increases. In grades 2, 3, and 4, Nixon School is fortunate to have a one-to-one ratio whereby students in these grades have access to a Google Chromebook. A shared Google Expedition kit enables staff to guide students on virtual field trips. iPad docking stations are present in all K-2 classrooms. A host of district web subscriptions are readily accessible to students and staff (i.e. Reading A to Z, IXL, Sum Dog, Think Central). The district continues to host a STEAM Fair where students can showcase their thinking and explorations. Such efforts are also captured in the district's use of the F.O.S.S. (Full Option Science System) program.</p>
<div>Early Childhood Education:</div>	<p>Nixon School houses one of the district's preschool programs for early intervention. Therapeutic specialists provide services within the classroom and outside the classroom. Music therapy, speech and language therapy, occupational therapy and physical therapy are all made available based on student needs.</p>




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 <div>Other Information</div>	<p>Nixon School is identified as a Title 1 School with a Targeted Assistance Program. Title 1 funds provided for the 18/19 school year were used to launch various programs to help children who were academically struggling to receive supplemental educational assistance. The first of which was S.A.I.L., a summer program serving students who were academically at-risk in K-4, as well as incoming Kindergarteners who demonstrated a need for Kindergarten readiness skills via our administration of the Brigance Early Childhood Screen. Title 1 funds also allow us to begin an early-intervention program entitled, Kinder S.T.A.R.S., for our academically at-risk Kindergarten students, as well as an academic-needs based program entitled, Pathways to Learning, for our academically at-risk students in Grade 1. Title 1 funding also made it possible to offer a Parent Academy four times over the course of the 18/19 school year. Through this Academy, parents/guardians were supported in their efforts to aide their child's development at home. In line with offering programming to meet the needs of all of our learners, and in our efforts to develop the whole child, our school has adopted the Bucket Fillers philosophy as the basis for our character education initiatives. The children's book, "Have you Filled a Bucket Today: A Guide to Daily Happiness for Kids" has become a central text at Nixon. Through a variety of means, inclusive of our Promoting Social Successes Morning Meeting schedule, Be Kind to Yourself Social and Emotional Learning Series, Peaceful Cafeteria initiative, whole-school assemblies, daily Morning Announcements conducted by students, classroom initiatives, and lessons based upon core character traits -- Nixon School strives to make bucket filling a way of life for students, staff, families, and our community.</p>
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Lincoln/Roosevelt School
(27-4560-080)
Grades Offered: 05-06
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Lincoln/Roosevelt School
(27-4560-080)
Grades Offered: 05-06
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	Morris
District	Roxbury Township School District
Principal Name	Mr. Christopher Argenziano
Address	34 HILLSIDE AVENUE SUCCASUNNA, NJ 07876-1446
Phone Number	973-584-4331
Email Address	cargenziano@roxbury.org
Website	https://www.roxbury.org/Domain/10
Facebook	http://www.facebook.com/RoxburyPublicSchools



Lincoln/Roosevelt School
(27-4560-080)
Grades Offered: 05-06
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
5	256	238	238
6	239	267	238
Total	495	505	476

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%	49.9%	54.0%
Male	53.5%	50.1%	46.0%
Economically Disadvantaged Students	14.9%	15.8%	14.7%
Students with Disabilities	14.1%	12.1%	11.8%
English Learners	1.0%	1.0%	1.7%
Homeless Students	0.4%	0.6%	0.8%
Students in Foster Care	0.0%	0.2%	0.0%
Military-Connected Students	0.2%	0.6%	0.6%
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	72.7%	70.7%	67.0%
Hispanic	17.2%	19.4%	20.4%
Black or African American	2.4%	3.2%	3.6%
Asian	4.6%	4.4%	6.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	3.0%	2.4%	2.3%

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	82.8%
Spanish	9.7%
Other Languages	7.6%



Lincoln/Roosevelt School
(27-4560-080)
Grades Offered: 05-06
2018-2019

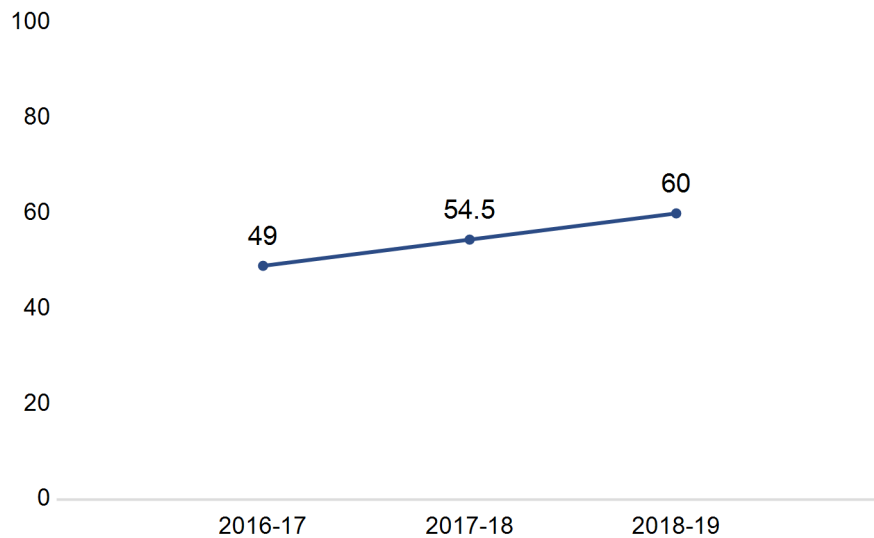
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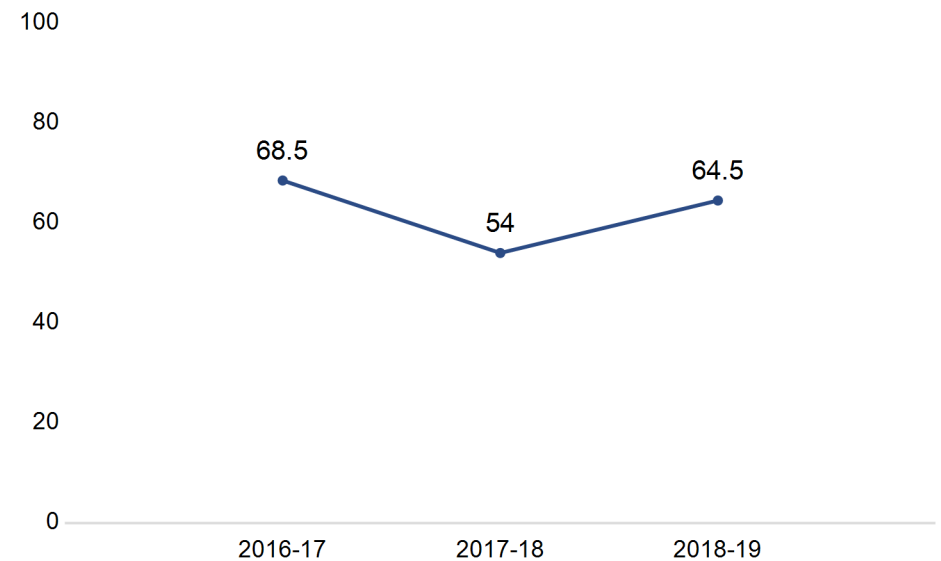
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	49	54.5	60	68.5	54	64.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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	60	57.5	50	Exceeds Standard	64.5	58	50	Exceeds Standard
White	58	57	50	Met Standard	64	58	52	Exceeds Standard
Hispanic	61	53	49	Exceeds Standard	58	51	47	Met Standard
Black or African American	64	60	45	**	64.5	56	43	**
Asian, Native Hawaiian, or Pacific Islander	55	71.5	59	Met Standard	76.5	75.5	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	67	49	**	*	55	52	**
Female	62	60	53	N	64	56	50	N
Male	55	54	47	N	64.5	59	51	N
Economically Disadvantaged Students	60.5	56	48	Exceeds Standard	62	49	46	Exceeds Standard
Students with Disabilities	51.5	43	43	Met Standard	42	45	45	Met Standard
English Learners	60	60	52	Exceeds Standard	65	64	50	Exceeds Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Lincoln/Roosevelt School
(27-4560-080)
Grades Offered: 05-06
2018-2019

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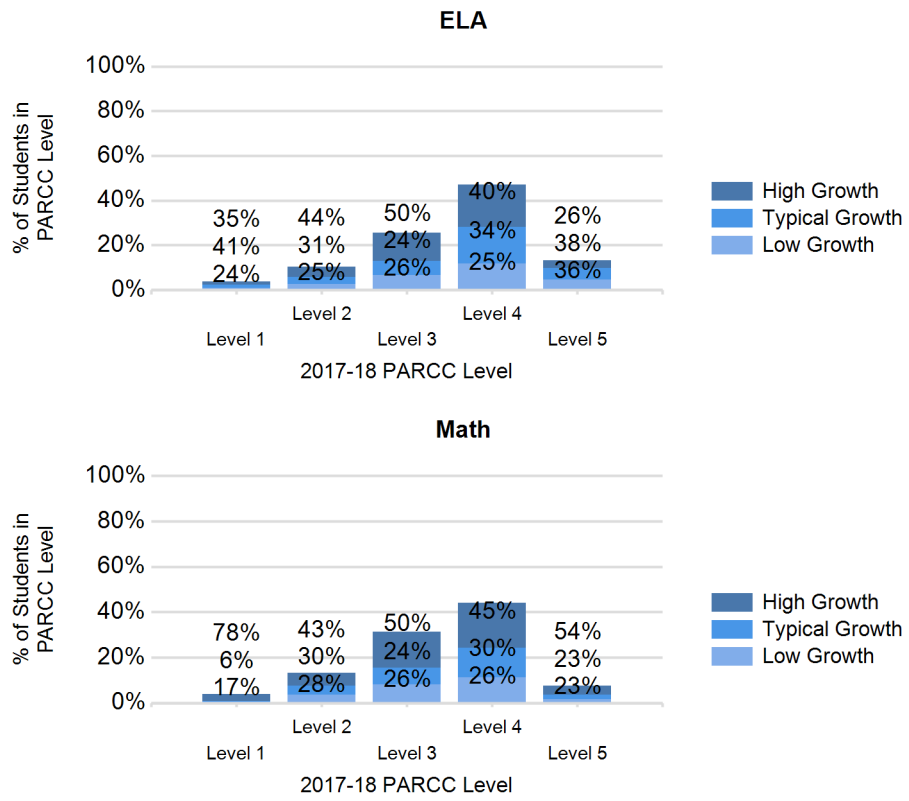
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

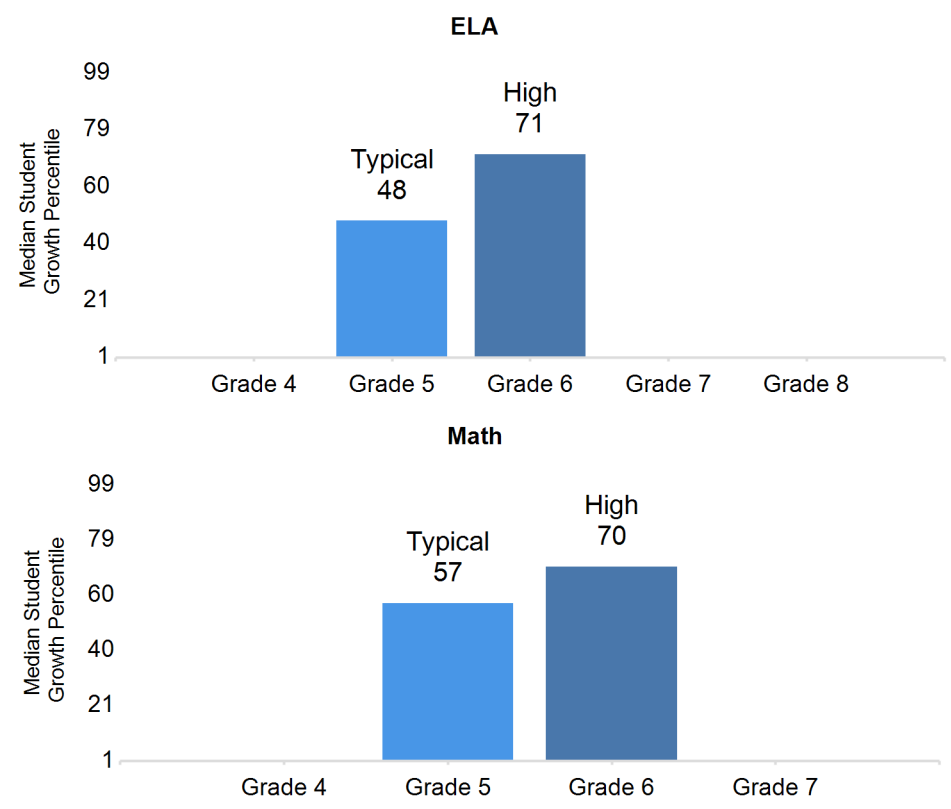
Student Growth by Performance Level

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.



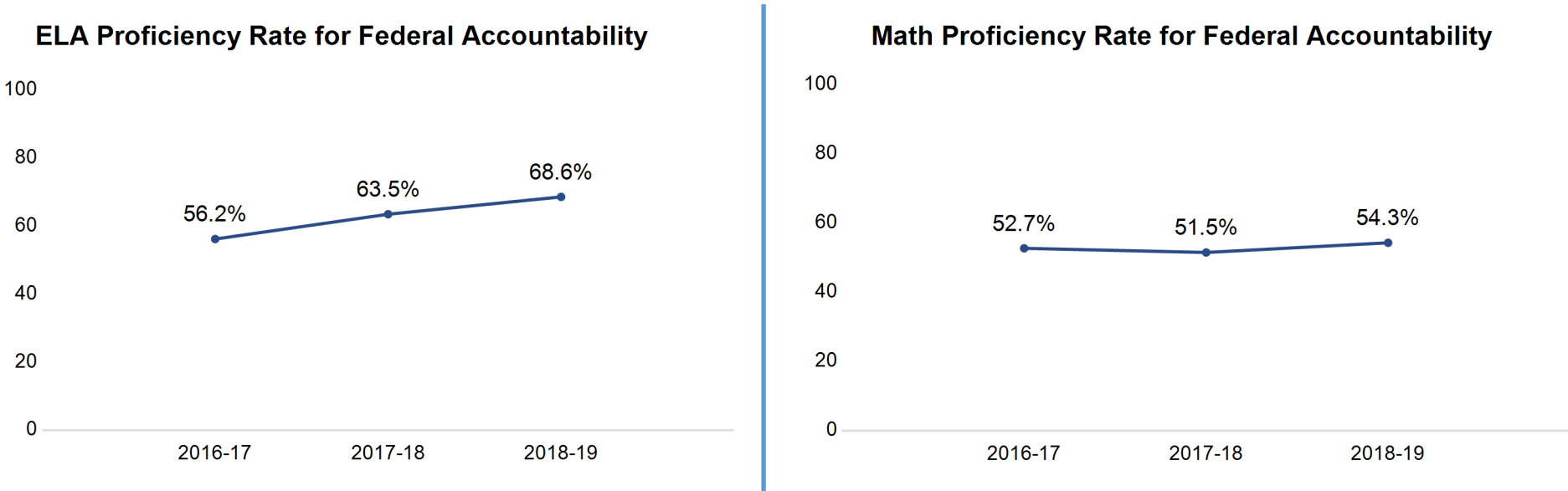


Lincoln/Roosevelt School
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English Language Arts and Mathematics Performance Trends

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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.6%	98.0%	99.6%	97.4%	97.8%	99.4%
Proficiency Rate for Federal Accountability	56.2%	63.5%	68.6%	52.7%	51.5%	54.3%
Annual Target	47.0%	48.8%	50.5%	42.0%	44.0%	46.0%
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.



Lincoln/Roosevelt School
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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	471	99.6	68.6	68.7	57.9	68.6	50.5	Met Target
White	319	99.4	70.5	71.1	66.9	70.5	50.7	Met Target
Hispanic	94	100.0	54.3	56.0	43.9	54.3	38.9	Met Target
Black or African American	16	100.0	56.3	56.2	38.5	56.3	**	**
Asian, Native Hawaiian, or Pacific Islander	31	100.0	90.3	90.7	82.9	90.3	77.2	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	254	99.6	72.0	75.7	64.8	72.0		
Male	217	99.5	64.5	61.9	51.3	64.5		
Economically Disadvantaged Students	70	100.0	55.7	*	40.0	55.7	33.6	Met Target
Non-Economically Disadvantaged Students	401	99.5	70.8	*	67.9	70.8		
Students with Disabilities	58	96.7	31.0	25.5	22.7	31.0	21.9	Met Target
Students without Disabilities	413	100.0	73.8	76.5	65.1	73.8		
English Learners	25	100.0	36.0	36.0	29.3	36.0	N	N
Non-English Learners	446	99.6	70.4	69.9	60.6	70.4		
Homeless Students	*	*	*	30.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



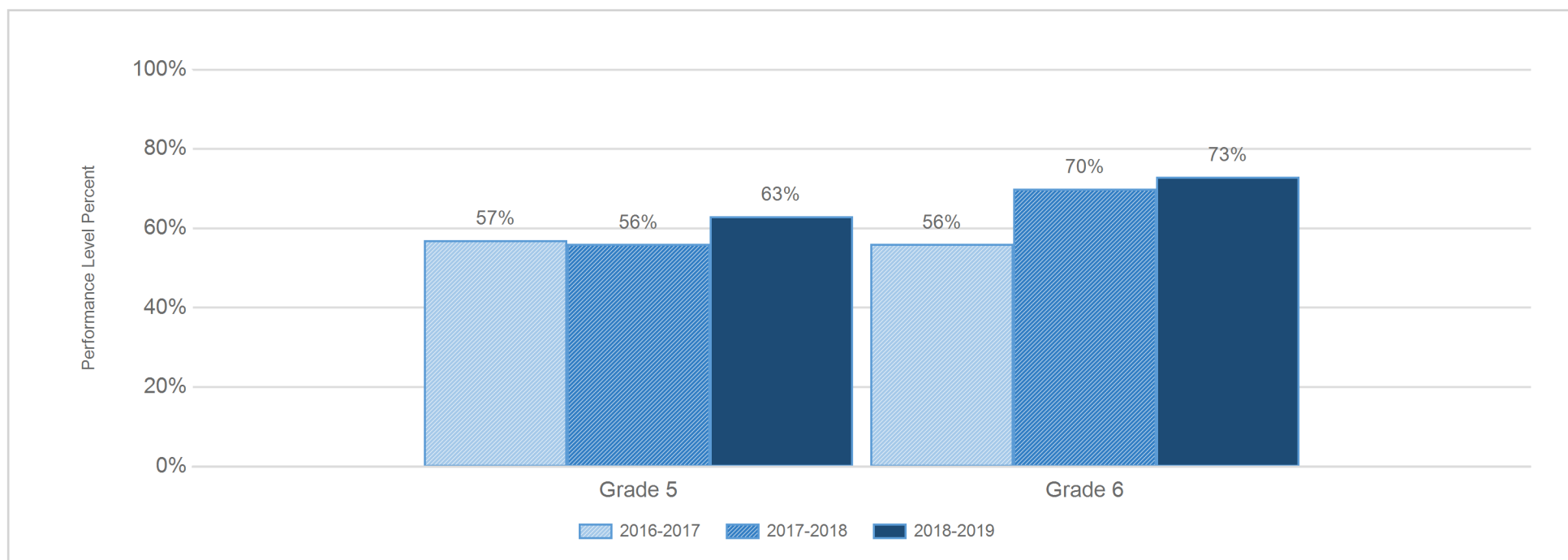
Lincoln/Roosevelt School
(27-4560-080)
Grades Offered: 05-06
2018-2019

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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.





Lincoln/Roosevelt School

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	238	757	757	756	*	11%	23%	*	*	63%	58%
White	151	760	760	764	*	*	21%	57%	10%	67%	68%
Hispanic	56	748	748	743	*	21%	25%	*	*	48%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	17	768	768	781	0%	0%	*	*	*	82%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	131	761	761	761	*	*	18%	*	*	69%	64%
Male	107	753	753	750	*	*	28%	*	*	56%	52%
Economically Disadvantaged Students	34	748	748	740	*	*	32%	*	*	47%	39%
Non-Economically Disadvantaged Students	204	759	759	766	*	*	21%	*	*	66%	69%
Students with Disabilities	33	728	728	724	*	*	30%	*	*	24%	23%
Students without Disabilities	205	762	762	762	*	*	21%	*	*	70%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	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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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	236	766	766	754	*	*	20%	56%	17%	73%	56%
White	168	766	766	762	*	*	21%	57%	17%	74%	65%
Hispanic	40	759	759	743	*	*	*	*	*	63%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	14	787	787	780	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	124	769	769	762	*	*	22%	56%	19%	75%	64%
Male	112	762	762	748	*	*	18%	56%	15%	71%	48%
Economically Disadvantaged Students	36	753	753	740	*	*	28%	*	*	64%	39%
Non-Economically Disadvantaged Students	200	768	768	763	*	*	19%	*	*	75%	67%
Students with Disabilities	26	736	736	722	*	*	*	*	*	38%	19%
Students without Disabilities	210	769	769	761	*	*	*	*	*	78%	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%



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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	470	99.4	54.3	49.4	44.5	54.3	46	Met Target
White	318	99.1	57.5	51.2	54.1	57.5	45.7	Met Target
Hispanic	94	100.0	38.3	36.8	28.8	38.3	36.5	Met Target
Black or African American	16	100.0	37.5	39.7	23.0	37.5	**	**
Asian, Native Hawaiian, or Pacific Islander	31	100.0	80.6	78.5	76.5	80.6	71.5	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	254	99.2	50.8	48.4	44.9	50.8		
Male	216	99.5	58.3	50.4	44.2	58.3		
Economically Disadvantaged Students	70	100.0	35.7	*	26.3	35.7	32.1	Met Target
Non-Economically Disadvantaged Students	400	99.3	57.5	*	54.9	57.5		
Students with Disabilities	57	96.7	26.3	*	17.4	26.3	21.9	Met Target
Students without Disabilities	413	99.8	58.1	*	50.0	58.1		
English Learners	26	100.0	30.8	26.9	25.0	30.8	N	N
Non-English Learners	444	99.3	55.6	50.2	46.5	55.6		
Homeless Students	*	*	*	30.0	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

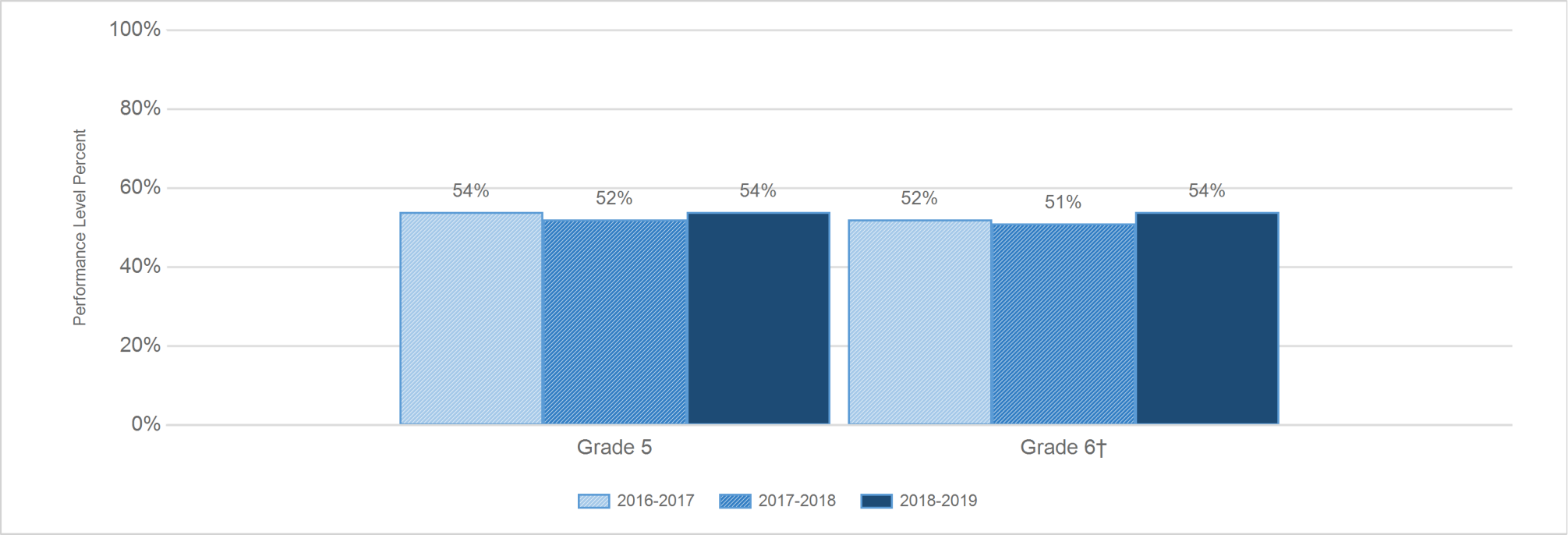


Lincoln/Roosevelt School
(27-4560-080)
Grades Offered: 05-06
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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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	238	752	752	747	*	15%	29%	*	*	54%	47%
White	151	755	755	755	*	*	30%	48%	11%	58%	58%
Hispanic	56	741	741	735	*	32%	29%	*	*	36%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	17	771	771	775	0%	0%	*	*	*	82%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	132	751	751	747	*	14%	30%	*	*	52%	47%
Male	106	754	754	747	*	16%	27%	*	*	56%	47%
Economically Disadvantaged Students	34	741	741	732	*	29%	32%	*	*	35%	27%
Non-Economically Disadvantaged Students	204	754	754	757	*	13%	28%	*	*	57%	59%
Students with Disabilities	32	732	732	725	*	*	*	*	*	28%	19%
Students without Disabilities	206	755	755	752	*	*	*	*	*	58%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	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%



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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	236	753	753	741	*	14%	28%	*	*	54%	41%
White	167	755	755	749	*	*	29%	45%	12%	57%	51%
Hispanic	41	740	740	729	*	27%	24%	*	*	41%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	14	778	778	769	0%	*	*	*	*	79%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	124	749	749	742	*	15%	33%	*	*	49%	42%
Male	112	757	757	740	*	13%	22%	*	*	60%	40%
Economically Disadvantaged Students	36	740	740	726	*	*	33%	36%	0%	36%	21%
Non-Economically Disadvantaged Students	200	755	755	750	*	*	27%	45%	13%	58%	53%
Students with Disabilities	26	731	731	716	*	*	*	*	*	23%	12%
Students without Disabilities	210	755	755	746	*	*	*	*	*	58%	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%



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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
5	N	N
6	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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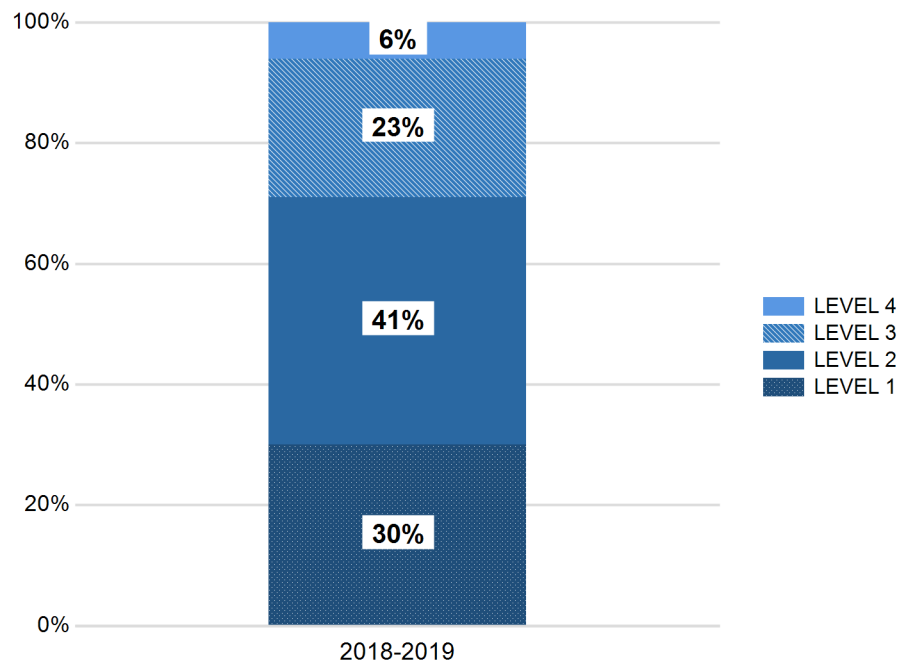
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	30	41	23	6
White	25	41	27	7
Hispanic	45	38	11	5
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	18	41	41	0
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	32	42	22	4
Male	26	40	25	9
Economically Disadvantaged Students	32	53	12	3
Non-Economically Disadvantaged Students	29	39	25	7
Students with Disabilities	62	28	7	3
Students without Disabilities	25	43	25	7
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Lincoln/Roosevelt School

(27-4560-080)

Grades Offered: 05-06

2018-2019

Report Key:
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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.

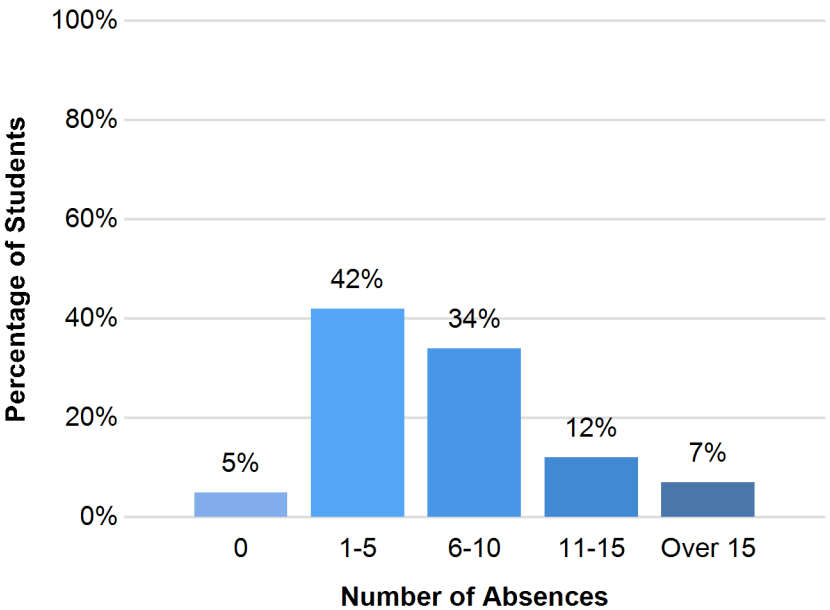
Chronic Absenteeism

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	26	5.5	8.0	Met
White	17	5.3	8.0	Met
Hispanic	8	8.3	8.0	Not Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	1	3.2	8.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	19	7.4		
Male	7	3.2		
Economically Disadvantaged Students	4	5.7	8.0	Met
Students with Disabilities	8	14.0	8.0	Not Met
English Learners	*	*	**	**
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.





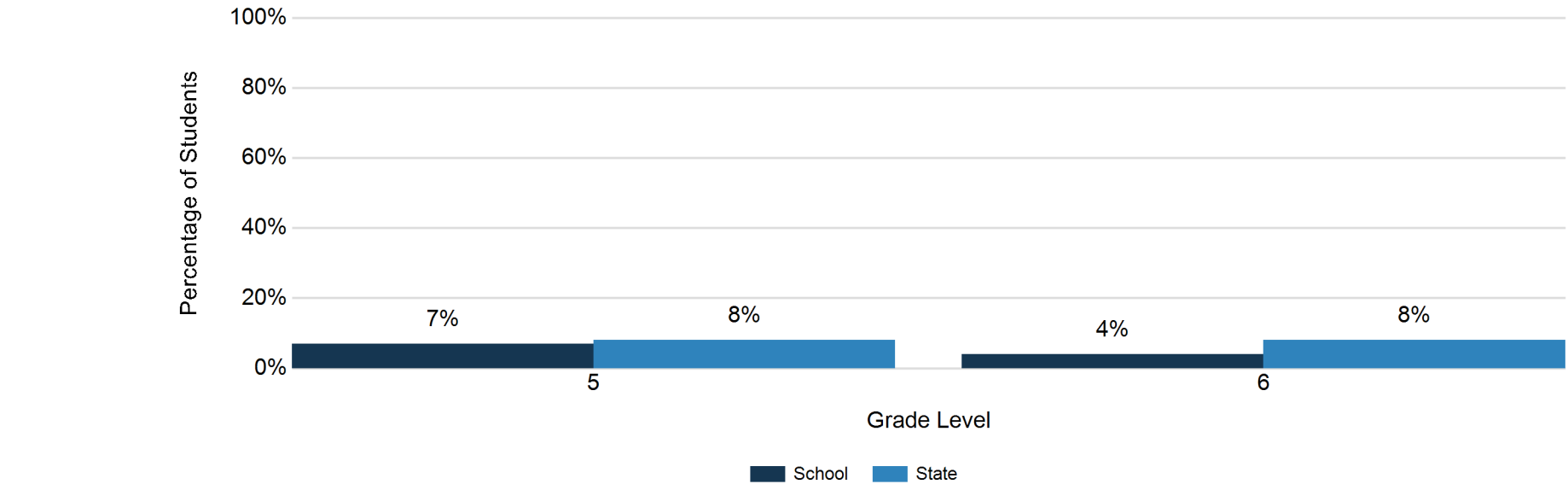
Lincoln/Roosevelt School
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2018-2019

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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.





Lincoln/Roosevelt School

(27-4560-080)

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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	4
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	2.31

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	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	11	2.3%
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

10



Lincoln/Roosevelt School
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2018-2019

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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	2:58 PM
Length of School Day	6 Hrs 18 Mins
Full Time - Instructional Time	5 Hrs 31 Mins
Shared Time - Instructional Time	5 Hrs. 31 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	45	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	10.2	10.8
Percentage of Teachers with 4 or more years experience in the district	75.6%	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	29	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	6.3	12.0
Percentage of Administrators with 4 or more years experience in the district	55.2%	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	11:1	11:1
Students to Administrators	238:1	121:1
Teachers to Administrators	23:1	11:1
Students to Librarians/Media Specialists		703:1
Students to Nurses		439:1
Students to Counselors		293:1
Students to Child Study Team Members		251:1



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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	54.0%	82.2%	0.0%	48.4%	77.1%	54.9%
Male	46.0%	17.8%	100.0%	51.6%	22.9%	45.1%
White	67.0%	95.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.4%	2.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.5%	2.2%	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	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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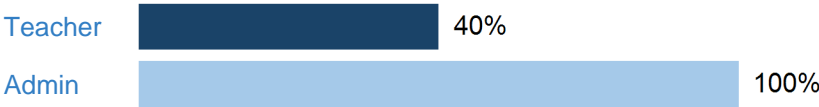
Teachers and Administrators - Level of Education

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

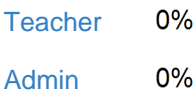
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.1%	90.5%
2017-18 Administrators: Same district 2018-19	75.9%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.7%



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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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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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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	56.2%	63.5%	68.6%
Math Proficiency	52.7%	51.5%	54.3%
ELA Growth	49	54	60
Math Growth	68	54	64
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.0%	5.7%	5.5%

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

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



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School Narrative

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



Highlights:

- Computer systems upgraded to support 1:1 initiative for 5th grade students. Chromebooks are available on a daily basis for all 5th grade students as was implemented for the 6th grade students.
- Bronze Certified School, through NJ Sustainable Schools, for excellence in sustainability. To continue the effort, L/R will be introducing Garden Towers and constructing a courtyard garden project.
- Implement best practices in support of the district's health & wellness initiatives. Focus placed on teaching lifelong habits that can improve a student's life physically, mentally & emotionally.



Mission, Vision, Theme:

Roxbury's Lincoln Roosevelt Elementary School has a rich history of providing students with the academic and social tools that have led them to successful careers in an ever-changing and ever-expanding global market. The tradition of excellence in education continues as our current enrollment of approximately five hundred students enjoys the many opportunities available to them. In addition, the 2018/2019 school year culminated with the determination of five core values which will reinforce the ideals that are worked towards each day. These core values, as well as an emphasis on responsive classroom practices, are tangible reminders of the emphasis our school places on social emotional learning.



Awards, Recognition, Accomplishments:

Recognized by Roxbury Social Services for donating thousands of cans of food and blankets to assist community members; winner of the Roxbury Public Library/Roxbury Woman's Club My Favorite Book Contest and the VFW Patriot's Pen Contest; raised over \$10,000 for the St. Baldrick's Foundation and over \$2,000 for the American Heart Association; collected candy for US Military under the program Operation Jersey Cares: NJ Nonprofit Organization; NJ Sustainable School - Bronze certification





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 <div>Courses, Curriculum, Instruction:</div>	<p>Lincoln Roosevelt's focus is to provide students with a well-rounded education. LRS's curriculums are aligned to state standards which promote 21st century learning skills. Students participate in cycle classes that emphasize art, music, foreign language and technology. Students may participate in enrichment opportunities such as band, orchestra and choir. Each day students have a designated time (LAP) where they may receive extra help from teachers or participate in the Gifted & Talented program.</p>
 <div>Clubs and Activities:</div>	<p>Clubs and other after-school activities complement our curricular offerings and allow our students yet another venue to explore a wide range of interests. Currently students have the opportunity to participate in the following extracurricular activities: Art Club, Computer Club, Forensics, Student Council, Honors Choir, and our community-service club, K-Kids.</p>





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School Narrative

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 <div>Before and After School Programs:</div>	<p>Our school welcomes scouting, art classes, STEAM classes, coding and many other community programs for after-school enrichment through the Roxbury Community School portal.</p>
 <div>Staff and Professional Learning:</div>	<p>A great deal of collaboration occurs among the teachers at each grade level, using a learning community format to provide interdisciplinary experiences when possible. To support these collaborative efforts, a large classroom has been dedicated for teachers to combine their classes for related activities. Furthermore, supervisors dedicated to subjects specific to Grades K through 5 and 6 through 12 engage in a variety of tasks that help guide the direction of our curricular programs.</p>






Lincoln/Roosevelt School
(27-4560-080)
Grades Offered: 05-06
2018-2019

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School Narrative

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 <div>Student Supports and Services:</div>	<p>The Special Education Department provides an excellent program for students in the least restrictive environment with programming designed to meet specific needs. In addition, Lincoln Roosevelt offers support for English Language Learners, as well as an I&RS committee designed to help struggling learners.</p>
 <div>Student Health and Wellness:</div>	<p>The goal of the health and physical education program is to help students establish habits, attitudes and skills that will aid them with understanding and appreciating physical activity and its contribution to a healthy lifestyle. This has further been supported by the school's recent adoption of the "Health and Wellness Program."</p>
 <div>Parent and Community Involvement:</div>	<p>Lincoln Roosevelt School has a very active PTO that supports school curriculum and student activities. They take leadership roles in running book fairs, purchasing items for the students, coordinating student end of year activities, and providing assemblies for the school.</p>






Lincoln/Roosevelt School
(27-4560-080)
Grades Offered: 05-06
2018-2019

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School Narrative

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<div>  <div>Climate Surveys:</div> </div>	<p>Mid-year, the school began a self-evaluation process in order to identify the school's core values. The project culminated at the end of the 2018-2019 school year with the selection of the core values which the school is centered around. The core values will be utilized as driving forces in all facets of the school and its mission.</p>
<div>  <div>Facilities:</div> </div>	<p>Lincoln Roosevelt's well-equipped library/media center is furnished with Chromebooks, iPads and desktop computers. It offers students a variety of research tools. Changes have been made to the main entrance of the school to increase security measures. The new security vestibule has been built as part of a district-wide initiative to increase the physical security of our buildings. In addition, there have been new windows installed in the Lincoln building and the roof of the school has been replaced.</p>
<div>  <div>School Safety:</div> </div>	<p>New safety measures have been put into place for the transition of students to their parents/guardians. New practices have been enacted for visitors who must now scan their ID card, wear a lanyard, and be escorted to their point of destination. In addition, the school often participates in extensive emergency drills to make students and staff accustomed to various safety protocols.</p>




Lincoln/Roosevelt School
(27-4560-080)
Grades Offered: 05-06
2018-2019

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School Narrative

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 <div>Technology and STEM:</div>	Students are able to interact with makerspaces that are housed in the media center. 3D printers have been supplied to 6th grade science teachers to promote students actively creating projects that can be brought to life. In addition, end of the year projects have been created for the students allowing them to participate in team activities that challenge them to encompass cross-curricular skills to complete such tasks.
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Lincoln/Roosevelt School
(27-4560-080)
Grades Offered: 05-06
2018-2019

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School Narrative

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 <div>Other Information</div>	Lincoln Roosevelt prides itself on providing a unique learning experience for our students. It is a school that brings together four different elementary schools. Its mission is to bring together students as a graduating class and prepare them for the challenges that lie ahead in middle school and high school. Students are provided with an increased amount of opportunities to showcase their talents and become more independent in their learning experiences. This year, L/R is moving toward utilizing its new Core Value program, as well as Responsive Classroom methodologies, to adapt and promote awareness of social and emotional learning.
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Roxbury High School
 (27-4560-050)
 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:



Roxbury High School
(27-4560-050)
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	Morris
District	Roxbury Township School District
Principal Name	Mr. Dominick Miller
Address	ONE BRYANT DRIVE SUCCASUNNA, NJ 07876-1640
Phone Number	973-584-1200
Email Address	dmiller@roxbury.org
Website	https://www.roxbury.org/Domain/8
Facebook	https://www.facebook.com/roxburyhighschool/
Twitter	http://twitter.com/RoxburyHS



Roxbury High School
(27-4560-050)
Grades Offered: 09-12
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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	316	352	299
10	356	315	344
11	351	340	296
12	322	359	342
Total	1,345	1,366	1,281

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	47.4%	47.7%	48.8%
Male	52.6%	52.3%	51.2%
Economically Disadvantaged Students	12.2%	11.6%	13.5%
Students with Disabilities	16.3%	16.5%	15.6%
English Learners	0.7%	1.5%	1.2%
Homeless Students	0.4%	0.4%	0.5%
Students in Foster Care	0.1%	0.2%	0.2%
Military-Connected Students	0.1%	0.3%	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	75.1%	72.6%	72.4%
Hispanic	14.4%	16.6%	16.7%
Black or African American	3.2%	2.9%	3.3%
Asian	5.8%	6.0%	5.4%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	1.4%	1.7%	2.0%

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	1,331	1,352	1,270
Shared Time Students	27	26	22
Full Time Equivalent	1,345	1,365	1,281

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	83.2%
Spanish	10.3%
Other Languages	6.6%

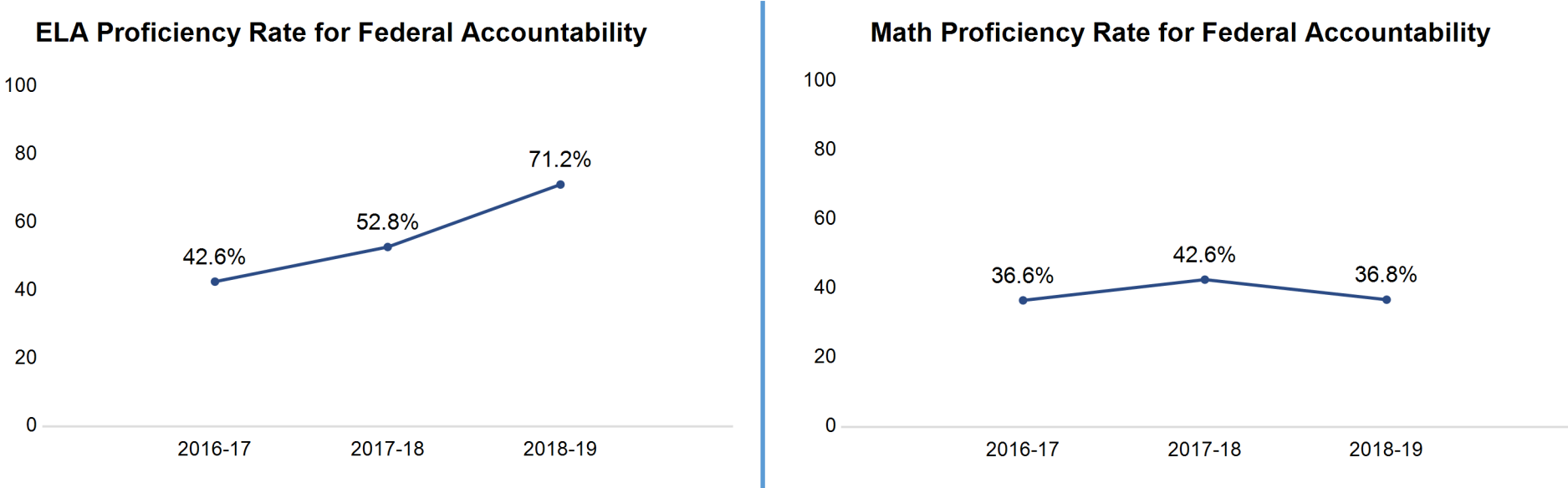


Roxbury High School
(27-4560-050)
Grades Offered: 09-12
2018-2019

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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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	92.8%	95.9%	98.8%	93.9%	95.2%	98.9%
Proficiency Rate for Federal Accountability	42.6%	52.8%	71.2%	36.6%	42.6%	36.8%
Annual Target	35.1%	37.4%	39.8%	33.6%	36.1%	38.5%
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.



Roxbury High School
 (27-4560-050)
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 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	635	98.8	71.2	68.7	57.9	71.2	39.8	Met Target
White	446	98.5	73.3	71.1	66.9	73.3	40	Met Target
Hispanic	115	100.0	57.4	56.0	43.9	57.4	35.5	Met Target
Black or African American	25	100.0	64.0	56.2	38.5	64.0	59.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	35	100.0	91.4	90.7	82.9	91.4	46.4	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	321	98.2	80.7	75.7	64.8	80.7		
Male	314	99.4	61.5	61.9	51.3	61.5		
Economically Disadvantaged Students	81	97.6	55.6	*	40.0	55.6	27.6	Met Target
Non-Economically Disadvantaged Students	554	98.9	73.5	*	67.9	73.5		
Students with Disabilities	97	96.2	23.7	25.5	22.7	23.7	16.2	Met Target
Students without Disabilities	538	99.3	79.7	76.5	65.1	79.7		
English Learners	10	100.0	10.0	36.0	29.3	10.0	**	**
Non-English Learners	625	98.8	72.2	69.9	60.6	72.2		
Homeless Students	*	*	*	30.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

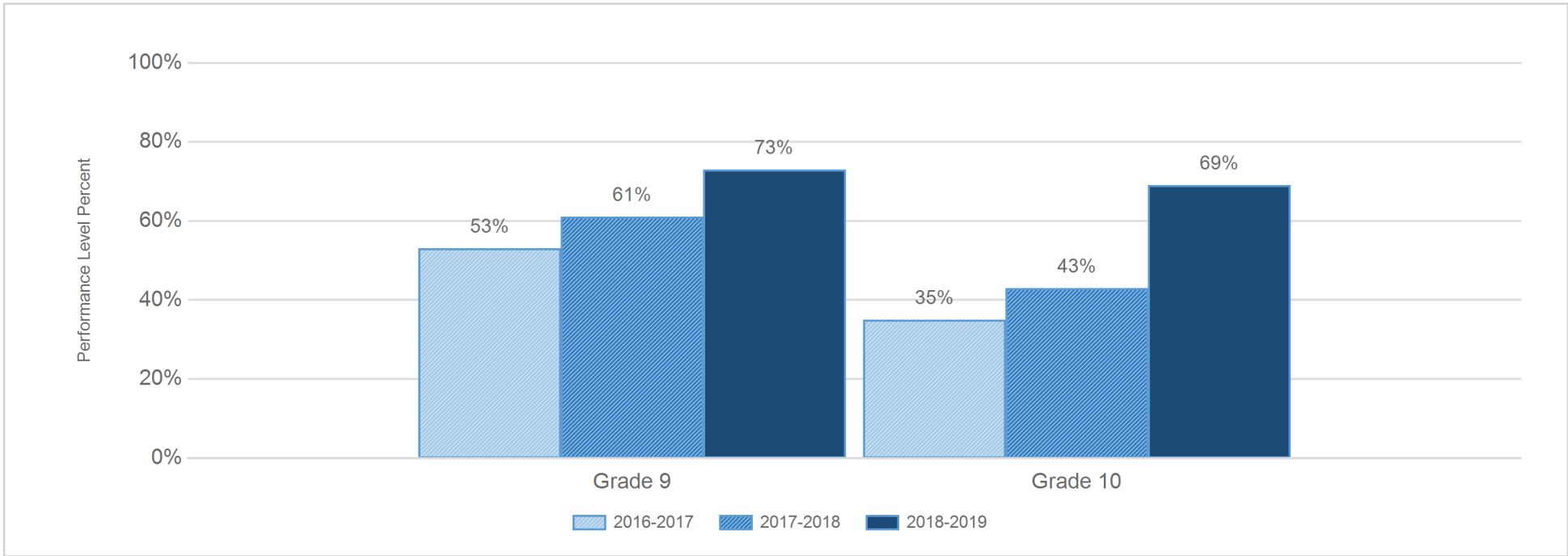


Roxbury High School
(27-4560-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	300	764	764	753	5%	6%	16%	53%	20%	73%	56%
White	207	768	768	762	*	*	15%	56%	22%	78%	65%
Hispanic	60	748	748	737	*	*	20%	*	*	53%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	16	788	788	783	0%	*	0%	*	*	94%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	154	776	776	760	*	*	10%	52%	33%	85%	63%
Male	146	752	752	746	*	*	23%	53%	7%	60%	49%
Economically Disadvantaged Students	47	746	746	734	*	*	*	*	*	60%	36%
Non-Economically Disadvantaged Students	253	768	768	762	*	*	*	*	*	75%	65%
Students with Disabilities	40	727	727	717	*	*	25%	*	*	25%	17%
Students without Disabilities	260	770	770	760	*	*	15%	*	*	80%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Roxbury High School
(27-4560-050)
Grades Offered: 09-12
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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	341	766	766	757	9%	9%	13%	40%	28%	69%	58%
White	239	767	767	767	9%	8%	14%	41%	28%	69%	67%
Hispanic	61	755	755	738	*	16%	*	38%	21%	59%	43%
Black or African American	16	763	763	733	*	*	*	*	*	69%	38%
Asian, Native Hawaiian, or Pacific Islander	19	794	794	792	0%	0%	*	*	*	89%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	171	774	774	766	6%	8%	9%	45%	32%	77%	66%
Male	170	758	758	749	12%	10%	17%	36%	25%	61%	51%
Economically Disadvantaged Students	35	753	753	735	*	*	*	*	*	51%	40%
Non-Economically Disadvantaged Students	306	768	768	767	*	*	*	*	*	71%	67%
Students with Disabilities	55	714	714	711	36%	25%	20%	*	*	18%	19%
Students without Disabilities	286	776	776	765	4%	6%	12%	*	*	79%	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%



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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	633	98.9	36.8	49.4	44.5	36.8	38.5	Met Target†
White	446	98.9	37.0	51.2	54.1	37.0	38.7	Met Target†
Hispanic	113	98.3	26.5	36.8	28.8	26.5	36.9	Not Met
Black or African American	25	100.0	48.0	39.7	23.0	48.0	45.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	35	100.0	57.1	78.5	76.5	57.1	50.8	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	319	98.8	35.4	48.4	44.9	35.4		
Male	314	99.1	38.2	50.4	44.2	38.2		
Economically Disadvantaged Students	77	97.5	27.3	*	26.3	27.3	27.7	Met Target†
Non-Economically Disadvantaged Students	556	99.1	38.1	*	54.9	38.1		
Students with Disabilities	99	99.0	*	*	17.4	*	19.6	Not Met
Students without Disabilities	534	98.9	*	*	50.0	*		
English Learners	10	100.0	10.0	26.9	25.0	10.0	**	**
Non-English Learners	623	98.9	37.2	50.2	46.5	37.2		
Homeless Students	*	*	*	30.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

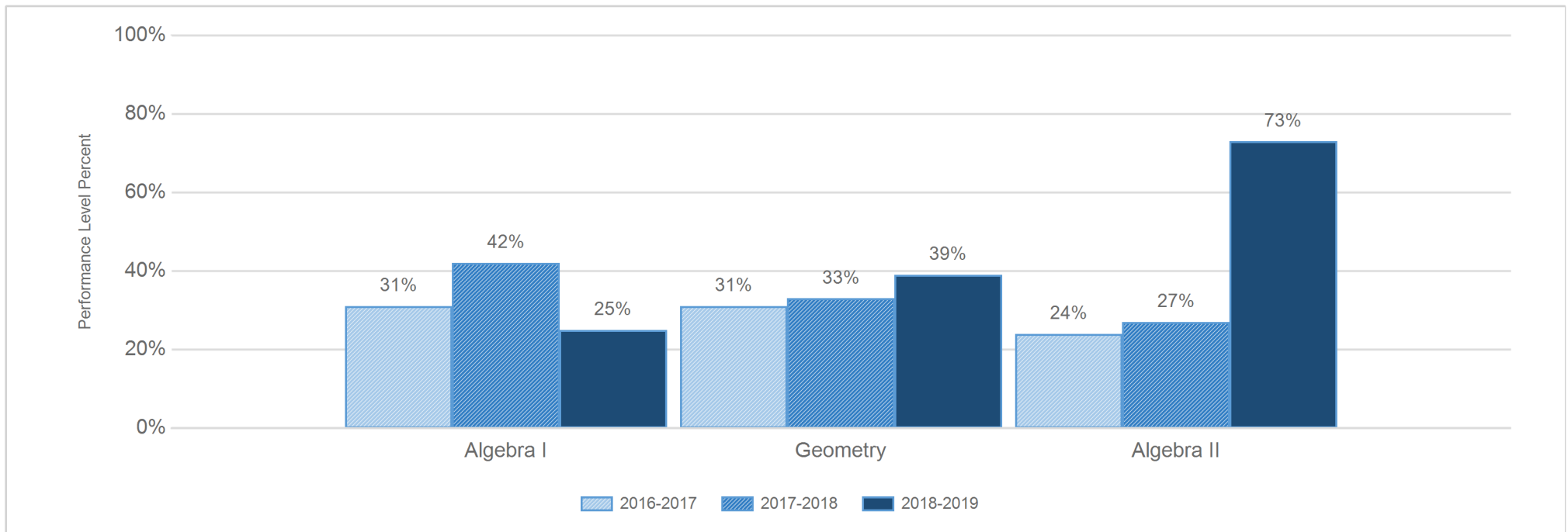


Roxbury High School
(27-4560-050)
Grades Offered: 09-12
2018-2019

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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.



† 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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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	322	733	743	744	7%	27%	40%	25%	0%	25%	42%
White	215	736	745	752	5%	24%	42%	29%	0%	29%	53%
Hispanic	72	726	734	728	*	36%	39%	*	*	14%	24%
Black or African American	15	727	*	725	*	*	*	*	*	33%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	747	752	*	*	*	*	*	*	51%
Female	154	733	742	745	*	23%	45%	*	*	22%	44%
Male	168	734	743	743	*	30%	36%	*	*	29%	41%
Economically Disadvantaged Students	58	730	*	727	*	38%	28%	*	*	26%	23%
Non-Economically Disadvantaged Students	264	734	*	752	*	24%	43%	*	*	25%	52%
Students with Disabilities	52	716	716	717	*	*	*	*	*	*	12%
Students without Disabilities	270	737	747	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Roxbury High School
(27-4560-050)
Grades Offered: 09-12
2018-2019

Report Key:

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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	233	739	739	737	7%	16%	38%	*	*	39%	35%
White	169	739	739	743	6%	18%	40%	*	*	36%	43%
Hispanic	39	735	735	724	*	*	38%	36%	0%	36%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	14	747	747	762	*	0%	*	*	*	57%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	132	741	741	738	*	14%	42%	*	*	39%	36%
Male	101	737	737	736	*	19%	33%	*	*	38%	34%
Economically Disadvantaged Students	17	729	729	722	*	*	*	*	*	29%	16%
Non-Economically Disadvantaged Students	216	740	740	743	*	*	*	*	*	39%	43%
Students with Disabilities	44	712	712	712	*	55%	*	*	*	16%	*
Students without Disabilities	189	746	746	741	*	7%	*	*	*	44%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Roxbury High School
(27-4560-050)
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	85	764	764	755	*	*	25%	73%	0%	73%	58%
White	62	763	763	758	0%	*	*	69%	0%	69%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	11	769	769	777	0%	0%	*	*	*	82%	80%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	39	761	761	752	*	*	28%	72%	0%	72%	55%
Male	46	767	767	758	*	*	22%	74%	0%	74%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	85	764	764	755	*	*	25%	73%	0%	73%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	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	*



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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	16.7%	**	**

† 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	11	*	*
3-4	*	*	*
5 or more	N	N	N



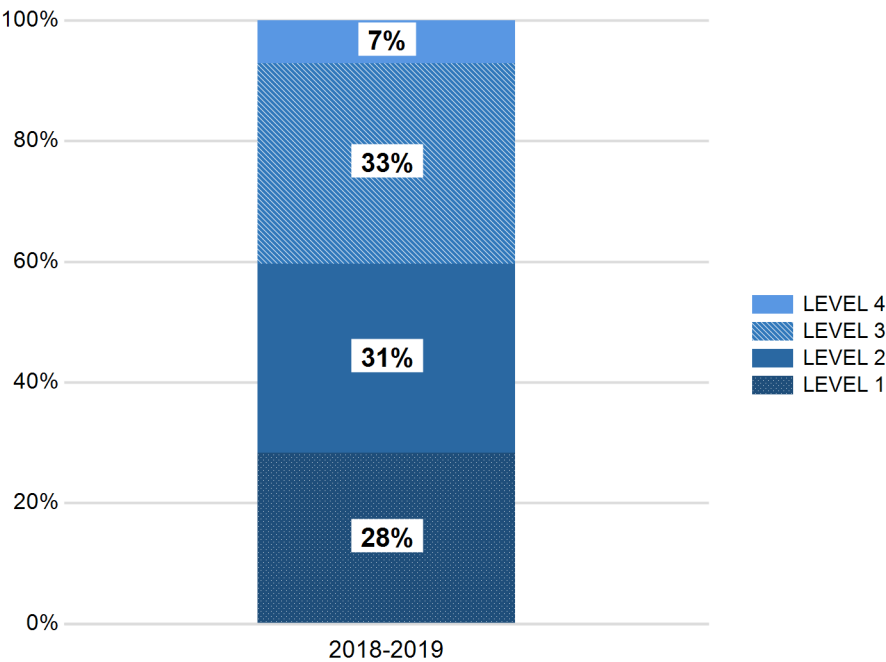
Roxbury High School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. 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 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.



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	28	31	33	7
White	24	34	34	7
Hispanic	47	23	30	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	38	15	31	15
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	31	31	32	6
Male	26	32	35	7
Economically Disadvantaged Students	45	32	23	0
Non-Economically Disadvantaged Students	25	31	35	8
Students with Disabilities	69	22	7	2
Students without Disabilities	21	33	38	7
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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	96.6%	84.5%
12th graders taking SAT in 2018-19 or prior years	73.4%	72.1%
12th graders taking ACT in 2018-19 or prior years	25.1%	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	493	476	Grade 10: 430 Grade 11: 460	75%	61%
PSAT 10/NMSQT - Math	492	477	Grade 10: 480 Grade 11: 510	50%	43%
SAT - Reading and Writing	558	539	480	84%	70%
SAT - Math	553	541	530	59%	53%
ACT - Reading	24	25	22	60%	66%
ACT - English	23	24	18	84%	81%
ACT - Math	22	24	22	55%	65%
ACT - Science	23	24	23	51%	57%



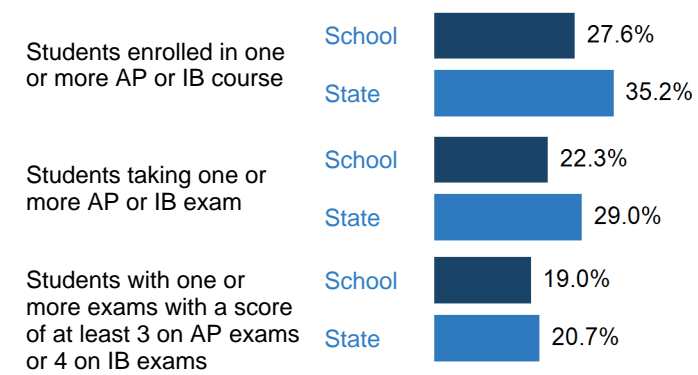
Roxbury High School
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International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

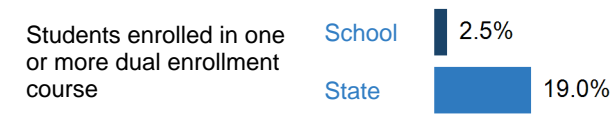
AP/IB Coursework – Participation and Performance

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.



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.



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	24	23
AP Calculus AB	14	14
AP Calculus BC	7	8
AP Chemistry	13	10
AP Chinese Language and Culture	0	2
AP Computer Science A	19	8
AP Computer Science Principles	12	11
AP English Language and Composition	28	23
AP English Literature and Composition	34	27
AP Environmental Science	9	4
AP Music Theory	15	9
AP Physics B	13	0
AP Physics C: Electricity and Magnetism	0	7
AP Physics C: Mechanics	0	10
AP Psychology	40	23
AP Research	15	14



Roxbury High School
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 2018-2019

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AP/IB Course	Students Enrolled	Students Tested
AP Seminar	0	32
AP Spanish Language	15	8
AP Statistics	15	9
AP Studio Art—Drawing Portfolio	9	0
AP Studio Art—Two-Dimensional	0	9
AP U.S. Government and Politics	12	10
AP U.S. History	35	29
Total Exams taken		290
Exams with scores of at least 3 on AP exams or 4 on IB exams		234



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2018-2019

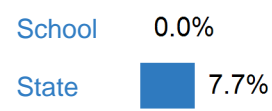
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

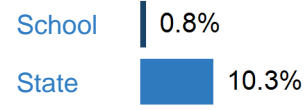
Career and Technical Education Participation

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)



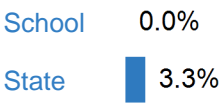
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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





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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	0.0%	0.8%	7.7%	10.3%
White	0.0%	*	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	*	7.3%	10.6%
Male	0.0%	*	8.0%	10.1%
Economically Disadvantaged Students	0.0%	*	10.4%	11.8%
Students with Disabilities	0.0%	*	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%	*



Roxbury High School
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2018-2019

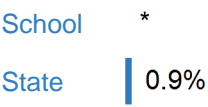
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Industry-Valued Credentials

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



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	*	*	*
Hospitality & Tourism	*		
Human Services	*		
Manufacturing	*		
Marketing	*		
Science, Technology, Engineering & Mathematics	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	21	*	*



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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	210	96	0	0	0	0	0
10	20	249	90	0	0	0	1
11	2	20	124	77	0	2	91
12	0	4	7	51	65	13	195
Total	232	369	221	128	65	15	287
Enrolled in AP/IB Course					21	15	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	29	1	273	0	0	4
10	301	47	1	0	0	8
11	18	191	0	4	33	98
12	19	7	0	21	130	102
Total	367	246	274	25	163	212
Enrolled in AP/IB Course	24	13		9	13	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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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	298	8	1	0	0	1
10	4	347	0	0	0	9
11	6	300	0	6	0	91
12	0	21	2	57	0	177
Total	308	676	3	63	0	278
Enrolled in AP/IB Course	0	35	0	40		12
Enrolled in Dual Enrollment Course	0	0	3	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	223	30	41	0	0	0	0
10	261	59	15	0	0	0	0
11	181	30	5	0	0	0	2
12	65	4	15	0	0	0	0
Total	730	123	76	0	0	0	2
Enrolled in AP/IB Course	15	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	1
Enrolled in Level 3 or Higher	354	33	0	0	0	0	0



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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.

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	9	0	0	0	0	0
10	18	0	1	0	0	0
11	8	0	7	2	2	0
12	25	0	4	0	0	0
Total	60	0	12	2	2	0
Enrolled in AP/IB Course	19		12			0
Enrolled in Dual Enrollment Course	4	0	0	2	2	0



Roxbury High School
(27-4560-050)
Grades Offered: 09-12
2018-2019

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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



Roxbury High School
(27-4560-050)
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2018-2019

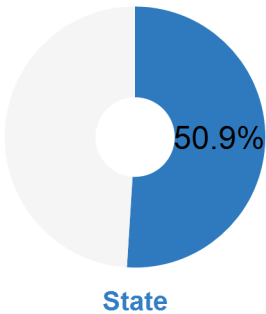
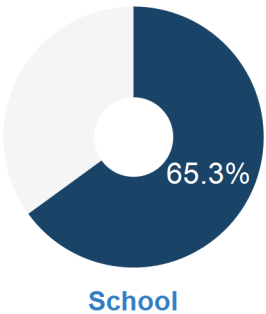
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Visual and Performing Arts – Course Participation

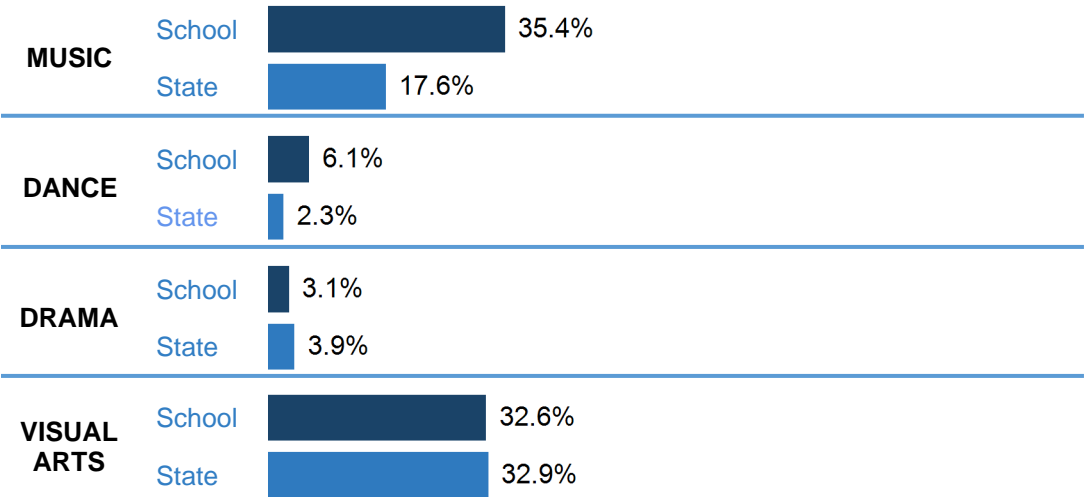
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





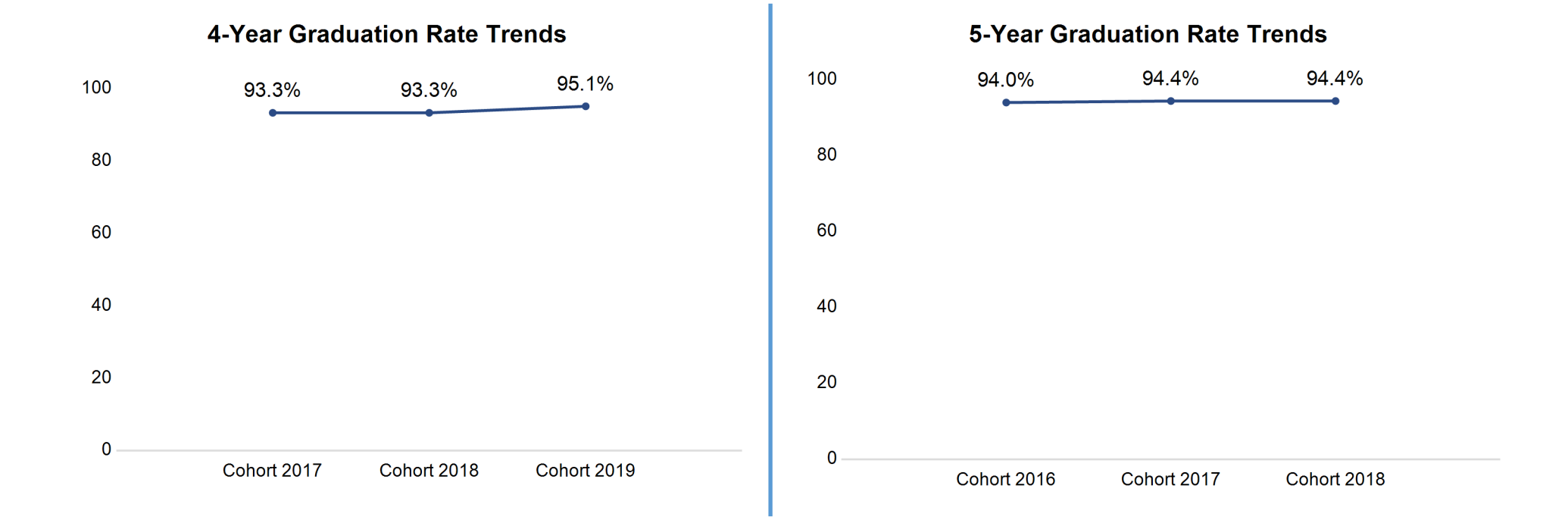
Roxbury High School
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

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.



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	93.3%	93.3%	95.1%	94.0%	94.4%	94.4%
Annual Target	94.6%	94.7%		95.5%	95.6%	
Met Annual Target?	Not Met	Not Met		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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	95.1%	90.6%	94.4%	92.5%	93.3%	94.7%	Not Met	94.4%	95.6%	Not Met
White	96.1%	94.9%	95.5%	95.9%	95.2%	N	Met Goal	95.4%	N	Met Goal
Hispanic	90.0%	84.5%	92.4%	87.3%	89.2%	93.5%	Not Met	84.6%	90.6%	Not Met
Black or African American	*	83.3%	80.0%	87.1%	72.7%	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	95.5%	96.9%	92.0%	97.8%	92.0%	95.0%	Not Met	95.2%	N	Met Goal
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	N	N	N
Female	95.7%	92.8%	94.7%	94.4%	94.1%			94.8%		
Male	94.6%	88.5%	94.1%	90.8%	92.5%			94.0%		
Economically Disadvantaged Students	92.6%	84.0%	91.7%	87.3%	87.8%	89.6%	Not Met	84.8%	83.3%	Met Target
Students with Disabilities	78.5%	79.2%	87.0%	83.8%	87.0%	89.0%	Not Met	82.5%	92.0%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	*	78.3%	*			N		
Students in Foster Care	N	57.6%	*	82.5%	*			*		
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	55.0%	63.4%
Substitute Competency Test	39.6%	28.1%
Portfolio Appeals Process	0.3%	2.1%
Alternate Requirements specified in IEP	5.1%	6.3%
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	0.5%	1.2%
2017-2018	0.8%	1.2%
2016-2017	0.8%	1.1%



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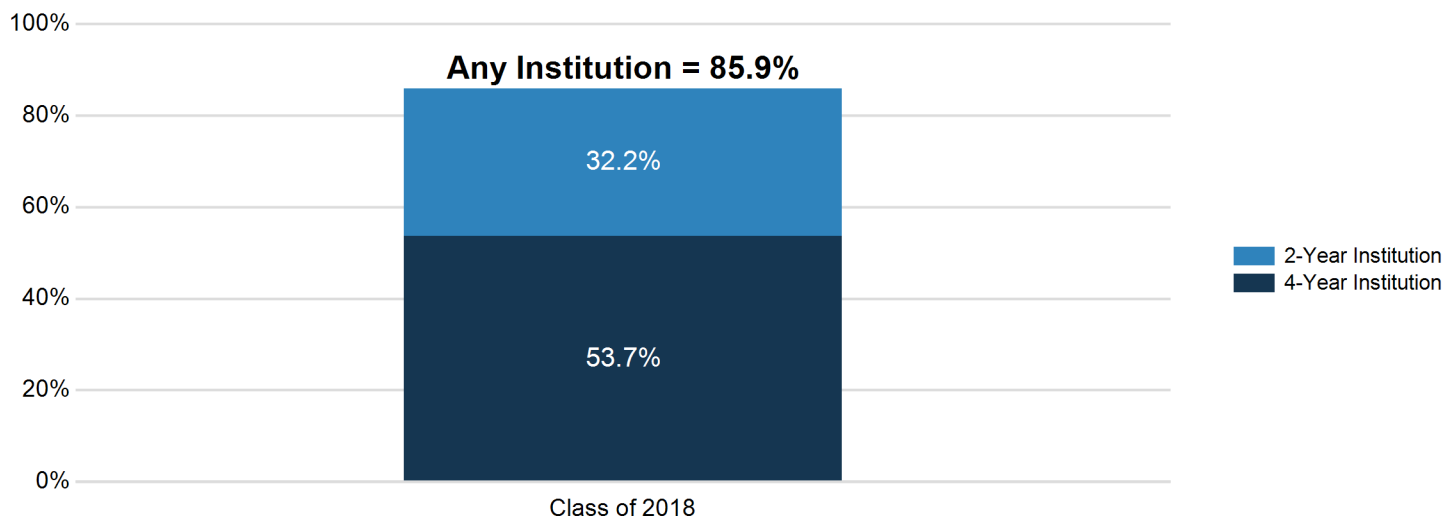
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	32.2%
% Enrolled in 4-Year Institution	53.7%
% Enrolled in Any Postsecondary Institution	85.9%



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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	80.6%	38.5%	61.5%
White	82.1%	37.2%	62.8%
Hispanic	70.2%	45.5%	54.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	76.2%	37.5%	62.5%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	75%	50%	50%
Students with Disabilities	71.2%	59.5%	40.5%
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	85.9%	37.5%	62.5%	76.3%	23.7%	66.8%	33.2%
White	87.1%	33.6%	66.4%	74.9%	25.1%	63.2%	36.8%
Hispanic	78.7%	58.3%	41.7%	79.2%	20.8%	79.2%	20.8%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	87%	30%	70%	85%	15%	75%	25%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	71.4%	65%	35%	85%	15%	90%	10%
Students with Disabilities	69.1%	76.3%	23.7%	81.6%	18.4%	81.6%	18.4%
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.

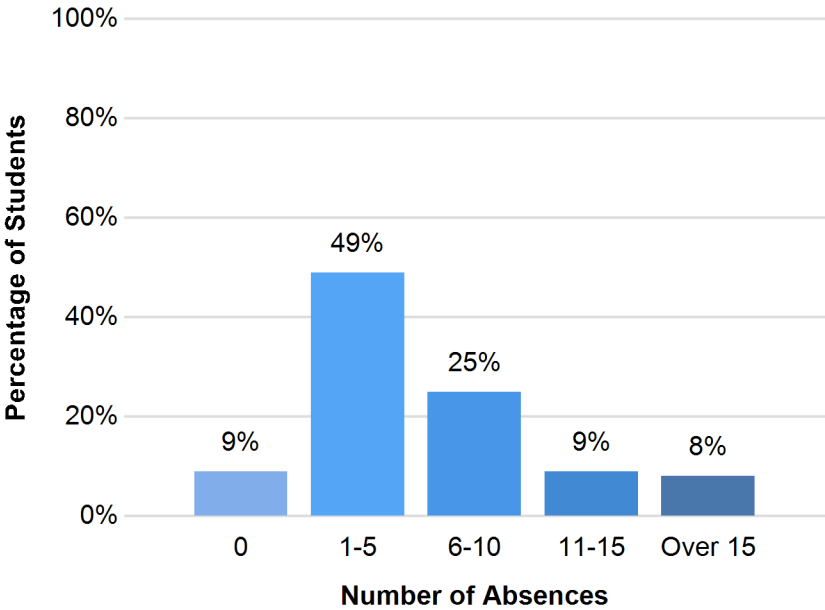
Chronic Absenteeism

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	82	6.3	14.2	Met
White	60	6.3	14.2	Met
Hispanic	14	6.6	14.2	Met
Black or African American	3	7.3	14.2	Met
Asian, Native Hawaiian, or Pacific	2	2.8	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Met
Female	36	5.7		
Male	46	6.8		
Economically Disadvantaged Students	31	18.1	14.2	Not Met
Students with Disabilities	31	13.8	14.2	Met
English Learners	2	14.3	**	**
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.





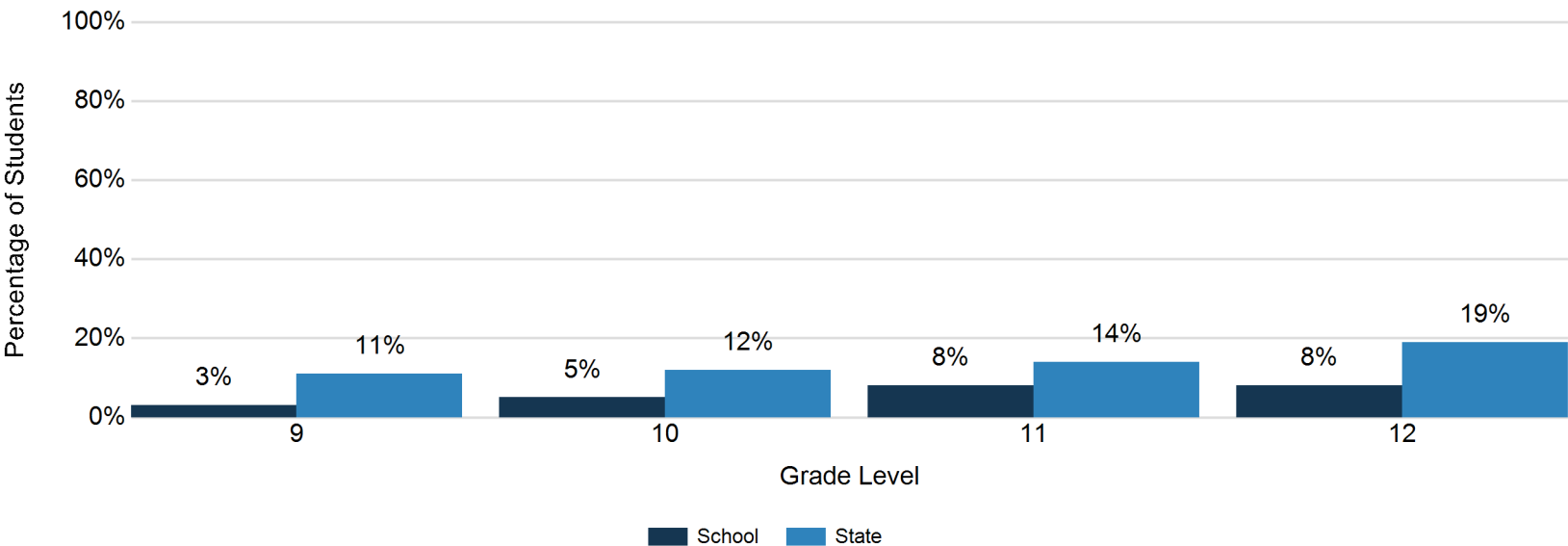
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), 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	9
Weapons	1
Vandalism	2
Substances	20
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	37
Incidents Per 100 Students Enrolled	2.89

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	5
Weapons	1
Vandalism	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	3

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	84	6.6%
Out-of-School Suspensions	29	2.3%
Any Suspension	93	7.3%
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
255



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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	7:25 AM
Typical End Time	2:07 PM
Length of School Day	6 Hrs 42 Mins
Full Time - Instructional Time	5 Hrs 47 Mins
Shared Time - Instructional Time	5 Hrs. 47 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 in 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	129	118,214
Average years experience in public schools	13.2	12.1
Average years experience in district	10.5	10.8
Percentage of Teachers with 4 or more years experience in the district	76.7%	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	29	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	6.3	12.0
Percentage of Administrators with 4 or more years experience in the district	55.2%	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	10:1	11:1
Students to Administrators	128:1	121:1
Teachers to Administrators	13:1	11:1
Students to Librarians/Media Specialists		703:1
Students to Nurses		439:1
Students to Counselors		293:1
Students to Child Study Team Members		251:1



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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	48.8%	59.7%	40.0%	48.4%	77.1%	54.9%
Male	51.2%	40.3%	60.0%	51.6%	22.9%	45.1%
White	72.4%	99.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.7%	0.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	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	2.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.1%	90.5%
2017-18 Administrators: Same district 2018-19	75.9%	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	96.8%



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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.



Roxbury High School
 (27-4560-050)
 Grades Offered: 09-12
 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.



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	42.6%	52.8%	71.2%
Math Proficiency	36.6%	42.6%	36.8%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	93.3%	93.3%	95.1%
5-Year Graduation Rate†	94.0%	94.4%	94.4%
Progress toward English Language Proficiency		46.2%	16.7%
Chronic Absenteeism	4.3%	5.6%	6.3%

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



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

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> Roxbury High School has successfully partnered with the Morris County School of Technology to create a new academy for Athletic Training and Physical Therapy. Roxbury High School has achieved Bronze status through the Sustainable Jersey for Schools program. Through this program Roxbury High School has been awarded \$7000 in grants. Roxbury High School has implemented a Structural Design and Fabrication program, as well as a Social Media Marketing program in conjunction with Centenary University.
 <p>Mission, Vision, Theme:</p>	<p>Established in 1903, Roxbury High School is a four-year comprehensive high school that places emphasis on the academic, personal, social, and physical growth of our students. Our teachers and administrators strive to provide meaningful student learning in the cognitive and the affective domain and to foster the pursuit of excellence by students in all they do. Our strength lies in the breadth of our curriculum and in the dedicated professional staff that facilitates the educational process.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Striving for high standards of excellence, all of our 12th grade students attained the state levels of proficiency required for graduation in 2019. Roxbury High School was recognized by the College Board as being part of the AP District Honor Roll. Approximately 600 students participated in Mini-THON. This program raised over \$82,000 to support children with cancer and Pediatric Cancer research. Supporting the fact that Roxbury is a Google reference district, a number of Roxbury High School's staff and students are Google Certified.</p>






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 <div>Courses, Curriculum, Instruction:</div>	<p>Roxbury High School operates on a modified block schedule that offers students a rigorous comprehensive curriculum in a challenging academic environment. The instructional program provides a wide variety of academic opportunities, including Advanced Placement and Honors courses; and innovative opportunities for pupil study outside of the high school curriculum such as Senior Option, College Option, and Independent Study. For a complete listing of our courses, visit https://www.roxbury.org/Page/744</p>
 <div>Sports and Athletics:</div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Roxbury has a long-standing reputation of athletic excellence. Our more than 60 teams, at all levels, regularly post conference, county and state championships. Tradition, coaching excellence, athletic talent, and strong school spirit all contribute to this success. Importantly, our program places a higher priority on the growth of the student athlete as a person above our win/loss record.</p>
 <div>Clubs and Activities:</div>	<p>With over 40 extracurricular clubs, students have the chance to engage in a variety of academic, service, and social activities. Opportunities in the performing arts include a unique dance program, excellent drama productions, and nationally recognized vocal and instrumental music groups. The student yearbook has been acknowledged for its excellence. All of our programs place a priority on community service and we are proud of our student involvement in various humanitarian endeavors. To learn more about our clubs & activities, visit: https://www.roxbury.org/site/Default.aspx?PageType=1&SiteID=8&ChannelID=66&DirectoryType=6</p>






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 <p>Before and After School Programs:</p>	<p>Informal programming for students seeking extra help in coursework, opportunities for using technology, and quiet study time both before and after school hours is provided in the media center, and in certain classrooms. Peer tutoring is often a component of this program.</p>
 <p>Staff and Professional Learning:</p>	<p>Roxbury High School's staff pursues professional development opportunities through in-district attendance at teacher developed professional programs, through online coursework, through graduate studies, and through attendance at professional conferences. Time has been built into the alternating day block schedule for Professional Learning Communities to meet, and for staff to participate in teaching rounds, visiting the classrooms of colleagues to promote their own professional growth.</p>
 <p>Postsecondary Information:</p>	<p>We are proud of the efforts of our Guidance Department to help students forge a Four-Year Plan for Career and College. We sponsor numerous College Fairs to initiate the college search process. Counselors work closely with students and their families throughout the college search and application process; researching schools, testing students, submitting applications, and exploring funding options for college. In 2019, approximately 90% of our students continued their formal education after graduation. Roxbury High School graduates are also represented in all branches of the military.</p>






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 <p>Student Supports and Services:</p>	<p>We provide outstanding services for students with IEPs in the least restrictive environment. A wide range of special programs, integrated with regular education classes affords all of our students a positive learning experience. In-Class Resource, Academic Centers, and ESL classes meet specific educational needs. The service learning and student empowerment programs teach pupils to advocate for themselves. A transition coordinator supports the transition to post-graduation experiences through various Community-Based Instruction opportunities.</p>
 <p>Student Health and Wellness:</p>	<p>RHS's Health and Physical Education curriculum emphasizes lifetime fitness, proper nutrition, mindfulness, and positive social interaction. Students may choose High Performance, Wellness, or Traditional PE classes depending on their preference. A High Elements course promotes team building and cooperative learning. Electives provide the opportunity to understand the physiology and psychology of exercise science. The state has recognized our Physical Education program as a model for others.</p>
 <p>Parent and Community Involvement:</p>	<p>While RHS does not have a formal PTA, well-organized parent booster clubs are involved with and support the mission of their respective programs and, by proxy, the school program. The Guidance Department presents and sponsors numerous parent programs. All of our co-curricular programs conduct community service programs in conjunction with parent groups. Significant community involvement contributes to the success of unique programs like Every 15 Minutes, Alive at 25, and Project Graduation.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers Each year, at the conclusion of the school year, a school climate survey is administered to the high school staff. The results of the survey are analyzed by the administrative team, concerns are identified and responses are prepared. The survey results are shared with the staff prior to the start of school. An action plan is presented to the staff at the opening of school meeting. All of this information is provided to the Central Office Administration.</p>
 <p>Facilities:</p>	<p>The facility at RHS supports the curricular and co-curricular programs offered. New Science labs, CAD and Graphics labs, state-of-the-art music and dance facilities, a television studio, fitness and weight rooms, a turf field, and a modern Media Center are some facility features. A newly constructed Robotics lab was designed to support our ever growing and very successful Roxbotix team. An old Auto Shop has been repurposed into a Structural Design and Fabrication lab. This provides students with hands-on opportunities to design and build shop with state-of-the-art tools, and practical applications.</p>
 <p>School Safety:</p>	<p>In the Summer of 2017 a Security vestibule was built to ensure the safety of all stakeholders at Roxbury High School. Roxbury High School implements a variety of safety and security drills to prepare students to react to emergency situations. The staff and students of Roxbury High School take an active role in the planning and process of the drills. All of Safety and Security drills are done with the presence of the Roxbury Police Department. New cameras and a video system were installed to increase coverage and security throughout the building. According to a Niche.com poll, the Roxbury School District was ranked as the 17th safest school district in NJ.</p>





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 <div>Technology and STEM:</div>	<p>Roxbury High school does not have an official STEM class, but students are provided with STEM opportunities in a variety of ways. In our Media Center students and manipulate gadgets in a small makerspace. Students have access to 3D printers in the media center. In our Engineering program, students are afforded with opportunities to design and create useful, practical mechanisms. Roxbury High School also offers a Computer Science class where students practice coding and create online programs.</p>
 <div>Early Childhood Education:</div>	<p>For over 20 years, Roxbury High School has provided a preschool program for the community. We have two preschool programs at Roxbury High School. One program is for children aged four, the other is for children aged three. High School students that supervise the preschoolers in these programs have the (Teaching Young Children) class every day. Our students get to know the preschool students and establish positive relationships with each preschooler. Some of our high school students participated in the same program when they were three or four years old.</p>




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<div>  <div>Other Information</div> </div>	<p>Roxbury High uses an alternating day extended period instructional schedule. Unique features of the schedule include a variable instructional period (VIP) for students and scheduled Professional Learning Community (PLC) time for the faculty. In Program Resource and Instructional Centers address the educational needs of the at-risk population. -The curriculum includes 42 honors courses and 26 AP courses, including the AP Capstone offerings. High interest electives support college academic readiness. -Certified as a "Green School," we have implemented a range of sustainability and conservation protocols. -We employ a one-to-one technology program where all students are outfitted with Google Chromebooks that, along with school-wide wireless connectivity, propels the use of technology to the forefront in the learning process. -Roxbury is an Interdistrict School of Choice for the Fine and Performing Arts. -A unique "Artists in Residency" program provides access to performing and visual artists for our instrumental, vocal, dance and visual arts students. -School designed character education programs such as "Peer to Peer" and "Freshman Seminar," along with many service organizations, promote positive growth for students in the affective domain. -More than 75% of the student population participates in co-curricular clubs and athletics. -Many of the more than 40 clubs and co-curricular programs have earned significant recognition for their performance. The debate team has won championships the past two years; The Roxbotics Team (robotics club) continues to earn distinction; The Echo Yearbook has earned awards from the GSSPA in each of the last six years; The vocal music program has produced 18 students who will sing in the All-Eastern Choir in 2019; The student run Mini-THON program raised over \$82,000 in contributions last year to fight childhood cancer.</p>
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