



ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



ABRAHAM CLARK HIGH SCHOOL

2016-2017

Grade Span 09-12

39-4540-010

UNION

ROSELLE BORO

122 EAST 6TH AVE

ROSELLE, NJ 07203-2026

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	164	193	181
10	176	171	171
11	141	160	180
12	198	141	156
Ungraded	22	18	24
Total	700	683	712

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	45%	45%	46%
Male	55%	56%	54%
Economically Disadvantaged Students	70%	69%	73%
Students with Disabilities	16%	14%	13%
English Learners	8%	6%	8%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Black or African American	61.5%
Hispanic	34.4%
White	2.4%
Asian	1.4%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	708
Shared Time Students	7
Full Time Equivalent	712

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. All other students are included in Other Languages.

Home Language	% of Students
English	51.9%
Spanish	26.3%
Haitian	12.6%
Creoles and pidgins, French-based	3.2%
Creoles and pidgins	1.0%
Other	4.5%



ABRAHAM CLARK HIGH SCHOOL
2016-2017

Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	300	99.4	30.70	35.10	54.90	30.7	35.4	Not Met
White	*	*	*	*	63.90	*	**	**
Hispanic	119	98.5	29.40	35.30	39.80	29.4	36.6	Not Met
Black or African American	171	100.0	31.60	34.40	35.20	31.6	35.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	150	100.0	38.00	41.70	62.20	38		
Male	150	98.9	23.40	29.10	48.10	23.4		
Economically Disadvantaged Students	226	99.6	28.70	33.30	36.20	28.7	35.3	Not Met
Non-Economically Disadvantaged Students	74	98.8	36.50	39.70	65.80	36.5		
Students with Disabilities	43	98.0	*	*	20.50	*	10.6	Not Met
Students without Disabilities	257	99.7	*	*	61.90	*		
English Learners	41	100.0	17.10	*	25.20	17.1	23.7	Met Target†
Non-English Learners	259	99.3	32.80	*	57.40	32.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	182	727	727	749	25%	*	27%	*	*	26%	52%
White	10	708	708	757	*	*	0%	*	0%	20%	62%
Hispanic	67	735	735	733	*	19%	34%	21%	*	30%	35%
Black or African American	100	726	726	730	26%	*	25%	*	*	26%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	94	735	735	756	*	25%	25%	*	*	35%	60%
Male	88	720	720	741	*	18%	30%	*	*	17%	43%
Economically Disadvantaged Students	134	726	726	731	26%	*	26%	*	*	23%	32%
Non-Economically Disadvantaged Students	48	732	732	758	23%	*	29%	*	*	35%	62%
Students with Disabilities	25	695	695	714	*	*	*	*	*	*	13%
Students without Disabilities	157	733	733	754	*	*	*	*	*	*	58%
English Learners	12	684	684	690	*	*	*	*	*	*	*
Non-English Learners	170	731	731	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	170	720	720	743	37%	*	18%	27%	*	29%	46%
White	*	*	*	749	*	*	*	*	*	*	52%
Hispanic	67	719	719	728	40%	*	18%	25%	*	28%	34%
Black or African American	97	721	721	725	33%	*	*	28%	*	30%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	79	726	726	752	33%	*	18%	33%	*	35%	54%
Male	91	715	715	734	40%	*	19%	22%	*	24%	39%
Economically Disadvantaged Students	134	721	721	726	36%	*	*	25%	*	28%	32%
Non-Economically Disadvantaged Students	36	718	718	751	39%	*	*	36%	*	36%	54%
Students with Disabilities	21	672	672	704	*	*	*	*	*	*	12%
Students without Disabilities	149	727	727	749	*	*	*	*	*	*	52%
English Learners	19	679	679	681	*	*	*	*	*	*	*
Non-English Learners	151	725	725	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



ABRAHAM CLARK HIGH SCHOOL
2016-2017

Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

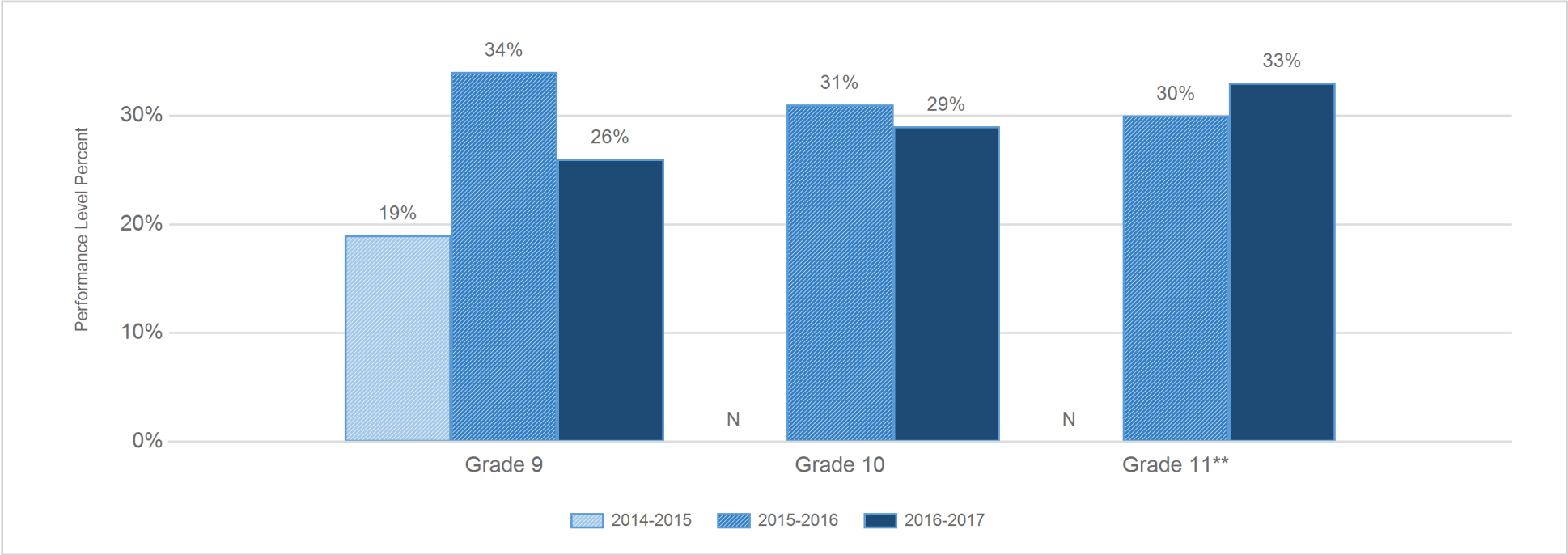
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	171	730	730	736	23%	23%	*	30%	*	33%	38%
White	*	*	*	738	*	*	*	*	*	*	40%
Hispanic	51	735	735	731	24%	*	20%	39%	*	41%	34%
Black or African American	114	728	728	728	23%	27%	*	25%	*	30%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	87	735	735	744	*	21%	*	*	*	43%	46%
Male	84	724	724	729	*	25%	*	*	*	24%	31%
Economically Disadvantaged Students	125	727	727	729	*	*	*	28%	*	30%	32%
Non-Economically Disadvantaged Students	46	738	738	740	*	*	*	35%	*	41%	42%
Students with Disabilities	16	700	700	709	*	*	*	*	*	13%	12%
Students without Disabilities	155	733	733	741	*	*	*	*	*	36%	43%
English Learners	11	707	707	699	*	*	*	*	*	*	*
Non-English Learners	160	732	732	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/ELSA exam and their performance may not be reflected in the results.



ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	312	99.5	*	19.50	43.50	*	9.7	Met Target†
White	*	*	*	*	52.40	*	**	**
Hispanic	125	98.6	10.40	22.90	27.60	10.4	11.9	Met Target†
Black or African American	177	100.0	*	*	21.70	*	8.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	154	100.0	*	*	44.10	*		
Male	158	98.9	*	*	42.90	*		
Economically Disadvantaged Students	235	99.6	*	*	25.10	*	10.1	Not Met
Non-Economically Disadvantaged Students	77	98.9	*	*	54.30	*		
Students with Disabilities	43	98.0	*	*	16.50	*	N	N
Students without Disabilities	269	99.7	*	*	48.80	*		
English Learners	43	100.0	*	*	23.30	*	13.5	Not Met
Non-English Learners	269	99.4	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	25.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	157	714	725	743	*	*	*	*	*	*	42%
White	10	702	*	751	*	*	*	*	*	*	52%
Hispanic	56	720	732	728	20%	41%	27%	*	*	13%	24%
Black or African American	86	712	722	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	75	712	723	744	*	*	*	*	*	*	43%
Male	82	715	727	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	115	712	722	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	42	719	732	751	*	*	*	*	*	*	52%
Students with Disabilities	25	705	705	714	*	*	*	*	*	*	10%
Students without Disabilities	132	715	728	747	*	*	*	*	*	*	47%
English Learners	14	697	697	708	*	*	*	*	*	*	*
Non-English Learners	143	715	727	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	182	721	721	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	71	722	722	722	14%	44%	31%	*	*	11%	14%
Black or African American	105	722	722	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	91	723	723	735	*	*	*	*	*	*	31%
Male	91	720	720	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	140	720	720	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	42	728	728	740	*	*	*	*	*	*	39%
Students with Disabilities	19	699	699	711	*	*	*	*	*	*	*
Students without Disabilities	163	724	724	738	*	*	*	*	*	*	*
English Learners	18	710	710	710	*	*	*	*	*	*	*
Non-English Learners	164	723	723	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	162	696	696	725	*	*	*	*	*	*	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	52	705	705	710	*	*	*	*	*	*	14%
Black or African American	105	692	692	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	761	N	N	N	N	N	N	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	70	699	699	725	*	*	*	*	*	*	27%
Male	92	694	694	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	120	698	698	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	42	689	689	733	*	*	*	*	*	*	35%
Students with Disabilities	19	679	679	692	*	*	*	*	*	*	*
Students without Disabilities	143	698	698	729	*	*	*	*	*	*	*
English Learners	10	688	688	692	*	*	*	*	*	*	*
Non-English Learners	152	697	697	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

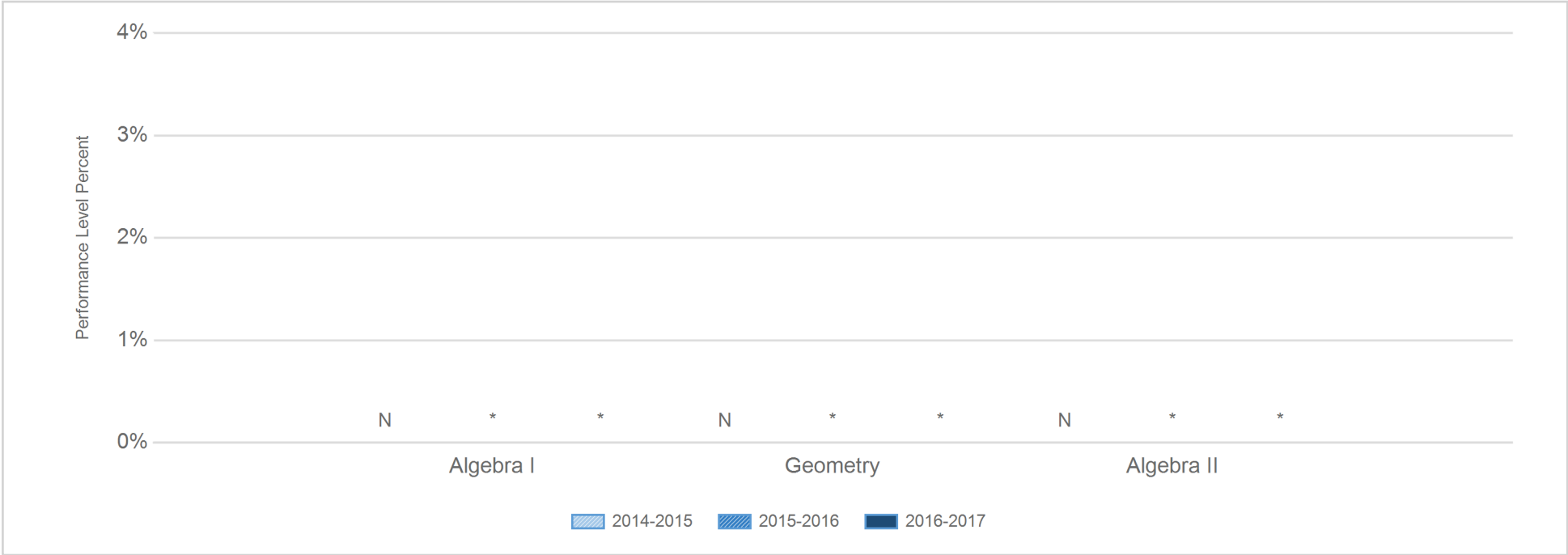


ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

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. The table also shows 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
1	27	*	*
2	19	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

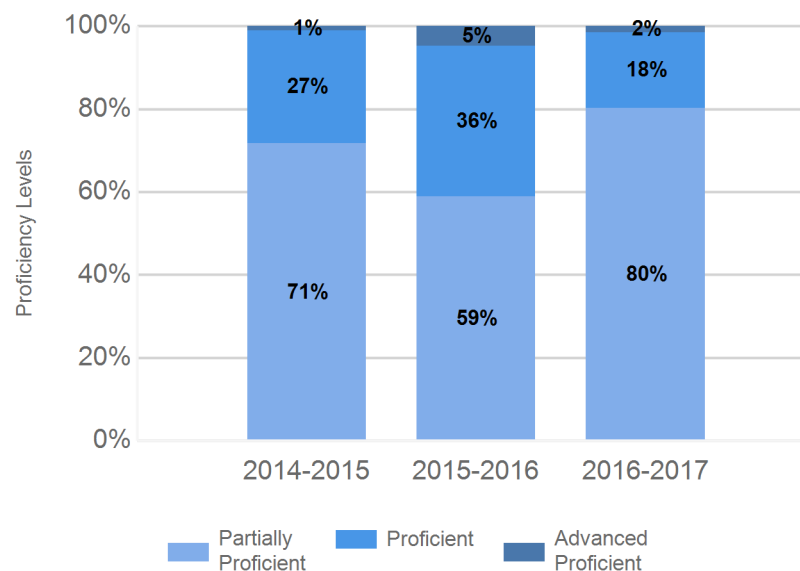
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	2%	18%	80%
White	N	*	*
Hispanic	N	20%	80%
Black or African American	3%	16%	81%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	1%	17%	83%
Students with Disabilities	N	N	*
English Learners	N	N	*

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	95.2%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	*	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	400	481	Varies By Grade	29%	67%
PSAT - Math	408	483	Varies By Grade	*	49%
SAT - Reading and Writing	456	551	480	36%	77%
SAT - Math	454	552	530	16%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%



ABRAHAM CLARK HIGH SCHOOL

2016-2017

Grade Span 09-12

39-4540-010

UNION

ROSELLE BORO

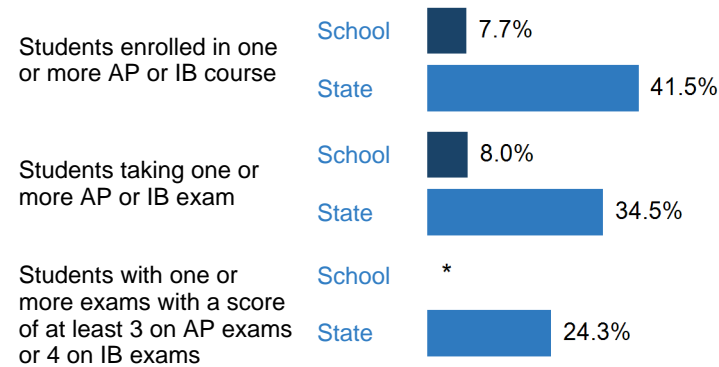
122 EAST 6TH AVE

ROSELLE, NJ 07203-2026

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are 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.

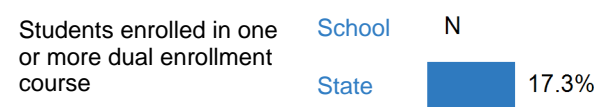
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	8	7
AP Calculus AB	8	7
AP Chemistry	8	2
AP English Literature and Composition	0	8
AP Physics 1	0	7
AP Physics B	7	0
AP Spanish Language	5	5
AP U.S. History	4	4
Total Exams Taken		40
Exams with scores of at least 3 on AP exams or 4 on IB exams		*



ABRAHAM CLARK HIGH SCHOOL

2016-2017

Grade Span 09-12

39-4540-010

UNION

ROSELLE BORO

122 EAST 6TH AVE

ROSELLE, NJ 07203-2026

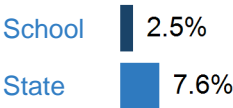
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

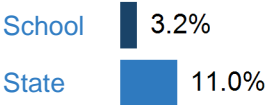
CTE Participants

(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 displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Health Science	*	*
Information Technology	*	*
Total non-duplicated number of students**	16	
Total number of credentials earned in all clusters		16

**Students may earn credentials in more than one Career Cluster



ABRAHAM CLARK HIGH SCHOOL

2016-2017

Grade Span 09-12

39-4540-010

UNION

ROSELLE BORO

122 EAST 6TH AVE

ROSELLE, NJ 07203-2026

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	168	39	0	0	0	0	0
10	10	149	36	0	1	0	0
11	2	14	147	33	0	9	9
12	0	5	18	30	20	64	82
Schoolwide	180	207	201	63	21	73	91
Enrolled in AP/IB Course					8	0	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	80	4	0	8	58	3
10	55	78	0	12	2	12
11	11	21	0	65	84	24
12	13	14	0	28	21	41
Schoolwide	159	117	0	113	165	80
Enrolled in AP/IB Course	8	8		0	7	0



ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	190	20	0	0	0	0
10	4	192	0	0	0	0
11	5	192	0	1	0	6
12	7	51	0	0	0	26
Schoolwide	206	455	0	1	0	32
Enrolled in AP/IB Course	0	4	0	0	0	0

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	124	42	0	0	0	0	11
10	133	36	0	0	0	0	8
11	110	32	0	0	0	0	7
12	48	9	0	0	0	0	6
Schoolwide	415	119	0	0	0	0	32
Enrolled in AP/IB Course	5	0	0	0	0	0	0
Enrolled in Level 3 or Higher	57	0	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12

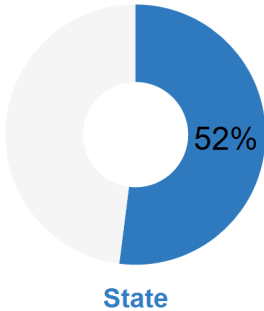
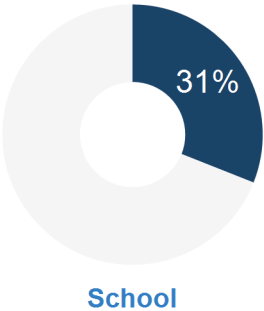
39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

Visual and Performing Arts – Course Participation

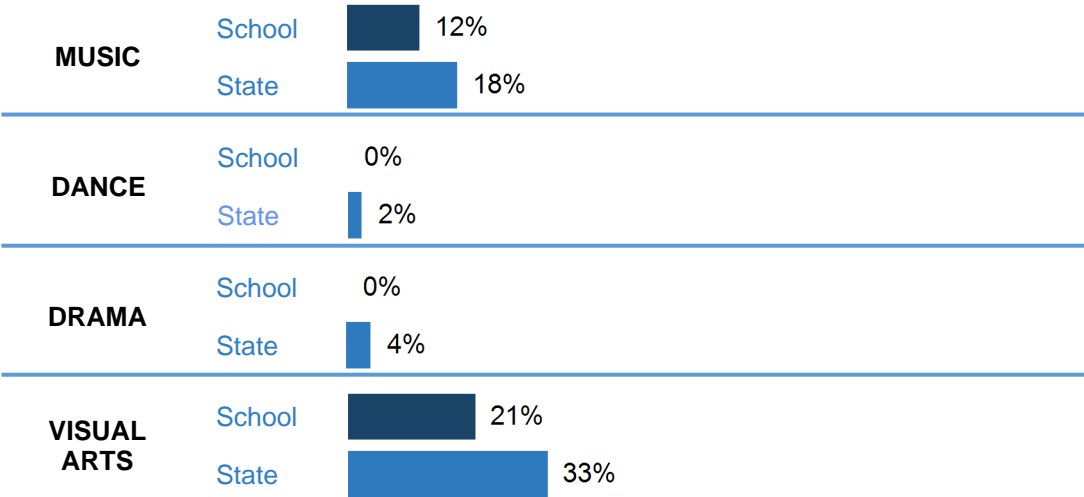
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





ABRAHAM CLARK HIGH SCHOOL

2016-2017

Grade Span 09-12

39-4540-010

UNION

ROSELLE BORO

122 EAST 6TH AVE

ROSELLE, NJ 07203-2026

This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	86.4%	90.5%	83.8%	91.8%	74.2%	90.4%	Not Met	90.6%	82.7%	Met Target
White	*	94.5%	*	95.1%	*	**	**	*	**	**
Hispanic	80.7%	84.3%	84.0%	86.3%	77.8%	86.2%	Not Met	87.1%	76.6%	Met Target
Black or African American	89.1%	83.4%	84.6%	85.3%	74.8%	92.1%	Not Met	91.9%	85.0%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	N	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	82.1%	83.9%	82.2%	85.6%	76.6%	89.0%	Not Met	89.9%	82.6%	Met Target
Students with Disabilities	76.5%	78.8%	82.1%	82.1%	69.0%	87.1%	Not Met	84.4%	78.9%	Met Target
English Learners	71.4%	76.1%	73.3%	79.7%	78.6%	**	**	93.1%	N	N
Homeless Students	*	73.2%	N	74.4%	N	N	N	N		

** ESSA accountability targets are only included if data is available for at least 20 students

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	86.4%	-
2016	74.2%	83.8%
2015	90.2%	90.6%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	1.8%	1.1%
2015-2016	0.6%	1.1%
2014-2015	2.2%	1.1%



ABRAHAM CLARK HIGH SCHOOL
2016-2017

Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	56.5%	41.4%	58.6%
White	N	N	N
Hispanic	*	*	*
Black or African American	55.8%	29.3%	70.7%
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	58%	37.9%	62.1%
Students with Disabilities	40%	60%	40%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	60.9%	53.1%	46.9%	88.9%	11.1%	80.3%	19.8%
White	*	*	*	*	*	*	*
Hispanic	52.6%	75%	25%	95%	5%	100%	0%
Black or African American	63%	48.3%	51.7%	86.2%	13.8%	72.4%	27.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	61.9%	55%	45%	88.3%	11.7%	83.3%	16.7%
Students with Disabilities	46.7%	71.4%	28.6%	85.7%	14.3%	100%	0%
English Learners	*	*	*	*	*	*	*



ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

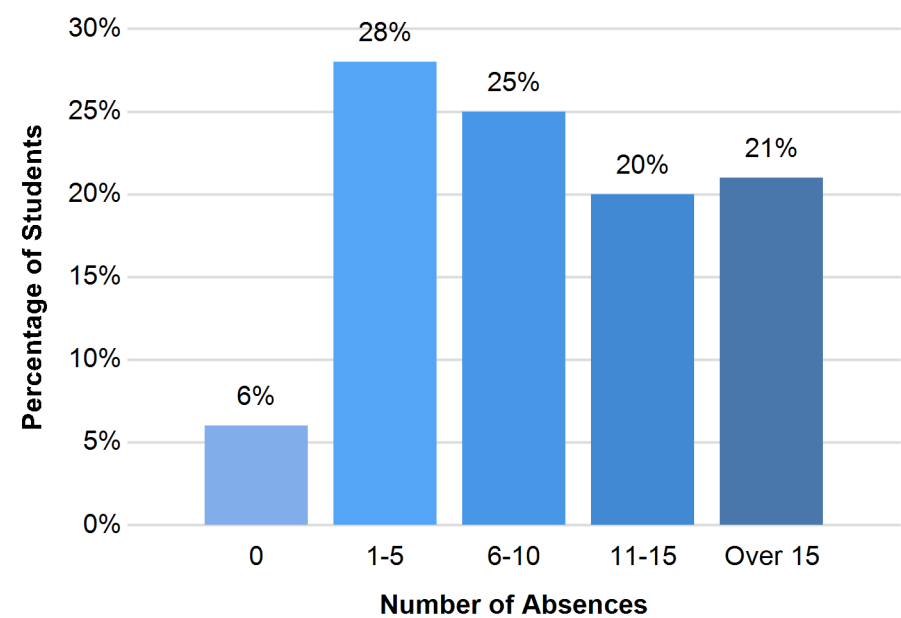
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	15.80	14.30	Not Met
White	N	**	**
Hispanic	14.60	14.30	Not Met
Black or African American	16.30	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.60	14.30	Not Met
Students with Disabilities	26.60	14.30	Not Met
English Learners	10.70	14.30	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

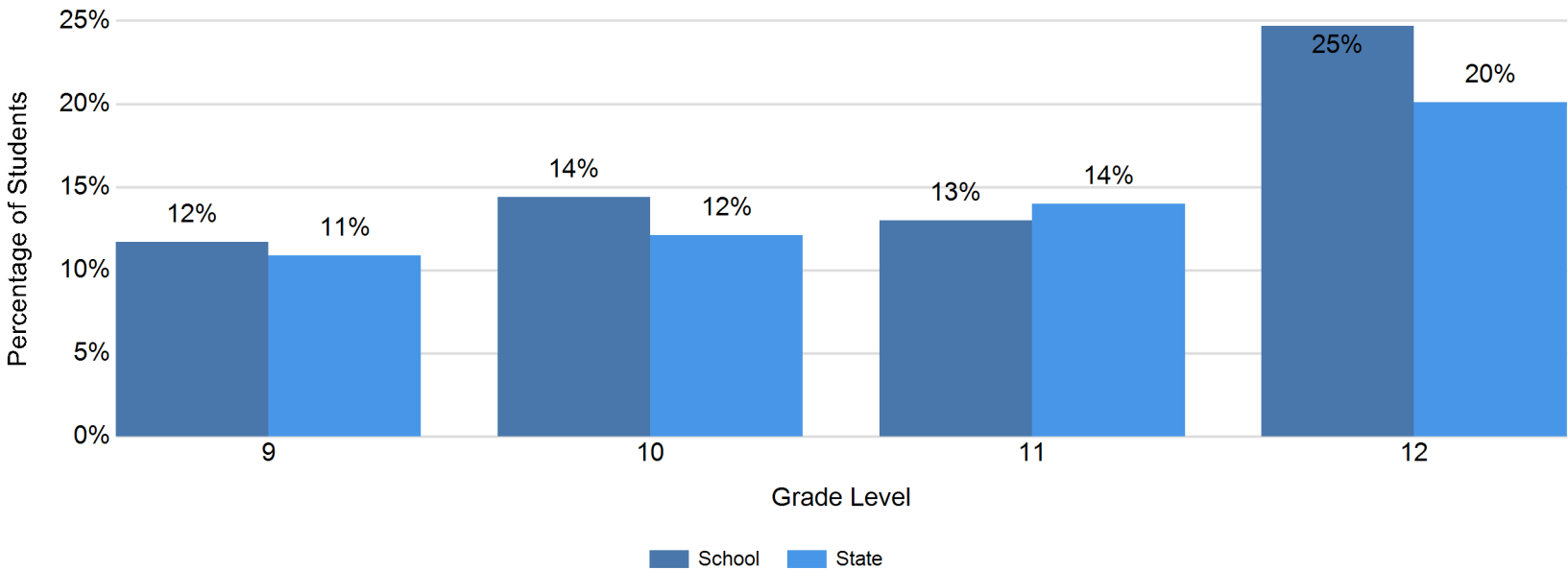
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





ABRAHAM CLARK HIGH SCHOOL

2016-2017

Grade Span 09-12

39-4540-010

UNION

ROSELLE BORO

122 EAST 6TH AVE

ROSELLE, NJ 07203-2026

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.

Category	School
Typical Start Time	8:00AM
Typical End Time	3:15PM
Length of School Day	7 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs. 1 Mins.
Shared Time - Instructional Time	3 Hrs. 55 Mins.

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	10
Vandalism	0
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	2.53

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	17.4%
Out-of-School Suspensions	18.4%
Any Suspension	35.8%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



ABRAHAM CLARK HIGH SCHOOL

2016-2017

Grade Span 09-12

39-4540-010

UNION

ROSELLE BORO

122 EAST 6TH AVE

ROSELLE, NJ 07203-2026

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	3515.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$560	\$16,572	\$17,132



ABRAHAM CLARK HIGH SCHOOL

2016-2017

Grade Span 09-12

39-4540-010

UNION

ROSELLE BORO

122 EAST 6TH AVE

ROSELLE, NJ 07203-2026

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	62	120,724
Average years experience in public schools	9.6	11.8
Average years experience in district	9.6	10.5
Teachers in district for 4 or more years	73%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	94%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	15:1
Administrators	119:1	167:1
Librarian/Media Specialists		2845:1
Nurses		406:1
Counselors		406:1
Child Study Team		190:1



ABRAHAM CLARK HIGH SCHOOL

2016-2017

Grade Span 09-12

39-4540-010

UNION

ROSELLE BORO

122 EAST 6TH AVE

ROSELLE, NJ 07203-2026

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	67%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	95%



ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	24.1	17.5%
Mathematics Proficiency	16.6	17.5%
Graduation - 4-Year	7.9	25.0%
Graduation - 5-Year	37.6	25.0%
Chronic Absenteeism	39.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		24.5
Summative Rating: Percentile rank of Summative Score		18.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



ABRAHAM CLARK HIGH SCHOOL

2016-2017

Grade Span 09-12

39-4540-010

UNION

ROSELLE BORO

122 EAST 6TH AVE

ROSELLE, NJ 07203-2026

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	24.5	6.2	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	31.2	6.2	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
Black or African American	41.9	6.2	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	36.1	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
Students with Disabilities	21.4	6.2	No	Not Met	N	Not Met	Not Met	Met Target	No
English Learners	77.1	6.2	No	Met Target†	Not Met	Met Target	**	N	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12




39-4540-010
 UNION
 ROSELLE BORO
 122 EAST 6TH AVE
 ROSELLE, NJ 07203-2026

School General Info

Principal:	Mr. MICKENS	Email Address:	rmickens@roselleschools.org
Address:	122 EAST 6TH AVE ROSELLE, NJ 07203-2026	Website:	http://achs.roselleschools.org
Phone:	(908)298-2000		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Increased graduation rate for 4 year cohort by 8% • Increased college acceptance rate by 5% • Increased overall SAT qualifying rate by 11%
 Mission, Vision, Theme:	<p>The mission of Abraham Clark High School is to prepare all students for college, work and life in the 21st Century.</p>
 Awards, Recognition, Accomplishments:	<p>National Recognized National Naval Honors Schools (JROTC), Healthier Generations Bronze Award Winner, Commission on Secondary Schools of the Middle States Association of Colleges and Schools Accreditation Awardee, National Recognized Health Careers Program</p>



ABRAHAM CLARK HIGH SCHOOL

2016-2017

Grade Span 09-12

39-4540-010

UNION

ROSELLE BORO

122 EAST 6TH AVE

ROSELLE, NJ 07203-2026

School Narrative

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



Courses, Curriculum, Instruction:

All curriculum noted content areas can be located on our district website at <http://www.roselleschools.org>. Currently, we offer AP Literature, AP Spanish, AP History, AP Calculus, AP Biology, AP Physics and AP Chemistry.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Co-ed), Football (Boys), Golf (Co-ed), Soccer (Boys), Softball (Girls), Tennis (Girls), Track and Field - Spring (Co-ed), Track and Field - Winter (Co-ed), Volleyball (Girls)

Baseball, Basketball, Bowling, Cross-Country, Football, Golf, Soccer, Softball, Tennis, Track and Field-Spring, Track and Field-Winter, Volleyball



Clubs and Activities:

Chess Club, National Honor Society, Sigma Beta Male Mentoring Club, Nike Career Club, Amistad Club, STEM Club, Princess Foundation Female Mentoring Club, Junior Police Academy, Art Club, Music Club, Dance/Steppers Club



Before and After School Programs:

Math Tutoring Before and After Bell, English Tutoring Before and After Bell, Science Tutoring Before and After Bell, History Tutoring Before and After Bell. Edmentum Credit Recovery








ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12

39-4540-010
 UNION
 ROSELLE BORO
 122 EAST 6TH AVE
 ROSELLE, NJ 07203-2026

School Narrative

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

 Staff and Professional Learning:	Data Driven Instruction, SIOP Training, Differentiated Instruction, Multiple Response Strategies, Literacy across the curriculum, The Inclusive Classroom/Special Education
 Postsecondary Information:	90% of our graduating seniors were accepted to 2/4-year institutes of higher learning. Mandatory that Juniors are enrolled in SAT Preparation Course. The majority of our students are attending Rutgers University, Kean University, Seton Hall University, Montclair State University and/or Union County College.
 Student Supports and Services:	Teen Guide Zone a Trinitas Hospital affiliate support students with counseling needs. Other supportive services come from our Guidance Counselors and Crisis Intervention Counselor
 Student Health and Wellness:	Healthier Schools initiative for physical education promotes health and wellness at least twice a week school wide.
 Parent and Community Involvement:	Parent Teacher Organization exists at Abraham Clark High School. We've done parent workshops on drug awareness, NCAA workshop, PARCC, Individualized Educational Plans, etc.





ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

School Narrative

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

 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>NJDOE School Culture Climate Survey. It indicated the improvement of parental involvement. Also, students indicated they feel empowered to come to school and be successful.</p>
 <div>Facilities:</div>	<p>Library/Media Center is now state of the art with renovations that took place five years ago.</p>




ABRAHAM CLARK HIGH SCHOOL
2016-2017
Grade Span 09-12

39-4540-010
UNION
ROSELLE BORO
122 EAST 6TH AVE
ROSELLE, NJ 07203-2026

School Narrative

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

<div>Other Information:</div>	<p>School day operates from 8:00 AM-3:00 PM daily. School operates with 1 to 1 use of laptop/tablets or some form of electronic device. The devices are stored and used on-site at the school only.</p>
---	---



DR. CHARLES C. POLK SCHOOL
2016-2017
Grade Span 01-04

39-4540-030
UNION
ROSELLE BORO
1100 WARREN ST
ROSELLE, NJ 07203-2736

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



DR. CHARLES C. POLK SCHOOL
2016-2017
Grade Span 01-04

39-4540-030
UNION
ROSELLE BORO
1100 WARREN ST
ROSELLE, NJ 07203-2736

Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



DR. CHARLES C. POLK SCHOOL

2016-2017

Grade Span 01-04

39-4540-030

UNION

ROSELLE BORO

1100 WARREN ST

ROSELLE, NJ 07203-2736

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
1	65	66	71
2	69	59	72
3	76	62	68
4	64	82	61
Ungraded	17	12	16
Total	291	281	288

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	41%	43%	54%
Male	60%	57%	47%
Economically Disadvantaged Students	71%	79%	80%
Students with Disabilities	16%	15%	13%
English Learners	4%	6%	5%
Homeless Students			1%
Students in Foster Care			2%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Black or African American	69.1%
Hispanic	26.4%
White	4.5%
American Indian or Alaska Native	0.0%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.0%

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. All other students are included in Other Languages.

Home Language	% of Students
English	71.5%
Spanish	17.0%
Creoles and pidgins, English based	2.8%
Arabic	2.1%
Creoles and pidgins, French-based	1.7%
<i>Other</i>	4.6%



DR. CHARLES C. POLK SCHOOL
2016-2017

Grade Span 01-04

39-4540-030
UNION
ROSELLE BORO
1100 WARREN ST
ROSELLE, NJ 07203-2736

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	121	99.3	34.70	35.10	54.90	34.7	37.9	Met Target†
White	*	*	*	*	63.90	*	**	**
Hispanic	31	100.0	38.70	35.30	39.80	38.7	55.4	Not Met
Black or African American	84	98.9	35.70	34.40	35.20	35.7	31.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	62.50	80.70	N	**	**
American Indian or Alaska Native	N	N	N	25.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	54	98.4	44.50	41.70	62.20	44.5		
Male	67	100.0	26.90	29.10	48.10	26.9		
Economically Disadvantaged Students	88	100.0	36.30	33.30	36.20	36.3	36.3	Met Target
Non-Economically Disadvantaged Students	33	97.2	30.30	39.70	65.80	30.3		
Students with Disabilities	21	95.7	*	*	20.50	*	7.6	Met Target
Students without Disabilities	100	100.0	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



DR. CHARLES C. POLK SCHOOL
2016-2017

Grade Span 01-04

39-4540-030
UNION
ROSELLE BORO
1100 WARREN ST
ROSELLE, NJ 07203-2736

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	728	729	749	*	29%	22%	28%	*	29%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	19	729	728	734	*	*	*	*	0%	26%	35%
Black or African American	46	727	729	731	*	26%	22%	30%	*	33%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	34	742	735	754	*	*	*	*	*	38%	55%
Male	34	713	722	745	*	*	*	*	*	21%	46%
Economically Disadvantaged Students	57	728	726	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	11	724	735	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



DR. CHARLES C. POLK SCHOOL
2016-2017

Grade Span 01-04

39-4540-030
UNION
ROSELLE BORO
1100 WARREN ST
ROSELLE, NJ 07203-2736

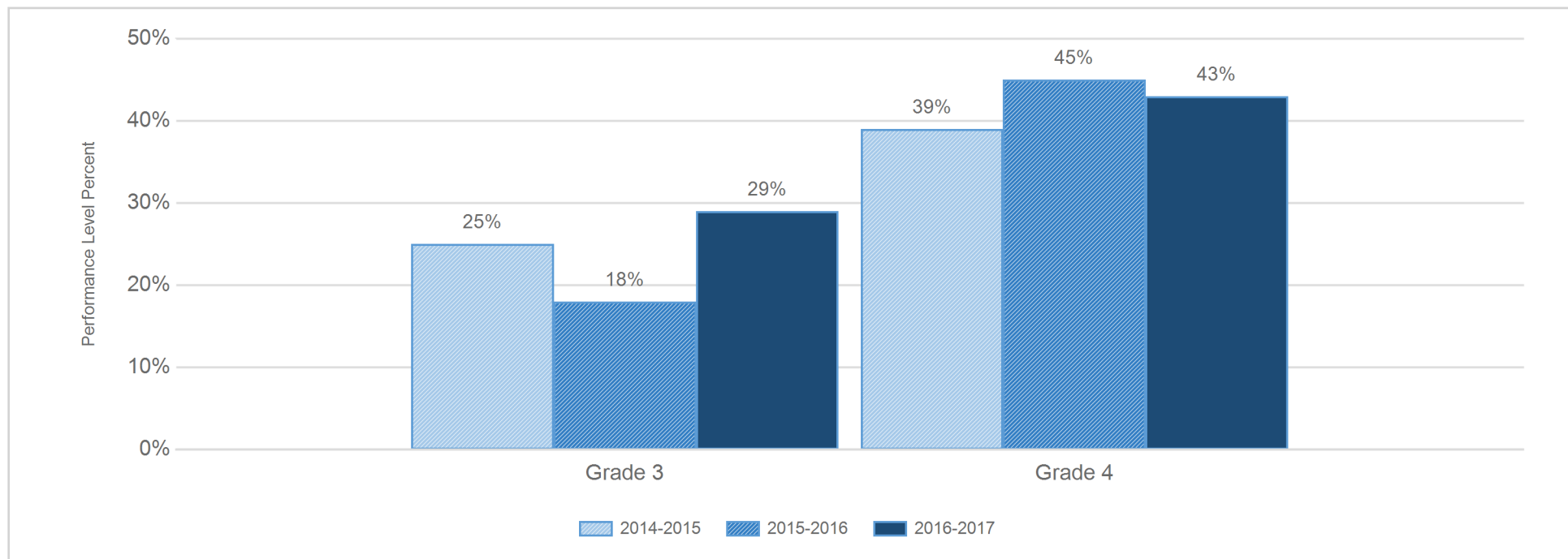
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	60	741	741	753	*	20%	25%	38%	*	43%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	14	750	740	740	*	*	*	*	*	57%	40%
Black or African American	42	742	741	737	*	*	31%	38%	*	43%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	24	754	748	758	*	*	*	46%	*	58%	61%
Male	36	732	733	749	*	*	*	33%	*	33%	51%
Economically Disadvantaged Students	36	739	740	737	*	*	*	*	*	47%	36%
Non-Economically Disadvantaged Students	24	744	742	764	*	*	*	*	*	38%	69%
Students with Disabilities	11	706	*	725	*	*	0%	*	*	18%	25%
Students without Disabilities	49	749	*	759	*	*	31%	*	*	49%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





DR. CHARLES C. POLK SCHOOL
2016-2017

Grade Span 01-04

39-4540-030
UNION
ROSELLE BORO
1100 WARREN ST
ROSELLE, NJ 07203-2736

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	122	100.0	28.70	19.50	43.50	28.7	28.3	Met Target
White	*	*	*	*	52.40	*	**	**
Hispanic	31	100.0	41.90	22.90	27.60	41.9	42.5	Met Target†
Black or African American	84	100.0	25.00	*	21.70	25	23	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	31.30	75.60	N	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	55	100.0	32.80	*	44.10	32.8		
Male	67	100.0	25.40	*	42.90	25.4		
Economically Disadvantaged Students	89	100.0	30.30	*	25.10	30.3	27.5	Met Target
Non-Economically Disadvantaged Students	33	100.0	24.20	*	54.30	24.2		
Students with Disabilities	21	100.0	28.60	*	16.50	28.6	25.9	Met Target
Students without Disabilities	101	100.0	28.80	*	48.80	28.8		
English Learners	10	100.0	40.00	*	23.30	40	**	**
Non-English Learners	112	100.0	27.70	*	45.20	27.7		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



DR. CHARLES C. POLK SCHOOL
2016-2017

Grade Span 01-04

39-4540-030
UNION
ROSELLE BORO
1100 WARREN ST
ROSELLE, NJ 07203-2736

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	69	728	728	751	25%	*	35%	19%	*	23%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	19	736	733	738	*	*	*	*	*	42%	37%
Black or African American	46	725	724	733	24%	*	44%	*	0%	15%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	35	736	730	751	*	*	*	*	*	29%	52%
Male	34	719	725	751	*	*	*	*	*	18%	53%
Economically Disadvantaged Students	58	728	727	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	11	727	731	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



DR. CHARLES C. POLK SCHOOL
2016-2017
Grade Span 01-04

39-4540-030
UNION
ROSELLE BORO
1100 WARREN ST
ROSELLE, NJ 07203-2736

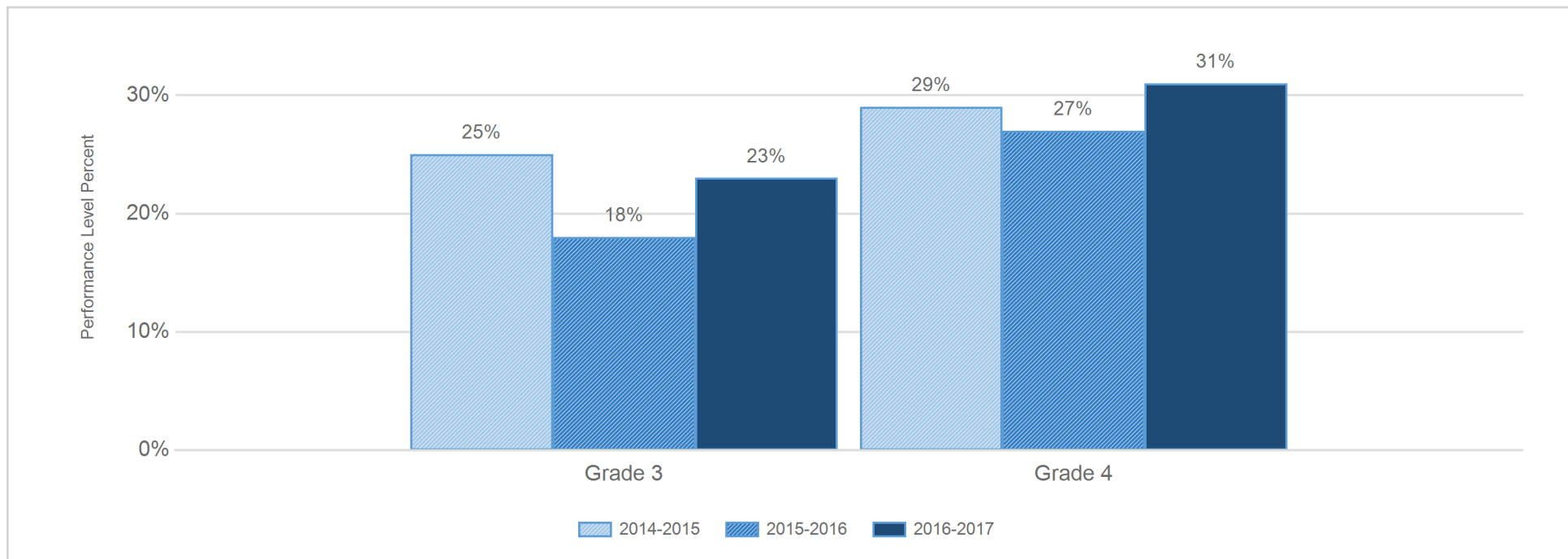
Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	62	728	733	747	24%	26%	*	29%	*	31%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	14	739	733	734	*	*	*	*	*	36%	30%
Black or African American	42	731	735	729	*	29%	*	33%	0%	33%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	26	729	734	747	*	*	*	*	*	31%	47%
Male	36	727	732	747	*	*	*	*	*	31%	48%
Economically Disadvantaged Students	38	724	733	732	*	*	*	*	*	32%	27%
Non-Economically Disadvantaged Students	24	733	735	757	*	*	*	*	*	29%	61%
Students with Disabilities	11	702	*	724	*	*	0%	*	*	18%	22%
Students without Disabilities	51	733	*	751	*	*	24%	*	*	33%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





DR. CHARLES C. POLK SCHOOL
2016-2017
Grade Span 01-04

39-4540-030
UNION
ROSELLE BORO
1100 WARREN ST
ROSELLE, NJ 07203-2736

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*

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. The table also shows 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
1	*	*	*
2	*	*	*
3	N	N	N
4	*	*	*
5+	N	N	N



DR. CHARLES C. POLK SCHOOL
2016-2017
Grade Span 01-04

39-4540-030
UNION
ROSELLE BORO
1100 WARREN ST
ROSELLE, NJ 07203-2736

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

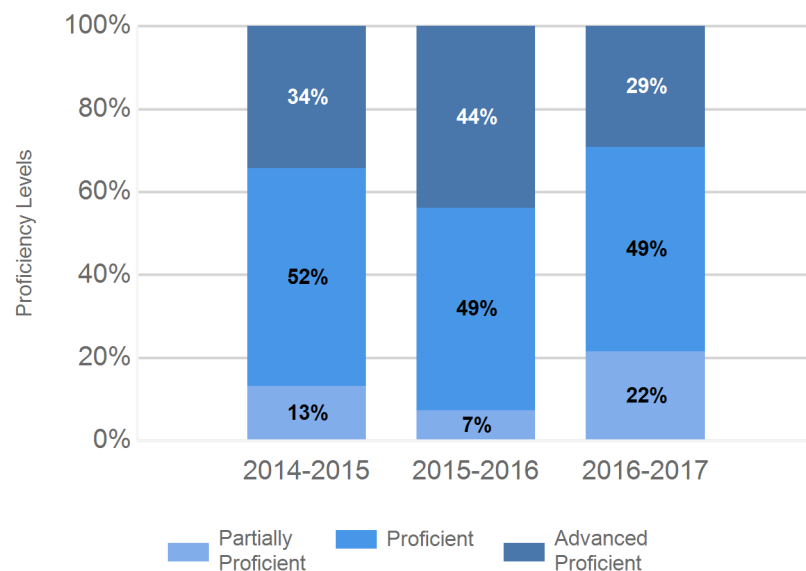
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	29%	49%	22%
White	N	*	*
Hispanic	29%	*	*
Black or African American	33%	51%	16%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	25%	48%	27%
Students with Disabilities	N	60%	40%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





DR. CHARLES C. POLK SCHOOL
2016-2017

Grade Span 01-04

39-4540-030
UNION
ROSELLE BORO
1100 WARREN ST
ROSELLE, NJ 07203-2736

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	59	36	50	Met Target	52	37	50	Met Target
White	*	41.5	50	**	*	42	52	**
Hispanic	*	*	49	**	*	*	47	**
Black or African American	47	34.5	45	Met Target	52	34	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	62	36	47	Exceeds Target	48	34.5	46	Met Target
Students with Disabilities	39	*	41	**	30	*	43	**
English Learners	*	*	53	**	*	*	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



DR. CHARLES C. POLK SCHOOL
2016-2017

Grade Span 01-04

39-4540-030
UNION
ROSELLE BORO
1100 WARREN ST
ROSELLE, NJ 07203-2736

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

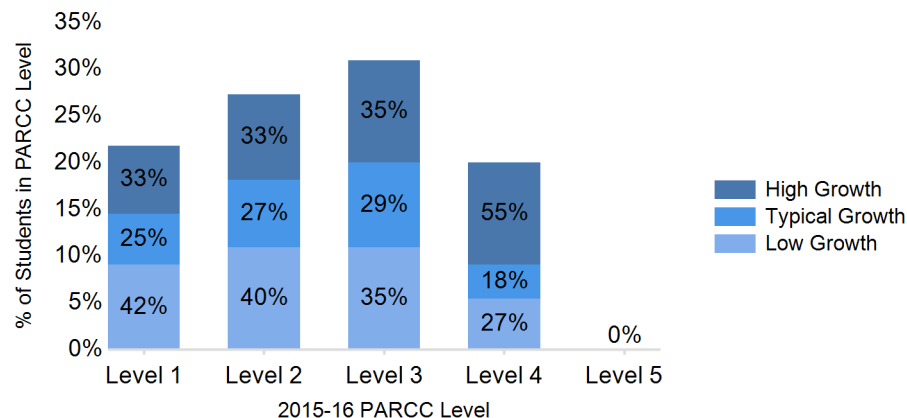
Typical Growth: Between 35 and 65

High Growth: Greater than 65

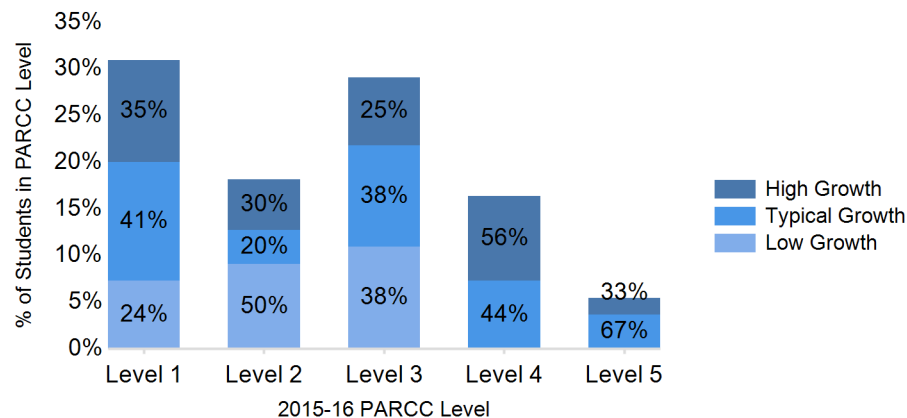
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA



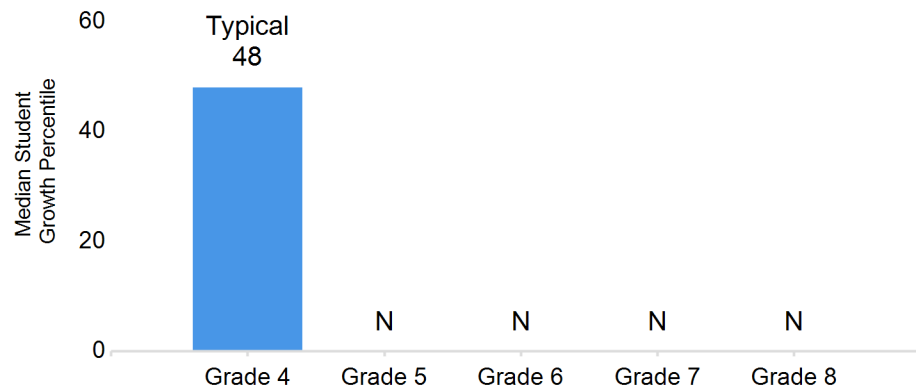
MATH



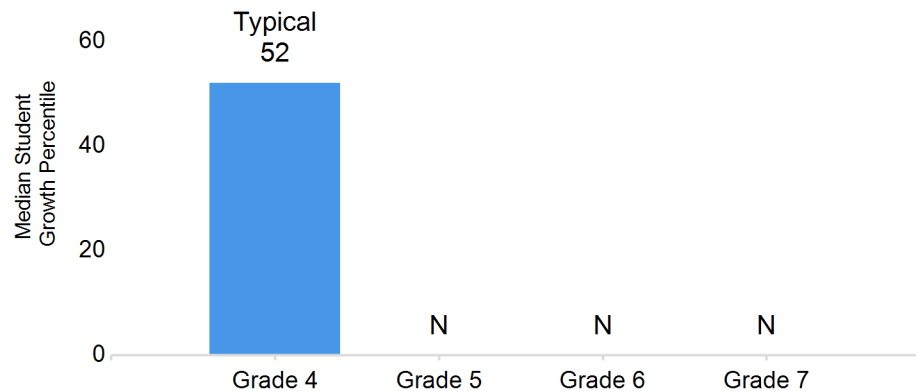
Student Growth by Grade

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

ELA



Math





DR. CHARLES C. POLK SCHOOL
2016-2017
Grade Span 01-04

39-4540-030
UNION
ROSELLE BORO
1100 WARREN ST
ROSELLE, NJ 07203-2736

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

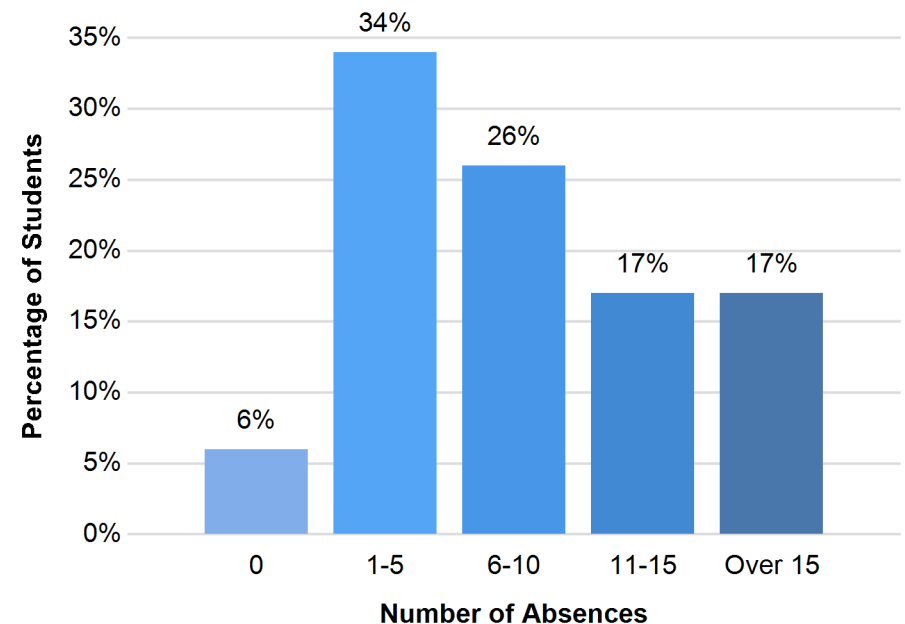
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.40	7.80	Not Met
White	N	**	**
Hispanic	13.00	7.80	Not Met
Black or African American	10.00	7.80	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.30	7.80	Not Met
Students with Disabilities	15.00	7.80	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



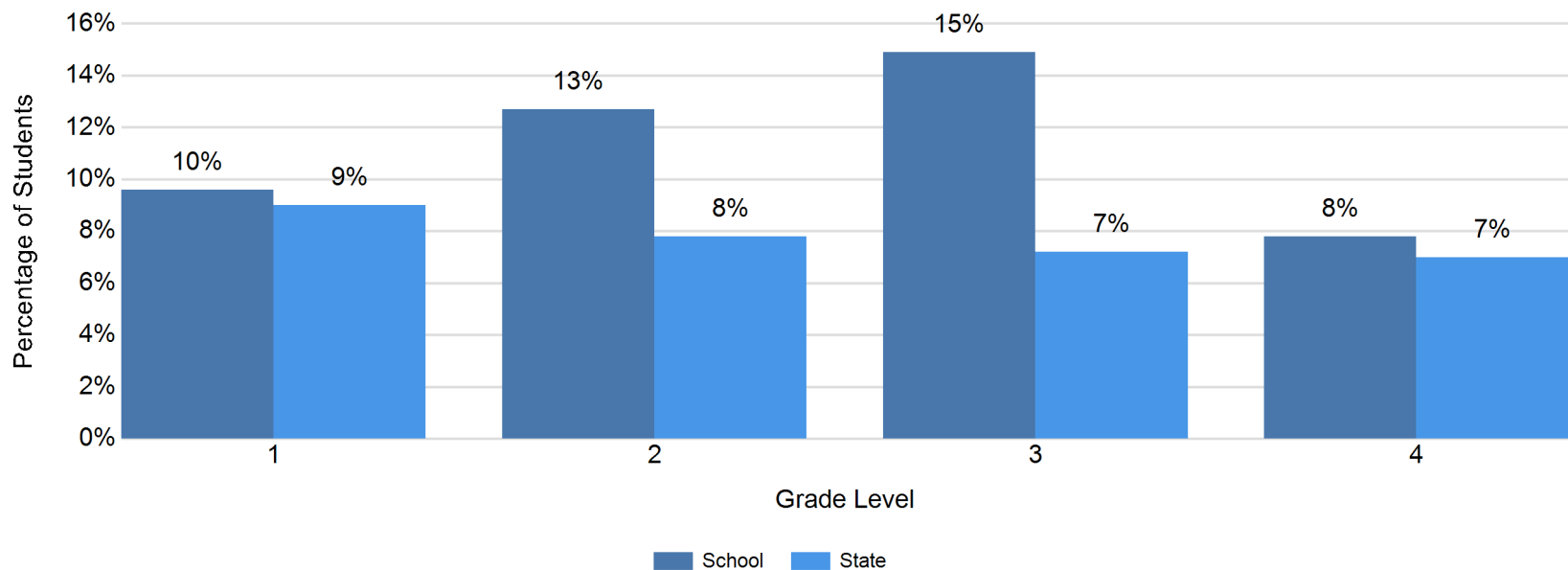


DR. CHARLES C. POLK SCHOOL
2016-2017
Grade Span 01-04

39-4540-030
UNION
ROSELLE BORO
1100 WARREN ST
ROSELLE, NJ 07203-2736

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





DR. CHARLES C. POLK SCHOOL
2016-2017
Grade Span 01-04

39-4540-030
 UNION
 ROSELLE BORO
 1100 WARREN ST
 ROSELLE, NJ 07203-2736

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.

Category	School
Typical Start Time	8:45AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.7%
Any Suspension	0.7%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



DR. CHARLES C. POLK SCHOOL
2016-2017
Grade Span 01-04

39-4540-030
UNION
ROSELLE BORO
1100 WARREN ST
ROSELLE, NJ 07203-2736

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	3515.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$560	\$16,572	\$17,132



DR. CHARLES C. POLK SCHOOL

2016-2017

Grade Span 01-04

39-4540-030

UNION

ROSELLE BORO

1100 WARREN ST

ROSELLE, NJ 07203-2736

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	22	120,724
Average years experience in public schools	9.9	11.8
Average years experience in district	9.9	10.5
Teachers in district for 4 or more years	91%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	94%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	15:1
Administrators	288:1	167:1
Librarian/Media Specialists		2845:1
Nurses		406:1
Counselors		406:1
Child Study Team		190:1



DR. CHARLES C. POLK SCHOOL
2016-2017
Grade Span 01-04

39-4540-030
UNION
ROSELLE BORO
1100 WARREN ST
ROSELLE, NJ 07203-2736

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	67%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	91%



DR. CHARLES C. POLK SCHOOL
2016-2017
Grade Span 01-04

39-4540-030
UNION
ROSELLE BORO
1100 WARREN ST
ROSELLE, NJ 07203-2736

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	20.1	17.5%
Mathematics Proficiency	36.1	17.5%
English Language Arts Growth	80.4	25.0%
Mathematics Growth	61.7	25.0%
Chronic Absenteeism	24.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		49.0
Summative Rating: Percentile rank of Summative Score		48.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



DR. CHARLES C. POLK SCHOOL
2016-2017

Grade Span 01-04

39-4540-030
UNION
ROSELLE BORO
1100 WARREN ST
ROSELLE, NJ 07203-2736

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	49.0	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	**	**	No	Not Met	Met Target†	Not Met	**	**	No
Black or African American	61.6	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	63.1	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	**	**	No	Met Target	Met Target	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



DR. CHARLES C. POLK SCHOOL
2016-2017
Grade Span 01-04




39-4540-030
 UNION
 ROSELLE BORO
 1100 WARREN ST
 ROSELLE, NJ 07203-2736

School General Info

Principal:	Ms. HARRY	Email Address:	aharry@roselleschools.org
Address:	1100 WARREN ST ROSELLE, NJ 07203-2736	Website:	http://polk.roselleschools.org
Phone:	(908)298-2061		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Won two consecutive National Awards from the Alliance for Healthier Generation • Selected by the NJ Dept. of Education for a Professional Learning Community, 3-Year Pilot Program • Won 1st Place and a \$10,000 grant from Penguin Random House Foundation for a Parent Literacy Program
 Mission, Vision, Theme:	Dr. Charles C. Polk Elementary School is committed to preparing All students for college, work and life. We provide opportunities for students to achieve their personal best through challenging curriculums and individualized instruction and an environment which nurtures and supports students physically, emotionally, socially, and academically. Our goal is to increase student achievement by adopting best practices and focusing on the whole child.
 Awards, Recognition, Accomplishments:	National Silver winner The Alliance for a Healthier Generation, Featured in a National Campaign Advisement, The Let's Move! Active Schools, YMCA Healthy U CATCH grant, NJAPERD and Shape America (Growing Fit Inc.), Farm to School grant, 2016 Bronze award New Jersey Safe Routes to School, First Place \$10,000 grant Penguin Random House, NJ Department of Education Pilot Program grant, Wells Fargo Bank Roselle Borough Unveil Dr. Charles C. Polk Family Mural, National Running Program GIRLS ON THE RUN.







DR. CHARLES C. POLK SCHOOL
2016-2017
Grade Span 01-04

39-4540-030
 UNION
 ROSELLE BORO
 1100 WARREN ST
 ROSELLE, NJ 07203-2736

School Narrative

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

 Courses, Curriculum, Instruction:	District Wide Curriculum, ELA Reading Wonders 2014 Edition, Go Math 2017 Edition, Harcourt Social Studies 2012 Edition. Technology Integration One-to-One. Homework Policy: 1st Gr-20 Mins, 2nd Gr-30 Mins, 3rd Gr-45 Mins, 4th Gr-60 Mins. Every student has 30 minutes of independent reading with reading logs daily. Gifted and Talented Program, Title I/Basic Skills Improvement Program. Supports Available: I-Ready, Connect ED, Google Classroom, Class Pages
 Sports and Athletics:	Healthy Activity Clubs, Girls on the Run and all Roselle Borough and County Sports Teams are promoted by the school with flyers and registration forms which are distributed to all students and posted online.
 Clubs and Activities:	Book It, Read Jumpstart, Science Fair, Service Learning Program, iRead, Character Counts, Backpack Program, Dr. Charles C. Polk Boys Mentoring Program, Project Learn, Fitness Club, Chess Club, STEM Club, Girls on the Run.
 Before and After School Programs:	Before the Bell Academic Program operates from 7:30-8:30 AM, After the Bell Academic Program operates from 3:10-5:10 PM. These academic instruction programs are provided by highly qualified teachers. Title I Tutoring Program: Remedial Program for students below benchmark operate from 3:10-5:10 PM.







DR. CHARLES C. POLK SCHOOL
2016-2017
Grade Span 01-04

39-4540-030
 UNION
 ROSELLE BORO
 1100 WARREN ST
 ROSELLE, NJ 07203-2736

School Narrative

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

 Staff and Professional Learning:	<p>The district provides 24 hours of professional development. The hours are mandatory, intentional and job embedded. Polk School is a part of NJ Dept. of Ed Pilot Program for PLC's. The school is provided with a state coach and monitoring. We use our professional learning communities, monthly faculty meeting, horizontal and vertical meeting for professional development and to confer and analyze student work. PLC meeting hours – 180 minutes for Gr 1 & 2 and 120 minutes for Gr. 3 & 4.</p>
 Student Supports and Services:	<p>We are a fully inclusive school. We have a full time ELL teacher that provides push in and pull out services. The I&RS committee provides intervention for struggling students. Case managers visit classrooms, give counseling and are continually assessing students to meet individual needs.</p>
 Student Health and Wellness:	<p>National Health and Wellness School, Girls on the Run, Classroom Curriculum from YMCA Catch U Grant, 100% participation in food consumption, Walk or Ride your Bike to School Day, AM & PM Fitness Break, Nurse and Guidance Classroom Instruction, Farm to School Vegetable Grant, Before the Bell Fitness Club, Embedded Health and Wellness Policy and Committee-17 members (staff, students and parents), Birthday Shout-Outs (Polk School does not serve sweets.)</p>
 Parent and Community Involvement:	<p>Parent Partnership: PTO, Calling All Men and Women, Multi-Cultural Heritage Celebration, Family Math & Science Night, Boys and Girls club, Family Read at Home, Parent Read Aloud, Health and Wellness Day, 1st Place Winner-Penguin Random House Foundation for Literacy, Parent Workshops, Parent Portal: Genesis Parent Access, School and Teacher Page; Community Partnership: iRead Program, Community Food Bank, Roselle Savings Bank for Financial Literacy, Prevention Links, NJCAP, NAACP.</p>

School Narrative

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



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

The school climate survey is completed by students, parents and staff twice a year. 84% of students surveyed provided positive responses. The highest ratings went to “my school wants me to do well” and “my school has clear positive rules for behavior.”



Facilities:

Dr. Charles C. Polk Elementary School is 89 years old. It is the only school in the district with three floors. We have a dedication garden. In 1992, the school formerly known as Lincoln School, was renamed Dr. Charles C. Polk Elementary School. In 1924, Dr. Polk, a young African American physician, set up practice in his home in Roselle, NJ. He devoted extra care to the local community during the early and mid-20th century. Dr. Polk’s grandson, George Riley, Jr. runs the mentoring program.



DR. CHARLES C. POLK SCHOOL
2016-2017

Grade Span 01-04

39-4540-030
UNION
ROSELLE BORO
1100 WARREN ST
ROSELLE, NJ 07203-2736

School Narrative

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



Other Information:

School starts at 8:45 AM. Teachers pick up students at 8:35 AM. Breakfast is served from 7:40-8:30 AM. School ends at 2:55 PM. Our 3rd and 4th grade classes are departmentalized for each subject – 40-minute block scheduling. The school nurse is scheduled in the building from 8:30-1:00 PM and 1:40-3:10 PM, but in an event of an emergency, a nurse is always on call in the district. Lunch period schedule: Grades 1 & 2 – 11:15-11:55 AM, Grades 3 & 4 – 11:55 AM-12:35 PM. Several assessments are conducted online through iReady, Connect Ed, Go Math and PARCC. Parents and community members are respected and well informed through our various communications such as flyers, school messenger, letters, progress reports, the school website, class page AND Genesis portal. All students are mandated to wear school uniforms. Our weekend Backpack Program provides students with nutritious, easy to prepare food for weekends and school vacations. We only serve healthy snacks, no birthday celebrations (to avoid sugary snacks), no food as an incentive for accomplishments, and fitness activities are provided before, during and after school. To celebrate birthdays, we encourage parents to purchase a “Birthday Shout-Out”. Birthday Shout-Outs include: the student’s name and age announced during morning announcements and each child will receive a balloon, birthday certificate, birthday pencil, book and a bookmark.




GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017
Grade Span 07-08

39-4540-060
 UNION
 ROSELLE BORO
 500 BROOKLAWN AVE
 ROSELLE, NJ 07203

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017
Grade Span 07-08

39-4540-060
UNION
ROSELLE BORO
500 BROOKLAWN AVE
ROSELLE, NJ 07203

Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



GRACE WILDAY JUNIOR HIGH SCHOOL

2016-2017

Grade Span 07-08

39-4540-060

UNION

ROSELLE BORO

500 BROOKLAWN AVE

ROSELLE, NJ 07203

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
7	177	208	201
8	187	193	211
Ungraded	18	16	21
Total	382	417	433

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	52%	44%
Male	49%	48%	56%
Economically Disadvantaged Students	76%	75%	73%
Students with Disabilities	13%	12%	14%
English Learners	7%	3%	7%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Black or African American	54.7%
Hispanic	38.6%
White	3.7%
Asian	2.3%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.5%

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. All other students are included in Other Languages.

Home Language	% of Students
English	48.7%
Spanish	30.5%
Haitian	6.5%
Creoles and pidgins, French-based	4.6%
Creoles and pidgins	2.8%
Other	6.6%



GRACE WILDAY JUNIOR HIGH SCHOOL

2016-2017

Grade Span 07-08

39-4540-060

UNION

ROSELLE BORO

500 BROOKLAWN AVE

ROSELLE, NJ 07203

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	385	98.8	45.70	35.10	54.90	45.7	48.6	Met Target†
White	13	93.7	23.10	35.00	63.90	22.5	**	**
Hispanic	149	98.2	47.60	35.30	39.80	47.6	49.5	Met Target†
Black or African American	214	99.6	44.80	34.40	35.20	44.8	48.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	168	98.4	58.30	41.70	62.20	58.3		
Male	217	99.1	35.90	29.10	48.10	35.9		
Economically Disadvantaged Students	266	99.0	42.10	33.30	36.20	42.1	46	Met Target†
Non-Economically Disadvantaged Students	119	98.4	53.80	39.70	65.80	53.8		
Students with Disabilities	58	96.8	12.00	*	20.50	12	16.6	Met Target†
Students without Disabilities	327	99.2	51.60	*	61.90	51.6		
English Learners	51	98.1	41.20	*	25.20	41.2	27.2	Met Target
Non-English Learners	334	98.9	46.40	*	57.40	46.4		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017
Grade Span 07-08

39-4540-060
 UNION
 ROSELLE BORO
 500 BROOKLAWN AVE
 ROSELLE, NJ 07203

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	191	741	741	756	14%	17%	27%	30%	13%	43%	59%
White	*	*	*	764	*	*	*	*	*	*	69%
Hispanic	77	743	743	742	14%	13%	27%	30%	16%	46%	44%
Black or African American	105	739	739	737	13%	19%	27%	31%	11%	41%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	74	749	749	764	*	*	27%	42%	*	53%	68%
Male	117	737	737	749	*	*	27%	22%	*	37%	51%
Economically Disadvantaged Students	126	738	738	739	*	*	29%	28%	10%	37%	40%
Non-Economically Disadvantaged Students	65	749	749	766	*	*	22%	34%	20%	54%	70%
Students with Disabilities	25	697	697	719	*	*	*	*	*	*	19%
Students without Disabilities	166	748	748	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017
Grade Span 07-08

39-4540-060
 UNION
 ROSELLE BORO
 500 BROOKLAWN AVE
 ROSELLE, NJ 07203

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	210	743	743	757	14%	18%	21%	39%	9%	48%	59%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	79	749	749	742	*	*	30%	38%	13%	51%	44%
Black or African American	116	740	740	738	18%	20%	*	41%	*	47%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	104	753	753	766	*	14%	14%	48%	*	62%	68%
Male	106	734	734	749	*	21%	26%	30%	*	35%	50%
Economically Disadvantaged Students	151	742	742	739	*	16%	*	37%	*	46%	40%
Non-Economically Disadvantaged Students	59	747	747	766	*	22%	*	44%	*	54%	69%
Students with Disabilities	23	704	704	718	*	*	*	*	*	*	18%
Students without Disabilities	187	748	748	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

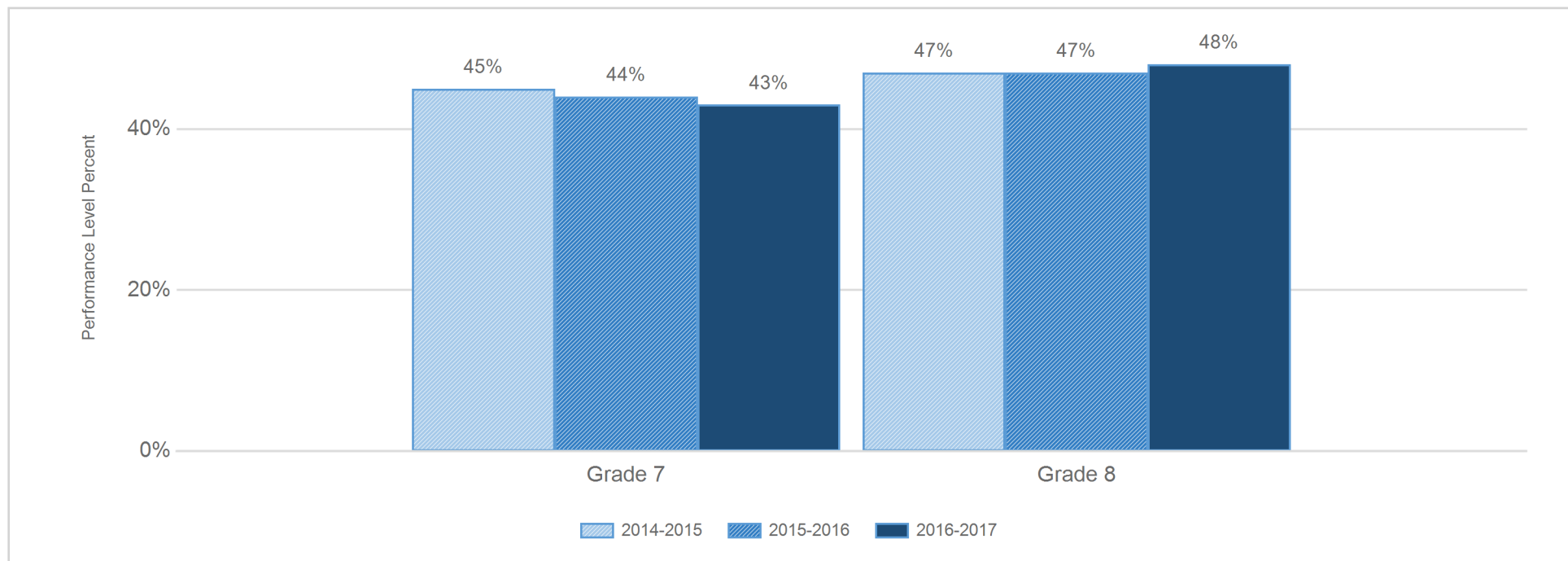


GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017
Grade Span 07-08

39-4540-060
UNION
ROSELLE BORO
500 BROOKLAWN AVE
ROSELLE, NJ 07203

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017
Grade Span 07-08

39-4540-060
UNION
ROSELLE BORO
500 BROOKLAWN AVE
ROSELLE, NJ 07203

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	384	98.6	26.10	19.50	43.50	26.1	27.8	Met Target†
White	13	94.1	30.80	14.60	52.40	30.1	**	**
Hispanic	148	97.6	31.80	22.90	27.60	31.8	28.6	Met Target
Black or African American	214	99.6	22.00	*	21.70	22	26.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	168	98.4	20.20	*	44.10	20.2		
Male	216	98.8	30.60	*	42.90	30.6		
Economically Disadvantaged Students	266	98.7	23.70	*	25.10	23.7	26.9	Met Target†
Non-Economically Disadvantaged Students	118	98.4	31.30	*	54.30	31.3		
Students with Disabilities	56	96.7	*	*	16.50	*	6.1	Met Target†
Students without Disabilities	328	98.9	*	*	48.80	*		
English Learners	50	97.0	26.00	*	23.30	26	17.9	Met Target
Non-English Learners	334	98.9	26.10	*	45.20	26.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017
Grade Span 07-08

39-4540-060
UNION
ROSELLE BORO
500 BROOKLAWN AVE
ROSELLE, NJ 07203

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	199	731	731	741	13%	30%	33%	20%	5%	25%	40%
White	*	*	*	748	*	*	*	*	*	*	49%
Hispanic	79	734	734	730	*	30%	32%	22%	*	28%	23%
Black or African American	107	729	729	726	*	33%	32%	20%	*	22%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	77	729	729	743	*	39%	39%	*	*	14%	41%
Male	122	733	733	740	*	25%	29%	*	*	31%	38%
Economically Disadvantaged Students	133	729	729	729	*	35%	33%	19%	*	21%	22%
Non-Economically Disadvantaged Students	66	737	737	749	*	21%	32%	21%	*	32%	50%
Students with Disabilities	25	705	705	716	*	*	*	*	*	*	11%
Students without Disabilities	174	735	735	746	*	*	*	*	*	*	45%
English Learners	11	697	697	712	*	*	*	*	*	*	*
Non-English Learners	188	733	733	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017
Grade Span 07-08

39-4540-060
UNION
ROSELLE BORO
500 BROOKLAWN AVE
ROSELLE, NJ 07203

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	152	712	712	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	53	717	717	721	26%	30%	32%	*	*	11%	21%
Black or African American	87	708	708	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	79	715	715	730	*	*	*	*	*	*	30%
Male	73	708	708	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	114	713	713	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	38	707	707	734	*	*	*	*	*	*	34%
Students with Disabilities	23	687	687	705	*	*	*	*	*	*	*
Students without Disabilities	129	716	716	734	*	*	*	*	*	*	*
English Learners	13	690	690	703	*	*	*	*	*	*	*
Non-English Learners	139	714	714	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



GRACE WILDAY JUNIOR HIGH SCHOOL

2016-2017

Grade Span 07-08

39-4540-060

UNION

ROSELLE BORO

500 BROOKLAWN AVE

ROSELLE, NJ 07203

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	754	725	743	*	*	27%	65%	*	65%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	28	757	732	728	0%	*	*	75%	0%	75%	24%
Black or African American	32	750	722	724	*	*	34%	53%	*	53%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	28	752	723	744	0%	*	*	64%	0%	64%	43%
Male	35	755	727	741	0%	*	*	66%	0%	66%	40%
Economically Disadvantaged Students	41	752	722	727	*	*	*	63%	*	63%	23%
Non-Economically Disadvantaged Students	22	758	732	751	*	*	*	68%	*	68%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	63	754	728	747	*	*	27%	65%	*	65%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	63	754	727	745	*	*	27%	65%	*	65%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

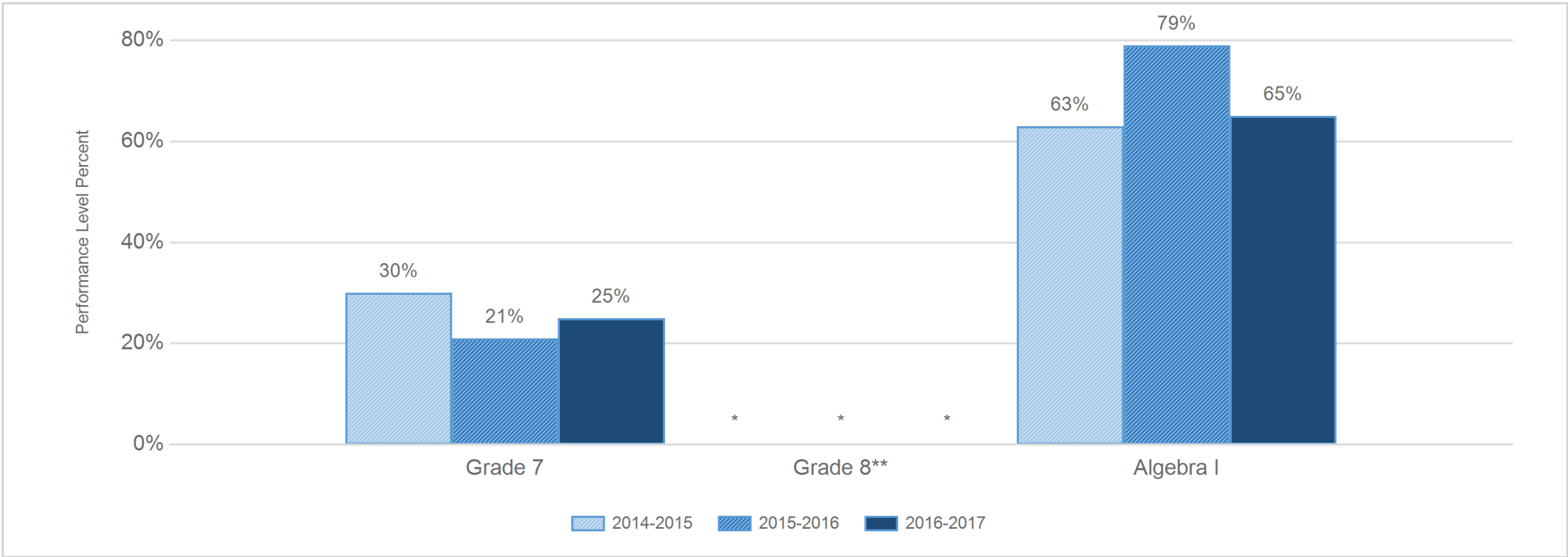


GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017
Grade Span 07-08

39-4540-060
UNION
ROSELLE BORO
500 BROOKLAWN AVE
ROSELLE, NJ 07203

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017

Grade Span 07-08

39-4540-060
UNION
ROSELLE BORO
500 BROOKLAWN AVE
ROSELLE, NJ 07203

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	*	*
8	*	*

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. The table also shows 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
1	14	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017
Grade Span 07-08

39-4540-060
 UNION
 ROSELLE BORO
 500 BROOKLAWN AVE
 ROSELLE, NJ 07203

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

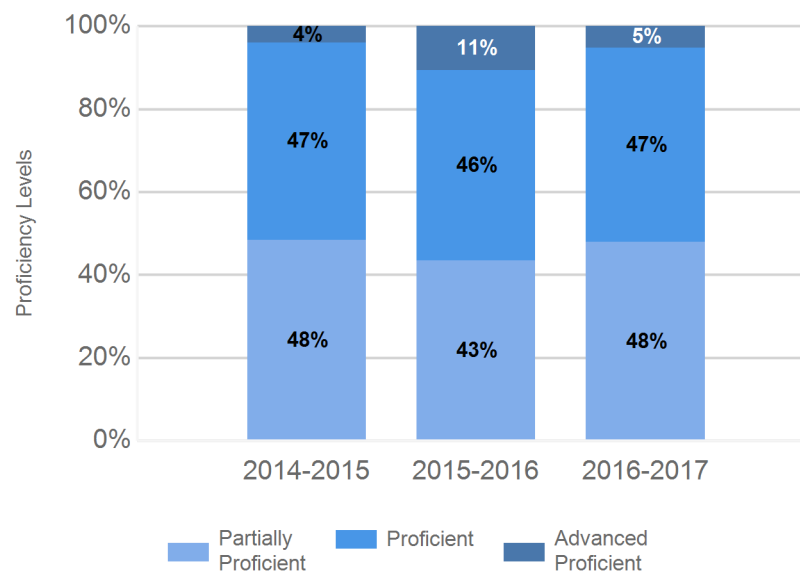
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	5%	47%	48%
White	N	*	55%
Hispanic	10%	46%	44%
Black or African American	3%	48%	50%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	*
Two or More Races	N	N	N
Economically Disadvantaged Students	6%	42%	52%
Students with Disabilities	N	*	*
English Learners	*	N	*

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





GRACE WILDAY JUNIOR HIGH SCHOOL

2016-2017

Grade Span 07-08

39-4540-060

UNION

ROSELLE BORO

500 BROOKLAWN AVE

ROSELLE, NJ 07203

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	37.5	36	50	Not Met	46	37	50	Met Target
White	48	41.5	50	**	*	42	52	**
Hispanic	36	*	49	Not Met	54	*	47	Met Target
Black or African American	37.5	34.5	45	Not Met	43	34	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	36.5	36	47	Not Met	50	34.5	46	Met Target
Students with Disabilities	19.5	*	41	Not Met	30	*	43	Not Met
English Learners	38.5	*	53	Not Met	61	*	51	Exceeds Target

** ESSA accountability targets are only included if data is available for at least 20 students.



GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017

Grade Span 07-08

39-4540-060
UNION
ROSELLE BORO
500 BROOKLAWN AVE
ROSELLE, NJ 07203

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

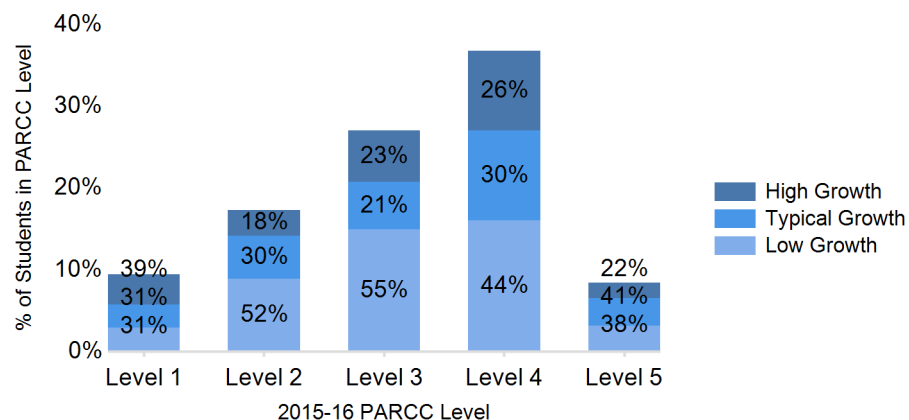
Typical Growth: Between 35 and 65

High Growth: Greater than 65

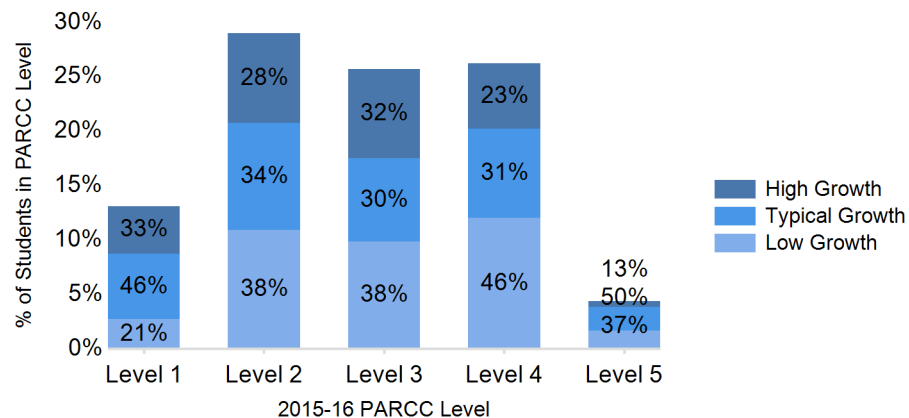
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA



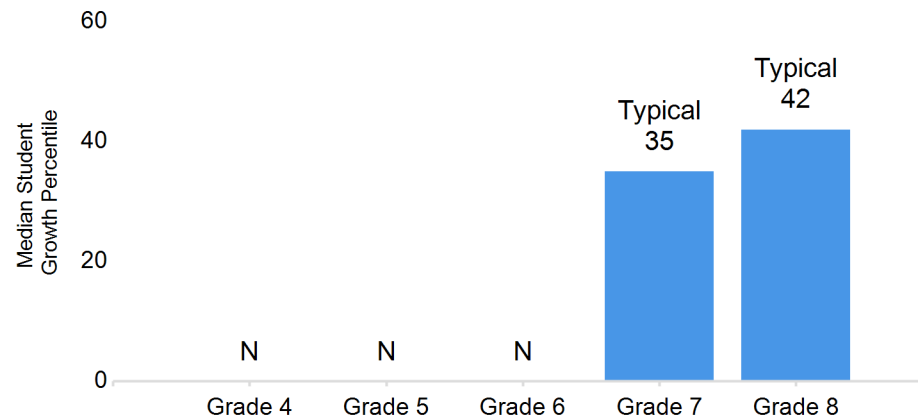
MATH



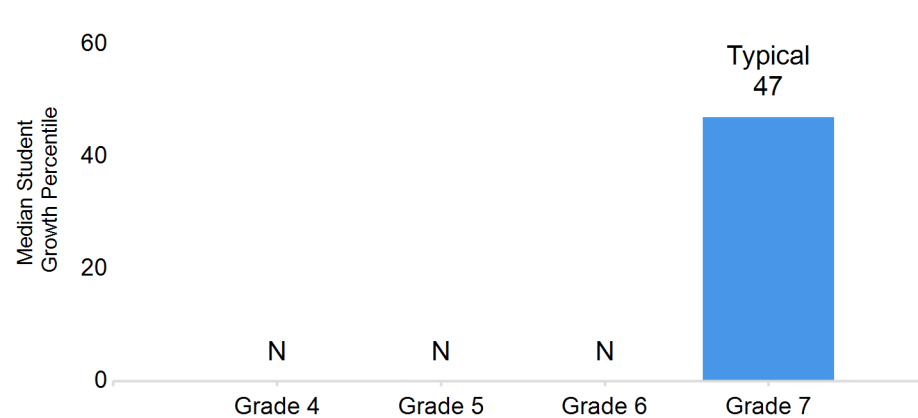
Student Growth by Grade

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

ELA



Math





GRACE WILDAY JUNIOR HIGH SCHOOL

2016-2017

Grade Span 07-08

39-4540-060

UNION

ROSELLE BORO

500 BROOKLAWN AVE

ROSELLE, NJ 07203

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
7	0	0	192
8	69	0	175
Schoolwide	69	0	368

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	160	161	0	0	0	0	0
8	188	179	0	0	0	0	0
Schoolwide	348	341	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017
Grade Span 07-08

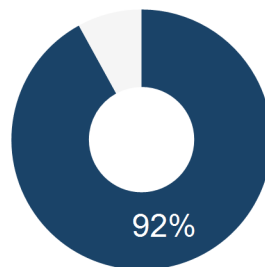
39-4540-060
UNION
ROSELLE BORO
500 BROOKLAWN AVE
ROSELLE, NJ 07203

Visual and Performing Arts – Course Participation

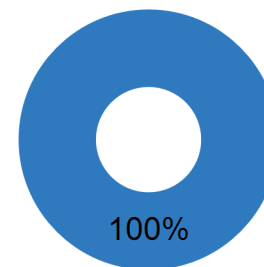
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

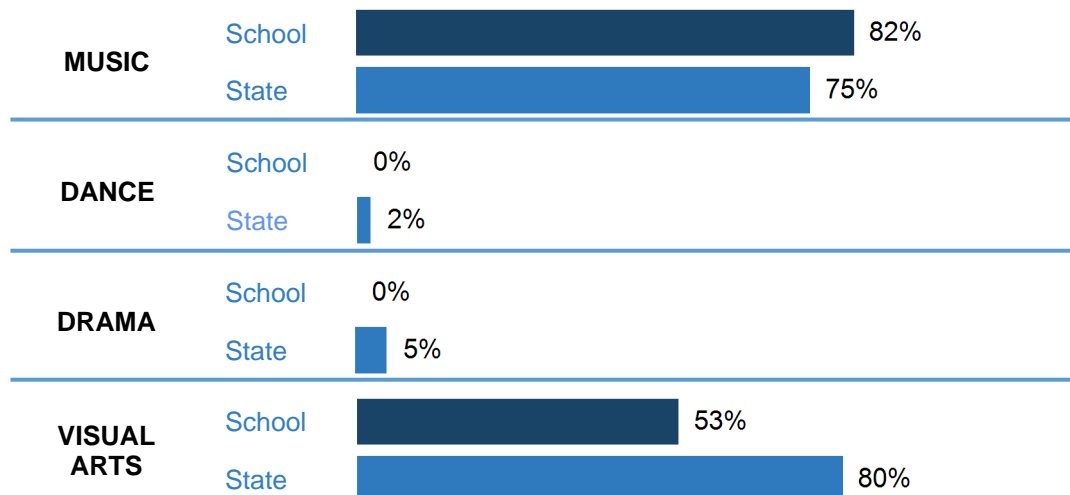


School



State

Students enrolled in one or more classes by discipline:





GRACE WILDAY JUNIOR HIGH SCHOOL

2016-2017

Grade Span 07-08

39-4540-060

UNION

ROSELLE BORO

500 BROOKLAWN AVE

ROSELLE, NJ 07203

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

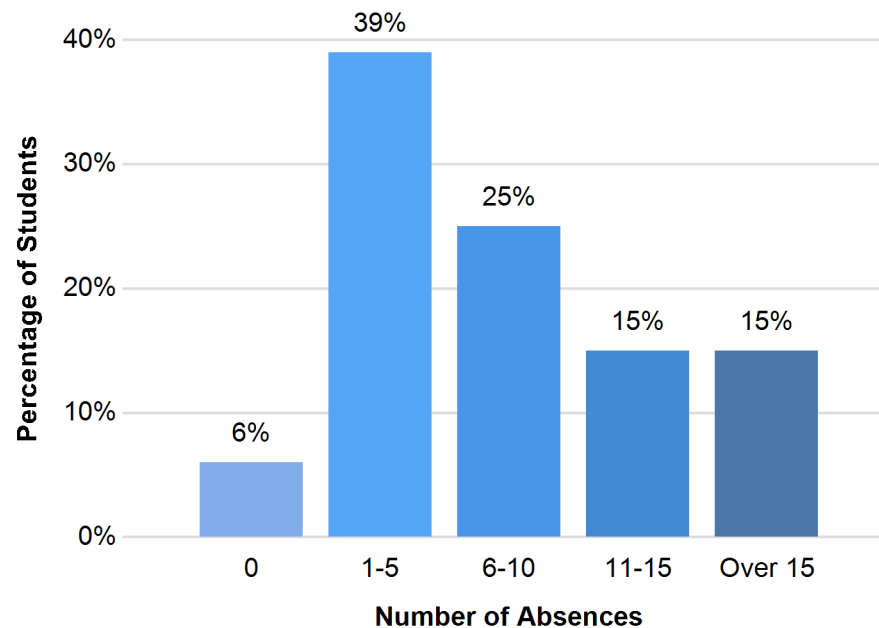
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.80	9.10	Not Met
White	N	**	**
Hispanic	4.90	9.10	Met Target
Black or African American	12.20	9.10	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.80	9.10	Not Met
Students with Disabilities	21.00	9.10	Not Met
English Learners	4.30	9.10	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



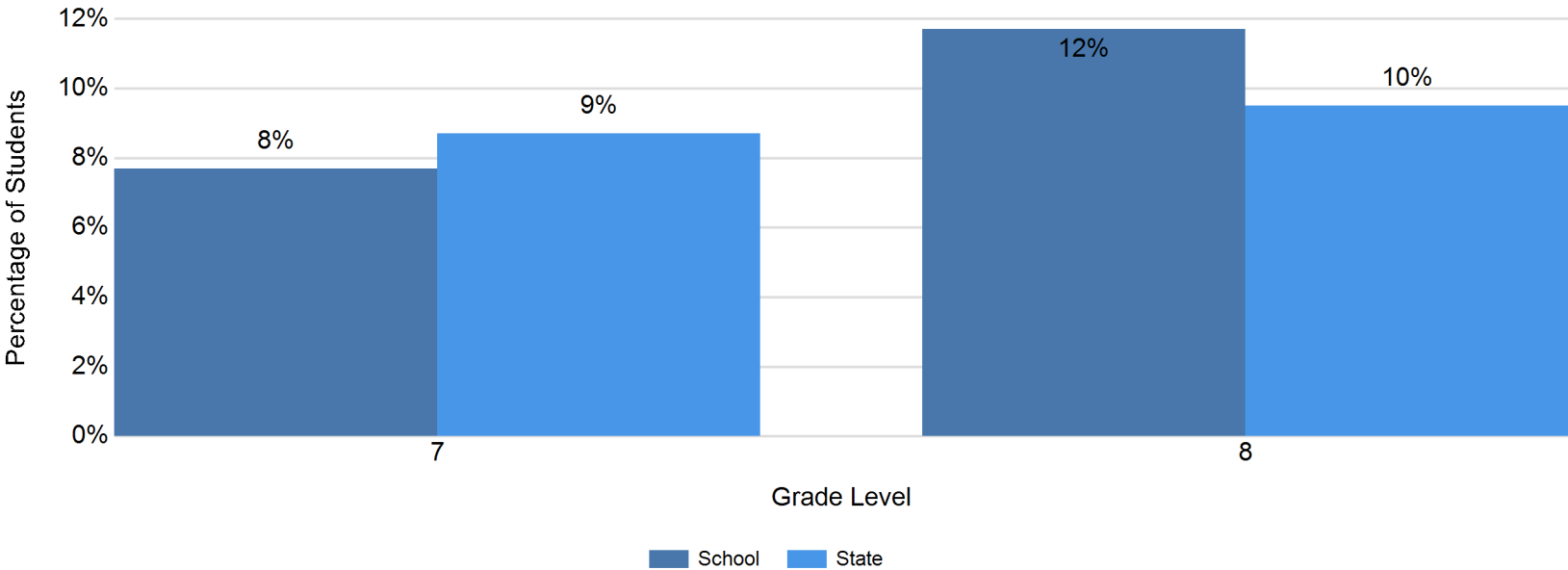


GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017
Grade Span 07-08

39-4540-060
UNION
ROSELLE BORO
500 BROOKLAWN AVE
ROSELLE, NJ 07203

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





GRACE WILDAY JUNIOR HIGH SCHOOL

2016-2017

Grade Span 07-08

39-4540-060

UNION

ROSELLE BORO

500 BROOKLAWN AVE

ROSELLE, NJ 07203

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.

Category	School
Typical Start Time	8:40AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 12 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	7
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	5.08

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	46.2%
Any Suspension	46.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



GRACE WILDAY JUNIOR HIGH SCHOOL

2016-2017

Grade Span 07-08

39-4540-060

UNION

ROSELLE BORO

500 BROOKLAWN AVE

ROSELLE, NJ 07203

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	3515.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$560	\$16,572	\$17,132



GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017
Grade Span 07-08

39-4540-060
 UNION
 ROSELLE BORO
 500 BROOKLAWN AVE
 ROSELLE, NJ 07203

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	35	120,724
Average years experience in public schools	10.8	11.8
Average years experience in district	10.8	10.5
Teachers in district for 4 or more years	80%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	94%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	15:1
Administrators	433:1	167:1
Librarian/Media Specialists		2845:1
Nurses		406:1
Counselors		406:1
Child Study Team		190:1



GRACE WILDAY JUNIOR HIGH SCHOOL

2016-2017

Grade Span 07-08

39-4540-060

UNION

ROSELLE BORO

500 BROOKLAWN AVE

ROSELLE, NJ 07203

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	67%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	94%



GRACE WILDAY JUNIOR HIGH SCHOOL

2016-2017

Grade Span 07-08

39-4540-060

UNION

ROSELLE BORO

500 BROOKLAWN AVE

ROSELLE, NJ 07203

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	38.6	17.5%
Mathematics Proficiency	20.4	17.5%
English Language Arts Growth	8.3	25.0%
Mathematics Growth	44.3	25.0%
Chronic Absenteeism	33.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		28.4
Summative Rating: Percentile rank of Summative Score		17.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



GRACE WILDAY JUNIOR HIGH SCHOOL

2016-2017

Grade Span 07-08

39-4540-060

UNION

ROSELLE BORO

500 BROOKLAWN AVE

ROSELLE, NJ 07203

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	28.4	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	51.6	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
Black or African American	47.3	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	43.0	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	12.7	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
English Learners	58.3	11.9	No	Met Target	Met Target	Met Target	Not Met	Exceeds Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017
Grade Span 07-08




39-4540-060
 UNION
 ROSELLE BORO
 500 BROOKLAWN AVE
 ROSELLE, NJ 07203

School General Info

Principal:	Mr. LEITE	Email Address:	eleite@roselleschools.org
Address:	500 BROOKLAWN AVE ROSELLE, NJ 07203	Website:	http://wilday.roselleschools.org
Phone:	(908)298-2066		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Curricula and assessments were reviewed and revised to ensure alignment to the standards. • Next Generation Science Standards were implemented with an emphasis on engineering practices in the science classes. • Google classroom with the use of Chrome books has assisted teachers in daily integration of technology.
 Mission, Vision, Theme:	<p>Students will work independently and collaboratively both now and in the future to achieve their fullest potential as 21st century learners.</p>
 Awards, Recognition, Accomplishments:	<p>America's Healthiest Schools- Bronze Status 2015-2016 & 2016-2017 and Let's Move Active Schools National Award 2015-2016 & 2016-2017</p>






GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017
Grade Span 07-08

39-4540-060
UNION
ROSELLE BORO
500 BROOKLAWN AVE
ROSELLE, NJ 07203

School Narrative

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

 Courses, Curriculum, Instruction:	Many teachers utilize the "flipped classroom" model for instruction wherein students view content-related presentations for homework prior to the class allowing additional opportunities for greater depth and breadth exploration of the content.
 Clubs and Activities:	Students participate in a plethora of activities to support and extend learning such as the Chess Club, the Hour of Code, Student Council, Blind men can now see, and the Leading Ladies programs.
 Before and After School Programs:	Students participate in "Before the Bell" programs that provide additional educational support services and a healthy breakfast. The students also participate in "After the Bell" programs that supplement and enrich students' learning.







GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017
Grade Span 07-08

39-4540-060
 UNION
 ROSELLE BORO
 500 BROOKLAWN AVE
 ROSELLE, NJ 07203

School Narrative

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

 Staff and Professional Learning:	<p>Teachers partake in Professional Learning Communities twice a week wherein teachers review student data and devise instructional interventions and enrichment activities to ensure that ALL learners' needs are met. Professional Learning Communities build on the strengths of staff members to minimize the weaknesses while promoting professional growth for all staff members.</p>
 Student Supports and Services:	<p>Lunch time Social Emotional Learning group meeting with Guidance Counselor. Morning, lunch, and after school tutoring/academic enrichment for ESL students; Teacher after school tutoring; Intervention and Referral Services (I&RS)/504 School-wide Committee; Positive Behavior Support Systems in Schools (PBSIS). HIB Initiative-assemblies to promote HIB intolerance.</p>
 Student Health and Wellness:	<p>Grace Wilday provides a "Grab and Go" breakfast program design to feed all the students that missed breakfast because they arrived late to school. This nutritious breakfast helps students concentrate during instructional time until their lunch period.</p>
 Parent and Community Involvement:	<p>Parents are provided multiple means through which to stay in contact with the teachers and school administrators, i.e. Genesis access, the use of Remind.com, teachers' class pages, teachers' Google sites, and teachers' Google classrooms. The use of phone messaging allows the school to remind parents of upcoming events and invite parental involvement in the school. Parents are invited to join the PTO and partake in activities that provide additional activities for students.</p>



GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017
Grade Span 07-08

39-4540-060
 UNION
 ROSELLE BORO
 500 BROOKLAWN AVE
 ROSELLE, NJ 07203

School Narrative

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



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

A school climate survey is completed at the end of each school year. The purpose of the survey is to assess how well the school communicates its mission and vision as perceived by the students, as well as to determine whether the culture and the climate of the building is conducive to learning.



Facilities:

Grace Wilday has instituted a one-to-one Chrome Book initiative in our seventh grade classrooms. The eighth grade classrooms are all equipped with laptop carts for the integration of technology into daily learning experiences. All classrooms have recently been equipped with air conditioning ensuring a comfortable learning environment for students. New landscaping accents the masonry work that has just been completed on the stairs at both entrances to the building.



GRACE WILDAY JUNIOR HIGH SCHOOL
2016-2017
Grade Span 07-08

39-4540-060
 UNION
 ROSELLE BORO
 500 BROOKLAWN AVE
 ROSELLE, NJ 07203

School Narrative

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

<div data-bbox="79 771 210 878"> </div> <div data-bbox="237 816 537 850"> <p>Other Information:</p> </div>	<p>Grace Wilday Junior High School enjoys a diverse student population, a talented faculty, and an active parent association dedicated to supporting the educational community. Each year, programs are renewed and/or created so the students can participate in a warm, caring academic environment. This year, we are especially proud of establishing an atmosphere in which a love of learning and positive relationships were our mutual goals; one for which teacher, student, and parent collaboration help to improve the entire educational community. An interdisciplinary instructional approach was incorporated into all of the instructional classes. Every classroom is equipped with a Smartboard; Student to laptop ratio is 1:1. Each department integrated literacy into their curriculum units and lessons. At Grace Wilday Junior High School, the staff believes that all students can succeed and we look forward to the opportunity to continue to help them mature into productive citizens. It is also our belief that we can continue to improve and help our students achieve all their goals. Therefore, our priority is to close the achievement gap while increasing every child's academic performance.</p>
--	--




HARRISON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-020
UNION
ROSELLE BORO
310 HARRISON AVE
ROSELLE, NJ 07203

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



HARRISON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-020
UNION
ROSELLE BORO
310 HARRISON AVE
ROSELLE, NJ 07203

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



HARRISON ELEMENTARY SCHOOL
2016-2017

Grade Span 01-04

39-4540-020
UNION
ROSELLE BORO
310 HARRISON AVE
ROSELLE, NJ 07203

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
1	85	93	73
2	67	98	95
3	85	64	94
4	76	73	61
Ungraded	1	1	0
Total	314	329	323

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	56%	53%	52%
Male	44%	47%	48%
Economically Disadvantaged Students	82%	82%	82%
Students with Disabilities	9%	10%	12%
English Learners	43%	45%	44%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	55.7%
Black or African American	39.6%
White	2.5%
Asian	1.9%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	0.0%

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. All other students are included in Other Languages.

Home Language	% of Students
Spanish	48.9%
English	31.9%
Creoles and pidgins, English based	5.9%
Creoles and pidgins	4.6%
Haitian	1.9%
<i>Other</i>	6.6%



HARRISON ELEMENTARY SCHOOL
2016-2017

Grade Span 01-04

39-4540-020
UNION
ROSELLE BORO
310 HARRISON AVE
ROSELLE, NJ 07203

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	138	96.8	32.60	35.10	54.90	32.6	40.1	Not Met
White	*	*	*	*	63.90	*	**	**
Hispanic	77	100.0	28.60	35.30	39.80	28.6	32.2	Met Target†
Black or African American	56	93.8	32.20	34.40	35.20	32.2	46.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	25.00	53.70	N	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	84	95.7	29.80	41.70	62.20	29.8		
Male	54	98.4	37.10	29.10	48.10	37.1		
Economically Disadvantaged Students	104	96.5	26.90	33.30	36.20	26.9	37.3	Not Met
Non-Economically Disadvantaged Students	34	97.6	50.00	39.70	65.80	50		
Students with Disabilities	23	100.0	*	*	20.50	*	20.5	Not Met
Students without Disabilities	115	96.1	*	*	61.90	*		
English Learners	63	95.5	27.00	*	25.20	27	26.1	Met Target
Non-English Learners	75	97.7	37.40	*	57.40	37.4		
Homeless Students	N	N	N	16.60	26.40	N		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



HARRISON ELEMENTARY SCHOOL
2016-2017

Grade Span 01-04

39-4540-020
UNION
ROSELLE BORO
310 HARRISON AVE
ROSELLE, NJ 07203

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	90	731	729	749	*	31%	24%	26%	*	28%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	51	730	728	734	*	43%	*	28%	0%	28%	35%
Black or African American	38	732	729	731	*	*	37%	*	*	26%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	51	732	735	754	*	28%	*	20%	*	22%	55%
Male	39	729	722	745	*	36%	*	33%	*	36%	46%
Economically Disadvantaged Students	66	725	726	731	*	*	*	*	*	21%	31%
Non-Economically Disadvantaged Students	24	747	735	762	*	*	*	*	*	46%	63%
Students with Disabilities	12	682	683	720	*	*	*	*	*	*	24%
Students without Disabilities	78	738	734	755	*	*	*	*	*	*	55%
English Learners	30	716	712	709	*	43%	*	*	*	17%	11%
Non-English Learners	60	738	731	752	*	25%	*	*	*	33%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



HARRISON ELEMENTARY SCHOOL
2016-2017

Grade Span 01-04

39-4540-020
UNION
ROSELLE BORO
310 HARRISON AVE
ROSELLE, NJ 07203

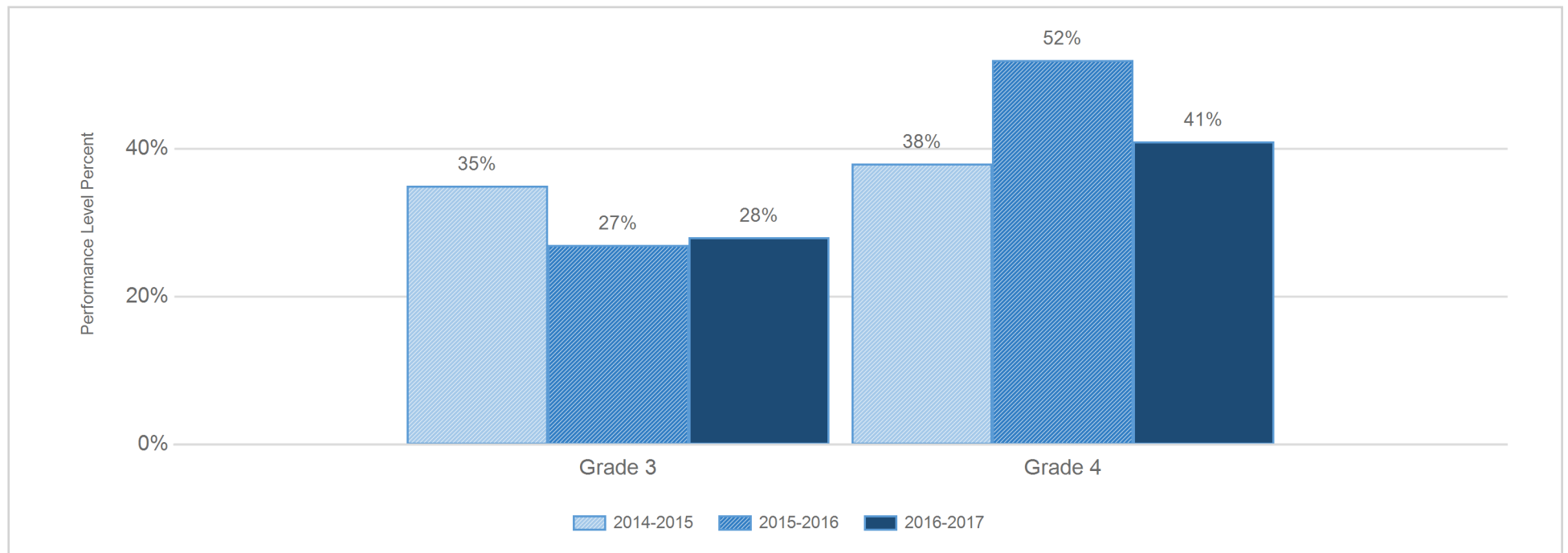
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	59	737	741	753	*	20%	27%	41%	*	41%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	32	736	740	740	*	*	31%	34%	0%	34%	40%
Black or African American	23	732	741	737	*	*	*	*	0%	39%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	38	738	748	758	*	*	*	*	0%	40%	61%
Male	21	734	733	749	*	*	*	*	0%	43%	51%
Economically Disadvantaged Students	43	736	740	737	*	*	*	*	*	37%	36%
Non-Economically Disadvantaged Students	16	738	742	764	*	*	*	*	*	50%	69%
Students with Disabilities	13	712	*	725	*	*	*	*	*	*	25%
Students without Disabilities	46	743	*	759	*	*	*	*	*	*	62%
English Learners	15	726	724	711	*	*	*	*	0%	13%	10%
Non-English Learners	44	740	742	755	*	*	*	*	0%	50%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





HARRISON ELEMENTARY SCHOOL
2016-2017

Grade Span 01-04

39-4540-020
UNION
ROSELLE BORO
310 HARRISON AVE
ROSELLE, NJ 07203

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	140	98.7	27.10	19.50	43.50	27.1	31.3	Met Target†
White	*	*	*	*	52.40	*	**	**
Hispanic	77	100.0	24.70	22.90	27.60	24.7	32.2	Met Target†
Black or African American	58	97.0	25.80	*	21.70	25.8	26.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	85	97.9	24.70	*	44.10	24.7		
Male	55	100.0	30.90	*	42.90	30.9		
Economically Disadvantaged Students	105	98.2	24.80	*	25.10	24.8	34	Not Met
Non-Economically Disadvantaged Students	35	100.0	34.30	*	54.30	34.3		
Students with Disabilities	23	100.0	*	*	16.50	*	16.3	Not Met
Students without Disabilities	117	98.5	*	*	48.80	*		
English Learners	65	100.0	27.70	*	23.30	27.7	36.4	Met Target†
Non-English Learners	75	97.7	26.70	*	45.20	26.7		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	25.00	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



HARRISON ELEMENTARY SCHOOL
2016-2017

Grade Span 01-04

39-4540-020
UNION
ROSELLE BORO
310 HARRISON AVE
ROSELLE, NJ 07203

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	730	728	751	*	29%	40%	15%	*	18%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	51	735	733	738	*	33%	39%	*	*	22%	37%
Black or African American	41	725	724	733	*	24%	42%	*	*	15%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	54	731	730	751	*	*	39%	*	*	17%	52%
Male	40	729	725	751	*	*	43%	*	*	20%	53%
Economically Disadvantaged Students	68	729	727	736	*	*	40%	*	*	15%	34%
Non-Economically Disadvantaged Students	26	733	731	761	*	*	42%	*	*	27%	65%
Students with Disabilities	12	694	694	729	*	*	*	*	*	*	29%
Students without Disabilities	82	735	732	755	*	*	*	*	*	*	57%
English Learners	34	729	724	724	*	*	41%	*	*	18%	21%
Non-English Learners	60	731	728	753	*	*	40%	*	*	18%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



HARRISON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-020
UNION
ROSELLE BORO
310 HARRISON AVE
ROSELLE, NJ 07203

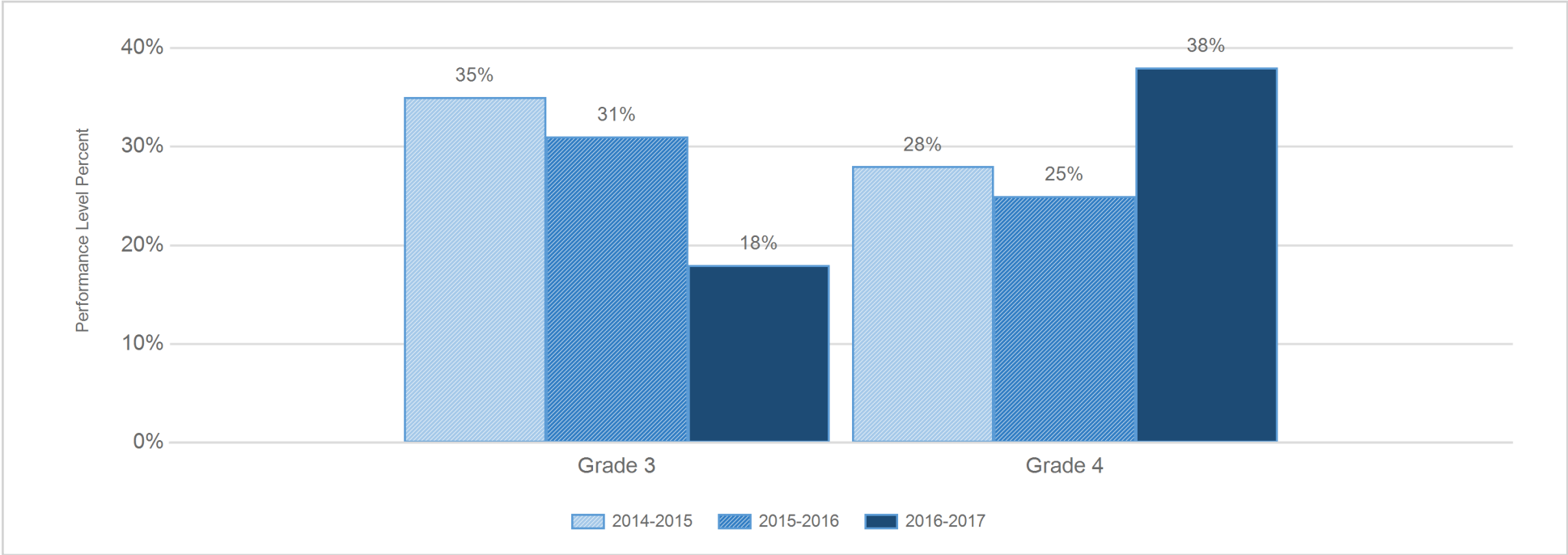
Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	60	740	733	747	*	23%	28%	38%	*	38%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	32	738	733	734	*	*	38%	31%	0%	31%	30%
Black or African American	24	734	735	729	*	*	*	*	0%	38%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	38	739	734	747	*	*	*	34%	*	34%	47%
Male	22	741	732	747	*	*	*	46%	*	46%	48%
Economically Disadvantaged Students	44	738	733	732	*	*	*	*	*	39%	27%
Non-Economically Disadvantaged Students	16	745	735	757	*	*	*	*	*	38%	61%
Students with Disabilities	13	713	*	724	*	*	*	*	*	*	22%
Students without Disabilities	47	747	*	751	*	*	*	*	*	*	52%
English Learners	16	728	722	716	*	*	*	*	0%	19%	12%
Non-English Learners	44	744	735	749	*	*	*	*	0%	46%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





HARRISON ELEMENTARY SCHOOL
2016-2017

Grade Span 01-04

39-4540-020
UNION
ROSELLE BORO
310 HARRISON AVE
ROSELLE, NJ 07203

Alternate Assessments - Participation

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

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

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. The table also shows 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
1	21	*	*
2	36	*	*
3	32	*	*
4	24	*	*
5+	23	60.9%	39.1%



HARRISON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-020
UNION
ROSELLE BORO
310 HARRISON AVE
ROSELLE, NJ 07203

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

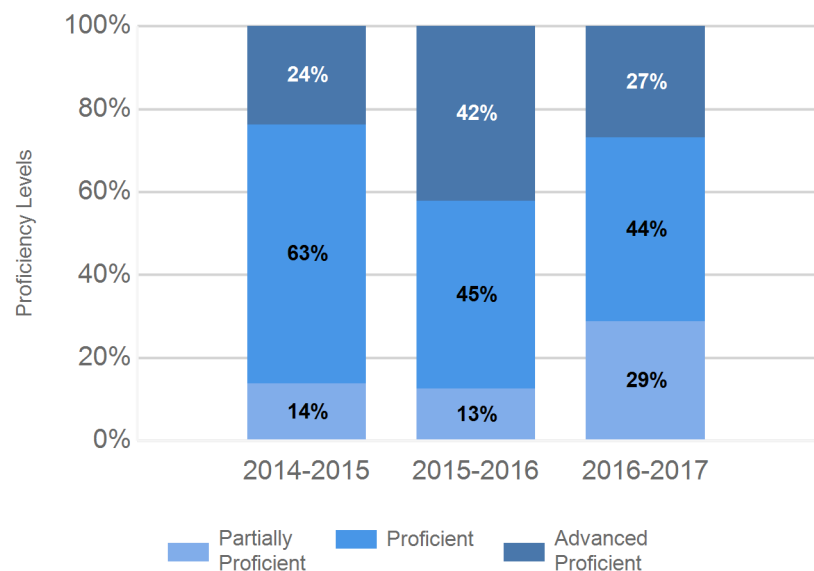
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	27%	44%	29%
White	*	N	N
Hispanic	21%	58%	21%
Black or African American	21%	38%	42%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	20%	51%	29%
Students with Disabilities	9%	55%	36%
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





HARRISON ELEMENTARY SCHOOL
2016-2017

Grade Span 01-04

39-4540-020
UNION
ROSELLE BORO
310 HARRISON AVE
ROSELLE, NJ 07203

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	37	36	50	Not Met	64.5	37	50	Exceeds Target
White	*	41.5	50	**	*	42	52	**
Hispanic	51	*	49	Met Target	65.5	*	47	Exceeds Target
Black or African American	26	34.5	45	**	60.5	34	43	Exceeds Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	51	36	47	Met Target	67	34.5	46	Exceeds Target
Students with Disabilities	20	*	41	**	58	*	43	**
English Learners	51	*	53	Met Target	68	*	51	Exceeds Target

** ESSA accountability targets are only included if data is available for at least 20 students.



HARRISON ELEMENTARY SCHOOL
2016-2017

Grade Span 01-04

39-4540-020
UNION
ROSELLE BORO
310 HARRISON AVE
ROSELLE, NJ 07203

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

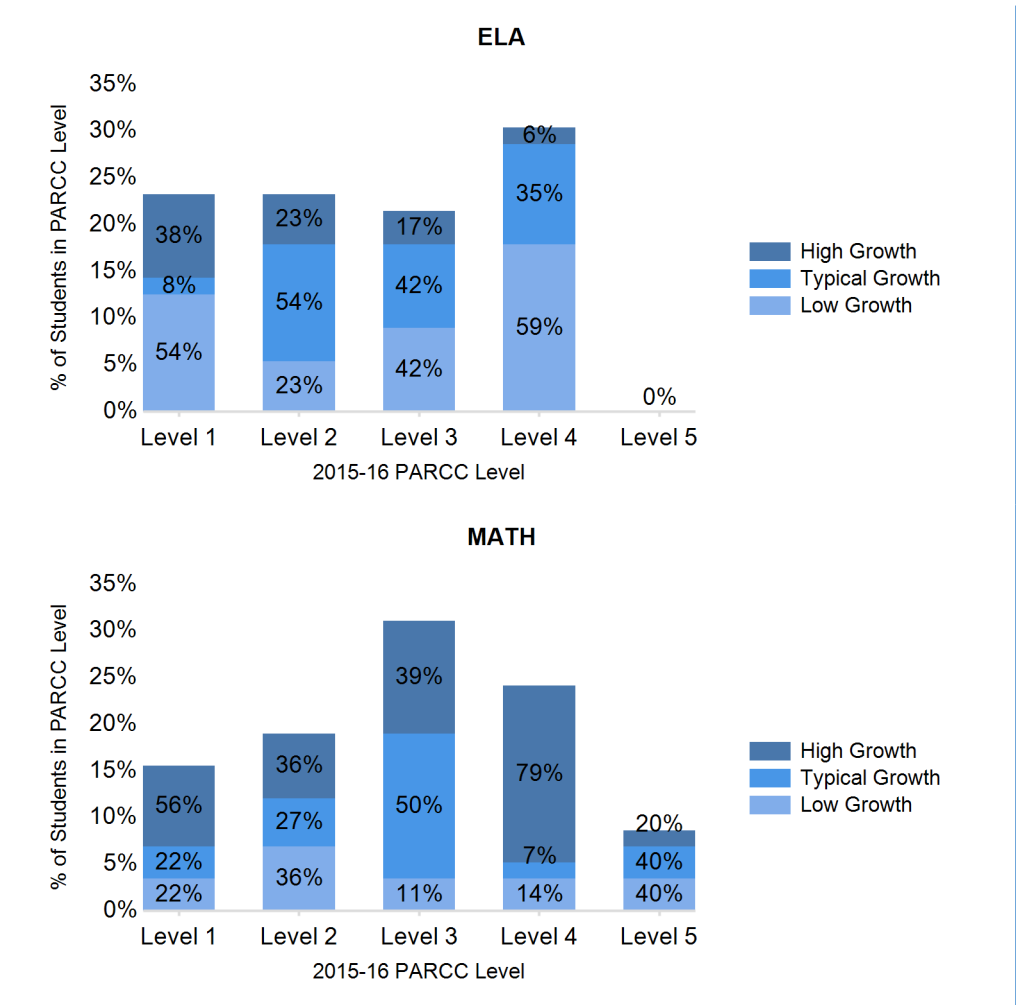
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

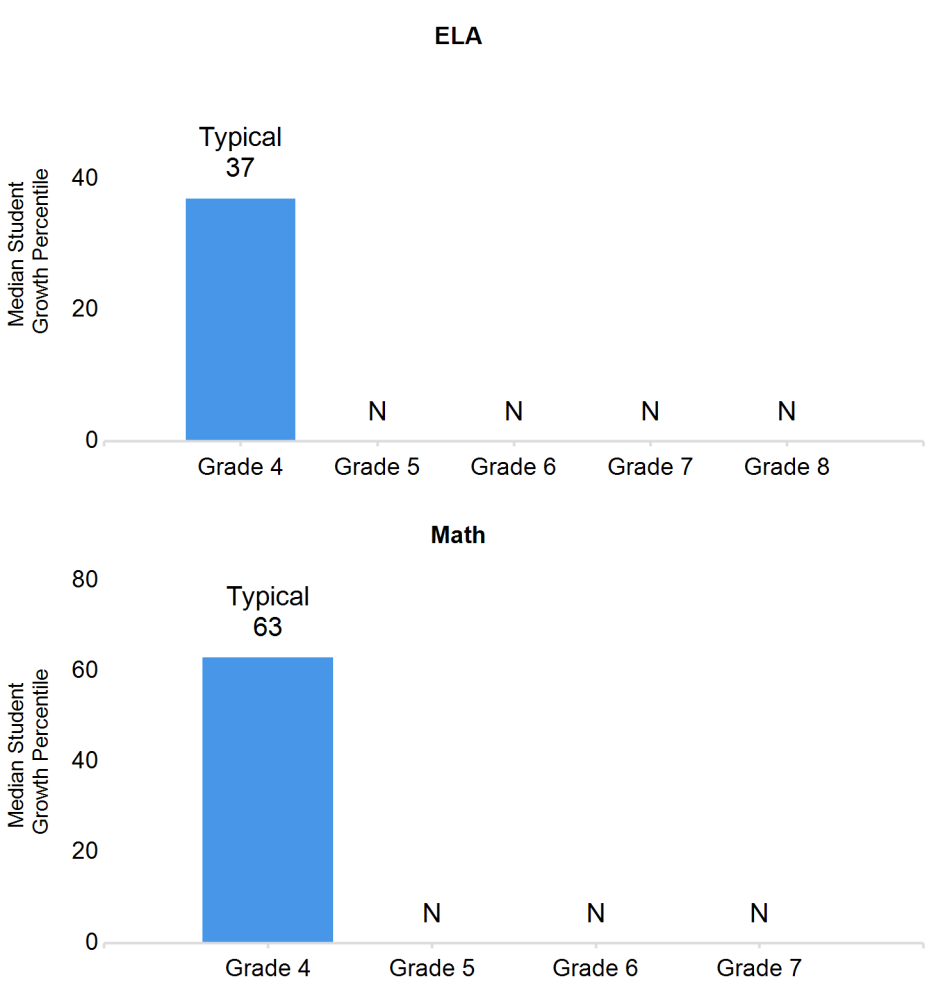
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





HARRISON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-020
 UNION
 ROSELLE BORO
 310 HARRISON AVE
 ROSELLE, NJ 07203

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

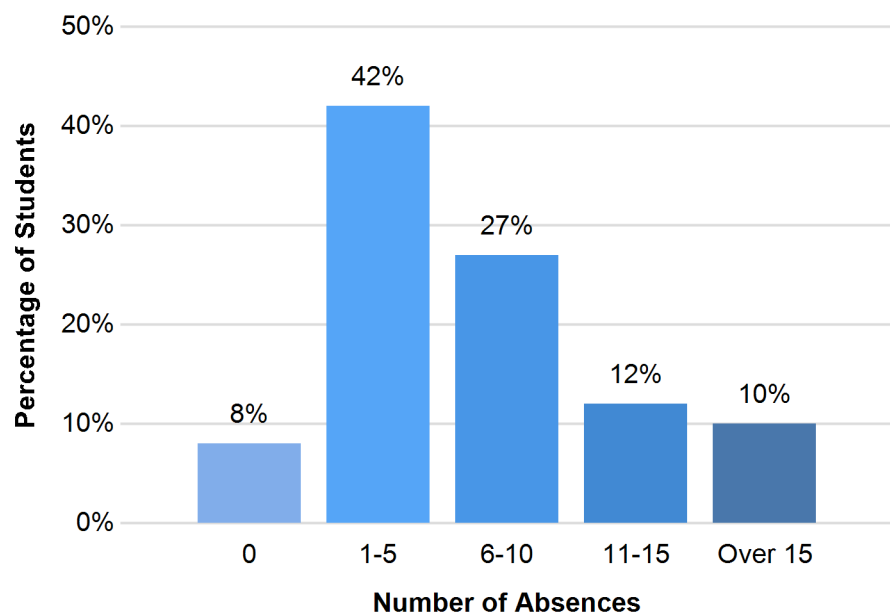
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.90	7.80	Met Target
White	N	**	**
Hispanic	5.60	7.80	Met Target
Black or African American	6.30	7.80	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.70	7.80	Met Target
Students with Disabilities	2.60	7.80	Met Target
English Learners	3.60	7.80	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

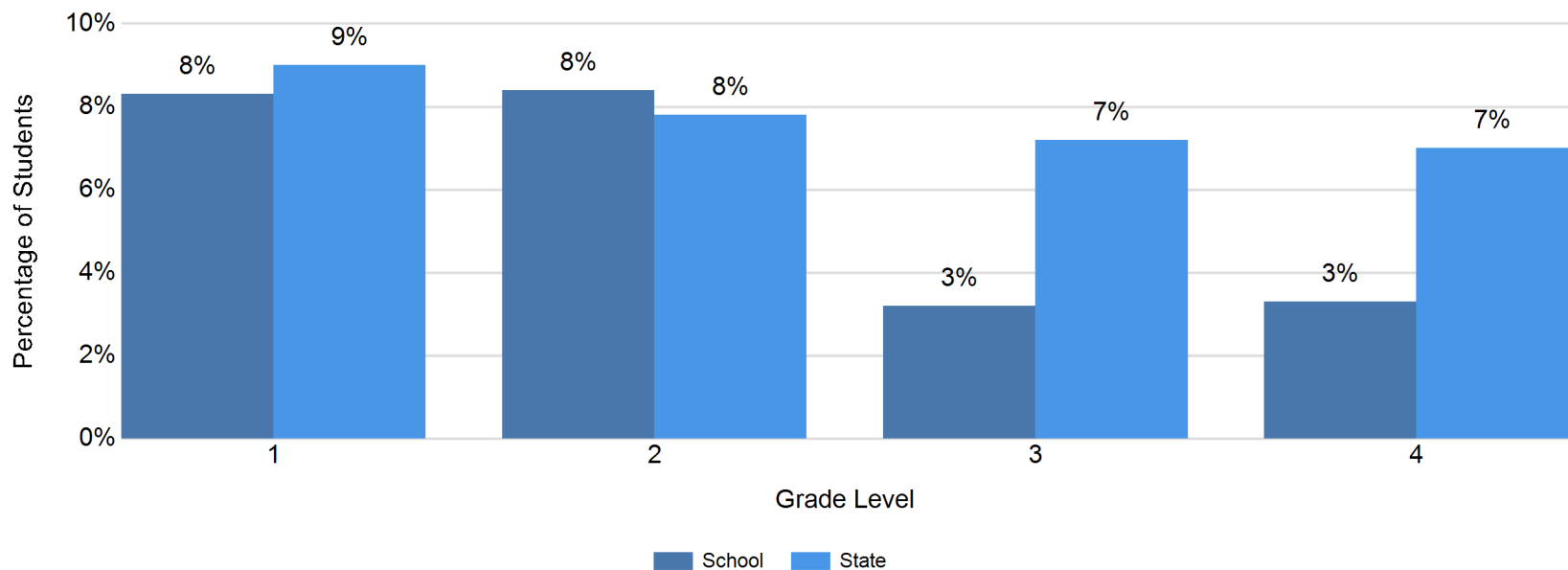
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





HARRISON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-020
 UNION
 ROSELLE BORO
 310 HARRISON AVE
 ROSELLE, NJ 07203

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.

Category	School
Typical Start Time	8:45AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.3%
Any Suspension	0.3%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



HARRISON ELEMENTARY SCHOOL

2016-2017

Grade Span 01-04

39-4540-020

UNION

ROSELLE BORO

310 HARRISON AVE

ROSELLE, NJ 07203

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	3515.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$560	\$16,572	\$17,132



HARRISON ELEMENTARY SCHOOL

2016-2017

Grade Span 01-04

39-4540-020

UNION

ROSELLE BORO

310 HARRISON AVE

ROSELLE, NJ 07203

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	17	120,724
Average years experience in public schools	11.5	11.8
Average years experience in district	11.5	10.5
Teachers in district for 4 or more years	94%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	94%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	19:1	15:1
Administrators	323:1	167:1
Librarian/Media Specialists		2845:1
Nurses		406:1
Counselors		406:1
Child Study Team		190:1



HARRISON ELEMENTARY SCHOOL

2016-2017

Grade Span 01-04

39-4540-020

UNION

ROSELLE BORO

310 HARRISON AVE

ROSELLE, NJ 07203

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	67%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



HARRISON ELEMENTARY SCHOOL

2016-2017

Grade Span 01-04

39-4540-020

UNION

ROSELLE BORO

310 HARRISON AVE

ROSELLE, NJ 07203

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	14.6	17.5%
Mathematics Proficiency	21.9	17.5%
English Language Arts Growth	25.2	25.0%
Mathematics Growth	92.3	25.0%
Chronic Absenteeism	74.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		46.9
Summative Rating: Percentile rank of Summative Score		44.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



HARRISON ELEMENTARY SCHOOL
2016-2017

Grade Span 01-04

39-4540-020
UNION
ROSELLE BORO
310 HARRISON AVE
ROSELLE, NJ 07203

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	46.9	11.9	No	Not Met	Met Target†	Met Target	Not Met	Exceeds Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	57.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
Black or African American	70.3	11.9	No	Not Met	Met Target†	Met Target	**	Exceeds Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	62.3	11.9	No	Not Met	Not Met	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	**	**	No	Not Met	Not Met	Met Target	**	**	No
English Learners	66.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



HARRISON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-020
 UNION
 ROSELLE BORO
 310 HARRISON AVE
 ROSELLE, NJ 07203

School General Info

Principal:	Dr. GONZALEZ-PEREZ	Email Address:	lgonzalezperez@roselleschools.org
Address:	310 HARRISON AVE ROSELLE, NJ 07203	Website:	https://harrison.roselleschools.org
Phone:	(908)298-2052	Facebook:	https://www.facebook.com/HESRoselle




School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Harrison Elementary School is a State and National School of Character. • Harrison Elementary School received the National Healthy School's Silver Award. • Students participate in Student Council, Glee & Performing Arts Clubs, & STEM Club.
Mission, Vision, Theme:	<p>Harrison Elementary School provides a creative, challenging, and supportive learning environment in which students acquire the knowledge and skills needed to succeed in today's competitive global society.</p> <p>Through academic, wellness, and character enriching programs, students develop social awareness, ethical conduct and respect for diversity while reaching their full intellectual potential.</p>
Awards, Recognition, Accomplishments:	<p>Harrison Elementary School (HES) has received NJASECD State School of Character Award, Character.Org National School of Character Award and Promising Practice Award. HES also received Healthier Generation National Alliance Bronze and Silver Awards, and the Let's Move Active Schools Award, and the NJ Agricultural Department's VIP Award. HES received a Union County Kids! Dig in grant to support our garden, and grants from Kinder Morgan to support our Performing Arts Club.</p>

School Narrative

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

 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>The Roselle curriculum is standards-based. At HES, we use the Go Math program and the Wonders Reading Program. Both have on-line components to facilitate teaching and learning, and to differentiate each child's learning experience. Our staff and students use I-Ready an adaptive mathematics and Language Arts program to monitor growth, guide instruction and to practice strategies and skills taught. We also use DRA2, Writing Benchmarks, and formative/summative assessments to guide instruction.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>HES learners also participate in various clubs which are offered during the year. These programs encourage higher learning thinking skills and address the variety of learning styles of our student body. HES's activities, including but not limited to, Student Council-encourages learners to assist students throughout the day, tend to school beautification, and conduct the morning announcements. HES learners also have an opportunity to join our Glee Club, Safety Patrol, IMAGE, and GLOW.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>HES learners can participate in the before school I-Ready program that is offered throughout the year. Learners log-on to their accounts and complete assigned lessons targeting weak areas. After school learners can participate in the Building Math and Reading Bridges Program, the Building Stronger Foundations Phonics and Phonological Awareness Program, or District After the Bell Math and Reading Program.</p>







HARRISON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-020
 UNION
 ROSELLE BORO
 310 HARRISON AVE
 ROSELLE, NJ 07203

School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>The Roselle School District provides adequate professional development that promotes the collegial sharing of techniques, ensuring student skills acquisition and academic achievement. Professional Development is offered through PLC and department meetings, in and out of district professional development, as well as a partnership with Montclair State University Network for Educational Renewal.</p>
 <p>Student Supports and Services:</p>	<p>The HES Intervention and Referral Services Team meets on a regular basis to provide additional support for learners in need, focusing on differentiated instruction in all classrooms with most classrooms incorporating an inclusive classroom structure. Also, the Bilingual, ESL, Special Needs, and BSI teachers provide Tier 2 and Tier 3 support to the learners. All of our teachers are skilled at modifying the curriculum to meet the individual learning styles and needs of their learners.</p>
 <p>Student Health and Wellness:</p>	<p>Our learners participate in the national food lunch program, which provides nutritionally balanced, low-cost, or free meals to children each day. Our learners participate in the school's health and wellness program which is organized by faculty and parents, emphasizing nutrition and exercise. They participate in daily movement minutes, recess and brain breaks. We also have monthly physical activity events such as dance-a-thons, turkey trot relays, and our annual Health Fairs and Field Days.</p>
 <p>Parent and Community Involvement:</p>	<p>The Roselle School District provides access to a Parent Portal via the school's website. Parents have easy access to their children's grades and are able to communicate via e-mail with their children's teachers. The HES PTA dedicates a great amount of time and effort to provide social events that enhance the learners school experience. The organization also lends its expertise in organizing fundraising/activities, such as slime night, movie night, and holiday gift shoppe.</p>




HARRISON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-020
UNION
ROSELLE BORO
310 HARRISON AVE
ROSELLE, NJ 07203

School Narrative

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

 Climate Surveys:	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>The New Jersey School Climate Survey is administered to all stakeholders (learners, parents, teachers, administrators) on a yearly basis. Previous year's data is discussed during PLCs, Back to School Night for parents and families, and during Parent Workshops. Our data indicates that teachers look forward to coming to work every day due to close working relationships, and both learners and staff feel safe and believe the environment is welcoming.</p>
---	--




HARRISON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-020
UNION
ROSELLE BORO
310 HARRISON AVE
ROSELLE, NJ 07203

School Narrative

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

<div>Other Information:</div>	<p>At HES, our learners begin their day by participating in morning meeting. The schedule is composed of six forty-five minute periods and two forty minute periods. Our learners participate in two blocks of guided reading and two blocks of guided math. They also participate in Technology, World Languages, Music, Art and Physical Education classes. Each classroom has an interactive board and wireless internet access. There are Chromebooks and I-Pads available for learner use, as well as a computer lab. Learners utilize I-Ready, BrainPop/BrainPopJr, and the online components of their Reading, Math, and Social Studies programs to enhance and facilitate their learning experiences. At HES, we provide a safe and nurturing learning environment. Our Safety Team conducts monthly meetings and drills to ensure that proper protocol is being followed. We maintain open communication with learners, staff and parents through our monthly newsletter, our classrooms and school websites, and also through calls home and through school meetings.</p>
---	---



KINDERGARTEN SUCCESS ACADEMY

2016-2017

Grade Span KG-KG

39-4540-300

UNION

ROSELLE BORO


150 EAST 3RD AVENUE

ROSELLE, NJ 07203

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov

**KINDERGARTEN SUCCESS ACADEMY****2016-2017****Grade Span KG-KG****39-4540-300****UNION****ROSELLE BORO****150 EAST 3RD AVENUE****ROSELLE, NJ 07203****Footnotes**

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



KINDERGARTEN SUCCESS ACADEMY 2016-2017

Grade Span KG-KG

39-4540-300
UNION
ROSELLE BORO
150 EAST 3RD AVENUE
ROSELLE, NJ 07203

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	204	176	207
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	1	2	0
Total	205	178	207

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	217	176	207

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	45%	51%	42%
Male	55%	49%	59%
Economically Disadvantaged Students	24%	68%	70%
Students with Disabilities	4%	3%	9%
English Learners	21%	16%	31%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Black or African American	55.1%
Hispanic	39.1%
White	3.9%
Asian	1.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.5%

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. All other students are included in Other Languages.

Home Language	% of Students
English	51.2%
Spanish	29.0%
Creoles and pidgins, English based	8.7%
Haitian	3.9%
Arabic	1.4%
Other	5.9%



KINDERGARTEN SUCCESS ACADEMY

2016-2017

Grade Span KG-KG

39-4540-300

UNION

ROSELLE BORO

150 EAST 3RD AVENUE

ROSELLE, NJ 07203

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

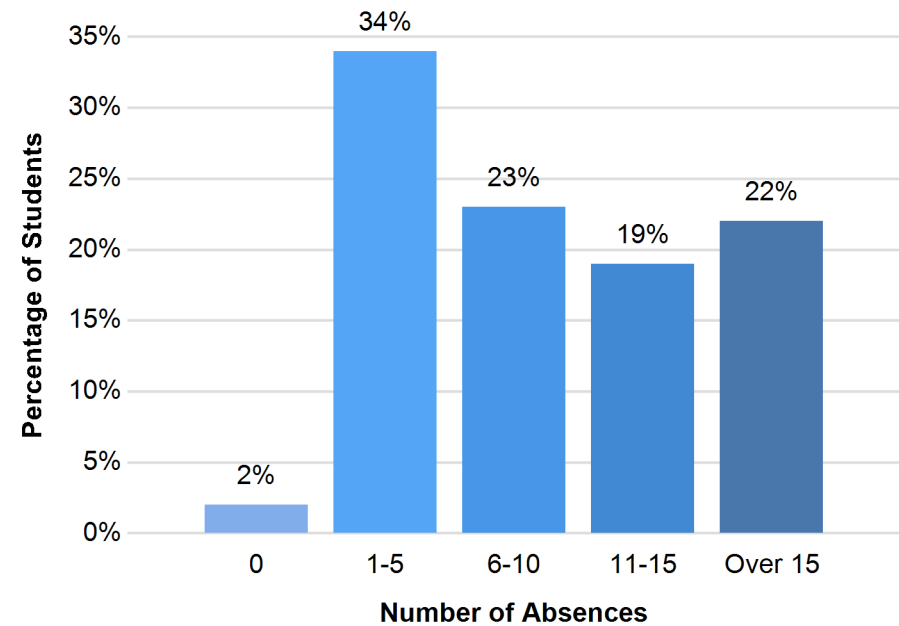
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	17.10	12.50	Not Met
White	N	**	**
Hispanic	21.30	12.50	Not Met
Black or African American	11.10	12.50	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	23.10	12.50	Not Met
Students with Disabilities	27.30	12.50	Not Met
English Learners	12.50	12.50	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





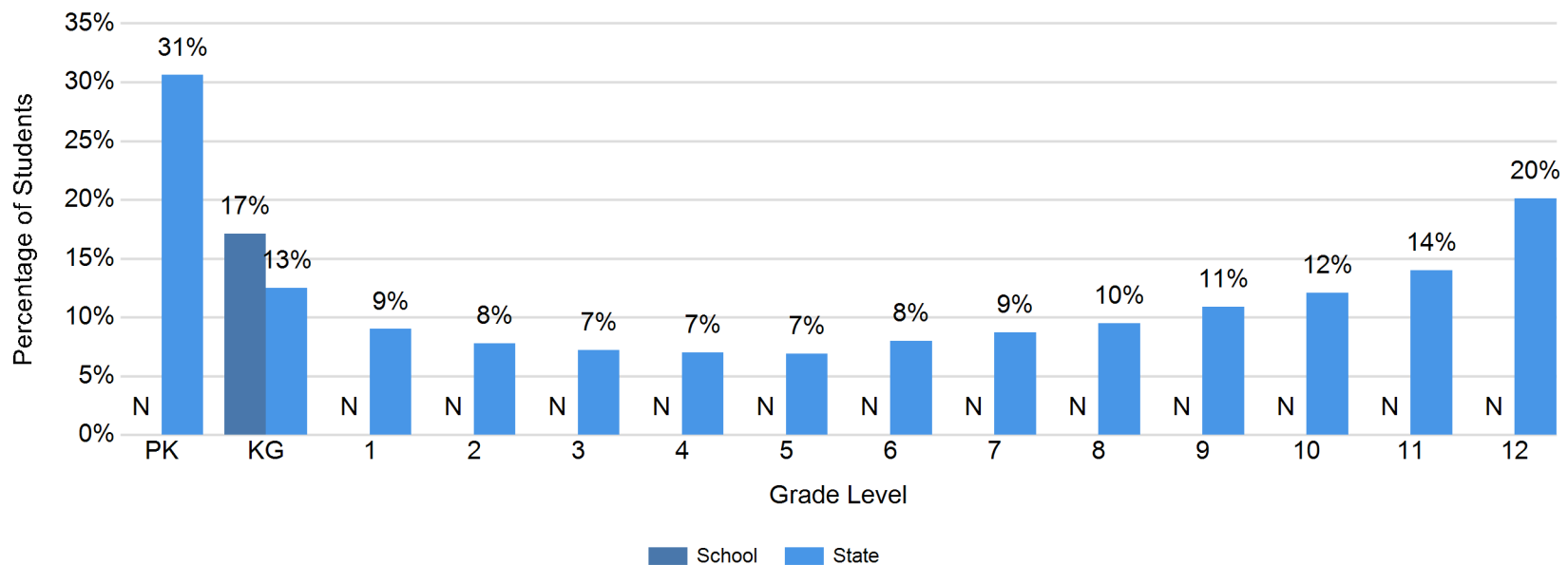
**KINDERGARTEN SUCCESS ACADEMY
2016-2017**

Grade Span KG-KG

**39-4540-300
UNION
ROSELLE BORO
150 EAST 3RD AVENUE
ROSELLE, NJ 07203**

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





KINDERGARTEN SUCCESS ACADEMY

2016-2017

Grade Span KG-KG

39-4540-300

UNION

ROSELLE BORO

150 EAST 3RD AVENUE

ROSELLE, NJ 07203

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.

Category	School
Typical Start Time	8:45AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 15 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



KINDERGARTEN SUCCESS ACADEMY

2016-2017

Grade Span KG-KG

39-4540-300

UNION

ROSELLE BORO

150 EAST 3RD AVENUE

ROSELLE, NJ 07203

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$560	\$16,572	\$17,132



KINDERGARTEN SUCCESS ACADEMY 2016-2017

Grade Span KG-KG

39-4540-300
UNION
ROSELLE BORO
150 EAST 3RD AVENUE
ROSELLE, NJ 07203

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	N	120,724
Average years experience in public schools	N	11.8
Average years experience in district	N	10.5
Teachers in district for 4 or more years	N	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	94%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	N	15:1
Administrators	N	167:1
Librarian/Media Specialists		2845:1
Nurses		406:1
Counselors		406:1
Child Study Team		190:1



KINDERGARTEN SUCCESS ACADEMY

2016-2017

Grade Span KG-KG

39-4540-300

UNION

ROSELLE BORO

150 EAST 3RD AVENUE

ROSELLE, NJ 07203

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher N
Admin N/A

Master's Degree

Teacher N
Admin N

Doctoral Degree

Teacher N
Admin N

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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	67%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



KINDERGARTEN SUCCESS ACADEMY

2016-2017

Grade Span KG-KG




39-4540-300
UNION
ROSELLE BORO
150 EAST 3RD AVENUE
ROSELLE, NJ 07203

School General Info

Principal:	Dr. FISHER	Email Address:	nfisher@roselleschools.org
Address:	150 EAST 3RD AVENUE ROSELLE, NJ 07203	Website:	http://ksa.roselleschools.org
Phone:	(908)298-2040	Twitter:	https://twitter.com/KSA_roselle

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Recognized as one of "America's Healthiest Schools" 2017, receiving the National Healthy Schools SILVER Award. • Character Education Program develops Strong Character traits in each student through our Character Counts program. • The school currently utilizes Smartboards, 2 iPad carts, and 1 to 1 Chromebooks to integrate technology.
 Mission, Vision, Theme:	Mission Statement: "To motivate, engage, and inspire students to become academic achievers, and life long learners in a safe and nurturing environment"
 Awards, Recognition, Accomplishments:	National Silver Award from the Alliance for a Healthier Generation's 2017 list of America's Healthiest Schools!







KINDERGARTEN SUCCESS ACADEMY
2016-2017

Grade Span KG-KG

39-4540-300
UNION
ROSELLE BORO
150 EAST 3RD AVENUE
ROSELLE, NJ 07203

School Narrative

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

 Courses, Curriculum, Instruction:	<p>Lanaguage Arts Literacy, Kindergarten Mathematics</p>
 Sports and Athletics:	<p>KSA Marathon Kids works for any kid, at any fitness level. Kids set their goals and track their progress on a journey to complete four marathons, or 104.8 miles, over the course of the running club season. They run, or walk, a lap at a time, a day at a time, and before they know it they've gone farther than they ever dreamed.</p>
 Clubs and Activities:	<p>KSA KLUBS: Khorus (Music), TechTeam(Comp), KreativeArts/ Science, TeamHealthy, Guided Souls, French/ Dance/ Board Games, Backyard Band</p>
 Before and After School Programs:	<p>KSA Title I Before the Bell Program operates from 7:30-8:30 AM, and the After the Bell Program operates from 3:00-5:00 PM, run by the kindergarten teachers.</p>



KINDERGARTEN SUCCESS ACADEMY





2016-2017

Grade Span KG-KG

39-4540-300
UNION
ROSELLE BORO
150 EAST 3RD AVENUE
ROSELLE, NJ 07203

School Narrative

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

 Staff and Professional Learning:	Lunch Meet Professional Development opportunities share instructional strategies and resources to KSA staff. These sessions are held during lunch hours. Each session has a themed topic that guides the learning session.
 Student Supports and Services:	Guidance Counselor, Reading Interventionist, ESL Teacher, two Students with Disabilities Teachers.
 Student Health and Wellness:	80 minutes of Physical Education weekly. Daily Recess Activities.
 Parent and Community Involvement:	WATCH D.O.G.S. (Dads of Great Students Program), KSA PTG123 offers a host of parent and family engagements, themed activities.

**KINDERGARTEN SUCCESS ACADEMY****2016-2017****Grade Span KG-KG****39-4540-300****UNION****ROSELLE BORO****150 EAST 3RD AVENUE****ROSELLE, NJ 07203**

School Narrative

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



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

Pre/Post climate survey is conducted. The survey captures perception in the Fall, Spring and End of Year.



Facilities:

All of our classrooms are equipped with air conditioning. We have an Art/Computer room.



KINDERGARTEN SUCCESS ACADEMY
2016-2017

Grade Span KG-KG

39-4540-300
UNION
ROSELLE BORO
150 EAST 3RD AVENUE
ROSELLE, NJ 07203

School Narrative

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



Other Information:

School Day: 8:45 AM-2:45 PM. Model Classroom: The TechArts Classroom. Active Social Media: Twitter/ Instagram. The mandated school uniform policy is in effect . Monthly school spirit days and activities that impact the school culture. Monthly safety drills for all staff and students assure maximum safety for the school community.




LEONARD V. MOORE MIDDLE SCHOOL
2016-2017
Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



LEONARD V. MOORE MIDDLE SCHOOL
2016-2017
Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



LEONARD V. MOORE MIDDLE SCHOOL
2016-2017
Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
5	200	204	236
6	208	203	210
Ungraded	22	28	23
Total	430	435	469

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	44%	44%	45%
Male	56%	56%	55%
Economically Disadvantaged Students	72%	74%	77%
Students with Disabilities	14%	15%	12%
English Learners	4%	7%	7%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Black or African American	56.7%
Hispanic	40.3%
White	1.7%
Asian	1.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.2%

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. All other students are included in Other Languages.

Home Language	% of Students
English	50.3%
Spanish	32.0%
Haitian	6.2%
Creoles and pidgins, French-based	5.1%
Creoles and pidgins	1.9%
Other	4.4%



LEONARD V. MOORE MIDDLE SCHOOL
2016-2017

Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	414	99.3	30.50	35.10	54.90	30.5	39.1	Not Met
White	*	*	*	*	63.90	*	**	**
Hispanic	170	99.5	33.60	35.30	39.80	33.6	41.6	Not Met
Black or African American	234	99.2	27.80	34.40	35.20	27.8	37.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	62.50	80.70	N	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	187	99.5	34.80	41.70	62.20	34.8		
Male	227	99.2	26.90	29.10	48.10	26.9		
Economically Disadvantaged Students	307	100.0	30.00	33.30	36.20	30	35.9	Not Met
Non-Economically Disadvantaged Students	107	97.5	31.80	39.70	65.80	31.8		
Students with Disabilities	48	100.0	*	*	20.50	*	12.8	Not Met
Students without Disabilities	366	99.2	*	*	61.90	*		
English Learners	84	100.0	16.70	*	25.20	16.7	27.8	Not Met
Non-English Learners	330	99.2	33.90	*	57.40	33.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



LEONARD V. MOORE MIDDLE SCHOOL
2016-2017

Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	229	739	739	756	*	23%	33%	32%	*	35%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	98	744	744	743	*	25%	32%	37%	*	40%	44%
Black or African American	124	735	735	740	*	23%	35%	27%	*	30%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	101	743	743	761	*	25%	36%	32%	*	37%	66%
Male	128	736	736	750	*	22%	31%	33%	*	34%	53%
Economically Disadvantaged Students	173	739	739	740	*	24%	32%	33%	*	35%	40%
Non-Economically Disadvantaged Students	56	739	739	765	*	20%	36%	30%	*	34%	71%
Students with Disabilities	22	705	705	725	*	*	*	*	*	*	22%
Students without Disabilities	207	743	743	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



LEONARD V. MOORE MIDDLE SCHOOL
2016-2017

Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

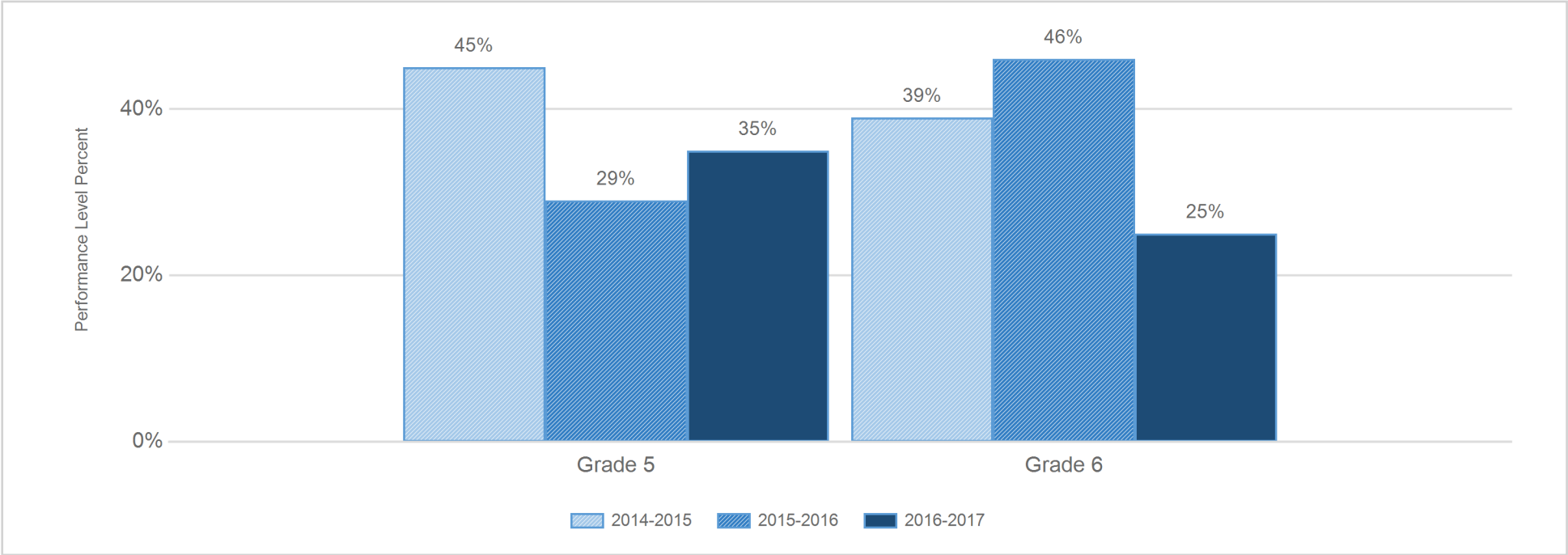
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	206	732	732	752	*	29%	33%	23%	*	25%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	81	733	733	740	*	24%	41%	25%	*	26%	38%
Black or African American	122	731	731	736	*	32%	28%	22%	*	25%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	95	735	735	758	*	24%	37%	25%	*	28%	61%
Male	111	729	729	746	*	33%	30%	21%	*	23%	46%
Economically Disadvantaged Students	146	731	731	737	*	30%	35%	22%	*	23%	34%
Non-Economically Disadvantaged Students	60	734	734	761	*	28%	28%	25%	*	30%	65%
Students with Disabilities	21	706	706	722	*	*	*	*	*	*	17%
Students without Disabilities	185	735	735	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





LEONARD V. MOORE MIDDLE SCHOOL
2016-2017

Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	419	99.4	17.40	19.50	43.50	17.4	30.3	Not Met
White	*	*	*	*	52.40	*	**	**
Hispanic	171	99.5	22.20	22.90	27.60	22.2	29.1	Not Met
Black or African American	238	99.2	14.70	*	21.70	14.7	29.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	31.30	75.60	N	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	190	99.5	17.90	*	44.10	17.9		
Male	229	99.2	17.00	*	42.90	17		
Economically Disadvantaged Students	311	100.0	15.70	*	25.10	15.7	26.8	Not Met
Non-Economically Disadvantaged Students	108	97.5	22.20	*	54.30	22.2		
Students with Disabilities	48	100.0	*	*	16.50	*	14.7	Not Met
Students without Disabilities	371	99.3	*	*	48.80	*		
English Learners	89	100.0	13.50	*	23.30	13.5	21.4	Not Met
Non-English Learners	330	99.2	18.50	*	45.20	18.5		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



LEONARD V. MOORE MIDDLE SCHOOL
2016-2017

Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	234	725	725	747	21%	32%	27%	*	*	21%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	98	731	731	735	*	29%	28%	26%	*	28%	30%
Black or African American	128	720	720	729	27%	32%	25%	16%	0%	16%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	104	724	724	747	19%	35%	28%	*	*	18%	47%
Male	130	726	726	746	23%	29%	25%	*	*	22%	46%
Economically Disadvantaged Students	177	724	724	732	23%	32%	24%	*	*	21%	27%
Non-Economically Disadvantaged Students	57	727	727	756	18%	30%	33%	*	*	19%	59%
Students with Disabilities	22	702	702	725	*	*	*	*	*	*	19%
Students without Disabilities	212	727	727	751	*	*	*	*	*	*	52%
English Learners	12	709	709	717	*	*	*	*	*	*	12%
Non-English Learners	222	726	726	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



LEONARD V. MOORE MIDDLE SCHOOL
2016-2017

Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

Mathematics Assessment - Performance by Grade: Grade 6**

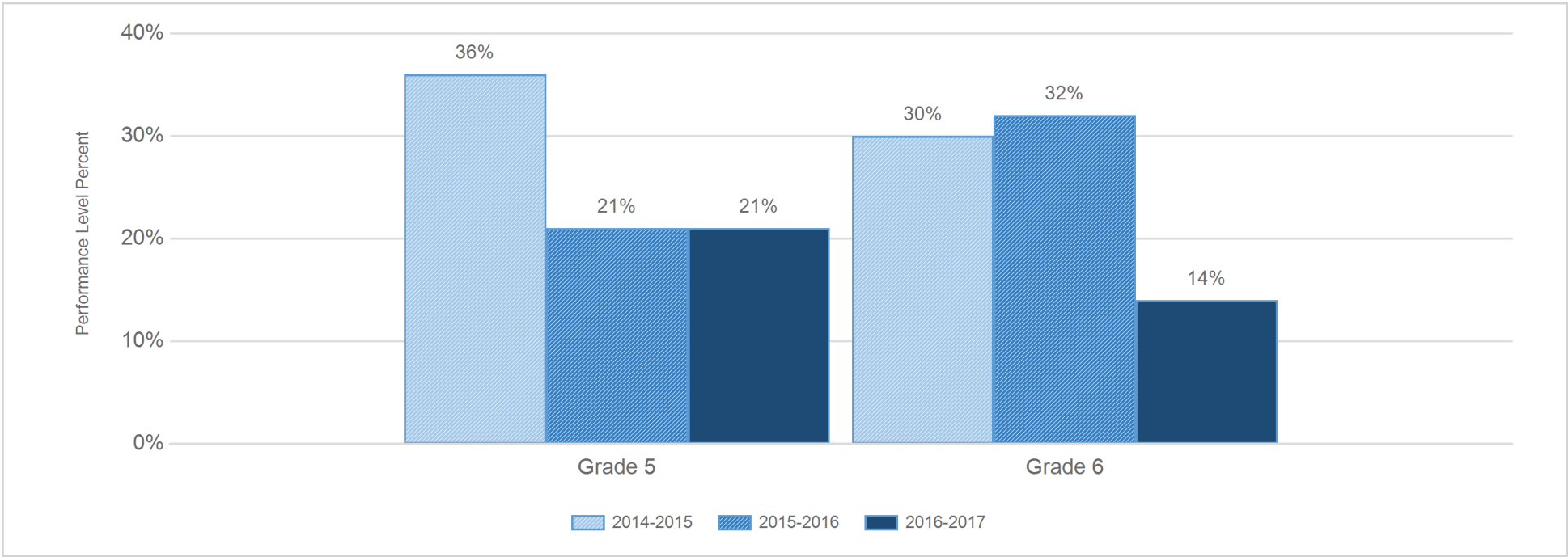
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	218	720	720	743	22%	35%	29%	*	*	14%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	83	726	726	731	19%	28%	36%	*	*	17%	27%
Black or African American	129	718	718	724	23%	40%	24%	*	*	13%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	100	721	721	745	19%	43%	23%	*	*	15%	45%
Male	118	720	720	742	25%	28%	34%	*	*	14%	43%
Economically Disadvantaged Students	157	719	719	728	*	34%	33%	*	*	10%	24%
Non-Economically Disadvantaged Students	61	724	724	752	*	38%	20%	*	*	25%	56%
Students with Disabilities	21	704	704	717	*	*	*	*	*	*	13%
Students without Disabilities	197	722	722	748	*	*	*	*	*	*	50%
English Learners	20	695	695	710	*	*	*	*	*	*	*
Non-English Learners	198	723	723	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	*	*	*	708	*	*	*	*	*	*	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



LEONARD V. MOORE MIDDLE SCHOOL
2016-2017

Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	*	*
6	*	*

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. The table also shows 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
1	18	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



LEONARD V. MOORE MIDDLE SCHOOL
2016-2017
Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919



LEONARD V. MOORE MIDDLE SCHOOL
2016-2017
Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	32.5	36	50	Not Met	28	37	50	Not Met
White	*	41.5	50	**	*	42	52	**
Hispanic	35	*	49	Not Met	28	*	47	Not Met
Black or African American	30	34.5	45	Not Met	28	34	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	32	36	47	Not Met	27	34.5	46	Not Met
Students with Disabilities	41	*	41	Met Target	44	*	43	Met Target
English Learners	35	*	53	Not Met	23.5	*	51	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.



LEONARD V. MOORE MIDDLE SCHOOL
2016-2017

Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

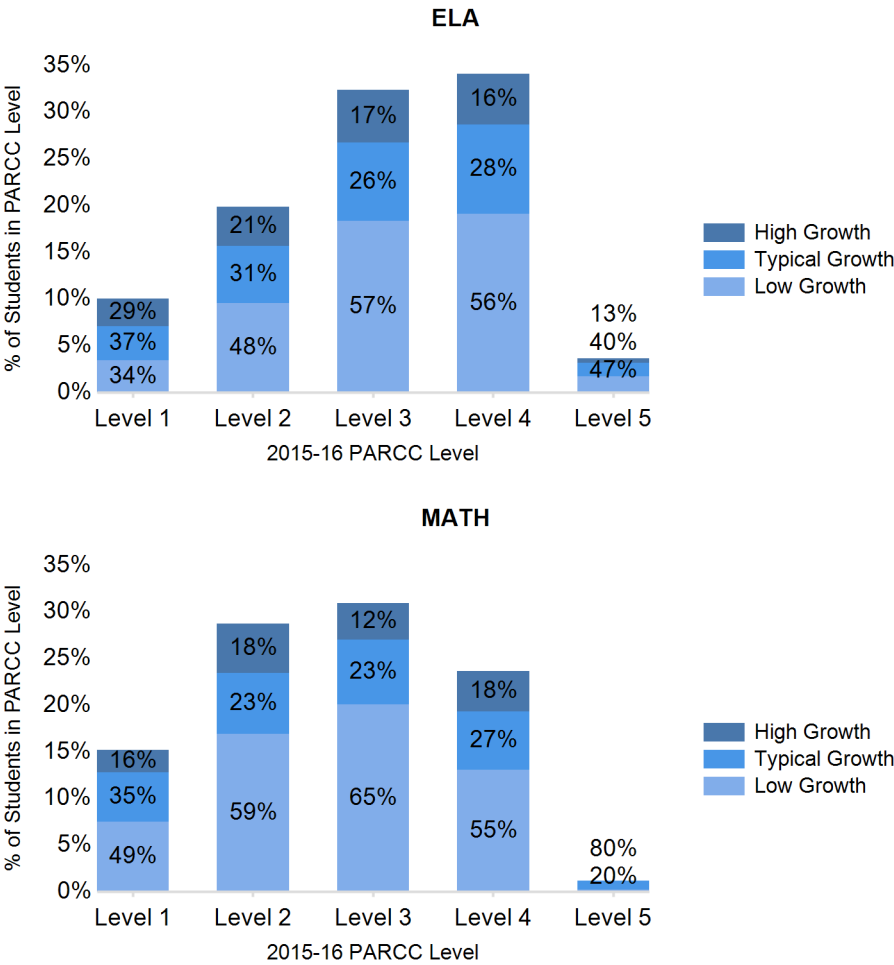
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

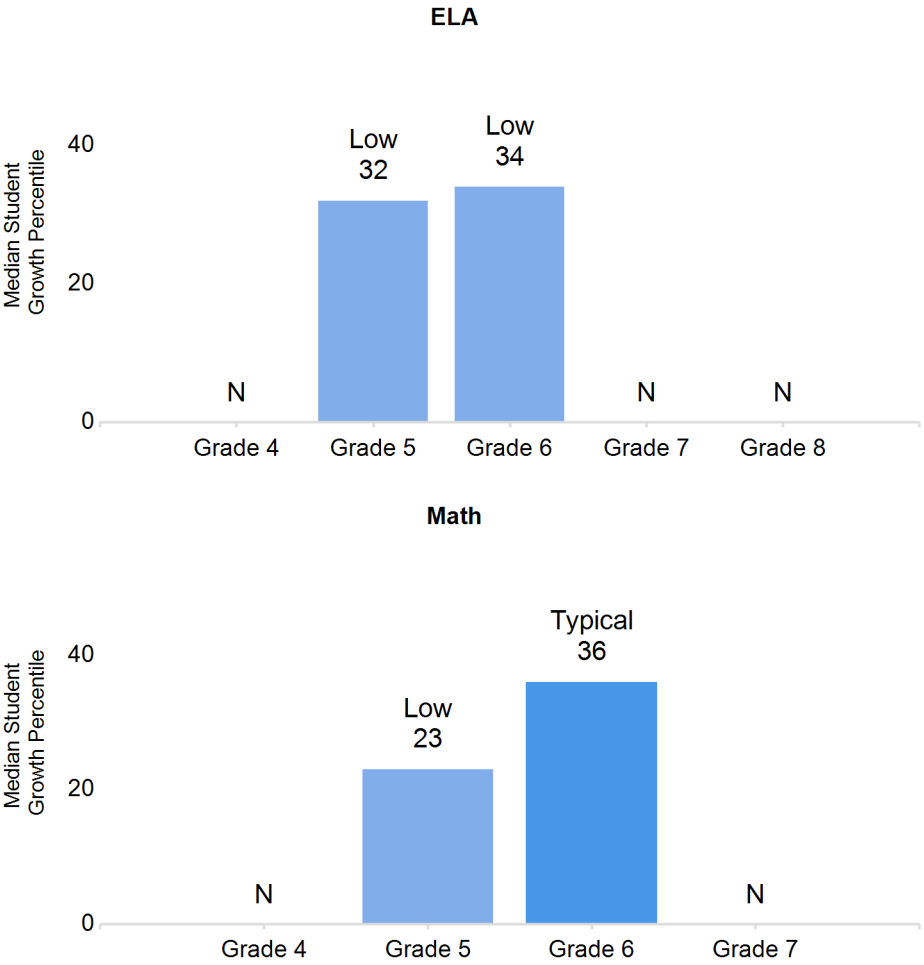
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





LEONARD V. MOORE MIDDLE SCHOOL
2016-2017
Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

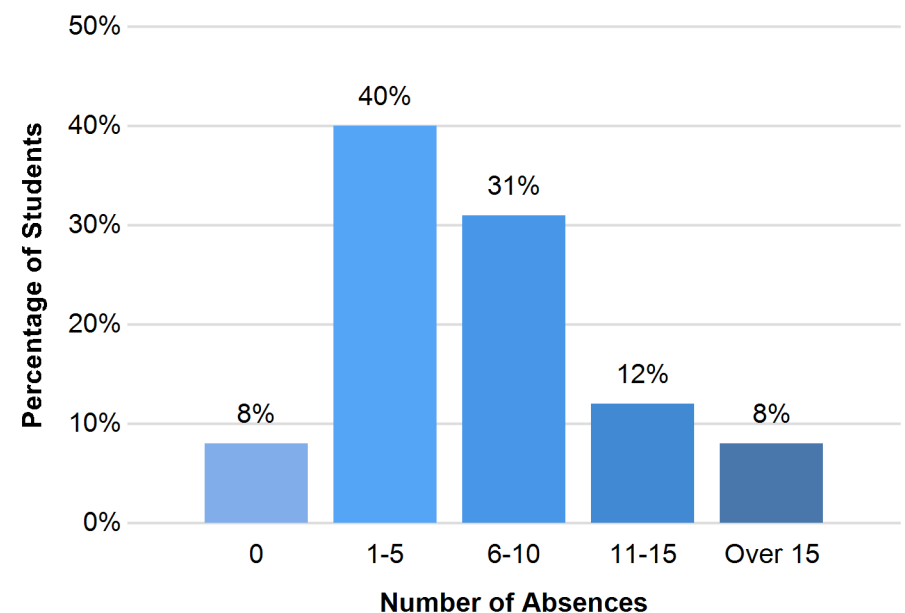
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.00	7.50	Met Target
White	N	**	**
Hispanic	4.80	7.50	Met Target
Black or African American	6.10	7.50	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.40	7.50	Met Target
Students with Disabilities	11.30	7.50	Not Met
English Learners	6.30	7.50	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



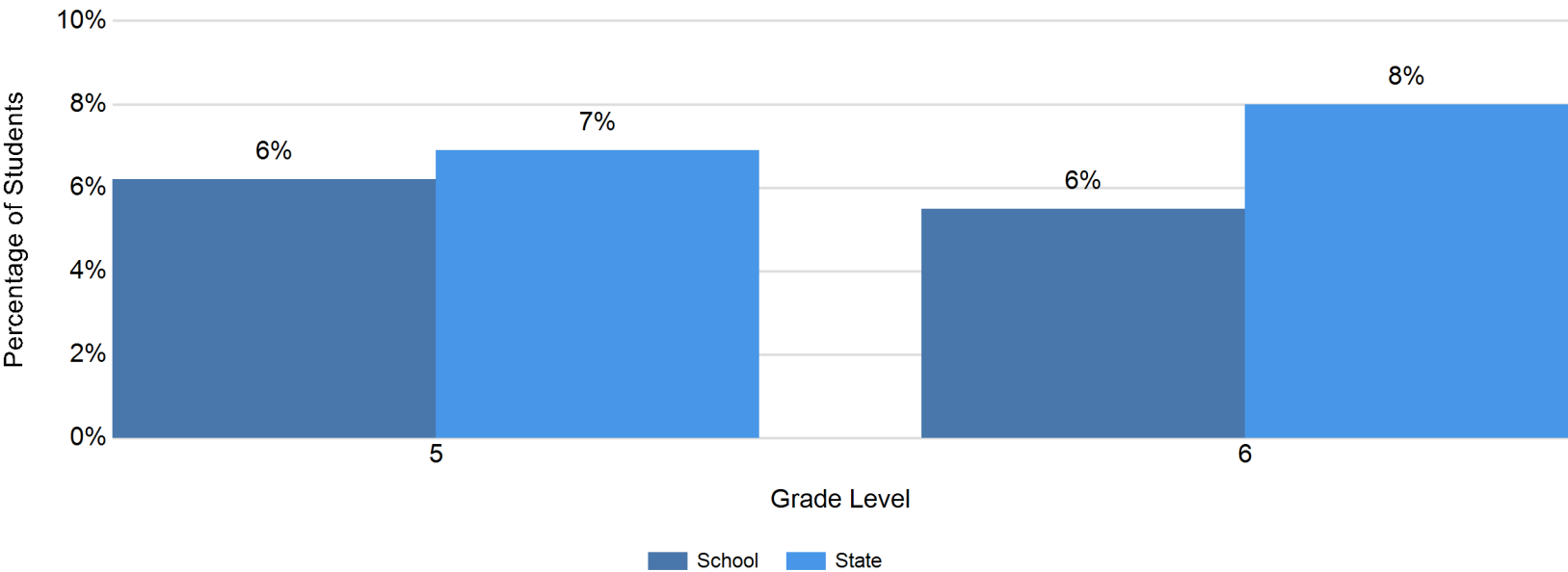


LEONARD V. MOORE MIDDLE SCHOOL
2016-2017
Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





LEONARD V. MOORE MIDDLE SCHOOL
2016-2017

Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

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.

Category	School
Typical Start Time	8:35AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.43

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.3%
Any Suspension	2.3%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



LEONARD V. MOORE MIDDLE SCHOOL
2016-2017
Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	3515.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$560	\$16,572	\$17,132



LEONARD V. MOORE MIDDLE SCHOOL
2016-2017
Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	25	120,724
Average years experience in public schools	9.7	11.8
Average years experience in district	9.7	10.5
Teachers in district for 4 or more years	80%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	94%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	19:1	15:1
Administrators	469:1	167:1
Librarian/Media Specialists		2845:1
Nurses		406:1
Counselors		406:1
Child Study Team		190:1



LEONARD V. MOORE MIDDLE SCHOOL
2016-2017
Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

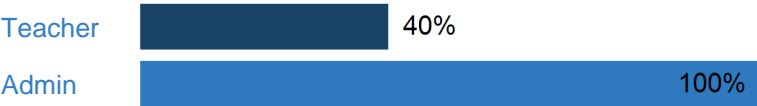
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree

Teacher	N
Admin	N

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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	67%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



LEONARD V. MOORE MIDDLE SCHOOL
2016-2017
Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	12.9	17.5%
Mathematics Proficiency	9.6	17.5%
English Language Arts Growth	5.8	25.0%
Mathematics Growth	4.3	25.0%
Chronic Absenteeism	64.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		16.2
Summative Rating: Percentile rank of Summative Score		6.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



LEONARD V. MOORE MIDDLE SCHOOL
2016-2017

Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	16.2	11.9	No	Not Met	Not Met	Met Target	Not Met	Not Met	No
White	**	**	No	**	**	**	**	**	No
Hispanic	24.2	11.9	No	Not Met	Not Met	Met Target	Not Met	Not Met	No
Black or African American	26.5	11.9	No	Not Met	Not Met	Met Target	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	22.0	11.9	No	Not Met	Not Met	Met Target	Not Met	Not Met	No
Students with Disabilities	34.9	11.9	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
English Learners	20.6	11.9	No	Not Met	Not Met	Met Target	Not Met	Not Met	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



LEONARD V. MOORE MIDDLE SCHOOL
2016-2017
Grade Span 05-06




39-4540-040
 UNION
 ROSELLE BORO
 720 LOCUST ST
 ROSELLE, NJ 07203-1919

School General Info

Principal:	Mr. MESSMER	Email Address:	cmessmer@roselleschools.org
Address:	720 LOCUST ST ROSELLE, NJ 07203-1919	Website:	http://lvm.roselleschools.org
Phone:	(908)298-2047		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • There is a 1:1 ratio of laptops/desktops for all students to utilize daily. • A wide variety of club offerings are available to all students throughout the year. • There are tutoring options available for struggling students before, during, and after the school day.
 Mission, Vision, Theme:	The vision of the Roselle School District is "to prepare all of our students for college, work and life in high performing Roselle Public Schools." At Leonard V. Moore Middle School, we work diligently to build strong and supportive structures and learning environments for our students and their families in I.D.E.A.L. classrooms (Inspirational, Detail-oriented, Energetic, Attractive, and Learner-centered).
 Awards, Recognition, Accomplishments:	In recent years, the school has been awarded with many honors. LVMMS was one of six nationwide and only two in NJ to be awarded a \$100,000 grant from the National Foundation for Governors' Fitness Councils for a new student-fitness center. The school was also recognized for a national award from ING's "Run for Something Better" grant. Also, we have earned Bronze status for the Healthier Generation "Healthy Schools Program" and a national award for Michelle Obama's "Let's Move Active Schools."







LEONARD V. MOORE MIDDLE SCHOOL
2016-2017
Grade Span 05-06

39-4540-040
 UNION
 ROSELLE BORO
 720 LOCUST ST
 ROSELLE, NJ 07203-1919

School Narrative

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

 Courses, Curriculum, Instruction:	<p>Students receive eight periods of instruction accordingly: two periods of language arts, two periods of math, one period of social studies, one period of science, one period of special area, and one period for lunch/recess. Special-area classes include Spanish, Computers, Art, Music and Physical Education. Additionally, there are offerings for Gifted and Talented, English Language Learners, Special Education, and small ensemble groups for instrumental music.</p>
 Sports and Athletics:	<p>In most years, the school offers after-school sports to students. Both boys and girls at each grade level (5th and 6th) are permitted to join pending parent/guardian approval and acceptable levels of academic performance and good behavior. Soccer, basketball, and running clubs have all been offered in the past with the help and guidance of volunteer staff members.</p>
 Clubs and Activities:	<p>The school offers a wide range of after-school clubs and activities to provide students with opportunities for learning, growth, and fun outside of the traditional school day. These clubs include, but are not limited to, the following: Art, Drama, Generation On, Robotics, Student Government, Girls on the Run, and Guitar Club.</p>
 Before and After School Programs:	<p>Daily, the school offers a program entitled "Before the Bell" that serves multiple purposes. Breakfast is available to all students who arrive prior to 8:30 AM. Additionally, students have offerings related to fitness, computers, homework help, and silent reading while providing a support to parents and families who are in need of additional supervision of their children due to work logistics. There is no charge for LVM families, and the program runs daily from 7:30-8:30 AM.</p>







LEONARD V. MOORE MIDDLE SCHOOL
2016-2017
Grade Span 05-06

39-4540-040
 UNION
 ROSELLE BORO
 720 LOCUST ST
 ROSELLE, NJ 07203-1919

School Narrative

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

 Staff and Professional Learning:	<p>LVM has monthly staff meetings that are focused on educational topics related to pedagogy, student achievement, data-driven instruction, and LVM's School Improvement Plan. Additionally, there are common times available to teachers daily for Professional Learning Communities and lesson planning. Annually, staff development is offered to all staff members in their content area in full, half-day, and off-site workshop sessions.</p>
 Student Supports and Services:	<p>Supports are offered to students as English Language Learners, in Special Education, in Gifted and Talented classes, and through a comprehensive intervention system. This system includes small-group and individual supports before, during and after the school day. Daily, teachers volunteer 15 minutes of allotted break time for "Lunch Learners" to provide mid-day academic support and extra help. The school also utilizes Read 180 software for struggling readers.</p>
 Student Health and Wellness:	<p>Students take physical education/health classes twice per week (45 minutes) and are given daily recess, with activities that include soccer, basketball, running, playground time, volleyball, football, jump rope and other vigorous health activities. The school has a Wellness Committee that oversees physical-fitness goals and activities for students and their families, including free flu shots for staff, family Zumba night, dental-health assemblies, and weekly instruction related to wellness.</p>
 Parent and Community Involvement:	<p>The school has an active Parent-Teacher Group (PTG) that meets monthly to direct activities and fund-raising efforts related to student events. Open House is offered twice per year (Spring and Fall) along with Parent-Teacher Conferences and daily supervision of student achievement through the Genesis student-parent portal. Guest speakers are routinely invited to present to LVM students, and Career Day is held each May with more than 50 various local professionals presenting.</p>





LEONARD V. MOORE MIDDLE SCHOOL
2016-2017
Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

School Narrative

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

 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>A school-climate survey is conducted annually for students, families, and staff members. The survey looks at a number of factors related to school climate, such as safety, interpersonal relationships, communication, and building atmosphere. Results are communicated directly with NJDOE and the school's stakeholders through PTG meetings. Data is utilized to make adjustments and modifications to past practices for the purpose of improving the overall school climate for all students and employees.</p>
 <div>Facilities:</div>	<p>Leonard V. Moore Middle School is housed in a two-story building that dates to the mid-1950s. Routine inspections are done weekly, with repairs needed noted to custodial staff, maintenance personnel, and buildings and grounds workers. The school is air conditioned throughout, except in the hallways. There is a large baseball/softball field, a basketball court, a soccer field, and a small playground. The gymnasium is also utilized as a cafeteria, auditorium, and general-meeting space</p>



LEONARD V. MOORE MIDDLE SCHOOL
2016-2017

Grade Span 05-06

39-4540-040
UNION
ROSELLE BORO
720 LOCUST ST
ROSELLE, NJ 07203-1919

School Narrative

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



Other Information:

Leonard V. Moore Middle School serves approximately 470 students in grades 5 and 6 with some students attending either higher or lower grades based on Special-Education classification. The school consists of a Principal, Vice-Principal, Child-Study team, and a teaching staff of approximately 50 professionals. Students enter LVMMS from one of three elementary schools and graduate to Grace Wilday Junior High School for grades 7 and 8. The building is organized into two floors, with Grade 5 on the first floor (along with administrative and support offices, gymnasium, nurse, and Special-Education classrooms) and Grade 6 on the second floor. The teaching staff at LVMMS is all highly qualified in their content area and very knowledgeable in terms of pedagogy, classroom management, adolescent development, and parental communication. Annually, the school hosts Back-to-School Night along with Parent/Teacher conferences, a Spring Open House, and various family workshops to become better acquainted with NJSLS, PARCC, general literacy, psychological development and content-specific topics. Each month, the school hosts an average of 1-2 events; these range from musical concerts to the 6th grade dance to athletic competitions to Literacy Night. LVMMS is unique because it is the first school since kindergarten where Roselle students are all together at a grade level in the same building. Often, the transition to a middle school can be difficult simply based on the organizational structure of having a different teacher for each class, as opposed to the traditional elementary model in which students have one primary teacher for all core subjects throughout the day. Students are required to wear uniforms: yellow collared shirts for 5th graders and white collared shirts for 6th graders, with all students required to wear dark blue/navy pants.



ROSELLE PRESCHOOL
2016-2017


Grade Span PK-PK

39-4540-120
UNION
ROSELLE BORO
1305 ST GEORGES AVENUE
ROSELLE, NJ 07203

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



**ROSELLE PRESCHOOL
2016-2017**

Grade Span PK-PK

**39-4540-120
UNION
ROSELLE BORO
1305 ST GEORGES AVENUE
ROSELLE, NJ 07203**

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



**ROSELLE PRESCHOOL
2016-2017**

Grade Span PK-PK

**39-4540-120
UNION
ROSELLE BORO
1305 ST GEORGES AVENUE
ROSELLE, NJ 07203**

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	54	81	93
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	2	1	5
Total	56	82	98

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	32	39	39
PK - Full Day	37	42	54
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	43%	34%
Male	54%	57%	66%
Economically Disadvantaged Students	25%	50%	59%
Students with Disabilities	36%	49%	45%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Black or African American	51.0%
Hispanic	42.9%
Asian	4.1%
Native Hawaiian or Pacific Islander	1.0%
White	1.0%
American Indian or Alaska Native	0.0%
Two or More Races	0.0%

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. All other students are included in Other Languages.

Home Language	% of Students
English	50.0%
Spanish	30.6%
Creoles and pidgins, English based	6.1%
Creoles and pidgins	4.1%
Arabic	1.0%
Other	8.0%

ROSELLE PRESCHOOL
2016-2017

Grade Span PK-PK

39-4540-120
UNION
ROSELLE BORO
1305 ST GEORGES AVENUE
ROSELLE, NJ 07203

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

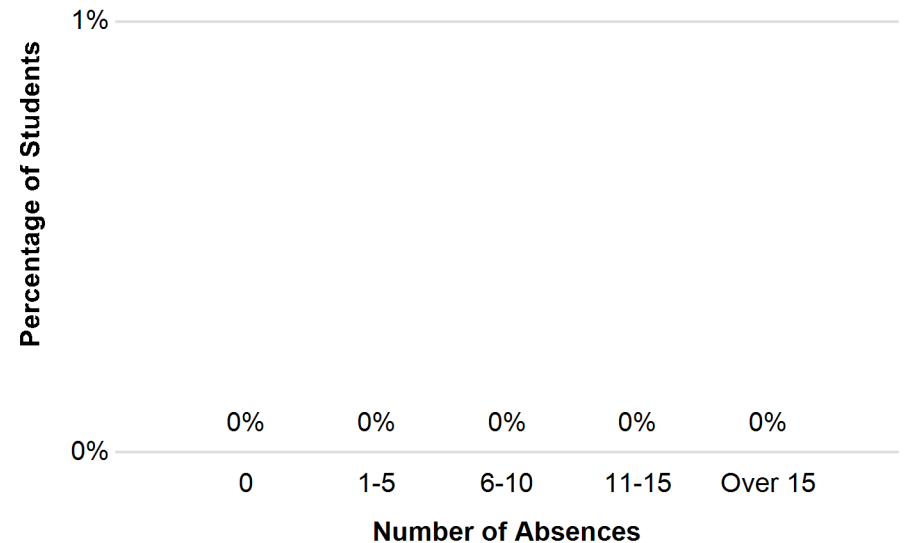
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	0	0
White	N	0	0
Hispanic	N	0	0
Black or African American	N	0	0
Asian, Native Hawaiian, or Pacific Islander	N	0	0
American Indian or Alaska Native	N	0	0
Two or More Races	N	0	0
Economically Disadvantaged Students	N	0	0
Students with Disabilities	N	0	0
English Learners	N	0	0

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





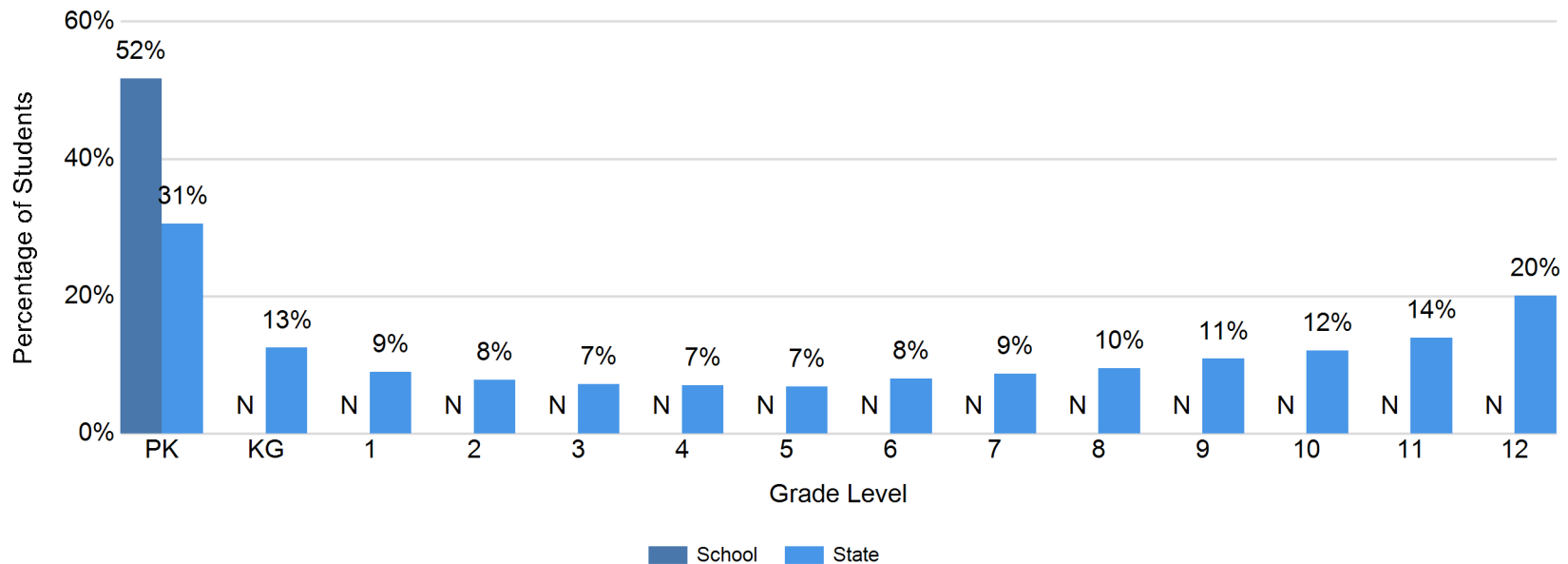
**ROSELLE PRESCHOOL
2016-2017**

Grade Span PK-PK

**39-4540-120
UNION
ROSELLE BORO
1305 ST GEORGES AVENUE
ROSELLE, NJ 07203**

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





ROSELLE PRESCHOOL
2016-2017

Grade Span PK-PK

39-4540-120
UNION
ROSELLE BORO
1305 ST GEORGES AVENUE
ROSELLE, NJ 07203

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.

Category	School
Typical Start Time	8:40AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	4 Hrs. 20 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



**ROSELLE PRESCHOOL
2016-2017**

Grade Span PK-PK

**39-4540-120
UNION
ROSELLE BORO
1305 ST GEORGES AVENUE
ROSELLE, NJ 07203**

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$560	\$16,572	\$17,132



ROSELLE PRESCHOOL
2016-2017

Grade Span PK-PK

39-4540-120
UNION
ROSELLE BORO
1305 ST GEORGES AVENUE
ROSELLE, NJ 07203

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	5	120,724
Average years experience in public schools	7.6	11.8
Average years experience in district	7.6	10.5
Teachers in district for 4 or more years	100%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	94%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	20:1	15:1
Administrators	33:1	167:1
Librarian/Media Specialists		2845:1
Nurses		406:1
Counselors		406:1
Child Study Team		190:1



ROSELLE PRESCHOOL
2016-2017

Grade Span PK-PK

39-4540-120
UNION
ROSELLE BORO
1305 ST GEORGES AVENUE
ROSELLE, NJ 07203

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	67%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



ROSELLE PRESCHOOL
2016-2017

Grade Span PK-PK



39-4540-120
UNION
ROSELLE BORO
1305 ST GEORGES AVENUE
ROSELLE, NJ 07203

School General Info

Principal:	Ms. ROBINSON	Email Address:	arobinson@roselleschools.org
Address:	1305 ST GEORGES AVENUE ROSELLE, NJ 07203	Website:	http://rp.roselleschools.org
Phone:	(908)298-2040		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Roselle Preschool provides inclusive educational opportunities to Roselle children ages 3-5. • Roselle PreK utilizes The Creative Curriculum: research-based with an emphasis on developmentally appropriate practices. • Roselle Preschool exposes students to multi-sensory learning experiences designed to enhance curiosity and creativity.
 Mission, Vision, Theme:	<p>Welcome to the Roselle Preschool Program. Preschool is the beginning of your child's educational experience. We are committed to helping you and your child make an easy, comfortable transition to this beginning stage of early learning. We look forward to working together to make this experience rewarding and enjoyable!</p>



**ROSELLE PRESCHOOL
2016-2017**

Grade Span PK-PK

**39-4540-120
UNION
ROSELLE BORO
1305 ST GEORGES AVENUE
ROSELLE, NJ 07203**

School Narrative

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



Courses, Curriculum, Instruction:

Roselle Preschool utilizes The Creative Curriculum as a framework for providing stimulating learning experiences and skill development across all the developmental domains (social-emotional, physical, language, and cognitive). Educational outcomes are reached while children select and carry out activities that are fun and motivating to them. The Creative Curriculum provides the structure for developing a strong learning environment, with interest areas designed to enhance learning and teaching.







ROSELLE PRESCHOOL
2016-2017

Grade Span PK-PK

39-4540-120
UNION
ROSELLE BORO
1305 ST GEORGES AVENUE
ROSELLE, NJ 07203

School Narrative

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

 Staff and Professional Learning:	<p>The Roselle Preschool Staff received professional development with Union Morris Jointure Commission and NJ Young Audience Arts for Learning.</p>
 Student Supports and Services:	<p>Listed you will find services the Roselle Preschool Annex provides: Speech, OT, PT, Language, ESL, Counseling, BCBA, Parent Group Training, RETHINK Education and Community Based Instruction.</p>
 Student Health and Wellness:	<p>The staff follows guidelines for Early Childhood Rating Scale (ECERS), Nursing Services and participates in Daily Gross Motor Movement Activities. All students are eligible to participate in the breakfast and lunch program.</p>
 Parent and Community Involvement:	<p>Parents are always welcome at the Roselle Preschool. We have an open door policy and encourage your involvement. We value the partnership between the child, the family and the school. We are committed to providing activities that enhance this relationship and parents are encouraged to volunteer to assist on class field trips, attend parent workshops, as well as participate in classroom activities.</p>



**ROSELLE PRESCHOOL
2016-2017**

Grade Span PK-PK

**39-4540-120
UNION
ROSELLE BORO
1305 ST GEORGES AVENUE
ROSELLE, NJ 07203**

School Narrative

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



Facilities:

The Roselle Preschool Annex is an air-conditioned building for all staff and students. Students have access to a gymnasium; outdoor play area and a therapy room.



**ROSELLE PRESCHOOL
2016-2017**

Grade Span PK-PK

**39-4540-120
UNION
ROSELLE BORO
1305 ST GEORGES AVENUE
ROSELLE, NJ 07203**

School Narrative

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



Other Information:

The Roselle Preschool is a program specifically established to provide inclusive educational opportunities to preschool children residing in Roselle. Each classroom has up to fifteen students, including children with and without special needs, with an age range of 3-5 years old. Throughout the school year, our students are exposed to a variety of multi-sensory learning experiences designed to enhance curiosity, encourage creativity and promote problem solving. The Roselle Preschool curriculum provides classroom staff with many strategies and activities for individualizing instruction based on the needs of each child. Children engage in a consistent daily schedule that is balanced between child-choice and teacher-directed learning activities. The activities are balanced with active and quiet discovery times and indoor/outdoor play times. It is our goal to create an environment where children can feel accepted and secure. We work together to offer our students opportunities for academic and personal growth and success.




WASHINGTON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



WASHINGTON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



WASHINGTON ELEMENTARY SCHOOL
2016-2017

Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
1	86	63	64
2	86	90	69
3	87	85	92
4	81	92	81
Ungraded	4	6	9
Total	344	336	315

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	46%	46%
Male	51%	54%	54%
Economically Disadvantaged Students	71%	71%	73%
Students with Disabilities	7%	9%	11%
English Learners	7%	8%	4%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Black or African American	58.1%
Hispanic	37.5%
White	2.2%
Asian	1.3%
American Indian or Alaska Native	0.6%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	0.0%

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. All other students are included in Other Languages.

Home Language	% of Students
English	58.1%
Spanish	30.2%
Creoles and pidgins, English based	4.4%
Haitian	1.6%
French	1.6%
Other	4.0%



WASHINGTON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	166	96.6	31.90	35.10	54.90	31.9	43.9	Not Met
White	*	*	*	*	63.90	*	**	**
Hispanic	63	95.8	28.60	35.30	39.80	28.6	38.7	Not Met
Black or African American	95	97.0	32.60	34.40	35.20	32.6	45.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	77	94.2	40.30	41.70	62.20	40.3		
Male	89	98.9	24.70	29.10	48.10	24.7		
Economically Disadvantaged Students	120	97.7	34.10	33.30	36.20	*	38.9	Met Target†
Non-Economically Disadvantaged Students	46	93.9	26.10	39.70	65.80	*		
Students with Disabilities	18	100.0	11.10	*	20.50	11.1	N	N
Students without Disabilities	148	96.2	34.50	*	61.90	34.5		
English Learners	35	100.0	31.40	*	25.20	31.4	18.1	Met Target
Non-English Learners	131	95.8	32.00	*	57.40	32		
Homeless Students	N	N	N	16.60	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



WASHINGTON ELEMENTARY SCHOOL
2016-2017

Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	91	727	729	749	24%	*	34%	25%	*	26%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	32	724	728	734	*	*	31%	*	0%	28%	35%
Black or African American	55	727	729	731	26%	*	35%	22%	*	24%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	42	732	735	754	*	*	38%	29%	*	31%	55%
Male	49	722	722	745	*	*	31%	22%	*	22%	46%
Economically Disadvantaged Students	65	726	726	731	*	*	26%	*	*	29%	31%
Non-Economically Disadvantaged Students	26	729	735	762	*	*	54%	*	*	19%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



WASHINGTON ELEMENTARY SCHOOL
2016-2017

Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

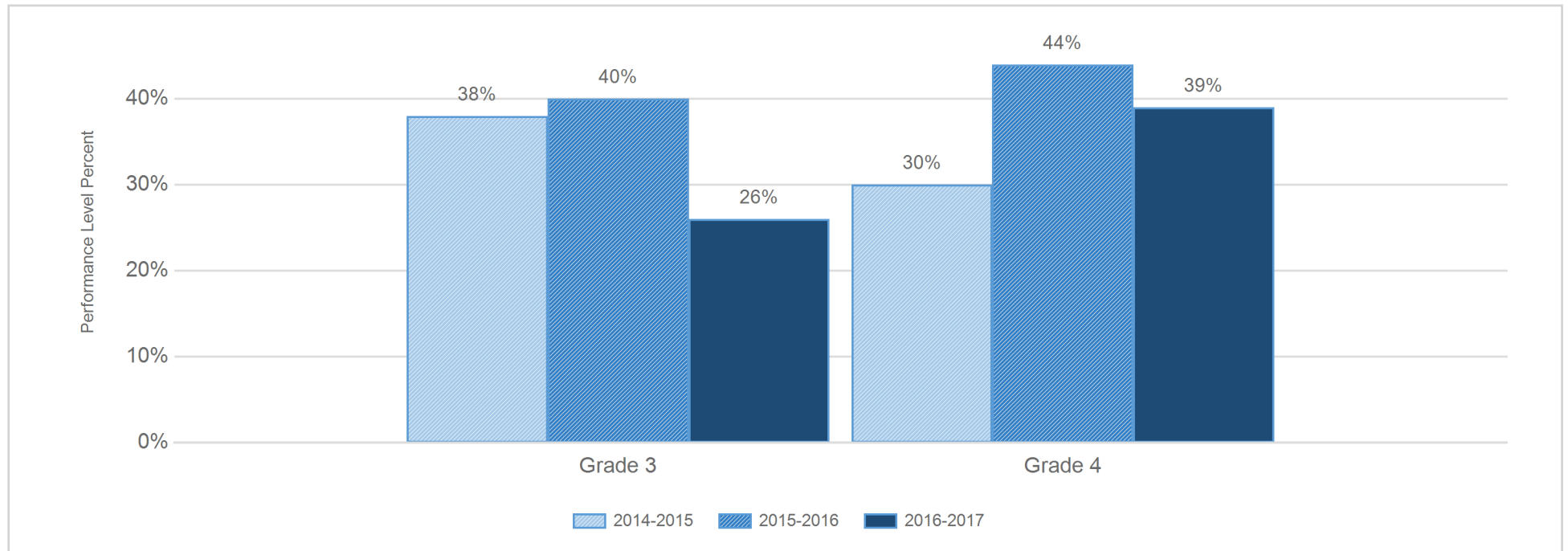
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	743	741	753	*	19%	37%	33%	*	39%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	34	739	740	740	*	*	44%	*	*	27%	40%
Black or African American	40	746	741	737	*	*	30%	40%	*	48%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	37	753	748	758	*	*	32%	*	*	54%	61%
Male	41	734	733	749	*	*	42%	*	*	24%	51%
Economically Disadvantaged Students	58	744	740	737	*	*	*	*	*	40%	36%
Non-Economically Disadvantaged Students	20	743	742	764	*	*	*	*	*	35%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





WASHINGTON ELEMENTARY SCHOOL
2016-2017

Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	164	95.5	18.90	19.50	43.50	18.9	34.7	Not Met
White	*	*	*	*	52.40	*	**	**
Hispanic	62	94.4	17.70	22.90	27.60	17.7	31.7	Not Met
Black or African American	94	96.0	20.20	*	21.70	20.2	37.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	77	94.2	16.90	*	44.10	16.9		
Male	87	96.7	20.70	*	42.90	20.7		
Economically Disadvantaged Students	119	96.9	18.50	*	25.10	*	33.4	Not Met
Non-Economically Disadvantaged Students	45	91.8	20.00	*	54.30	*		
Students with Disabilities	18	100.0	*	*	16.50	*	N	N
Students without Disabilities	146	94.9	*	*	48.80	*		
English Learners	35	100.0	20.00	*	23.30	20	35.6	Not Met
Non-English Learners	129	94.4	18.60	*	45.20	18.6		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



WASHINGTON ELEMENTARY SCHOOL
2016-2017

Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	91	725	728	751	14%	34%	37%	14%	0%	14%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	32	728	733	738	*	34%	31%	*	0%	22%	37%
Black or African American	55	723	724	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	42	725	730	751	*	38%	38%	*	0%	12%	52%
Male	49	725	725	751	*	31%	37%	*	0%	16%	53%
Economically Disadvantaged Students	65	723	727	736	*	*	34%	*	*	12%	34%
Non-Economically Disadvantaged Students	26	731	731	761	*	*	46%	*	*	19%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



WASHINGTON ELEMENTARY SCHOOL
2016-2017

Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

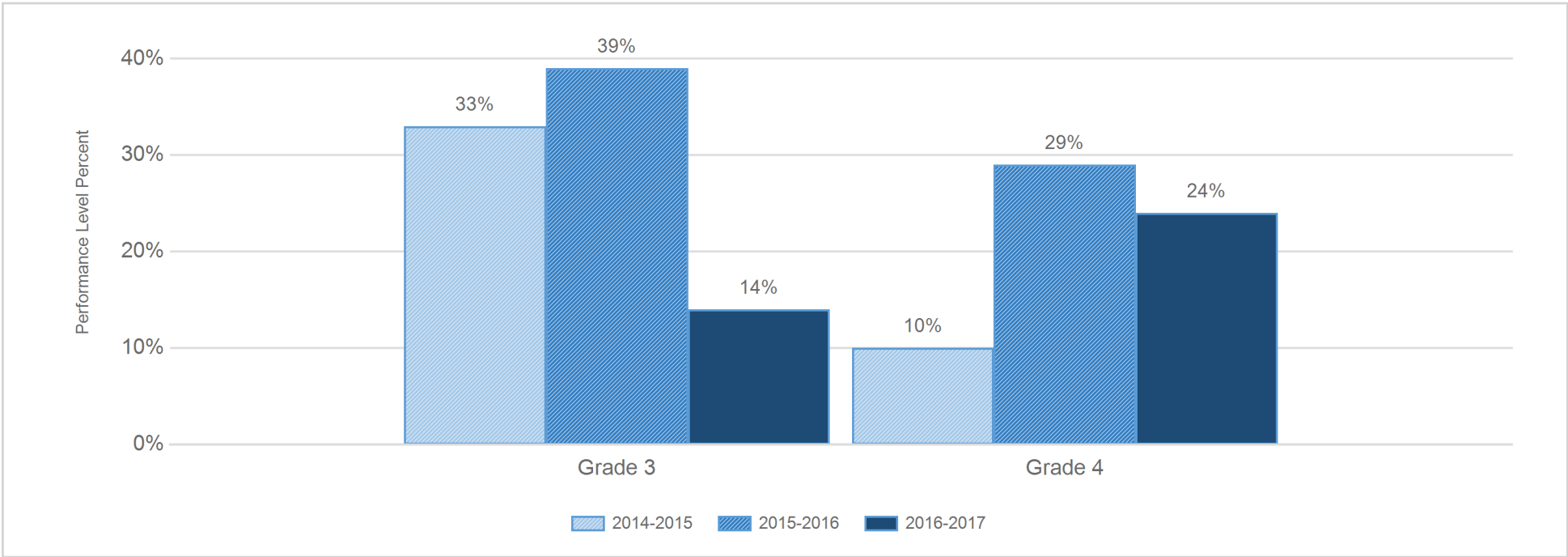
Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	76	733	733	747	*	25%	42%	24%	*	24%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	33	726	733	734	*	30%	42%	*	0%	12%	30%
Black or African American	39	739	735	729	*	*	39%	36%	0%	36%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	37	733	734	747	*	*	41%	*	0%	24%	47%
Male	39	733	732	747	*	*	44%	*	0%	23%	48%
Economically Disadvantaged Students	57	734	733	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	19	731	735	757	*	*	*	*	*	21%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





WASHINGTON ELEMENTARY SCHOOL
2016-2017

Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*

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. The table also shows 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
1	*	*	*
2	N	N	N
3	*	*	*
4	*	*	*
5+	*	*	*



WASHINGTON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-050
 UNION
 ROSELLE BORO
 501 WASHINGTON AVENUE
 ROSELLE, NJ 07203-2329

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

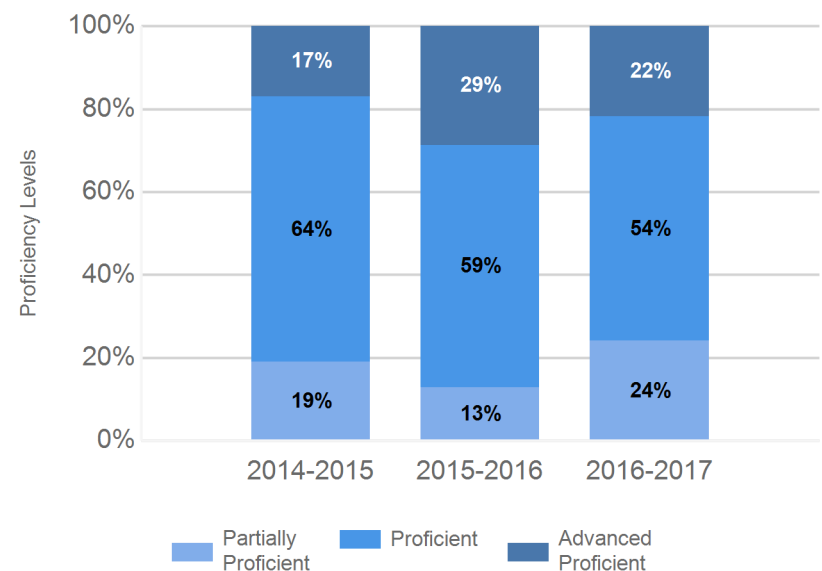
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	22%	54%	24%
White	N	N	*
Hispanic	*	51%	*
Black or African American	26%	57%	17%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	*	N
Two or More Races	N	N	N
Economically Disadvantaged Students	21%	53%	26%
Students with Disabilities	N	*	*
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





WASHINGTON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	36	50	Met Target	38	37	50	Not Met
White	*	41.5	50	**	*	42	52	**
Hispanic	43.5	*	49	Met Target	23.5	*	47	Not Met
Black or African American	51	34.5	45	Met Target	39	34	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	48	36	47	Met Target	33	34.5	46	Not Met
Students with Disabilities	*	*	41	**	*	*	43	**
English Learners	65	*	53	**	43	*	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



WASHINGTON ELEMENTARY SCHOOL
2016-2017

Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

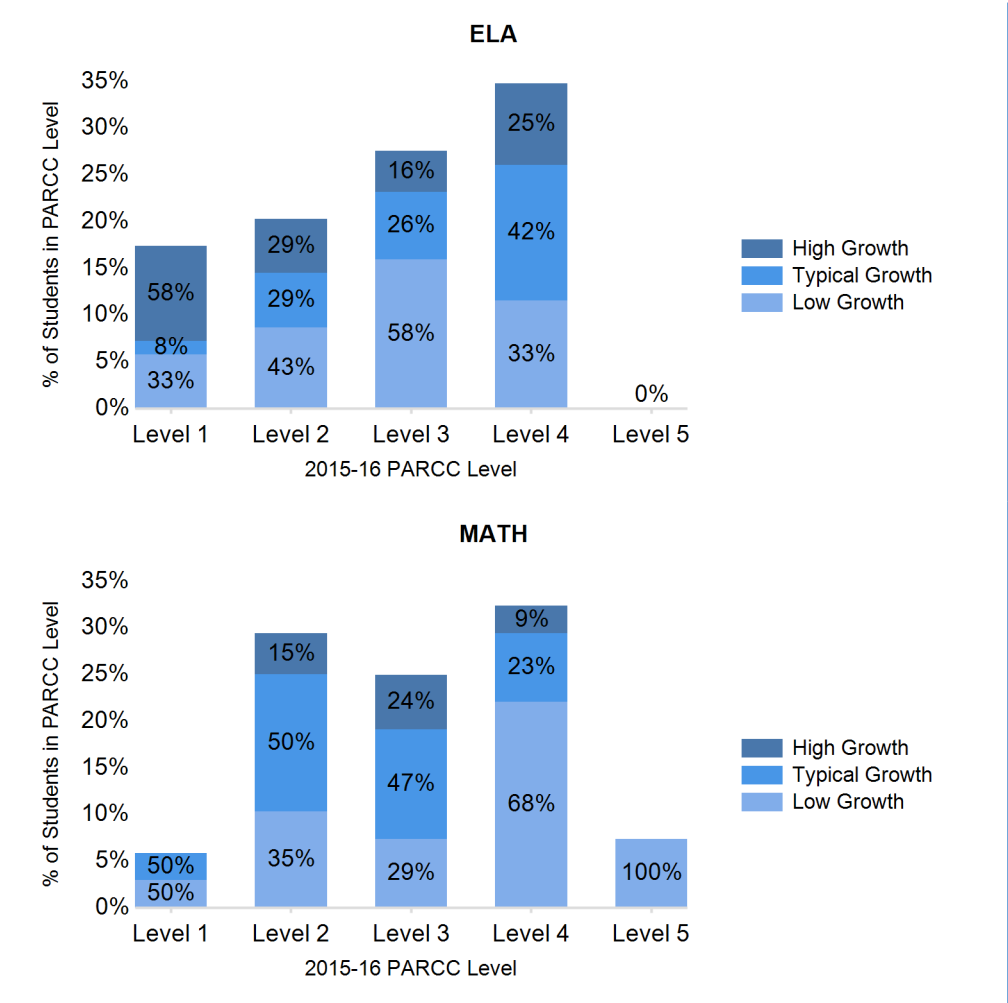
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

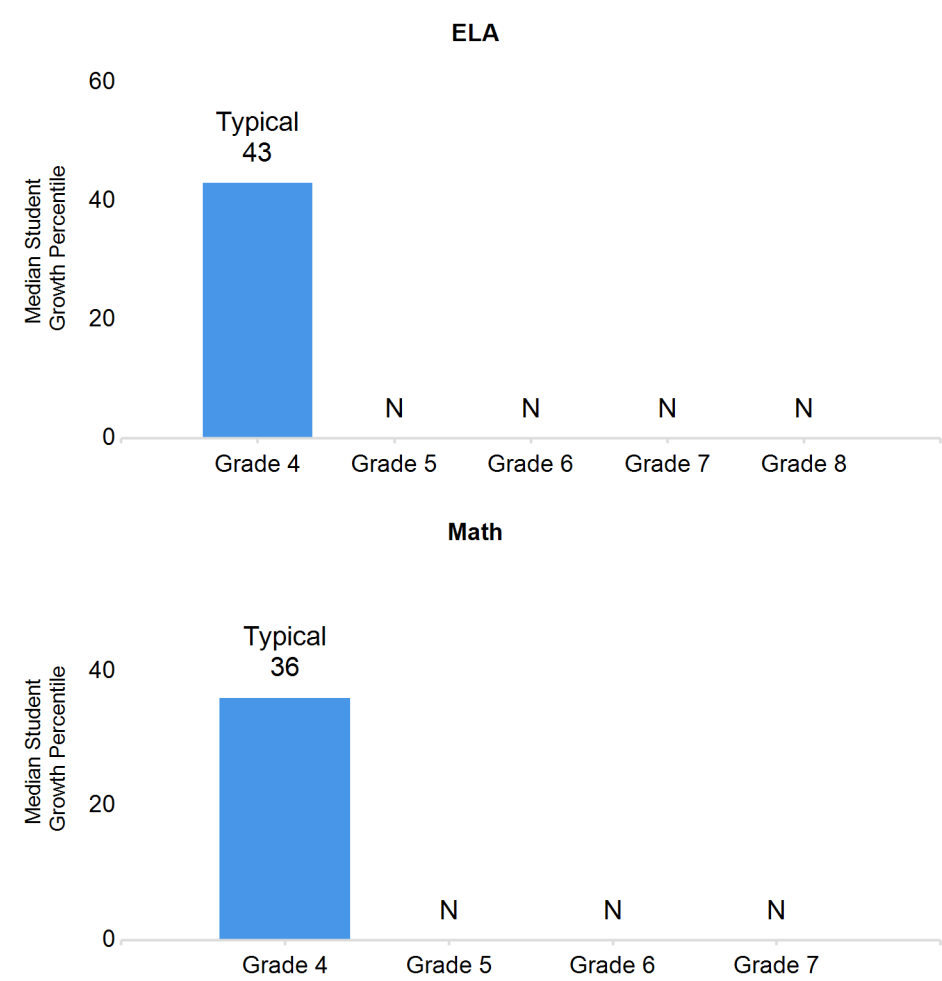
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





WASHINGTON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

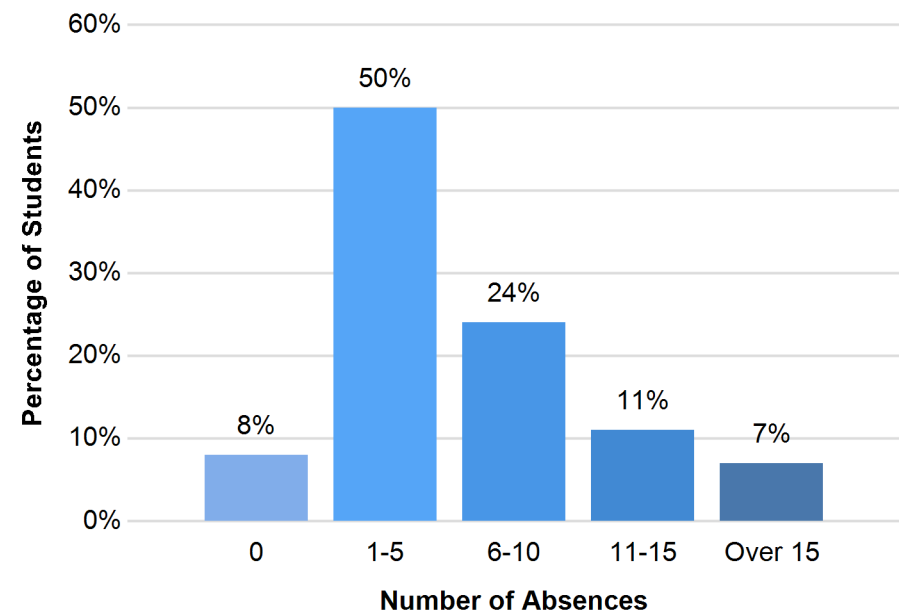
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.00	7.80	Met Target
White	N	**	**
Hispanic	7.60	7.80	Met Target
Black or African American	6.60	7.80	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.50	7.80	Met Target
Students with Disabilities	20.60	7.80	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

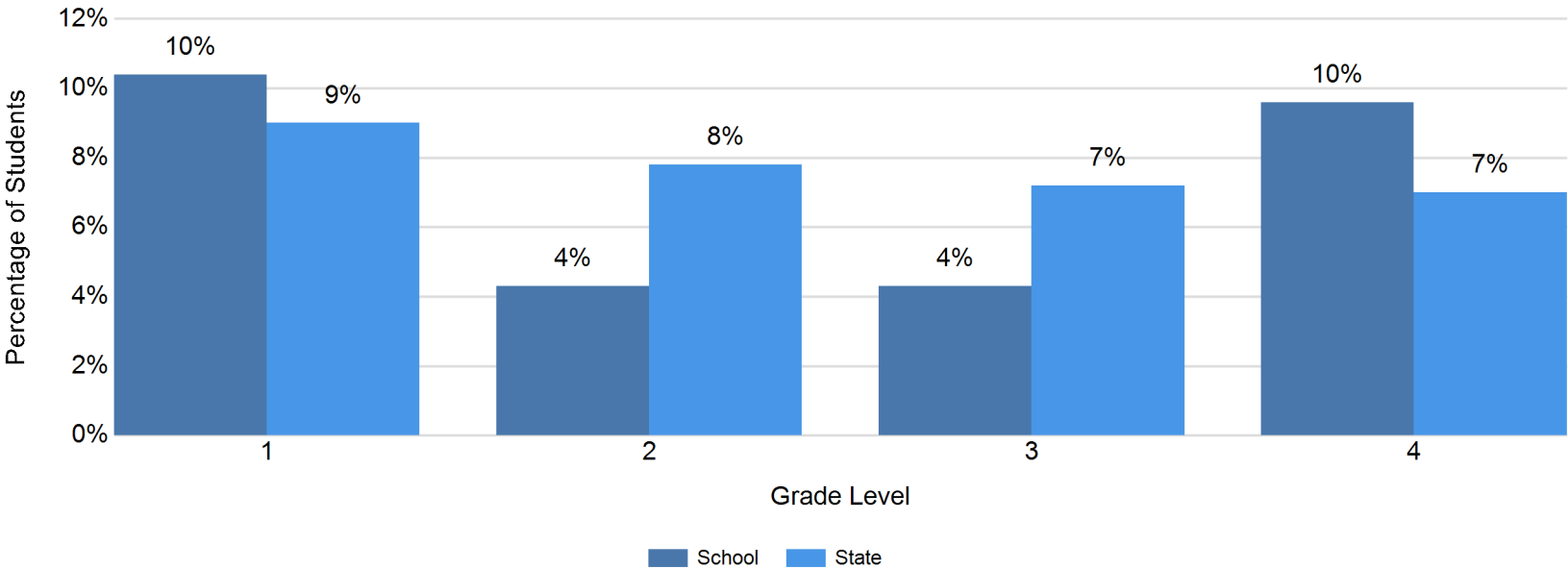
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





WASHINGTON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-050
 UNION
 ROSELLE BORO
 501 WASHINGTON AVENUE
 ROSELLE, NJ 07203-2329

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.

Category	School
Typical Start Time	8:45AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.32

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.3%
Any Suspension	0.3%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



WASHINGTON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-050
 UNION
 ROSELLE BORO
 501 WASHINGTON AVENUE
 ROSELLE, NJ 07203-2329

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	3515.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$560	\$16,572	\$17,132



WASHINGTON ELEMENTARY SCHOOL

2016-2017

Grade Span 01-04

39-4540-050

UNION

ROSELLE BORO

501 WASHINGTON AVENUE

ROSELLE, NJ 07203-2329

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	22	120,724
Average years experience in public schools	9.6	11.8
Average years experience in district	9.6	10.5
Teachers in district for 4 or more years	91%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	94%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	15:1
Administrators	315:1	167:1
Librarian/Media Specialists		2845:1
Nurses		406:1
Counselors		406:1
Child Study Team		190:1



WASHINGTON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	67%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	89%



WASHINGTON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	17.2	17.5%
Mathematics Proficiency	11.9	17.5%
English Language Arts Growth	43.6	25.0%
Mathematics Growth	10.6	25.0%
Chronic Absenteeism	47.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		25.8
Summative Rating: Percentile rank of Summative Score		14.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



WASHINGTON ELEMENTARY SCHOOL
2016-2017

Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	25.8	11.9	No	Not Met	Not Met	Met Target	Met Target	Not Met	No
White	**	**	No	**	**	**	**	**	No
Hispanic	23.1	11.9	No	Not Met	Not Met	Met Target	Met Target	Not Met	No
Black or African American	53.6	11.9	No	Not Met	Not Met	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	37.2	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Students with Disabilities	**	**	No	N	N	Not Met	**	**	No
English Learners	**	**	No	Met Target	Not Met	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



WASHINGTON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04




39-4540-050
 UNION
 ROSELLE BORO
 501 WASHINGTON AVENUE
 ROSELLE, NJ 07203-2329

School General Info

Principal:	Ms. Tankard	Email Address:	mtankard@roselleschools.org
Address:	501 WASHINGTON AVENUE ROSELLE, NJ 07203-2329	Website:	http://washington.roselleschools.org
Phone:	(908)298-2072		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Integrated Arts Program • National School of Character • Balanced Literacy
 Mission, Vision, Theme:	Vision: Students at Washington School utilize best educational practices and rigorous curriculum to empower students to succeed. Mission: We believe the main responsibility of Washington Elementary School is to provide a relevant and rigorous education in a safe, positive, and creative environment. Students are driven to excel through high expectations in both academic learning and character education.
 Awards, Recognition, Accomplishments:	National School of Character, Bronze Award Alliance for a Healthier Generation, Union County Board of Chosen Freeholders Garden and Agriculture Grant. Recipient of a monetary donation from the Dollar General Foundation Reading Revolution to be used to improve school-wide literacy.






WASHINGTON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

School Narrative

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

 Courses, Curriculum, Instruction:	Reading Workshop, Writing Workshop, Balanced Literacy, Foundations, Singapore Math, Cross Curricular Connections to STEAM and Social Studies. Electronic texts, online resources, Wonders.
 Clubs and Activities:	Science fairs, movie nights, literacy nights, etc.
 Before and After School Programs:	Before the Bell Intervention Program, After the Bell Homework Help Program, Arts Integration Program.







WASHINGTON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

School Narrative

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

 Staff and Professional Learning:	Staff Meeting Professional Development- Data collection and planning, Effective teaching strategies, Homework, Standards Based Grading, Professional Learning Communities once a week, Common Planning once a week. Vocabulary instruction and word walls.
 Student Supports and Services:	ESL and In-class support
 Student Health and Wellness:	Yoga and Mindfulness, Nurtured Heart, Running Lunch Program, Breakfast Program
 Parent and Community Involvement:	PTO, Family Literacy Night, Parent Academies





WASHINGTON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

School Narrative

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

<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>The survey data is used to make improvement and to access whether practices are working or need to be reviewed. Parents reported that they were pleased with the new wellness policies and believed that they are valued parts of their child's education. Both parents and students wished to have more assistance with homework and parents requested a clearer explanation of curriculum.</p>
<div>Facilities:</div>	<p>All classrooms have air conditioners.</p>




WASHINGTON ELEMENTARY SCHOOL
2016-2017
Grade Span 01-04

39-4540-050
UNION
ROSELLE BORO
501 WASHINGTON AVENUE
ROSELLE, NJ 07203-2329

School Narrative

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

<div>Other Information:</div>	<p>Students wear blue pants or skirts and yellow shirts with black shoes. Spirit wear is available for PE. Students are also required to wear Navy blue sweaters or sweatshirts. Students are engaged in six hours of instruction inclusive of direct instruction in Math, Reading, and Writing and small group reading and math intervention. Science and Social Studies are taught 2-3 days per week; however, these content areas are infused in Reading, Math, and small group. Specials are 1-2 times per week. The following specials are available, art, music, Spanish, PE, and computers. Basic Skills Instruction is both push in and small group.</p>
---	--