NJ SCHOOL PERFORMANCE REPORT

DR. CHARLES C. POLK SCHOOL
(39-4540-030)
Grades Offered: 01-04
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	UNION
District	ROSELLE BORO
Principal Name	MS. HARRY
Address	1100 WARREN ST ROSELLE, NJ 07203-2736
Phone Number	(908)298-2061
Email Address	AHARRY@ROSELLESCHOOLS.ORG
Website	https://polk.roselleschools.org/

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
1	69	73	85
2	65	79	79
3	64	73	86
4	84	63	80
Total	282	288	330

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	42.9%	53.5%	49.7%
Male	57.1%	46.5%	50.3%
Economically Disadvantaged Students	78.7%	80.2%	75.2%
Students with Disabilities	14.5%	13.2%	12.1%
English Learners	6.0%	4.9%	6.7%
Homeless Students		1.0%	0.6%
Students in Foster Care		2.4%	1.5%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	2.8%	4.5%	3.6%
Hispanic	29.4%	26.4%	26.4%
Black or African American	67.4%	69.1%	69.7%
Asian	0.0%	0.0%	0.3%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment by Home Language

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

Home Language	% of Students
English	71.5%
Spanish	16.7%
Haitian	7.6%
Arabic	1.2%
Other Languages	3.0%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	52.5	52	50	Met Standard	23	49	50	Not Met
White	*	50	50	**	*	55	51	**
Hispanic	50	50	49	**	30	52	48	**
Black or African American	52.5	52	44	Met Standard	20	47	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	73	61	**	N	*	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	45.5	53	48	Met Standard	27	50.5	47	Not Met
Students with Disabilities	*	45.5	41	**	*	33	43	**
English Learners	37	51	54	**	27	53	51	**

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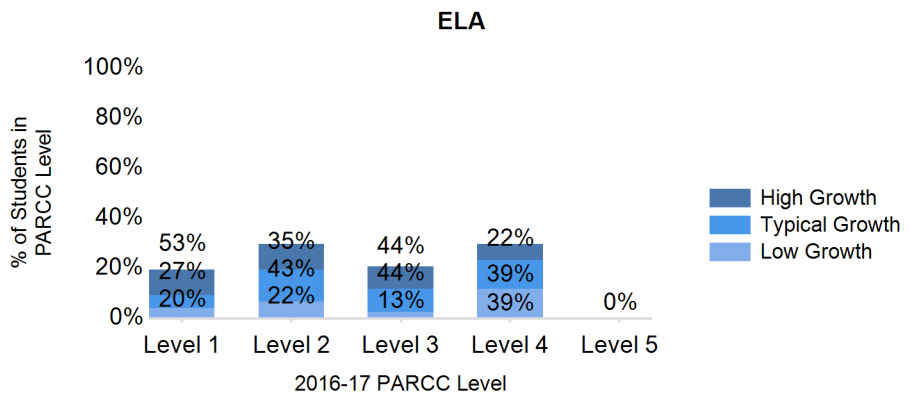
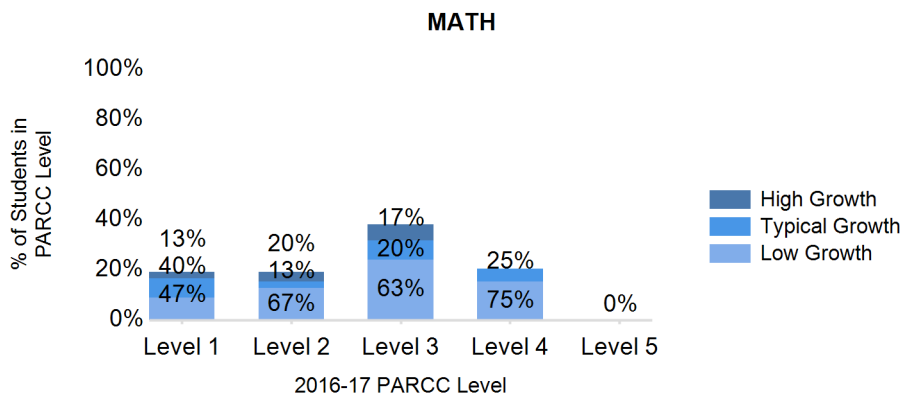
Student Growth by Performance Level

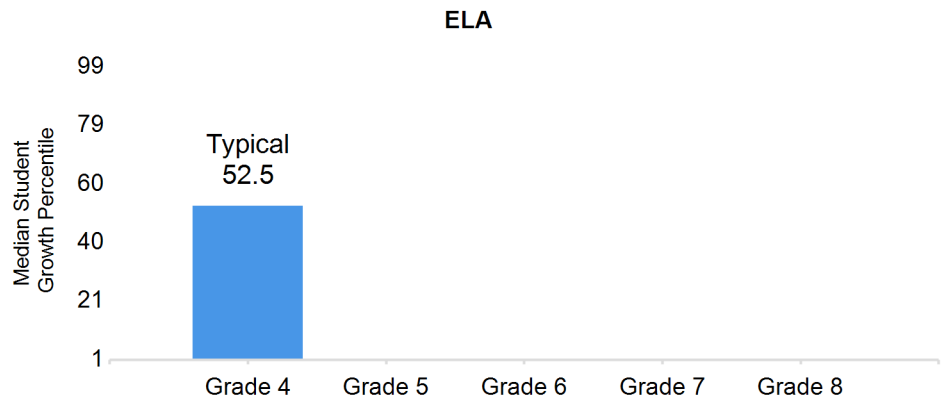
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

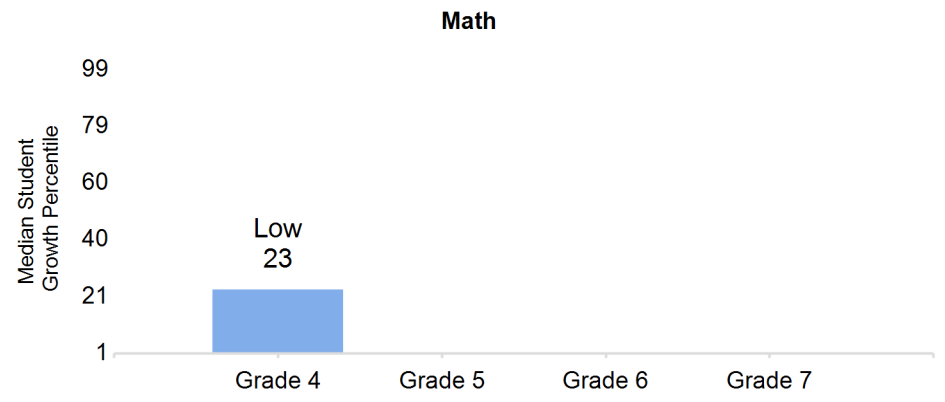




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	167	100.0	39.5	39.6	56.7	39.5	40.1	Met Target†
White	*	*	*	34.9	65.6	*	**	**
Hispanic	*	*	*	*	42.5	*	56.7	Met Target†
Black or African American	112	100.0	36.6	37.2	37.3	36.6	34	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	56.5	82.3	N	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	87	100.0	51.7	47.4	64.5	51.7		
Male	80	100.0	26.3	32.7	49.4	26.3		
Economically Disadvantaged Students	133	100.0	38.3	38.3	38.5	38.3	38.6	Met Target†
Non-Economically Disadvantaged Students	34	100.0	44.1	43.0	67.5	44.1		
Students with Disabilities	21	100.0	38.1	12.1	21.6	38.1	11.4	Met Target
Students without Disabilities	146	100.0	39.7	44.1	63.9	39.7		
English Learners	30	100.0	23.3	*	27.3	23.3	N	N
Non-English Learners	137	100.0	43.0	*	59.4	43.0		
Homeless Students	*	*	*	30.0	27.7	*		
Students In Foster Care	*	*	*	27.3	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	731	732	750	16%	30%	23%	*	*	32%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	*	*	*	736	*	*	*	*	*	*	38%
Black or African American	56	728	727	733	18%	32%	23%	27%	0%	27%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	41	736	738	756	*	24%	*	*	*	41%	57%
Male	47	728	726	744	*	34%	*	*	*	23%	46%
Economically Disadvantaged Students	71	731	731	733	*	*	*	*	*	32%	34%
Non-Economically Disadvantaged Students	17	731	732	762	*	*	*	*	*	29%	64%
Students with Disabilities	*	*	677	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	57%
English Learners	15	707	711	712	*	*	*	*	*	*	15%
Non-English Learners	73	736	737	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	743	743	756	*	18%	31%	*	*	43%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	60	744	745	739	*	20%	37%	*	*	42%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	45	752	747	762	*	*	24%	*	*	58%	63%
Male	38	733	738	751	*	*	39%	*	*	26%	53%
Economically Disadvantaged Students	64	741	741	740	*	*	*	*	*	41%	40%
Non-Economically Disadvantaged Students	19	752	748	767	*	*	*	*	*	53%	70%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	64%
English Learners	11	723	721	720	*	*	*	*	*	18%	17%
Non-English Learners	72	746	747	759	*	*	*	*	*	47%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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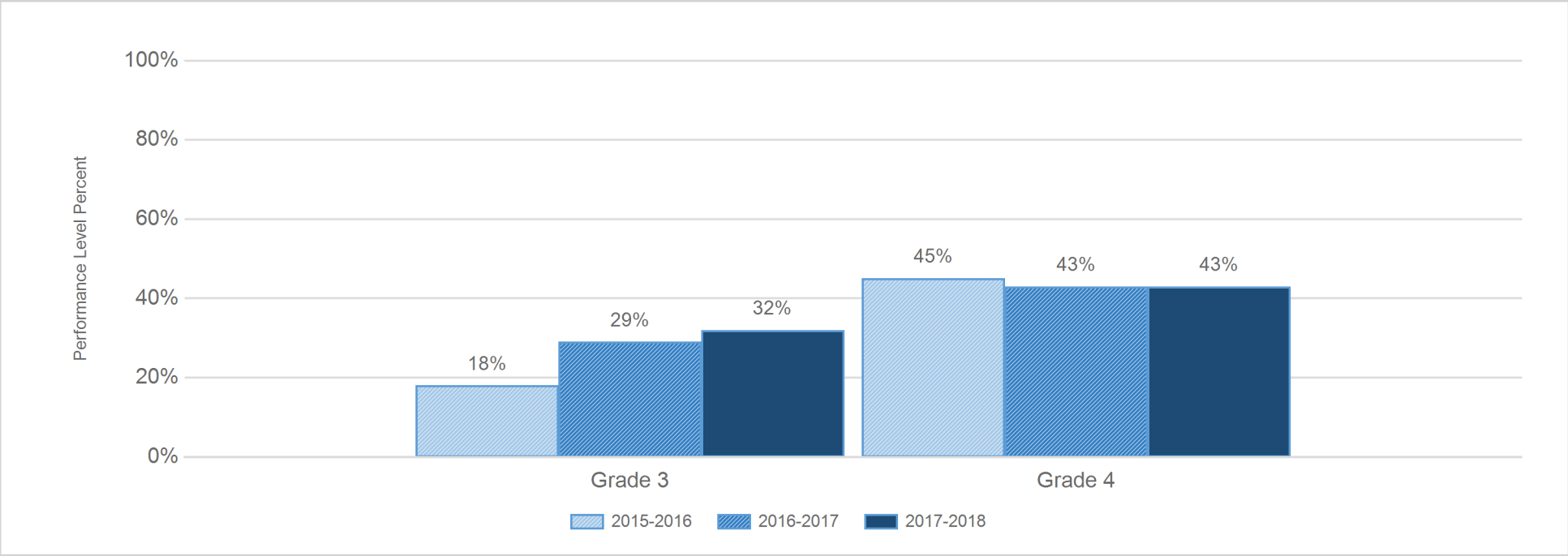
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	171	100.0	27.5	*	45.0	27.5	31	Met Target†
White	*	*	*	22.2	54.1	*	**	**
Hispanic	*	*	*	25.3	29.2	*	44.4	Met Target†
Black or African American	115	100.0	23.5	*	23.4	23.5	26	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	47.8	77.0	N	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	89	100.0	28.1	*	46.0	28.1		
Male	82	100.0	26.9	*	43.9	26.9		
Economically Disadvantaged Students	135	100.0	22.9	*	26.6	22.9	30.2	Not Met
Non-Economically Disadvantaged Students	36	100.0	44.4	*	55.9	44.4		
Students with Disabilities	21	100.0	47.6	*	17.1	47.6	28.8	Met Target
Students without Disabilities	150	100.0	24.6	*	50.5	24.6		
English Learners	34	100.0	17.7	*	24.6	17.7	N	N
Non-English Learners	137	100.0	29.9	*	46.9	29.9		
Homeless Students	*	*	*	20.0	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	732	733	752	13%	27%	32%	*	*	27%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	*	*	*	739	*	*	*	*	*	*	38%
Black or African American	57	729	728	734	*	32%	30%	*	*	25%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	41	731	733	752	*	29%	32%	*	*	27%	53%
Male	50	732	732	751	*	26%	32%	*	*	28%	53%
Economically Disadvantaged Students	73	732	733	736	*	*	*	*	*	23%	35%
Non-Economically Disadvantaged Students	18	731	730	762	*	*	*	*	*	44%	66%
Students with Disabilities	*	*	688	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	738	756	*	*	*	*	*	*	57%
English Learners	18	717	720	726	*	*	*	*	*	*	23%
Non-English Learners	73	735	737	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	721	728	748	23%	34%	24%	19%	0%	19%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	*	*	*	737	*	*	*	*	*	*	34%
Black or African American	62	718	724	730	23%	39%	26%	*	*	13%	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	47	723	730	748	*	34%	*	*	*	19%	50%
Male	39	719	725	748	*	33%	*	*	*	18%	49%
Economically Disadvantaged Students	66	720	726	733	*	*	*	*	*	14%	30%
Non-Economically Disadvantaged Students	20	725	732	758	*	*	*	*	*	35%	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	753	*	*	*	*	*	*	55%
English Learners	14	729	728	722	*	*	*	*	*	21%	16%
Non-English Learners	72	720	728	750	*	*	*	*	*	18%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

DR. CHARLES C. POLK SCHOOL
(39-4540-030)
Grades Offered: 01-04
2017-2018

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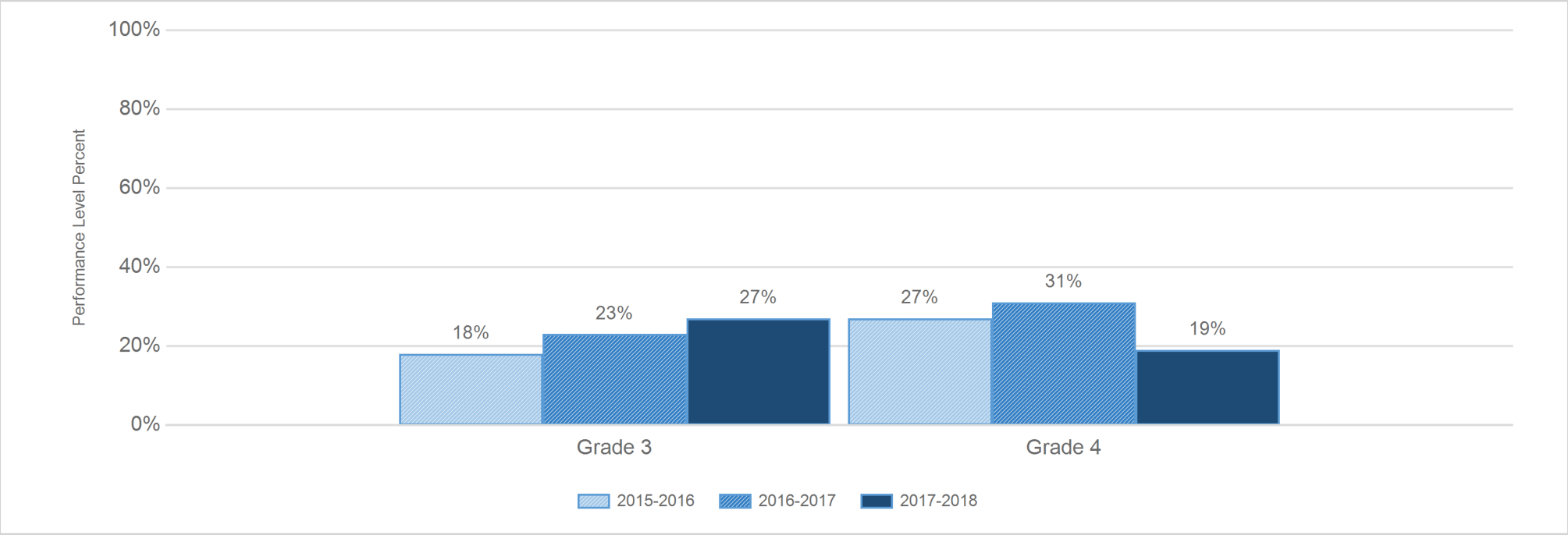
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	17.6%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

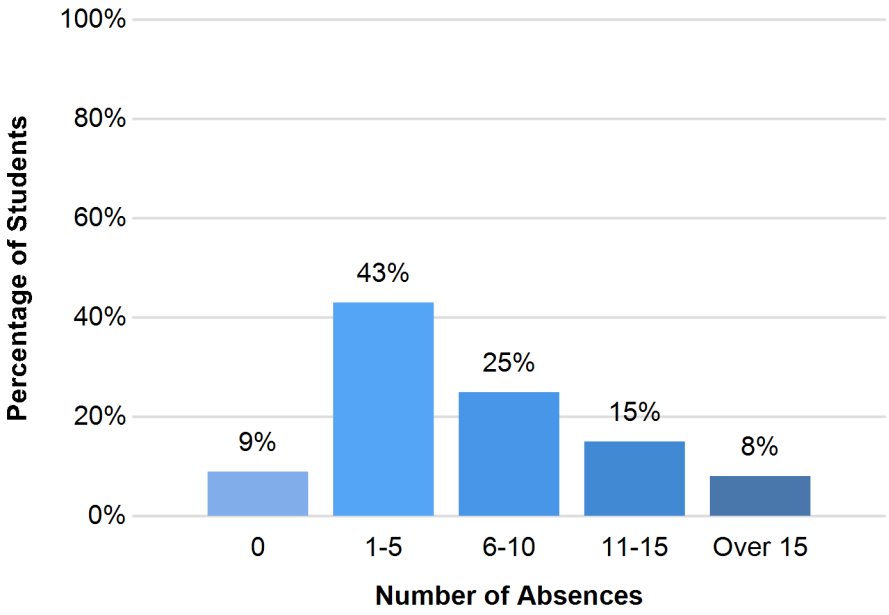
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	58	18.1	8.2	Not Met
White	*	*	**	**
Hispanic	23	27.7	8.2	Not Met
Black or African American	32	14.3	8.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	46	18.9	8.2	Not Met
Students with Disabilities	13	31.7	8.2	Not Met
English Learners	1	4.5	8.2	Met

Days Absent

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



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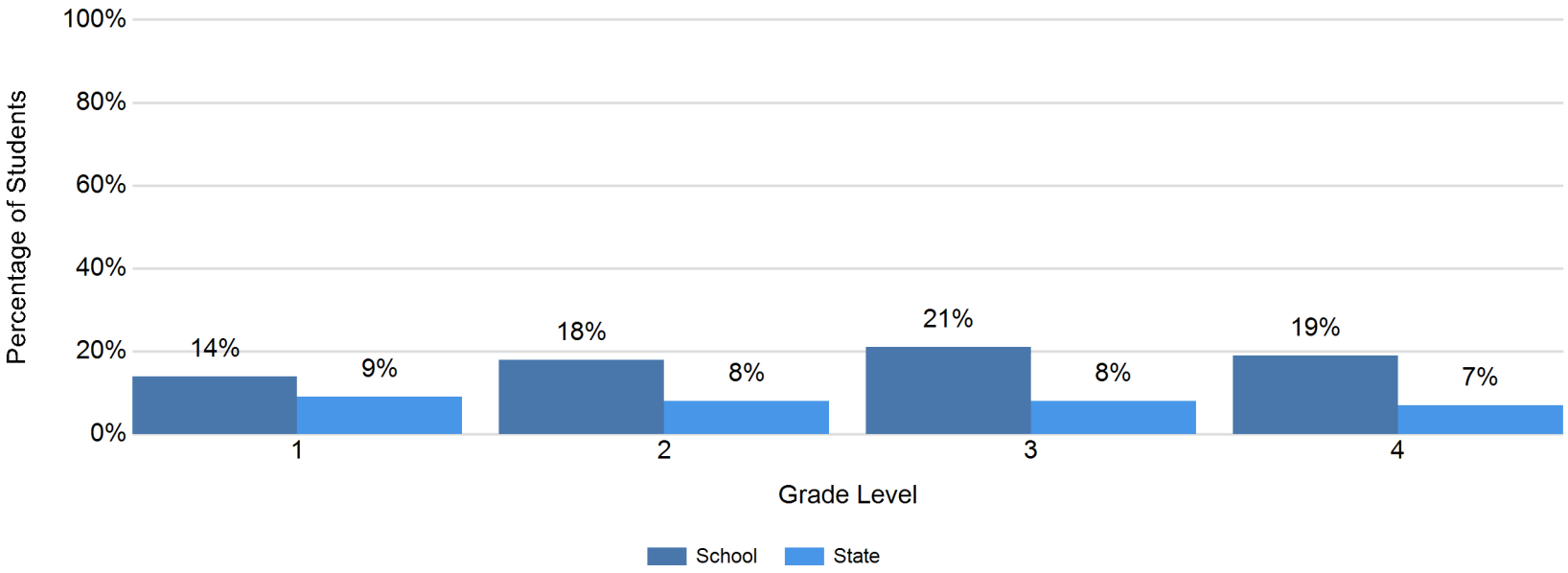
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.61

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

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

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$980	$15,994	$16,974

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	25	117,464
Average years experience in public schools	10.3	12.0
Average years experience in district	10.3	10.7
Teachers in district for 4 or more years	88.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,374
Average years experience in public schools	11.4	16.0
Average years experience in district	10.1	12.0
Administrators in district for 4 or more years	70.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	330:1	172:1
Teachers to Administrators	25:1	13:1
Students to Librarians/Media Specialists		2925:1
Students to Nurses		585:1
Students to Counselors		418:1
Students to Child Study Team		183:1

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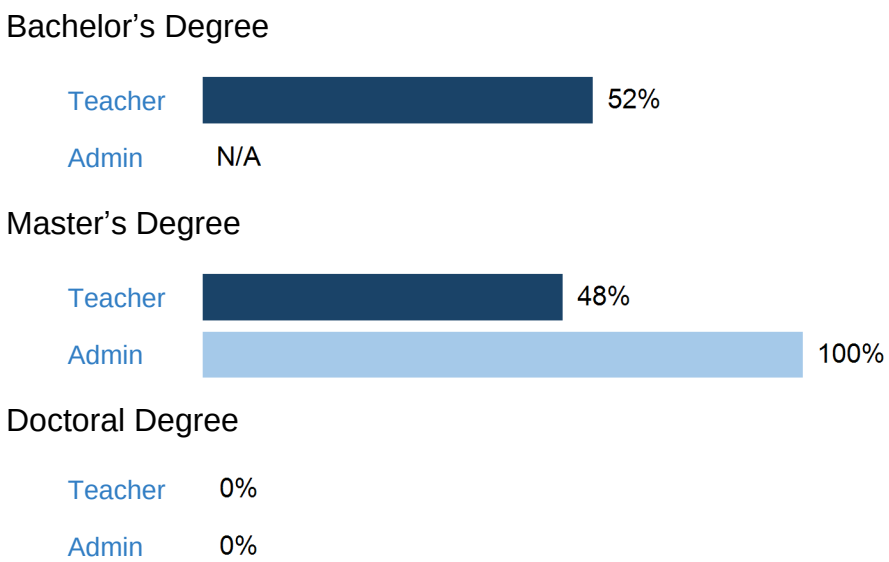
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	89.4%	90.2%
2016-17 Administrators: Same district 2017-18	70.6%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	89.9%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	84.0%	100.0%
Male	16.0%	0.0%
White	36.0%	0.0%
Hispanic	8.0%	0.0%
Black or African American	56.0%	100.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	28.73	17.5%
Mathematics Proficiency	29.21	17.5%
English Language Arts Growth	58.53	25.0%
Mathematics Growth	1.07	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	9.05	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	26.40	n/a
Summative Rating: Percentile Rank of Summative Score	14.34	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Met Target†	Met Standard	Not Met	**	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	**	**	No	Met Target†	Met Target†	**	**	n/a	Not Met	No
Black or African American	42.56	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	26.94	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
English Learners	**	**	No	N	N	**	**	**	Met	No

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

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School Narrative

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

Highlights:	• Dr. Charles C. Polk School received a five year 21st Century Grant, “Art In Motion” for 3rd and 4th graders. • Dr. Charles C. Polk School won another National Silver Award and is ranked 93rd from over 28,000 schools Nationally by The Alliance for a Healthier Generation. • Dr. Charles C. Polk Elementary School was accepted in the NJ Department of Education’s Pilot Program, Blended Online Learning Module for PLCs.
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, Rank 93rd from over 28,000 schools in the nation for Health and Wellness -Featured in a National Campaign Advisement, YMCA Healthy U CATCH grant, NJAPERD and Shape America, -21st Century grant awarded for five years – “Art In Motion”, - NJ Department of Education Pilot Program grant - National Running Program GIRLS ONTHE RUN.

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School Narrative

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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, 21st Century Programs, Service Learning Program, iRead, Character Counts, NJPAC Dance, YMCA Recreation Activities, Dr. Charles C. Polk Boys Mentoring Program, Project Learn, Fitness Club, Chess Club, STEM Club, Girls on the Run.

NJ SCHOOL PERFORMANCE REPORT

DR. CHARLES C. POLK SCHOOL
(39-4540-030)
Grades Offered: 01-04
2017-2018

Report Key:
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Before and After School Programs:	Before the Bell Academic Program - 7:3AM-8:30 AM, After the Bell Academic Program starts at 3:10-5:10 PM. Academic instruction program and instruction is provided by highly qualified teachers. Title 1 Tutoring Program: Remedial Program for students below benchmark – 3:10-5:10, and 21st Century Programs 3:10-6:10
Staff and Professional Learning:	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-120 minutes for each grade level.

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Student Supports and Services:	We are fully inclusive school. We have a full-time ELL teacher that push in and pull out services. The I&RS committee provides intervention for struggling students. Case managers are visiting classrooms, give counseling and are continually assessing students to meet individual needs
Student Health and Wellness:	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, Before the Bell Fitness Club, Embedded Health and Wellness Policy and Committee-17 members (staff, students and parents). Polk School does not serve sweets. Birthday Shout Outs
Parent and Community Involvement:	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, 21st Century grant for five years, Parent Workshops. Community Partnership: iRead Program, Community Food Bank, Roselle Savings Bank for Financial Literacy, Prevention Links, NJCAP., NCNW, NAACP. Parent Portal: Genesis Parent Access, School and Teacher Page.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers The school climate survey is completed by students, parents, and staff twice a year. 92% 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 90 years old. It is the only school in the district with 3 stories. 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 20th century. Dr. Polk’s grandson, George Riley, Jr. runs the mentoring programs.
School Safety:	Polk School conducts monthly fire drill and lock-down drills. The school safety team which includes parent representation and district-wide participation in medical drills. Security cameras are installed throughout the building to monitor the daily activities and maintain safety. The security guard covers that building and has access to the monitor the camera feed from 7:00 AM - 7:00 PM.

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Technology and STEM:	STEM Club was established to drive our Math and Science and Technology instruction with the use of LEGOs and robotics.

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Other Information:	School starts at 8:30 AM. Teachers pick up students at 8:33 AM. Breakfast is served from 7:40-8:25 AM. School ends at 2:55 PM. Our 3rd and 4th grade classes are departmentalized for each subject, 45 minutes 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 - 11:10-11:50 AM, Grades 3 & 4 -11:50 AM-12:30 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. 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, birth certificate, birthday pencil, book, and bookmarks. Polk School implements and maintains a school-wide program that integrates community service and social and emotional awareness that allows students to develop their personal strengths and capabilities. Communicating with and engaging all stakeholders in ongoing Social Emotional Learning planning, implementation, evaluation, and continuous improvement, which involves clarifying how S.E.L relates to other key school initiatives with the goal of creating integration, coherence, and effectiveness.