NJ SCHOOL PERFORMANCE REPORT

**ROSELLE PARK MIDDLE SCHOOL**
(39-4550-085)
Grades Offered: 06-08
2017-2018

**Report Key:**
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
**N** No Data is available to display
**†** This indicates a table specific note,see note below table

## How to use this report:

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

## Navigating through the reports:

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

## Other Resources:

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

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## School Contact Info

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

| Type | Contact Information |
|---|---|
| County | UNION |
| District | ROSELLE PARK BORO |
| Principal Name | PATRICIA GOIS |
| Address | 57 W GRANT AVE ROSELLE PARK, NJ 07204-2217 |
| Phone Number | (908)245-1634 |
| Email Address | PGOIS@RPSD.ORG |
| Website | http://rpsdmiddle.sharpschool.net |

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## Enrollment Trends by Grade

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

| Grade | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| 6 | 160 | 159 | 168 |
| 7 | 143 | 165 | 166 |
| 8 | 169 | 144 | 168 |
| Total | 473 | 469 | 504 |

## 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 | 51.4% | 51.0% | 48.0% |
| Male | 48.6% | 49.0% | 52.0% |
| Economically Disadvantaged Students | 41.0% | 39.9% | 35.1% |
| Students with Disabilities | 14.6% | 12.8% | 14.9% |
| English Learners | 7.4% | 3.6% | 3.4% |
| Homeless Students | | 0.4% | 0.0% |
| Students in Foster Care | | 0.0% | 0.0% |
| Military-Connected Students | | 1.5% | 2.0% |
| 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 | 34.2% | 33.3% | 33.1% |
| Hispanic | 48.4% | 46.9% | 47.2% |
| Black or African American | 7.4% | 8.3% | 9.7% |
| Asian | 9.7% | 10.9% | 9.3% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.2% | 0.2% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0.2% | 0.4% | 0.4% |

## 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 | 62.3% |
| Spanish | 26.2% |
| Albanian | 1.8% |
| Gujarati | 1.6% |
| Tagalog | 1.2% |
| Other Languages | 6.9% |

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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 | 40 | 41 | 50 | Met Standard | 49 | 57 | 50 | Met Standard |
| White | 38 | 40 | 50 | Not Met | 46 | 57 | 51 | Met Standard |
| Hispanic | 38 | 40 | 49 | Not Met | 50 | 56 | 48 | Met Standard |
| Black or African American | 32 | 32 | 44 | Not Met | 50 | 50 | 44 | Met Standard |
| Asian, Native Hawaiian, or Pacific Islander | 62 | 56 | 61 | Exceeds Standard | 62 | 70 | 61 | Exceeds Standard |
| American Indian or Alaska Native | N | N | 52 | ** | N | N | 53 | ** |
| Two or More Races | * | 44.5 | 49 | ** | * | 36 | 51 | ** |
| Economically Disadvantaged | 39.5 | 38 | 48 | Not Met | 53 | 58 | 47 | Met Standard |
| Students with Disabilities | 37 | 37 | 41 | Not Met | 43 | 49 | 43 | Met Standard |
| English Learners | 20 | 36 | 54 | Not Met | 51.5 | 56 | 51 | Met Standard |

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

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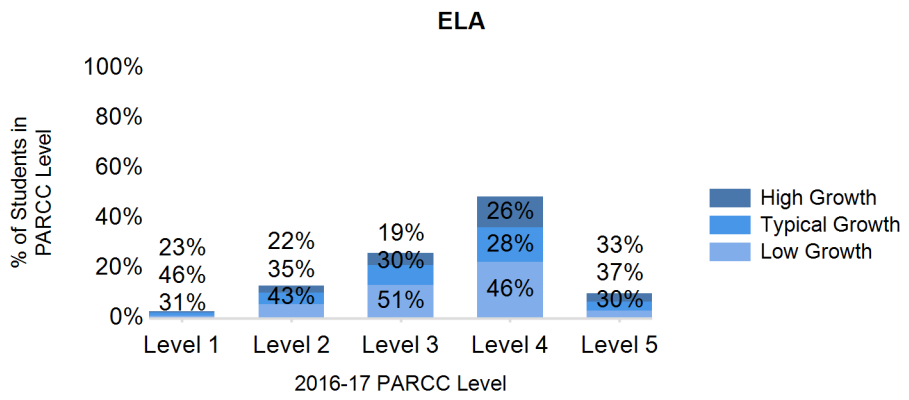
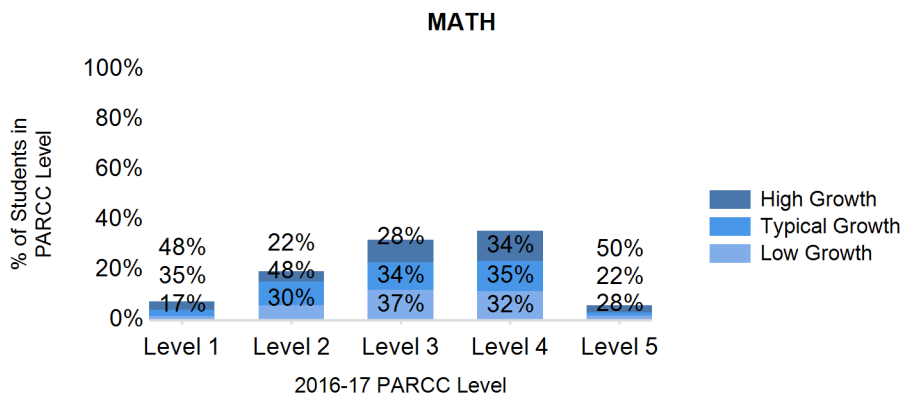
## Student Growth by Performance Level

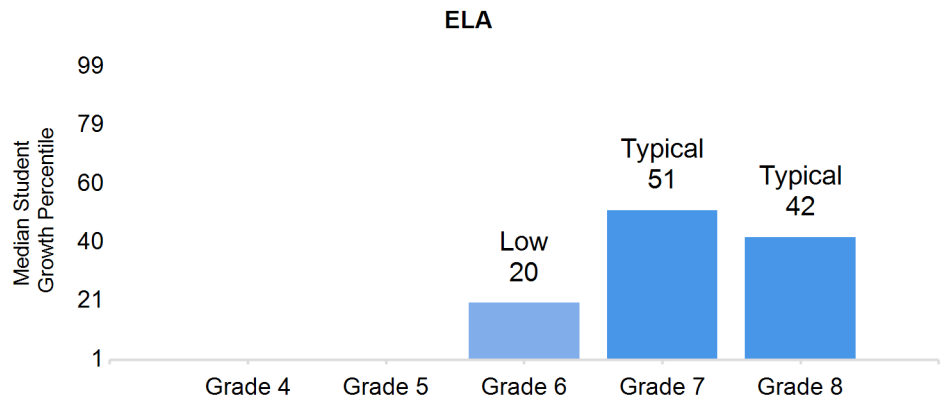
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

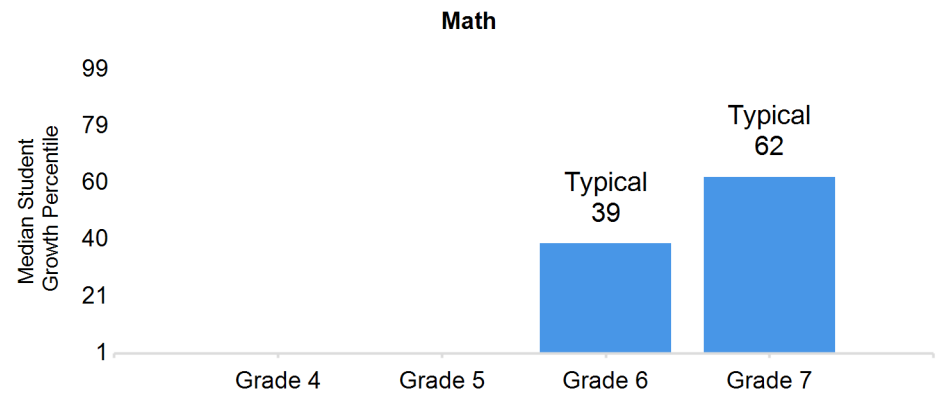



## Student Growth by Grade

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 | 484 | 98.6 | 51.2 | 52.1 | 56.7 | 51.2 | 55 | Not Met |
| White | 160 | 97.6 | 54.4 | 57.8 | 65.6 | 54.4 | 58.9 | Met Target† |
| Hispanic | 227 | 99.1 | 47.2 | 45.8 | 42.5 | 47.2 | 48 | Met Target† |
| Black or African American | 48 | 100.0 | 39.6 | * | 37.3 | 39.6 | 48.7 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 73.8 | 82.3 | * | 78.7 | Met Target† |
| American Indian or Alaska Native | N | N | N | * | 52.7 | N | ** | ** |
| Two or More Races | * | * | * | * | 63.4 | * | ** | ** |
| Female | 235 | 99.6 | 63.0 | 62.2 | 64.5 | 63.0 | | |
| Male | 249 | 97.7 | 40.2 | 42.1 | 49.4 | 40.2 | | |
| Economically Disadvantaged Students | 168 | 98.8 | 41.0 | 40.9 | 38.5 | 41.0 | 42.6 | Met Target† |
| Non-Economically Disadvantaged Students | 316 | 98.5 | 56.6 | 58.4 | 67.5 | 56.6 | | |
| Students with Disabilities | 72 | 97.4 | * | * | 21.6 | * | 24.1 | Not Met |
| Students without Disabilities | 412 | 98.8 | * | * | 63.9 | * | | |
| English Learners | 75 | 100.0 | 25.3 | 29.6 | 27.3 | 25.3 | 19.2 | Met Target |
| Non-English Learners | 409 | 98.3 | 56.0 | 56.4 | 59.4 | 56.0 | | |
| Homeless Students | N | N | N | N | 27.7 | N | | |
| Students In Foster Care | N | N | N | * | 26.3 | N | | |
| Military-Connected Students | * | * | * | 61.1 | 57.4 | * | | |
| Migrant Students | N | N | N | N | 30.1 | N | | |

† Target was met within a confidence interval.

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Schoolwide** | 161 | 741 | 741 | 754 | 7% | 24% | 30% | * | * | 39% | 56% |
| White | 55 | 747 | 747 | 761 | * | 18% | 35% | * | * | 45% | 66% |
| Hispanic | 75 | 737 | 737 | 742 | * | 28% | 32% | * | * | 31% | 42% |
| Black or African American | 18 | 732 | 732 | 737 | * | * | * | * | * | 33% | 35% |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 757 | 757 | 779 | * | * | * | * | * | 62% | 83% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 49% |
| Two or More Races | N | N | N | 761 | N | N | N | N | N | N | 64% |
| Female | 75 | 749 | 749 | 761 | * | 17% | 28% | * | * | 51% | 64% |
| Male | 86 | 734 | 734 | 748 | * | 29% | 33% | * | * | 28% | 48% |
| Economically Disadvantaged Students | 47 | 729 | 729 | 739 | * | 34% | 40% | * | * | 15% | 37% |
| Non-Economically Disadvantaged Students | 114 | 746 | 746 | 764 | * | 19% | 26% | * | * | 48% | 68% |
| Students with Disabilities | 24 | 713 | 713 | 723 | * | * | * | * | * | * | 18% |
| Students without Disabilities | 137 | 746 | 746 | 760 | * | * | * | * | * | * | 63% |
| English Learners | * | * | * | 712 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 26% |
| Students in Foster Care | N | N | N | 729 | N | N | N | N | N | N | 26% |
| Military-Connected Students | * | * | * | 752 | * | * | * | * | * | * | 55% |
| Migrant Students | N | N | N | 732 | N | N | N | N | N | N | 36% |

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Schoolwide** | 163 | 761 | 761 | 760 | * | * | 24% | 31% | 29% | 60% | 63% |
| White | 49 | 766 | 766 | 768 | * | * | 24% | 29% | 35% | 63% | 72% |
| Hispanic | 79 | 757 | 757 | 746 | * | * | 24% | 37% | 23% | 59% | 49% |
| Black or African American | 17 | 743 | 743 | 740 | * | * | * | * | * | 29% | 42% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 790 | * | * | * | * | * | * | 87% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 57% |
| Two or More Races | * | * | * | 767 | * | * | * | * | * | * | 68% |
| Female | 79 | 768 | 768 | 769 | * | * | 27% | 32% | 34% | 66% | 72% |
| Male | 84 | 755 | 755 | 752 | * | * | 21% | 30% | 24% | 54% | 54% |
| Economically Disadvantaged Students | 66 | 750 | 750 | 742 | * | * | 29% | * | * | 52% | 44% |
| Non-Economically Disadvantaged Students | 97 | 769 | 769 | 771 | * | * | 21% | * | * | 65% | 73% |
| Students with Disabilities | 26 | 722 | 722 | 721 | * | * | * | * | * | * | 22% |
| Students without Disabilities | 137 | 769 | 769 | 768 | * | * | * | * | * | * | 71% |
| English Learners | * | * | * | 705 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 762 | * | * | * | * | * | * | 64% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 32% |
| Students in Foster Care | N | N | N | 725 | N | N | N | N | N | N | 25% |
| Military-Connected Students | * | * | * | 758 | * | * | * | * | * | * | 64% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 21% |

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Schoolwide** | 162 | 757 | 757 | 759 | 7% | 9% | 28% | 41% | 16% | 57% | 60% |
| White | 56 | 755 | 755 | 767 | * | * | 23% | * | * | 55% | 70% |
| Hispanic | 74 | 755 | 755 | 744 | * | * | 34% | 39% | 14% | 53% | 45% |
| Black or African American | 13 | 762 | 762 | 739 | 0% | * | * | * | * | 62% | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 19 | 767 | 767 | 789 | * | * | * | * | * | 74% | 86% |
| American Indian or Alaska Native | N | N | N | 759 | N | N | N | N | N | N | 59% |
| Two or More Races | N | N | N | 766 | N | N | N | N | N | N | 66% |
| Female | 83 | 768 | 768 | 768 | * | * | 19% | * | * | 73% | 69% |
| Male | 79 | 746 | 746 | 751 | * | * | 37% | * | * | 39% | 52% |
| Economically Disadvantaged Students | 53 | 753 | 753 | 740 | * | * | 30% | * | * | 53% | 42% |
| Non-Economically Disadvantaged Students | 109 | 759 | 759 | 769 | * | * | 27% | * | * | 59% | 71% |
| Students with Disabilities | 18 | 725 | 725 | 719 | * | * | * | * | * | 11% | 19% |
| Students without Disabilities | 144 | 761 | 761 | 766 | * | * | * | * | * | 63% | 68% |
| English Learners | * | * | * | 703 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 761 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Students in Foster Care | N | N | N | 726 | N | N | N | N | N | N | 27% |
| Military-Connected Students | * | * | * | 760 | * | * | * | * | * | * | 61% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 21% |

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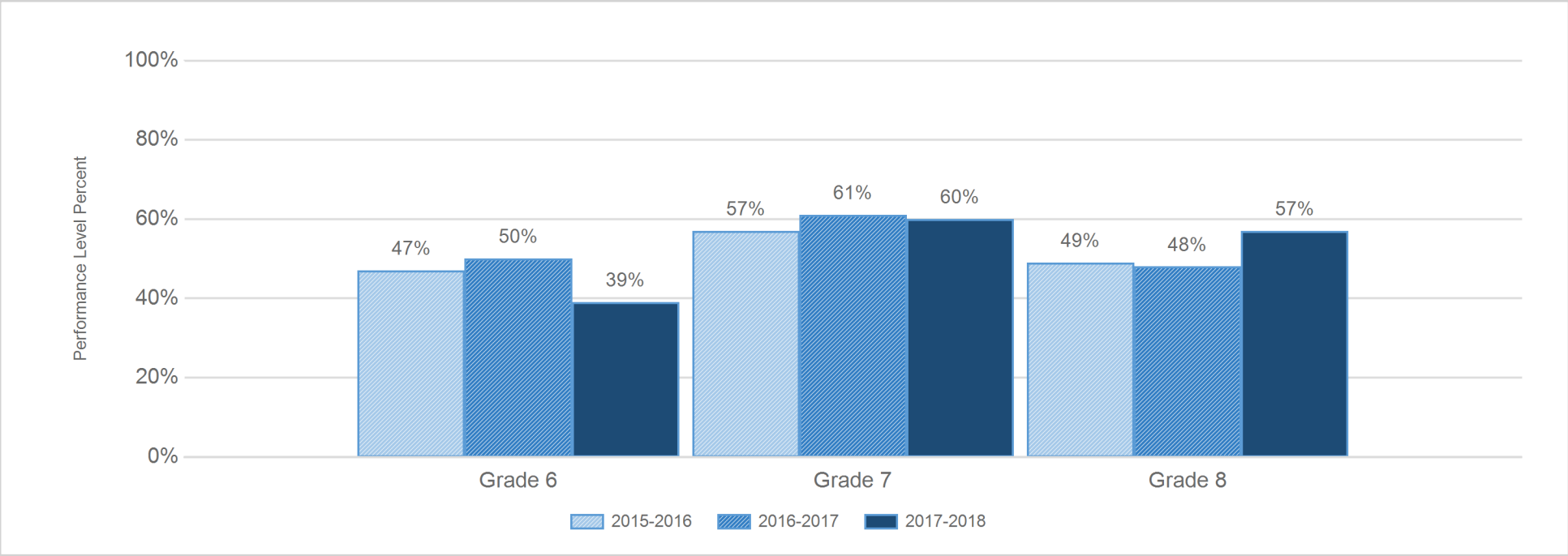
## English Language Arts/Literacy Assessment - Performance Trends

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



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## Mathematics Assessment - Participation and Performance

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| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2017-18 Annual Target | Met 2017-18 Annual Target |
|---|---|---|---|---|---|---|---|---|
| Schoolwide | 487 | 98.6 | 39.4 | 42.4 | 45.0 | 39.4 | 47.9 | Not Met |
| White | 161 | 97.6 | 42.9 | 46.2 | 54.1 | 42.9 | 48.9 | Met Target† |
| Hispanic | 229 | 99.2 | 33.6 | 36.4 | 29.2 | 33.6 | 41.9 | Not Met |
| Black or African American | 48 | 100.0 | 35.4 | * | 23.4 | 35.4 | 39.9 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 63.9 | 77.0 | * | 78.7 | Not Met |
| American Indian or Alaska Native | N | N | N | * | 42.5 | N | ** | ** |
| Two or More Races | * | * | * | * | 53.0 | * | ** | ** |
| Female | 236 | 99.2 | 42.4 | 44.9 | 46.0 | 42.4 | | |
| Male | 251 | 98.1 | 36.7 | 39.9 | 43.9 | 36.7 | | |
| Economically Disadvantaged Students | 170 | 98.9 | 30.5 | 32.5 | 26.6 | 30.5 | 36.8 | Not Met |
| Non-Economically Disadvantaged Students | 317 | 98.5 | 44.2 | 47.7 | 55.9 | 44.2 | | |
| Students with Disabilities | 72 | 97.4 | 11.1 | * | 17.1 | 11.1 | 17.4 | Not Met |
| Students without Disabilities | 415 | 98.8 | 44.3 | * | 50.5 | 44.3 | | |
| English Learners | 77 | 100.0 | 16.9 | * | 24.6 | 16.9 | 19.2 | Met Target† |
| Non-English Learners | 410 | 98.4 | 43.7 | * | 46.9 | 43.7 | | |
| Homeless Students | N | N | N | N | 17.3 | N | | |
| Students In Foster Care | N | N | N | * | 16.2 | N | | |
| Military-Connected Students | * | * | * | 35.3 | 45.8 | * | | |
| Migrant Students | N | N | N | N | 23.7 | N | | |

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

**ROSELLE PARK MIDDLE SCHOOL**
(39-4550-085)
Grades Offered: 06-08
2017-2018

**Report Key:**
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
**N** No Data is available to display
**†** This indicates a table specific note,see note below table

## Mathematics Assessment - Performance by Grade: Grade 6

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Schoolwide** | 163 | 734 | 734 | 744 | 8% | 28% | 35% | * | * | 29% | 44% |
| White | 55 | 735 | 735 | 751 | * | * | 44% | 27% | 0% | 27% | 54% |
| Hispanic | 77 | 733 | 733 | 731 | * | 32% | 34% | * | * | 26% | 27% |
| Black or African American | 18 | 726 | 726 | 726 | * | * | * | * | * | 33% | 21% |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 749 | 749 | 771 | * | * | * | * | * | 46% | 78% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 48% |
| Two or More Races | N | N | N | 749 | N | N | N | N | N | N | 52% |
| Female | 76 | 737 | 737 | 745 | * | 26% | 36% | * | * | 32% | 45% |
| Male | 87 | 732 | 732 | 742 | * | 30% | 34% | * | * | 26% | 42% |
| Economically Disadvantaged Students | 48 | 726 | 726 | 729 | * | 44% | 31% | * | * | 19% | 24% |
| Non-Economically Disadvantaged Students | 115 | 738 | 738 | 753 | * | 22% | 37% | * | * | 33% | 56% |
| Students with Disabilities | 24 | 706 | 706 | 717 | * | * | * | * | * | * | 13% |
| Students without Disabilities | 139 | 739 | 739 | 748 | * | * | * | * | * | * | 49% |
| English Learners | * | * | * | 713 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | 45% |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 13% |
| Military-Connected Students | * | * | * | 745 | * | * | * | * | * | * | 45% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 18% |

NJ SCHOOL PERFORMANCE REPORT

**ROSELLE PARK MIDDLE SCHOOL**
(39-4550-085)
Grades Offered: 06-08
2017-2018

**Report Key:**
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**N** No Data is available to display
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## Mathematics Assessment - Performance by Grade: Grade 7

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Schoolwide** | 164 | 747 | 747 | 743 | * | 24% | 24% | * | * | 48% | 43% |
| White | 49 | 752 | 752 | 750 | * | 20% | 20% | * | * | 57% | 54% |
| Hispanic | 80 | 744 | 744 | 732 | * | 28% | 26% | * | * | 40% | 27% |
| Black or African American | 17 | 739 | 739 | 727 | 0% | * | * | * | * | 35% | 21% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 767 | * | * | * | * | * | * | 75% |
| American Indian or Alaska Native | N | N | N | 742 | N | N | N | N | N | N | 39% |
| Two or More Races | * | * | * | 748 | * | * | * | * | * | * | 51% |
| Female | 79 | 747 | 747 | 745 | * | 25% | 22% | * | * | 49% | 45% |
| Male | 85 | 747 | 747 | 741 | * | 24% | 26% | * | * | 46% | 42% |
| Economically Disadvantaged Students | 67 | 739 | 739 | 730 | * | 28% | 28% | * | * | 36% | 24% |
| Non-Economically Disadvantaged Students | 97 | 753 | 753 | 751 | * | 22% | 21% | * | * | 56% | 55% |
| Students with Disabilities | 26 | 723 | 723 | 717 | * | 46% | * | * | * | 15% | 12% |
| Students without Disabilities | 138 | 752 | 752 | 748 | * | 20% | * | * | * | 54% | 50% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 744 | * | * | * | * | * | * | 45% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | * |
| Military-Connected Students | * | * | * | 743 | * | * | * | * | * | * | 42% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 11% |

NJ SCHOOL PERFORMANCE REPORT

**ROSELLE PARK MIDDLE SCHOOL**
(39-4550-085)
Grades Offered: 06-08
2017-2018

**Report Key:**
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**N** No Data is available to display
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## Mathematics Assessment - Performance by Grade: Grade 8

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Schoolwide** | 124 | 731 | 731 | 728 | 12% | 30% | 33% | 25% | 0% | 25% | 28% |
| White | 42 | 733 | 733 | 736 | * | * | 29% | 33% | 0% | 33% | 36% |
| Hispanic | 62 | 728 | 728 | 722 | * | 35% | 34% | * | * | 19% | 22% |
| Black or African American | 10 | 733 | 733 | 715 | * | * | * | * | * | 20% | 15% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 737 | 737 | 747 | * | * | * | * | * | 30% | 51% |
| American Indian or Alaska Native | N | N | N | 721 | N | N | N | N | N | N | 21% |
| Two or More Races | N | N | N | 729 | N | N | N | N | N | N | 28% |
| Female | 60 | 733 | 733 | 731 | * | * | 33% | * | * | 30% | 31% |
| Male | 64 | 728 | 728 | 725 | * | * | 33% | * | * | 20% | 26% |
| Economically Disadvantaged Students | 43 | 726 | 726 | 719 | * | * | 37% | * | * | 14% | 20% |
| Non-Economically Disadvantaged Students | 81 | 733 | 733 | 735 | * | * | 31% | * | * | 31% | 35% |
| Students with Disabilities | 17 | 713 | 713 | 705 | * | * | * | * | * | * | * |
| Students without Disabilities | 107 | 734 | 734 | 735 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 705 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 729 | * | * | * | * | * | * | 29% |
| Homeless Students | N | N | N | 708 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 708 | N | N | N | N | N | N | 13% |
| Military-Connected Students | * | * | * | 734 | * | * | * | * | * | * | 31% |
| Migrant Students | N | N | N | 703 | N | N | N | N | N | N | 10% |

NJ SCHOOL PERFORMANCE REPORT

**ROSELLE PARK MIDDLE SCHOOL**
(39-4550-085)
Grades Offered: 06-08
2017-2018

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**N** No Data is available to display
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## Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Schoolwide** | 41 | 776 | 757 | 746 | 0% | 0% | * | * | * | 93% | 46% |
| White | 15 | 768 | 752 | 755 | 0% | 0% | * | * | * | 80% | 57% |
| Hispanic | 14 | 784 | 758 | 730 | 0% | 0% | 0% | * | * | 100% | 27% |
| Black or African American | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 49% |
| Two or More Races | N | N | N | 755 | N | N | N | N | N | N | 54% |
| Female | 24 | 772 | 756 | 748 | 0% | 0% | * | * | * | 92% | 48% |
| Male | 17 | 781 | 759 | 745 | 0% | 0% | * | * | * | 94% | 44% |
| Economically Disadvantaged Students | 12 | 784 | 756 | 729 | 0% | 0% | * | * | * | 100% | 25% |
| Non-Economically Disadvantaged Students | 29 | 772 | 758 | 756 | 0% | 0% | * | * | * | 90% | 57% |
| Students with Disabilities | * | * | * | 716 | * | * | * | * | * | * | 13% |
| Students without Disabilities | * | * | * | 752 | * | * | * | * | * | * | 52% |
| English Learners | N | N | * | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 41 | 776 | * | 749 | 0% | 0% | * | * | * | 93% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 16% |
| Students in Foster Care | N | N | N | 712 | N | N | N | N | N | N | 12% |
| Military-Connected Students | * | * | * | 752 | * | * | * | * | * | * | 49% |
| Migrant Students | N | N | N | 720 | N | N | N | N | N | N | 11% |

NJ SCHOOL PERFORMANCE REPORT

**ROSELLE PARK MIDDLE SCHOOL**
(39-4550-085)
Grades Offered: 06-08
2017-2018

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**N** No Data is available to display
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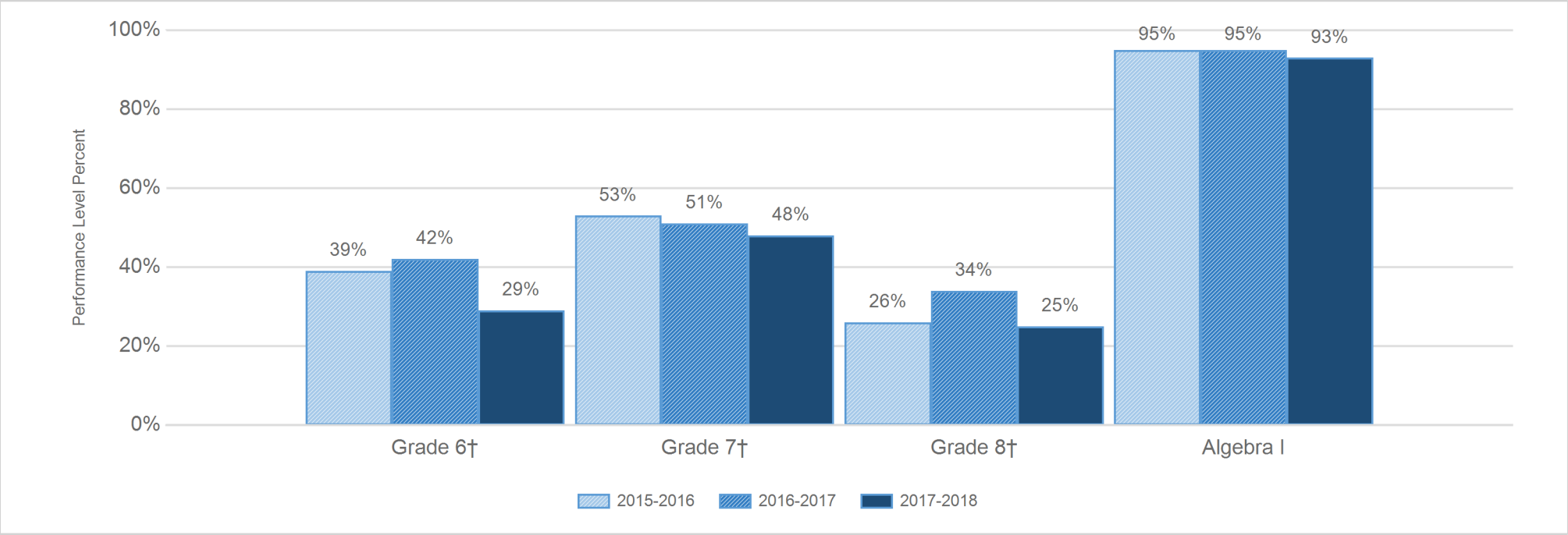
## Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the 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.

NJ SCHOOL PERFORMANCE REPORT

**ROSELLE PARK MIDDLE SCHOOL**
(39-4550-085)
Grades Offered: 06-08
2017-2018

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## DLM Alternate Assessment - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|---|---|---|
| 6 | * | * |
| 7 | N | N |
| 8 | * | * |

## English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

**ROSELLE PARK MIDDLE SCHOOL**
(39-4550-085)
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2017-2018

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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.

NJ SCHOOL PERFORMANCE REPORT

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

## Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|---|---|---|---|
| 6 | 0 | 0 | 168 |
| 7 | 0 | 0 | 166 |
| 8 | 42 | 0 | 126 |
| Total | 42 | 0 | 460 |

## World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|---|---|---|---|---|---|---|---|
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 158 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 153 |
| 8 | 20 | 18 | 0 | 0 | 0 | 0 | 124 |
| Total | 20 | 18 | 0 | 0 | 0 | 0 | 435 |

NJ SCHOOL PERFORMANCE REPORT

**ROSELLE PARK MIDDLE SCHOOL**
(39-4550-085)
Grades Offered: 06-08
2017-2018

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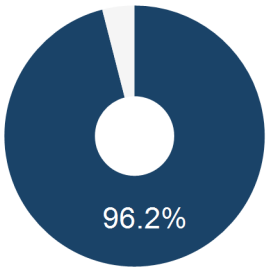
## Visual and Performing Arts – Course Participation

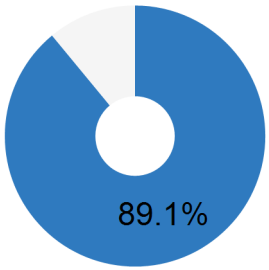
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 6-8:**

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

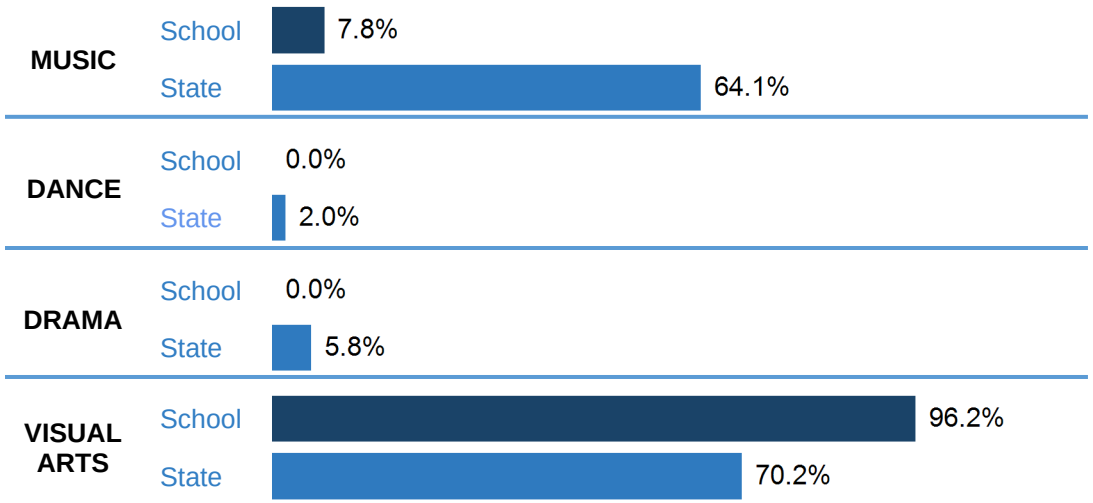



School




State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

**ROSELLE PARK MIDDLE SCHOOL**
(39-4550-085)
Grades Offered: 06-08
2017-2018

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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.

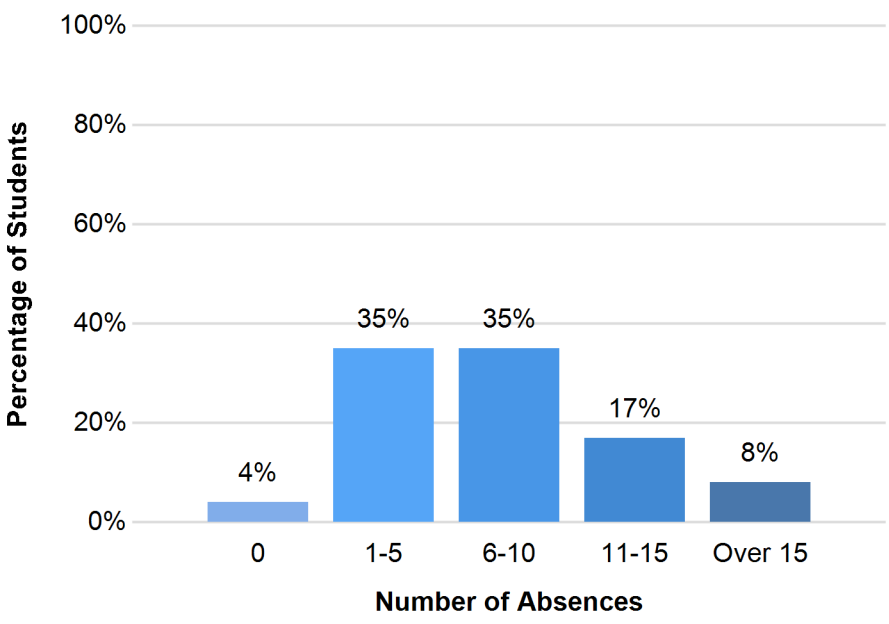
## Chronic Absenteeism

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 | 25 | 5.0 | 9.5 | Met |
| White | 10 | 6.0 | 9.5 | Met |
| Hispanic | 13 | 5.4 | 9.5 | Met |
| Black or African American | 2 | 4.1 | 9.5 | Met |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 9.5 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | * | * | ** | ** |
| Economically Disadvantaged Students | 15 | 8.4 | 9.5 | Met |
| Students with Disabilities | 6 | 7.9 | 9.5 | Met |
| English Learners | 3 | 17.6 | ** | ** |

## 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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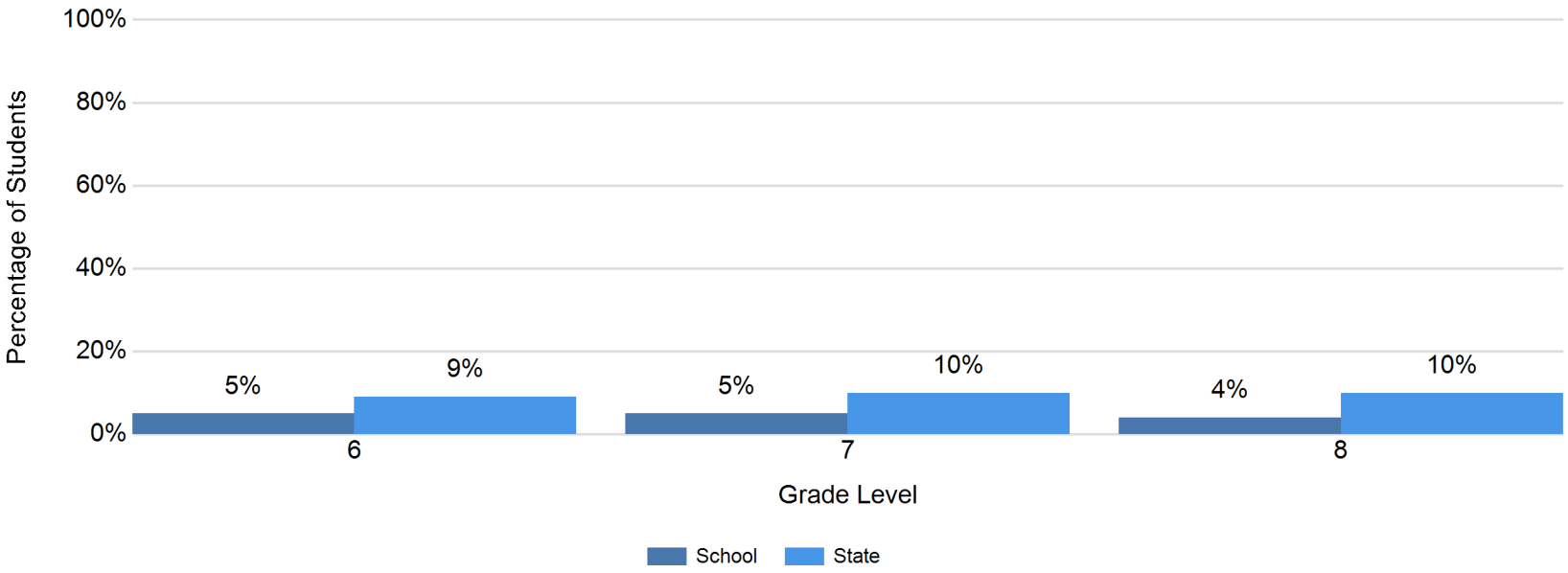
## Chronic Absenteeism by Grade

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



NJ SCHOOL PERFORMANCE REPORT

**ROSELLE PARK MIDDLE SCHOOL**
(39-4550-085)
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2017-2018

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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 | 3 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 6 |
| Total Unique Incidents | 9 |
| Incidents Per 100 Students Enrolled | 1.79 |

## Police Notifications

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

| Incident Type | Incidents Reported to Police |
|---|---|
| Violence | 1 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Other Incidents Leading to Removal | 0 |

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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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.

## 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 | 1 | 1 |
| Sexual Orientation | 0 | 1 | 1 |
| Disability | 0 | 1 | 1 |
| Other | 3 | 4 | 7 |
| No Identified Nature | 0 | | 0 |

## Student Disciplinary Removals

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

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

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

NJ SCHOOL PERFORMANCE REPORT

**ROSELLE PARK MIDDLE SCHOOL**
(39-4550-085)
Grades Offered: 06-08
2017-2018

**Report Key:**
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## School Day

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

| Category | School |
|---|---|
| Typical Start Time | 7:55 AM |
| Typical End Time | 2:40 PM |
| Length of School Day | 6 Hrs 45 Mins |
| Full Time - Instructional Time | 6 Hrs 0 Mins |
| Shared Time - Instructional Time | 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) | $486 | $14,266 | $14,752 |

NJ SCHOOL PERFORMANCE REPORT

**ROSELLE PARK MIDDLE SCHOOL**
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2017-2018

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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 | 41 | 117,464 |
| Average years experience in public schools | 13.1 | 12.0 |
| Average years experience in district | 11.4 | 10.7 |
| Teachers in district for 4 or more years | 92.7% | 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 | 15 | 9,374 |
| Average years experience in public schools | 21.2 | 16.0 |
| Average years experience in district | 15.3 | 12.0 |
| Administrators in district for 4 or more years | 80.0% | 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 | 12:1 | 11:1 |
| Students to Administrators | 252:1 | 138:1 |
| Teachers to Administrators | 21:1 | 12:1 |
| Students to Librarians/Media Specialists | | 1032:1 |
| Students to Nurses | | 413:1 |
| Students to Counselors | | 295:1 |
| Students to Child Study Team | | 229:1 |

NJ SCHOOL PERFORMANCE REPORT

**ROSELLE PARK MIDDLE SCHOOL**
(39-4550-085)
Grades Offered: 06-08
2017-2018

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**Teachers**: All classroom teachers
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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.

### Bachelor's Degree

### Master's Degree

### Doctoral Degree

Teacher 0%

Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 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 | 91.8% | 90.2% |
| 2016-17 Administrators: Same district 2017-18 | 100.0% | 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 | 97.4% |

NJ SCHOOL PERFORMANCE REPORT

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

## Teachers and Administrators – Demographics

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

| Category | Teachers | Administrators |
|---|---|---|
| Female | 73.2% | 50.0% |
| Male | 26.8% | 50.0% |
| White | 97.6% | 100.0% |
| Hispanic | 2.4% | 0.0% |
| Black or African American | 0.0% | 0.0% |
| 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% |

NJ SCHOOL PERFORMANCE REPORT

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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 | | |

NJ SCHOOL PERFORMANCE REPORT

**ROSELLE PARK MIDDLE SCHOOL**
(39-4550-085)
Grades Offered: 06-08
2017-2018

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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 | 31.87 | 17.5% |
| Mathematics Proficiency | 30.45 | 17.5% |
| English Language Arts Growth | 13.27 | 25.0% |
| Mathematics Growth | 47.00 | 25.0% |
| Progress Towards English Language Proficiency | ** | ** |
| Chronic Absenteeism | 77.16 | 15.0% |
| **Summative Score:** Sum of all indicator scores multiplied by indicator weights | 37.55 | n/a |
| **Summative Rating:** Percentile Rank of Summative Score | 29.62 | 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

NJ SCHOOL PERFORMANCE REPORT

**ROSELLE PARK MIDDLE SCHOOL**
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2017-2018

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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 | Not Met | Not Met | Met Standard | Met Standard | ** | Met | No |
| White | 25.38 | 14.08 | No | Met Target† | Met Target† | Not Met | Met Standard | n/a | Met | No |
| Hispanic | 48.08 | 14.08 | No | Met Target† | Not Met | Not Met | Met Standard | n/a | Met | No |
| Black or African American | 58.59 | 14.08 | No | Met Target† | Met Target† | Not Met | Met Standard | n/a | Met | No |
| Asian, Native Hawaiian, or Pacific Islander | 47.05 | 14.08 | No | Met Target† | Not Met | Exceeds Standard | Exceeds Standard | n/a | Met | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | n/a | ** | No |
| Economically Disadvantaged Students | 53.66 | 14.08 | No | Met Target† | Not Met | Not Met | Met Standard | n/a | Met | No |
| Students with Disabilities | 40.75 | 14.08 | No | Not Met | Not Met | Not Met | Met Standard | n/a | Met | No |
| English Learners | 30.40 | 14.08 | No | Met Target | Met Target† | Not Met | Met Standard | Met Standard | ** | No |

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

NJ SCHOOL PERFORMANCE REPORT

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

NJ SCHOOL PERFORMANCE REPORT

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

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

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

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

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

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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: | N/A |