NJ SCHOOL PERFORMANCE REPORT

NIXON ELEMENTARY SCHOOL
(27-4560-085)
Grades Offered: PK-04
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	MORRIS
District	ROXBURY TWP
Principal Name	MRS. LYNCH
Address	275 MT ARLINGTON BOULEVARD LANDING, NJ 07850
Phone Number	(973)398-2564
Email Address	DLYNCH@ROXBURY.ORG
Website	https://www.roxbury.org/Domain/14
Facebook	https://www.facebook.com/nixonptanj/

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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
PK	6	7	8
KG	54	44	60
1	54	51	50
2	59	54	56
3	54	58	52
4	61	53	59
Total	289	268	287

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	56.1%	51.9%	47.4%
Male	43.9%	48.1%	52.6%
Economically Disadvantaged Students	26.0%	23.9%	22.6%
Students with Disabilities	13.1%	17.5%	20.2%
English Learners	3.8%	6.3%	5.9%
Homeless Students		0.7%	0.0%
Students in Foster Care		0.4%	0.3%
Military-Connected Students		0.0%	1.7%
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	64.7%	64.6%	58.2%
Hispanic	23.5%	22.4%	26.8%
Black or African American	3.8%	3.0%	2.8%
Asian	4.2%	5.2%	6.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.4%	0.3%
Two or More Races	3.8%	4.5%	5.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	1	1
PK - Full Day	6	6	7
KG - Half Day	0	0	0
KG - Full Day	54	44	60

Enrollment by Home Language

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

Home Language	% of Students
English	84.7%
Spanish	9.1%
Other Languages	6.3%

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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	45	52	50	Met Standard	49.5	54	50	Met Standard
White	47.5	52	50	Met Standard	57	53	51	Met Standard
Hispanic	35.5	49	49	**	42	53	48	**
Black or African American	N	47	44	**	N	45	44	**
Asian, Native Hawaiian, or Pacific Islander	*	64	61	**	*	69.5	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	53.5	49	**	*	49.5	51	**
Economically Disadvantaged	42	48	48	**	31	42	47	**
Students with Disabilities	*	34	41	**	*	38.5	43	**
English Learners	*	50.5	54	**	45	55	51	**

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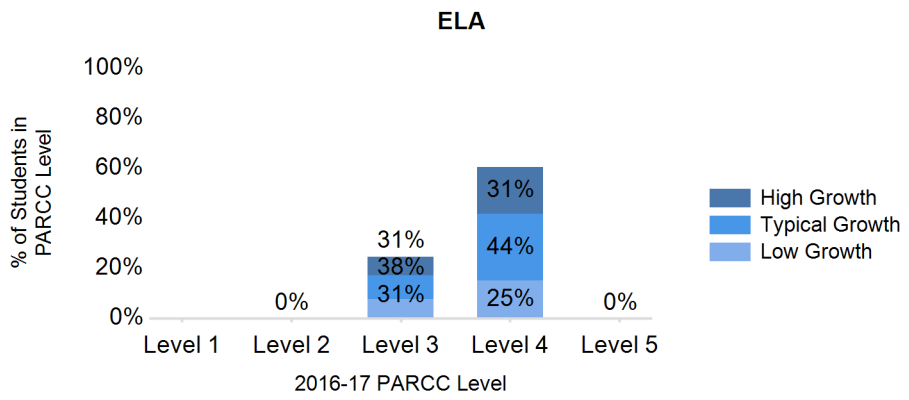
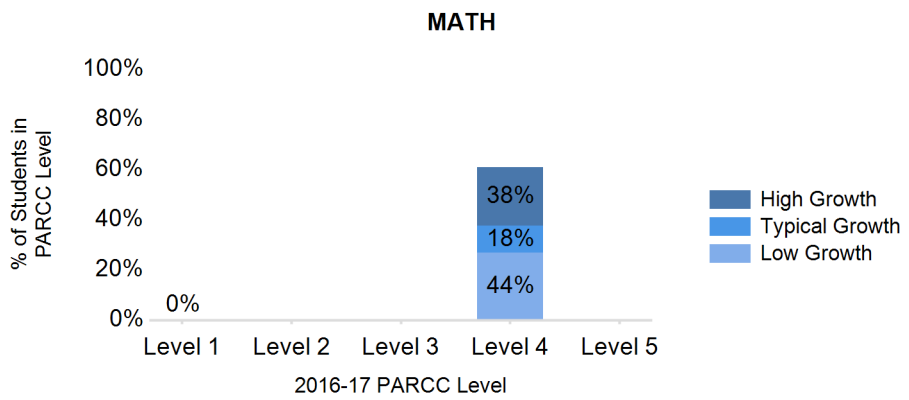
Student Growth by Performance Level

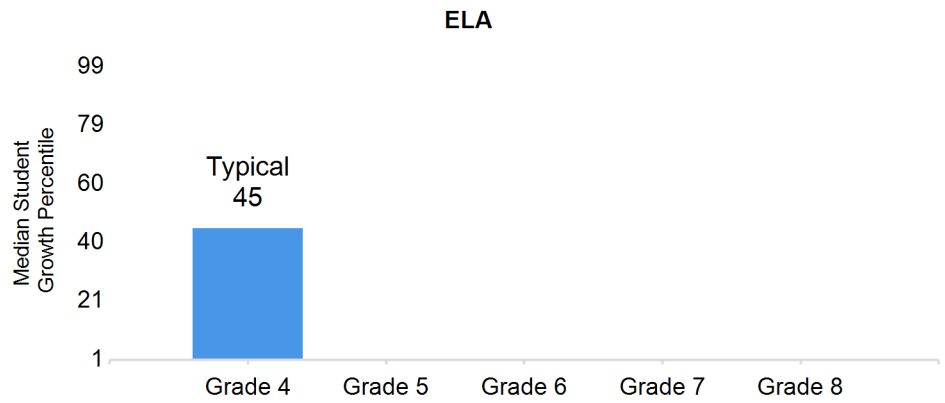
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

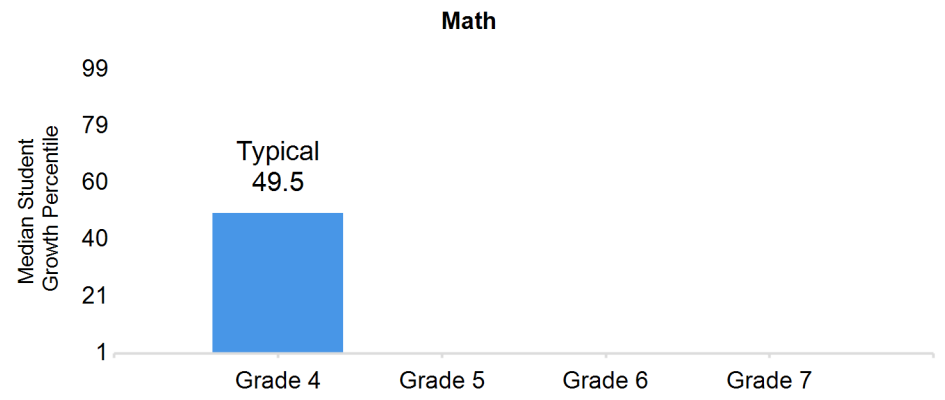




Student Growth by Grade

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	113	98.3	55.7	59.5	56.7	55.7	62	Met Target†
White	71	97.3	57.8	60.5	65.6	57.8	64.1	Met Target†
Hispanic	27	100.0	33.3	50.2	42.5	33.3	51	Not Met
Black or African American	*	*	*	52.9	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.8	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	56	100.0	62.5	69.5	64.5	62.5		
Male	57	96.6	49.1	50.0	49.4	49.1		
Economically Disadvantaged Students	21	100.0	61.9	*	38.5	61.9	43.4	Met Target
Non-Economically Disadvantaged Students	92	97.9	54.4	*	67.5	54.4		
Students with Disabilities	20	95.2	20.0	*	21.6	20.0	N	N
Students without Disabilities	93	98.9	63.4	*	63.9	63.4		
English Learners	13	100.0	30.8	25.7	27.3	30.8	**	**
Non-English Learners	100	98.0	59.0	60.7	59.4	59.0		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	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	55	743	751	750	*	*	29%	*	*	45%	52%
White	38	746	752	759	*	*	29%	*	*	47%	61%
Hispanic	12	729	743	736	*	*	*	*	*	25%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	777	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	*	*	*	758	*	*	*	*	*	*	58%
Female	23	746	759	756	*	*	*	*	*	48%	57%
Male	32	741	746	744	*	*	*	*	*	44%	46%
Economically Disadvantaged Students	10	745	737	733	*	*	*	*	*	60%	34%
Non-Economically Disadvantaged Students	45	742	754	762	*	*	*	*	*	42%	64%
Students with Disabilities	18	714	*	719	*	*	*	*	*	22%	24%
Students without Disabilities	37	757	*	756	*	*	*	*	*	57%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	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	58	762	762	756	*	*	19%	48%	17%	66%	58%
White	33	766	764	764	*	*	*	*	*	70%	68%
Hispanic	15	746	*	744	*	*	*	*	*	40%	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	33	765	764	762	*	*	*	*	*	73%	63%
Male	25	758	759	751	*	*	*	*	*	56%	53%
Economically Disadvantaged Students	11	758	750	740	*	*	*	*	*	64%	40%
Non-Economically Disadvantaged Students	47	763	764	767	*	*	*	*	*	66%	70%
Students with Disabilities	*	*	735	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	765	762	*	*	*	*	*	*	64%
English Learners	*	*	730	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	759	*	*	*	*	*	*	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	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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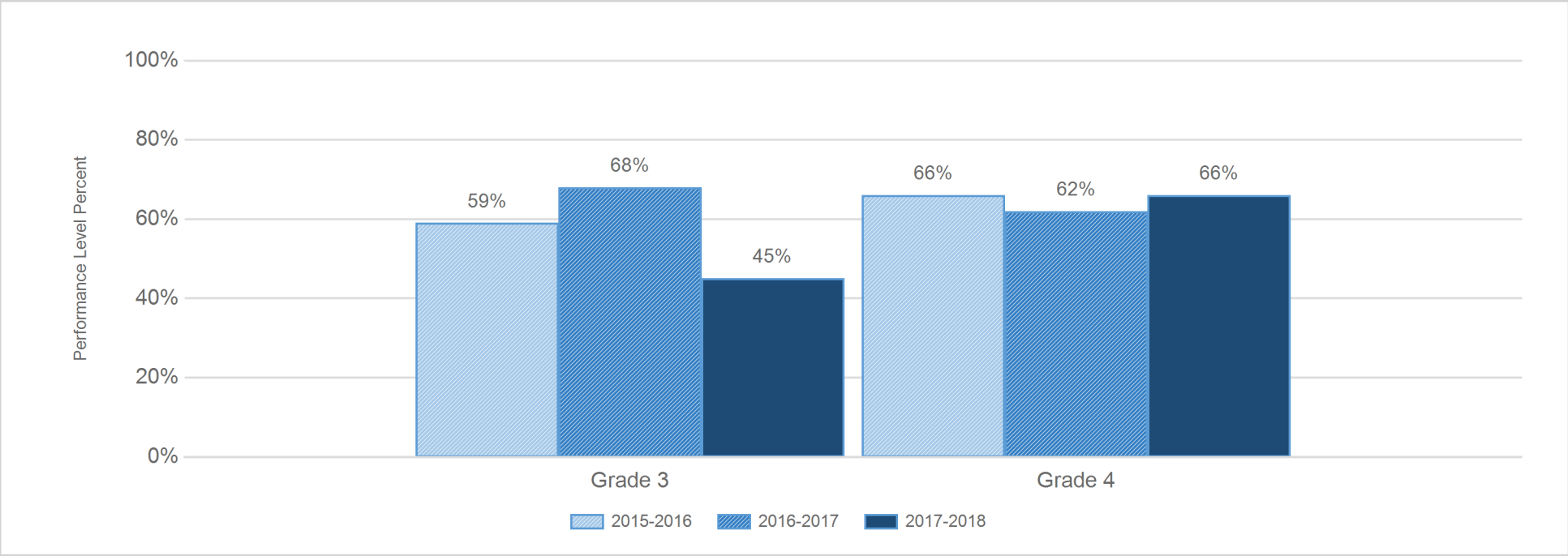
English Language Arts/Literacy Assessment - Performance Trends

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.

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Schoolwide	113	98.3	45.1	49.1	45.0	45.1	54.9	Not Met
White	71	97.3	50.7	51.1	54.1	50.7	55.3	Met Target†
Hispanic	27	100.0	33.3	34.8	29.2	33.3	46.8	Met Target†
Black or African American	*	*	*	38.8	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	78.1	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	56	100.0	46.4	50.1	46.0	46.4		
Male	57	96.6	43.8	48.1	43.9	43.8		
Economically Disadvantaged Students	21	100.0	38.1	*	26.6	38.1	43.4	Met Target†
Non-Economically Disadvantaged Students	92	97.9	46.7	*	55.9	46.7		
Students with Disabilities	20	95.2	*	17.0	17.1	*	N	N
Students without Disabilities	93	98.9	*	54.5	50.5	*		
English Learners	13	100.0	23.1	20.2	24.6	23.1	**	**
Non-English Learners	100	98.0	48.0	50.1	46.9	48.0		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	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	55	741	747	752	*	*	35%	*	*	40%	53%
White	38	742	750	760	*	*	29%	*	*	45%	64%
Hispanic	12	736	736	739	*	*	*	*	*	33%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	779	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	*	*	*	757	*	*	*	*	*	*	59%
Female	23	744	747	752	*	*	*	*	*	43%	53%
Male	32	739	747	751	*	*	*	*	*	38%	53%
Economically Disadvantaged Students	10	735	733	736	*	*	*	*	*	40%	35%
Non-Economically Disadvantaged Students	45	742	749	762	*	*	*	*	*	40%	66%
Students with Disabilities	18	709	*	730	*	*	*	*	*	*	29%
Students without Disabilities	37	756	*	756	*	*	*	*	*	*	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	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	58	755	752	748	*	*	34%	*	*	50%	49%
White	33	758	754	755	*	*	*	*	*	58%	60%
Hispanic	15	746	*	737	0%	*	*	*	*	33%	34%
Black or African American	N	N	*	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	33	750	750	748	*	*	30%	*	*	48%	50%
Male	25	762	754	748	*	*	40%	*	*	52%	49%
Economically Disadvantaged Students	11	753	740	733	*	*	*	*	*	36%	30%
Non-Economically Disadvantaged Students	47	756	754	758	*	*	*	*	*	53%	62%
Students with Disabilities	*	*	737	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	754	753	*	*	*	*	*	*	55%
English Learners	*	*	730	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	753	750	*	*	*	*	*	*	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	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

NIXON ELEMENTARY SCHOOL
(27-4560-085)
Grades Offered: PK-04
2017-2018

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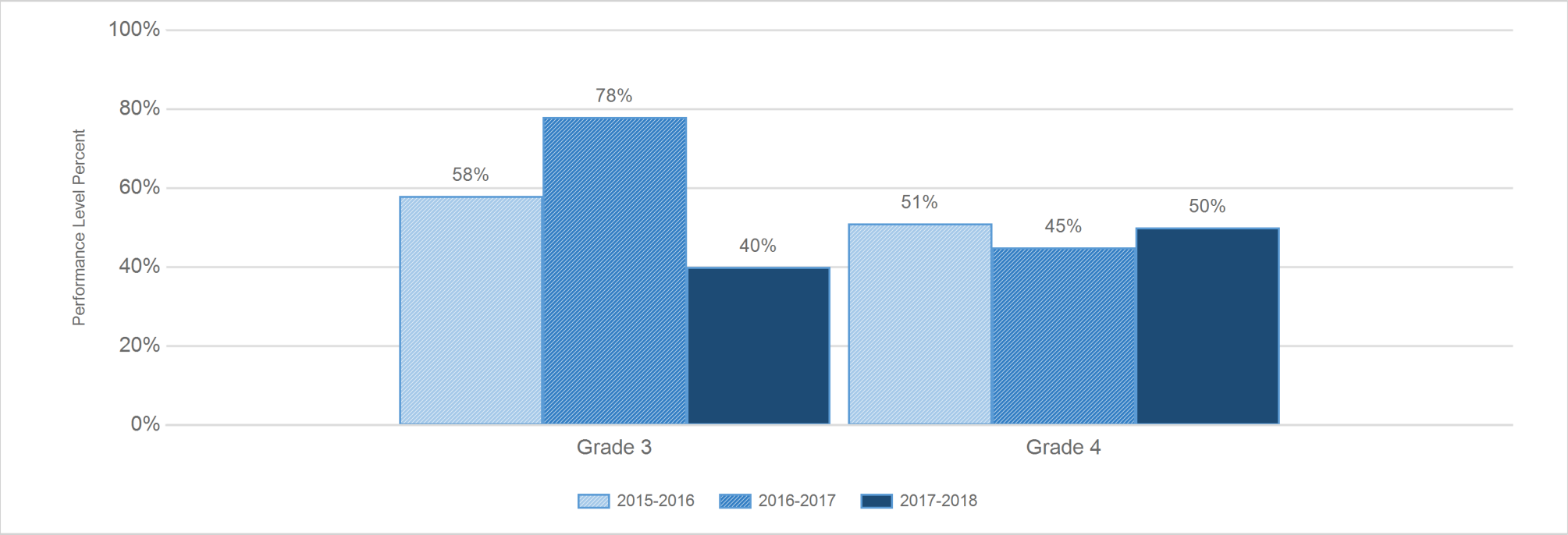
Mathematics Assessment – Performance Trends

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	61.5%	**	**

† 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	*	*	*

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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.

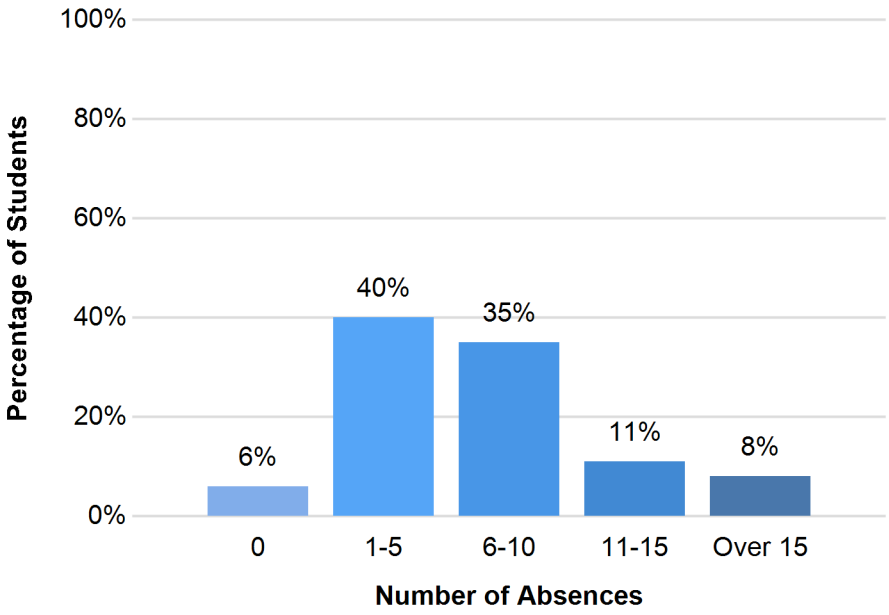
Chronic Absenteeism

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	15	5.5	9.1	Met
White	13	8.1	9.1	Met
Hispanic	0	0	9.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	14.3	**	**
Economically Disadvantaged Students	5	8.2	9.1	Met
Students with Disabilities	3	7.0	9.1	Met
English Learners	0	0	**	**

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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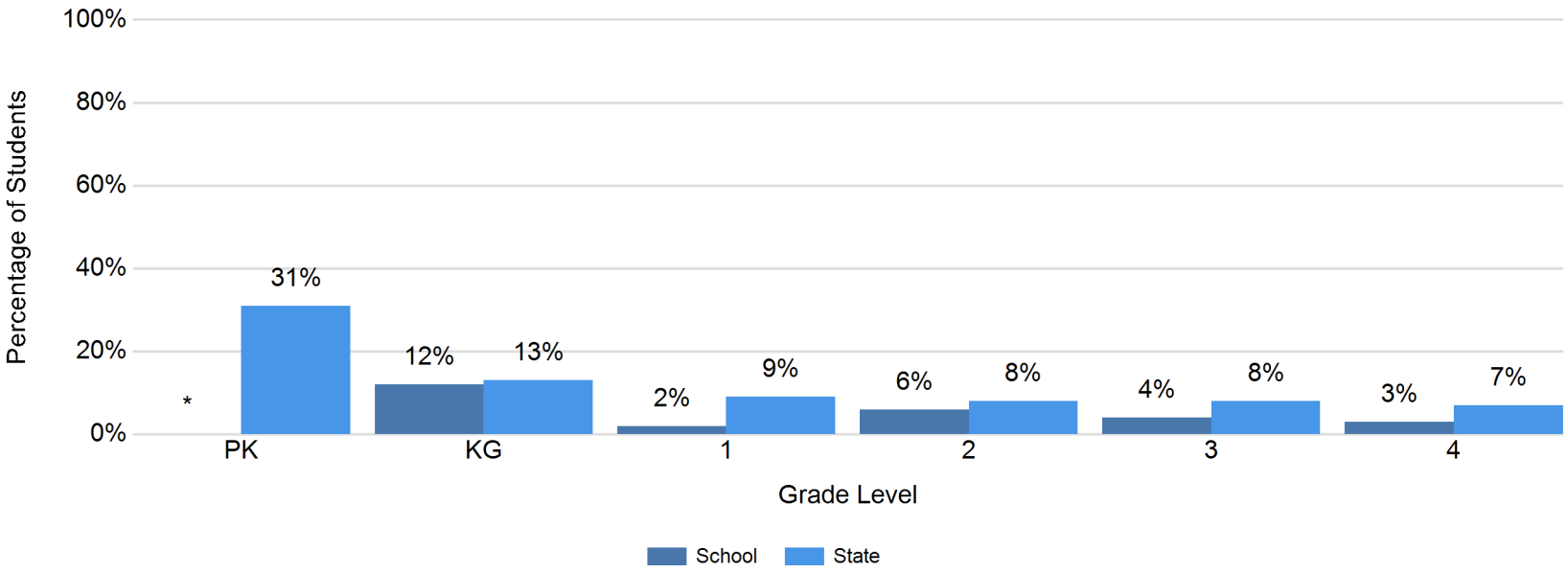
Chronic Absenteeism by Grade

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	5
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	4.18

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)	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	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	1	2	3
Sexual Orientation	0	1	1
Disability	0	0	0
Other	2	4	6
No Identified Nature	18		18

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	11	3.8%
Out-of-School Suspensions	*	*
Any Suspension	11	3.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	9:10 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	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)	$329	$16,677	$17,006

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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	33	117,464
Average years experience in public schools	9.2	12.0
Average years experience in district	8.0	10.7
Teachers in district for 4 or more years	60.6%	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	29	9,374
Average years experience in public schools	17.8	16.0
Average years experience in district	7.7	12.0
Administrators in district for 4 or more years	62.1%	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	9:1	11:1
Students to Administrators	287:1	125:1
Teachers to Administrators	33:1	11:1
Students to Librarians/Media Specialists		722:1
Students to Nurses		516:1
Students to Counselors		301:1
Students to Child Study Team		241:1

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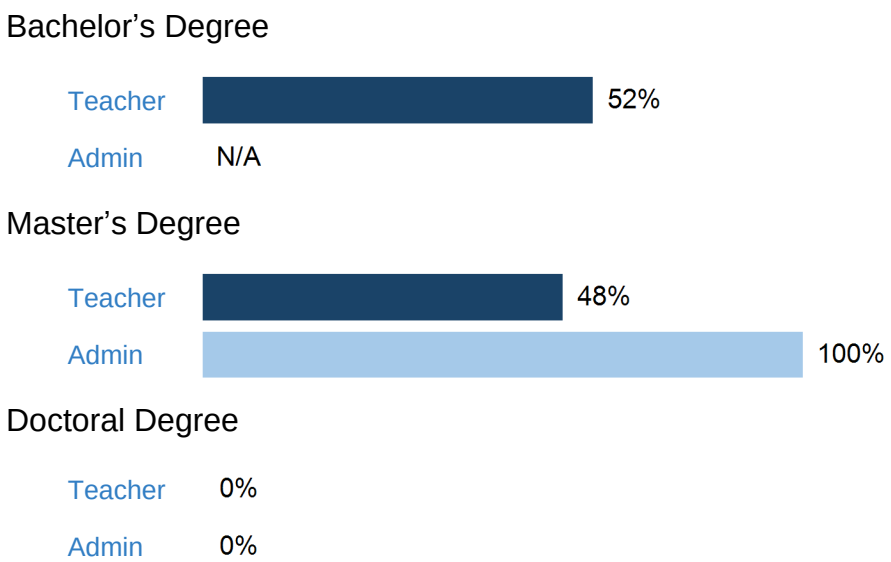
Teachers and Administrators - Level of Education

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	89.9%	90.2%
2016-17 Administrators: Same district 2017-18	82.8%	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	96.2%

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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	84.8%	100.0%
Male	15.2%	0.0%
White	90.9%	100.0%
Hispanic	3.0%	0.0%
Black or African American	0.0%	0.0%
Asian	6.1%	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	43.90	17.5%
Mathematics Proficiency	38.45	17.5%
English Language Arts Growth	32.41	25.0%
Mathematics Growth	56.44	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	73.14	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	47.59	n/a
Summative Rating: Percentile Rank of Summative Score	45.32	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†	Not Met	Met Standard	Met Standard	**	Met	No
White	41.98	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	No	Not Met	Met Target†	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	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	**	**	No	Met Target	Met Target†	**	**	n/a	Met	No
Students with Disabilities	**	**	No	N	N	**	**	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• Dedicated Social Emotional Learning (SEL) time reserved in individual classroom schedules. • Bronze Certified School through Sustainable Jersey for Schools. • Student and staff committee leading the development and design of a space dedicated to supporting student self-awareness and self-regulation.
Mission, Vision, Theme:	Nixon Elementary School serves the academic needs of approximately 259 students in grades Pre-K through Fourth Grade. Nixon School is characterized by high standards, high expectations, and a nurturing environment. Our school motto is "Where Dreams Begin". Our school mission is aligned with the district's mission to inspire and empower all learners to flourish as ethical and global citizens in the 21st century.
Awards, Recognition, Accomplishments:	As a Title 1 school, Nixon School is proud to work together with Franklin School to host a series of Parent Academies, which enable our families to discover ways to meaningfully engage in their child's education. Topics in the 2017-2018 school year included: Supporting Writing at Home, Google Night, Arts in Education, and Positive Parenting. The educational community of Nixon School is also proud to support a host of philanthropic initiatives, including, but not limited to: raising funds for one of our own who was diagnosed with brain cancer, creating Brave Bags for the Roxbury Police Department, collecting non-edible essentials for local food pantries, providing children's gifts to Roxbury Social Services. Additionally, Nixon School achieved: Bronze Level Certification with the Sustainable Jersey for Schools initiative.

NJ SCHOOL PERFORMANCE REPORT

NIXON ELEMENTARY SCHOOL
(27-4560-085)
Grades Offered: PK-04
2017-2018

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School Narrative

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Courses, Curriculum, Instruction:	At Nixon School, the teaching and learning process is focused on the whole child with the intent of fostering and developing a growth mindset in all. Individualized student growth is supported and celebrated. Such growth is accomplished through the implementation of a comprehensive curriculum which is aligned with the New Jersey Student Learning Standards & Next Generation Science Standards, use of a workshop model of instruction in ELA and Mathematics, hands-on, minds-on instruction in all curricular areas. A tremendous focus is also placed on infusing technology into our curriculum, so that our students are equipped with 21st century skills and experiences.
Clubs and Activities:	Early Act is a school-wide service club for students in grades 3 and 4. It is offered at our school and is sponsored by the local Roxbury Rotary Club. Early Act provides young students the opportunity for gaining an increased awareness and knowledge of their community and the world. The club engages students in character-building activities and prepares them for leadership roles to identify and carry out projects which benefit their school, local and global communities. Additionally, representative third and fourth grade students at Nixon School have an opportunity to serve as Rising Servant Leaders, thereby supporting and further fostering the important work of the Culture and Climate Committee. Student leadership is also found in the opportunities created by Nixon School's Green Team.

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

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Student Supports and Services:	Nixon School prides itself on the inclusion of various Special Education programs, inclusive of our TIDES program which spans PreK - Grade 5 for students that have varied disabilities, including but not limited to autism. We continue to embrace all students and work to provide constant and consistent growth in an inclusive school setting. In addition to the Special Education programs that are offered at Nixon, the school environment is also designed to support the varied learning needs and styles of students. For example, Nixon School is home to The Chill Zone, a dedicated space that promotes students' self-awareness and self-regulation. Additionally, Nixon School has a Sensory Drive Thru and two Sensory Paths that students can use to fulfill varied sensory diets.
Student Health and Wellness:	At Nixon School, the focus is on the whole-child; we strive to address the health, social, emotional, and behavioral needs of our students. Dedicated Social Emotional Learning (SEL) time, infusion of Mindfulness practices, visits from varied professionals (i.e. dental specialist, nutritionist), as well as coordinated health and school counseling lessons, are just a few of the ways that that the whole child is supported. As we engaged in these practices, our goal is to empower our students to become effective self-advocates, while providing them with the tools and guidance to achieve this. Through the support of our full-time School Nurse, our School Counselor, and our staff, our students have the benefit of experiencing a host of opportunities that support this development.
Parent and Community Involvement:	The Nixon School Parent Teacher Association is an integral part of our school. In addition to supplying us with high quality assemblies, Cultural Arts programs and Family Fun Nights, their fundraising efforts permit us to enhance our program with an array of exciting materials and experiences. Additionally, the PTA helps to support and foster Green Team and Culture and Climate Committee efforts. These very dedicated parents also help to provide volunteer programs, and funds needed for many teacher grants that promote our educational philosophy.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The Nixon School Culture and Climate Committee created a survey to utilize with the educational community, inclusive of students in grades 3 and 4, staff, and parents/guardians. Responses offered through this survey help to guide future work and in turn contribute to the ongoing development of Nixon School's culture and climate.
Facilities:	The Husky Garden at Nixon Elementary School is an enclosed area that encompasses activities from all subject areas throughout the school year and enables students to enhance their life skills and knowledge of weather and organic farming by participating in hands-on activities on a regular basis. During 2018, facility and security upgrades were experienced. In addition to a complete roof replacement, a security vestibule was installed. A Lobby Guard system is used in conjunction with the security vestibule to ensure a safe school environment.
School Safety:	In collaboration with the Roxbury Public Schools Director of Security, and administration, Nixon School was able to experience a number of security enhancements this year. Visitors to Nixon School are greeted by staff via our video / communication system. When entrance to the building is deemed as necessary, visitors are welcomed in the school's Security Vestibule and then they are registered as a visitor in the district's Lobby Guard system. In addition to these facility enhancements, Nixon School also regularly benefits from the presence of district employed Security Guards. In addition to ensuring physical safety throughout the day, Nixon School students and staff are verse in emergency response protocols that align with the protocols put forth in A.L.I.C.E. To support this information rich approach to response, the district has also provided staff with access to Informacast; a system that provides school staff with alerts regarding safety concerns.

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Technology and STEM:	Student's access to technology continually increases. In the past year, iPad docking stations have been added to all K-2 classrooms, three additional Google Chromebook carts have been added, making a total of 5 Chromebook carts available for learning every day. A host of district web-subscriptions are readily accessible to students and staff (i.e. Reading A to Z, IXL, Sum Dog, Think Central). The district continues to host a STEAM Fair where students can showcase their thinking and explorations. Such efforts are also captured in the district's use of the F.O.S.S. (Full Option Science System) program.
Early Childhood Education:	Nixon School houses one of the district's preschool programs for early intervention. Therapeutic specialists provide services within the classroom and outside the classroom. Music therapy, speech and language therapy, occupational therapy and physical therapy are all made available based on student needs.

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Other Information:	Nixon School is identified as a Title 1 School with a Targeted Assistance Program. Title 1 funds provided for the 17/18 school year were used to launch various programs to help children who were academically struggling to receive supplemental educational assistance. The first of which was S.A.I.L., a summer program serving students who were academically at-risk in K-4, as well as incoming Kindergarteners who demonstrated a need for Kindergarten readiness skills via our administration of the Brigance Early Childhood Screen. Title 1 funds also allow us to begin an early-intervention program entitled, Kinder S.T.A.R.S., for our academically at-risk Kindergarten students, as well as an academic needs based program entitled, Pathways to Learning, for our academically at-risk students in Grade 1. Title 1 funding also made it possible to offer a Parent Academy four times over the course of the 17/18 school year. Through this Academy, parents/guardians were supported in their efforts to aide their child's development at home. In line with offering programming to meet the needs of all of our learners, and in our efforts to develop the whole child, our school has adopted the Bucket Fillers philosophy as the basis for our character education initiatives. The children's book, "Have you Filled a Bucket Today": A Guide to Daily Happiness for Kids" has become a central text at Nixon. Through a variety of means, inclusive of our Promoting Social Successes Morning Meeting schedule, Peaceful School Bus meetings, Peaceful Cafeteria initiative, whole school assemblies, daily Morning Announcements conducted by students, classroom initiatives, and lessons based upon core character traits, Nixon School strives to make bucket filling a way of life for students, staff, families, and our community.