NJ SCHOOL PERFORMANCE REPORT

ROXBURY HIGH SCHOOL
(27-4560-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MORRIS
District	ROXBURY TWP
Principal Name	MR. MILLER
Address	ONE BRYANT DRIVE SUCCASUNNA, NJ 07876-1640
Phone Number	(973)584-1200
Email Address	DMILLER@ROXBURY.ORG
Website	https://www.roxbury.org/Domain/8
Facebook	https://www.facebook.com/roxburyhighschool/
Twitter	http://twitter.com/RoxburyHS

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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
9	358	316	352
10	354	356	315
11	320	351	340
12	369	322	359
Total	1,401	1,345	1,366

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	49.8%	47.4%	47.7%
Male	50.2%	52.6%	52.3%
Economically Disadvantaged Students	10.4%	12.2%	11.6%
Students with Disabilities	15.4%	16.3%	16.5%
English Learners	0.9%	0.7%	1.5%
Homeless Students		0.4%	0.4%
Students in Foster Care		0.1%	0.2%
Military-Connected Students		0.1%	0.3%
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	76.4%	75.1%	72.6%
Hispanic	12.2%	14.4%	16.6%
Black or African American	3.4%	3.2%	2.9%
Asian	6.7%	5.8%	6.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	1.2%	1.4%	1.7%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,390	1,331	1,352
Shared Time Students	21	27	26
Full Time Equivalent	1,401	1,345	1,365

Enrollment by Home Language

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

Home Language	% of Students
English	83.6%
Spanish	9.6%
Other Languages	6.8%

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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	629	95.9	52.8	59.5	56.7	52.8	37.4	Met Target
White	464	95.5	53.7	60.5	65.6	53.7	37.6	Met Target
Hispanic	96	97.1	42.7	50.2	42.5	42.7	32.9	Met Target
Black or African American	24	100.0	58.3	52.9	37.3	58.3	33.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	34	94.4	58.8	81.8	82.3	58.5	44.4	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	303	98.1	65.0	69.5	64.5	65.0		
Male	326	94.0	41.4	50.0	49.4	41.1		
Economically Disadvantaged Students	87	97.8	37.9	*	38.5	37.9	24.6	Met Target
Non-Economically Disadvantaged Students	542	95.6	55.2	*	67.5	55.2		
Students with Disabilities	105	94.6	13.3	*	21.6	13.3	12.4	Met Target
Students without Disabilities	524	96.2	60.7	*	63.9	60.7		
English Learners	11	92.9	*	25.7	27.3	*	**	**
Non-English Learners	618	96.0	*	60.7	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
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 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	340	754	754	752	6%	13%	20%	47%	14%	61%	55%
White	238	755	755	760	*	13%	23%	*	*	61%	64%
Hispanic	59	738	738	735	24%	*	*	*	*	49%	38%
Black or African American	16	758	758	734	0%	*	*	*	*	63%	34%
Asian, Native Hawaiian, or Pacific Islander	20	781	781	782	0%	0%	*	*	*	85%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	175	761	761	759	*	*	15%	49%	20%	69%	63%
Male	165	748	748	744	*	*	25%	45%	8%	53%	46%
Economically Disadvantaged Students	42	749	749	733	*	*	29%	*	*	50%	34%
Non-Economically Disadvantaged Students	298	755	755	761	*	*	19%	*	*	62%	65%
Students with Disabilities	57	719	719	716	*	*	33%	*	*	12%	15%
Students without Disabilities	283	761	761	758	*	*	17%	*	*	71%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	292	741	741	749	18%	16%	23%	30%	13%	43%	51%
White	223	744	744	756	17%	13%	25%	31%	14%	46%	58%
Hispanic	43	729	729	733	23%	28%	*	*	*	33%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	13	727	727	782	*	*	*	*	*	23%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	130	756	756	759	9%	13%	17%	43%	18%	61%	60%
Male	162	730	730	739	25%	18%	27%	20%	9%	30%	42%
Economically Disadvantaged Students	48	723	723	730	31%	21%	21%	*	*	27%	34%
Non-Economically Disadvantaged Students	244	745	745	758	16%	15%	23%	*	*	47%	59%
Students with Disabilities	44	707	707	707	45%	*	*	*	*	14%	15%
Students without Disabilities	248	747	747	756	13%	*	*	*	*	49%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	224	713	713	736	39%	22%	24%	*	*	15%	39%
White	156	714	714	737	38%	22%	24%	*	*	16%	41%
Hispanic	36	701	701	731	*	*	*	*	*	*	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	18	726	726	759	*	*	*	*	*	28%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	89	722	722	745	28%	22%	28%	*	*	21%	48%
Male	135	707	707	728	47%	22%	21%	*	*	10%	31%
Economically Disadvantaged Students	34	707	707	730	47%	*	*	*	*	12%	33%
Non-Economically Disadvantaged Students	190	714	714	739	38%	*	*	*	*	15%	42%
Students with Disabilities	44	707	707	708	*	*	*	*	*	*	13%
Students without Disabilities	180	714	714	742	*	*	*	*	*	*	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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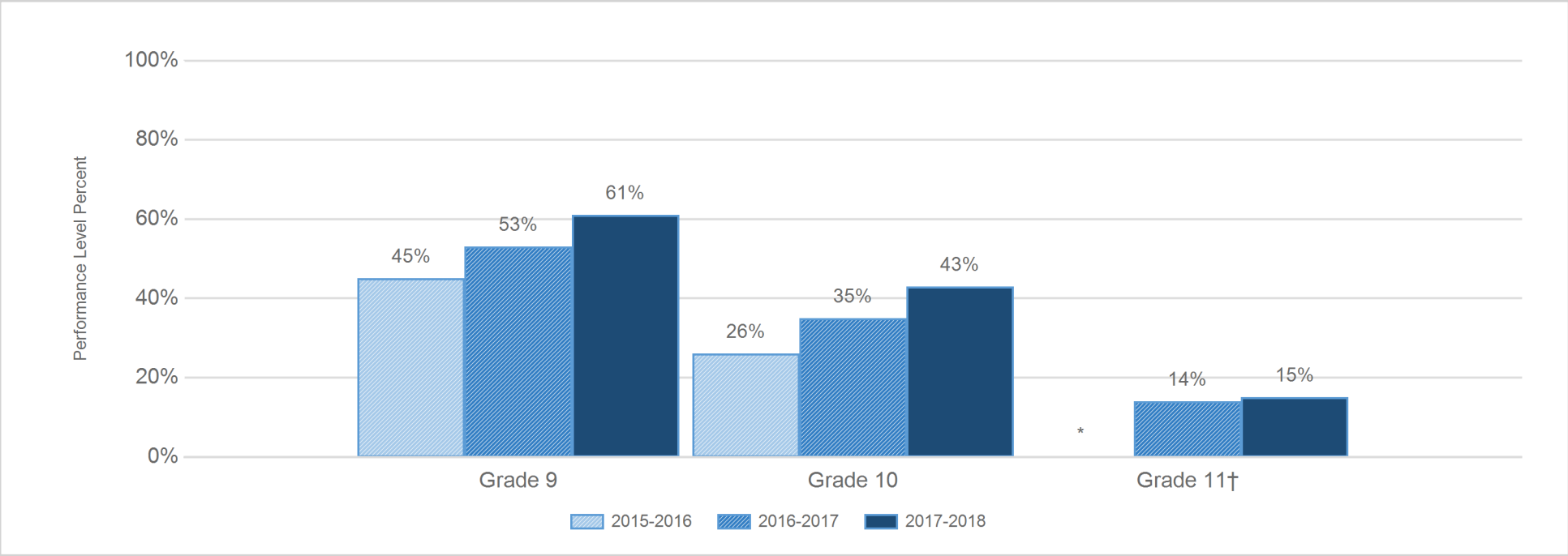
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	615	95.2	42.6	49.1	45.0	42.6	36.1	Met Target
White	456	94.8	43.8	51.1	54.1	43.8	36.3	Met Target
Hispanic	92	96.0	31.5	34.8	29.2	31.5	34.4	Met Target†
Black or African American	23	100.0	43.5	38.8	23.4	43.5	31.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	33	94.3	57.6	78.1	77.0	57.0	49.1	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	293	97.0	46.1	50.1	46.0	46.1		
Male	322	93.6	39.5	48.1	43.9	38.9		
Economically Disadvantaged Students	85	97.8	18.8	*	26.6	*	24.7	Met Target†
Non-Economically Disadvantaged Students	530	94.8	46.4	*	55.9	*		
Students with Disabilities	103	93.7	10.7	17.0	17.1	10.6	16	Not Met
Students without Disabilities	512	95.6	49.1	54.5	50.5	49.1		
English Learners	*	*	*	20.2	24.6	*	**	**
Non-English Learners	*	*	*	50.1	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
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 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	267	742	753	746	7%	18%	33%	*	*	42%	46%
White	184	742	753	755	7%	16%	34%	43%	0%	43%	57%
Hispanic	52	738	746	730	*	25%	33%	*	*	35%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	14	757	780	779	0%	*	*	*	*	57%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	134	745	756	748	*	*	29%	*	*	49%	48%
Male	133	739	750	745	*	*	38%	*	*	35%	44%
Economically Disadvantaged Students	42	736	*	729	*	*	43%	*	*	26%	25%
Non-Economically Disadvantaged Students	225	743	*	756	*	*	32%	*	*	45%	57%
Students with Disabilities	61	719	*	716	*	43%	25%	*	*	15%	13%
Students without Disabilities	206	749	*	752	*	11%	36%	*	*	50%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	292	737	737	735	5%	23%	39%	*	*	33%	30%
White	209	739	739	740	*	21%	41%	*	*	35%	37%
Hispanic	50	725	725	723	*	34%	34%	*	*	16%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	16	752	752	760	0%	*	*	*	*	50%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	131	737	737	736	*	*	40%	*	*	31%	30%
Male	161	737	737	734	*	*	37%	*	*	34%	29%
Economically Disadvantaged Students	47	724	724	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	245	740	740	741	*	*	*	*	*	*	38%
Students with Disabilities	43	713	713	713	*	*	*	*	*	*	*
Students without Disabilities	249	742	742	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

ROXBURY HIGH SCHOOL
(27-4560-050)
Grades Offered: 09-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	253	720	720	727	33%	25%	15%	*	*	27%	30%
White	198	721	721	733	30%	26%	16%	28%	0%	28%	35%
Hispanic	26	710	710	710	46%	*	*	*	*	19%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	15	734	734	766	*	*	*	*	*	40%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	110	724	724	728	31%	22%	15%	*	*	32%	30%
Male	143	717	717	727	34%	28%	15%	*	*	23%	30%
Economically Disadvantaged Students	30	701	701	709	53%	*	*	*	*	10%	13%
Non-Economically Disadvantaged Students	223	723	723	736	30%	*	*	*	*	29%	37%
Students with Disabilities	39	688	688	693	*	*	*	*	*	*	*
Students without Disabilities	214	726	726	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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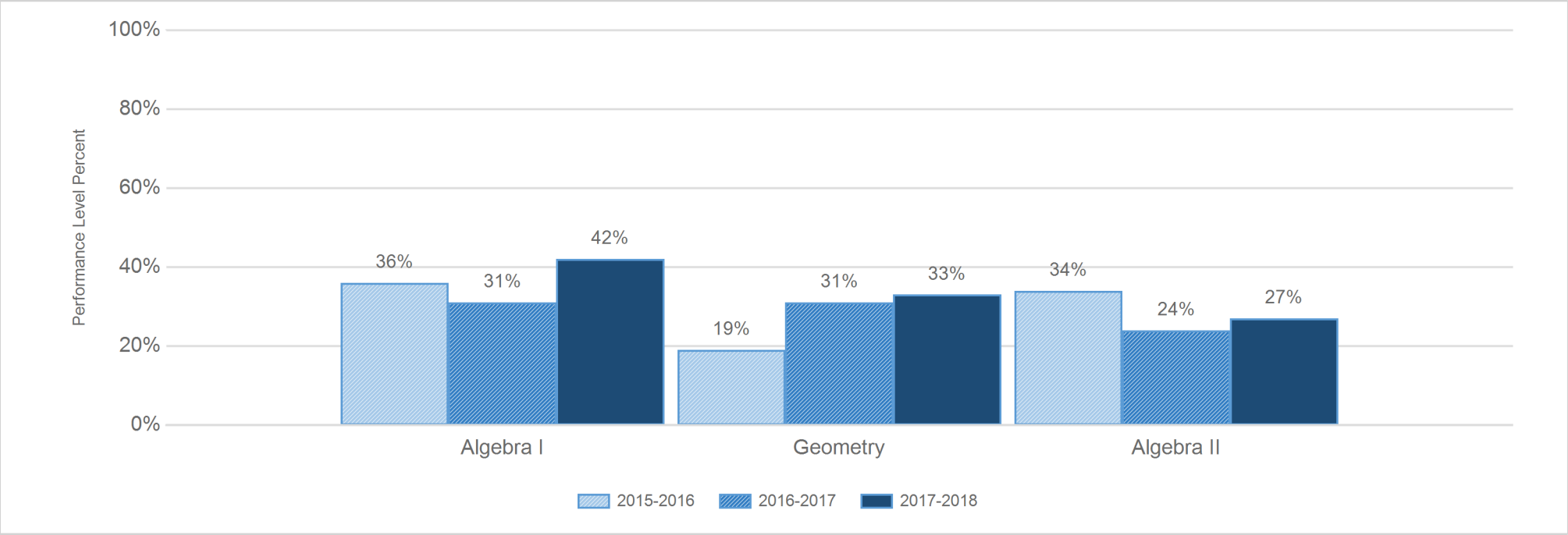
Mathematics Assessment – Performance Trends

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
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	46.2%	**	**

† 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	16	*	*
3-4	*	*	*
5 or more	N	N	N

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

Biology Assessment Information

New Jersey transitioned from the Biology Assessment 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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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	75.6%	72.2%
12th graders taking ACT in 2017-18 or prior years	29.6%	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	489	478	Grade 10: 430 Grade 11: 460	72%	62%
PSAT 10/NMSQT - Math	479	478	Grade 10: 480 Grade 11: 510	42%	42%
SAT - Reading and Writing	554	542	480	82%	72%
SAT - Math	554	543	530	64%	54%
ACT - Reading	23	24	22	58%	62%
ACT - English	23	24	18	79%	78%
ACT - Math	23	24	22	63%	62%
ACT - Science	24	23	23	57%	53%

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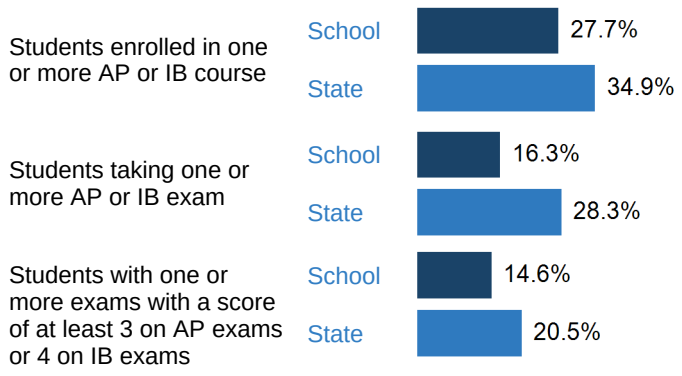
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

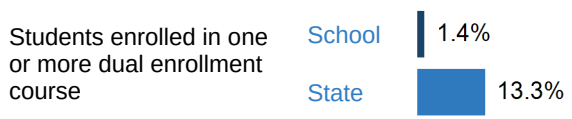
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	20	16
AP Calculus AB	21	11
AP Calculus BC	7	7
AP Chemistry	12	9
AP Chinese Language and Culture	0	1
AP Computer Science A	10	6
AP Computer Science Principles	24	9
AP English Language and Composition	30	16
AP English Literature and Composition	39	27
AP Environmental Science	18	5
AP European History	9	2
AP French Language and Culture	9	1
AP Music Theory	11	7
AP Physics B	21	0
AP Physics C: Electricity and Magnetism	0	7
AP Physics C: Mechanics	0	7

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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	32	22
AP Seminar	0	26
AP Spanish Language	13	3
AP Statistics	59	9
AP Studio Art—Drawing Portfolio	7	0
AP Studio Art—Two-Demensional	0	6
AP U.S. History	28	26
Total Exams taken		223
Exams with scores of at least 3 on AP exams or 4 on IB exams		199

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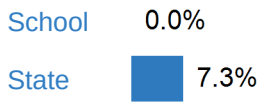
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

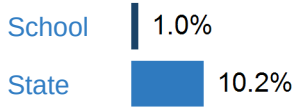
Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)



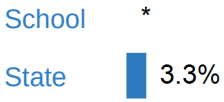
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Human Services	12	*	*
Manufacturing	*	*	*
Science, Technology, Engineering & Mathematics	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	26	14	14

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	263	90	0	0	0	0	14
10	15	213	97	0	0	0	3
11	5	36	245	67	2	5	6
12	0	4	33	51	83	74	165
Total	283	343	375	118	85	79	188
Enrolled in AP/IB Course					28	59	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	52	1	312	0	0	0
10	269	45	10	1	0	7
11	19	213	0	3	36	130
12	21	15	2	45	141	118
Total	361	274	324	49	177	255
Enrolled in AP/IB Course	20	12		18	21	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	360	4	0	0	0	3
10	8	316	0	0	0	14
11	1	347	0	4	0	86
12	0	23	0	40	1	157
Total	369	690	0	44	1	260
Enrolled in AP/IB Course	0	28	0	32		9
Enrolled in Dual Enrollment Course	0	0	0	0	1	1

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	284	74	0	0	0	0	0
10	270	37	0	0	0	0	1
11	189	31	0	0	0	0	0
12	67	17	0	0	0	0	0
Total	810	159	0	0	0	0	1
Enrolled in AP/IB Course	13	9	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	1
Enrolled in Level 3 or Higher	377	39	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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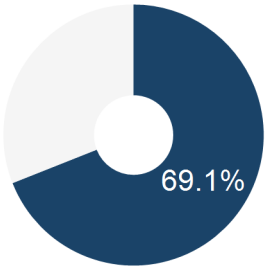
Visual and Performing Arts – Course Participation

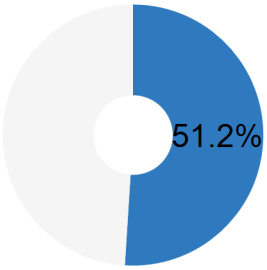
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

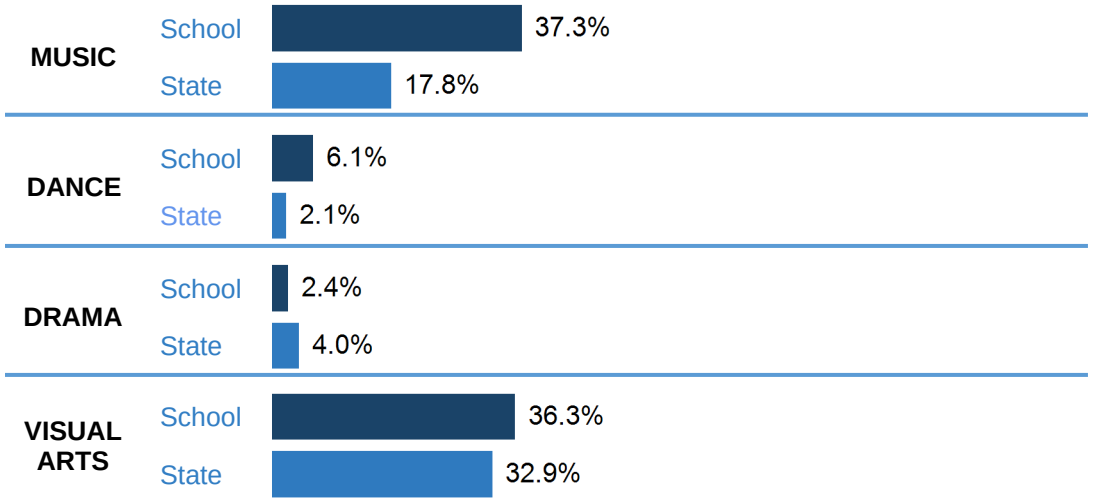


School



State

Students enrolled in one or more classes by discipline:



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	93.3%	90.9%	94.4%	92.4%	93.3%	94.6%	Not Met	94.0%	95.5%	Not Met
White	95.2%	95.0%	95.4%	95.7%	94.7%	95.0%	Not Met	95.7%	N	Met Goal
Hispanic	89.2%	84.8%	84.6%	87.3%	81.6%	93.4%	Not Met	90.6%	90.3%	Met Target
Black or African American	72.7%	84.2%	100.0%	86.8%	100.0%	**	**	76.2%	N	N
Asian, Native Hawaiian or Pacific Islander	92.0%	97.0%	95.2%	97.7%	90.9%	95.0%	Not Met	96.4%	N	Met Goal
American Indian or Alaska Native	*	86.5%	N	94.1%	N	N	N	*	**	**
Two or More Races	*	92.0%	N	93.9%	N	N	N	*	**	**
Economically Disadvantaged Students	87.8%	84.6%	84.8%	87.0%	82.6%	89.2%	Not Met	77.8%	82.6%	Not Met
Students with Disabilities	87.0%	80.1%	82.5%	83.5%	79.7%	88.6%	Not Met	82.0%	91.8%	Not Met
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	*	72.6%	N	79.1%	N			*		
Students in Foster Care	*	62.6%	*	64.9%						

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Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	39.7%	55.4%
Substitute Competency Test	53.7%	37.4%
Portfolio Appeals Process	0.6%	0.6%
Alternate Requirements specified in IEP	6.0%	6.6%
Unknown	0.0%	0.0%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	93.3%	-
2017	93.3%	94.4%
2016	93.8%	94.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.8%	1.2%
2016-2017	0.8%	1.1%
2015-2016	0.4%	1.2%

NJ SCHOOL PERFORMANCE REPORT

ROXBURY HIGH SCHOOL
(27-4560-050)
Grades Offered: 09-12
2017-2018

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	83.6%	35%	65%
White	85%	33%	67%
Hispanic	74.5%	48.8%	51.2%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	81.8%	27.8%	72.2%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	69.6%	62.5%	37.5%
Students with Disabilities	67.3%	75.8%	24.2%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	90.4%	33.5%	66.5%	77.9%	22.1%	59.9%	40.1%
White	92.4%	31.1%	68.9%	76.3%	23.7%	58%	42%
Hispanic	78.6%	40.9%	59.1%	95.5%	4.5%	68.2%	31.8%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	35%	65%	75%	25%	60%	40%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	74.2%	56.5%	43.5%	95.7%	4.3%	87%	13%
Students with Disabilities	73.8%	61.3%	38.7%	83.9%	16.1%	71%	29%
English Learners	N	N	N	N	N	N	N

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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.

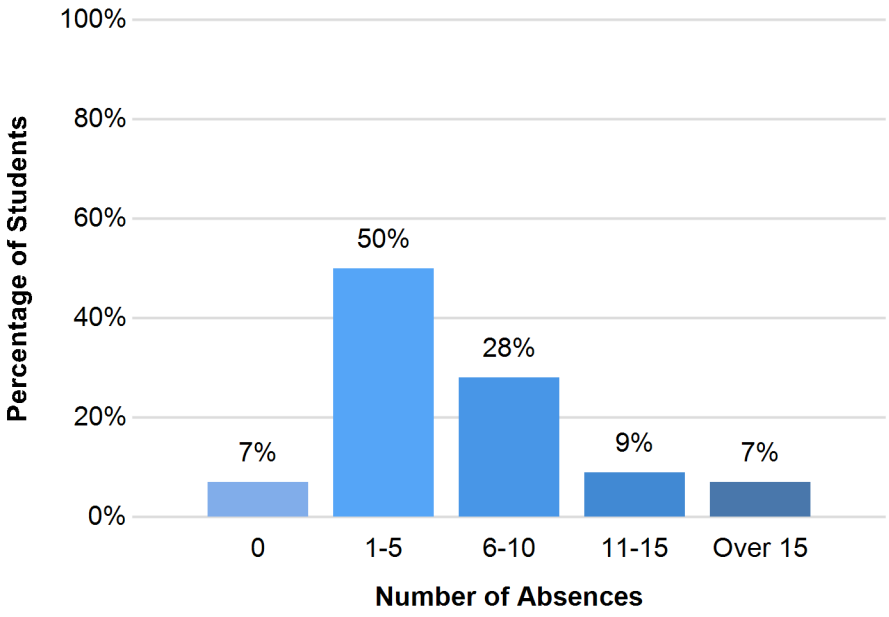
Chronic Absenteeism

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	77	5.6	14.9	Met
White	59	5.8	14.9	Met
Hispanic	14	6.3	14.9	Met
Black or African American	1	2.4	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	2	2.4	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Met
Economically Disadvantaged Students	15	9.3	14.9	Met
Students with Disabilities	27	11.2	14.9	Met
English Learners	2	9.5	14.9	Met

Days Absent

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



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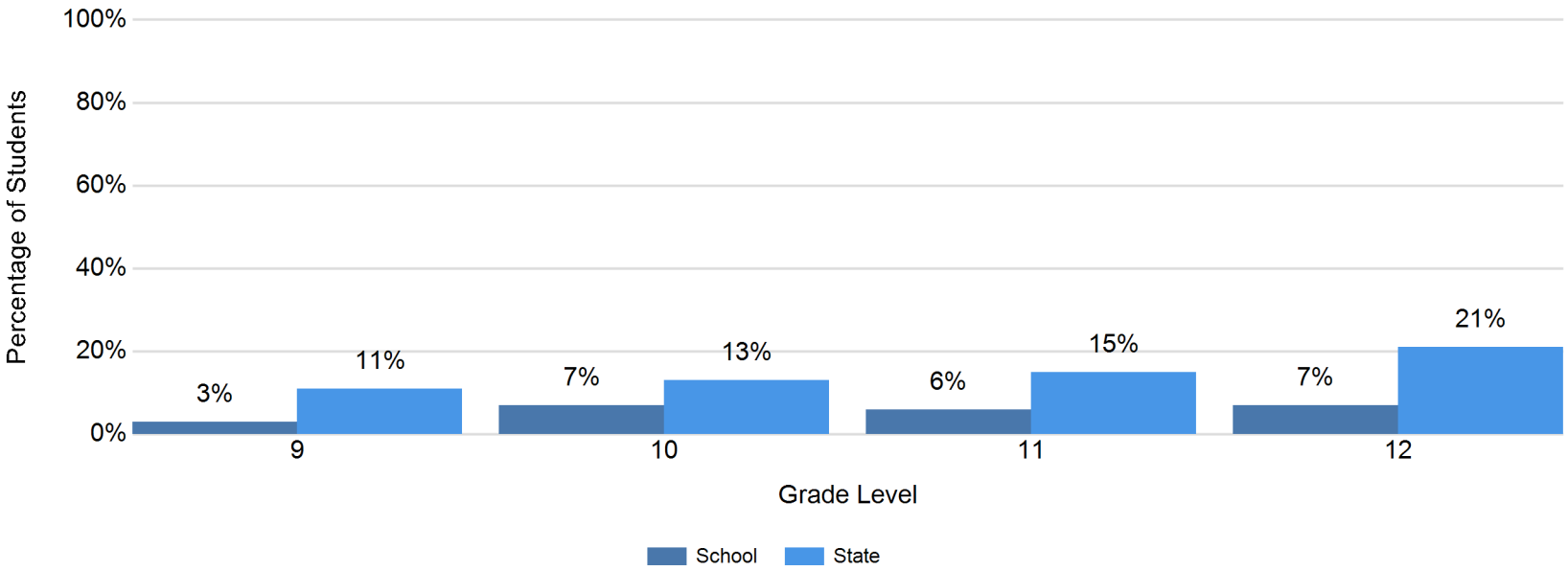
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	12
Weapons	0
Vandalism	6
Substances	14
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	34
Incidents Per 100 Students Enrolled	2.49

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	10
Weapons	0
Vandalism	3
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	4

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	95	7.0%
Out-of-School Suspensions	31	2.3%
Any Suspension	107	7.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
262

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School Day

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

Category	School
Typical Start Time	7:25 AM
Typical End Time	2:05 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 47 Mins
Shared Time - Instructional Time	3 Hrs. 45 Mins.

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	129	117,464
Average years experience in public schools	12.6	12.0
Average years experience in district	10.2	10.7
Teachers in district for 4 or more years	79.8%	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	11:1	11:1
Students to Administrators	137:1	125:1
Teachers to Administrators	13:1	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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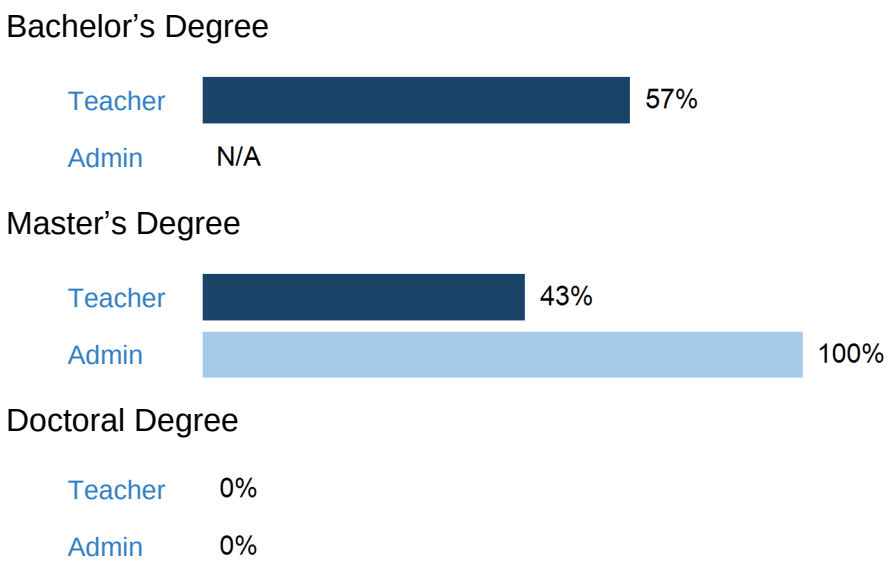
Teachers and Administrators - Level of Education

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	97.1%

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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	60.5%	50.0%
Male	39.5%	50.0%
White	98.4%	100.0%
Hispanic	1.6%	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%

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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	50.72	17.5%
Mathematics Proficiency	69.34	17.5%
Graduation Rate - 4-Year	28.94	25.0%
Graduation Rate - 5-Year	29.60	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	83.62	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	48.19	n/a
Summative Rating: Percentile Rank of Summative Score	45.85	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Not Met	Not Met	**	Met	No
White	51.42	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
Hispanic	55.33	8.94	No	Met Target	Met Target†	Not Met	Met Target	n/a	Met	No
Black or African American	66.92	8.94	No	Met Target	Met Target	**	N	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	25.32	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	42.58	8.94	No	Met Target	Met Target†	Not Met	Not Met	n/a	Met	No
Students with Disabilities	54.72	8.94	No	Met Target	Not Met	Not Met	Not Met	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	Met	No

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

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School Narrative

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

Highlights:	• Roxbury High School has successfully partnered with the Morris County School of Technology to create a new program from Athletic Training and Physical Therapy. • Roxbury High School has achieved Bronze status through the Sustainable Jersey for Schools program. Through this program Roxbury High School has been awarded $7000 in grants. • Roxbury High School is a Google reference school. A number of staff members are G Suite certified, and 7 students are G Suite certified.
Mission, Vision, Theme:	Established in 1903, Roxbury High School is a four-year comprehensive high school that places emphasis on the academic, personal, social, and physical growth of our students. Our teachers and administrators strive to provide meaningful student learning in the cognitive and the affective domain and to foster the pursuit of excellence by students in all they do. Our strength lies in the breadth of our curriculum and in the dedicated professional staff that facilitates the educational process.
Awards, Recognition, Accomplishments:	Striving for high standards of excellence, all of our 12th grade students attained the state levels of proficiency required for graduation in 2018. Roxbury High School was recognized by the College Board as being part of the AP District Honor Roll. Approximately 500 students participated in Mini-THON. This program raised over $75,000 to support children with cancer and Pediatric Cancer research.

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Courses, Curriculum, Instruction:	Roxbury High School operates on a modified block schedule that offers students a rigorous comprehensive curriculum in a challenging academic environment. The instructional program provides a wide variety of academic opportunities, including Advanced Placement and Honors courses; and innovative opportunities for pupil study outside of the high school curriculum such as Senior Option, College Option, and Independent Study. For a complete listing of our courses, visit https://www.roxbury.org/Page/744
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) Roxbury has a long-standing reputation of athletic excellence. Our more than 60 teams, at all levels, regularly post conference, county and state championships. Tradition, coaching excellence, athletic talent, and strong school spirit all contribute to this success. Importantly, our program places a higher priority on the growth of the student athlete as a person above our win/loss record.
Clubs and Activities:	With over 30 extracurricular clubs, students have the chance to engage in a variety of academic, service, and social activities. Opportunities in the performing arts include a unique dance program, excellent drama productions, and nationally recognized vocal and instrumental music groups. The student yearbook has been acknowledged for its excellence. All of our programs place a priority on community service and we are proud of our student involvement in various humanitarian endeavors.

NJ SCHOOL PERFORMANCE REPORT

ROXBURY HIGH SCHOOL
(27-4560-050)
Grades Offered: 09-12
2017-2018

Report Key:
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School Narrative

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Before and After School Programs:	Informal programming for students seeking extra help in coursework, opportunities for using technology, and quiet study time both before and after school hours is provided in the media center, and in certain classrooms. Peer tutoring is often a component of this program.
Staff and Professional Learning:	Roxbury High School's staff pursues professional development opportunities through in-district attendance at teacher developed professional programs, through online coursework, through graduate studies, and through attendance at professional conferences. Time has been built into the alternating day block schedule for Professional Learning Communities to meet, and for staff to participate in teaching rounds, visiting the classrooms of colleagues to promote their own professional growth.
Postsecondary Information:	We are proud of the efforts of our Guidance Department to help students forge a Four-Year Plan for Career and College. We sponsor numerous College Fairs to initiate the college search process. Counselors work closely with students and their families throughout the college search and application process; researching schools, testing students, submitting applications, and exploring funding options for college. In 2018, approximately 90% of our students continued their formal education after graduation. Roxbury High School graduates are also represented in all branches of the military.

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

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

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

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Other Information:	Roxbury High uses an alternating day extended period instructional schedule. Unique features of the schedule include a variable instructional period (VIP) for students and scheduled Professional Learning Community (PLC) time for the faculty. In Program Resource and Instructional Centers address the educational needs of the at-risk population. -The curriculum includes 42 honors courses and 26 AP courses, including the AP Capstone offerings. High interest electives support college academic readiness. -Certified as a "Green School," we have implemented a range of sustainability and conservation protocols. -We employ a one-to-one technology program where all students are outfitted with Google Chromebooks that, along with school-wide wireless connectivity, propels the use of technology to the forefront in the learning process. -Roxbury is an Interdistrict School of Choice for the Fine and Performing Arts. -A unique "Artists in Residency" program provides access to performing and visual artists for our instrumental, vocal, dance and visual arts students. -School designed character education programs such as "Peer to Peer" and "Freshman Seminar," along with many service organizations, promote positive growth for students in the affective domain. -More than 75% of the student population participates in co-curricular clubs and athletics. -Many of the more than 30 clubs and co-curricular programs have earned significant recognition for their performance. The debate team has won championships the past two years; The Roxbotics Team (robotics club) continues to earn distinction; The Echo Yearbook has earned awards from the GSSPA in each of the last five years; The vocal music program has produced 12 students who will sing in the All-Eastern Choir in 2019; The student run Mini-THON program raised over $75,000 in contributions last year to fight childhood cancer.