NJ SCHOOL PERFORMANCE REPORT

JEFFERSON ELEMENTARY SCHOOL
(27-4560-065)
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
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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	MS. COSGROVE
Address	35 CORN HOLLOW ROAD SUCCASUNNA, NJ 07876
Phone Number	(973)584-8955
Email Address	MCOSGROVE@ROXBURY.ORG
Website	https://www.roxbury.org/Domain/12
Facebook	https://www.facebook.com/groups/170279103026702/
Twitter	https://twitter.com/mcosgrove7

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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	16	16	30
KG	75	61	52
1	67	79	66
2	60	69	82
3	59	61	71
4	60	68	60
Total	337	354	361

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	43.3%	46.9%	44.3%
Male	56.7%	53.1%	55.7%
Economically Disadvantaged Students	4.7%	7.6%	8.3%
Students with Disabilities	15.1%	16.1%	20.5%
English Learners	2.1%	2.5%	2.8%
Homeless Students		1.1%	0.0%
Students in Foster Care		0.0%	0.3%
Military-Connected Students		0.3%	1.1%
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	73.6%	68.4%	68.7%
Hispanic	11.0%	14.4%	15.5%
Black or African American	2.1%	4.0%	3.0%
Asian	9.5%	9.0%	6.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.9%	4.2%	6.1%

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	10	12	23
PK - Full Day	6	4	7
KG - Half Day	0	0	0
KG - Full Day	75	61	52

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	87.5%
Spanish	4.4%
Greek, Modern (1453-)	1.4%
Telugu	1.1%
Other Languages	5.5%

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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	72.5	52	50	Exceeds Standard	80	54	50	Exceeds Standard
White	73	52	50	Exceeds Standard	69	53	51	Exceeds Standard
Hispanic	74.5	49	49	**	83	53	48	**
Black or African American	*	47	44	**	*	45	44	**
Asian, Native Hawaiian, or Pacific Islander	*	64	61	**	*	69.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	53.5	49	**	*	49.5	51	**
Economically Disadvantaged	*	48	48	**	*	42	47	**
Students with Disabilities	*	34	41	**	*	38.5	43	**
English Learners	*	50.5	54	**	*	55	51	**

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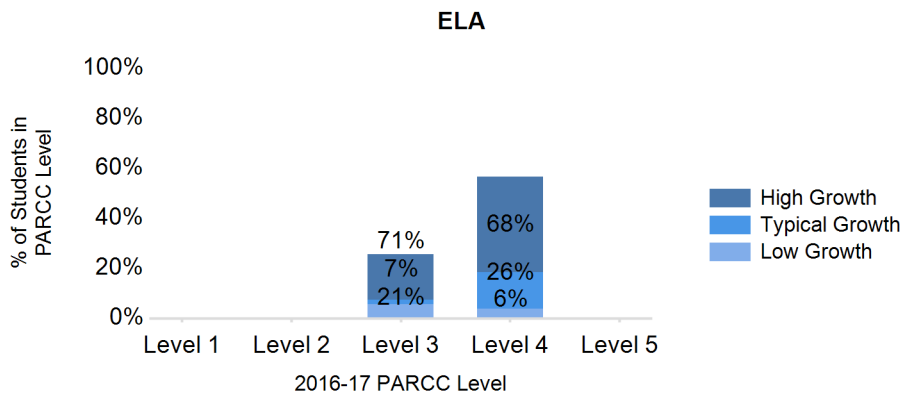
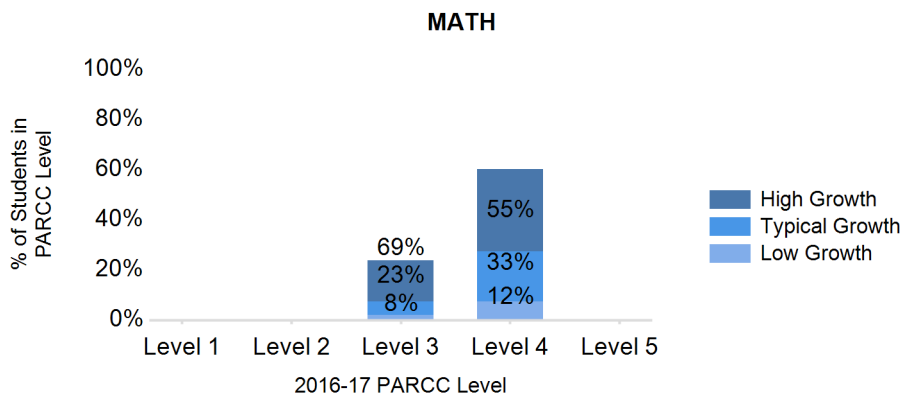
Student Growth by Performance Level

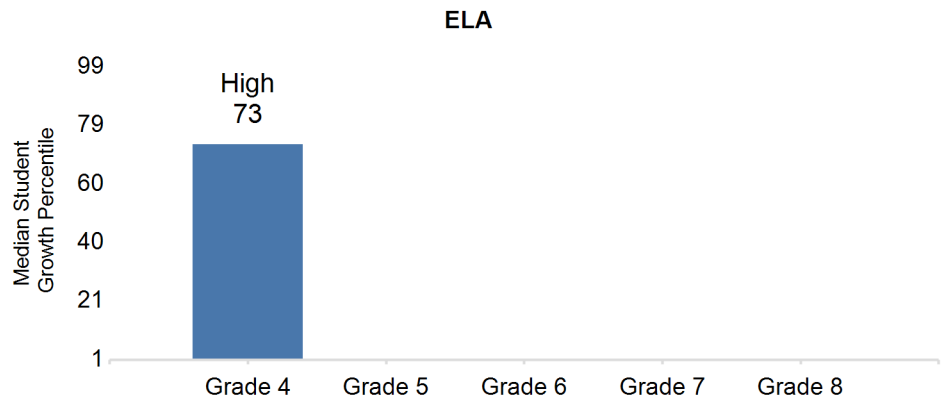
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

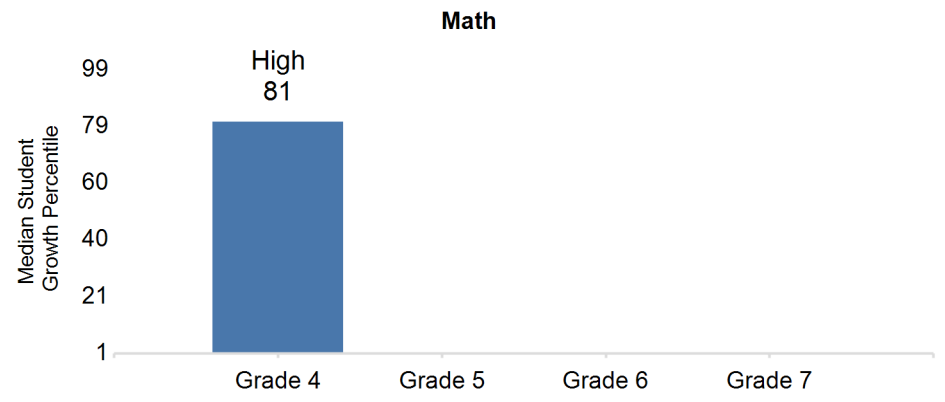




Student Growth by Grade

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	122	98.4	73.7	59.5	56.7	73.7	62.8	Met Target
White	82	97.6	76.8	60.5	65.6	76.8	62	Met Target
Hispanic	21	100.0	61.9	50.2	42.5	61.9	54.1	Met Target
Black or African American	*	*	*	52.9	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	81.9	81.8	82.3	81.9	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	57	100.0	77.2	69.5	64.5	77.2		
Male	65	97.1	70.8	50.0	49.4	70.8		
Economically Disadvantaged Students	13	100.0	53.9	*	38.5	53.9	**	**
Non-Economically Disadvantaged Students	109	98.2	76.1	*	67.5	76.1		
Students with Disabilities	18	100.0	38.9	*	21.6	38.9	**	**
Students without Disabilities	104	98.1	79.8	*	63.9	79.8		
English Learners	*	*	*	25.7	27.3	*	**	**
Non-English Learners	*	*	*	60.7	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
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	65	757	751	750	*	*	20%	*	*	65%	52%
White	46	756	752	759	*	*	*	*	*	65%	61%
Hispanic	*	*	743	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	24	765	759	756	*	*	*	*	*	67%	57%
Male	41	753	746	744	*	*	*	*	*	63%	46%
Economically Disadvantaged Students	*	*	737	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	754	762	*	*	*	*	*	*	64%
Students with Disabilities	10	715	*	719	*	*	*	*	*	30%	24%
Students without Disabilities	55	765	*	756	*	*	*	*	*	71%	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	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	781	762	756	0%	*	*	41%	43%	84%	58%
White	36	782	764	764	0%	*	*	58%	33%	92%	68%
Hispanic	15	775	*	744	0%	*	*	*	*	60%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	33	782	764	762	0%	*	*	*	*	85%	63%
Male	25	780	759	751	0%	*	*	*	*	84%	53%
Economically Disadvantaged Students	*	*	750	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	764	767	*	*	*	*	*	*	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	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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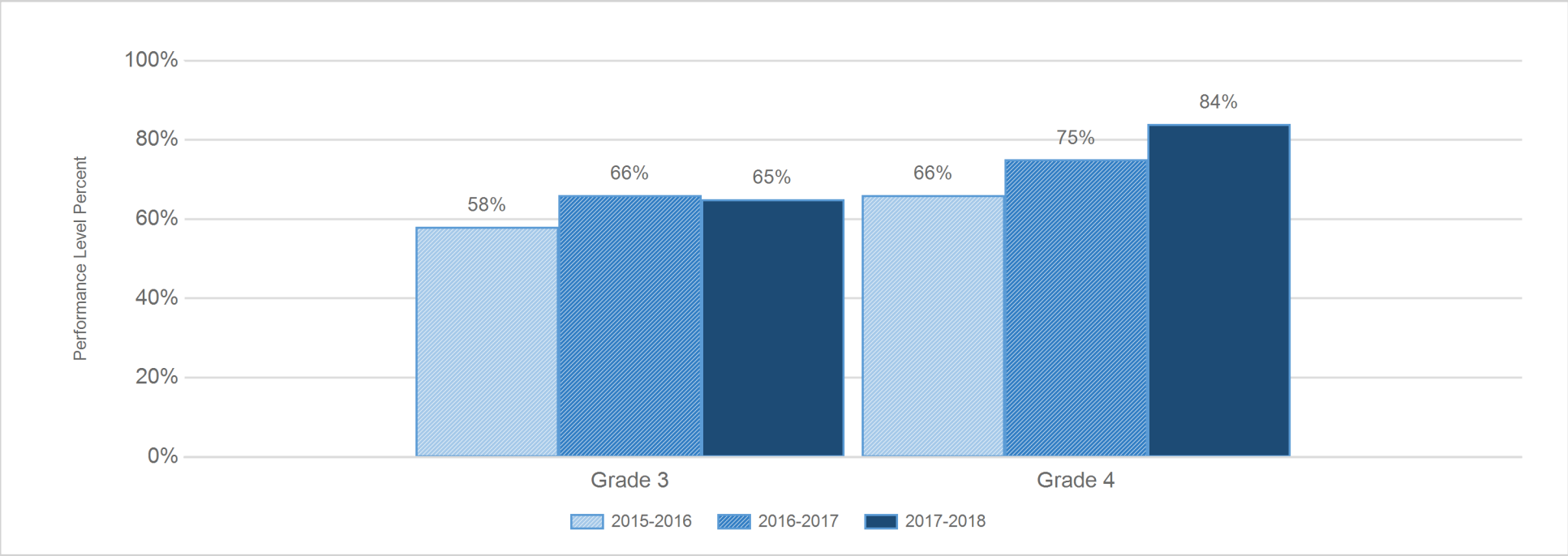
English Language Arts/Literacy Assessment - Performance Trends

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	122	98.4	62.3	49.1	45.0	62.3	56.2	Met Target
White	82	97.6	62.2	51.1	54.1	62.2	55.9	Met Target
Hispanic	21	100.0	52.4	34.8	29.2	52.4	63.9	Met Target†
Black or African American	*	*	*	38.8	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	90.9	78.1	77.0	90.9	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	57	100.0	54.4	50.1	46.0	54.4		
Male	65	97.1	69.3	48.1	43.9	69.3		
Economically Disadvantaged Students	13	100.0	46.2	*	26.6	46.2	**	**
Non-Economically Disadvantaged Students	109	98.2	64.3	*	55.9	64.3		
Students with Disabilities	18	100.0	38.9	17.0	17.1	38.9	**	**
Students without Disabilities	104	98.1	66.4	54.5	50.5	66.4		
English Learners	*	*	*	20.2	24.6	*	**	**
Non-English Learners	*	*	*	50.1	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
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	65	752	747	752	*	*	26%	*	*	58%	53%
White	46	753	750	760	*	*	28%	*	*	59%	64%
Hispanic	*	*	736	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	24	747	747	752	*	*	*	*	*	50%	53%
Male	41	754	747	751	*	*	*	*	*	63%	53%
Economically Disadvantaged Students	*	*	733	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	749	762	*	*	*	*	*	*	66%
Students with Disabilities	10	726	*	730	*	*	*	*	*	30%	29%
Students without Disabilities	55	756	*	756	*	*	*	*	*	64%	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	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	765	752	748	0%	*	31%	*	*	67%	49%
White	36	763	754	755	0%	0%	33%	*	*	67%	60%
Hispanic	15	761	*	737	0%	*	*	*	*	53%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	33	762	750	748	0%	*	*	*	*	58%	50%
Male	25	770	754	748	0%	*	*	*	*	80%	49%
Economically Disadvantaged Students	*	*	740	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	754	758	*	*	*	*	*	*	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	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

JEFFERSON ELEMENTARY SCHOOL
(27-4560-065)
Grades Offered: PK-04
2017-2018

Report Key:
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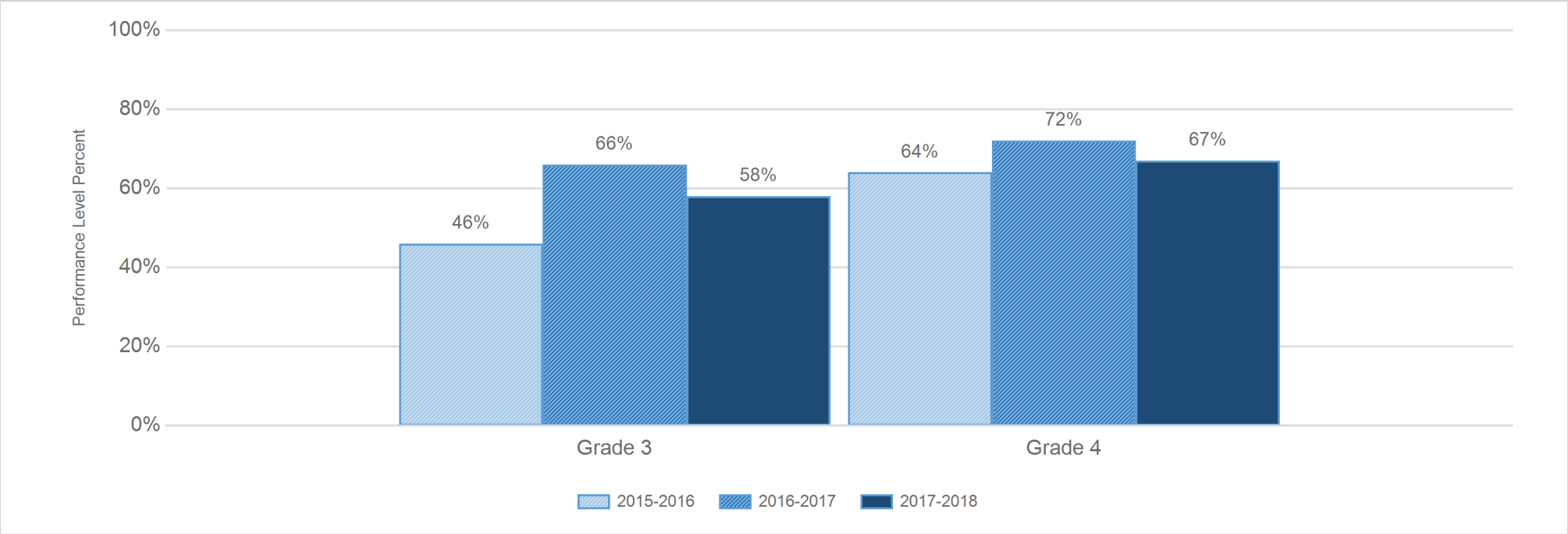
N No Data is available to display
† This indicates a table specific note,see note below table

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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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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.

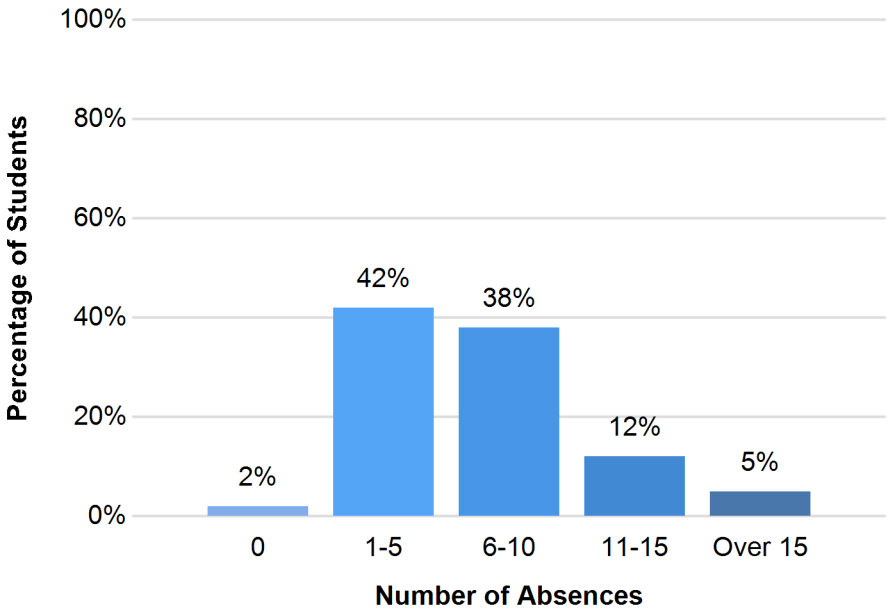
Chronic Absenteeism

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	13	3.9	9.1	Met
White	11	4.7	9.1	Met
Hispanic	1	2.2	9.1	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.3	**	**
Economically Disadvantaged Students	4	14.3	9.1	Not Met
Students with Disabilities	0	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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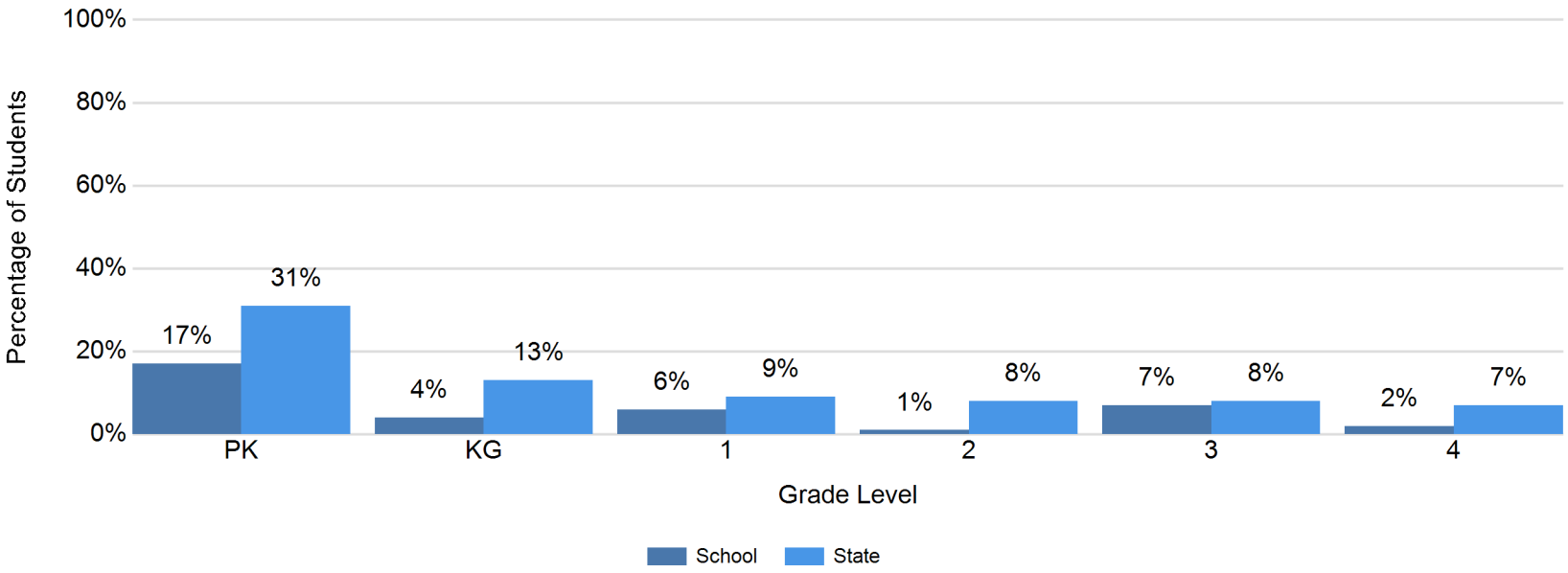
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.83

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	2	2
Other	0	0	0
No Identified Nature	5		5

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	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	1.0:1

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	32	117,464
Average years experience in public schools	12.8	12.0
Average years experience in district	11.5	10.7
Teachers in district for 4 or more years	75.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	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	361:1	125:1
Teachers to Administrators	32:1	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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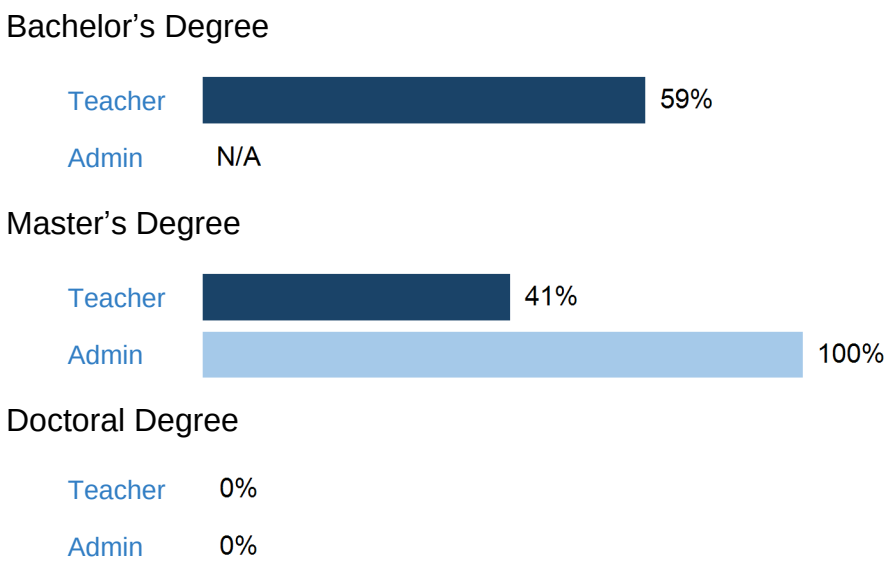
Teachers and Administrators - Level of Education

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	95.3%

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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	96.9%	100.0%
Male	3.1%	0.0%
White	90.6%	100.0%
Hispanic	3.1%	0.0%
Black or African American	0.0%	0.0%
Asian	6.3%	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	77.01	17.5%
Mathematics Proficiency	72.51	17.5%
English Language Arts Growth	98.22	25.0%
Mathematics Growth	98.58	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	85.61	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	88.21	n/a
Summative Rating: Percentile Rank of Summative Score	96.98	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	**	Met	No
White	81.80	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	No	Met Target	Met Target†	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	Not Met	No
Students with Disabilities	**	**	No	**	**	**	**	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:	• Bronze Certified School through NJ Sustainable Schools for excellence in sustainability. Continuous progress by our school Green Team. • Expansion of a Makerspace in the Media Center for students to explore coding through Dot & Dash, Little Bits, Ozbots, and more! Younger students enjoy the Lego Wall and other materials to build with. • Implementation of a Social-Emotional Learning time on a daily basis. Students discuss and participate in learning that is centered around specific themes that change on a monthly basis.
Mission, Vision, Theme:	Jefferson Elementary School has approximately 370 students and 60 faculty members working together towards student achievement and social-emotional development. We support the district's vision, "Preparing the children of today for tomorrow," by providing a state of the art instructional design with the support of all in our school community. Jefferson utilizes the theme, "Jefferson School ROCKS." ROCKS stands for Respect Others, self and environment by being Courteous, Kind, and Safe.
Awards, Recognition, Accomplishments:	Last year Jefferson School was recognized as an Honorable Mention for State School of Character. Jefferson school also accomplished a plethora of philanthropic contributions to various organizations such as Dimes for Downs, Cards for Troops, Jeans for Troops, St. Baldrick's, and Jump Rope for Heart. Locally, Jefferson School contributes towards local social services through food drives, and a "Giving Tree" event during the holidays. Jefferson was also placed on the Top 35 NJ Elementary and Middle Schools list. NJ Sustainable Schools recognized Jefferson School with Bronze Certification this year as well.

NJ SCHOOL PERFORMANCE REPORT

JEFFERSON ELEMENTARY SCHOOL
(27-4560-065)
Grades Offered: PK-04
2017-2018

Report Key:
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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.

Courses, Curriculum, Instruction:	At Jefferson, we strive to challenge students at their optimal learning level, through differentiated instruction. Students engage in small group learning and individualized instruction a majority of the day in ELA and Mathematics. We also have a full "In Support of Learning" program for students below benchmark progress and a selective Gifted and Talented program, entitled PEAK, focused on STEAM, that is provided at all grade levels. Jefferson School is an inclusive setting that fosters individualized support for all to demonstrate personal growth and achievement.
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.

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Before and After School Programs:	Our school welcomes scouting, art & dance classes, STEAM classes, coding and many other community programs for after school enrichment through the Roxbury Community School portal. Students are encouraged to participate in activities of interest through school distribution of materials.
Staff and Professional Learning:	Each faculty member is committed to effectively implementing the district curriculum by ensuring their own deep understanding of the pedagogy that supports it. This is evident by the professional learning communities that all instructional and support staff take part in to enhance instruction in a collaborative manner. Our teachers also regularly participate in professional development to continue learning about Google Classroom and other formats to embed technology into instruction. This year the district has offered a Digital Badging element to differentiate PD and make it accessible at all times.

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Student Supports and Services:	Jefferson School embraces utilizing the least restrictive environment to educate all students. We are proud to offer an inclusive classroom at each grade level, where co-teaching occurs. We also house the district's preschool disabled program. We have approximately 350 students and 55 faculty members working together towards student achievement. We also facilitate opportunities for student teachers and interns to gain experience. Jefferson supports life-long learning for all.
Student Health and Wellness:	Jefferson School's Health and Wellness program offers physical education three days a week and certified recess five days a week. Jefferson also invites in nutritionists, dental specialists and provides embedded social-emotional learning. Guidance lessons are provided to Kindergarten once a week, and all other grade levels receive guidance lessons once a month. Many teachers have also implemented Yoga practices and other wellness strategies into the classroom for brain breaks. The common understanding that emotions and learning are inseparable, and that each child must feel safe, valued, and cared for before he or she is receptive to challenges of a rigorous curriculum.
Parent and Community Involvement:	The PTA is incredibly active at Jefferson School. The PTA volunteers enhance the elementary school experience by providing Cultural Arts programming, Family Fun Nights, sponsorship of Field Trips and many other opportunities for families to come together and celebrate the community. Jefferson has an updated calendar on the website that ties all school, PTA, and community events together. These programs, events, and activities are advertised weekly in our "Week at a Glance."

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers Every year we survey the school staff and the parents/guardians using the school climate survey. This survey has been made into a Google form to easily access the information from the various stakeholders. Students are surveyed every three years. The data is shared at the School Safety and Climate Team meetings, Staff Meetings, and Back to School Nights. We experienced increase in positive climate after last year's results. The School Safety and Climate team reflects on how we can take the data from these surveys to further improve our School Climate. The addition of our organized Social Emotional Learning program was developed based on results of our survey last year.
Facilities:	A security vestibule, enhanced camera surveillance, and installation of a Lobby Guard software system was recently installed at Jefferson Elementary School to promote a safe learning environment for all students and staff. Our facilities director has also worked closely with our school's Green Team to purchase and promote consistent recycling practices. Large recycling containers are now accessible in the main areas for students and staff to utilize. Facilities has also been working to enhance our outside grounds through the installation of an irrigation system due to excessive flooding in the fields, and the removal of overgrown trees to provide more light to the play areas outdoors.
School Safety:	In addition to the physical enhancements completed by the facilities department, other school safety measures are consistently revised to promote proactive safety procedures within the school building. Jefferson School has worked closely with the district security officers to revise practice scripts for a plethora of possible crisis situations. Every classroom reads and implements drills and practice activities through the book, "I'm Not Scared, I'm Prepared." We have also had a new speaker system installed that now allows us to fully utilize an Informacast Program. Informacast provides communication for all staff and necessary personnel to be alerted of any safety concern or situation through email, text, and announcements.

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Technology and STEM:	This year we have added two more Chromebook carts to our building, totaling us to six carts that are utilized within the classrooms, media center, and labs. We have also gained access to a Virtual Reality system that allows us to utilize Google Expeditions. Classrooms now experience virtual field trips tied into their lessons. The continuous addition of STEAM materials to the Makerspace has also taken place. Students are able to work on a variety of equipment in the Media Center.
Early Childhood Education:	Jefferson School houses the district's preschool program for early intervention. We host a full day program and two half-day programs. 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. Our K-2 program focuses on hands-on learning, differentiated instruction, and direct instruction for phonics through a full Fundations program.

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Other Information:	Jefferson School has made consistent, progressive strides in instruction. English Language Arts is taught through balanced literacy. Teachers utilize the model of Reading and Writing workshop and creatively integrate authentic learning experiences for children. At the lower levels (PK-2), the program of Fundations is utilized to assure strong foundational reading skills are mastered. Mathematics instruction includes real-world problem solving and rigorous math practices embedded throughout the curriculum based on Singapore Pedagogy. Jefferson School uses Math in Focus as our primary resource in this area. Students also participate in Science and Social Studies, where our school strives to focus on inquiry based learning, including projects and problems. Curriculum in Science was rewritten recently to align to the Next Generation Science Standards. Jefferson utilizes FOSS kits in Science to promote investigations at all levels. Students participate in Art, Music, Physical Education, Media Center, Technology, Enrichment, Guidance and Spanish throughout their educational program. All programs are fully supported through professional development, coaching through supervisors and consultants, and full administrative support. Due to Jefferson's dedicated teaching staff, support team, parent involvement and student engagement, the children have made significant growth in all academic areas. Students achieved academic success while continuing to facilitate community caring projects and innovative practices. Last year our school was honored to be place on the Top 35 Elementary and Middle Schools list for NJ. Jefferson School displays Koala Pride in all aspects of education.