NJ SCHOOL PERFORMANCE REPORT

LINCOLN/ROOSEVELT SCHOOL
(27-4560-080)
Grades Offered: 05-06
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. ARGENZIANO
Address	34 HILLSIDE AVENUE SUCCASUNNA, NJ 07876-1446
Phone Number	(973)584-4331
Email Address	CARGENZIANO@ROXBURY.ORG
Website	https://www.roxbury.org/Domain/10
Facebook	http://www.facebook.com/RoxburyPublicSchools

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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
5	232	256	238
6	265	239	267
Total	497	495	505

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	44.9%	46.5%	49.9%
Male	55.1%	53.5%	50.1%
Economically Disadvantaged Students	13.1%	14.9%	15.8%
Students with Disabilities	13.5%	14.1%	12.1%
English Learners	1.0%	1.0%	1.0%
Homeless Students		0.4%	0.6%
Students in Foster Care		0.0%	0.2%
Military-Connected Students		0.2%	0.6%
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	72.6%	72.7%	70.7%
Hispanic	16.3%	17.2%	19.4%
Black or African American	1.8%	2.4%	3.2%
Asian	6.8%	4.6%	4.4%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.2%	3.0%	2.4%

Enrollment by Home Language

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

Home Language	% of Students
English	83.2%
Spanish	10.7%
Other Languages	6.1%

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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	54.5	52	50	Met Standard	54	54	50	Met Standard
White	55	52	50	Met Standard	56	53	51	Met Standard
Hispanic	53	49	49	Met Standard	49.5	53	48	Met Standard
Black or African American	22	47	44	**	45	45	44	**
Asian, Native Hawaiian, or Pacific Islander	59.5	64	61	Met Standard	69.5	69.5	61	Exceeds Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	53.5	49	**	*	49.5	51	**
Economically Disadvantaged	48	48	48	Met Standard	44	42	47	Met Standard
Students with Disabilities	47	34	41	Met Standard	48.5	38.5	43	Met Standard
English Learners	51	50.5	54	**	53	55	51	**

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

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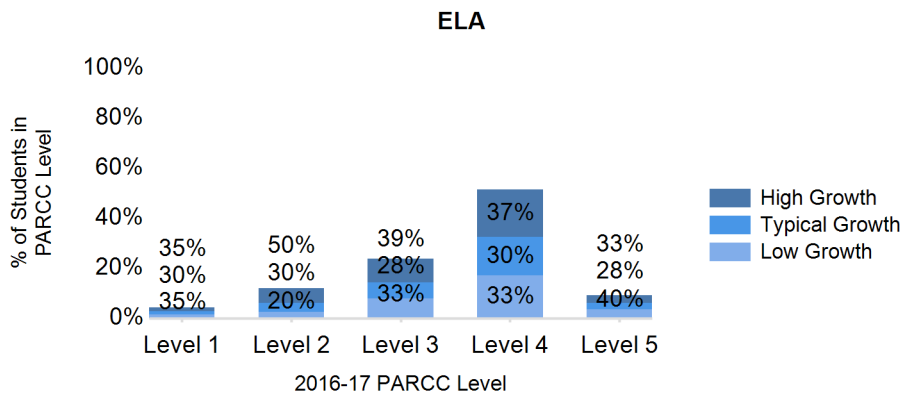
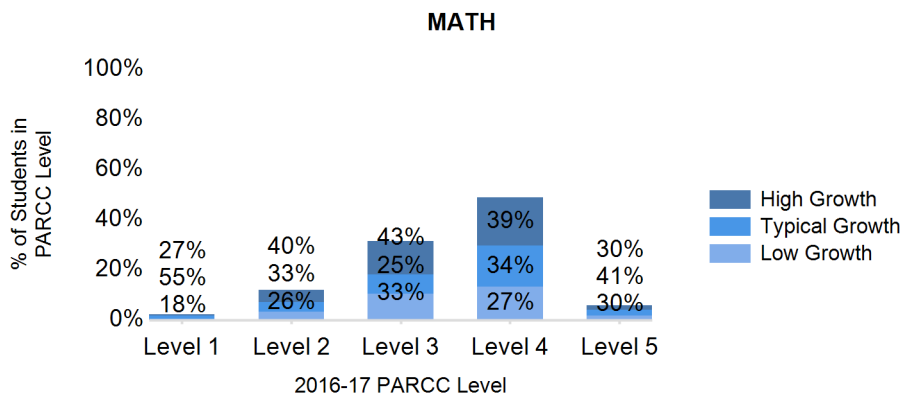
Student Growth by Performance Level

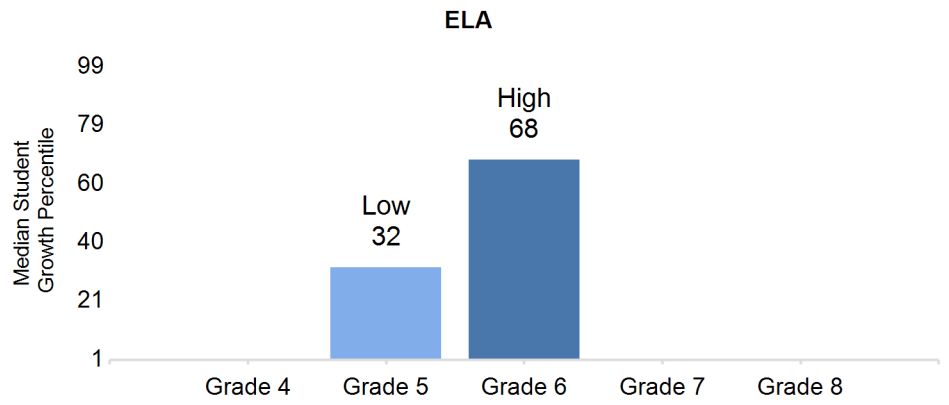
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

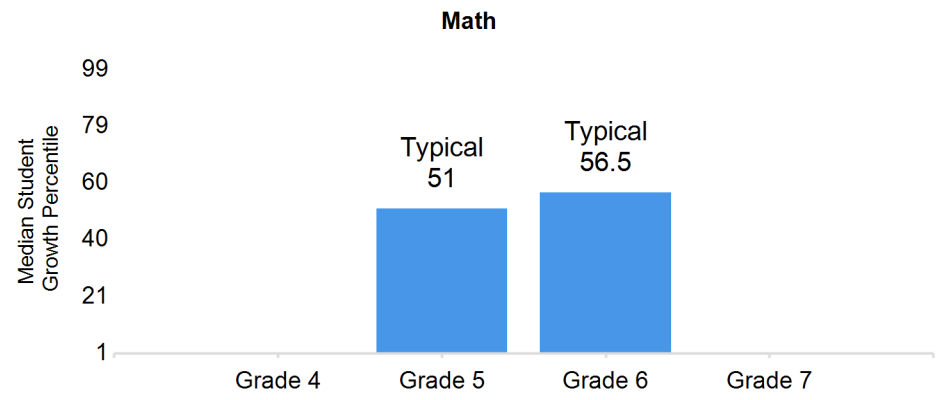




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	494	98.0	63.5	59.5	56.7	63.5	48.8	Met Target
White	350	98.3	65.4	60.5	65.6	65.4	49	Met Target
Hispanic	95	98.0	56.8	50.2	42.5	56.8	36.5	Met Target
Black or African American	16	100.0	31.3	52.9	37.3	31.3	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	100.0	81.8	82.3	100.0	77	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	11	84.6	36.4	*	63.4	32.3	**	**
Female	249	99.2	68.7	69.5	64.5	68.7		
Male	245	96.9	58.4	50.0	49.4	58.4		
Economically Disadvantaged Students	78	100.0	44.9	*	38.5	44.9	30.9	Met Target
Non-Economically Disadvantaged Students	416	97.7	67.1	*	67.5	67.1		
Students with Disabilities	66	95.7	19.7	*	21.6	19.7	18.5	Met Target
Students without Disabilities	428	98.4	70.3	*	63.9	70.3		
English Learners	17	100.0	29.4	25.7	27.3	29.4	**	**
Non-English Learners	477	98.0	64.8	60.7	59.4	64.8		
Homeless Students	*	*	*	*	27.7	*		
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 5

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	236	752	752	755	*	10%	30%	*	*	56%	58%
White	163	754	754	763	*	12%	28%	*	*	56%	68%
Hispanic	45	741	741	743	*	*	36%	*	*	47%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	14	775	775	780	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	124	755	755	762	*	10%	28%	*	*	59%	66%
Male	112	750	750	749	*	10%	31%	*	*	54%	51%
Economically Disadvantaged Students	42	739	739	739	*	*	38%	*	*	43%	39%
Non-Economically Disadvantaged Students	194	755	755	766	*	*	28%	*	*	59%	71%
Students with Disabilities	30	723	723	724	*	*	33%	*	*	20%	22%
Students without Disabilities	206	757	757	762	*	*	29%	*	*	62%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	261	763	763	754	*	*	20%	57%	14%	70%	56%
White	189	765	765	761	*	*	18%	59%	15%	74%	66%
Hispanic	52	757	757	742	*	*	27%	*	*	65%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	126	770	770	761	*	*	13%	*	*	79%	64%
Male	135	756	756	748	*	*	26%	*	*	63%	48%
Economically Disadvantaged Students	39	749	749	739	*	*	31%	*	*	46%	37%
Non-Economically Disadvantaged Students	222	765	765	764	*	*	18%	*	*	75%	68%
Students with Disabilities	35	727	727	723	*	*	29%	*	*	20%	18%
Students without Disabilities	226	768	768	760	*	*	19%	*	*	78%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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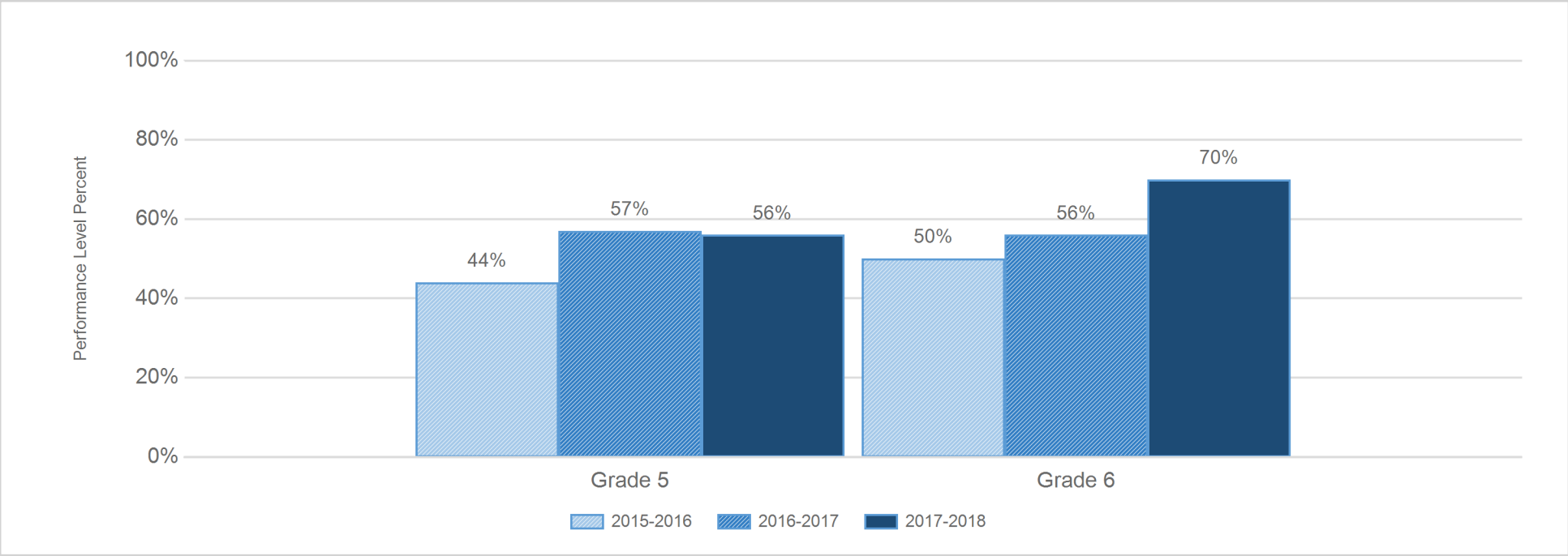
English Language Arts/Literacy Assessment - Performance Trends

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	495	97.8	51.5	49.1	45.0	51.5	44	Met Target
White	350	98.3	55.7	51.1	54.1	55.7	43.6	Met Target
Hispanic	96	97.0	32.3	34.8	29.2	32.3	33.9	Met Target†
Black or African American	16	100.0	31.3	38.8	23.4	31.3	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	90.9	78.1	77.0	90.9	71	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	11	84.6	36.4	*	53.0	32.3	**	**
Female	250	98.8	50.0	50.1	46.0	50.0		
Male	245	96.9	53.0	48.1	43.9	53.0		
Economically Disadvantaged Students	78	100.0	34.7	*	26.6	34.7	29.2	Met Target
Non-Economically Disadvantaged Students	417	97.4	54.6	*	55.9	54.6		
Students with Disabilities	66	95.7	24.2	17.0	17.1	24.2	18.5	Met Target
Students without Disabilities	429	98.2	55.8	54.5	50.5	55.8		
English Learners	18	94.7	11.1	20.2	24.6	11.0	**	**
Non-English Learners	477	98.0	53.0	50.1	46.9	53.0		
Homeless Students	*	*	*	*	17.3	*		
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 5

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	236	751	751	748	*	15%	29%	*	*	52%	49%
White	163	753	753	756	*	16%	25%	*	*	56%	60%
Hispanic	45	742	742	736	*	*	47%	*	*	33%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	14	776	776	777	0%	0%	*	*	*	86%	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	124	748	748	749	*	15%	36%	*	*	45%	50%
Male	112	754	754	747	*	15%	21%	*	*	60%	48%
Economically Disadvantaged Students	42	735	735	733	*	*	38%	*	*	31%	29%
Non-Economically Disadvantaged Students	194	754	754	758	*	*	27%	*	*	57%	62%
Students with Disabilities	30	737	737	726	*	*	*	*	*	40%	20%
Students without Disabilities	206	753	753	752	*	*	*	*	*	54%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	262	750	750	744	*	18%	29%	*	*	51%	44%
White	189	752	752	751	*	15%	29%	*	*	56%	54%
Hispanic	53	741	741	731	*	25%	42%	*	*	32%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	127	751	751	745	*	15%	28%	*	*	54%	45%
Male	135	749	749	742	*	21%	31%	*	*	48%	42%
Economically Disadvantaged Students	39	737	737	729	*	33%	*	*	*	41%	24%
Non-Economically Disadvantaged Students	223	752	752	753	*	15%	*	*	*	53%	56%
Students with Disabilities	35	721	721	717	*	57%	*	*	*	11%	13%
Students without Disabilities	227	755	755	748	*	12%	*	*	*	57%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN/ROOSEVELT SCHOOL
(27-4560-080)
Grades Offered: 05-06
2017-2018

Report Key:
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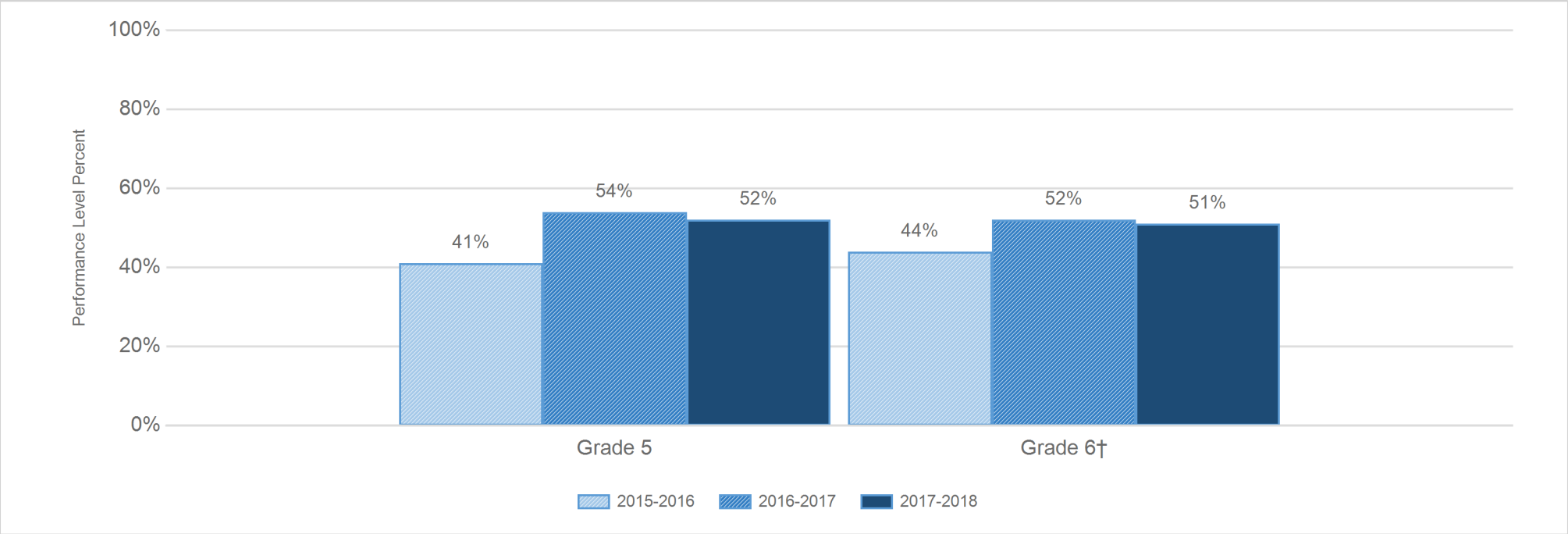
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

LINCOLN/ROOSEVELT SCHOOL
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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
5	*	*
6	*	*

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.

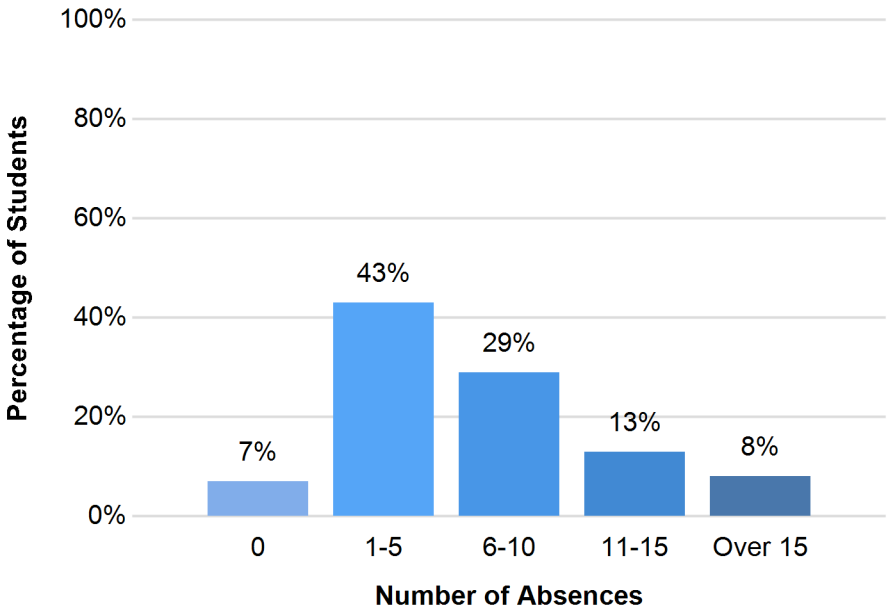
Chronic Absenteeism

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	29	5.7	8.2	Met
White	22	6.1	8.2	Met
Hispanic	4	4.0	8.2	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific Islander	2	9.1	8.2	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	7.7	**	**
Economically Disadvantaged Students	7	8.6	8.2	Not Met
Students with Disabilities	5	7.6	8.2	Met
English Learners	*	*	**	**

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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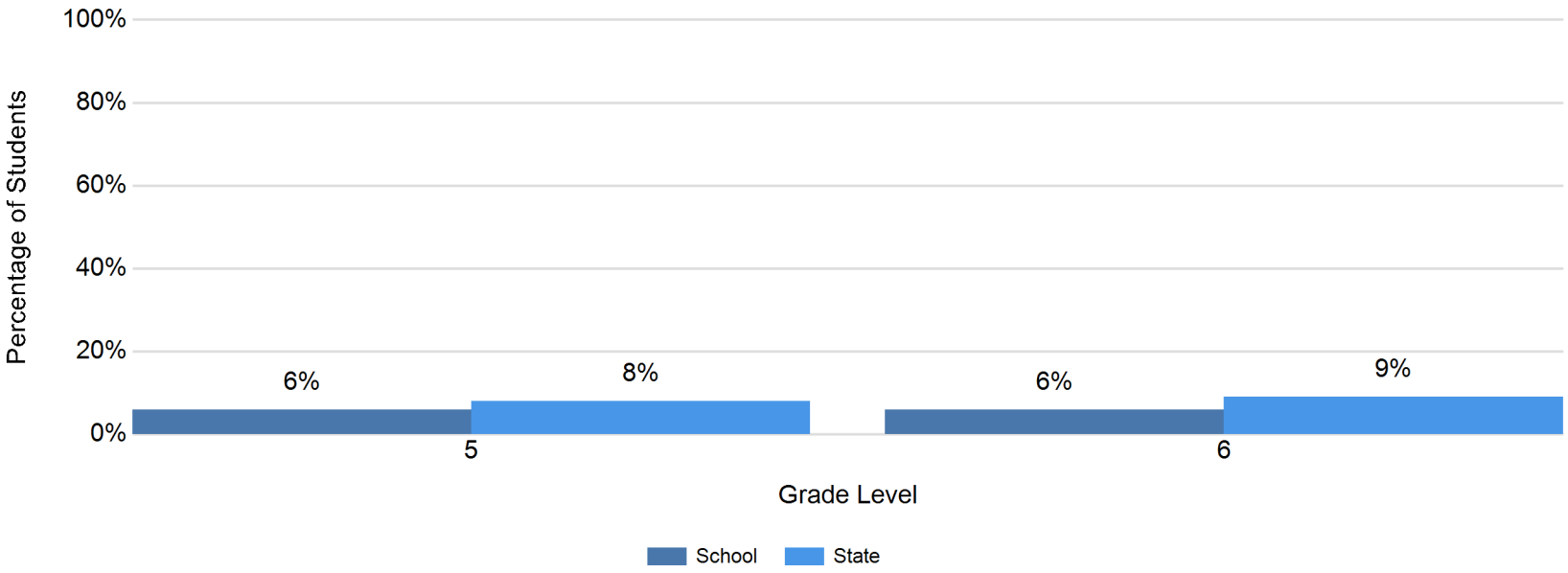
Chronic Absenteeism by Grade

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	2
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.78

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	2	2
Other	0	3	3
No Identified Nature	4		4

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	12	2.4%
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
24

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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 31 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	46	117,464
Average years experience in public schools	12.7	12.0
Average years experience in district	10.9	10.7
Teachers in district for 4 or more years	76.1%	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	253:1	125:1
Teachers to Administrators	23:1	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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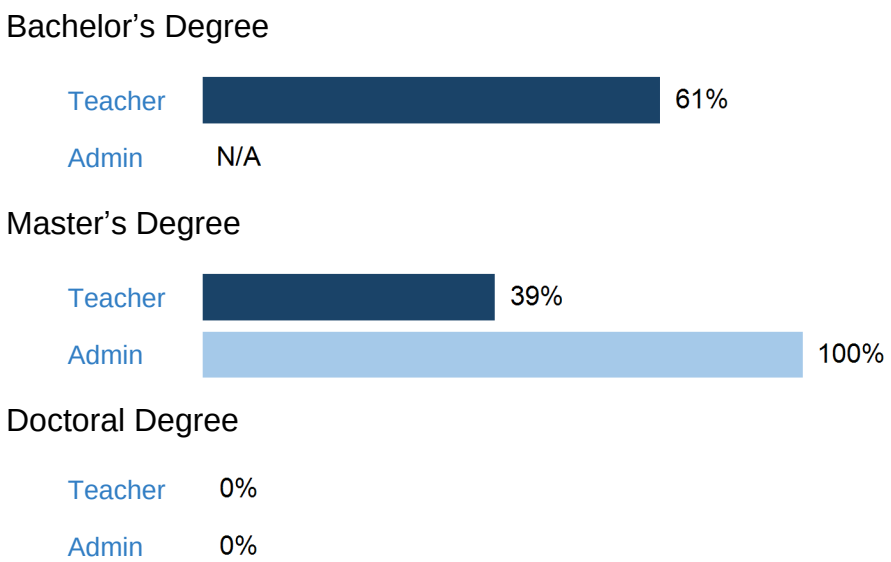
Teachers and Administrators - Level of Education

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: All classroom teachers
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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	82.6%	50.0%
Male	17.4%	50.0%
White	97.8%	50.0%
Hispanic	2.2%	50.0%
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	61.26	17.5%
Mathematics Proficiency	53.79	17.5%
English Language Arts Growth	61.61	25.0%
Mathematics Growth	60.24	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	58.93	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	59.44	n/a
Summative Rating: Percentile Rank of Summative Score	64.99	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	**	Met	No
White	57.09	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	63.32	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	63.19	14.08	No	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	57.89	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	65.35	14.08	No	Met Target	Met Target	Met Standard	Met Standard	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:	• Upgrading computer systems in order to support 1 to 1 initiative • Established a "Health & Wellness" Room and curriculum to support student needs. Class focuses on teaching lifelong wellness habits that can improve a student's life physically, mentally & emotionally.
Mission, Vision, Theme:	Roxbury's Lincoln Roosevelt Elementary School has a rich history of providing students with the academic and social tools that have led former students to successful careers in an ever-changing and ever-expanding global market. The tradition of excellence in education continues as our current enrollment of approximately five hundred students enjoys the many opportunities available to them.
Awards, Recognition, Accomplishments:	Recognized by Roxbury Social Services for donating over 2,600 cans of food; winner of the Roxbury Public Library/Roxbury Woman's Club My Favorite Book Contest and the VFW Patriot's Pen Contest; raised over $13,000 for the St. Baldrick's Foundation and over $2,300 for the American Heart Association.

NJ SCHOOL PERFORMANCE REPORT

LINCOLN/ROOSEVELT SCHOOL
(27-4560-080)
Grades Offered: 05-06
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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Courses, Curriculum, Instruction:	Lincoln Roosevelt's focus is to provide students with a well-rounded education. LRS's curriculums are aligned to state standards which promote 21st century learning skills. Students participate in cycle classes that emphasize art, music, foreign language and technology. Students may participate in enrichment opportunities such as band, orchestra and choir. Each day students have a designated time (LAP) where they may receive extra help from teachers or participate in the Gifted & Talented program.
Clubs and Activities:	Clubs and other after-school activities complement our curricular offerings and allow our students yet another venue to explore a wide range of interests. Currently students have the opportunity to participate in the following extracurricular activities: Art Club, Computer Club, Forensics, Student Council, Honors Choir, and our community-service club K-Kids.

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Before and After School Programs:	Our school welcomes scouting, art classes, STEAM classes, coding and many other community programs for after school enrichment through the Roxbury Community School portal.
Staff and Professional Learning:	A great deal of collaboration occurs among the teachers at each grade level, using a learning community format to provide interdisciplinary experiences when possible. To support these collaborative efforts, a large classroom has been dedicated for teachers to combine their classes for related activities. Furthermore, supervisors dedicated to subjects specific to Grades K through 5 and 6 through 12 engage in a variety of tasks that help guide the direction of our curricular programs.

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Student Supports and Services:	The Special Education Department provides an excellent program for students in the least restrictive environment with programming designed to meet specific needs. In addition, Lincoln Roosevelt offers support for English Language Learners as well as an I&RS committee designed to help struggling learners.
Student Health and Wellness:	The goal of the health and physical education program is to assist students establish habits, attitudes and skills that will help them understand and appreciate physical activity and its contribution to a healthy lifestyle. This has further been supported by the school's recent adoption of the "Health and Wellness Program."
Parent and Community Involvement:	Lincoln Roosevelt School has a very active PTO that supports school curriculum and student activities. They take leadership roles in running book fairs, purchasing items for the students, coordinating student end of year activities, and providing assemblies for the school.

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Climate Surveys:	Mid-year, the school began a self-evaluation to process in order to identify the schools core values. This project continues as it looks for feedback from the various stakeholders in Lincoln Roosevelt School. The core values will be utilized as driving forces in all facets of the school and its mission.
Facilities:	Lincoln Roosevelt's well-equipped library/media center is furnished with Chromebooks, IPads and desktop computers. It offers students a variety of research pursuits. Changes have been made to the main entrance of the school to increase security measures. The new security vestibule has been built as part of a district-wide initiative to increase the physical security of our buildings. In addition, there have been new windows installed in the Lincoln building and plans are being prepared to replace the roof of the school.
School Safety:	New safety measures have been put into place for the transition of students to their parents/guardians. New practices have been enacted for visitors who must now scan their id card, wear a lanyard, and be escorted to their point of destination. In addition, the school often participates in extensive emergency drills to make students and staff costumed to various safety protocols.

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Technology and STEM:	Students are able to enact with makerspaces that are housed in the media center. 3D printers have been supplied to 6th grade science teachers to promote students actively creating projects that can be brought to life. In addition, end of the year projects have been created for the students allowing them to participate in team activities that challenge the students to encompass cross-curricular skills to complete such tasks.

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Other Information:	Lincoln Roosevelt prides itself on providing a unique learning experience for our students. It is a school that brings together four different elementary schools. Its mission is to bring together students as a graduating class and prepare them for the challenges that lie ahead in middle school and high school. Students are provided with an increased amount of opportunities to showcase their talents and become more independent in their learning experiences.