NJ SCHOOL PERFORMANCE REPORT

ROBERT MORRIS SCHOOL NO. 18
(39-1320-210)
Grades Offered: KG-08
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	UNION
District	ELIZABETH CITY
Principal Name	MR. CRESPO
Address	860 CROSS AVE ELIZABETH, NJ 07208-3547
Phone Number	(908)436-6000
Email Address	CRESPOOS@EPSNJ.ORG
Website	https://www.epsnj.org/Domain/30
Facebook	https://www.facebook.com/RobertMorrisSchool

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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
KG	76	71	70
1	77	81	76
2	76	66	74
3	58	69	69
4	60	54	74
5	50	59	56
6	56	48	60
7	60	54	50
8	51	58	57
Total	564	560	586

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	52.3%	52.7%	50.3%
Male	47.7%	47.3%	49.7%
Economically Disadvantaged Students	82.3%	77.0%	78.5%
Students with Disabilities	8.2%	8.4%	7.5%
English Learners	17.0%	20.7%	23.7%
Homeless Students		0.9%	1.2%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	14.7%	14.8%	14.0%
Hispanic	67.7%	69.5%	70.6%
Black or African American	16.7%	15.2%	14.8%
Asian	0.7%	0.5%	0.5%
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	0.0%	0.0%	0.0%

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
KG - Half Day	0	0	0
KG - Full Day	76	71	70

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
Spanish	48.8%
English	37.4%
Portuguese	9.0%
Haitian	1.7%
Arabic	1.5%
Other Languages	1.5%

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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	48.5	57	50	Met Standard	46	49	50	Met Standard
White	62	59	50	Exceeds Standard	43	52	51	Met Standard
Hispanic	48	57	49	Met Standard	47	49	48	Met Standard
Black or African American	45.5	51	44	Met Standard	46	45	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	65	61	**	*	58.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	50	56	48	Met Standard	46	48	47	Met Standard
Students with Disabilities	40.5	45	41	Met Standard	45.5	41	43	Met Standard
English Learners	48	61	54	Met Standard	58	51	51	Met Standard

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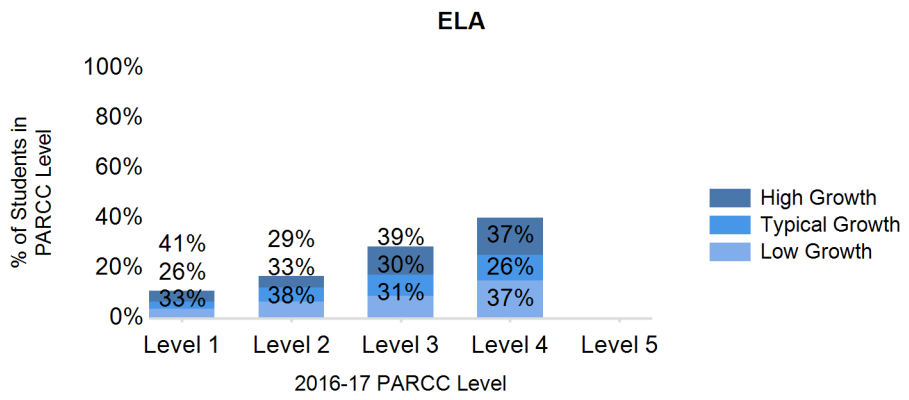
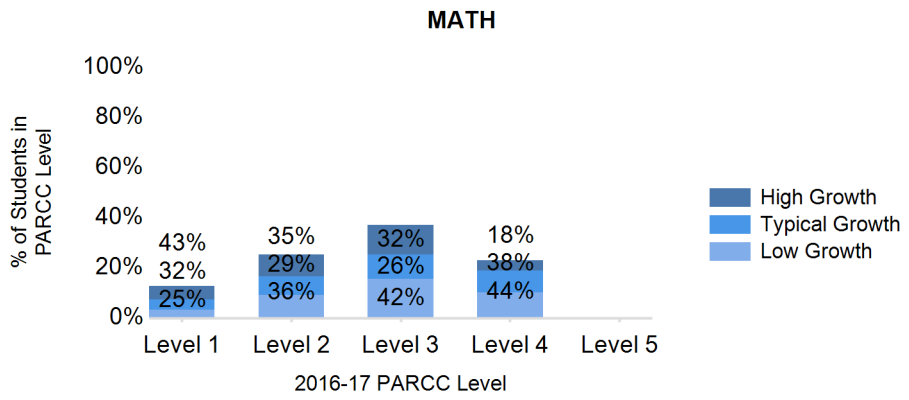
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

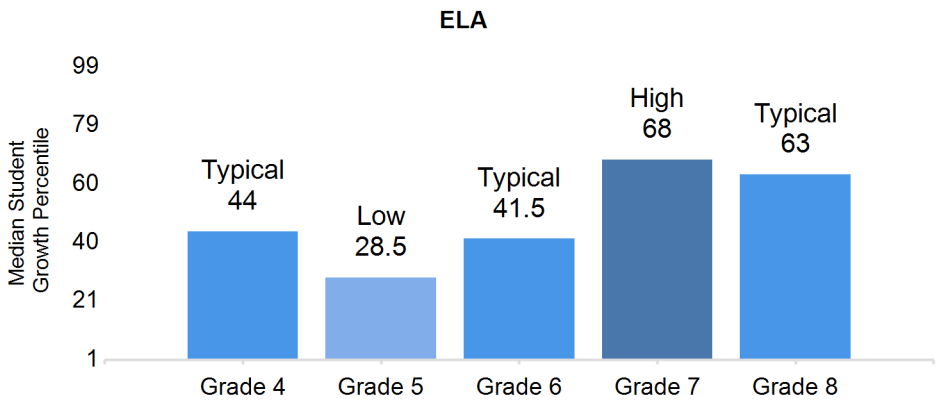
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

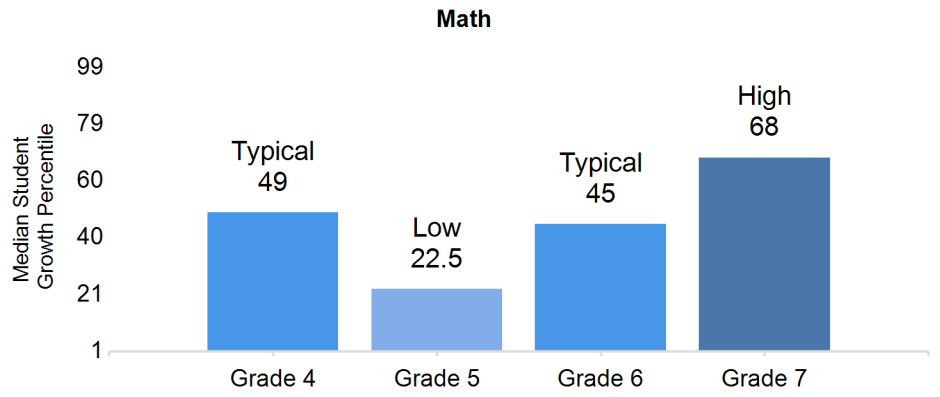




Student Growth by Grade

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	359	99.5	41.2	47.0	56.7	41.2	49.1	Not Met
White	*	*	*	56.0	65.6	*	58	Met Target†
Hispanic	252	99.6	39.3	47.9	42.5	39.3	49.8	Not Met
Black or African American	61	100.0	42.6	36.8	37.3	42.6	39.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.0	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	183	100.0	53.0	54.5	64.5	53.0		
Male	176	98.9	29.0	39.6	49.4	29.0		
Economically Disadvantaged Students	283	99.3	41.0	44.3	38.5	41.0	47.8	Not Met
Non-Economically Disadvantaged Students	76	100.0	42.1	57.8	67.5	42.1		
Students with Disabilities	46	95.9	21.7	15.1	21.6	21.7	18.8	Met Target
Students without Disabilities	313	100.0	44.1	51.5	63.9	44.1		
English Learners	123	100.0	30.1	35.3	27.3	30.1	37.5	Not Met
Non-English Learners	236	99.2	47.0	52.2	59.4	47.0		
Homeless Students	*	*	*	24.1	27.7	*		
Students In Foster Care	N	N	N	27.0	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	70	723	736	750	23%	27%	26%	24%	0%	24%	52%
White	*	*	748	759	*	*	*	*	*	*	61%
Hispanic	47	723	735	736	26%	26%	21%	28%	0%	28%	38%
Black or African American	*	*	733	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	760	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	32	727	742	756	*	*	*	*	*	28%	57%
Male	38	721	730	744	*	*	*	*	*	21%	46%
Economically Disadvantaged Students	58	721	734	733	*	*	*	*	*	21%	34%
Non-Economically Disadvantaged Students	12	738	751	762	*	*	*	*	*	42%	64%
Students with Disabilities	13	692	702	719	*	*	*	*	*	*	24%
Students without Disabilities	57	731	741	756	*	*	*	*	*	*	57%
English Learners	13	726	716	712	*	*	*	*	*	15%	15%
Non-English Learners	57	723	744	753	*	*	*	*	*	26%	55%
Homeless Students	*	*	715	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	701	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	747	745	756	*	24%	24%	*	*	46%	58%
White	12	742	755	764	*	*	*	*	*	42%	68%
Hispanic	52	750	745	744	*	25%	27%	*	*	46%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	35	755	750	762	*	*	*	*	*	60%	63%
Male	36	739	739	751	*	*	*	*	*	33%	53%
Economically Disadvantaged Students	60	745	742	740	*	*	*	*	*	45%	40%
Non-Economically Disadvantaged Students	11	760	759	767	*	*	*	*	*	55%	70%
Students with Disabilities	11	721	712	726	*	*	0%	*	*	18%	25%
Students without Disabilities	60	752	750	762	*	*	28%	*	*	52%	64%
English Learners	16	721	725	720	*	*	*	*	*	*	17%
Non-English Learners	55	755	750	759	*	*	*	*	*	*	61%
Homeless Students	N	N	731	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance 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	54	729	746	755	22%	24%	26%	*	*	28%	58%
White	*	*	755	763	*	*	*	*	*	*	68%
Hispanic	38	728	747	743	*	*	32%	*	*	26%	43%
Black or African American	*	*	734	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	33	741	753	762	*	*	*	*	*	39%	66%
Male	21	710	739	749	*	*	*	*	*	10%	51%
Economically Disadvantaged Students	39	727	743	739	*	*	*	*	*	23%	39%
Non-Economically Disadvantaged Students	15	733	760	766	*	*	*	*	*	40%	71%
Students with Disabilities	*	*	709	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	751	762	*	*	*	*	*	*	65%
English Learners	*	*	715	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	757	*	*	*	*	*	*	60%
Homeless Students	*	*	732	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	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	57	740	746	754	*	26%	26%	*	*	40%	56%
White	*	*	754	761	*	*	*	*	*	*	66%
Hispanic	36	738	*	742	*	31%	*	36%	0%	36%	42%
Black or African American	*	*	735	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	785	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	25	745	752	761	*	*	*	*	*	48%	64%
Male	32	736	740	748	*	*	*	*	*	34%	48%
Economically Disadvantaged Students	42	743	744	739	*	*	*	*	*	45%	37%
Non-Economically Disadvantaged Students	15	733	756	764	*	*	*	*	*	27%	68%
Students with Disabilities	*	*	714	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	750	760	*	*	*	*	*	*	63%
English Learners	*	*	716	712	*	*	*	*	*	*	*
Non-English Learners	*	*	750	755	*	*	*	*	*	*	*
Homeless Students	N	N	711	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	754	752	760	*	*	28%	*	*	56%	63%
White	*	*	761	768	*	*	*	*	*	*	72%
Hispanic	39	749	753	746	*	*	33%	*	*	51%	49%
Black or African American	*	*	744	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	27	755	759	769	*	*	*	*	*	63%	72%
Male	23	752	746	752	*	*	*	*	*	48%	54%
Economically Disadvantaged Students	39	753	751	742	*	*	*	*	*	56%	44%
Non-Economically Disadvantaged Students	11	758	759	771	*	*	*	*	*	55%	73%
Students with Disabilities	*	*	708	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	758	768	*	*	*	*	*	*	71%
English Learners	*	*	711	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	757	762	*	*	*	*	*	*	64%
Homeless Students	N	N	712	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	*	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

ROBERT MORRIS SCHOOL NO. 18
(39-1320-210)
Grades Offered: KG-08
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	753	751	759	*	*	30%	*	*	51%	60%
White	*	*	762	767	*	*	*	*	*	*	70%
Hispanic	41	750	*	744	*	*	34%	*	*	46%	45%
Black or African American	*	*	739	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	32	763	759	768	*	*	*	*	*	75%	69%
Male	25	740	743	751	*	*	*	*	*	20%	52%
Economically Disadvantaged Students	43	754	748	740	*	*	*	*	*	53%	42%
Non-Economically Disadvantaged Students	14	749	762	769	*	*	*	*	*	43%	71%
Students with Disabilities	*	*	715	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	766	*	*	*	*	*	*	68%
English Learners	*	*	713	703	*	*	*	*	*	*	*
Non-English Learners	*	*	756	761	*	*	*	*	*	*	*
Homeless Students	*	*	723	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

ROBERT MORRIS SCHOOL NO. 18
(39-1320-210)
Grades Offered: KG-08
2017-2018

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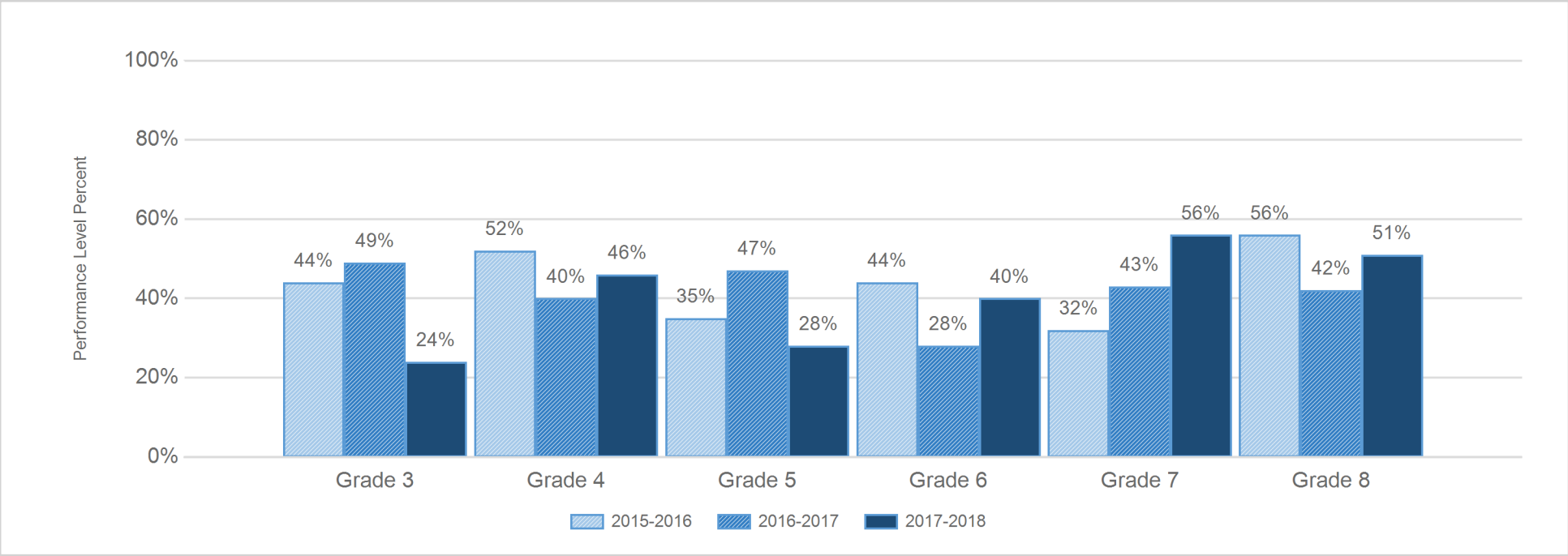
English Language Arts/Literacy Assessment - Performance Trends

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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(39-1320-210)
Grades Offered: KG-08
2017-2018

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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	371	99.5	26.7	29.9	45.0	26.7	31.8	Not Met
White	*	*	*	41.5	54.1	*	40.5	Met Target†
Hispanic	261	99.6	26.4	30.7	29.2	26.4	31.3	Not Met
Black or African American	62	100.0	21.0	18.6	23.4	21.0	25.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.9	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	188	100.0	29.3	30.8	46.0	29.3		
Male	183	99.0	24.1	29.1	43.9	24.1		
Economically Disadvantaged Students	293	99.3	26.9	28.4	26.6	26.9	31.2	Met Target†
Non-Economically Disadvantaged Students	78	100.0	25.6	36.4	55.9	25.6		
Students with Disabilities	46	95.9	17.3	10.5	17.1	17.3	15.3	Met Target
Students without Disabilities	325	100.0	28.0	32.7	50.5	28.0		
English Learners	135	100.0	23.7	28.6	24.6	23.7	26.5	Met Target†
Non-English Learners	236	99.2	28.4	30.5	46.9	28.4		
Homeless Students	*	*	*	16.8	17.3	*		
Students In Foster Care	N	N	N	10.8	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

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(39-1320-210)
Grades Offered: KG-08
2017-2018

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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	73	731	743	752	16%	27%	32%	*	*	25%	53%
White	*	*	752	760	*	*	*	*	*	*	64%
Hispanic	49	730	744	739	20%	27%	27%	*	*	27%	38%
Black or African American	*	*	734	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	764	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	34	730	745	752	*	*	29%	*	*	26%	53%
Male	39	732	741	751	*	*	33%	*	*	23%	53%
Economically Disadvantaged Students	60	729	741	736	*	*	*	*	*	23%	35%
Non-Economically Disadvantaged Students	13	740	751	762	*	*	*	*	*	31%	66%
Students with Disabilities	13	712	719	730	*	*	*	*	*	*	29%
Students without Disabilities	60	735	746	756	*	*	*	*	*	*	57%
English Learners	16	727	736	726	*	*	*	*	*	19%	23%
Non-English Learners	57	732	746	754	*	*	*	*	*	26%	56%
Homeless Students	*	*	725	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	730	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-210)
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2017-2018

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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	77	740	740	748	*	19%	34%	*	*	40%	49%
White	14	735	749	755	*	*	*	*	*	29%	60%
Hispanic	56	743	741	737	*	20%	34%	*	*	45%	34%
Black or African American	*	*	728	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	39	741	741	748	*	*	31%	*	*	44%	50%
Male	38	739	739	748	*	*	37%	*	*	37%	49%
Economically Disadvantaged Students	63	741	738	733	*	*	*	*	*	41%	30%
Non-Economically Disadvantaged Students	14	737	750	758	*	*	*	*	*	36%	62%
Students with Disabilities	11	719	713	725	*	*	*	*	*	27%	22%
Students without Disabilities	66	744	744	753	*	*	*	*	*	42%	55%
English Learners	22	730	731	722	*	*	*	*	*	23%	16%
Non-English Learners	55	744	743	750	*	*	*	*	*	47%	52%
Homeless Students	N	N	728	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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(39-1320-210)
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2017-2018

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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	56	722	737	748	18%	41%	25%	*	*	16%	49%
White	*	*	743	756	*	*	*	*	*	*	60%
Hispanic	39	724	*	736	*	46%	28%	*	*	15%	32%
Black or African American	*	*	725	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	35	726	738	749	*	31%	*	*	*	20%	50%
Male	21	715	736	747	*	57%	*	*	*	10%	48%
Economically Disadvantaged Students	41	720	735	733	*	*	*	*	*	12%	29%
Non-Economically Disadvantaged Students	15	726	747	758	*	*	*	*	*	27%	62%
Students with Disabilities	*	*	719	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	739	752	*	*	*	*	*	*	55%
English Learners	*	*	720	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	740	750	*	*	*	*	*	*	51%
Homeless Students	*	*	717	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	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	60	725	730	744	17%	28%	37%	18%	0%	18%	44%
White	*	*	740	751	*	*	*	*	*	*	54%
Hispanic	39	723	*	731	*	*	41%	*	*	18%	27%
Black or African American	*	*	719	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	27	723	732	745	*	*	41%	*	*	19%	45%
Male	33	726	729	742	*	*	33%	*	*	18%	42%
Economically Disadvantaged Students	44	724	728	729	*	*	*	*	*	20%	24%
Non-Economically Disadvantaged Students	16	728	738	753	*	*	*	*	*	13%	56%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	49%
English Learners	10	698	709	713	*	*	*	*	*	10%	11%
Non-English Learners	50	730	733	745	*	*	*	*	*	20%	45%
Homeless Students	N	N	704	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	734	730	743	*	34%	32%	*	*	28%	43%
White	*	*	733	750	*	*	*	*	*	*	54%
Hispanic	41	731	732	732	*	37%	34%	*	*	24%	27%
Black or African American	*	*	722	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	27	731	729	745	*	*	*	*	*	26%	45%
Male	26	737	731	741	*	*	*	*	*	31%	42%
Economically Disadvantaged Students	42	733	730	730	*	*	*	*	*	29%	24%
Non-Economically Disadvantaged Students	11	735	732	751	*	*	*	*	*	27%	55%
Students with Disabilities	*	*	709	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	50%
English Learners	12	720	716	716	*	*	*	*	*	*	10%
Non-English Learners	41	738	732	744	*	*	*	*	*	*	45%
Homeless Students	N	N	706	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	675	728	N	N	N	N	N	N	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	*	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	725	N	N	N	N	N	N	26%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	35%
Students with Disabilities	N	N	675	705	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	735	N	N	N	N	N	N	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	N	N	675	729	N	N	N	N	N	N	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	723	729	746	27%	22%	30%	22%	0%	22%	46%
White	*	*	737	755	*	*	*	*	*	*	57%
Hispanic	44	720	731	730	30%	*	32%	*	*	18%	27%
Black or African American	*	*	718	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	33	733	732	748	*	*	*	*	*	30%	48%
Male	27	711	727	745	*	*	*	*	*	11%	44%
Economically Disadvantaged Students	46	724	729	729	*	*	*	*	*	22%	25%
Non-Economically Disadvantaged Students	14	721	730	756	*	*	*	*	*	21%	57%
Students with Disabilities	*	*	705	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	733	752	*	*	*	*	*	*	52%
English Learners	10	708	714	710	*	*	*	*	*	*	*
Non-English Learners	50	726	733	749	*	*	*	*	*	*	*
Homeless Students	*	*	712	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

ROBERT MORRIS SCHOOL NO. 18
(39-1320-210)
Grades Offered: KG-08
2017-2018

Report Key:
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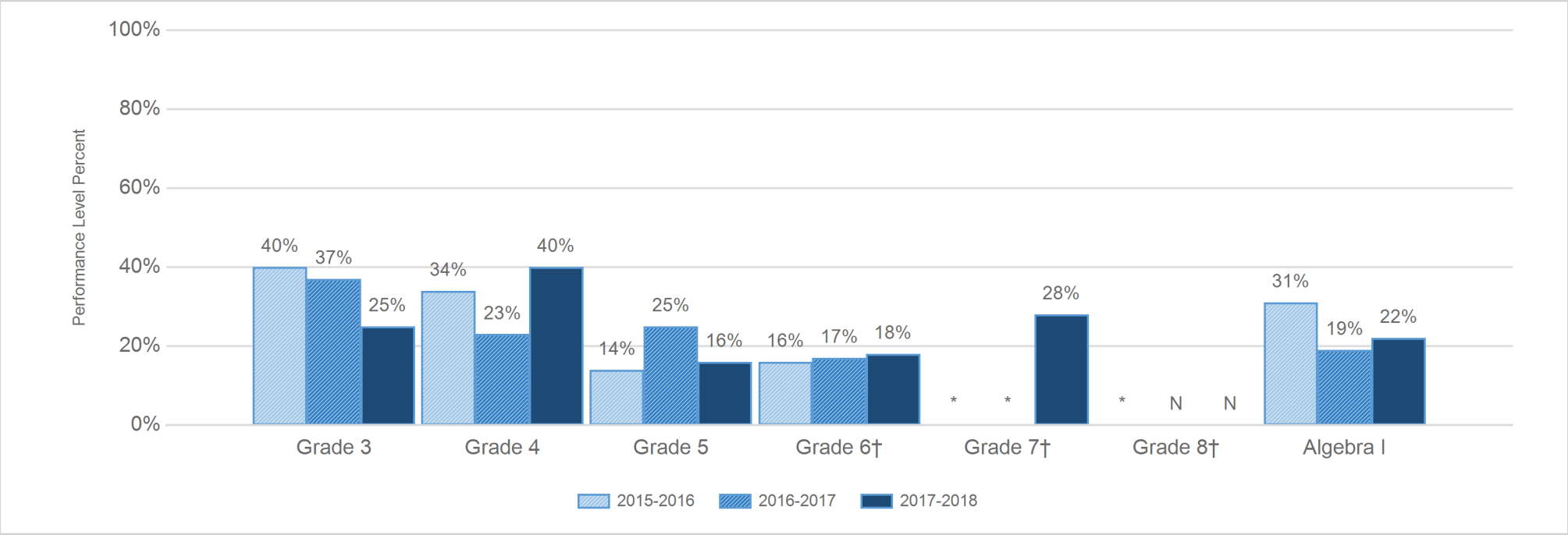
Mathematics Assessment – Performance Trends

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.

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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	*	*
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	66.7%	46.8%	Exceeds

† 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	63	*	*
3-4	60	80.0%	20.0%
5 or more	14	*	*

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	60
7	0	0	50
8	57	0	0
Total	57	0	110

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	58	0	0	0	0	0	0
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	58	0	0	0	0	0	0

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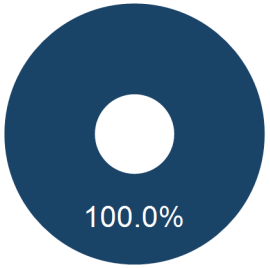
Visual and Performing Arts – Course Participation

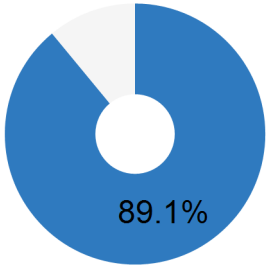
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

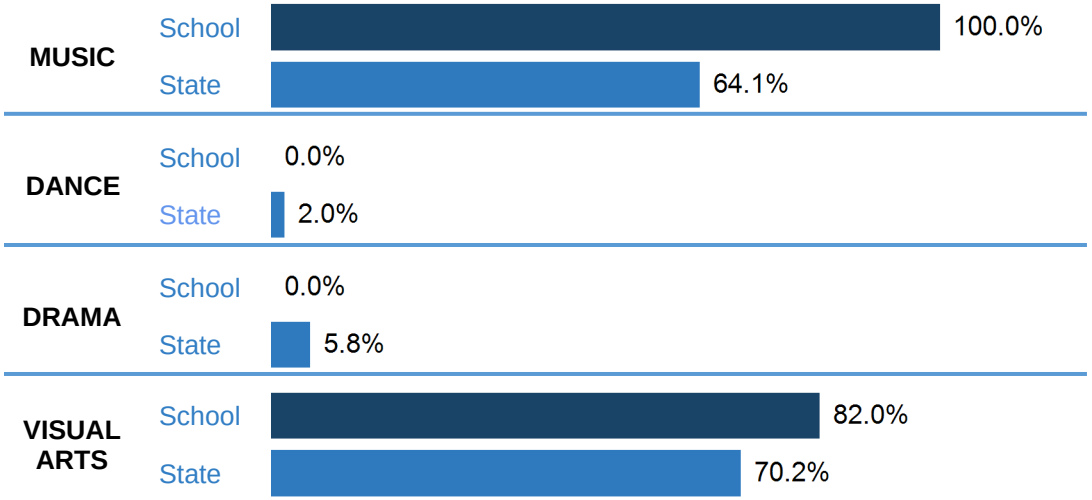


School



State

Students enrolled in one or more classes by discipline:



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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.

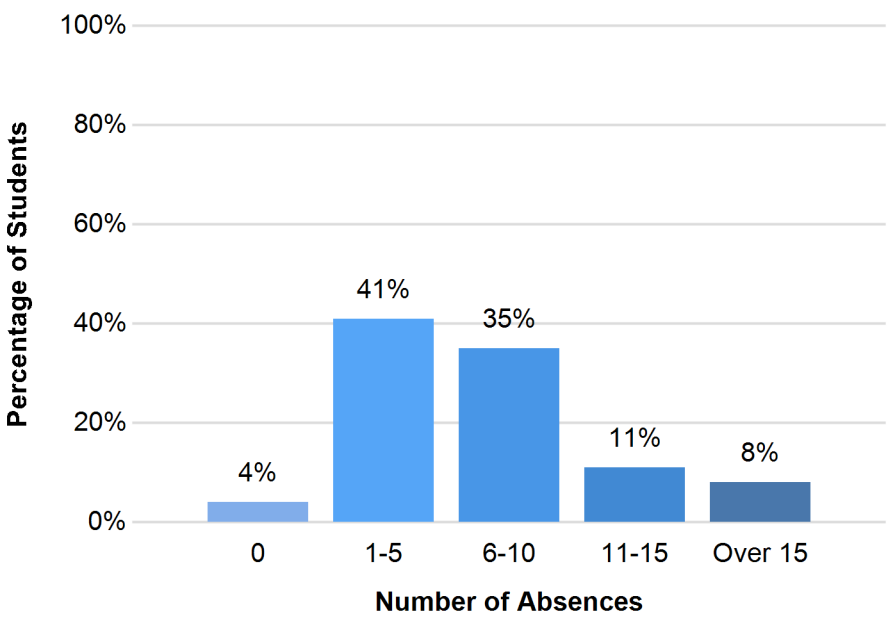
Chronic Absenteeism

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	34	5.8	9.1	Met
White	*	*	9.1	Met
Hispanic	24	5.7	9.1	Met
Black or African American	5	5.7	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	30	6.5	9.1	Met
Students with Disabilities	9	18.8	9.1	Not Met
English Learners	8	5.8	9.1	Met

Days Absent

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



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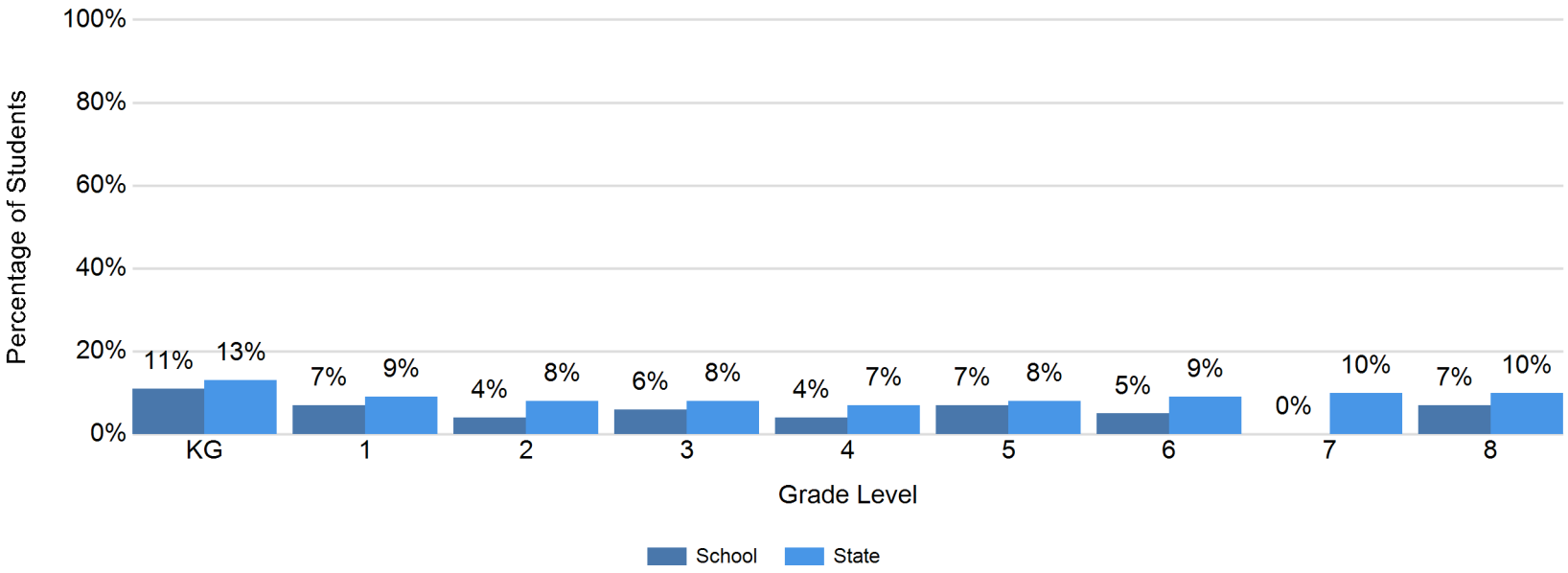
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.68

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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	1	1
No Identified Nature	3		3

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	4.1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$720	$15,757	$16,477

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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	44	117,464
Average years experience in public schools	11.6	12.0
Average years experience in district	11.6	10.7
Teachers in district for 4 or more years	84.1%	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	99	9,374
Average years experience in public schools	18.3	16.0
Average years experience in district	18.3	12.0
Administrators in district for 4 or more years	99.0%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	586:1	282:1
Teachers to Administrators	44:1	21:1
Students to Librarians/Media Specialists		1994:1
Students to Nurses		537:1
Students to Counselors		537:1
Students to Child Study Team		243:1

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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.

Bachelor's Degree

Master's Degree

Doctoral Degree

Teacher	0%
Admin	0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.7%	90.2%
2016-17 Administrators: Same district 2017-18	93.3%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	96.0%

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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	77.3%	0.0%
Male	22.7%	100.0%
White	77.3%	0.0%
Hispanic	13.6%	100.0%
Black or African American	6.8%	0.0%
Asian	2.3%	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	25.53	15.0%
Mathematics Proficiency	17.24	15.0%
English Language Arts Growth	47.63	20.0%
Mathematics Growth	38.93	20.0%
Progress Towards English Language Proficiency	78.72	20.0%
Chronic Absenteeism	63.97	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	45.87	n/a
Summative Rating: Percentile Rank of Summative Score	42.30	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	Not Met	Not Met	Met Standard	Met Standard	Exceeds Target	Met	No
White	39.62	14.08	No	Met Target†	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	46.60	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	59.27	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	56.39	14.08	No	Not Met	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	48.00	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
English Learners	60.34	14.08	No	Not Met	Met Target†	Met Standard	Met Standard	Met Standard	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

ROBERT MORRIS SCHOOL NO. 18
(39-1320-210)
Grades Offered: KG-08
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

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:	• Teach To One: Math and 1:1 Technology Integration • AVID College Preparedness program in Grades 7-8 • LAL through CLi (Children's Literacy Initiative) and coaching through grade K-3
Mission, Vision, Theme:	Robert Morris School No. 18 is one of Elizabeth's K-8 Public Schools serving approximately 600 students. Our mission is to provide excellent educational experiences and services to inspire every student to think to learn to achieve and to care. Our school focus states that our team members provide rigorous academic assignments that engage students display student work as concrete evidence of academic achievement and analyze student data to drive instruction.
Awards, Recognition, Accomplishments:	Our band and enrichment students have performed at Board of Education meetings and Union County Teen Arts Festival. Various students have been selected to have artwork showcased at the same event. Art students have won district art contests in the recent years. Each year our school puts on a performing arts play which is highly regarded by many students and parents within our school community.

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Courses, Curriculum, Instruction:	Our curriculum is aligned with the Common Core Standards in all subjects as prescribed by the district's policy for instruction. Teachers incorporate differentiated instructional techniques into daily lessons in order to meet the needs of all students. Technology is integrated into all areas of the curriculum and is embedded into all classroom experiences specifically with our tech based math program Teach to One (TTO). Children's Literacy Initiative (CLi) services grade K-3.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Many students take advantage of our students versus faculty sports events throughout the year. We have had Basketball games as well as Softball games where parents are invited to play against and alongside the staff and students.
Clubs and Activities:	Afterschool Music/Guitar/Little Kids Rock Modern Band class. Arts and Music Clubs. Drama and Performing Arts Club. Newspaper and Literacy Based afterschool program. Play and Set Design. Dance Clubs

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Before and After School Programs:	Afterschool enrichment programs Grade 5-8. Grade K-8 receive Academic afterschool programs in literacy and mathematics. Sports Clubs such as basketball for Middle School Students. Zumba and various physical fitness activities. K-3 morning tutoring.
Staff and Professional Learning:	Children's Literacy Initiative Cli provides ongoing professional developments for our K-3 teachers. The topics include many LAL based teaching and learning strategies such as Intentional Read Aloud Readers Workshop 1 and 2. Teachers meet with CLi coaches on a weekly basis to plan lessons have professional conversations about instruction as well as reflect on lessons and best practices in the classroom.

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Student Supports and Services:	Interventions are provided by Intervention and Referral Services (IRS) a support team faculty member who provides Tier 3 interventions with Leveled Literacy Intervention (LLI) materials. The evidence-based Tier 2 interventions are distinguished through daily instruction. They are meant to provide a limited but targeted support system for students who struggle to meet grade-level performance standards. Within RTi the interventionst uses Sonday as well as LLi supplements.
Student Health and Wellness:	"Our guidance counselor and social worker work with students to ensure a safe and nurturing learning environment. Our district's guidance curriculum provides for monthly mini lessons intended to help students make good choices and improve their social skills. Our daily mini lessons on social skills expose students to skills such as kindness respect and encouragement. Physical Education and Health classes provided to students throughout the curriculum."
Parent and Community Involvement:	"Many of our parents volunteer their time and skills on committees and at events and are committed to helping students with their learning experiences. Parents are kept abreast of all school activities through monthly meetings school calendars alert now calls and parent newsletters which are written/ spoken in both Spanish Portuguese and English."

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Parents Students and Staff were surveyed using a simple survey with questions about their perspective about safety support and overall school climate. The finding were presented to the ScIP and then to whole the whole school and community. Staff made recommendations mostly about working within the confines of the school day. Parents discussed having more extracurricular activities with family input.
Facilities:	Teach to One "Big Room" was previously three separate classrooms that were merged together forming the main room where many different kinds of lesson are going on at the same moment in time. Expected renovations for the 2018/19 school year include new flooring on the first floor and updates to the school's exterior roof.

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Other Information:	"Student achievement is measured through a variety of methods including but not limited to quarterly grades benchmark assessments an individual assessment which measures academic progress (MAP/RIT scores) and standardized assessment measures. We provide our teachers with numerous opportunities for growth in their own academic development. Staff Development Inc. offers classes in areas such as; writing and the rubric mathematical processes math talk open ended questions effective and interactive read alouds preparing students for standardized tests and effective literacy centers. Robert Morris School Number 18 is a wonderful place for our children to learn. We are proud of our students faculty staff and school. We welcome parents and community volunteers to continue their efforts in conjunction with our teacher's efforts to help our children develop a love of learning that will result in a productive future. We encourage our students to be hard working bright and kind individuals. Our Intervention and Referral Services committee ensures that any students struggling socially or academically are provided with early interventions throughout the year. Robert Morris School Number 18 has many active parents. Through contact with our administration PowerSchool and the staff two –way communication is evident. We pride ourselves in the seamless transition between home and school. "