



DEERFIELD TOWNSHIP SCHOOL  
2016-2017  
Grade Span PK-08

11-1020-040  
CUMBERLAND  
DEERFIELD TWP  
419 MORTON AVE  
ROSENHAYN, NJ 08352-0375

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

### Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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Footnotes

- 1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
- 2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	26	16	18
KG	30	40	31
1	33	32	36
2	22	29	29
3	33	28	30
4	45	32	29
5	46	43	29
6	29	48	44
7	30	31	46
8	46	29	29
Ungraded	0	0	0
Total	340	328	321

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	2014-15	2015-16	2016-17
Female	48%	48%	49%
Male	52%	52%	51%
Economically Disadvantaged Students	49%	47%	55%
Students with Disabilities	15%	13%	13%
English Learners	5%	2%	1%
Homeless Students			3%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			1%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	51.1%
Hispanic	32.1%
Black or African American	9.0%
Asian	0.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	6.9%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	26	16	0
PK - Full Day	0	0	18
KG - Half Day	0	0	0
KG - Full Day	30	40	31

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. All other students are included in Other Languages.

Home Language	% of Students
English	84.1%
Spanish	15.3%
Other	0.6%



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DEERFIELD TWP

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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	204	98.7	32.30	32.30	54.90	32.3	45.4	Not Met
White	106	98.2	41.50	41.50	63.90	41.5	51	Not Met
Hispanic	61	98.6	21.30	21.30	39.80	21.3	41.6	Not Met
Black or African American	22	100.0	18.20	18.20	35.20	18.2	26.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	11	100.0	36.40	36.40	54.90	36.4	**	**
Female	98	99.1	44.90	44.90	62.20	44.9		
Male	106	98.3	20.70	20.70	48.10	20.7		
Economically Disadvantaged Students	108	99.2	19.40	19.40	36.20	19.4	37	Not Met
Non-Economically Disadvantaged Students	96	98.1	46.90	46.90	65.80	46.9		
Students with Disabilities	40	97.7	*	*	20.50	*	22	Not Met
Students without Disabilities	164	98.9	*	*	61.90	*		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	204	98.7	32.30	32.30	57.40	32.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	33	741	741	749	*	*	*	39%	*	42%	50%
White	16	759	759	759	0%	*	*	*	*	63%	61%
Hispanic	11	723	723	734	*	*	*	*	0%	18%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	16	750	750	754	*	*	*	*	*	56%	55%
Male	17	733	733	745	*	*	*	*	*	29%	46%
Economically Disadvantaged Students	20	726	726	731	*	*	*	*	*	20%	31%
Non-Economically Disadvantaged Students	13	766	766	762	*	*	*	*	*	77%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	33	741	741	752	*	*	*	39%	*	42%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	31	736	736	753	*	*	42%	*	*	26%	56%
White	17	746	746	762	0%	*	*	*	*	35%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	14	744	744	758	*	*	*	*	*	36%	61%
Male	17	729	729	749	*	*	*	*	*	18%	51%
Economically Disadvantaged Students	16	726	726	737	*	*	*	*	*	13%	36%
Non-Economically Disadvantaged Students	15	746	746	764	*	*	*	*	*	40%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	31	736	736	755	*	*	42%	*	*	26%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	*	*	*	726	*	*	*	*	*	*	36%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	31	732	732	756	*	*	*	32%	0%	32%	59%
White	15	735	735	763	*	*	*	*	0%	33%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	15	734	734	761	*	*	*	*	0%	33%	66%
Male	16	730	730	750	*	*	*	*	0%	31%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	31	732	732	757	*	*	*	32%	0%	32%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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2016-2017

Grade Span PK-08

11-1020-040

CUMBERLAND

DEERFIELD TWP

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ROSENHAYN, NJ 08352-0375

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	47	739	739	752	*	28%	43%	23%	*	26%	54%
White	24	746	746	758	*	*	42%	*	*	38%	63%
Hispanic	14	728	728	740	*	*	*	*	0%	14%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	19	738	738	758	*	*	*	*	*	26%	61%
Male	28	739	739	746	*	*	*	*	*	25%	46%
Economically Disadvantaged Students	21	735	735	737	*	*	*	*	*	14%	34%
Non-Economically Disadvantaged Students	26	741	741	761	*	*	*	*	*	35%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	47	739	739	753	*	28%	43%	23%	*	26%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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DEERFIELD TOWNSHIP SCHOOL

2016-2017

Grade Span PK-08

11-1020-040

CUMBERLAND

DEERFIELD TWP

419 MORTON AVE

ROSENHAYN, NJ 08352-0375

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	46	733	733	756	*	*	28%	33%	*	37%	59%
White	22	741	741	764	*	*	*	*	*	50%	69%
Hispanic	16	727	727	742	*	*	*	*	0%	19%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	26	748	748	764	*	*	*	*	*	54%	68%
Male	20	713	713	749	*	*	*	*	*	15%	51%
Economically Disadvantaged Students	25	724	724	739	*	*	*	*	*	28%	40%
Non-Economically Disadvantaged Students	21	743	743	766	*	*	*	*	*	48%	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	46	733	733	758	*	*	28%	33%	*	37%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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2016-2017

Grade Span PK-08

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CUMBERLAND

DEERFIELD TWP

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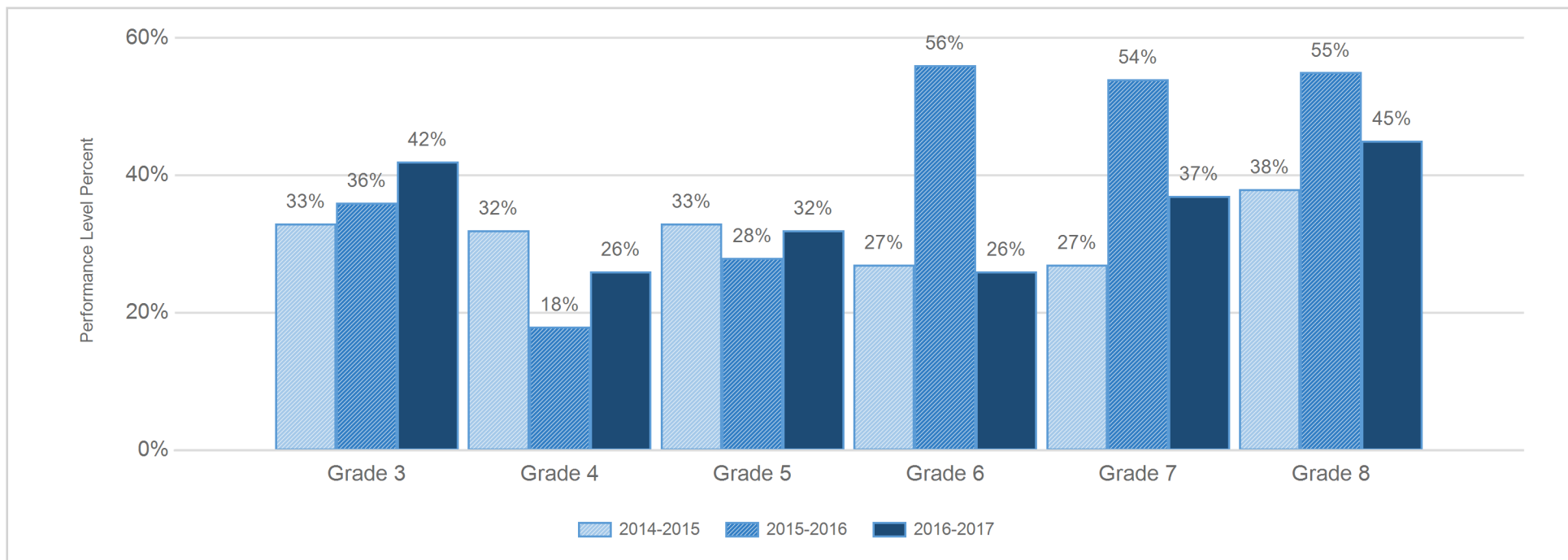
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	31	743	743	757	*	*	*	42%	*	45%	59%
White	17	747	747	764	*	*	*	*	*	47%	68%
Hispanic	10	744	744	742	*	*	*	*	0%	50%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	786	N	N	N	N	N	N	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	16	759	759	766	*	*	*	*	*	69%	68%
Male	15	727	727	749	*	*	*	*	*	20%	50%
Economically Disadvantaged Students	14	730	730	739	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	17	754	754	766	*	*	*	*	*	53%	69%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	31	743	743	759	*	*	*	42%	*	45%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

## English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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2016-2017

Grade Span PK-08

11-1020-040

CUMBERLAND

DEERFIELD TWP

419 MORTON AVE

ROSENHAYN, NJ 08352-0375

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	202	98.7	26.80	26.80	43.50	26.8	31.8	Met Target†
White	105	98.2	37.10	37.10	52.40	37.1	40.7	Met Target†
Hispanic	60	98.6	15.00	15.00	27.60	15	23.8	Not Met
Black or African American	22	100.0	*	*	21.70	*	11.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	11	100.0	27.30	27.30	44.90	27.3	**	**
Female	97	99.1	29.90	29.90	44.10	29.9		
Male	105	98.3	23.80	23.80	42.90	23.8		
Economically Disadvantaged Students	106	99.2	15.10	15.10	25.10	15.1	25.3	Not Met
Non-Economically Disadvantaged Students	96	98.1	39.60	39.60	54.30	39.6		
Students with Disabilities	39	97.6	*	*	16.50	*	9.1	Met Target†
Students without Disabilities	163	98.9	*	*	48.80	*		
English Learners	N	N	N	N	23.30	N	**	**
Non-English Learners	202	98.7	26.80	26.80	45.20	26.8		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



**DEERFIELD TOWNSHIP SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

11-1020-040  
**CUMBERLAND**  
**DEERFIELD TWP**  
**419 MORTON AVE**  
**ROSENHAYN, NJ 08352-0375**

**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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	33	755	755	751	*	*	46%	36%	*	46%	53%
White	16	767	767	759	0%	0%	*	*	*	63%	63%
Hispanic	11	742	742	738	*	*	*	*	0%	27%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	16	757	757	751	*	*	*	*	*	44%	52%
Male	17	753	753	751	*	*	*	*	*	47%	53%
Economically Disadvantaged Students	20	745	745	736	*	*	*	*	*	35%	34%
Non-Economically Disadvantaged Students	13	771	771	761	*	*	*	*	*	62%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	33	755	755	753	*	*	46%	36%	*	46%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



**DEERFIELD TOWNSHIP SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

11-1020-040  
**CUMBERLAND**  
**DEERFIELD TWP**  
**419 MORTON AVE**  
**ROSENHAYN, NJ 08352-0375**

**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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	31	742	742	747	0%	*	55%	*	*	26%	47%
White	17	749	749	755	0%	*	59%	*	*	35%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	14	747	747	747	0%	*	*	*	*	36%	47%
Male	17	738	738	747	0%	*	*	*	*	18%	48%
Economically Disadvantaged Students	16	735	735	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	15	749	749	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	31	742	742	749	0%	*	55%	*	*	26%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	*	*	*	713	*	*	*	*	*	*	22%



DEERFIELD TOWNSHIP SCHOOL

2016-2017

Grade Span PK-08

11-1020-040

CUMBERLAND

DEERFIELD TWP

419 MORTON AVE

ROSENHAYN, NJ 08352-0375

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	31	733	733	747	*	*	36%	*	*	29%	46%
White	15	742	742	754	*	*	*	*	*	53%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	15	736	736	747	*	*	*	*	*	27%	47%
Male	16	730	730	746	*	*	*	*	*	31%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	31	733	733	748	*	*	36%	*	*	29%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



DEERFIELD TOWNSHIP SCHOOL

2016-2017

Grade Span PK-08

11-1020-040

CUMBERLAND

DEERFIELD TWP

419 MORTON AVE

ROSENHAYN, NJ 08352-0375

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	47	734	734	743	*	30%	43%	23%	*	23%	44%
White	24	740	740	751	*	*	54%	*	0%	29%	54%
Hispanic	14	729	729	731	*	*	*	*	0%	14%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	19	729	729	745	*	*	*	*	0%	16%	45%
Male	28	737	737	742	*	*	*	*	0%	29%	43%
Economically Disadvantaged Students	21	730	730	728	*	*	*	*	0%	19%	24%
Non-Economically Disadvantaged Students	26	737	737	752	*	*	*	*	0%	27%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	47	734	734	745	*	30%	43%	23%	*	23%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

\*\*Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.





**DEERFIELD TOWNSHIP SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

**11-1020-040**  
**CUMBERLAND**  
**DEERFIELD TWP**  
**419 MORTON AVE**  
**ROSENHAYN, NJ 08352-0375**

**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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	45	726	726	741	*	33%	40%	*	0%	16%	40%
White	22	730	730	748	*	*	*	*	0%	23%	49%
Hispanic	15	724	724	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	26	729	729	743	*	*	*	*	0%	19%	41%
Male	19	721	721	740	*	*	*	*	0%	11%	38%
Economically Disadvantaged Students	24	719	719	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	21	733	733	749	*	*	*	*	*	*	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	45	726	726	742	*	33%	40%	*	0%	16%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**DEERFIELD TOWNSHIP SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

**11-1020-040**  
**CUMBERLAND**  
**DEERFIELD TWP**  
**419 MORTON AVE**  
**ROSENHAYN, NJ 08352-0375**

**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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	32	733	733	728	*	*	*	*	*	31%	28%
White	17	742	742	736	*	*	*	*	*	35%	35%
Hispanic	11	725	725	721	*	*	*	*	0%	36%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	16	747	747	730	*	*	*	*	*	44%	30%
Male	16	719	719	725	*	*	*	*	*	19%	26%
Economically Disadvantaged Students	15	716	716	719	*	*	*	*	*	20%	19%
Non-Economically Disadvantaged Students	17	747	747	734	*	*	*	*	*	41%	34%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



DEERFIELD TOWNSHIP SCHOOL

2016-2017

Grade Span PK-08

11-1020-040

CUMBERLAND

DEERFIELD TWP

419 MORTON AVE

ROSENHAYN, NJ 08352-0375

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	N	743	N	N	N	N	N	N	42%
White	N	N	N	751	N	N	N	N	N	N	52%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	N	N	N	744	N	N	N	N	N	N	43%
Male	N	N	N	741	N	N	N	N	N	N	40%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	N	751	N	N	N	N	N	N	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	N	N	N	747	N	N	N	N	N	N	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	N	N	N	745	N	N	N	N	N	N	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

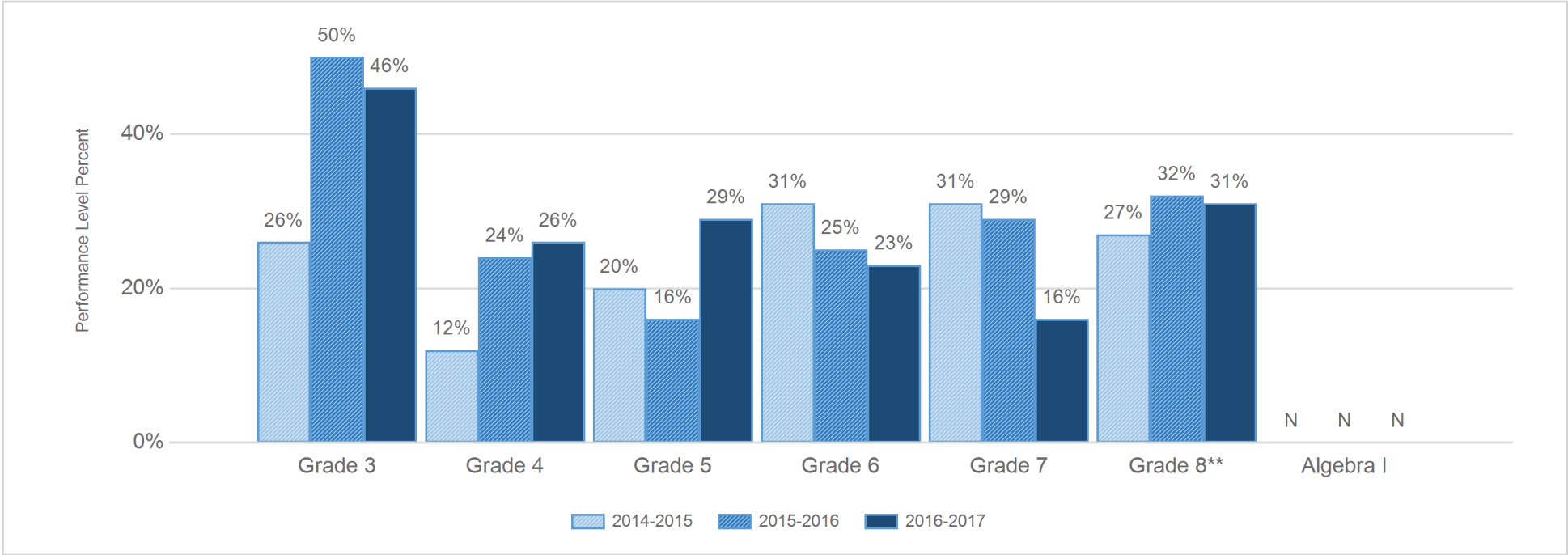


DEERFIELD TOWNSHIP SCHOOL  
2016-2017  
Grade Span PK-08

11-1020-040  
CUMBERLAND  
DEERFIELD TWP  
419 MORTON AVE  
ROSENHAYN, NJ 08352-0375

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



DEERFIELD TOWNSHIP SCHOOL  
2016-2017  
Grade Span PK-08

11-1020-040  
CUMBERLAND  
DEERFIELD TWP  
419 MORTON AVE  
ROSENHAYN, NJ 08352-0375

Alternate Assessments - 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	*	*
4	N	N
5	N	N
6	N	N
7	*	N
8	*	*

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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



DEERFIELD TOWNSHIP SCHOOL

2016-2017

Grade Span PK-08

11-1020-040

CUMBERLAND

DEERFIELD TWP

419 MORTON AVE

ROSENHAYN, NJ 08352-0375

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

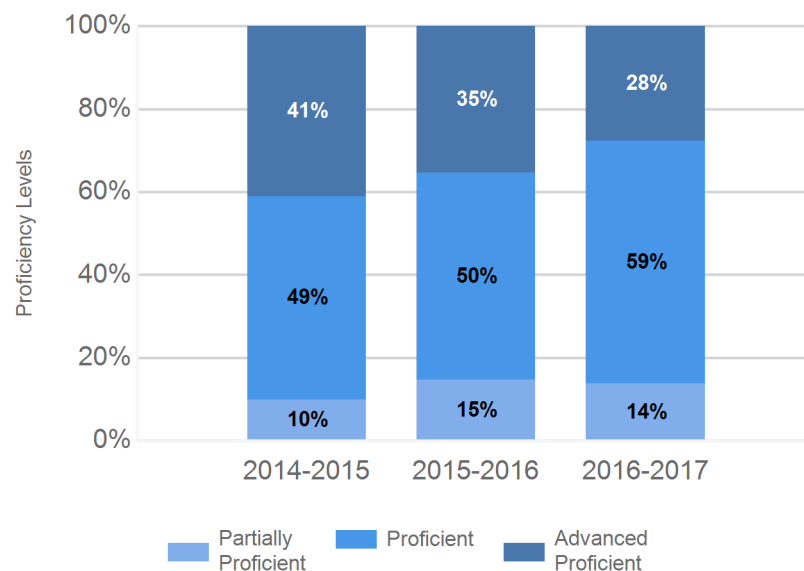
### NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	28%	59%	14%
White	40%	53%	7%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	18%	65%	18%
Students with Disabilities	*	*	N
English Learners	N	N	N

### NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





DEERFIELD TOWNSHIP SCHOOL

2016-2017

Grade Span PK-08

11-1020-040

CUMBERLAND

DEERFIELD TWP

419 MORTON AVE

ROSENHAYN, NJ 08352-0375

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

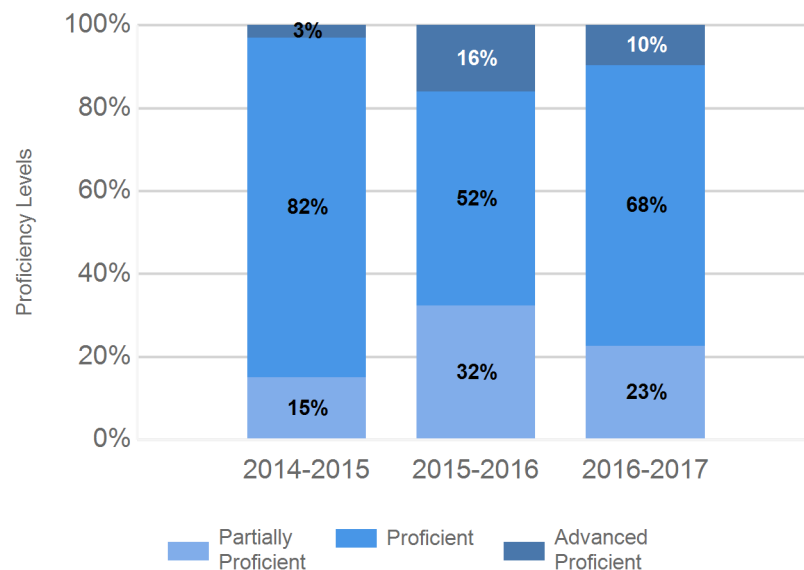
### NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	10%	68%	23%
White	12%	77%	12%
Hispanic	9%	*	46%
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	62%	39%
Students with Disabilities	N	*	*
English Learners	N	N	*

### NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





DEERFIELD TOWNSHIP SCHOOL

2016-2017

Grade Span PK-08

11-1020-040

CUMBERLAND

DEERFIELD TWP

419 MORTON AVE

ROSENHAYN, NJ 08352-0375

This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:  
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	30	30	50	Not Met	35	35	50	Not Met
White	29	29	50	Not Met	38	38	52	Not Met
Hispanic	28	28	49	Not Met	27	27	47	Not Met
Black or African American	46	46	45	**	34	34	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	29.5	29.5	47	Not Met	30	30	46	Not Met
Students with Disabilities	30	30	41	Not Met	33	33	43	Not Met
English Learners	N	N	N	N	N	N	N	N

\*\* ESSA accountability targets are only included if data is available for at least 20 students.





DEERFIELD TOWNSHIP SCHOOL  
2016-2017

Grade Span PK-08

11-1020-040  
CUMBERLAND  
DEERFIELD TWP  
419 MORTON AVE  
ROSENHAYN, NJ 08352-0375

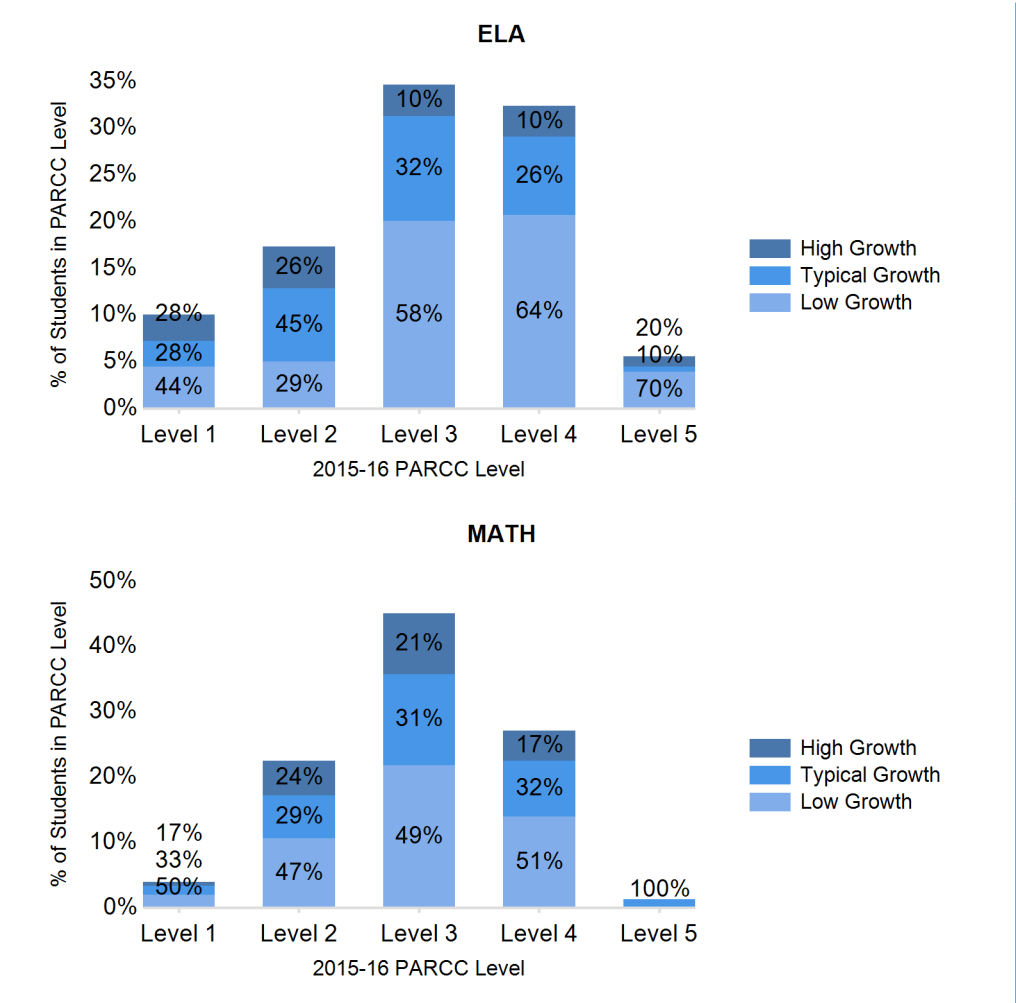
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

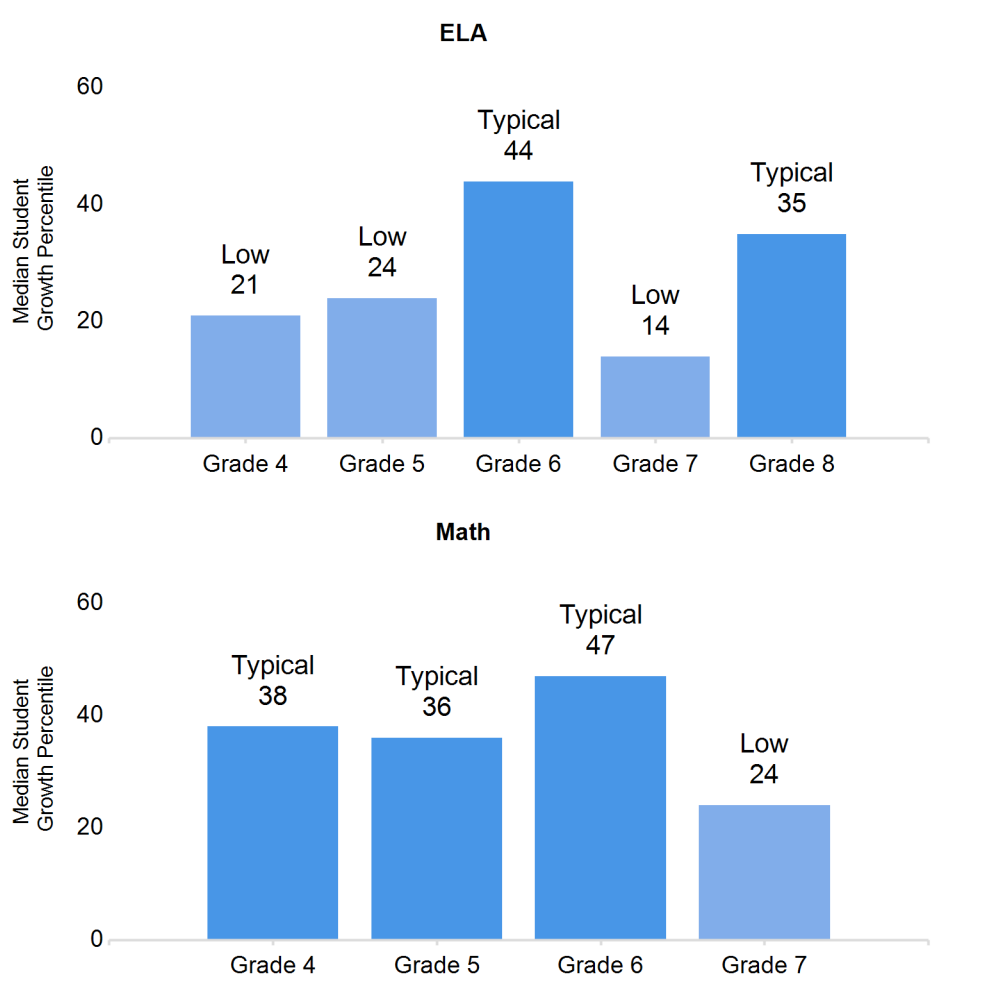
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





DEERFIELD TOWNSHIP SCHOOL

2016-2017

Grade Span PK-08

11-1020-040

CUMBERLAND

DEERFIELD TWP

419 MORTON AVE

ROSENHAYN, NJ 08352-0375

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	45
7	0	0	47
8	0	0	32
Schoolwide	0	0	124

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	45	0	0	0	0	0	0
7	47	0	0	0	0	0	0
8	32	0	0	0	0	0	0
Schoolwide	124	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



DEERFIELD TOWNSHIP SCHOOL  
2016-2017  
Grade Span PK-08

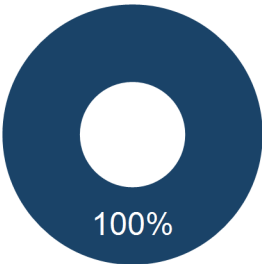
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CUMBERLAND  
DEERFIELD TWP  
419 MORTON AVE  
ROSENHAYN, NJ 08352-0375

Visual and Performing Arts – Course Participation

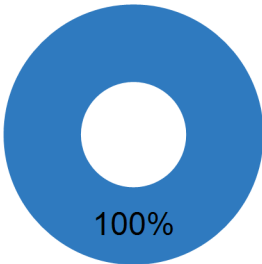
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

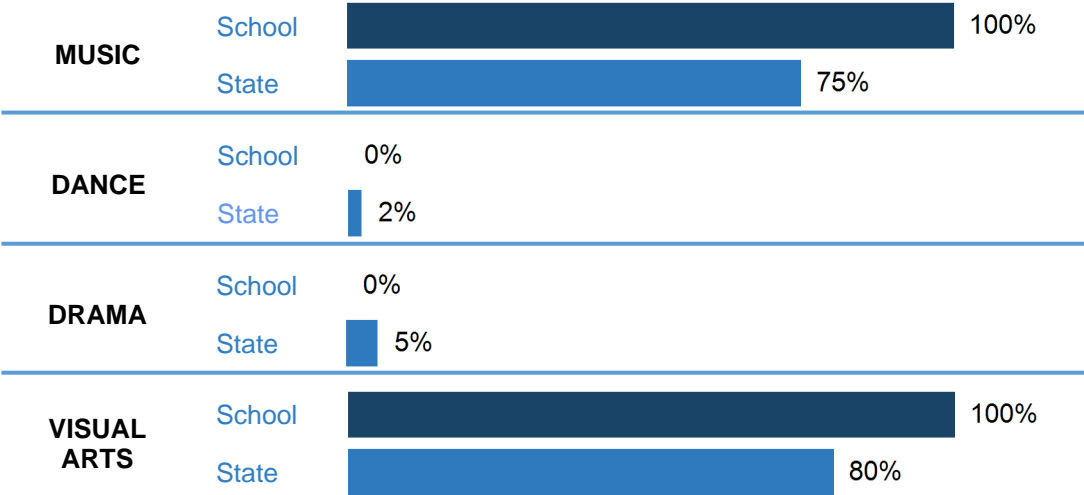


School



State

Students enrolled in one or more classes by discipline:





DEERFIELD TOWNSHIP SCHOOL

2016-2017

Grade Span PK-08

11-1020-040

CUMBERLAND

DEERFIELD TWP

419 MORTON AVE

ROSENHAYN, NJ 08352-0375

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

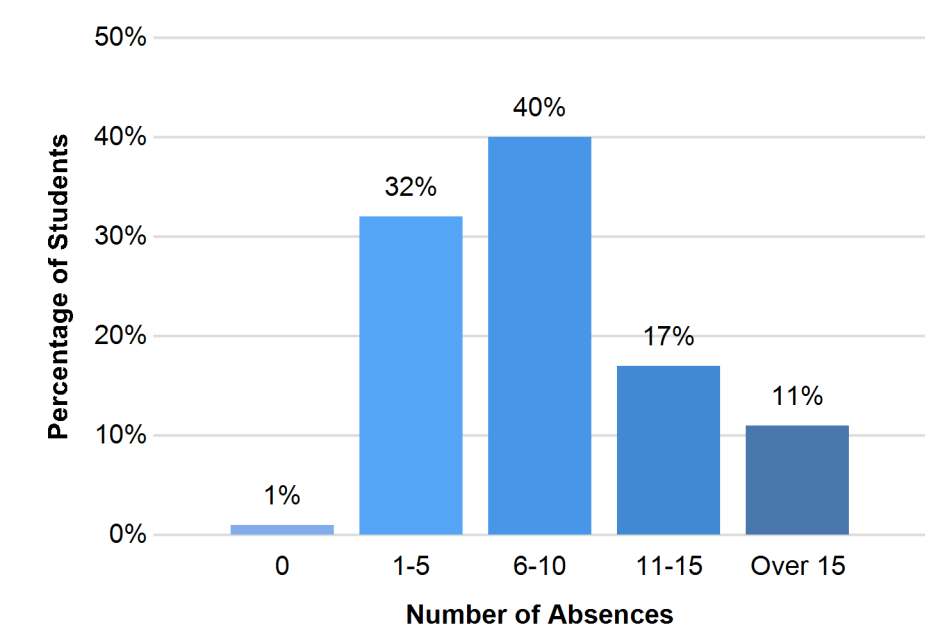
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.10	8.50	Met Target
White	3.20	8.50	Met Target
Hispanic	5.00	8.50	Met Target
Black or African American	3.40	8.50	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	17.40	8.50	Not Met
Economically Disadvantaged Students	6.40	8.50	Met Target
Students with Disabilities	10.00	8.50	Not Met
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



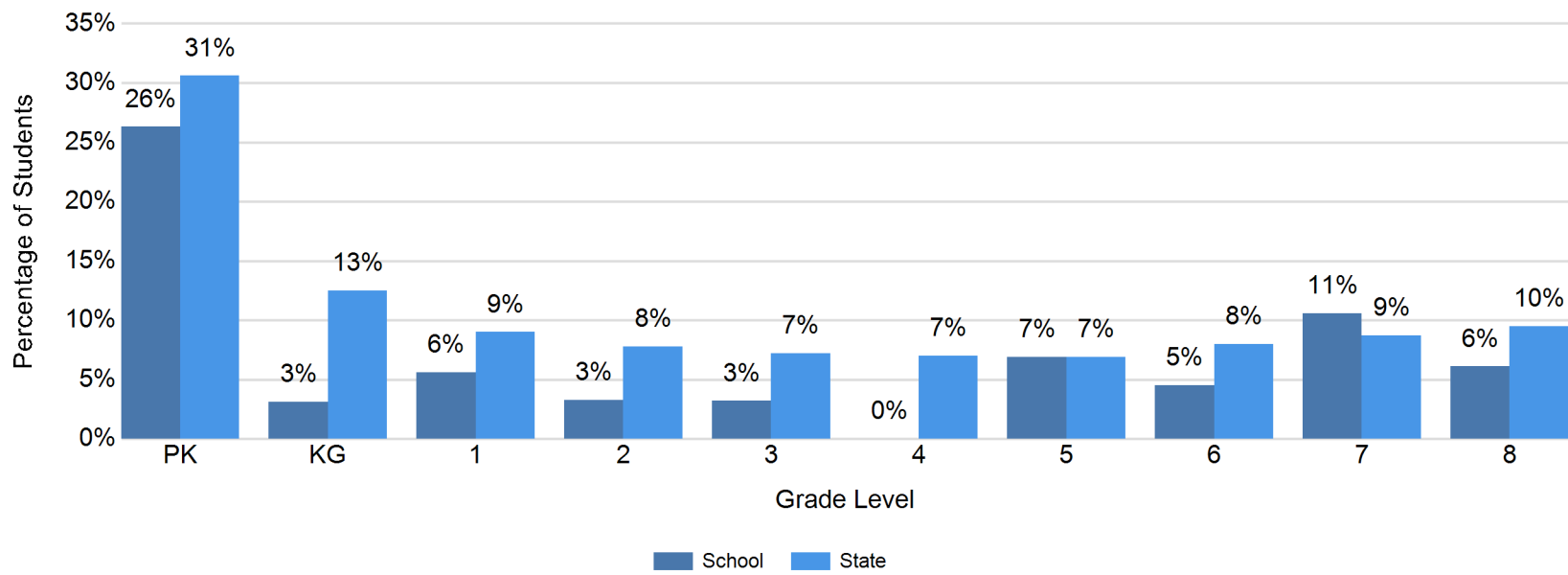


DEERFIELD TOWNSHIP SCHOOL  
2016-2017  
Grade Span PK-08

11-1020-040  
CUMBERLAND  
DEERFIELD TWP  
419 MORTON AVE  
ROSENHAYN, NJ 08352-0375

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





DEERFIELD TOWNSHIP SCHOOL

2016-2017

Grade Span PK-08

11-1020-040

CUMBERLAND

DEERFIELD TWP

419 MORTON AVE

ROSENHAYN, NJ 08352-0375

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.

Category	School
Typical Start Time	8:05AM
Typical End Time	2:15PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.56

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	6.2%
Out-of-School Suspensions	9.0%
Any Suspension	10.6%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



DEERFIELD TOWNSHIP SCHOOL

2016-2017

Grade Span PK-08

11-1020-040

CUMBERLAND

DEERFIELD TWP

419 MORTON AVE

ROSENHAYN, NJ 08352-0375

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	311.5 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$791	\$13,398	\$14,189



DEERFIELD TOWNSHIP SCHOOL

2016-2017

Grade Span PK-08

11-1020-040

CUMBERLAND

DEERFIELD TWP

419 MORTON AVE

ROSENHAYN, NJ 08352-0375

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent**: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### 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	30	120,724
Average years experience in public schools	13.2	11.8
Average years experience in district	9.5	10.5
Teachers in district for 4 or more years	73%	74%

### 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	3	9,506
Average years experience in public schools	22.3	15.9
Average years experience in district	4.7	11.6
Administrators in district for 4 or more years	33%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	107:1	107:1
Librarian/Media Specialists		321:1
Nurses		321:1
Counselors		N
Child Study Team		107:1





DEERFIELD TOWNSHIP SCHOOL

2016-2017

Grade Span PK-08

11-1020-040

CUMBERLAND

DEERFIELD TWP

419 MORTON AVE

ROSENHAYN, NJ 08352-0375

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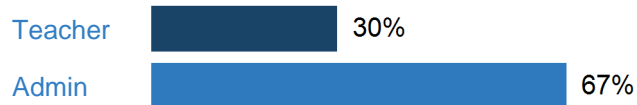
### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

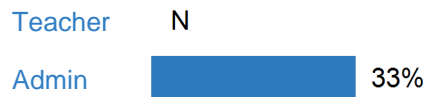
#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	94%



DEERFIELD TOWNSHIP SCHOOL  
2016-2017  
Grade Span PK-08

11-1020-040  
CUMBERLAND  
DEERFIELD TWP  
419 MORTON AVE  
ROSENHAYN, NJ 08352-0375

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	9.0	17.5%
Mathematics Proficiency	11.7	17.5%
English Language Arts Growth	2.5	25.0%
Mathematics Growth	7.4	25.0%
Chronic Absenteeism	64.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		15.8
<b>Summative Rating:</b> Percentile rank of Summative Score		6.2
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



DEERFIELD TOWNSHIP SCHOOL

2016-2017

Grade Span PK-08

11-1020-040

CUMBERLAND

DEERFIELD TWP

419 MORTON AVE

ROSENHAYN, NJ 08352-0375

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	15.8	11.9	No	Not Met	Met Target†	Met Target	Not Met	Not Met	No
White	18.0	11.9	No	Not Met	Met Target†	Met Target	Not Met	Not Met	No
Hispanic	16.2	11.9	No	Not Met	Not Met	Met Target	Not Met	Not Met	No
Black or African American	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	18.6	11.9	No	Not Met	Not Met	Met Target	Not Met	Not Met	No
Students with Disabilities	22.3	11.9	No	Not Met	Met Target†	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



**DEERFIELD TOWNSHIP SCHOOL**  
**2016-2017**  
**Grade Span PK-08**




11-1020-040  
 CUMBERLAND  
 DEERFIELD TWP  
 419 MORTON AVE  
 ROSENHAYN, NJ 08352-0375

**School General Info**

<b>Principal:</b>	Dr. Jones	<b>Email Address:</b>	<a href="mailto:mjones@deerfield.k12.nj.us">mjones@deerfield.k12.nj.us</a>
<b>Address:</b>	419 MORTON AVE ROSENHAYN, NJ 08352-0375	<b>Website:</b>	<a href="http://www.deerfield.k12.nj.us/">http://www.deerfield.k12.nj.us/</a>
<b>Phone:</b>	(856)451-6610		

**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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• In the Spring of 2017, our school was selected by the state of New Jersey as a Showcase School for PBSIS.</li> <li>• All students receive instruction in the core academic areas, Art, Computers, H/PE, Library, Music and Spanish.</li> <li>• Academic Lab offers targeted, small group instruction for gr. 1-8 to help students meet/exceed grade level expectations.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Deerfield Township Elementary School is a community of students, parents, and staff dedicated to the development of every individual's desire to learn and achieve. Collectively, we provide a safe, supportive environment that promotes curiosity and a life-long passion for learning. Our school is committed to cultivating and maintaining a positive school climate and culture in order to promote academic growth and student development.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>We are proud of the following accomplishments: In Spring 2017, our school was selected by the state of New Jersey as a Showcase School for PBSIS; Our school exited Focus Status due to high student growth on state assessments in English Language Arts and Mathematics; and Staff members have been awarded grants for technology, field trips and innovative programs for students.</p>






**DEERFIELD TOWNSHIP SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

11-1020-040  
 CUMBERLAND  
 DEERFIELD TWP  
 419 MORTON AVE  
 ROSENHAYN, NJ 08352-0375

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our district is part of the CRHS Curriculum Consortium to insure our students are prepared for high school. We use Journeys and Holt McDougal for ELA and Go Math and Big Ideas for Mathematics. In addition to the core academic areas, all students receive instruction in the following special areas: Art, Computers, Health/PE, Library, Music and Spanish. We also have a full day Pre-K program that services all township students including in-district pre-school disabled students.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Our school offers intramural sports, instrument lessons, drama, bowling, Safety Patrol, NJHS, Student Council, Fun Zone, and more.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Our Academic Lab offers targeted, small group instruction for gr. 1-8 to help students meet or exceed grade level expectations.</p>







**DEERFIELD TOWNSHIP SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

11-1020-040  
 CUMBERLAND  
 DEERFIELD TWP  
 419 MORTON AVE  
 ROSENHAYN, NJ 08352-0375

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 <b>Staff and Professional Learning:</b>	<p>As a form of job-embedded professional development, teachers work collaboratively in PLCs to build capacity and increase student achievement. We have instructional coaches in ELA and Math as a resource to all staff. The instructional coaches as well as teachers with expertise in particular instructional strategies provide professional development to other staff members. We are proud of the fact that 34% of our teaching staff members have Master's degrees.</p>
 <b>Student Supports and Services:</b>	<p>Our I&amp;RS Team and CST support students who are having academic, behavioral or social difficulties. Additional services are provided in the areas of behavioral support, speech, OT, PT and SAC. The Soliday System is used in our early childhood BSI program to support students in ELA. Our Academic Lab offers targeted, small group instruction for gr. 1-8 to help students meet or exceed grade level expectations.</p>
 <b>Student Health and Wellness:</b>	<p>A breakfast program is offered to all students. Our Wellness and Nutrition Committee encourages healthy eating and maintaining an active lifestyle. In addition, we have a Life Skills Curriculum which is delivered to all students in grades K-8. Our school also offers an after school Fun Zone club to promote health and exercise in gr. K-3.</p>
 <b>Parent and Community Involvement:</b>	<p>PTO provides activities for our students and families including Trunk-or-Treat, dances, movie night, family paint night and field day. The Community Fundraising Committee and PTO purchased 3 Chromebook carts and 75 Chromebooks for our students this year. Our parents attend special school functions such as concerts, STEAM Night and orientation programs. We also offer opportunities for parent involvement on committees and advisory groups (i.e. Special Education Parent Advisory Group).</p>



DEERFIELD TOWNSHIP SCHOOL

2016-2017

Grade Span PK-08

11-1020-040

CUMBERLAND

DEERFIELD TWP

419 MORTON AVE

ROSENHAYN, NJ 08352-0375

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.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

NJDOE Climate and Culture Surveys are administered to parents, students and staff. We also administer the QSAC survey. The survey data is used for developing our School Improvement Plan and Professional Development Plan.



Facilities:

The school has a computer lab, library, gymnasium and art room. There are also playgrounds and baseball and soccer fields. We have had improvements in technology, including schoolwide wireless internet access and 108 additional devices. Central air conditioning in all areas of the school allows for a more conducive learning environment. A hallways painting project was completed during the summer of 2017 with plans to continue such painting projects during upcoming summers.




**DEERFIELD TOWNSHIP SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

**11-1020-040**  
**CUMBERLAND**  
**DEERFIELD TWP**  
**419 MORTON AVE**  
**ROSENHAYN, NJ 08352-0375**

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.

<div><div>Other Information:</div></div>	<p>Security cameras have been installed in locations both inside and outside of the building to enhance safety and security measures. A multi-year plan for the purchase of additional cameras has been developed. The district's website was recently updated to improve its usability for parents, staff, and students.</p>
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