




Jefferson Elementary School
2016-2017
Grade Span KF-04

27-4560-065
MORRIS
ROXBURY TWP
35 CORN HOLLOW ROAD
SUCCASUNNA, NJ 07876

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](#) 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](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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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
KG	63	75	61
1	58	66	79
2	62	60	68
3	64	59	61
4	65	60	68
Ungraded	22	17	17
Total	334	337	354

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	44%	43%	47%
Male	56%	57%	53%
Economically Disadvantaged Students	9%	5%	8%
Students with Disabilities	18%	15%	16%
English Learners	2%	2%	3%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

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	68.4%
Hispanic	14.4%
Asian	9.0%
Black or African American	4.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.2%

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
KG - Half Day	0	0	0
KG - Full Day	65	75	61

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	85.3%
Spanish	5.4%
Greek, Modern (1453-)	1.4%
Chinese	1.1%
Telugu	1.1%
Other	5.9%



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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	117	98.4	71.70	56.70	54.90	71.7	61.9	Met Target
White	79	98.8	72.20	57.30	63.90	72.2	61	Met Target
Hispanic	19	100.0	52.70	*	39.80	52.7	N	N
Black or African American	*	*	*	46.10	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	92.90	75.20	80.70	92.9	**	**
American Indian or Alaska Native	N	N	*	0.00	53.70	*	**	**
Two or More Races	*	*	*	61.60	54.90	*	**	**
Female	64	97.2	71.90	65.70	62.20	71.9		
Male	53	100.0	71.70	48.20	48.10	71.7		
Economically Disadvantaged Students	*	*	*	39.90	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	59.10	65.80	*		
Students with Disabilities	15	100.0	40.00	*	20.50	40	**	**
Students without Disabilities	102	98.2	76.50	*	61.90	76.5		
English Learners	*	*	*	26.60	25.20	*	**	**
Non-English Learners	*	*	*	57.40	57.40	*		
Homeless Students	N	N	*	44.40	26.40	*		
Students In Foster Care	N	N	*	33.30	24.80	*		
Military-Connected Students	N	N	*	66.70	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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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
Schoolwide	59	763	756	749	*	*	24%	56%	*	66%	50%
White	36	762	757	759	0%	*	*	58%	*	67%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	750	N	N	N	N	N	N	52%
Female	34	762	758	753	*	*	*	53%	*	65%	55%
Male	25	766	753	744	*	*	*	60%	*	68%	46%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	733	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
Schoolwide	65	769	756	753	*	*	17%	51%	25%	75%	56%
White	47	767	758	762	*	*	*	49%	26%	75%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	35	768	757	758	*	*	*	46%	*	77%	61%
Male	30	769	756	748	*	*	*	57%	*	73%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	710	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

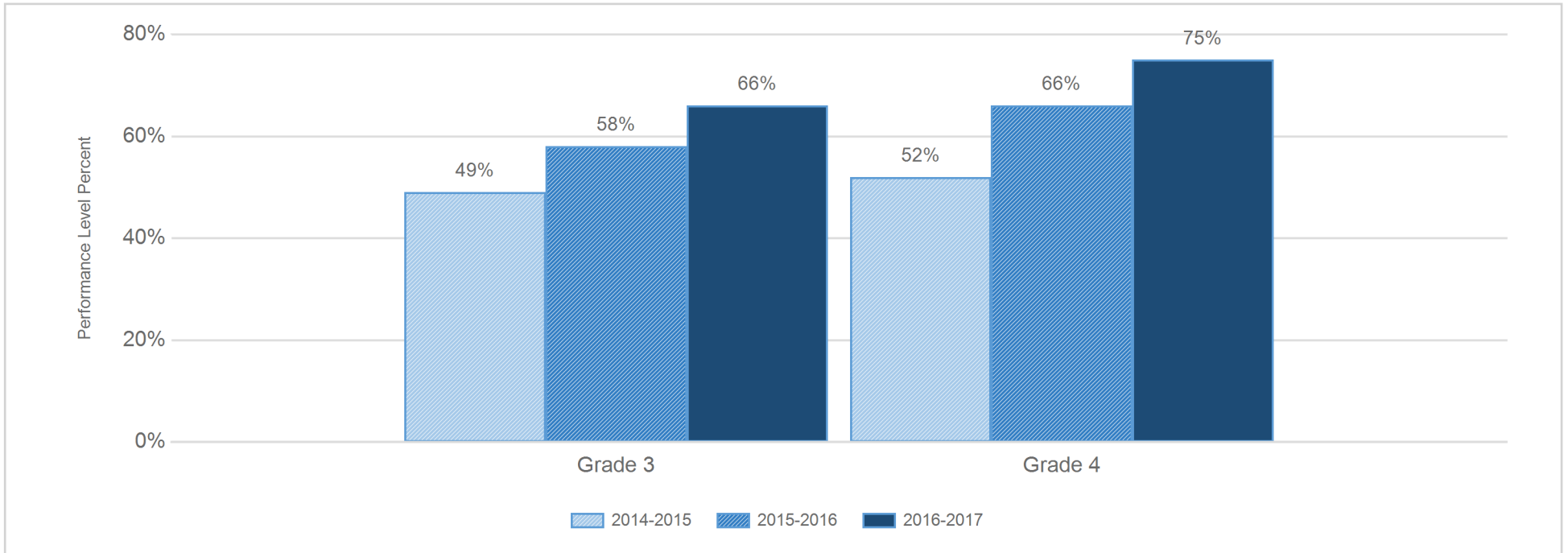


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English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment 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	117	98.4	70.00	48.60	43.50	70	54.9	Met Target
White	79	98.8	70.90	49.60	52.40	70.9	54.5	Met Target
Hispanic	19	100.0	63.10	*	27.60	63.1	N	N
Black or African American	*	*	*	28.30	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	85.70	75.80	75.60	85.7	**	**
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	56.40	44.90	*	**	**
Female	64	97.2	62.60	48.50	44.10	62.6		
Male	53	100.0	79.20	48.70	42.90	79.2		
Economically Disadvantaged Students	*	*	*	30.70	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	51.30	54.30	*		
Students with Disabilities	15	100.0	66.70	16.60	16.50	66.7	**	**
Students without Disabilities	102	98.2	70.60	54.00	48.80	70.6		
English Learners	*	*	*	24.40	23.30	*	**	**
Non-English Learners	*	*	*	49.20	45.20	*		
Homeless Students	N	N	*	44.40	16.40	*		
Students In Foster Care	N	N	*	33.30	15.10	*		
Military-Connected Students	N	N	*	66.70	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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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 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	59	757	752	750	*	*	24%	58%	*	66%	53%
White	36	756	755	758	*	*	*	64%	*	67%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	750	N	N	N	N	N	N	53%
Female	34	753	750	751	*	*	*	53%	*	56%	52%
Male	25	762	754	750	*	*	*	64%	*	80%	53%
Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	728	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%



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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 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	65	762	751	746	0%	*	23%	63%	*	72%	47%
White	47	763	753	754	0%	*	23%	60%	*	70%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	35	760	747	746	0%	*	*	60%	*	71%	47%
Male	30	765	755	746	0%	*	*	67%	*	73%	48%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	49%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

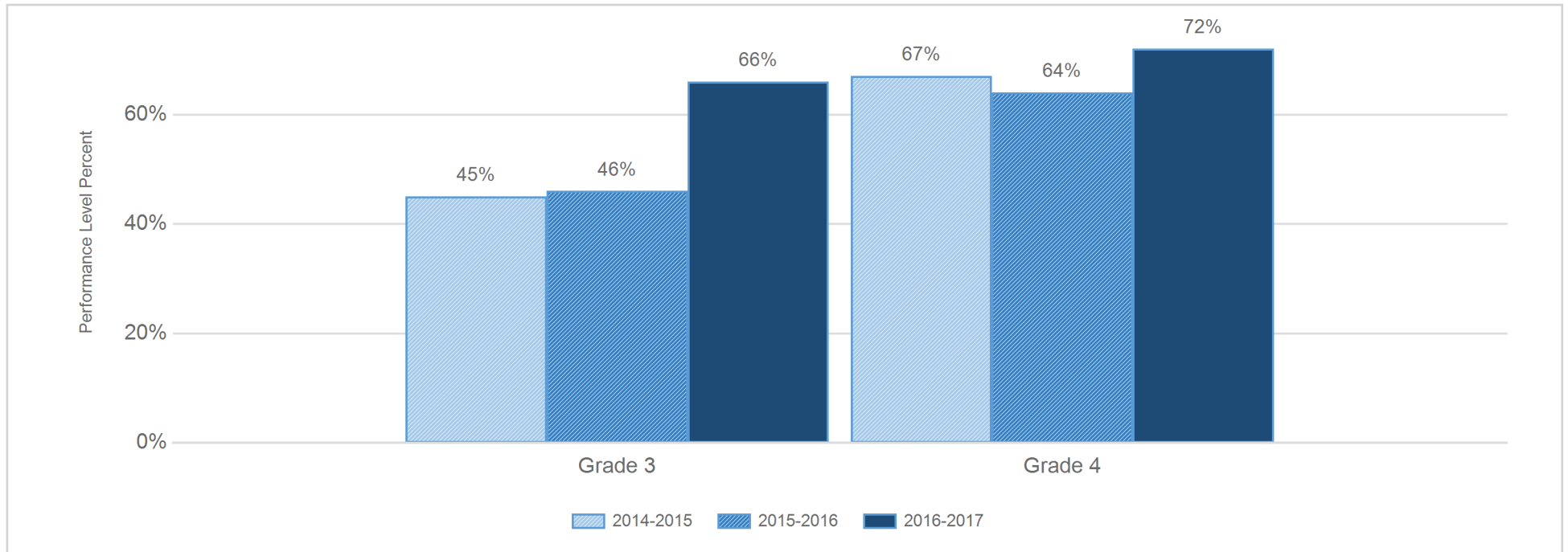


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Mathematics Assessment – Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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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	N	N
4	N	N

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	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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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.

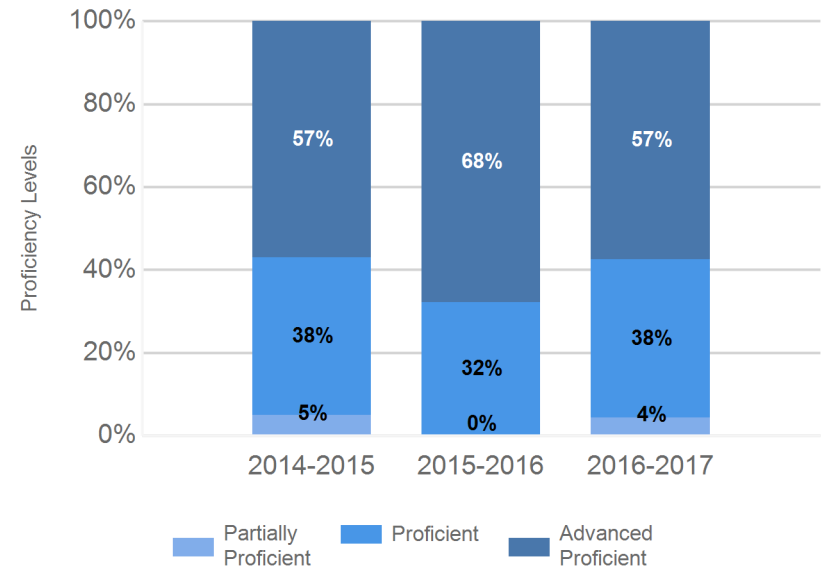
NJASK Science Assessment Performance: Grade 4

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	57%	38%	4%
White	55%	39%	6%
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	*	N	N
Students with Disabilities	*	*	N
English Learners	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.





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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	76	52	50	Exceeds Target	88	66	50	Exceeds Target
White	74.5	53	50	Exceeds Target	88.5	66	52	Exceeds Target
Hispanic	*	48	49	**	*	60.5	47	**
Black or African American	*	40.5	45	**	*	57	43	**
Asian, Native Hawaiian, or Pacific Islander	*	62	60	**	*	74	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	42.5	51	**	*	65	52	**
Economically Disadvantaged	*	34.5	47	**	*	55	46	**
Students with Disabilities	*	44	41	**	*	49.5	43	**
English Learners	*	61	53	**	*	83	51	**

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SUCCASUNNA, NJ 07876

Grade Span KF-04

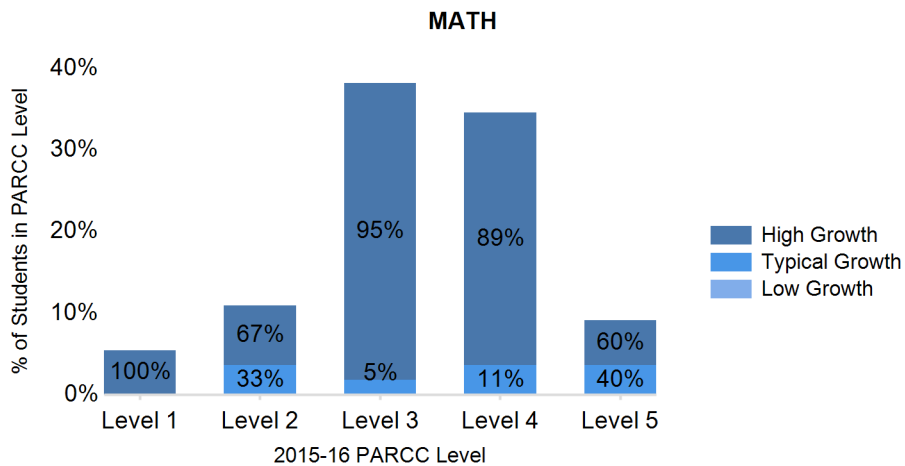
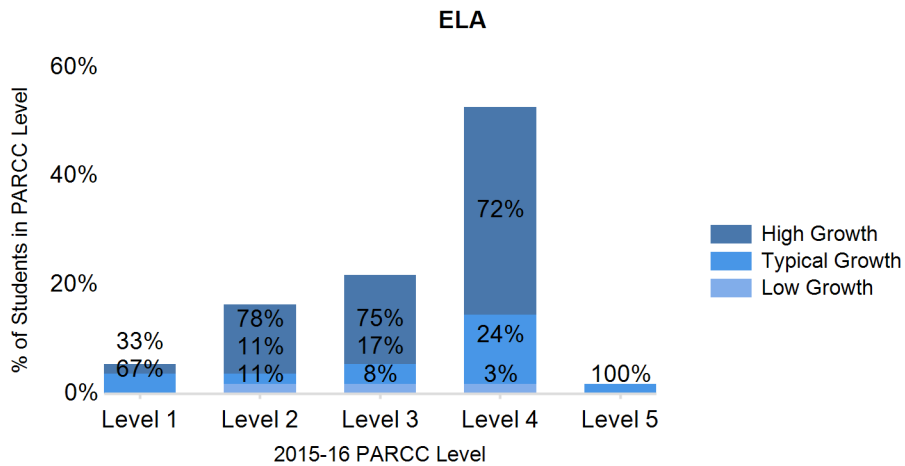
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

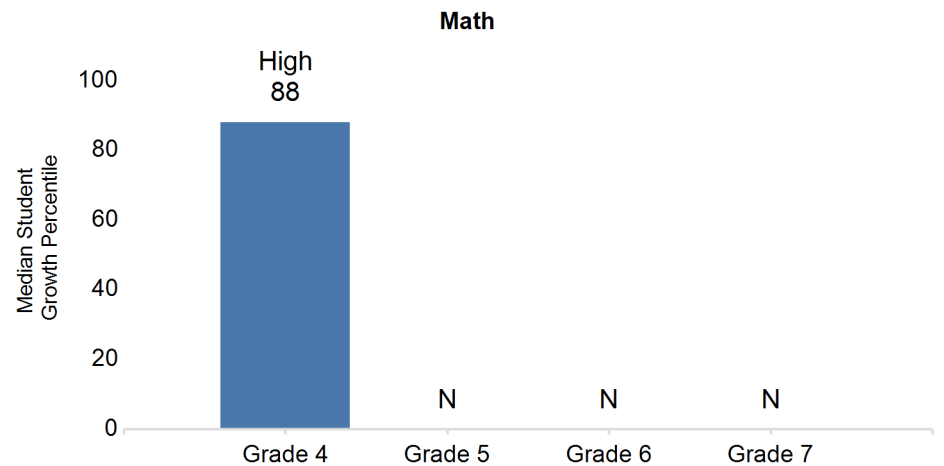
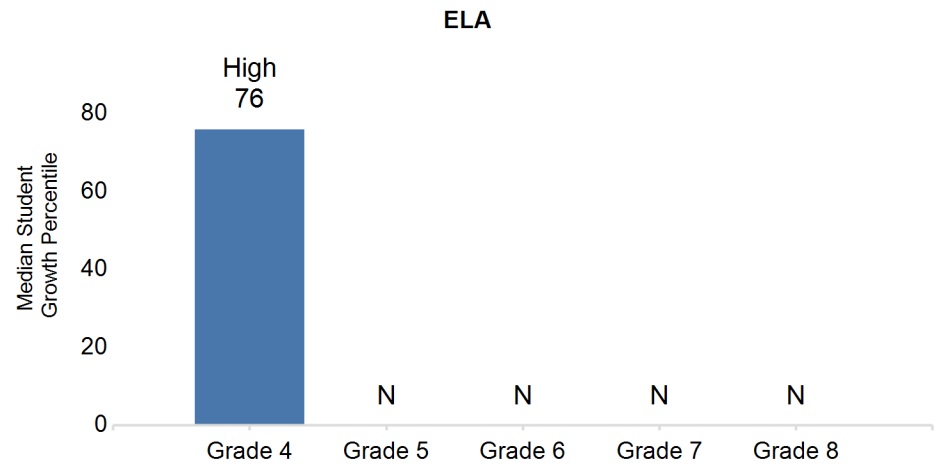
Student Growth by Performance Level

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.



An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



Jefferson Elementary School
2016-2017

27-4560-065
MORRIS
ROXBURY TWP
35 CORN HOLLOW ROAD
SUCCASUNNA, NJ 07876

Grade Span KF-04

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

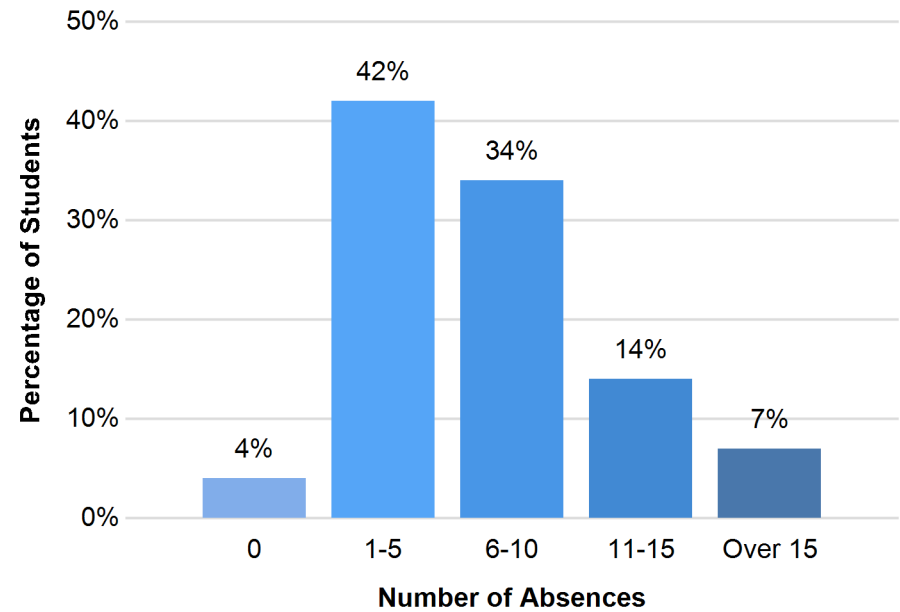
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.50	8.70	Met Target
White	4.80	8.70	Met Target
Hispanic	2.20	8.70	Met Target
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	6.30	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	8.30	8.70	Met Target
Students with Disabilities	2.40	8.70	Met Target
English Learners	0	**	**

** *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.



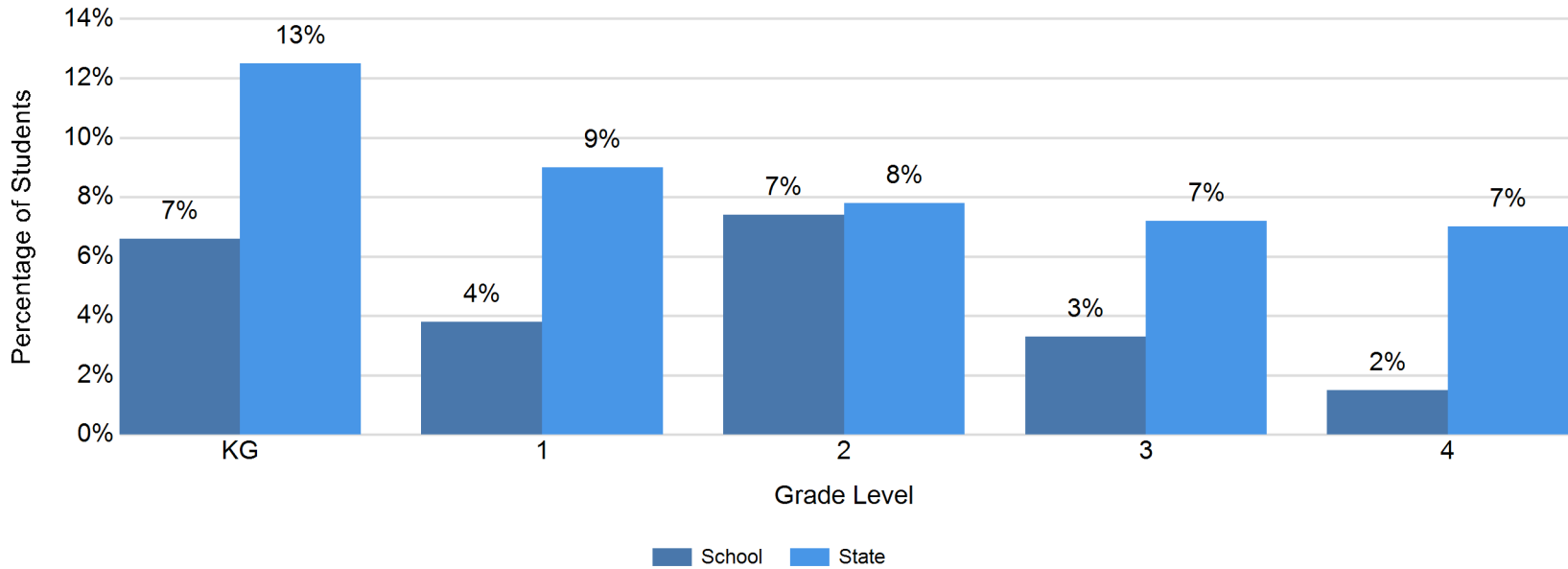


Jefferson Elementary School
2016-2017
Grade Span KF-04

27-4560-065
MORRIS
ROXBURY TWP
35 CORN HOLLOW ROAD
SUCCASUNNA, NJ 07876

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.





Jefferson Elementary School
2016-2017

27-4560-065
MORRIS
ROXBURY TWP
35 CORN HOLLOW ROAD
SUCCASUNNA, NJ 07876

Grade Span KF-04

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	8:50AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 40 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)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.13

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	0.3%
Out-of-School Suspensions	0.0%
Any Suspension	0.3%

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



Jefferson Elementary School
2016-2017
Grade Span KF-04

27-4560-065
 MORRIS
 ROXBURY TWP
 35 CORN HOLLOW ROAD
 SUCCASUNNA, NJ 07876

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	1:0.6	278.7 kbps	100 kbps	Yes	N	Fiber	No

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	\$323	\$15,876	\$16,199



**Jefferson Elementary School
2016-2017**

Grade Span KF-04

27-4560-065
MORRIS
ROXBURY TWP
35 CORN HOLLOW ROAD
SUCCASUNNA, NJ 07876

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 and Certifications

This table shows information about experience and certifications for teachers assigned to this school and across the state.

Category	Teachers in Schools	Teachers in State
Total Number of teachers	N	115,100
Average years experience in public schools	N	11.8
Average years experience in district	N	10.5
Teachers in district for 4 or more years	N	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	27	9,476
Average years experience in public schools	18.0	15.7
Average years experience in district	8.3	11.5
Administrators in district for 4 or more years	63%	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	N	13:1
Administrators	N	133:1
Librarian/Media Specialists		897:1
Nurses		718:1
Counselors		326:1
Child Study Team		256:1



Jefferson Elementary School
2016-2017
Grade Span KF-04

27-4560-065
 MORRIS
 ROXBURY TWP
 35 CORN HOLLOW ROAD
 SUCCASUNNA, NJ 07876

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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 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

Teacher N
 Admin N/A

Master's Degree

Teacher N
 Admin N

Doctoral Degree

Teacher N
 Admin N

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	75%	85%
2015-16 Administrators: Same district 2016-17	73%	85%

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	96%



Jefferson Elementary School
2016-2017
Grade Span KF-04

27-4560-065
 MORRIS
 ROXBURY TWP
 35 CORN HOLLOW ROAD
 SUCCASUNNA, NJ 07876

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	72	17.5%
Mathematics Proficiency	91	17.5%
English Language Arts Growth	99	25%
Mathematics Growth	100	25%
Chronic Absenteeism	73	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		89
Summative Rating: Percentile rank of Summative Score		98 th
Requires Comprehensive Support: 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.



**Jefferson Elementary School
2016-2017**

Grade Span KF-04

27-4560-065
MORRIS
ROXBURY TWP
35 CORN HOLLOW ROAD
SUCCASUNNA, NJ 07876

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	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	89	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	86	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	No	N	N	Met Target	**	**	No
Black or African American	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	No	**	**	Met Target	**	**	No
Students with Disabilities	**	No	**	**	Met Target	**	**	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.



Jefferson Elementary School
2016-2017
Grade Span KF-04




27-4560-065
MORRIS
ROXBURY TWP
35 CORN HOLLOW ROAD
SUCCASUNNA, NJ 07876

School General Info

Principal:	Ms. Cosgrove	Email Address:	mcosgrove@roxbury.org
Address:	35 CORN HOLLOW ROAD SUCCASUNNA, NJ 07876	Website:	https://www.roxbury.org/Domain/12
Phone:	(973)584-8955	Facebook:	https://www.facebook.com/groups/170279103026702/
		Twitter:	https://twitter.com/mcosgrove7

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Certified School of Digital Citizenship by Common Sense Education to support internet safety and digital citizenship. • Developed a Makerspace in the Media Center for children to explore building, coding and robotics. • Full implementation of a new Science Curriculum that is aligned to NGSS. Students perform investigations in Science.
 <p>Mission, Vision, Theme:</p>	<p>Jefferson Elementary School has approximately 350 students and 55 faculty members working together towards student achievement. We support the district’s vision “Preparing the children of today for tomorrow,” by providing a state of the art instructional design with the support of all in our school community. Jefferson utilizes the theme "Jefferson School ROCKS." ROCKS stands for Respect Others, self and environment by being Courteous, Kind, and Safe.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Last year Jefferson School was recognized as a certified school of Digital Citizenship through Common Sense Media. Jefferson school also accomplished a plethora of philanthropic contributions to various organizations such as Dimes for Downs, Cards for Troops, Jeans for Troops, St. Baldrick’s, and Jump Rope for Heart. Locally, Jefferson School contributes towards local social services and the police unity tour.</p>






Jefferson Elementary School
2016-2017
Grade Span KF-04

27-4560-065
 MORRIS
 ROXBURY TWP
 35 CORN HOLLOW ROAD
 SUCCASUNNA, NJ 07876

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 <p>Courses, Curriculum, Instruction:</p>	<p>At Jefferson, we strive to challenge students at their optimal learning level, through differentiated instruction. Students engage in small group learning and individualized instruction a majority of the day in ELA and Mathematics. We also have a full "In Support of Learning" program for students below benchmark progress and a selective Gifted and Talented program, entitled PEAK, focused on STEAM, in Gr. 3 & 4, for those that excel academically.</p>
 <p>Clubs and Activities:</p>	<p>Early Act is a school-wide service club for students in grades 3 and 4. It is offered at our school and is sponsored by the local Roxbury Rotary Club. Early Act provides young students the opportunity for gaining an increased awareness and knowledge of their community and the world. The club engages students in character-building activities and prepares them for leadership roles to identify and carry out projects which benefit their school, local and global communities.</p>
 <p>Before and After School Programs:</p>	<p>Our school welcomes scouting, art & dance classes, STEAM classes, coding and many other community programs for after school enrichment through the Roxbury Community School portal. Students are encouraged to participate in activities of interest through school distribution of materials.</p>







Jefferson Elementary School
2016-2017
Grade Span KF-04

27-4560-065
 MORRIS
 ROXBURY TWP
 35 CORN HOLLOW ROAD
 SUCCASUNNA, NJ 07876

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 <p>Staff and Professional Learning:</p>	<p>Each faculty member is committed to effectively implementing the district curriculum by ensuring their own deep understanding of the pedagogy that supports it. This is evident by the professional learning communities that all instructional and support staff take part in to enhance instruction in a collaborative manner. Our teachers also regularly participate in professional development to continue learning about Google Classroom and other formats to embed technology into instruction.</p>
 <p>Student Supports and Services:</p>	<p>Jefferson School embraces utilizing the least restrictive environment to educate all students. We are proud to offer an inclusive classroom at each grade level, where co-teaching occurs. We also house the district's preschool disabled program. We have approximately 350 students and 55 faculty members working together towards student achievement. We also facilitate opportunities for student teachers and interns to gain experience. Jefferson supports life-long learning for all.</p>
 <p>Student Health and Wellness:</p>	<p>Jefferson School's Health and Wellness program offer physical education three days a week and certified recess five days a week. Jefferson also invites in nutritionists, dental specialists and provides embedded social-emotional learning. The common understanding that emotions and learning are inseparable, and that each child must feel safe, valued, and cared for before he or she is receptive to challenges of a rigorous curriculum.</p>
 <p>Parent and Community Involvement:</p>	<p>The PTA is incredibly active at Jefferson School. The PTA volunteers enhance the elementary school experience by providing Cultural Arts programming, Family Fun Nights, sponsorship of Field Trips and many other opportunities for families to come together and celebrate the community. Jefferson has an updated calendar on the website that ties all school, PTA, and community events together. These programs, events, and activities are advertised weekly in our "Week at a Glance."</p>





Jefferson Elementary School
2016-2017
Grade Span KF-04

27-4560-065
 MORRIS
 ROXBURY TWP
 35 CORN HOLLOW ROAD
 SUCCASUNNA, NJ 07876

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers</p> <p>Every year we survey the school staff and the parents/guardians using the school climate survey. This survey has been made into a Google form to easily access the information from the various stakeholders. Students are surveyed every three years. The data is shared at the School Safety and Climate Team meetings, Staff Meetings, and Back to School Nights. Last year's data led to the development of our school theme, "Jefferson School ROCKS!"</p>
 <p>Facilities:</p>	<p>Jefferson has not had any major building upgrades lately. However, we have made some technology upgrades. We have a full technology laboratory that is utilized throughout the day. We have two full Chromebook carts and an iPad cart that is housed in our "Learning Lounge." All first and second grade rooms have iPad docking stations with seven iPads. Our media center is currently building up materials to become a makerspace for students.</p>



Jefferson Elementary School
2016-2017
Grade Span KF-04

27-4560-065
MORRIS
ROXBURY TWP
35 CORN HOLLOW ROAD
SUCCASUNNA, NJ 07876

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Other Information:

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