




HILLSIDE ELEMENTARY SCHOOL  
2016-2017  
Grade Span PK-04

03-0930-050  
BERGEN  
CLOSTER BORO  
340 HOMANS AVENUE  
CLOSTER, NJ 07624-2907

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](mailto: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 |
|----------|---------|---------|---------|
| PK       | 17      | 28      | 24      |
| KG       | 98      | 105     | 112     |
| 1        | 107     | 117     | 114     |
| 2        | 107     | 113     | 129     |
| 3        | 105     | 117     | 130     |
| 4        | 109     | 119     | 122     |
| Ungraded | 26      | 29      | 21      |
| Total    | 569     | 628     | 652     |

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%     | 47%     | 47%     |
| Male                                | 53%     | 53%     | 53%     |
| Economically Disadvantaged Students | 1%      | 0%      | 2%      |
| Students with Disabilities          | 12%     | 15%     | 14%     |
| English Learners                    | 11%     | 11%     | 11%     |
| Homeless Students                   |         |         | 0%      |
| 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                               | 47.5%         |
| Asian                               | 42.8%         |
| Hispanic                            | 6.3%          |
| Native Hawaiian or Pacific Islander | 1.1%          |
| American Indian or Alaska Native    | 0.2%          |
| Black or African American           | 0.2%          |
| Two or More Races                   | 2.0%          |

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 | 2       | 10      | 5       |
| PK - Full Day | 14      | 18      | 19      |
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 104     | 105     | 112     |

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       | 59.8%         |
| Korean        | 18.9%         |
| Hebrew        | 13.3%         |
| Spanish       | 2.0%          |
| Chinese       | 1.5%          |
| Other         | 4.6%          |



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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                                  | 219          | 97.6                      | 80.80  | 86.20  | 54.90   | 80.8  | 80                    | Met Goal                  |
| White                                       | 103          | 96.5                      | 76.70  | 83.40  | 63.90   | 76.7  | 79.7                  | Met Target†               |
| Hispanic                                    | 12           | 100.0                     | 50.00  | 71.00  | 39.80   | 50  | **                    | **                        |
| Black or African American                   | *            | *                         | *  | *  | 35.20   | *   | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | 100          | 98.2                      | 89.00  | 91.70  | 80.70   | 89  | 80                    | Met Goal                  |
| American Indian or Alaska Native            | *            | *                         | *  | *  | 53.70   | *   | **                    | **                        |
| Two or More Races                           | *            | *                         | *  | *  | 54.90   | *   | **                    | **                        |
| Female                                      | 99           | 99.1                      | 79.80  | 88.50  | 62.20   | 79.8  |                       |                           |
| Male  | 120          | 96.2                      | 81.70  | 84.20  | 48.10   | 81.7  |                       |                           |
| Economically Disadvantaged Students         | *            | *                         | *  | *  | 36.20   | *   | **                    | **                        |
| Non-Economically Disadvantaged Students     | *            | *                         | *  | *  | 65.80   | *   |                       |                           |
| Students with Disabilities                  | 28           | 87.9                      | 46.50  | 49.50  | 20.50   | 42.8  | 40.4                  | Met Target                |
| Students without Disabilities               | 191          | 99.1                      | 85.90  | 92.60  | 61.90   | 85.9  |                       |                           |
| English Learners                            | 41           | 100.0                     | 75.60  | 79.20  | 25.20   | 75.6  | 65.3                  | Met Target                |
| Non-English Learners                        | 178          | 97.0                      | 82.00  | 87.40  | 57.40   | 82  |                       |                           |
| Homeless Students                           | N            | N                         | N  | N  | 26.40   | N   |                       |                           |
| Students In Foster Care                     | N            | N                         | N  | N  | 24.80   | N   |                       |                           |
| 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>                           | 124          | 772              | 772                       | 749                    | *  | *                                     | 15%                                | 65%                         | 11%                              | 75%                                     | 50%   |
| White                                       | 53           | 763              | 763                       | 759                    | *  | *                                     | *                                  | 64%                         | *                                | 68%                                     | 61%   |
| Hispanic                                    | *            | *                | *                         | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 35%   |
| Black or African American                   | *            | *                | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 59           | 781              | 781                       | 775                    | *  | *                                     | *                                  | 68%                         | 17%                              | 85%                                     | 76%   |
| American Indian or Alaska Native            | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 46%   |
| Two or More Races                           | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| Female                                      | 60           | 774              | 774                       | 754                    | *  | *                                     | *                                  | 63%                         | *                                | 75%                                     | 55%   |
| Male  | 64           | 770              | 770                       | 745                    | *  | *                                     | *                                  | 66%                         | *                                | 75%                                     | 46%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 31%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 762                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 63%   |
| Students with Disabilities                  | 11           | 737              | 737                       | 720                    | *  | *                                     | *                                  | *                           | 0%                               | 46%                                     | 24%   |
| Students without Disabilities               | 113          | 775              | 775                       | 755                    | *  | *                                     | *                                  | *                           | 12%                              | 78%                                     | 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                         | 734                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 29%   |



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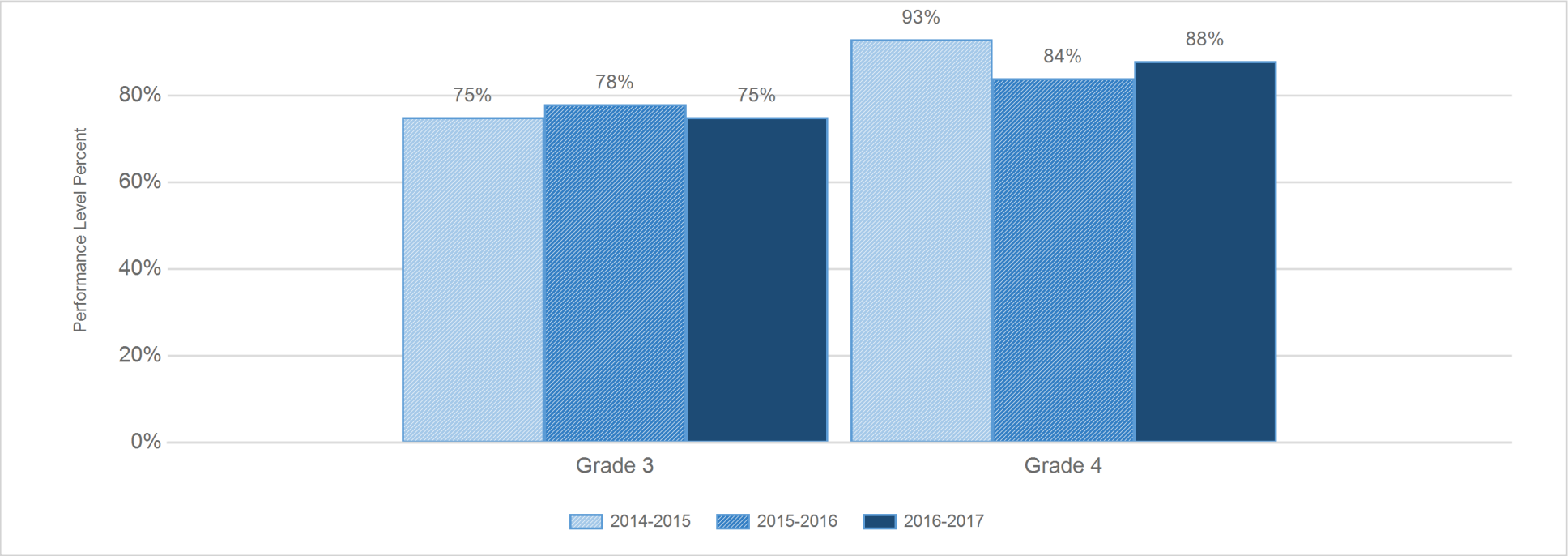
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 115          | 788              | 788                       | 753                    | *  | *                                     | 10%                                | 39%                         | 49%                              | 88%                                     | 56%   |
| White                                       | 57           | 785              | 785                       | 762                    | 0%                                       | *                                     | *                                  | 37%                         | 49%                              | 86%                                     | 67%   |
| Hispanic                                    | *            | *                | *                         | 740                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 40%   |
| Black or African American                   | N            | N                | N                         | 737                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 36%   |
| Asian, Native Hawaiian, or Pacific Islander | 51           | 795              | 795                       | 777                    | *  | *                                     | *                                  | 39%                         | 53%                              | 92%                                     | 82%   |
| American Indian or Alaska Native            | N            | N                | N                         | 750                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 56%   |
| Two or More Races                           | N            | N                | N                         | 755                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 56%   |
| Female                                      | 51           | 792              | 792                       | 758                    | *  | *                                     | *                                  | 41%                         | 47%                              | 88%                                     | 61%   |
| Male  | 64           | 786              | 786                       | 749                    | *  | *                                     | *                                  | 38%                         | 50%                              | 88%                                     | 51%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 737                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 36%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 764                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 69%   |
| Students with Disabilities                  | 17           | 752              | 752                       | 725                    | *  | *                                     | *                                  | *                           | *                                | 53%                                     | 25%   |
| Students without Disabilities               | 98           | 795              | 795                       | 759                    | *  | *                                     | *                                  | *                           | *                                | 94%                                     | 62%   |
| English Learners                            | *            | *                | *                         | 711                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 10%   |
| Non-English Learners                        | *            | *                | *                         | 755                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 58%   |
| Homeless Students                           | N            | N                | N                         | 729                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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                            | N            | N                | N                         | 726                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 36%   |

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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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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2016-17 Annual<br>Target | Met 2016-17<br>Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide                                  | 221          | 97.6                      | 75.60   | 78.40   | 43.50  | 75.6  | 80                       | Met Target†                  |
| White                                       | 103          | 96.7                      | 68.90   | 70.80   | 52.40  | 68.9  | 78.8                     | Not Met                      |
| Hispanic                                    | 12           | 100.0                     | 41.70   | 52.60   | 27.60  | 41.7  | **                       | **                           |
| Black or African American                   | *            | *                         | *   | *   | 21.70  | *   | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | 102          | 98.3                      | 87.30   | 90.10   | 75.60  | 87.3  | 80                       | Met Goal                     |
| American Indian or Alaska Native            | *            | *                         | *   | *   | 42.50  | *   | **                       | **                           |
| Two or More Races                           | *            | *                         | *   | *   | 44.90  | *   | **                       | **                           |
| Female                                      | 99           | 99.1                      | 73.70   | 79.10   | 44.10  | 73.7  |                          |                              |
| Male  | 122          | 96.4                      | 77.10   | 77.80   | 42.90  | 77.1  |                          |                              |
| Economically Disadvantaged Students         | *            | *                         | *   | *   | 25.10  | *   | **                       | **                           |
| Non-Economically Disadvantaged Students     | *            | *                         | *   | *   | 54.30  | *   |                          |                              |
| Students with Disabilities                  | 28           | 87.9                      | 32.10   | 30.00   | 16.50  | 29.6  | 37.3                     | Met Target†                  |
| Students without Disabilities               | 193          | 99.1                      | 81.80   | 86.80   | 48.80  | 81.8  |                          |                              |
| English Learners                            | 43           | 100.0                     | 69.80   | 77.60   | 23.30  | 69.8  | 65.3                     | Met Target                   |
| Non-English Learners                        | 178          | 97.0                      | 77.00   | 78.50   | 45.20  | 77  |                          |                              |
| Homeless Students                           | N            | N                         | N   | N   | 16.40  | N   |                          |                              |
| Students In Foster Care                     | N            | N                         | N   | N   | 15.10  | N   |                          |                              |
| 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.





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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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 128          | 773              | 773                       | 751                    | *  | *                                     | 23%                                | 40%                         | 31%                              | 71%                                     | 53%   |
| White                                       | 55           | 759              | 759                       | 759                    | *  | *                                     | 26%                                | 47%                         | *                                | 62%                                     | 63%   |
| Hispanic                                    | *            | *                | *                         | 738                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 37%   |
| Black or African American                   | *            | *                | *                         | 733                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 61           | 789              | 789                       | 779                    | 0%                                       | *                                     | *                                  | 34%                         | 51%                              | 85%                                     | 82%   |
| American Indian or Alaska Native            | *            | *                | *                         | 750                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 51%   |
| Two or More Races                           | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 53%   |
| Female                                      | 60           | 772              | 772                       | 751                    | *  | *                                     | 28%                                | 43%                         | 27%                              | 70%                                     | 52%   |
| Male  | 68           | 774              | 774                       | 751                    | *  | *                                     | 18%                                | 37%                         | 35%                              | 72%                                     | 53%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 736                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 34%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 761                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 65%   |
| Students with Disabilities                  | 11           | 739              | 739                       | 729                    | *  | *                                     | *                                  | *                           | 0%                               | 27%                                     | 29%   |
| Students without Disabilities               | 117          | 777              | 777                       | 755                    | *  | *                                     | *                                  | *                           | 34%                              | 75%                                     | 57%   |
| English Learners                            | 10           | 746              | 746                       | 724                    | *  | *                                     | *                                  | *                           | *                                | 30%                                     | 21%   |
| Non-English Learners                        | 118          | 776              | 776                       | 753                    | *  | *                                     | *                                  | *                           | *                                | 75%                                     | 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                         | 726                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 35%   |





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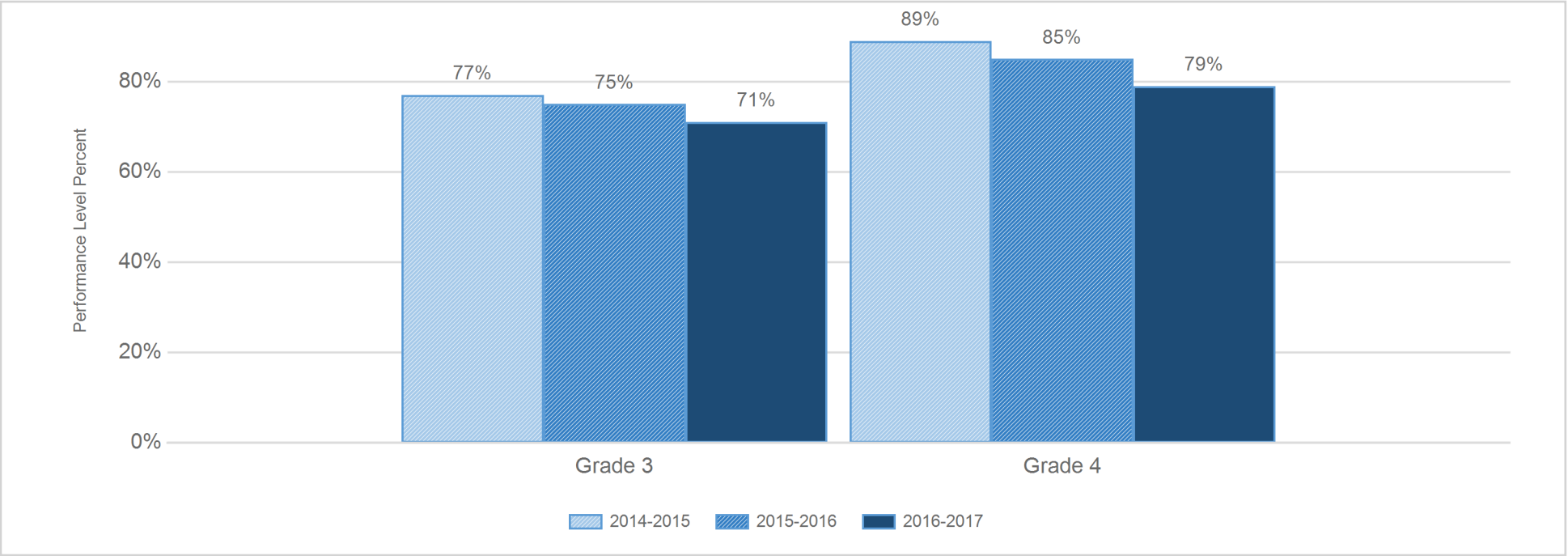
Mathematics Assessment - Performance by Grade: Grade 4

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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 119          | 775              | 775                       | 747                    | *  | *                                     | 16%                                | 52%                         | 27%                              | 79%                                     | 47%   |
| White                                       | 61           | 771              | 771                       | 755                    | *  | *                                     | 20%                                | 54%                         | 20%                              | 74%                                     | 59%   |
| Hispanic                                    | *            | *                | *                         | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Black or African American                   | N            | N                | N                         | 729                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 25%   |
| Asian, Native Hawaiian, or Pacific Islander | 51           | 784              | 784                       | 774                    | 0%                                       | *                                     | *                                  | 51%                         | 39%                              | 90%                                     | 79%   |
| American Indian or Alaska Native            | N            | N                | N                         | 743                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 42%   |
| Two or More Races                           | N            | N                | N                         | 747                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 48%   |
| Female                                      | 53           | 773              | 773                       | 747                    | *  | *                                     | *                                  | 57%                         | 23%                              | 79%                                     | 47%   |
| Male  | 66           | 777              | 777                       | 747                    | *  | *                                     | *                                  | 49%                         | 30%                              | 79%                                     | 48%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 732                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 27%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 757                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 61%   |
| Students with Disabilities                  | 17           | 740              | 740                       | 724                    | *  | *                                     | *                                  | *                           | *                                | 35%                                     | 22%   |
| Students without Disabilities               | 102          | 781              | 781                       | 751                    | *  | *                                     | *                                  | *                           | *                                | 86%                                     | 52%   |
| English Learners                            | *            | *                | *                         | 716                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Non-English Learners                        | *            | *                | *                         | 749                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 49%   |
| Homeless Students                           | N            | N                | N                         | 723                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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                            | N            | N                | N                         | 713                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 22%   |

### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three 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:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 3     | *                         | *                          |
| 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<br>Tested | % Students with<br>Overall Score<br>Below 4.5 | % Students with<br>Overall Score of<br>4.5 and above |
|-------------------|----------------------|---|--|
| 1                 | 37                   | 64.9%   | 35.1%  |
| 2                 | 21                   | 47.6%   | 52.4%  |
| 3                 | 12                   | 50%   | 50%  |
| 4                 | *                    | *   | *  |
| 5+                | *                    | *   | *  |



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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.

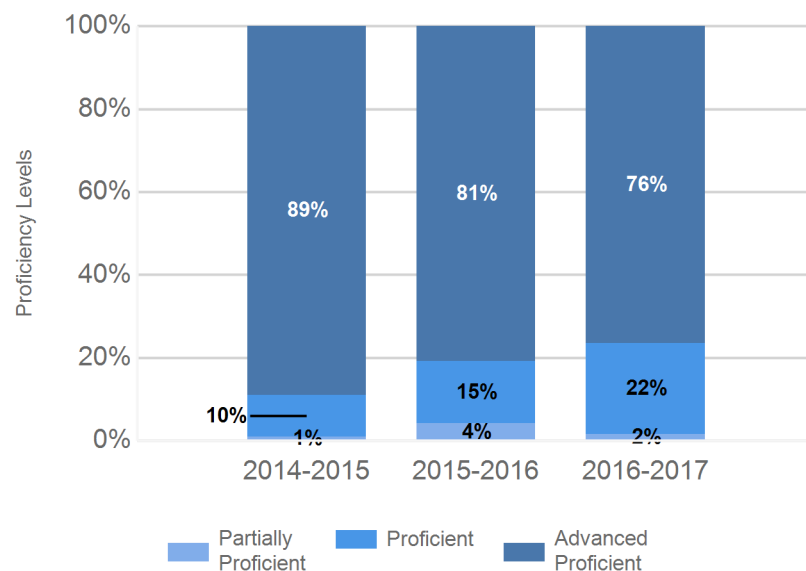
**NJASK Science Assessment Performance: Grade 4**

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                                  | 76%                   | 22%          | 2%                     |
| White                                       | 75%                   | 22%          | 3%                     |
| Hispanic                                    | *                     | *            | N                      |
| Black or African American                   | N                     | N            | N                      |
| Asian, Native Hawaiian, or Pacific Islander | *                     | *            | N                      |
| American Indian or Alaska Native            | N                     | N            | N                      |
| Two or More Races                           | N                     | N            | N                      |
| Economically Disadvantaged Students         | N                     | N            | N                      |
| Students with Disabilities                  | 37%                   | 58%          | 5%                     |
| English Learners                            | *                     | *            | *                      |

**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                                  | 79                 | 64                   | 50                    | Exceeds Target        | 76                  | 61                    | 50                     | Exceeds Target         |
| White                                       | 80                 | 61                   | 50                    | Exceeds Target        | 68                  | 54.5                  | 52                     | Exceeds Target         |
| Hispanic                                    | *                  | *                    | 49                    | **                    | *                   | *                     | 47                     | **                     |
| Black or African American                   | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Asian, Native Hawaiian, or Pacific Islander | *                  | *                    | 60                    | Exceeds Target        | *                   | *                     | 59                     | Exceeds Target         |
| American Indian or Alaska Native            | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Two or More Races                           | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Economically Disadvantaged                  | *                  | *                    | 47                    | **                    | *                   | *                     | 46                     | **                     |
| Students with Disabilities                  | 65                 | 50                   | 41                    | **                    | 45.5                | 36                    | 43                     | **                     |
| English Learners                            | 73                 | 67.5                 | 53                    | **                    | 77                  | 74                    | 51                     | **                     |

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



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

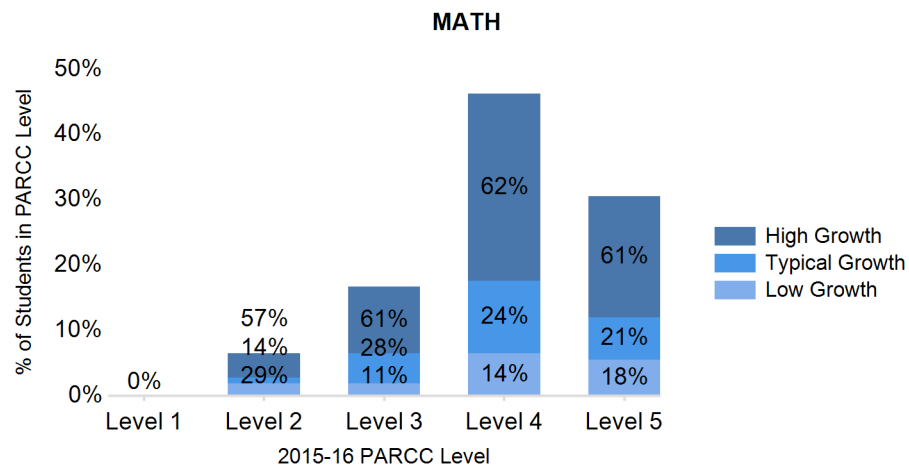
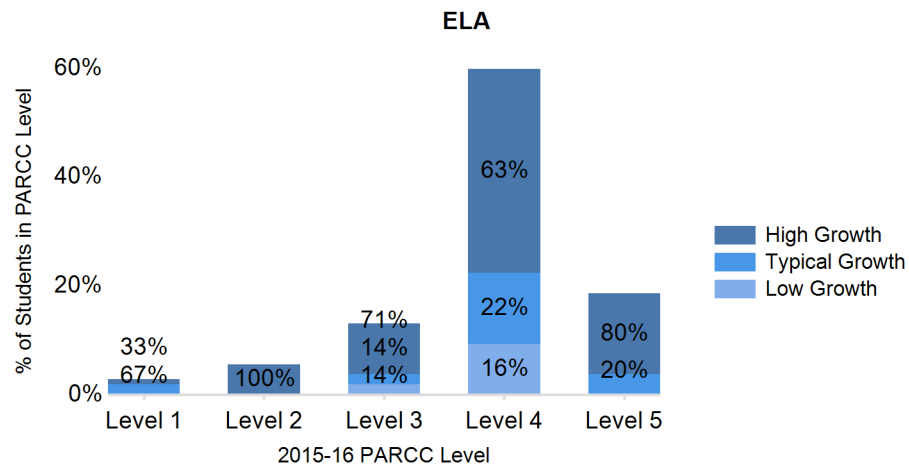
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

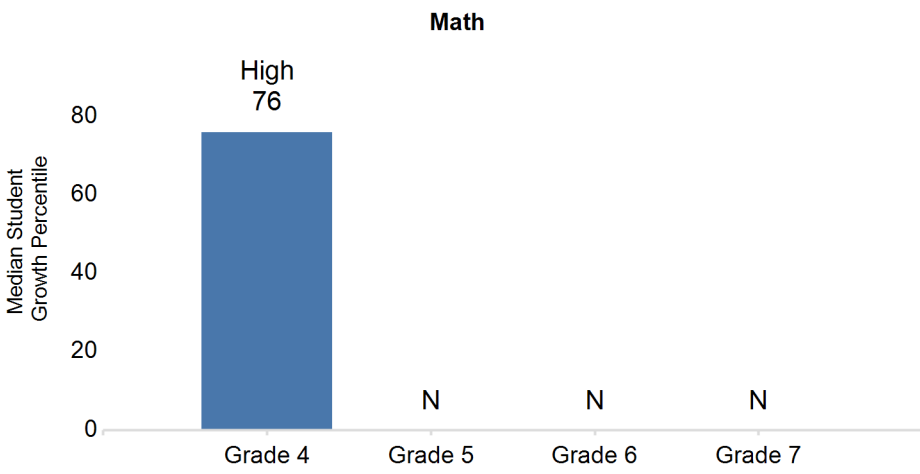
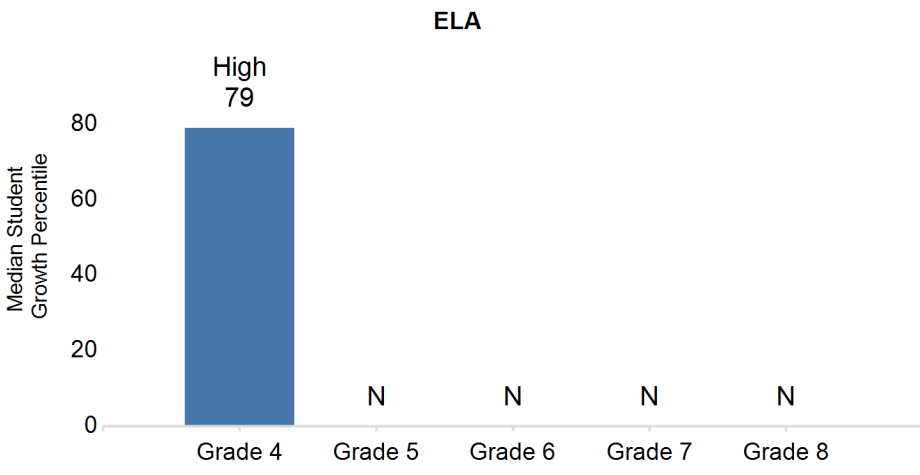
Student Growth by Performance Level

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.





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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

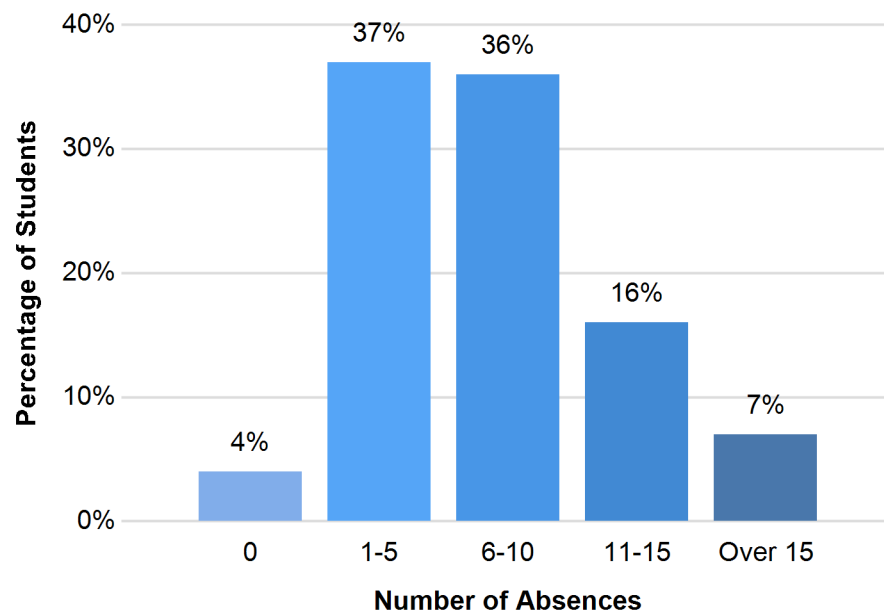
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 3.90                 | 8.70           | Met Target         |
| White                                       | 4.50                 | 8.70           | Met Target         |
| Hispanic                                    | 4.90                 | 8.70           | Met Target         |
| Black or African American                   | N                    | **             | **                 |
| Asian, Native Hawaiian, or Pacific Islander | 3.40                 | 8.70           | Met Target         |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | N                    | **             | **                 |
| Economically Disadvantaged Students         | N                    | **             | **                 |
| Students with Disabilities                  | 3.80                 | 8.70           | Met Target         |
| English Learners                            | 4.20                 | 8.70           | Met Target         |

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

### Days Absent

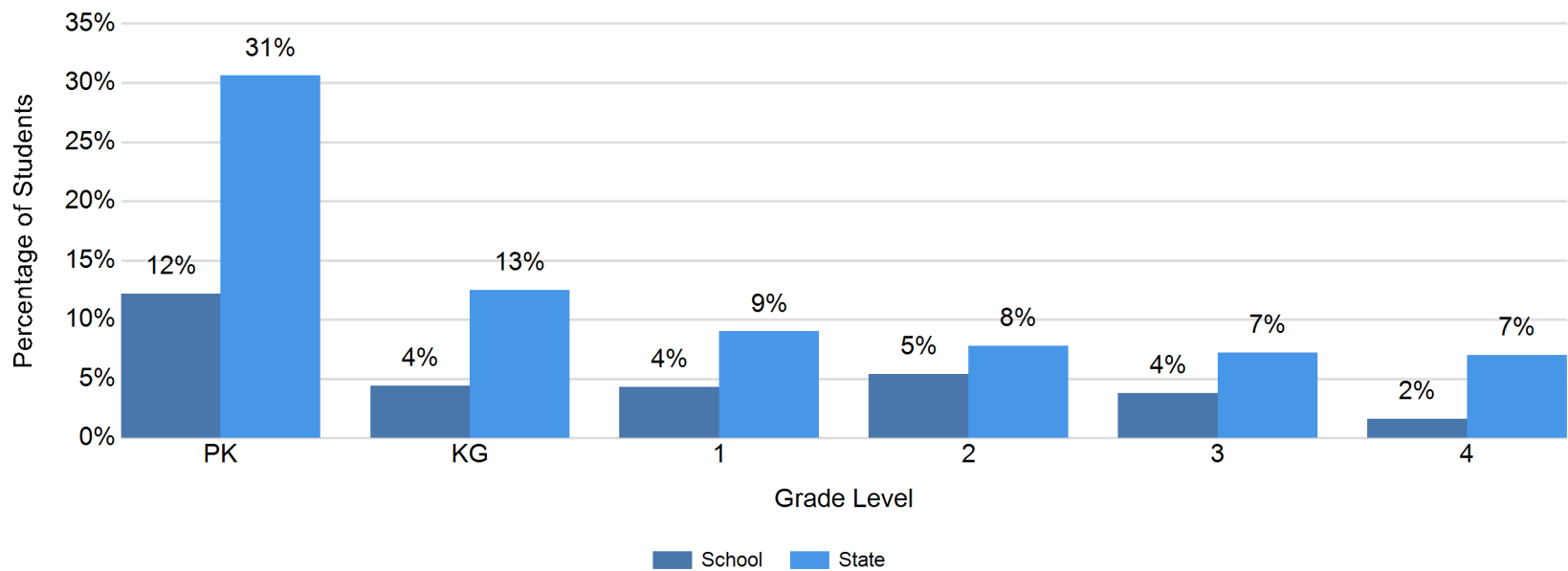
The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





### 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.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 8:35AM          |
| Typical End Time                 | 3:10PM          |
| Length of School Day             | 6 Hrs 35 Mins   |
| Full Time - Instructional Time   | 5 Hrs. 45 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) | 0                   |
| Total Unique Incidents                   | 0                   |
| Incidents Per 100 Students Enrolled      | 0.00                |

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

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                  |



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**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     | 2.8:1                   | 175.3 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         | \$238   | \$15,048     | \$15,286 |



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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                   | 55                 | 120,724           |
| Average years experience in public schools | 14.1               | 11.8              |
| Average years experience in district       | 12.4               | 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                 | 8                  | 9,506           |
| Average years experience in public schools     | 17.0               | 15.9            |
| Average years experience in district           | 5.3                | 11.6            |
| Administrators in district for 4 or more years | 50%                | 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                    | 12:1                   | 12:1                     |
| Administrators              | 652:1                  | 143:1                    |
| Librarian/Media Specialists |                        | 571:1                    |
| Nurses                      |                        | 1141:1                   |
| Counselors                  |                        | 571:1                    |
| Child Study Team            |                        | 285:1                    |



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**Teachers:** All classroom teachers

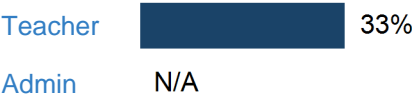
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**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations,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



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       | 87%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 88%      | 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     | 93%            |



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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  | 91.0            | 17.5%            |
| Mathematics Proficiency  | 89.9            | 17.5%            |
| English Language Arts Growth   | 99.2            | 25.0%            |
| Mathematics Growth   | 97.9            | 25.0%            |
| Chronic Absenteeism  | 79.1            | 15.0%            |
| Progress Towards English Language Proficiency (coming 2018)                              | N/A             | N/A              |
| Summative Score: Sum of all indicator scores multiplied by indicator weights             |                 | 92.8             |
| Summative Rating: Percentile rank of Summative Score                                     |                 | 99.5             |
| 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.



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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                                  | 92.8            | 11.9   | No  | Met Goal                          | Met Target†             | Met Target          | Exceeds Target                       | Exceeds Target             | No   |
| White                                       | 85.4            | 11.9   | No  | Met Target†                       | Not Met                 | Met Target          | Exceeds Target                       | Exceeds Target             | No   |
| Hispanic                                    | **              | **   | No  | **                                | **                      | Met Target          | **                                   | **                         | No   |
| Black or African American                   | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Asian, Native Hawaiian, or Pacific Islander | 80.1            | 11.9   | No  | Met Goal                          | Met Goal                | Met Target          | Exceeds Target                       | Exceeds Target             | No   |
| American Indian or Alaska Native            | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Two or More Races                           | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Economically Disadvantaged Students         | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Students with Disabilities                  | **              | **   | No  | Met Target                        | Met Target†             | Met Target          | **                                   | **                         | No   |
| English Learners                            | **              | **   | No  | Met Target                        | Met Target              | Met Target          | **                                   | **                         | 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.





**HILLSIDE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-04**

03-0930-050  
 BERGEN  
 CLOSTER BORO  
 340 HOMANS AVENUE  
 CLOSTER, NJ 07624-2907

School General Info

|                   |   |                       |   |
|-------------------|---|-----------------------|---|
| <b>Principal:</b> | Mr. BAFFA                                   | <b>Email Address:</b> | <a href="mailto:baffa@nvnet.org">baffa@nvnet.org</a>                                  |
| <b>Address:</b>   | 340 HOMANS AVENUE<br>CLOSTER, NJ 07624-2907 | <b>Website:</b>       | <a href="https://www.closterschools.org">https://www.closterschools.org</a>           |
| <b>Phone:</b>     | (201)768-3860                               | <b>Twitter:</b>       | <a href="https://twitter.com/@ClosterSchools">https://twitter.com/@ClosterSchools</a> |

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>Hillside School features a rigorous academic program in a supportive environment.</li> <li>Hillside School was recognized as "one of the ten best elementary schools in Bergen County," citing its daily news show.</li> <li>The Hillside music program has received the NAMM Community Music Award since 2015.</li> </ul>  |
| <b>Mission, Vision, Theme:</b>               | <p>The community of faculty, parents, and administration of Hillside School will provide a learning environment that prepares children to be responsible world citizens of the 21st century. Our mission is to promote the love of school and life-long learning for all children by developing their self-esteem, integrity, self-discipline, ability to work cooperatively, decision-making and problem-solving skills, appreciation of individual differences, and respect for the environment.</p> |
| <b>Awards, Recognition, Accomplishments:</b> | <p>Hillside School has been recognized by multiple organizations on various occasions as one of the ten best elementary schools in Bergen County and/or the State of New Jersey.</p>   |





HILLSIDE ELEMENTARY SCHOOL  
2016-2017  
Grade Span PK-04

03-0930-050  
BERGEN  
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School Narrative

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|   |   |
|---|---|
|  <div>Courses, Curriculum, Instruction:</div> | The Hillside School program of studies evolves around the New Jersey Student Learning Standards. Its Language Arts program is modeled after the TC Readers and Writers Workshop. Math instruction is guided by the "GoMath" program with a comprehensive online home component. Instruction in these areas, as well as the social and physical sciences, is differentiated according to individual abilities. |
|  <div>Before and After School Programs:</div> | An afterschool program is offered at an additional expense. Students are afforded the opportunity to interact with each other in the gym, on the playground, and in a spacious learning area. A certain amount of time is dedicated to snack and homework. The program runs from immediately after school dismissal until 6:00pm.   |







**HILLSIDE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-04**

03-0930-050  
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 CLOSTER, NJ 07624-2907

**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>Staff and Professional Learning:</b>    | <p>The staff of Hillside School participates in a consortium of seven elementary schools where courses, resources, classroom coaching, and specifically-designed learning opportunities are designed to support and improve instruction.</p>  |
|  <b>Student Supports and Services:</b>      | <p>There are many support services offered at Hillside School that are designed to assist students in their studies and social interactions. Among these are ESL, Basic Skills, OT/PT, speech-language services, and a School Psychologist.</p>   |
|  <b>Student Health and Wellness:</b>        | <p>Recognizing the benefit of student health and wellness on their academic and social growth, Hillside School boasts the services of a full-time nurse and a guidance counselor.</p>   |
|  <b>Parent and Community Involvement:</b> | <p>Hillside School functions as part of the community at large. We maintain close relationships with the borough's municipal organizations such as the Mayor and Council, the Police and Fire Departments, the Recreation Association and local businesses. Our active PTO provides daily lunch, extra-curricular programs for students and parents, and raises funds to support school initiatives. They also sponsor the After School Enrichment Program.</p> |



HILLSIDE ELEMENTARY SCHOOL  
2016-2017  
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03-0930-050  
BERGEN  
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School Narrative

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|  |   |
|--|---|
| <div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div> | <p>K-2 classrooms were refurbished with new floors, lights, and cabinetry in the past two years. There is a fully equipped science lab and a new STEM lab. Students visit climate controlled areas such as the library and a full sized gymnasium/all-purpose room. There is also a well-equipped art room and music room. Building extensions were added specifically for Early Childhood Education during the last few years.</p> |
|--|---|




HILLSIDE ELEMENTARY SCHOOL  
2016-2017  
Grade Span PK-04

03-0930-050  
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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

|   |  |
|---|--|
| <div>Other Information:</div> | <p>A regular school day at Hillside runs from 8:30am to 3:10pm for students in Pre-School to Grade 4. We strive to provide a secure, but nurturing environment for our students. We are proud of an outstanding faculty comprised of dedicated professionals with experience levels ranging from novice to seasoned veterans. In addition to our academic program, we feature many special events throughout the year like cultural assemblies, author visits, student concerts, class trips, book fairs, an art show, and a chess program. At Hillside Elementary School, teachers, staff, and parents strive to work together to foster learning opportunities for children that are challenging and interesting in a safe, relaxed, and welcoming atmosphere.</p> |
|---|--|




**TENAKILL MIDDLE SCHOOL**  
**2016-2017**  
**Grade Span 05-08**

03-0930-060  
 BERGEN  
 CLOSTER BORO  
 275 HIGH STREET  
 CLOSTER, NJ 07624-1809

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](mailto:reportcard@doe.state.nj.us)



TENAKILL MIDDLE SCHOOL  
2016-2017

Grade Span 05-08

03-0930-060  
BERGEN  
CLOSTER BORO  
275 HIGH STREET  
CLOSTER, NJ 07624-1809

### 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 |
|----------|---------|---------|---------|
| 5        | 125     | 110     | 125     |
| 6        | 121     | 128     | 114     |
| 7        | 132     | 113     | 132     |
| 8        | 158     | 140     | 110     |
| Ungraded | 6       | 6       | 8       |
| Total    | 542     | 497     | 489     |

### 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                              | 50%     | 50%     | 49%     |
| Male                                | 50%     | 50%     | 51%     |
| Economically Disadvantaged Students | 0%      | 0%      | 1%      |
| Students with Disabilities          | 12%     | 15%     | 16%     |
| English Learners                    | 5%      | 3%      | 4%      |
| Homeless Students                   |         |         | 0%      |
| 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                               | 49.5%         |
| Asian                               | 42.3%         |
| Hispanic                            | 6.3%          |
| Black or African American           | 0.8%          |
| American Indian or Alaska Native    | 0.2%          |
| Native Hawaiian or Pacific Islander | 0.2%          |
| Two or More Races                   | 0.6%          |

### 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       | 63.6%         |
| Korean        | 18.0%         |
| Hebrew        | 9.2%          |
| Russian       | 2.0%          |
| Spanish       | 1.6%          |
| Other         | 5.4%          |





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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                                  | 458          | 97.3                      | 88.80  | 86.20  | 54.90   | 88.8  | 80                    | Met Goal                  |
| White                                       | 222          | 95.8                      | 86.40  | 83.40  | 63.90   | 86.4  | 78.2                  | Met Goal                  |
| Hispanic                                    | 26           | 96.8                      | 80.80  | 71.00  | 39.80   | 80.8  | 80                    | Met Goal                  |
| Black or African American                   | *            | *                         | *  | *  | 35.20   | *   | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | 202          | 100.0                     | 93.10  | 91.70  | 80.70   | 93.1  | 80                    | Met Goal                  |
| American Indian or Alaska Native            | *            | *                         | *  | *  | 53.70   | *   | **                    | **                        |
| Two or More Races                           | *            | *                         | *  | *  | 54.90   | *   | **                    | **                        |
| Female                                      | 224          | 96.7                      | 92.40  | 88.50  | 62.20   | 92.4  |                       |                           |
| Male  | 234          | 98.0                      | 85.50  | 84.20  | 48.10   | 85.5  |                       |                           |
| Economically Disadvantaged Students         | *            | *                         | *  | *  | 36.20   | *   | **                    | **                        |
| Non-Economically Disadvantaged Students     | *            | *                         | *  | *  | 65.80   | *   |                       |                           |
| Students with Disabilities                  | 71           | 90.0                      | 50.70  | 49.50  | 20.50   | 48.6  | 49                    | Met Target†               |
| Students without Disabilities               | 387          | 98.8                      | 95.80  | 92.60  | 61.90   | 95.8  |                       |                           |
| English Learners                            | 55           | 91.9                      | 81.80  | 79.20  | 25.20   | 80.2  | 78.1                  | Met Goal                  |
| Non-English Learners                        | 403          | 98.1                      | 89.80  | 87.40  | 57.40   | 89.8  |                       |                           |
| Homeless Students                           | N            | N                         | N  | N  | 26.40   | N   |                       |                           |
| Students In Foster Care                     | N            | N                         | N  | N  | 24.80   | N   |                       |                           |
| 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.



TENAKILL MIDDLE SCHOOL

2016-2017

Grade Span 05-08

03-0930-060

BERGEN

CLOSTER BORO

275 HIGH STREET

CLOSTER, NJ 07624-1809

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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide                                  | 116          | 780              | 780                       | 756                    | *  | *                                     | 10%                                | 53%                         | 34%                              | 86%                                     | 59%   |
| White                                       | 44           | 777              | 777                       | 763                    | 0%                                       | *                                     | *                                  | 61%                         | 27%                              | 89%                                     | 69%   |
| Hispanic                                    | *            | *                | *                         | 743                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 44%   |
| Black or African American                   | N            | N                | N                         | 740                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 39%   |
| Asian, Native Hawaiian, or Pacific Islander | 60           | 786              | 786                       | 779                    | 0%                                       | *                                     | *                                  | 47%                         | 42%                              | 88%                                     | 84%   |
| American Indian or Alaska Native            | *            | *                | *                         | 756                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 56%   |
| Two or More Races                           | *            | *                | *                         | 757                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 60%   |
| Female                                      | 56           | 789              | 789                       | 761                    | *  | *                                     | *                                  | 48%                         | 45%                              | 93%                                     | 66%   |
| Male  | 60           | 772              | 772                       | 750                    | *  | *                                     | *                                  | 57%                         | 23%                              | 80%                                     | 53%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 740                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 40%   |
| Non-Economically Disadvantaged Students     | 116          | 780              | 780                       | 765                    | *  | *                                     | 10%                                | 53%                         | 34%                              | 86%                                     | 71%   |
| Students with Disabilities                  | 13           | 744              | 744                       | 725                    | *  | *                                     | *                                  | *                           | *                                | 54%                                     | 22%   |
| Students without Disabilities               | 103          | 784              | 784                       | 762                    | *  | *                                     | *                                  | *                           | *                                | 90%                                     | 66%   |
| English Learners                            | *            | *                | *                         | 710                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Non-English Learners                        | *            | *                | *                         | 757                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 60%   |
| Homeless Students                           | N            | N                | N                         | 733                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 30%   |
| Students in Foster Care                     | N            | N                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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%   |



TENAKILL MIDDLE SCHOOL

2016-2017

Grade Span 05-08

03-0930-060

BERGEN

CLOSTER BORO

275 HIGH STREET

CLOSTER, NJ 07624-1809

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                                  | 114          | 779              | 779                       | 752                    | *  | *                                     | 13%                                | 50%                         | 36%                              | 86%                                     | 54%   |
| White                                       | 53           | 771              | 771                       | 758                    | 0%                                       | 0%                                    | 23%                                | 57%                         | 21%                              | 77%                                     | 63%   |
| Hispanic                                    | *            | *                | *                         | 740                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 38%   |
| Black or African American                   | *            | *                | *                         | 736                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 51           | 789              | 789                       | 776                    | *  | 0%                                    | *                                  | 41%                         | 55%                              | 96%                                     | 81%   |
| American Indian or Alaska Native            | N            | N                | N                         | 749                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 52%   |
| Two or More Races                           | *            | *                | *                         | 753                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 56%   |
| Female                                      | 56           | 786              | 786                       | 758                    | *  | *                                     | *                                  | 45%                         | 46%                              | 91%                                     | 61%   |
| Male  | 58           | 772              | 772                       | 746                    | *  | *                                     | *                                  | 55%                         | 26%                              | 81%                                     | 46%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 737                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 34%   |
| Non-Economically Disadvantaged Students     | 114          | 779              | 779                       | 761                    | *  | *                                     | 13%                                | 50%                         | 36%                              | 86%                                     | 65%   |
| Students with Disabilities                  | 15           | 750              | 750                       | 722                    | *  | 0%                                    | *                                  | *                           | *                                | 27%                                     | 17%   |
| Students without Disabilities               | 99           | 783              | 783                       | 758                    | *  | 0%                                    | *                                  | *                           | *                                | 95%                                     | 61%   |
| English Learners                            | *            | *                | *                         | 710                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 753                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | N            | N                | N                         | 729                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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%   |



TENAKILL MIDDLE SCHOOL

2016-2017

Grade Span 05-08

03-0930-060

BERGEN

CLOSTER BORO

275 HIGH STREET

CLOSTER, NJ 07624-1809

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                                  | 129          | 795              | 795                       | 756                    | *  | *                                     | *                                  | 30%                         | 62%                              | 92%                                     | 59%   |
| White                                       | 73           | 792              | 792                       | 764                    | 0%                                       | *                                     | *                                  | 38%                         | 56%                              | 95%                                     | 69%   |
| Hispanic                                    | *            | *                | *                         | 742                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 44%   |
| Black or African American                   | *            | *                | *                         | 737                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 38%   |
| Asian, Native Hawaiian, or Pacific Islander | 47           | 803              | 803                       | 784                    | *  | *                                     | *                                  | *                           | 75%                              | 92%                                     | 85%   |
| American Indian or Alaska Native            | N            | N                | N                         | 755                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 59%   |
| Two or More Races                           | N            | N                | N                         | 757                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 59%   |
| Female                                      | 66           | 800              | 800                       | 764                    | *  | *                                     | *                                  | 30%                         | 68%                              | 99%                                     | 68%   |
| Male  | 63           | 790              | 790                       | 749                    | *  | *                                     | *                                  | 30%                         | 56%                              | 86%                                     | 51%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 739                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 40%   |
| Non-Economically Disadvantaged Students     | 129          | 795              | 795                       | 766                    | *  | *                                     | *                                  | 30%                         | 62%                              | 92%                                     | 70%   |
| Students with Disabilities                  | 23           | 755              | 755                       | 719                    | *  | *                                     | *                                  | 48%                         | *                                | 61%                                     | 19%   |
| Students without Disabilities               | 106          | 804              | 804                       | 763                    | *  | *                                     | *                                  | 26%                         | *                                | 99%                                     | 67%   |
| English Learners                            | *            | *                | *                         | 701                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 758                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | N            | N                | N                         | 731                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 31%   |
| Students in Foster Care                     | N            | N                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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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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                                  | 110          | 797              | 797                       | 757                    | *  | *                                     | *                                  | 32%                         | 59%                              | 91%                                     | 59%   |
| White                                       | 55           | 790              | 790                       | 764                    | *  | *                                     | *                                  | 33%                         | 51%                              | 84%                                     | 68%   |
| Hispanic                                    | *            | *                | *                         | 742                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 44%   |
| Black or African American                   | *            | *                | *                         | 738                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 39%   |
| Asian, Native Hawaiian, or Pacific Islander | 49           | 807              | 807                       | 786                    | 0%                                       | 0%                                    | 0%                                 | 31%                         | 69%                              | 100%                                    | 86%   |
| American Indian or Alaska Native            | N            | N                | N                         | 751                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 52%   |
| Two or More Races                           | N            | N                | N                         | 758                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 60%   |
| Female                                      | 54           | 805              | 805                       | 766                    | *  | *                                     | *                                  | 19%                         | 70%                              | 89%                                     | 68%   |
| Male  | 56           | 790              | 790                       | 749                    | *  | *                                     | *                                  | 45%                         | 48%                              | 93%                                     | 50%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 739                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 40%   |
| Non-Economically Disadvantaged Students     | 110          | 797              | 797                       | 766                    | *  | *                                     | *                                  | 32%                         | 59%                              | 91%                                     | 69%   |
| Students with Disabilities                  | 15           | 748              | 748                       | 718                    | *  | *                                     | *                                  | *                           | *                                | 47%                                     | 18%   |
| Students without Disabilities               | 95           | 805              | 805                       | 764                    | *  | *                                     | *                                  | *                           | *                                | 98%                                     | 67%   |
| English Learners                            | *            | *                | *                         | 701                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 759                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | N            | N                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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%   |

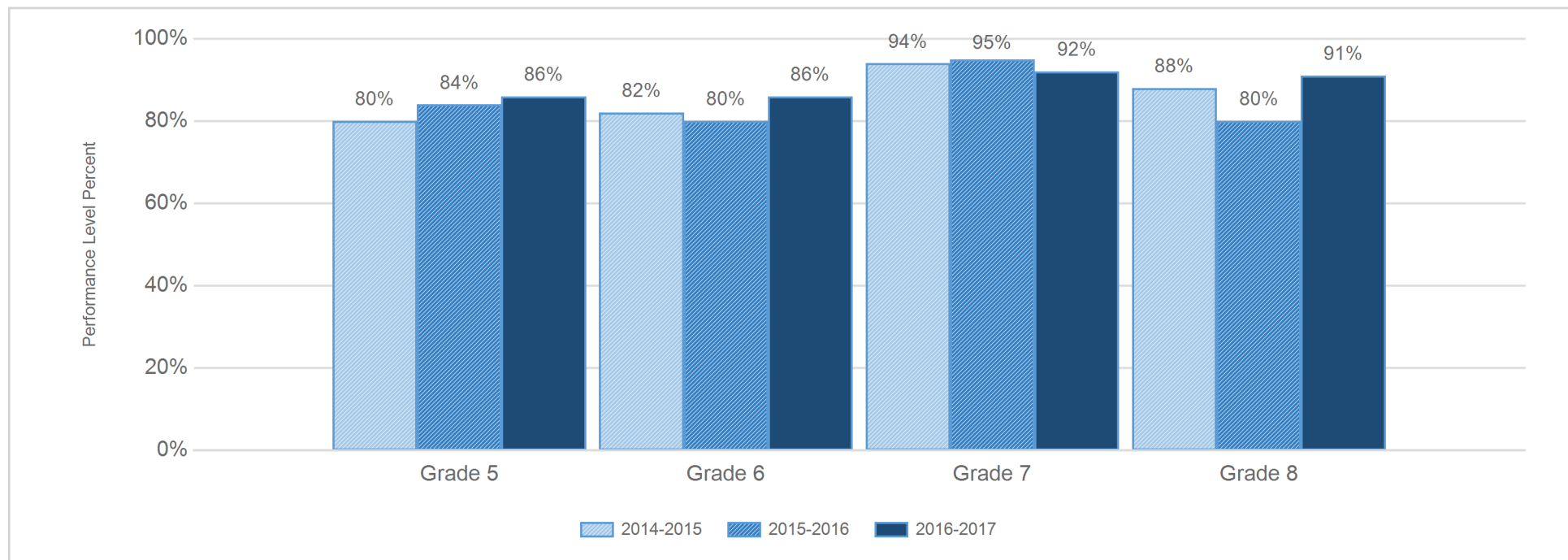


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## English Language Arts/Literacy Assessment - Performance Trends

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





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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:<br>% of Testers<br>Met/Exceeded<br>Expectations | District:<br>% of Testers<br>Met/Exceeded<br>Expectations | State:<br>% of Testers<br>Met/Exceeded<br>Expectations | Proficiency Rate<br>for Federal<br>Accountability | 2016-17 Annual<br>Target | Met 2016-17<br>Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide                                  | 459          | 97.8                      | 79.70   | 78.40   | 43.50  | 79.7  | 76.3                     | Met Target                   |
| White                                       | 223          | 96.7                      | 71.80   | 70.80   | 52.40  | 71.8  | 68                       | Met Target                   |
| Hispanic                                    | 26           | 96.8                      | 57.70   | 52.60   | 27.60  | 57.7  | 53.6                     | Met Target                   |
| Black or African American                   | *            | *                         | *   | *   | 21.70  | *   | **                       | **                           |
| Asian, Native Hawaiian, or Pacific Islander | 202          | 100.0                     | 91.50   | 90.10   | 75.60  | 91.5  | 80                       | Met Goal                     |
| American Indian or Alaska Native            | *            | *                         | *   | *   | 42.50  | *   | **                       | **                           |
| Two or More Races                           | *            | *                         | *   | *   | 44.90  | *   | **                       | **                           |
| Female                                      | 225          | 97.1                      | 81.30   | 79.10   | 44.10  | 81.3  |                          |                              |
| Male  | 234          | 98.4                      | 78.20   | 77.80   | 42.90  | 78.2  |                          |                              |
| Economically Disadvantaged Students         | *            | *                         | *   | *   | 25.10  | *   | **                       | **                           |
| Non-Economically Disadvantaged Students     | *            | *                         | *   | *   | 54.30  | *   |                          |                              |
| Students with Disabilities                  | 72           | 92.5                      | 29.20   | 30.00   | 16.50  | 28.3  | 32.1                     | Met Target†                  |
| Students without Disabilities               | 387          | 98.8                      | 89.20   | 86.80   | 48.80  | 89.2  |                          |                              |
| English Learners                            | 55           | 92.4                      | 83.60   | 77.60   | 23.30  | 82  | 80                       | Met Goal                     |
| Non-English Learners                        | 404          | 98.6                      | 79.20   | 78.50   | 45.20  | 79.2  |                          |                              |
| Homeless Students                           | N            | N                         | N   | N   | 16.40  | N   |                          |                              |
| Students In Foster Care                     | N            | N                         | N   | N   | 15.10  | N   |                          |                              |
| 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.





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**Mathematics Assessment - Performance by Grade: Grade 5**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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>                           | 119          | 775              | 775                       | 747                    | *  | *                                     | 13%                                | 55%                         | 28%                              | 82%                                     | 46%   |
| White                                       | 47           | 765              | 765                       | 754                    | 0%                                       | *                                     | 23%                                | 60%                         | *                                | 72%                                     | 57%   |
| Hispanic                                    | *            | *                | *                         | 735                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Black or African American                   | N            | N                | N                         | 729                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 22%   |
| Asian, Native Hawaiian, or Pacific Islander | 60           | 788              | 788                       | 774                    | 0%                                       | *                                     | *                                  | 53%                         | 43%                              | 97%                                     | 79%   |
| American Indian or Alaska Native            | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 51%   |
| Two or More Races                           | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 47%   |
| Female                                      | 56           | 776              | 776                       | 747                    | *  | *                                     | *                                  | 61%                         | 27%                              | 88%                                     | 47%   |
| Male  | 63           | 775              | 775                       | 746                    | *  | *                                     | *                                  | 49%                         | 29%                              | 78%                                     | 46%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 732                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 27%   |
| Non-Economically Disadvantaged Students     | 119          | 775              | 775                       | 756                    | *  | *                                     | 13%                                | 55%                         | 28%                              | 82%                                     | 59%   |
| Students with Disabilities                  | 13           | 739              | 739                       | 725                    | 0%                                       | *                                     | *                                  | *                           | 0%                               | 39%                                     | 19%   |
| Students without Disabilities               | 106          | 780              | 780                       | 751                    | 0%                                       | *                                     | *                                  | *                           | 31%                              | 88%                                     | 52%   |
| English Learners                            | *            | *                | *                         | 717                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Non-English Learners                        | *            | *                | *                         | 748                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 48%   |
| Homeless Students                           | N            | N                | N                         | 724                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 18%   |
| Students in Foster Care                     | N            | N                | N                         | 721                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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%   |



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Mathematics Assessment - Performance by Grade: Grade 6\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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                                  | 114          | 774              | 774                       | 743                    | *  | *                                     | 15%                                | 51%                         | 32%                              | 83%                                     | 44%   |
| White                                       | 53           | 766              | 766                       | 751                    | *  | *                                     | 25%                                | 53%                         | 21%                              | 74%                                     | 54%   |
| Hispanic                                    | *            | *                | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 27%   |
| Black or African American                   | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 20%   |
| Asian, Native Hawaiian, or Pacific Islander | 51           | 786              | 786                       | 771                    | *  | *                                     | *                                  | 49%                         | 45%                              | 94%                                     | 77%   |
| American Indian or Alaska Native            | N            | N                | N                         | 744                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 42%   |
| Two or More Races                           | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 46%   |
| Female                                      | 56           | 775              | 775                       | 745                    | *  | *                                     | *                                  | 50%                         | 36%                              | 86%                                     | 45%   |
| Male  | 58           | 774              | 774                       | 742                    | *  | *                                     | *                                  | 52%                         | 28%                              | 79%                                     | 43%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 728                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 24%   |
| Non-Economically Disadvantaged Students     | 114          | 774              | 774                       | 752                    | *  | *                                     | 15%                                | 51%                         | 32%                              | 83%                                     | 56%   |
| Students with Disabilities                  | 15           | 742              | 742                       | 717                    | 0%                                       | *                                     | *                                  | *                           | *                                | 27%                                     | 13%   |
| Students without Disabilities               | 99           | 779              | 779                       | 748                    | 0%                                       | *                                     | *                                  | *                           | *                                | 91%                                     | 50%   |
| English Learners                            | *            | *                | *                         | 710                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | N            | N                | N                         | 719                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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.



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**Mathematics Assessment - Performance by Grade: Grade 7\*\***

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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>                           | 131          | 768              | 768                       | 741                    | *  | *                                     | 18%                                | 37%                         | 36%                              | 73%                                     | 40%   |
| White                                       | 75           | 765              | 765                       | 748                    | *  | *                                     | 19%                                | 43%                         | 29%                              | 72%                                     | 49%   |
| Hispanic                                    | *            | *                | *                         | 730                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 23%   |
| Black or African American                   | *            | *                | *                         | 726                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Asian, Native Hawaiian, or Pacific Islander | 47           | 776              | 776                       | 764                    | 0%                                       | *                                     | *                                  | 30%                         | 51%                              | 81%                                     | 72%   |
| American Indian or Alaska Native            | N            | N                | N                         | 741                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 45%   |
| Two or More Races                           | N            | N                | N                         | 740                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 39%   |
| Female                                      | 66           | 766              | 766                       | 743                    | *  | *                                     | 18%                                | 36%                         | 35%                              | 71%                                     | 41%   |
| Male  | 65           | 769              | 769                       | 740                    | *  | *                                     | 17%                                | 39%                         | 37%                              | 75%                                     | 38%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 729                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 22%   |
| Non-Economically Disadvantaged Students     | 131          | 768              | 768                       | 749                    | *  | *                                     | 18%                                | 37%                         | 36%                              | 73%                                     | 50%   |
| Students with Disabilities                  | 24           | 738              | 738                       | 716                    | *  | *                                     | *                                  | *                           | *                                | 33%                                     | 11%   |
| Students without Disabilities               | 107          | 774              | 774                       | 746                    | *  | *                                     | *                                  | *                           | *                                | 82%                                     | 45%   |
| English Learners                            | *            | *                | *                         | 712                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 742                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | N            | N                | N                         | 722                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 15%   |
| Students in Foster Care                     | N            | N                | N                         | 718                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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.



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**Mathematics Assessment - Performance by Grade: Grade 8\*\***

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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>                           | 62           | 763              | 763                       | 728                    | *  | *                                     | *                                  | 63%                         | *                                | 71%                                     | 28%   |
| White                                       | 38           | 755              | 755                       | 736                    | *  | *                                     | *                                  | 58%                         | *                                | 63%                                     | 35%   |
| Hispanic                                    | *            | *                | *                         | 721                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Black or African American                   | *            | *                | *                         | 715                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 15%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 51%   |
| American Indian or Alaska Native            | N            | N                | N                         | 728                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 28%   |
| Two or More Races                           | N            | N                | N                         | 726                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 28%   |
| Female                                      | 26           | 765              | 765                       | 730                    | *  | *                                     | *                                  | 54%                         | *                                | 69%                                     | 30%   |
| Male  | 36           | 761              | 761                       | 725                    | *  | *                                     | *                                  | 69%                         | *                                | 72%                                     | 26%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 719                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 19%   |
| Non-Economically Disadvantaged Students     | 62           | 763              | 763                       | 734                    | *  | *                                     | *                                  | 63%                         | *                                | 71%                                     | 34%   |
| Students with Disabilities                  | 14           | 718              | 718                       | 705                    | *  | *                                     | *                                  | *                           | *                                | 21%                                     | *   |
| Students without Disabilities               | 48           | 776              | 776                       | 734                    | *  | *                                     | *                                  | *                           | *                                | 85%                                     | *   |
| English Learners                            | *            | *                | *                         | 703                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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           | 811              | 811                       | 743                    | 0%                                       | 0%                                    | 0%                                 | 36%                         | 64%                              | 100%                                    | 42%   |
| White                                       | 17           | 808              | 808                       | 751                    | *  | *                                     | *                                  | *                           | 59%                              | 100%                                    | 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 | 30           | 813              | 813                       | 774                    | 0%                                       | 0%                                    | 0%                                 | 33%                         | 67%                              | 100%                                    | 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                                      | 28           | 811              | 811                       | 744                    | *  | *                                     | *                                  | *                           | 61%                              | 100%                                    | 43%   |
| Male  | 19           | 811              | 811                       | 741                    | *  | *                                     | *                                  | *                           | 68%                              | 100%                                    | 40%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 23%   |
| Non-Economically Disadvantaged Students     | 47           | 811              | 811                       | 751                    | 0%                                       | 0%                                    | 0%                                 | 36%                         | 64%                              | 100%                                    | 52%   |
| Students with Disabilities                  | *            | *                | *                         | 714                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 10%   |
| Students without Disabilities               | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 47%   |
| English Learners                            | N            | N                | N                         | 708                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Non-English Learners                        | 47           | 811              | 811                       | 745                    | 0%                                       | 0%                                    | 0%                                 | 36%                         | 64%                              | 100%                                    | *   |
| 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%   |



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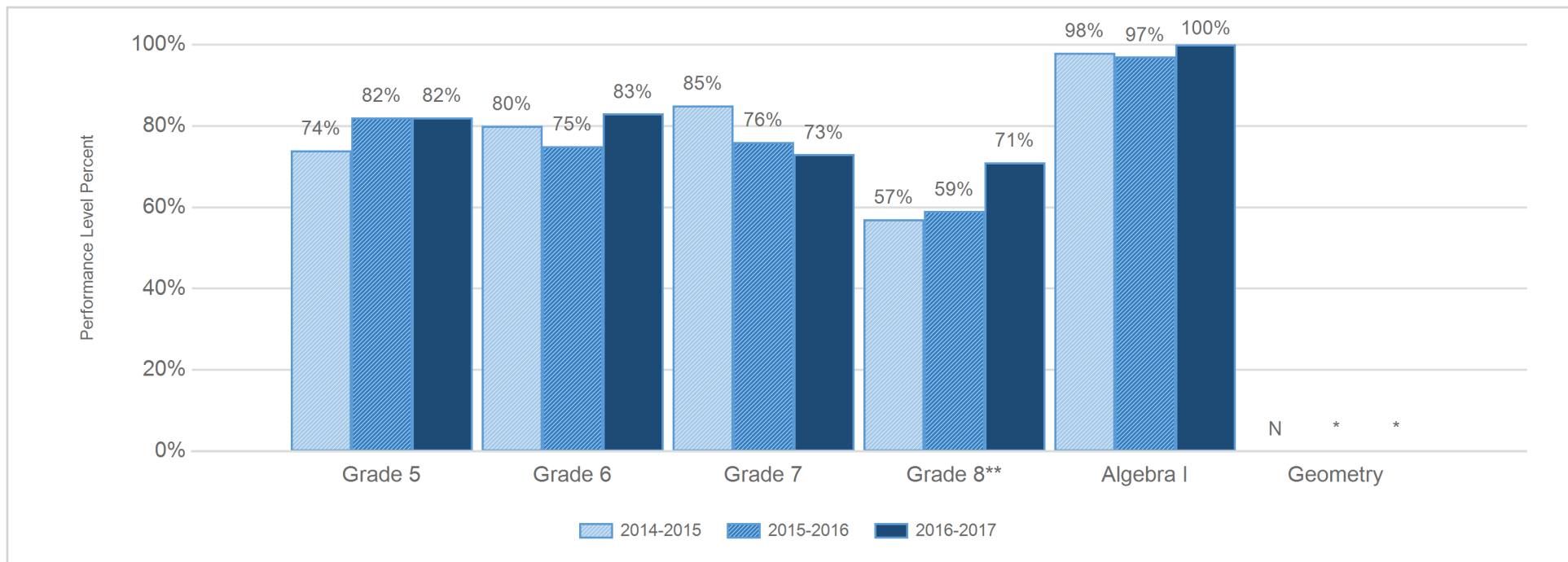
**Mathematics Assessment - Performance by Test: Geometry**

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>                           | *            | *                | *                         | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| White                                       | N            | N                | N                         | 740                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 38%   |
| Hispanic                                    | N            | N                | N                         | 722                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 14%   |
| Black or African American                   | N            | N                | N                         | 719                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 758                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 65%   |
| American Indian or Alaska Native            | N            | N                | N                         | 730                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 29%   |
| Two or More Races                           | N            | N                | N                         | 733                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 32%   |
| Female                                      | N            | N                | N                         | 735                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 31%   |
| Male  | *            | *                | *                         | 733                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 721                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 13%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 740                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 39%   |
| Students with Disabilities                  | N            | N                | N                         | 711                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Students without Disabilities               | *            | *                | *                         | 738                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| English Learners                            | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 735                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | N            | N                | N                         | 717                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Students in Foster Care                     | N            | N                | N                         | 713                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Military-Connected Students                 | N            | N                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 15%   |
| Migrant Students                            | N            | N                | N                         | 704                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |

## 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.



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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:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 5     | *                         | *                          |
| 6     | *                         | *                          |
| 7     | *                         | *                          |
| 8     | 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<br>Tested | % Students with<br>Overall Score<br>Below 4.5 | % Students with<br>Overall Score of<br>4.5 and above |
|-------------------|----------------------|---|--|
| 1                 | *                    | *   | *  |
| 2                 | *                    | *   | *  |
| 3                 | *                    | *   | *  |
| 4                 | *                    | *   | *  |
| 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.

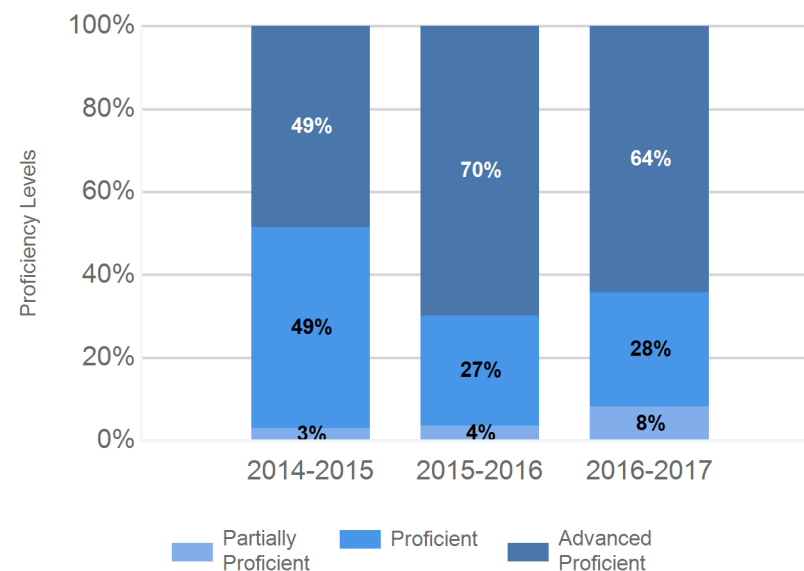
### NJASK Science Assessment Performance: Grade 8

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                                  | 64%                   | 28%          | 8%                     |
| White                                       | 58%                   | *            | *                      |
| Hispanic                                    | *                     | *            | *                      |
| Black or African American                   | *                     | N            | N                      |
| Asian, Native Hawaiian, or Pacific Islander | 70%                   | *            | N                      |
| American Indian or Alaska Native            | N                     | N            | N                      |
| Two or More Races                           | *                     | N            | N                      |
| Economically Disadvantaged Students         | N                     | N            | N                      |
| Students with Disabilities                  | 14%                   | 29%          | 57%                    |
| English Learners                            | N                     | 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.





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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                                  | 58.5               | 64                   | 50                    | Met Target            | 57                  | 61                    | 50                     | Met Target             |
| White                                       | 56                 | 61                   | 50                    | Met Target            | 52                  | 54.5                  | 52                     | Met Target             |
| Hispanic                                    | 43.5               | *                    | 49                    | Met Target            | 40                  | *                     | 47                     | **                     |
| Black or African American                   | *                  | *                    | 45                    | **                    | *                   | *                     | 43                     | **                     |
| Asian, Native Hawaiian, or Pacific Islander | 64                 | *                    | 60                    | Exceeds Target        | 64.5                | *                     | 59                     | Exceeds Target         |
| American Indian or Alaska Native            | *                  | *                    | 51                    | **                    | *                   | *                     | 51                     | **                     |
| Two or More Races                           | *                  | *                    | 51                    | **                    | *                   | *                     | 52                     | **                     |
| Economically Disadvantaged                  | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Students with Disabilities                  | 49                 | 50                   | 41                    | Met Target            | 34.5                | 36                    | 43                     | Not Met                |
| English Learners                            | 61                 | 67.5                 | 53                    | Exceeds Target        | 74                  | 74                    | 51                     | Exceeds Target         |

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



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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:

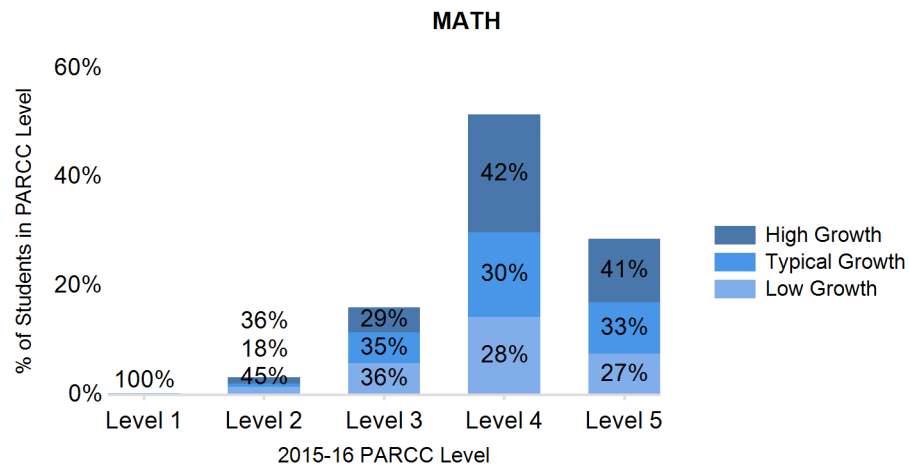
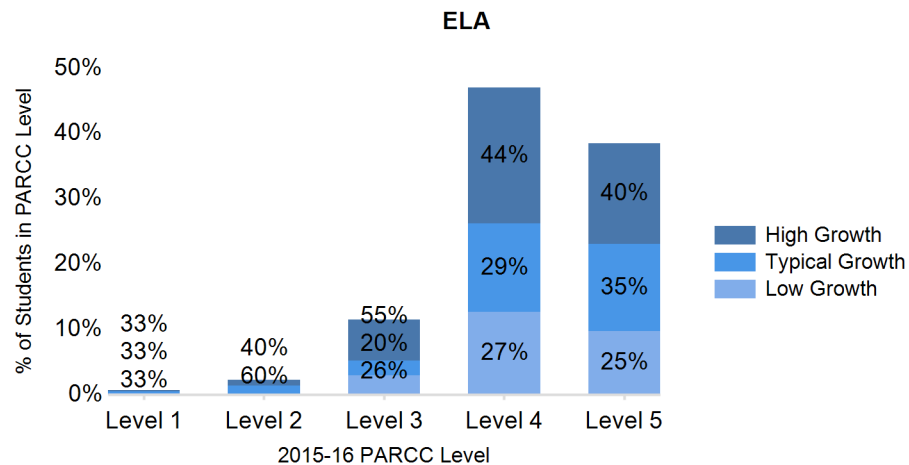
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

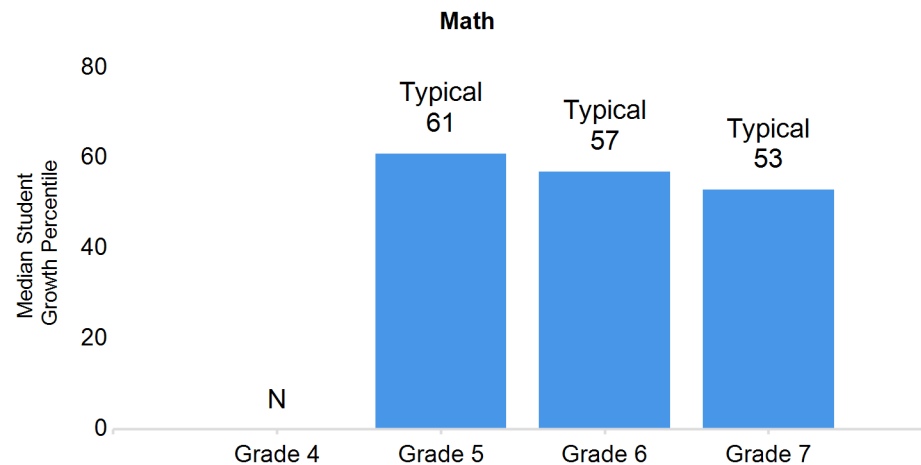
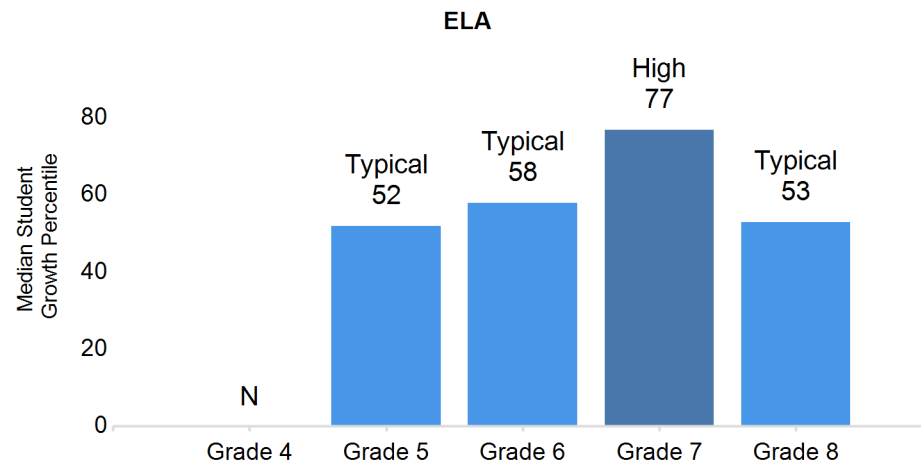
Student Growth by Performance Level

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.





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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        | 115                        |
| 7          | 0         | 0        | 136                        |
| 8          | 47        | 1        | 59                         |
| Schoolwide | 47        | 1        | 310                        |

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                             | 102     | 0      | 0       | 0     | 0      | 0       | 0               |
| 7                             | 112     | 0      | 0       | 0     | 0      | 0       | 0               |
| 8                             | 82      | 0      | 0       | 0     | 0      | 0       | 0               |
| Schoolwide                    | 296     | 0      | 0       | 0     | 0      | 0       | 0               |
| Enrolled in Level 3 or Higher | N       | N      | N       | N     | N      | N       | N               |



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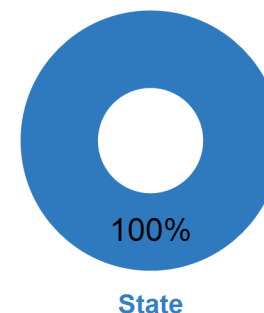
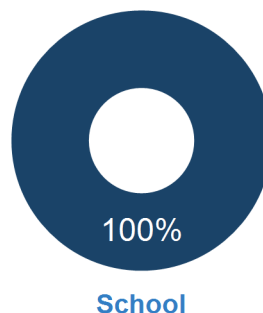
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Visual and Performing Arts – Course Participation

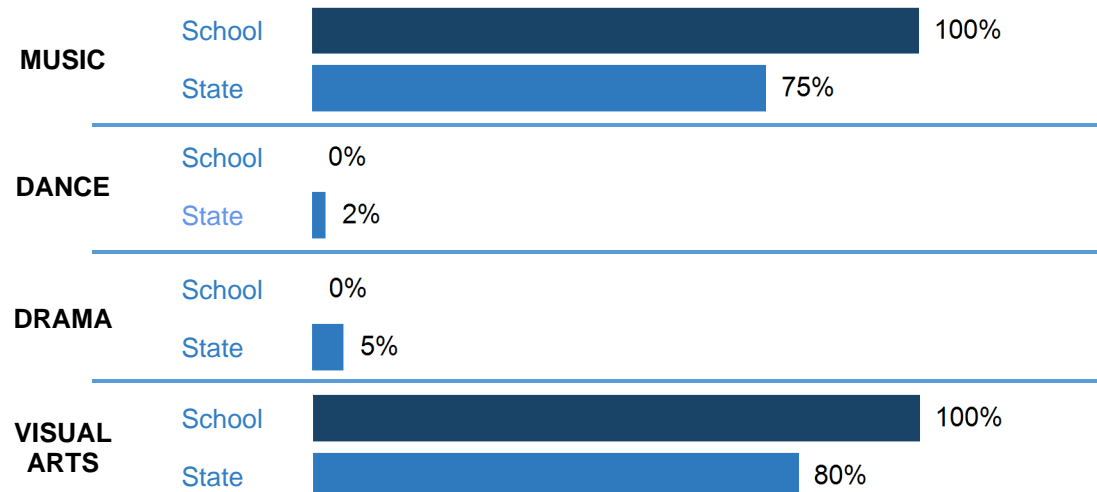
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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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

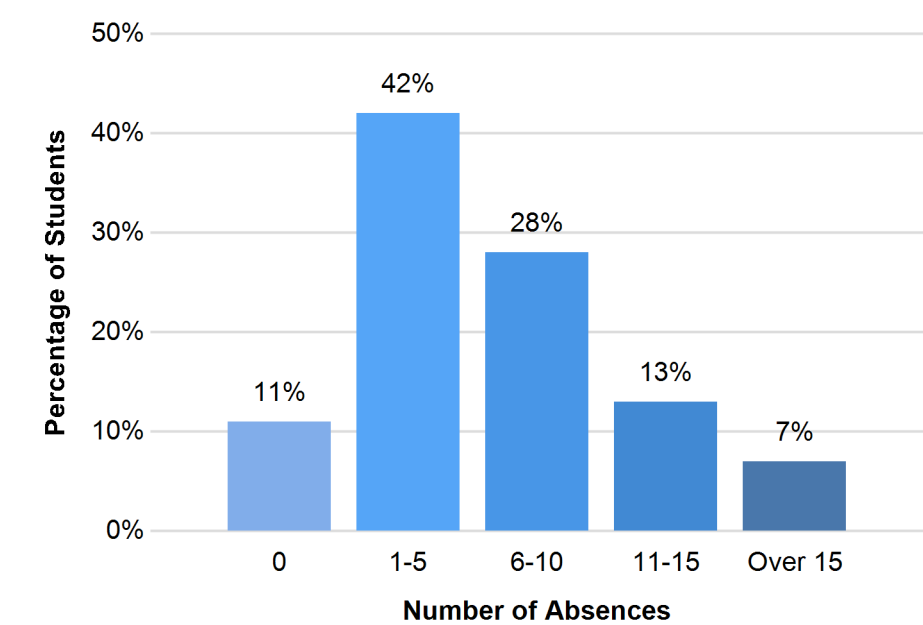
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 3.30                 | 8.30           | Met Target         |
| White                                       | 6.20                 | 8.30           | Met Target         |
| Hispanic                                    | 0                    | 8.30           | Met Target         |
| Black or African American                   | N                    | **             | **                 |
| Asian, Native Hawaiian, or Pacific Islander | 0                    | 8.30           | Met Target         |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | N                    | **             | **                 |
| Economically Disadvantaged Students         | N                    | **             | **                 |
| Students with Disabilities                  | 11.70                | 8.30           | Not Met            |
| English Learners                            | 5.00                 | 8.30           | Met Target         |

\*\* 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.



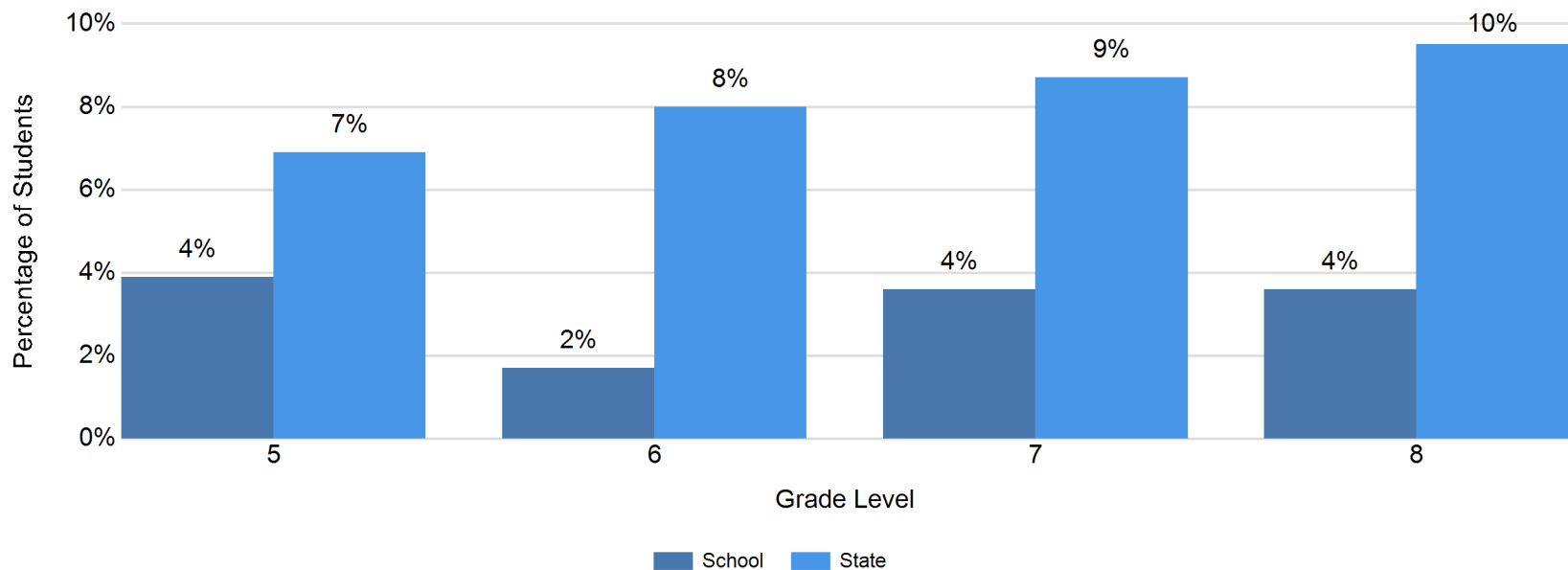


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Chronic Absenteeism by Grade

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.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 8:30AM          |
| Typical End Time                 | 3:10PM          |
| Length of School Day             | 6 Hrs 40 Mins   |
| Full Time - Instructional Time   | 5 Hrs. 52 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                                | 1                   |
| Weapons                                  | 0                   |
| Substances                               | 0                   |
| Harassment, Intimidation, Bullying (HIB) | 7                   |
| Total Unique Incidents                   | 8                   |
| Incidents Per 100 Students Enrolled      | 1.64                |

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     | 0.6%          |
| Out-of-School Suspensions | 0.2%          |
| Any Suspension            | 0.8%          |

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                  |





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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     | 1.2:1                   | 175.3 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         | \$238   | \$15,048     | \$15,286 |



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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                   | 38                 | 120,724           |
| Average years experience in public schools | 12.3               | 11.8              |
| Average years experience in district       | 9.8                | 10.5              |
| Teachers in district for 4 or more years   | 76%                | 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                 | 8                  | 9,506           |
| Average years experience in public schools     | 17.0               | 15.9            |
| Average years experience in district           | 5.3                | 11.6            |
| Administrators in district for 4 or more years | 50%                | 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                    | 13:1                   | 12:1                     |
| Administrators              | 245:1                  | 143:1                    |
| Librarian/Media Specialists |                        | 571:1                    |
| Nurses                      |                        | 1141:1                   |
| Counselors                  |                        | 571:1                    |
| Child Study Team            |                        | 285:1                    |



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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



#### 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       | 87%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 88%      | 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     | 95%            |



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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   | 97.9            | 17.5%            |
| Mathematics Proficiency   | 94.0            | 17.5%            |
| English Language Arts Growth  | 71.8            | 25.0%            |
| Mathematics Growth  | 68.5            | 25.0%            |
| Chronic Absenteeism   | 83.3            | 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             |                 | 81.1             |
| <b>Summative Rating:</b> Percentile rank of Summative Score                                     |                 | 91.8             |
| <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.



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### 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                                  | 81.1            | 11.9   | No  | Met Goal                          | Met Target              | Met Target          | Met Target                           | Met Target                 | No   |
| White                                       | 68.1            | 11.9   | No  | Met Goal                          | Met Target              | Met Target          | Met Target                           | Met Target                 | No   |
| Hispanic                                    | 74.0            | 11.9   | No  | Met Goal                          | Met Target              | Met Target          | Met Target                           | **                         | No   |
| Black or African American                   | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Asian, Native Hawaiian, or Pacific Islander | 76.6            | 11.9   | No  | Met Goal                          | Met Goal                | Met Target          | Exceeds Target                       | Exceeds Target             | No   |
| American Indian or Alaska Native            | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Two or More Races                           | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Economically Disadvantaged Students         | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Students with Disabilities                  | 61.6            | 11.9   | No  | Met Target†                       | Met Target†             | Not Met             | Met Target                           | Not Met                    | No   |
| English Learners                            | 88.1            | 11.9   | No  | Met Goal                          | Met Goal                | Met Target          | Exceeds Target                       | Exceeds Target             | 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.



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### School General Info

|                   |   |                       |   |
|-------------------|---|-----------------------|---|
| <b>Principal:</b> | Mr. Tatum                                 | <b>Email Address:</b> | <a href="mailto:tantum@nvnet.org">tantum@nvnet.org</a>                                |
| <b>Address:</b>   | 275 HIGH STREET<br>CLOSTER, NJ 07624-1809 | <b>Website:</b>       | <a href="https://www.closterschools.org/">https://www.closterschools.org/</a>         |
| <b>Phone:</b>     | (201)768-1332                             | <b>Twitter:</b>       | <a href="https://twitter.com/@ClosterSchools">https://twitter.com/@ClosterSchools</a> |

### 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>• STEM is infused with our state of the art STEM lab into all grade levels, and includes coding and robotic electives.</li> <li>• Extracurricular activities include 25 clubs and 8 middle school athletic teams.</li> <li>• Recognized as a "Best Communities for Music Education" by the National Association of Music Merchants Foundation.</li> </ul>  |
| <b>Mission, Vision, Theme:</b>               | <p>Tenakill Middle School is dedicated to educational excellence &amp; committed to meeting the educational needs of each child by providing the programs &amp; environment necessary to 1) Enable every child to reach full potential 2) Promote self-esteem, respect, responsibility &amp; appreciation of diversity 3) Develop knowledge, skills &amp; academic achievement as per the NJ Learning Standards 4) Prepare each child for continued education &amp; responsible citizenship 5) Instill a lifelong passion for learning.</p> |
| <b>Awards, Recognition, Accomplishments:</b> | <p>Over the past several years, Tenakill Middle School has been recognized as a School to Watch for its exceptional instrumental music and television program. Our district has also been recognized as a "Best Communities for Music Education" by the National Association of Music Merchants Foundation over the past two years. Our students have received national math and language arts awards, along with several state and regional band, orchestra and choral awards.</p>   |







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|   |  |
|---|--|
|  <b>Courses, Curriculum, Instruction:</b>   | <p>Courses includes world language offerings in Spanish and Mandarin, a Gifted and Talented program, accelerated math and language arts classes, STEM courses in coding and robotics, and functional corrective fitness. Instruction includes integration of technology in all classes, including an 8th grade 1:1 program, and all instruction utilizes Schoology, our Learning Management System, and Google Apps for Education.</p> |
|  <b>Sports and Athletics:</b>               | <p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Co-ed), Soccer (Co-ed), Softball (Girls), Track and Field - Spring (Co-ed), Volleyball (Girls)</p> <p>Students in sixth through eighth grade can participate in our middle school sports program, which includes volleyball, cross-country, soccer, basketball, track-and-field, baseball, and softball.</p>   |
|  <b>Clubs and Activities:</b>             | <p>Clubs available to all students include dance, drama, kids tutoring, ambassadors club, service club, stage crew, newspaper, culture club, photography club, poetry club, Continental Math League, garden club, television broadcasting, and student council. Grade seven and eight clubs include debate, fitness, and science olympiad. Eighth graders can participate in peer-to-peer and tutoring for community service.</p>      |
|  <b>Before and After School Programs:</b> | <p>The PTO sponsors various after school programs, including fitness, STEM, painting, sculpturing, cartooning, and tv and film.</p>  |







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|  |  |
|--|--|
|  <p><b>Staff and Professional Learning:</b></p>    | <p>Teachers participate in various professional learning clubs of their own design, as well as grade level and subject department learning communities. Administration offers different professional development opportunities twice a week, tailored to the needs of the staff. Additionally, teachers participate in two district professional development days each year, and three to four outside professional development offerings.</p> |
|  <p><b>Student Supports and Services:</b></p>      | <p>Students speaking English as a second language are enrolled in our ELL program. For students with disabilities, we offer in-class support, replacement classes, study skill classes, and LLD classes. Struggling students receive support from our BSI Plus program, multi-sensory reading program, and various teacher and student tutoring programs.</p>  |
|  <p><b>Student Health and Wellness:</b></p>        | <p>Our school integrates a fitness component into our health curriculum, which incorporates functional training and corrective fitness in our brand new health and fitness room. Additionally, we conduct a Health and Wellness fair for the entire school and community in the spring of each year.</p>   |
|  <p><b>Parent and Community Involvement:</b></p> | <p>Our PTO is very involved in our school and runs our lunch program through community vendors. We hold six Principal Parent Advisory Committee meetings each year to collect input from parents regarding our mission, vision, and curricular offerings. Parents and students have online access to our Parent Portal to monitor student grades and our LMS to monitor daily class work and assignments.</p>                                  |





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|  |  |
|--|--|
| <div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div> | <p>Tenakill Middle School mixes both traditional 19th century architecture with more contemporary architecture. The original building was constructed over 100 years ago with additions being added in 1996. The building has an auditorium with a stage and balcony, a STEM lab and library, science labs, and a gymnasium and fitness room. The lobby has been designed as a student centered area for students to work, talk, or relax at various times during the day.</p> |
|--|--|




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|   |   |
|---|---|
| <div>Other Information:</div> | <p>The school day consists of 5 hours and 52 minutes of daily instructional time over 10 periods on a six-day rotating schedule. Students consist of mostly local residents with some tuition students. All students have access to technology throughout the school day, including Macbooks, iPads, and iPods. The library contains books and audiobooks for students to check out, along with access to various research databases. Teachers maintain all class material in our learning management system (LMS). Online discussion boards, assignments, and assessments are completed and submitted within the LMS, allowing for parents and students to receive immediate feedback from teachers and other students. Parents are kept informed of class and school news through email, phone and LMS notifications.</p> |
|---|---|