NJ SCHOOL PERFORMANCE REPORT

BROOKSIDE ELEMENTARY SCHOOL
(03-5755-070)
Grades Offered: KG-05
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	WESTWOOD REGIONAL
Principal Name	MR. CONROY
Address	20 LAKE DRIVE WESTWOOD, NJ 07675-2935
Phone Number	(201)664-9000
Email Address	THOMAS.CONROY@WWRSD.ORG
Website	https://www.wwrsd.org/Domain/609
Twitter	https://twitter.com/@BrooksideWWRSD

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
KG	64	73	84
1	58	64	72
2	71	56	68
3	70	71	54
4	67	68	73
5	64	67	69
Total	394	399	420

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	48.5%	49.4%	51.0%
Male	51.5%	50.6%	49.0%
Economically Disadvantaged Students	9.9%	10.8%	6.4%
Students with Disabilities	8.9%	9.0%	12.6%
English Learners	4.8%	6.5%	3.8%
Homeless Students		0.0%	0.2%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.5%	0.2%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	74.1%	74.4%	74.0%
Hispanic	17.8%	17.5%	16.4%
Black or African American	2.0%	1.3%	1.2%
Asian	4.6%	5.3%	6.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.5%	1.5%	1.9%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	64	73	84

Enrollment by Home Language

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

Home Language	% of Students
English	81.0%
Spanish	10.2%
Telugu	1.2%
Malayalam	1.0%
Other Languages	6.7%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	77	45	50	Exceeds Standard	60	50	50	Exceeds Standard
White	77	45	50	Exceeds Standard	59	49.5	51	Met Standard
Hispanic	69	41	49	Exceeds Standard	63	48	48	Exceeds Standard
Black or African American	*	56	44	**	*	50	44	**
Asian, Native Hawaiian, or Pacific Islander	*	58.5	61	**	*	51.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	57	49	**	N	61.5	51	**
Economically Disadvantaged	78.5	46	48	**	85.5	50	47	**
Students with Disabilities	69	39	41	**	42	42	43	**
English Learners	74	53	54	**	75.5	51	51	**

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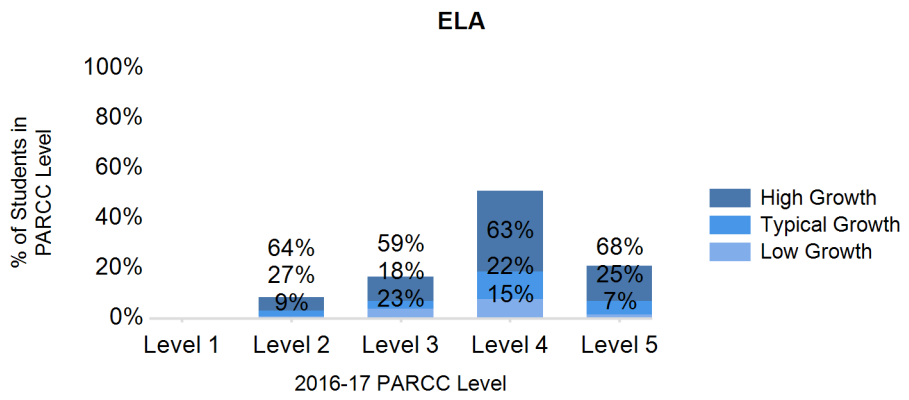
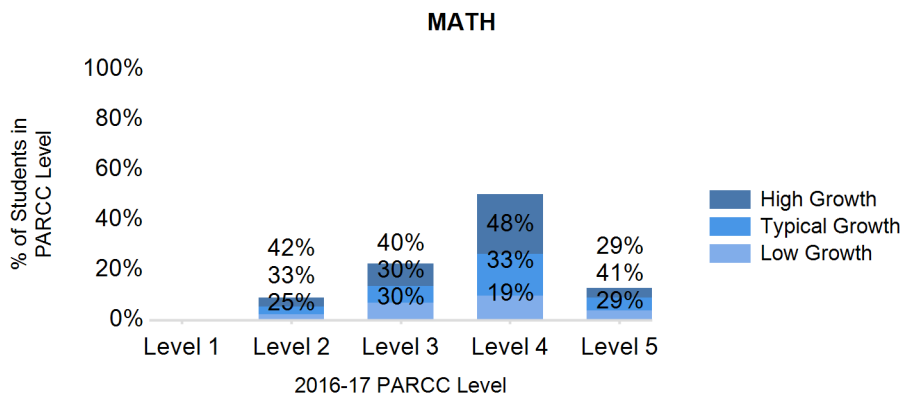
Student Growth by Performance Level

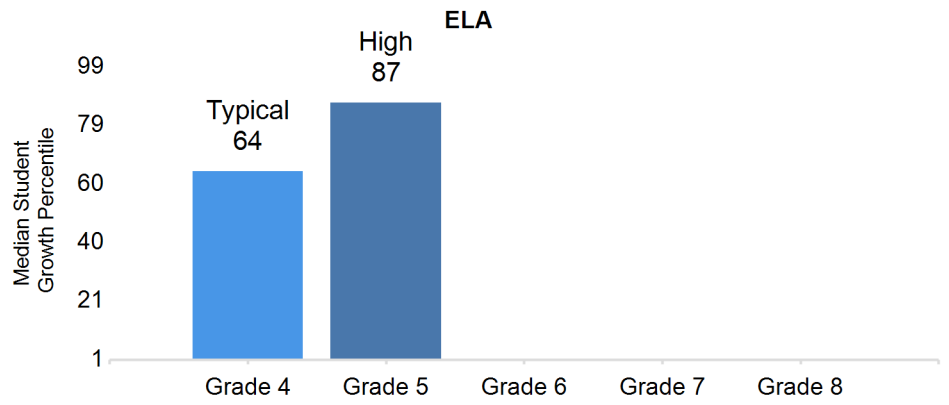
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

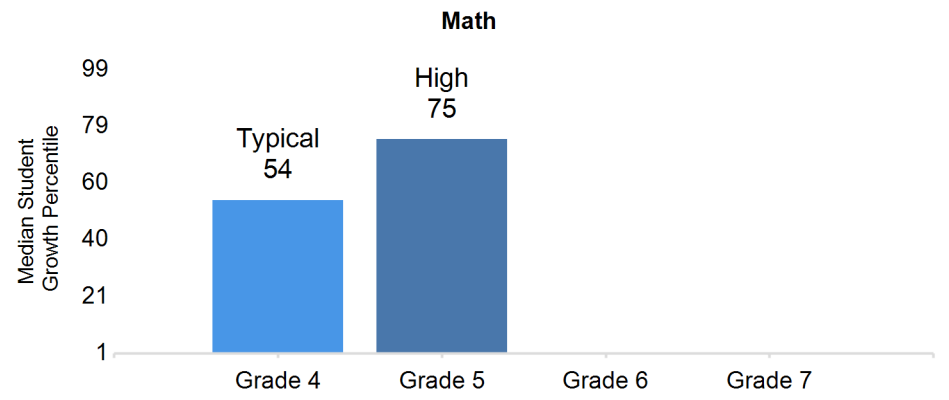




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	187	96.5	78.1	71.9	56.7	78.1	62.2	Met Target
White	138	95.9	80.5	74.6	65.6	80.5	63.3	Met Goal
Hispanic	32	97.1	71.9	57.2	42.5	71.9	54.3	Met Target
Black or African American	*	*	*	51.9	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	80.0	86.3	82.3	80.0	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	85	95.6	84.7	82.2	64.5	84.7		
Male	102	97.2	72.6	61.9	49.4	72.6		
Economically Disadvantaged Students	14	100.0	50.0	53.7	38.5	50.0	**	**
Non-Economically Disadvantaged Students	173	96.2	80.3	73.7	67.5	80.3		
Students with Disabilities	28	90.6	39.3	*	21.6	37.3	25.2	Met Target
Students without Disabilities	159	97.6	84.9	*	63.9	84.9		
English Learners	14	100.0	35.7	*	27.3	35.7	**	**
Non-English Learners	173	96.2	81.5	*	59.4	81.5		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	*	*	*	50.0	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	768	771	750	*	*	*	*	*	68%	52%
White	35	770	771	759	*	*	*	*	*	69%	61%
Hispanic	*	*	773	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	791	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	21	777	779	756	*	*	*	*	*	76%	57%
Male	29	761	764	744	*	*	*	*	*	62%	46%
Economically Disadvantaged Students	*	*	769	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	772	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	733	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	777	756	*	*	*	*	*	*	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	772	775	756	*	*	*	47%	33%	79%	58%
White	57	773	776	764	*	*	*	42%	37%	79%	68%
Hispanic	*	*	767	744	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	32	774	778	762	*	*	*	44%	38%	81%	63%
Male	41	771	772	751	*	*	*	49%	29%	78%	53%
Economically Disadvantaged Students	*	*	767	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	776	767	*	*	*	*	*	*	70%
Students with Disabilities	10	739	733	726	*	*	*	*	*	60%	25%
Students without Disabilities	63	777	783	762	*	*	*	*	*	83%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	789	779	755	*	*	*	41%	44%	85%	58%
White	48	793	783	763	0%	*	*	46%	46%	92%	68%
Hispanic	13	771	760	743	*	*	*	*	*	62%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	33	800	789	762	*	*	*	42%	52%	94%	66%
Male	33	778	770	749	*	*	*	39%	36%	76%	51%
Economically Disadvantaged Students	*	*	756	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	781	766	*	*	*	*	*	*	71%
Students with Disabilities	10	740	729	724	*	*	*	*	*	40%	22%
Students without Disabilities	56	797	788	762	*	*	*	*	*	93%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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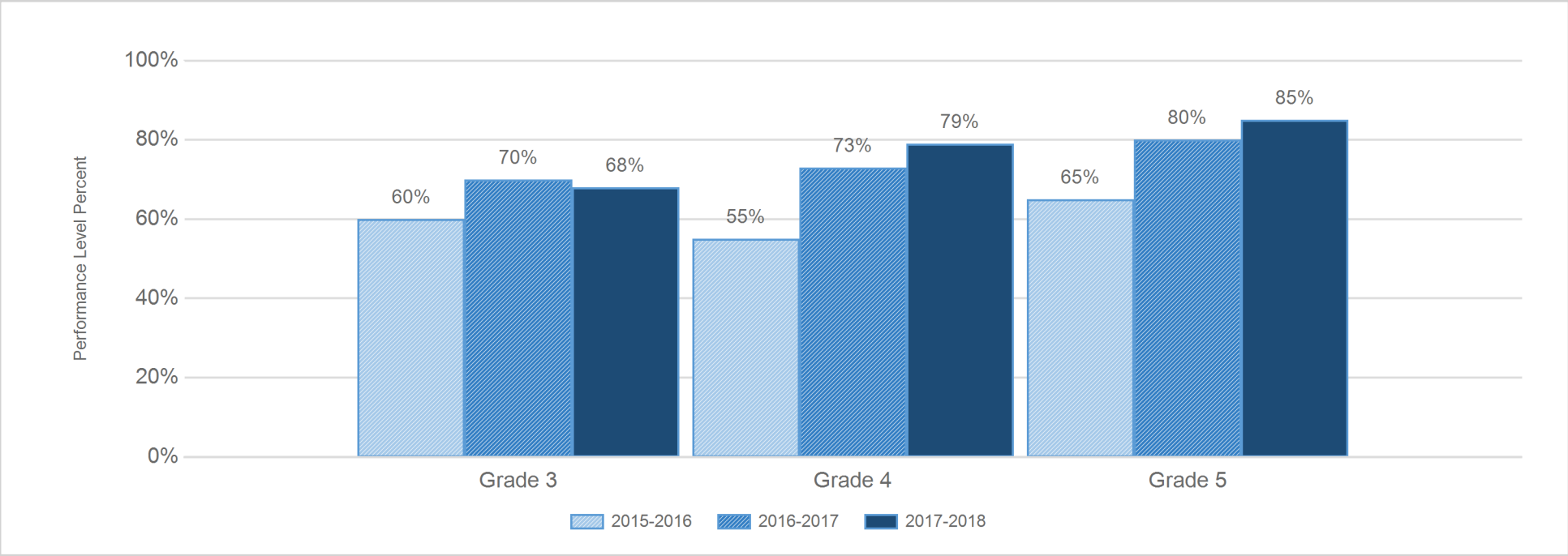
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	187	96.5	64.7	59.2	45.0	64.7	57.6	Met Target
White	138	95.9	66.6	61.7	54.1	66.6	60.9	Met Target
Hispanic	32	97.1	59.4	43.1	29.2	59.4	44.4	Met Target
Black or African American	*	*	*	29.5	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	70.0	85.9	77.0	70.0	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	85	95.6	71.7	61.0	46.0	71.7		
Male	102	97.2	58.9	57.4	43.9	58.9		
Economically Disadvantaged Students	14	100.0	57.1	37.2	26.6	57.1	**	**
Non-Economically Disadvantaged Students	173	96.2	65.3	61.5	55.9	65.3		
Students with Disabilities	28	90.6	14.3	15.2	17.1	13.6	20.3	Met Target†
Students without Disabilities	159	97.6	73.6	66.7	50.5	73.6		
English Learners	14	100.0	42.8	*	24.6	42.8	**	**
Non-English Learners	173	96.2	66.4	*	46.9	66.4		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	764	768	752	*	*	24%	46%	20%	66%	53%
White	35	765	770	760	*	*	*	*	*	66%	64%
Hispanic	*	*	760	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	21	766	771	752	*	*	*	*	*	67%	53%
Male	29	762	765	751	*	*	*	*	*	66%	53%
Economically Disadvantaged Students	*	*	756	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	770	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	739	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	773	756	*	*	*	*	*	*	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

BROOKSIDE ELEMENTARY SCHOOL
(03-5755-070)
Grades Offered: KG-05
2017-2018

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

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	751	757	748	*	15%	29%	*	*	53%	49%
White	57	752	759	755	*	*	28%	*	*	56%	60%
Hispanic	*	*	748	737	*	*	*	*	*	*	34%
Black or African American	N	N	*	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	32	752	755	748	*	*	*	*	*	59%	50%
Male	41	751	760	748	*	*	*	*	*	49%	49%
Economically Disadvantaged Students	*	*	746	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	758	758	*	*	*	*	*	*	62%
Students with Disabilities	10	719	723	725	*	*	*	*	*	*	22%
Students without Disabilities	63	756	764	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

BROOKSIDE ELEMENTARY SCHOOL
(03-5755-070)
Grades Offered: KG-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	767	760	748	*	*	*	58%	21%	79%	49%
White	48	769	764	756	*	*	*	56%	25%	81%	60%
Hispanic	13	757	744	736	*	*	*	*	*	69%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	33	775	763	749	*	*	*	*	*	88%	50%
Male	33	759	757	747	*	*	*	*	*	70%	48%
Economically Disadvantaged Students	*	*	744	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	761	758	*	*	*	*	*	*	62%
Students with Disabilities	10	719	720	726	*	*	*	*	*	20%	20%
Students without Disabilities	56	775	767	752	*	*	*	*	*	89%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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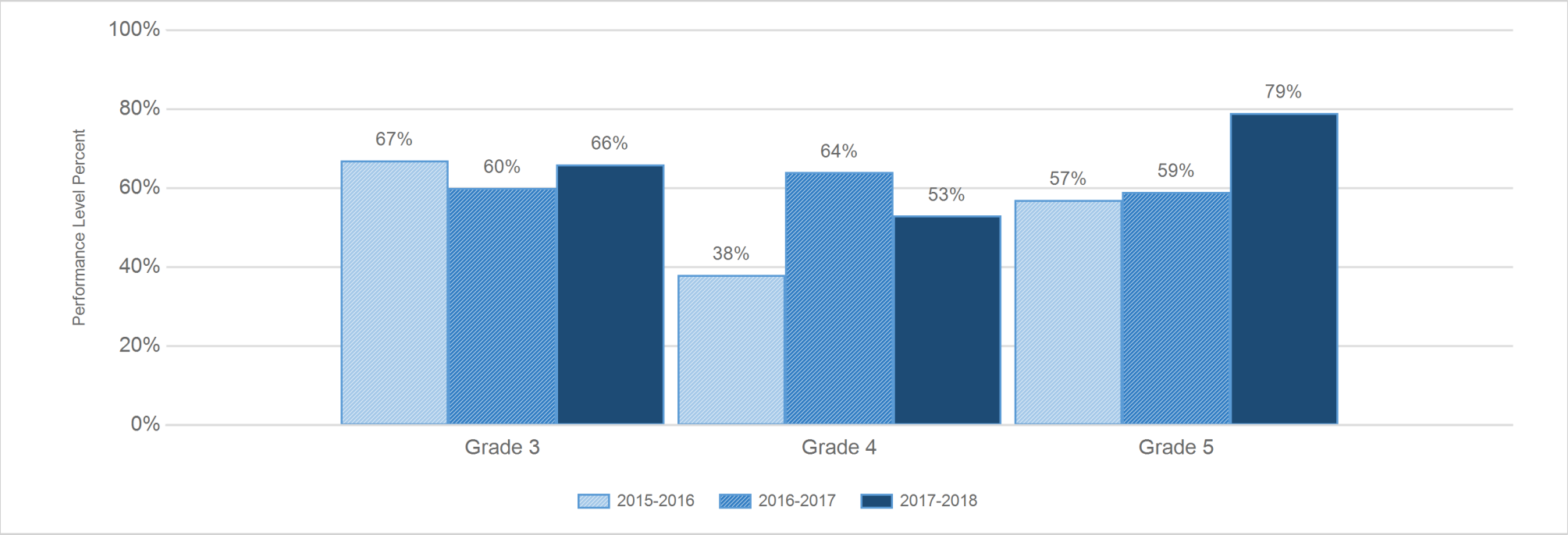
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	75.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

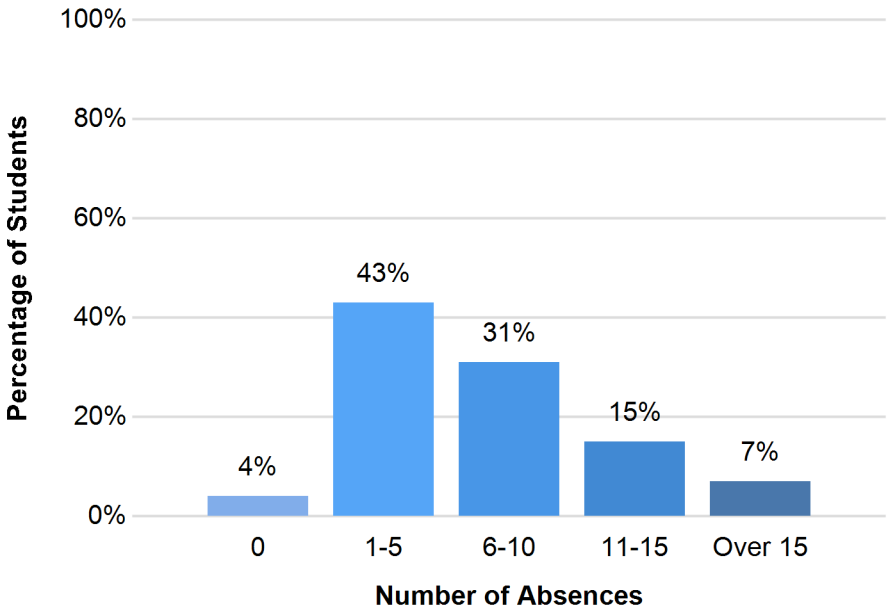
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	15	3.5	8.9	Met
White	9	2.9	8.9	Met
Hispanic	4	5.6	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	2	7.1	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	3	11.1	8.9	Not Met
Students with Disabilities	5	8.8	8.9	Met
English Learners	3	18.8	**	**

Days Absent

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



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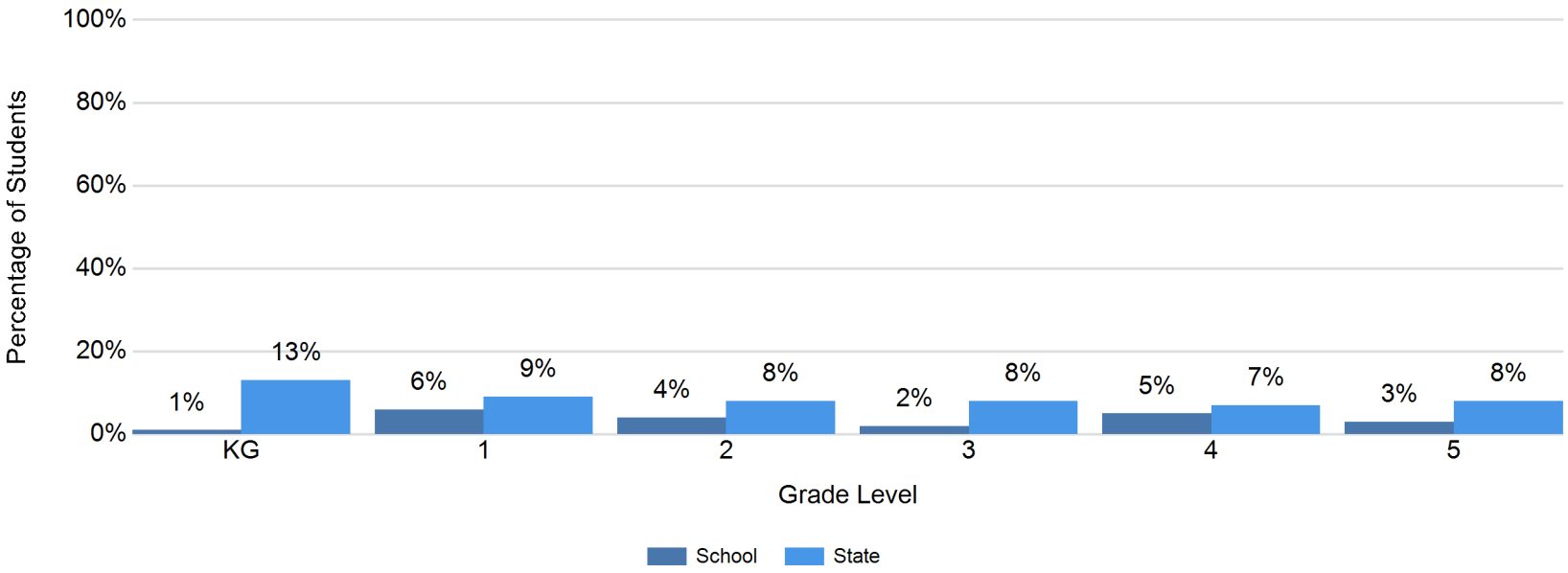
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.24

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$381	$16,281	$16,662

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	34	117,464
Average years experience in public schools	12.4	12.0
Average years experience in district	10.3	10.7
Teachers in district for 4 or more years	61.8%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,374
Average years experience in public schools	13.1	16.0
Average years experience in district	6.0	12.0
Administrators in district for 4 or more years	47.4%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	210:1	148:1
Teachers to Administrators	17:1	13:1
Students to Librarians/Media Specialists		702:1
Students to Nurses		401:1
Students to Counselors		216:1
Students to Child Study Team		234:1

NJ SCHOOL PERFORMANCE REPORT

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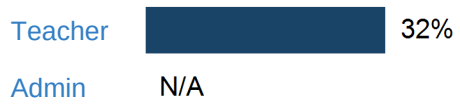
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree

Doctoral Degree

Teacher	0%
Admin	0%

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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.1%	90.2%
2016-17 Administrators: Same district 2017-18	68.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.6%

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Key terms for staff data:
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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	88.2%	50.0%
Male	11.8%	50.0%
White	94.1%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	5.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	86.08	17.5%
Mathematics Proficiency	71.98	17.5%
English Language Arts Growth	98.99	25.0%
Mathematics Growth	83.68	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	71.94	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	84.12	n/a
Summative Rating: Percentile Rank of Summative Score	94.02	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	**	Met	No
White	83.71	14.08	No	Met Goal	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	91.06	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	Not Met	No
Students with Disabilities	**	**	No	Met Target	Met Target†	**	**	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• The Learning Garden: Our outdoor, curriculum-based, school garden enhances the instruction of many NJSLS standards for K through grades 5. • Focus School for National Institute for Early Education Research (NIEER) K - 3 Research Project.
Mission, Vision, Theme:	Brookside School provides a learning environment that is filled with rich experiences that enhances the social, emotional, intellectual, and physical development of the whole child. Our goal is to have our children excited about coming to school, feeling positive about learning and about themselves, while interacting with other children and adults in a productive manner.
Awards, Recognition, Accomplishments:	Brookside School has been designated as a Kindness Certified School.

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Courses, Curriculum, Instruction:	Our curriculum is centered on the individual student. By identifying student entry points, our staff members are able to differentiate their instruction. We aim to nurture higher level thinking skills essential to the development of independent lifelong readers and writers. Technology and manipulatives in our enVision math program assists students with acquiring strategies for real-world problem solving. FOSS Science Units allow students to experience science utilizing a hands-on approach. Social Studies instruction is integrated into the language Arts curriculum.
Clubs and Activities:	Brookside School enjoys PTO Enrichment Clubs, ESSA Breakfast Club, Principal's Assistant Leaders (PAL's), and Westwood Has HEART Art Contest.

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Before and After School Programs:	Brookside utilizes Champions to sponsor Before Care and After Care available for all K-5 students
Staff and Professional Learning:	Our School continues to provide our teachers with professional learning opportunities in order to support professional growth. Our staff, as well as administration have participated in professional development for Reading & Writing Workshop, FOSS Science, and the visitation of revising Social Studies and Health curriculum. This year we are beginning a math initiate and staff will participate in workshops conducted by Conquer Math. We remain focused on Mindfulness training which fosters the ability to practice stress free coping tactics within an educational environment. Select K-3 teachers continue to participate in the K-3 Learning Academies sponsored by the NJDOE. Teachers new to Brookside School also attend a training on the CAR system and what the expectations are within the system. All teachers in K-2 have been formally trained in Orton Gillingham. Teachers are provided release time to collaborate and create Blended-Lessons utilizing the CAR format.

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Student Supports and Services:	Brookside employs one full time English Language Learner (ELL) teacher to support children to acquire and utilize the English Language according to WIDA standards. All children are educated in their Least Restrictive Environment; special education programming includes co-teaching classrooms and resource rooms. Support services include occupational therapy, physical therapy and speech services. Basic Skills Instruction is provided to students not meeting grade level standards. Basic skills instruction takes place both as a push-in model and a pull-out model. Classroom aides have also been trained in many areas that assist them in being a more effective presence in the classroom.
Student Health and Wellness:	Brookside's Learning Garden enhances the educational experience of all students by creating a curriculum-based school garden to serve as a living laboratory and outdoor classroom for subjects across the curriculum right in our own schoolyard. It permits teaching in a real life setting, links lessons to existing curriculum, and offers hands on learning, healthy eating, and the use of simple tools in our very own backyard. Our school guidance counselor utilizes yoga mats which are brought both into classrooms and outside mindful breaks when it is nice out. The School Counselor also runs friendship circles, and other groups focusing on students social/emotional wellness. Wellness is incorporated in all our classrooms as teachers provide “Brain Break” times for students utilizing such websites as GoNoodle. Our weekly school newsletter includes updates from our school nurse and guidance counselor.
Parent and Community Involvement:	Brookside's PTO (Parent-Teacher Organization) collaborate with staff and community to help provide opportunities beyond the classroom as well as support school initiatives. Fundraising opportunities and enhancing events to support district curriculum include Multicultural Nights, Author Visits, and other events to support district initiatives and programming. Our yearly Theme Day, calls on the collective professional talents of our parents who come in and share their careers and work with our students. Food Drives to help restock the local food pantry are also part of the community work students are exposed to.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Teachers Each year the staff at Brookside completes a culture and climate survey as part of the NJPSA/FEA Connected Action Roadmap pilot project we have participated in for the past three years. The school leadership team discusses the results and updates school action plan to reflect data. After data has been analyzed things such as Spirit Assemblies,Staff contests, and other activities have been planned to improve climate and culture.
Facilities:	Brookside School is largest of the four elementary schools in the Westwood Regional School District. We have completed a variety of upgrades and additions, including a newly equipped Media Center which enhances STEAM activities and fosters the opportunity to collaborate and utilize critical thinking strategies across grade levels . The gymnasium is used for physical education and a mindfulness approach tied to the goals of our district's strategic plan.
School Safety:	The district Director of Security has enhanced building security in many ways over the past few years. We have been fortunate to receive many new, and updated cameras throughout the interior and exterior of the building. The utilization of the Share911 application allows staff to initiate building security procedures from their smartphones. Upgraded lighting in the parking lot and on the exterior of the building and walkway allows for a safer experience for our community when evening events are held at the school. Many staff have been trained as Epipen delegates and staff member have volunteered to become CPR certified and serve on a building emergency response team. Daily police walkthroughs give the officers a chance to interact with students in a positive manner. Playground Aides wear fluorescent vests for easy view at recess.

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Technology and STEM:	Each classroom is equipped with either a SmartBoard or a large interactive television. Audio enhancement systems provide for an easier way for students to hear materials as teachers utilize pendant microphones around their necks. This provides clarity of speech and less wear and tear on teacher voices, and retainment of information for students. The entire building is equipped with wireless capabilities as teachers can utilize many handheld devices which are incorporated into instruction. Our media specialist continues to incorporate Rokenbok - Simple Machines, Levers - SnapStack, and Coding into instruction. Almost all classrooms are equipped with Chromebook carts at each grade level.
Early Childhood Education:	Our involvement in the National Institute for Early Education Research (NIEER), and Rutgers University K - 3 Research Project, has transformed our early childhood instruction. Teachers have incorporated increased choice time for students and have filled their rooms with more flexible seating options and centers that focus on the developmentally appropriate skills necessary for students to acquire. Kindergarten classes have additionally added sand and water tables and other toys to offer children opportunities to use their senses to discover the natural world. MAKERSPACE activities, STEAM bins, book buddies with older grades for role models all foster creative thinking, collaboration, communication, and creativity.

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Other Information:	A shared Elementary Assistant Principal has created a dynamic additional resource for students, parents, and staff. This has given the building administration more clarity on the consistency in delivery of instruction across the district.