



Lakeview Elementary School
(27-1090-050)
Grades Offered: PK-05
2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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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 at 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

Notes from the New Jersey Department of Education:

**Lakeview Elementary School**

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School Contact Information

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

| Type | Contact Information |
|----------------|---|
| County | Morris |
| District | Denville Township K-8 School District |
| Principal Name | Mrs. Elizabeth Baisley |
| Address | 44 COOPER ROAD DENVILLE, NJ 07834 |
| Phone Number | 973-983-6540 |
| Email Address | bbaisley@denville.org |
| Website | http://www.lv.denville.org |
| Twitter | https://twitter.com/LVLionsDen?lang=en |



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| PK | 40 | 38 | 36 |
| KG | 116 | 92 | 97 |
| 1 | 80 | 107 | 97 |
| 2 | 112 | 90 | 101 |
| 3 | 108 | 116 | 95 |
| 4 | 122 | 113 | 117 |
| 5 | 120 | 122 | 111 |
| Total | 698 | 678 | 654 |

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

| Student Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female | 48.7% | 48.4% | 48.2% |
| Male | 51.3% | 51.6% | 51.8% |
| Economically Disadvantaged Students | 7.3% | 6.2% | 5.4% |
| Students with Disabilities | 23.2% | 22.6% | 26.0% |
| English Learners | 1.4% | 1.9% | 1.7% |
| Homeless Students | 1.0% | 0.9% | 0.9% |
| Students in Foster Care | 0.0% | 0.4% | 0.6% |
| Military-Connected Students | 0.0% | 0.0% | 0.0% |
| Migrant Students | 0.0% | 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 | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White | 70.5% | 70.5% | 72.0% |
| Hispanic | 13.3% | 11.9% | 11.9% |
| Black or African American | 3.2% | 3.2% | 3.5% |
| Asian | 9.0% | 9.6% | 8.0% |
| Native Hawaiian or Pacific Islander | 0.3% | 0.3% | 0.2% |
| American Indian or Alaska Native | 0.3% | 0.3% | 0.2% |
| Two or More Races | 3.4% | 4.1% | 4.3% |

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 | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| PK - Half Day | 40 | 38 | 36 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 116 | 92 | 97 |

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 | 79.4% |
| Spanish | 7.0% |
| Hindi | 1.8% |
| Other Languages | 11.8% |



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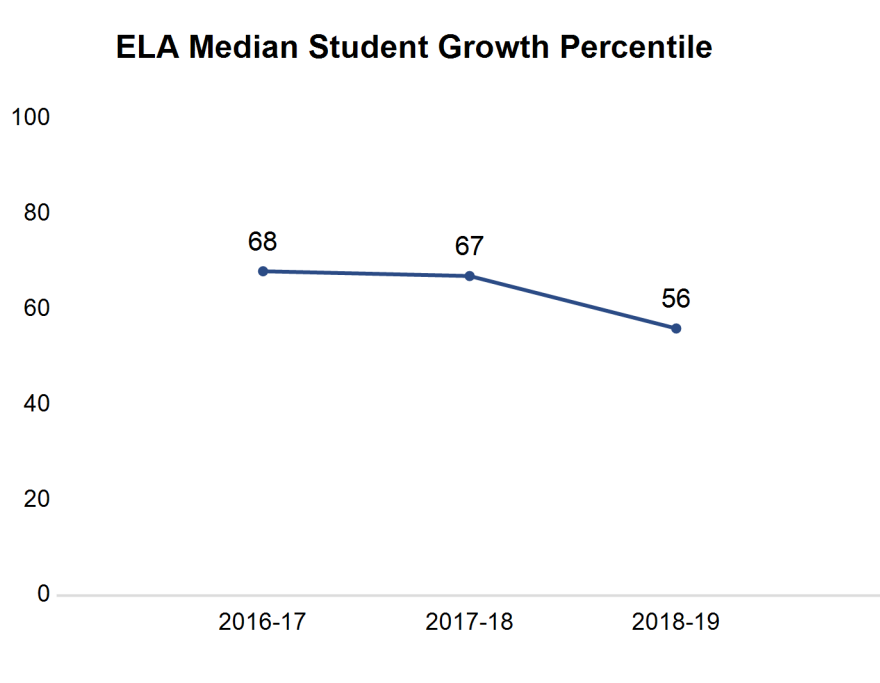
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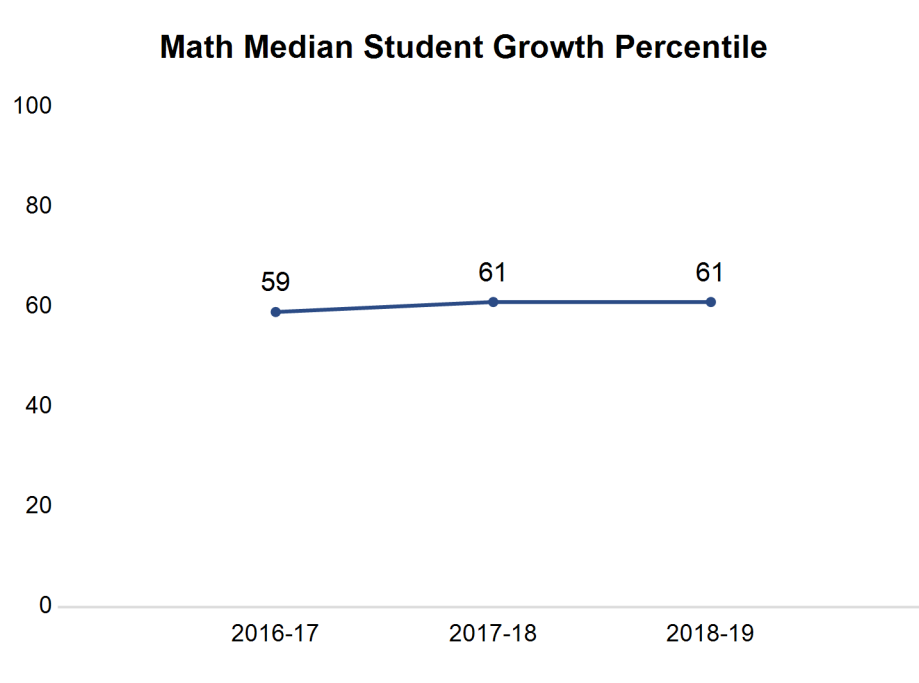
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|------------------|------------------|--------------|--------------|------------------|------------------|
| Median Student Growth Percentile | 68 | 67 | 56 | 59 | 61 | 61 |
| Met Standard (40-59.5)? | Exceeds Standard | Exceeds Standard | Met Standard | Met Standard | Exceeds Standard | Exceeds Standard |
| Statewide: Median Student Growth Percentile | 50 | 50 | 50 | 50 | 50 | 50 |



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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 (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 (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 | 56 | 61 | 50 | Met Standard | 61 | 53 | 50 | Exceeds Standard |
| White | 61 | 64 | 50 | Exceeds Standard | 62 | 53 | 52 | Exceeds Standard |
| Hispanic | 42 | 44 | 49 | Met Standard | 50 | 50 | 47 | Met Standard |
| Black or African American | * | 62 | 45 | ** | * | 65 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 65 | 63 | 59 | ** | 66.5 | 53 | 60 | ** |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | * | 40 | 49 | ** | * | 37 | 52 | ** |
| Female | 63.5 | 64 | 53 | N | 63 | 55 | 50 | N |
| Male | 49.5 | 60 | 47 | N | 53 | 51 | 51 | N |
| Economically Disadvantaged Students | * | 45.5 | 48 | ** | * | 57 | 46 | ** |
| Students with Disabilities | 76 | 65 | 43 | Exceeds Standard | 62 | 59.5 | 45 | Exceeds Standard |
| English Learners | * | 55 | 52 | ** | * | 59 | 50 | ** |
| Homeless Students | * | 36 | 43 | N | * | 49 | 44 | N |
| Students in Foster Care | * | * | 42 | N | * | * | 44 | N |
| Military-Connected Students | N | N | 49 | N | N | N | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |



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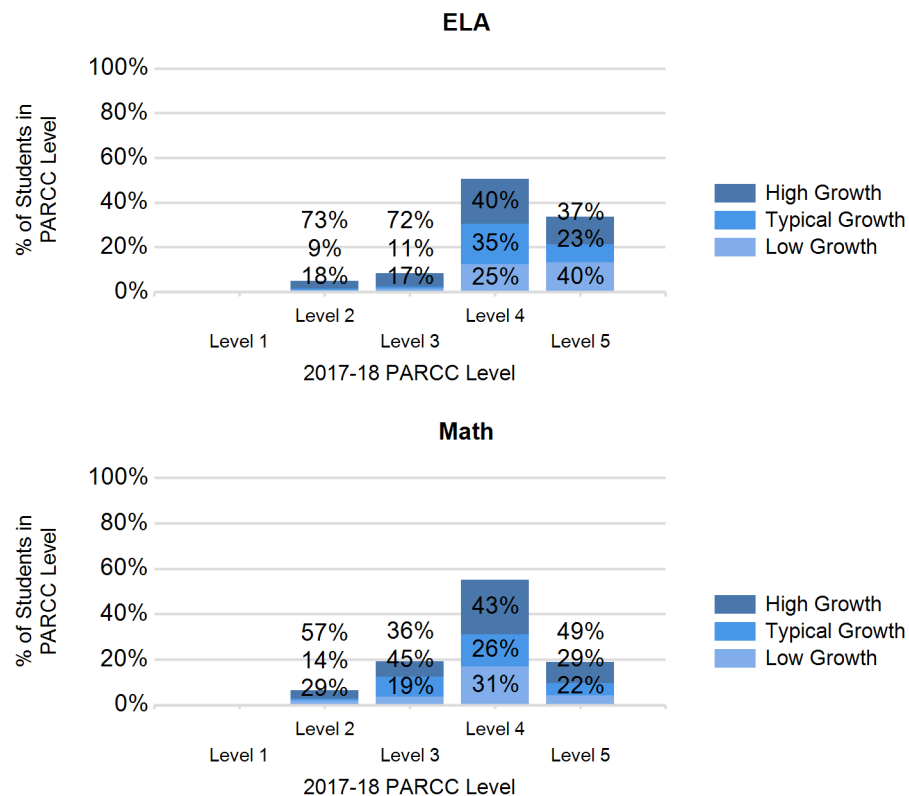
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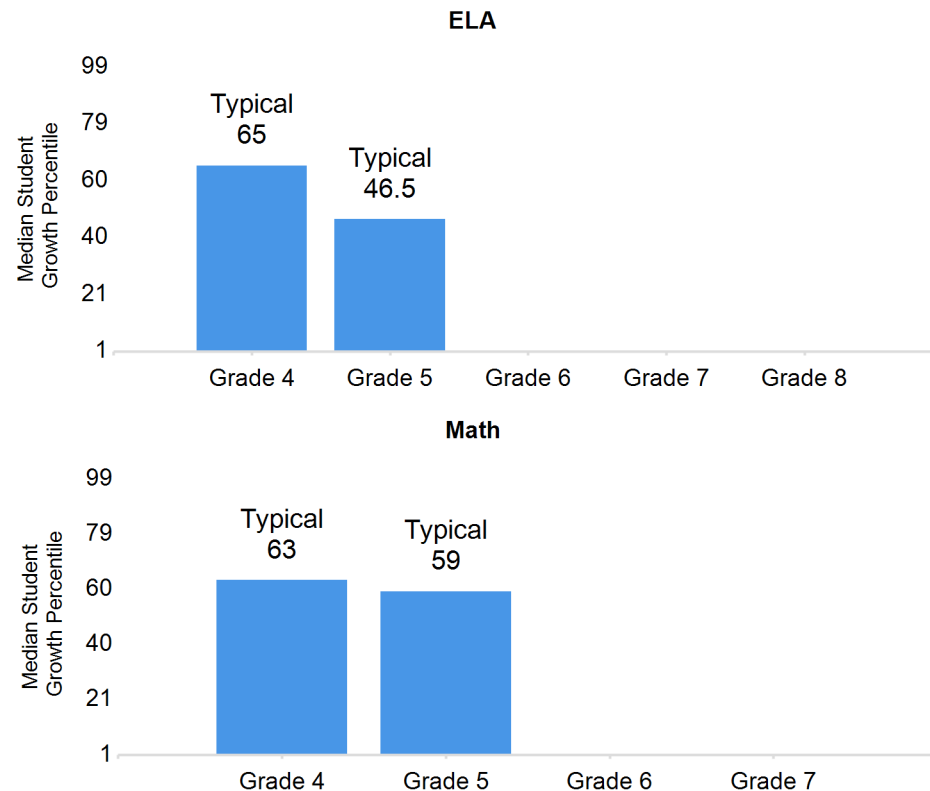
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





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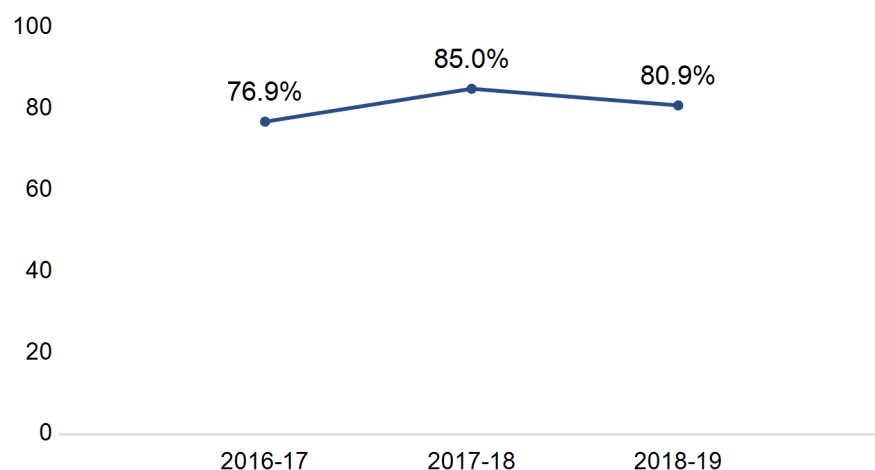
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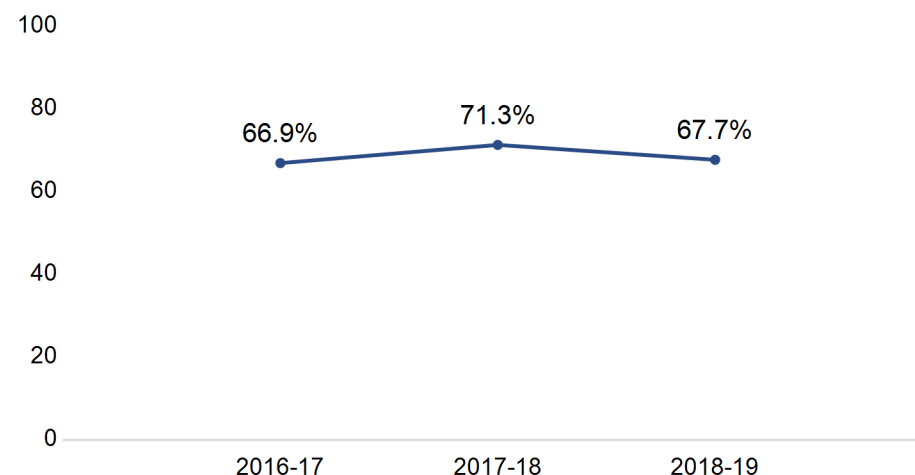
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate | 97.4% | 99.2% | 97.5% | 97.4% | 99.2% | 97.2% |
| Proficiency Rate for Federal Accountability | 76.9% | 85.0% | 80.9% | 66.9% | 71.3% | 67.7% |
| Annual Target | 76.1% | 76.3% | 76.5% | 67.2% | 67.8% | 68.5% |
| Met Annual Target? | Met Target | Met Goal | Met Goal | Met Target† | Met Target | Met Target† |
| Statewide Proficiency Rate for Federal Accountability | 54.9% | 56.7% | 57.9% | 43.5% | 45.0% | 44.5% |

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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 | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 314 | 97.5 | 80.9 | 83.3 | 57.9 | 80.9 | 76.5 | Met Goal |
| White | 231 | 98.3 | 81.4 | 84.5 | 66.9 | 81.4 | 75.5 | Met Goal |
| Hispanic | 36 | 94.9 | 72.2 | 78.9 | 43.9 | 72.2 | 72.3 | Met Target† |
| Black or African American | 11 | 91.7 | 54.5 | * | 38.5 | 52.6 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 26 | 100.0 | 92.3 | 90.8 | 82.9 | 92.3 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | 10 | 90.9 | 100.0 | * | 64.4 | 95.2 | ** | ** |
| Female | 155 | 97.5 | 85.8 | 88.1 | 64.8 | 85.8 | | |
| Male | 159 | 97.6 | 76.1 | 79.0 | 51.3 | 76.1 | | |
| Economically Disadvantaged Students | 15 | 83.3 | 66.7 | * | 40.0 | 65.8 | ** | ** |
| Non-Economically Disadvantaged Students | 299 | 98.4 | 81.6 | * | 67.9 | 81.6 | | |
| Students with Disabilities | 67 | 94.5 | 50.7 | 51.2 | 22.7 | 50.4 | 44 | Met Target |
| Students without Disabilities | 247 | 98.4 | 89.1 | 91.1 | 65.1 | 89.1 | | |
| English Learners | 12 | 85.7 | 58.3 | 58.3 | 29.3 | 58.3 | ** | ** |
| Non-English Learners | 302 | 98.1 | 81.8 | 83.9 | 60.6 | 81.8 | | |
| Homeless Students | * | * | * | 69.2 | 29.1 | * | | |
| Students In Foster Care | * | * | * | * | 27.6 | * | | |
| Military-Connected Students | N | N | N | N | 57.8 | N | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.



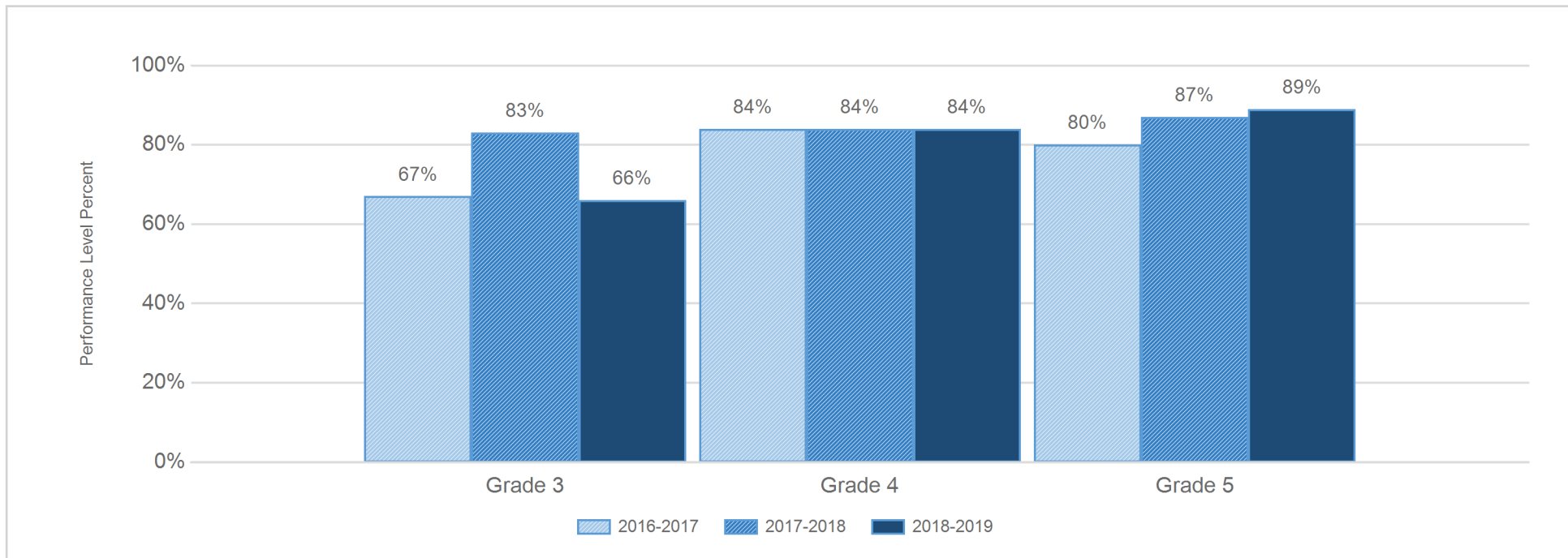
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 95 | 769 | 776 | 748 | * | * | 17% | 43% | 23% | 66% | 50% |
| White | 62 | 770 | 774 | 757 | * | * | 18% | 40% | 24% | 65% | 60% |
| Hispanic | 17 | 762 | * | 734 | * | * | * | * | * | 71% | 36% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 33% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 796 | 773 | * | * | * | * | * | * | 75% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 756 | * | * | * | * | * | * | 58% |
| Female | 51 | 774 | 783 | 753 | * | * | * | * | * | 69% | 55% |
| Male | 44 | 764 | 770 | 743 | * | * | * | * | * | 64% | 46% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 33% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 61% |
| Students with Disabilities | 24 | 724 | * | 719 | * | * | * | * | * | 17% | 24% |
| Students without Disabilities | 71 | 785 | * | 754 | * | * | * | * | * | 83% | 56% |
| English Learners | * | * | * | 713 | * | * | * | * | * | * | 17% |
| Non-English Learners | * | * | * | 751 | * | * | * | * | * | * | 54% |
| Homeless Students | * | * | * | 720 | * | * | * | * | * | * | 23% |
| Students in Foster Care | * | * | * | 720 | * | * | * | * | * | * | 21% |
| Military-Connected Students | N | N | N | 752 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24% |



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 782 | 786 | 755 | * | * | 9% | 44% | 41% | 84% | 57% |
| White | 89 | 782 | 786 | 763 | * | * | * | 45% | 39% | 84% | 67% |
| Hispanic | 10 | 778 | * | 743 | 0% | * | * | * | * | 80% | 44% |
| Black or African American | * | * | * | 739 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 800 | * | 779 | 0% | 0% | * | * | * | 90% | 82% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 53% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64% |
| Female | 50 | 795 | 797 | 760 | * | * | * | * | * | 96% | 62% |
| Male | 66 | 773 | 778 | 750 | * | * | * | * | * | 76% | 53% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | * | 765 | * | * | * | * | * | * | 69% |
| Students with Disabilities | 21 | 758 | 760 | 725 | * | * | * | * | * | 57% | 25% |
| Students without Disabilities | 95 | 788 | 792 | 761 | * | * | * | * | * | 91% | 64% |
| English Learners | * | * | * | 720 | * | * | * | * | * | * | 17% |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Homeless Students | * | * | * | 730 | * | * | * | * | * | * | 29% |
| Students in Foster Care | * | * | * | 729 | * | * | * | * | * | * | 28% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 58% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25% |



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 106 | 778 | 785 | 756 | * | * | * | 66% | 23% | 89% | 58% |
| White | 81 | 778 | 786 | 764 | 0% | * | * | 69% | 21% | 90% | 68% |
| Hispanic | 10 | 771 | * | 743 | * | * | * | * | * | 70% | 44% |
| Black or African American | * | * | * | 739 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 790 | 781 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | N | 753 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 65% |
| Female | 55 | 783 | 791 | 761 | * | * | * | * | * | 91% | 64% |
| Male | 51 | 773 | 778 | 750 | * | * | * | * | * | 86% | 52% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Non-Economically Disadvantaged Students | * | * | * | 766 | * | * | * | * | * | * | 69% |
| Students with Disabilities | 24 | 765 | 763 | 724 | * | * | * | * | * | 79% | 23% |
| Students without Disabilities | 82 | 782 | 791 | 762 | * | * | * | * | * | 91% | 65% |
| English Learners | N | N | * | 713 | N | N | N | N | N | N | 11% |
| Non-English Learners | 106 | 778 | * | 758 | * | * | * | 66% | 23% | 89% | 60% |
| Homeless Students | * | * | * | 730 | * | * | * | * | * | * | 29% |
| Students in Foster Care | N | N | N | 729 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 723 | N | N | N | N | N | N | 26% |



Lakeview Elementary School
(27-1090-050)
Grades Offered: PK-05
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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 | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|---|---|--|---|-----------------------|---------------------------|
| Schoolwide | 313 | 97.2 | 67.7 | 66.6 | 44.5 | 67.7 | 68.5 | Met Target† |
| White | 230 | 97.9 | 66.5 | 67.2 | 54.1 | 66.5 | 68.9 | Met Target† |
| Hispanic | 36 | 94.9 | 63.9 | 58.7 | 28.8 | 63.9 | 58.6 | Met Target |
| Black or African American | 11 | 91.7 | 36.4 | * | 23.0 | 35.1 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 26 | 100.0 | 88.5 | 82.7 | 76.5 | 88.5 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | 10 | 90.9 | 90.0 | * | 53.3 | 85.7 | ** | ** |
| Female | 154 | 96.9 | 69.5 | 68.5 | 44.9 | 69.5 | | |
| Male | 159 | 97.6 | 66.0 | 64.9 | 44.2 | 66.0 | | |
| Economically Disadvantaged Students | 15 | 83.3 | 60.0 | * | 26.3 | 59.3 | ** | ** |
| Non-Economically Disadvantaged Students | 298 | 98.0 | 68.1 | * | 54.9 | 68.1 | | |
| Students with Disabilities | 67 | 94.5 | 32.8 | 29.5 | 17.4 | 32.5 | 34.7 | Met Target† |
| Students without Disabilities | 246 | 98.0 | 77.2 | 75.5 | 50.0 | 77.2 | | |
| English Learners | 12 | 85.7 | 41.7 | 50.0 | 25.0 | 41.7 | ** | ** |
| Non-English Learners | 301 | 97.7 | 68.8 | 67.0 | 46.5 | 68.8 | | |
| Homeless Students | * | * | * | 38.5 | 17.1 | * | | |
| Students In Foster Care | * | * | * | * | 17.1 | * | | |
| Military-Connected Students | N | N | N | N | 46.4 | N | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



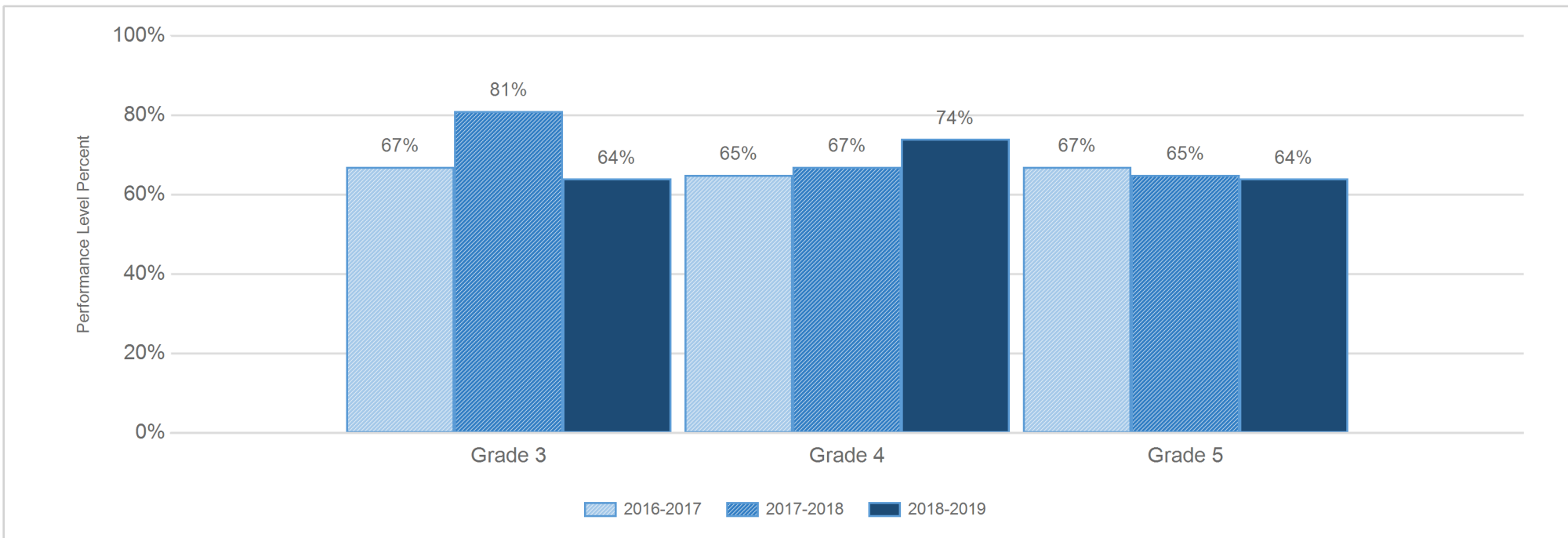
Lakeview Elementary School
(27-1090-050)
Grades Offered: PK-05
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Lakeview Elementary School
(27-1090-050)
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 94 | 762 | 768 | 752 | * | * | 26% | 50% | 14% | 64% | 55% |
| White | 61 | 760 | 767 | 760 | * | * | 31% | * | * | 61% | 66% |
| Hispanic | 17 | 763 | * | 739 | 0% | * | * | * | * | 59% | 40% |
| Black or African American | * | * | * | 735 | * | * | * | * | * | * | 35% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 781 | 778 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 62% |
| Female | 50 | 764 | 770 | 751 | * | * | 24% | * | * | 66% | 54% |
| Male | 44 | 760 | 766 | 752 | * | * | 27% | * | * | 61% | 56% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 37% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 67% |
| Students with Disabilities | 24 | 735 | * | 731 | * | * | 46% | * | * | 17% | 31% |
| Students without Disabilities | 70 | 771 | * | 756 | * | * | 19% | * | * | 80% | 60% |
| English Learners | * | * | * | 728 | * | * | * | * | * | * | 26% |
| Non-English Learners | * | * | * | 754 | * | * | * | * | * | * | 58% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 23% |
| Students in Foster Care | * | * | * | 725 | * | * | * | * | * | * | 27% |
| Military-Connected Students | N | N | N | 754 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28% |



Lakeview Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 769 | 773 | 749 | 0% | * | 19% | * | * | 74% | 51% |
| White | 89 | 769 | 773 | 757 | 0% | * | * | * | * | 73% | 62% |
| Hispanic | 10 | 769 | * | 737 | 0% | 0% | * | * | * | 70% | 36% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 29% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 787 | * | 776 | 0% | 0% | 0% | * | * | 100% | 82% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58% |
| Female | 50 | 774 | 777 | 749 | 0% | * | * | * | * | 80% | 50% |
| Male | 66 | 766 | 769 | 749 | 0% | * | * | * | * | 70% | 52% |
| Economically Disadvantaged Students | * | * | * | 734 | * | * | * | * | * | * | 32% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 63% |
| Students with Disabilities | 21 | 741 | 747 | 726 | 0% | * | * | * | * | 33% | 25% |
| Students without Disabilities | 95 | 776 | 779 | 754 | 0% | * | * | * | * | 83% | 56% |
| English Learners | * | * | * | 722 | * | * | * | * | * | * | 18% |
| Non-English Learners | * | * | * | 751 | * | * | * | * | * | * | 54% |
| Homeless Students | * | * | * | 722 | * | * | * | * | * | * | 19% |
| Students in Foster Care | * | * | * | 724 | * | * | * | * | * | * | 23% |
| Military-Connected Students | N | N | N | 753 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16% |



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 106 | 764 | 770 | 747 | * | * | 28% | 42% | 23% | 64% | 47% |
| White | 81 | 763 | 770 | 755 | * | * | 30% | 43% | 20% | 63% | 58% |
| Hispanic | 10 | 759 | * | 735 | * | * | * | * | * | 70% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 23% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 776 | 775 | * | * | * | * | * | * | 80% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Female | 55 | 764 | 771 | 747 | * | * | 29% | * | * | 64% | 47% |
| Male | 51 | 764 | 768 | 747 | * | * | 27% | * | * | 65% | 47% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Students with Disabilities | 24 | 752 | 752 | 725 | * | * | * | * | * | 50% | 19% |
| Students without Disabilities | 82 | 768 | 774 | 752 | * | * | * | * | * | 68% | 52% |
| English Learners | N | N | * | 718 | N | N | N | N | N | N | 12% |
| Non-English Learners | 106 | 764 | * | 749 | * | * | 28% | 42% | 23% | 64% | 49% |
| Homeless Students | * | * | * | 723 | * | * | * | * | * | * | 17% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 17% |



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DLM Alternate Assessment - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 3 | N | N |
| 4 | N | N |
| 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

| Student Group | Percent of English Learners Making Expected Growth to Proficiency | 2018-19 Target | Met Target? |
|-----------------------------|---|----------------|-------------|
| Schoolwide/English Learners | * | * | * |

† 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 | * | * | * |



Lakeview Elementary School
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2018-2019

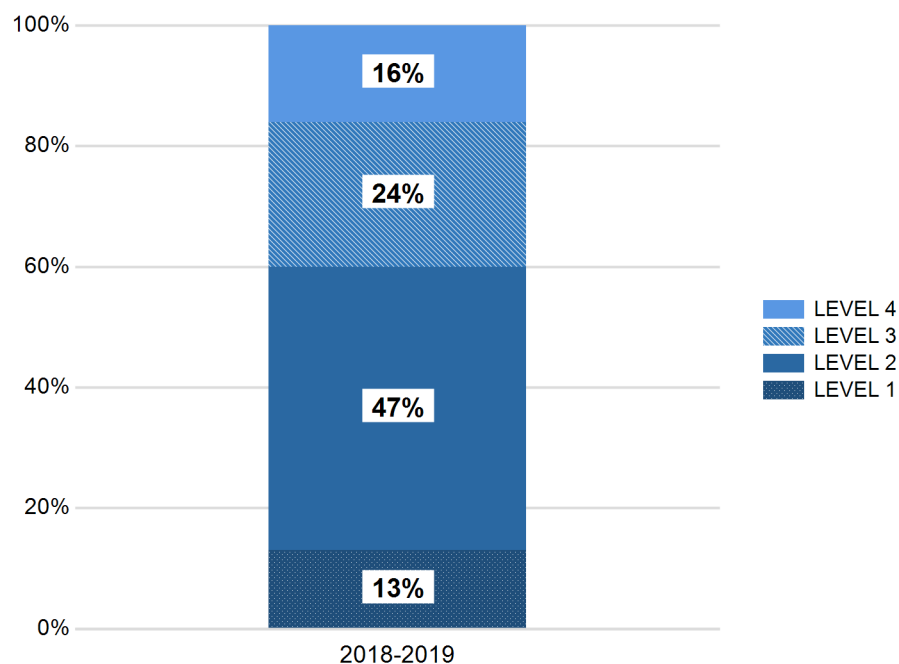
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---|-----------|-----------|-----------|-----------|
| Schoolwide | 13 | 47 | 24 | 16 |
| White | 14 | 48 | 23 | 16 |
| Hispanic | 18 | 45 | 27 | 9 |
| Black or African American | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | * | * | * | * |
| Female | 9 | 51 | 24 | 16 |
| Male | 18 | 43 | 24 | 16 |
| Economically Disadvantaged Students | * | * | * | * |
| Non-Economically Disadvantaged Students | * | * | * | * |
| Students with Disabilities | 21 | 54 | 17 | 8 |
| Students without Disabilities | 11 | 45 | 26 | 18 |
| English Learners | N | N | N | N |
| Non-English Learners | 13 | 47 | 24 | 16 |
| Homeless Students | * | * | * | * |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | N | N | N | N |
| Migrant Students | N | N | N | N |



Lakeview Elementary School

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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

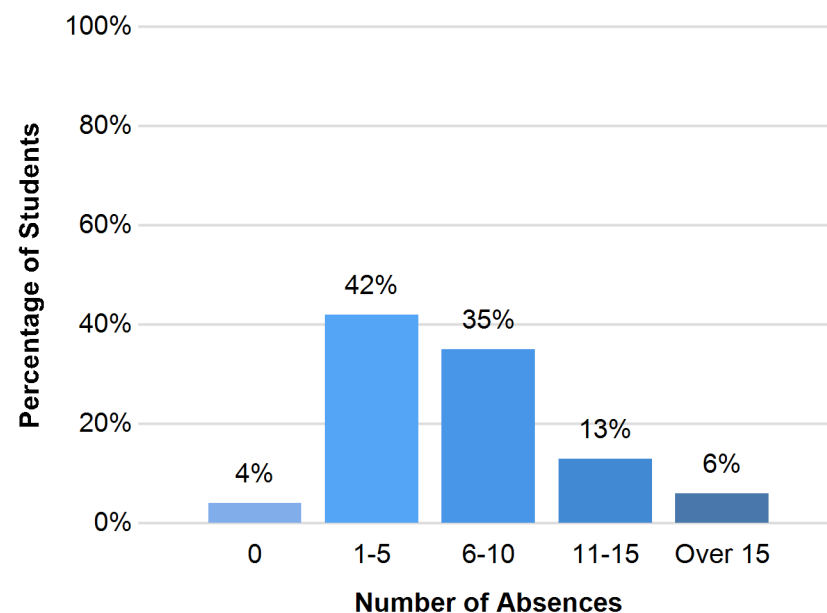
Chronic Absenteeism

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 | 27 | 4.4 | 8.9 | Met |
| White | 19 | 4.2 | 8.9 | Met |
| Hispanic | 2 | 2.7 | 8.9 | Met |
| Black or African American | * | * | 8.9 | Not Met |
| Asian, Native Hawaiian, or Pacific | 2 | 4.1 | 8.9 | Met |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | 1 | 3.6 | 8.9 | Met |
| Female | 14 | 4.6 | | |
| Male | 13 | 4.1 | | |
| Economically Disadvantaged Students | 2 | 6.7 | 8.9 | Met |
| Students with Disabilities | 11 | 7.6 | 8.9 | Met |
| English Learners | 0 | 0 | ** | ** |
| Homeless Students | * | * | | |
| Students in Foster Care | * | * | | |
| Military-Connected Students | N | N | | |
| Migrant Students | N | N | | |

Days Absent

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





Lakeview Elementary School
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2018-2019

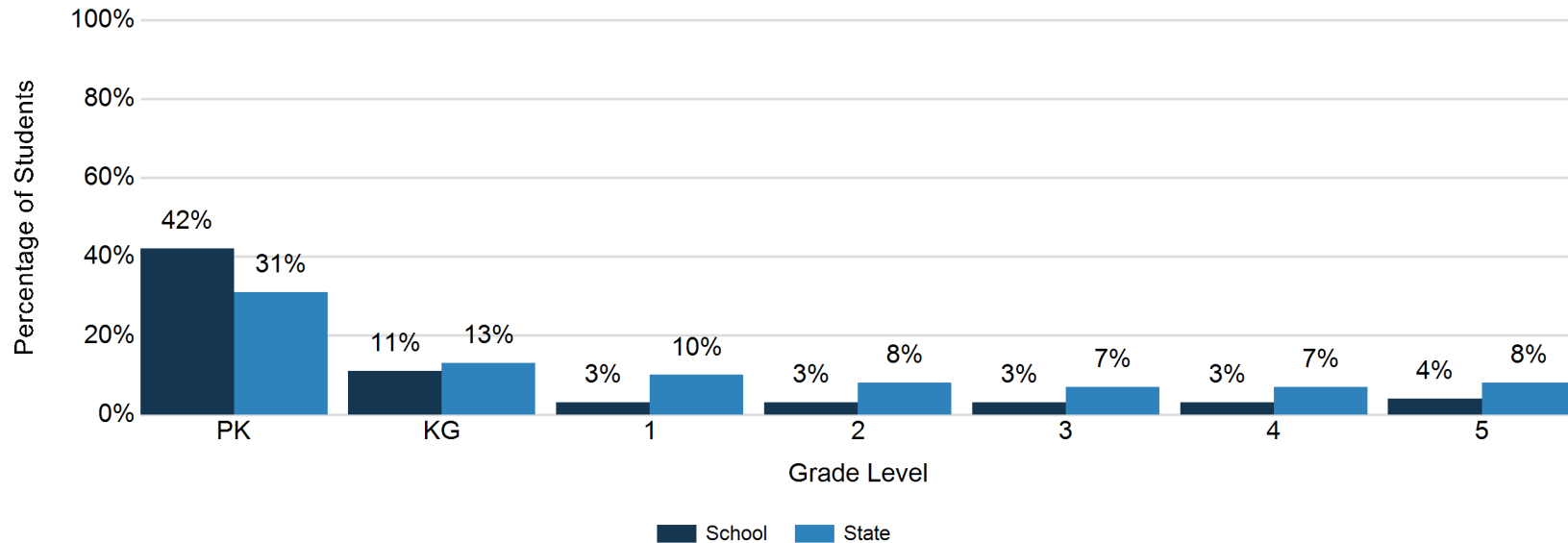
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Chronic Absenteeism by Grade

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





Lakeview Elementary School

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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) | 1 |
| Total Unique Incidents | 2 |
| Incidents Per 100 Students Enrolled | 0.31 |

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 |

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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 | 1 | 1 | 2 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 3 | 0 | 3 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 0 | 0 |
| Other | 0 | 0 | 0 |
| No Identified Nature | 0 | | 0 |

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 | * | * |
| Any Suspension | * | * |
| Removal to other education program | 0 | 0.0% |
| Expulsion | 0 | 0.0% |
| Arrest | 0 | 0.0% |

School Days Missed due to Out-of-School Suspensions

*



Lakeview Elementary School

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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 | 8:05 AM |
| Typical End Time | 2:58 PM |
| Length of School Day | 6 Hrs 53 Mins |
| Full Time - Instructional Time | 6 Hrs 13 Mins |
| Shared Time - Instructional Time | 6 Hrs. 13 Mins. |

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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 |
|-------------|-------------------------|
| 2018-19 | 1:1 |



Lakeview Elementary School
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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 57 | 118,214 |
| Average years experience in public schools | 9.2 | 12.1 |
| Average years experience in district | 9.2 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 71.9% | 75.3% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 10 | 9,530 |
| Average years experience in public schools | 8.9 | 16.0 |
| Average years experience in district | 7.0 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 70.0% | 76.9% |

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 | 11:1 | 10:1 |
| Students to Administrators | 327:1 | 163:1 |
| Teachers to Administrators | 29:1 | 16:1 |
| Students to Librarians/Media Specialists | | 813:1 |
| Students to Nurses | | 325:1 |
| Students to Counselors | | 325:1 |
| Students to Child Study Team Members | | 203:1 |



Lakeview Elementary School
(27-1090-050)
Grades Offered: PK-05
2018-2019

Report Key:

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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 and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

| Category | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female | 48.2% | 93.0% | 50.0% | 48.4% | 77.1% | 54.9% |
| Male | 51.8% | 7.0% | 50.0% | 51.6% | 22.9% | 45.1% |
| White | 72.0% | 98.2% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 11.9% | 0.0% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 3.5% | 0.0% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 8.0% | 1.8% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.2% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.2% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 4.3% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



Lakeview Elementary School
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2018-2019

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2017-18 Teachers: Same district 2018-19 | 89.2% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 90.0% | 87.9% |

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 |
|-------------|----------------|
| 2018-19 | 96.9% |



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Lakeview Elementary School
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2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

| | |
|---|---------------|
| Status for 2020-21 School Year | Not in Status |
| Category of Identification | n/a |
| Year Eligible to Exit Status | n/a |
| Student Group Status: White | |
| Student Group Status: Hispanic | |
| Student Group Status: Black or African American | |
| Student Group Status: Asian, Native Hawaiian, or Pacific Islander | |
| Student Group Status: American Indian or Alaska Native | |
| Student Group Status: Two or More Races | |
| Student Group Status: Economically Disadvantaged Students | |
| Student Group Status: Students with Disabilities | |
| Student Group Status: English Learners | |

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| ELA Proficiency | 76.9% | 85.0% | 80.9% |
| Math Proficiency | 66.9% | 71.3% | 67.7% |
| ELA Growth | 68 | 67 | 56 |
| Math Growth | 59 | 61 | 61 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | * | * |
| Chronic Absenteeism | 4.0% | 3.4% | 4.4% |

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

| 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 | Met Goal | Met Target† | Met Standard | Exceeds Standard | ** | Met | No |
| White | Met Goal | Met Target† | Exceeds Standard | Exceeds Standard | n/a | Met | No |
| Hispanic | Met Target† | Met Target | Met Standard | Met Standard | n/a | Met | No |
| Black or African American | ** | ** | ** | ** | n/a | Not Met | No |
| Asian, Native Hawaiian, or Pacific Islander | Met Goal | Met Goal | ** | ** | n/a | Met | No |
| American Indian or Alaska Native | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | ** | ** | ** | ** | n/a | Met | No |
| Economically Disadvantaged Students | ** | ** | ** | ** | n/a | Met | No |
| Students with Disabilities | Met Target | Met Target† | Exceeds Standard | Exceeds Standard | n/a | Met | No |
| English Learners | ** | ** | ** | ** | ** | ** | 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 the school or district directly.



Highlights:

- Lakeview was recognized as a 2019 National School Of Character. Lakeview provides opportunities for students to grow socially and emotionally highlighting why we are a National School of Character.
- Lakeview achieved Bronze Tier Certification as a 2019 Future Ready School. Our team demonstrated how we use technology, media and digital content to heighten student understanding.
- #GotLakeviewPride was launched during the Week of Respect celebrating our core values. Any student, staff member, parent or community member can nominate someone they see “Roaring with PRIDE”.



Mission, Vision, Theme:

As a learning community, we recognize each child as an individual, provide a caring and respectful environment where each child can reach her/his full potential. Through our rigorous academic program, each child is challenged to be a problem solver and critical thinker. We foster life-long learners and commit to nurturing high self-esteem and respect for others with our Core Values that are embedded in all facets of our school day. These include Perseverance, Respect, Integrity, Diversity and Excellence. In partnership with the community, we provide opportunities for our students to become confident and creative builders of the future.



Awards, Recognition, Accomplishments:

Lakeview was recognized as a 2019 National School Of Character. Lakeview School achieved Bronze Tier Certification as a 2019 Future Ready School. Our team worked hard to demonstrate how we as educators use technology, media and digital content in our daily instruction to heighten student understanding. Our fourth and fifth grade lions participated in the National Geography Bee as well as a Spelling Bee.



Lakeview Elementary School

(27-1090-050)

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Courses, Curriculum, Instruction:

Subject area curricula reflect educational research and the Common Core Standards. Our students are immersed in a balanced literacy program and presented courses in Math, Science, STEM, Social Studies, Spanish, Music, Library, Technology and Art. Students learn about character education through our school counselors' lessons while also being offered choice in their learning through our Mastery Enrichment classes. ExPO provides further enrichment and challenge to identified students.



Clubs and Activities:

To complement our strong academic program, the students have the opportunity to join in a wide variety of clubs and extra-curricular activities allowing them to pursue their interests and make choices in their learning. Students can participate in Band, instrumental music, Math Club, K-Kids, Peer Mentors, Student Culture and Climate team and chorus. The PTA and its volunteers provide an Artist in Residency program called Let's Create Art. Our School Success Academy offers academic courses.



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Before and After School Programs:

We provide after school care through the YMCA on our campus for our kindergarten through fifth grade students to support our Lakeview families. Three afternoons a week our gifted staff offer enriching classes for the students that range from cooking to Set Design, Chess, Recycled Art and Sports. Students sign up for classes that run for six weeks and are offered five times a year.



Staff and Professional Learning:

Teachers are afforded time twice a week to collaborate with their colleagues, analyze data, and explore work samples to enhance student achievement. Days are set aside for professional learning that aim at helping teachers deliver innovative, quality instruction. Our literacy, math and technology coaches deliver continual professional development that is aligned with our goals and initiatives. The teaching staff is highly qualified and advanced degrees are held by many of our staff.



Lakeview Elementary School

(27-1090-050)

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2018-2019

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| | |
|--|---|
|  <p>Student Supports and Services:</p> | <p>Our I&RS teams work in partnership with parents to create action plans to support at risk learners with interventions both at school and home. Our interventions include Basic Skills, Reading Specialist support, ELL, Section 504 and Child Study Team services. The interventions chosen are based on the needs of the student. A wide range of programs are also offered to our students through their individualized educational plans. Our Special Education program includes a 3-tiered pre-school program.</p> |
|  <p>Student Health and Wellness:</p> | <p>We integrate flexible seating into classroom layouts and have yoga kits for all classrooms. Physical education is a priority. Students have recess daily, two PE classes a week, a running club and set goals for their physical health each year. The Denville Police officers come to the school and present a Drug Abuse Resistance Education program for students. Our school nurse is focused on helping students lead healthy lives. Our school counselors run a character education program.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Our parents play an integral role in our school activities. The A.R. Spinola PTA acknowledges strong teacher/family membership. It is instrumental in organizing and supporting an ambitious array of educational and family functions throughout the year. The events include field trips, assembly programs, Fun Fest, Olympic Day, Author's Day and a variety of family fun nights. The PTA and the Foundation of Denville continue to support the school through their generous and ongoing contributions. The district provides a parent portal account for each student where their report card, busing information etc. can easily be found. Parents are provided with all the login information when their children enter school for the first time.</p> |



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| | |
|--|---|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The survey used was developed through the Department of Education State of New Jersey and administered to meet the requirements of the law as well as continuing to improve the Culture and Climate of our school. It is administered one time per year to staff, administration, and students grades 3-5. A separate parent survey is also completed one time per year. Results are reviewed and improvement plans are developed through our C&C teams. Results continue to reveal satisfaction and feeling of being safe and secure in our school.</p> |
|  <p>Facilities:</p> | <p>The original building was built in 1957. B-Wing was built in 1966 and C-Wing in 2001. The current building contains 1 gym, 1 cafeteria, 1 APR, 40+ classrooms, 1 computer lab, 1 stem lab, 1 art room, 1 music room, 1 library media center, 10 + SGI/Offices and 2 contained outdoor classroom plazas. Our Peace Plaza and Environmental Garden are extraordinary outdoor learning environments. HVAC and AC in select areas. De-Stratification fans are located in the gym and 2 APRs.</p> |
|  <p>School Safety:</p> | <p>At Lakeview, a number of security walks occur throughout the day to monitor the school grounds. Staff are given professional development in school safety protocol and response on a yearly bases. Staff is trained in ALICE, for possible active shooter scenarios, as well as Share911, a web-based school security system. Security vestibules were constructed at the entrances of our buildings where visitors are required to log into the Lobby Guard system. There is a Class III Officer on duty every day at Lakeview.</p> |



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Technology and STEM:

Grades first through fifth attend technology classes in our computer lab once a week. The addition of Chromebooks in the classrooms has enabled the students to have access to technology on a daily basis in grades 3 through 5. This access to technology has improved the quality of the students' education including opportunities to collaborate with others, solve complex problems, think critically, develop leadership skills and improve motivation and productivity. Technology has greatly expanded the opportunities available to our students. In addition to the Chromebooks, we have document cameras, ipads, tablets and SMART Tables which continue to reflect our commitment to effectively using technology to support our students as they grow as learners and take responsibility for their own learning. The Next Generation Science standards are embedded in our hands on science program in our STEM Lab which all student visit once a week.



Early Childhood Education:

We only have a special education preschool program.



Lakeview Elementary School

(27-1090-050)

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Other Information

Lakeview is a community of learners. Our teachers work in well-established teams, led by a team leader, to collaborate, plan, analyze data and build collegiality. Our focus is on supporting the whole child and encouraging him/her to strive for her/his personal best. The faculty plans and orchestrates their lessons to engage and challenge the learners to reach their optimal potential. Many of our staff are members of professional organizations and hold advanced degrees. Lakeview believes ongoing learning is essential and should be modeled by all. We set clear expectations for students to engage in actions that demonstrate academic integrity, good sportsmanship, moral action and service to others which are staples in our character lessons. Readers/Writers workshop provides a perfect combination of whole, small, one-one & individual practice to maximize opportunities for all learners. Most importantly, student choice & interest is embraced through the learning goals students set for themselves regularly. Students take responsibility for their learning. Self-reflection is an important piece of continued growth for our students. Real world application in math engage and challenge our young mathematicians. Open communication with our parents is of paramount importance. District, school and staff websites are available. School Messenger, Twitter and the Parent portal are additional ways we keep parents informed. Our Peace Plaza, is an outdoor classroom that embraces our character education program displaying our Core Value banners reminding the students what we value as a learning community. The positive partnership of parents, teachers and administrators demonstrate that together we can make anything happen for the betterment of our children. This demonstration of passion, talent and caring, backed by active and involved parents is just one more example of what adds up to make Lakeview School a place where students and staff learn, lead and share.



Riverview Elementary School
(27-1090-070)
Grades Offered: KG-05
2018-2019

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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

Notes from the New Jersey Department of Education:



Riverview Elementary School
(27-1090-070)
Grades Offered: KG-05
2018-2019

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School Contact Information

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

| Type | Contact Information |
|----------------|---|
| County | Morris |
| District | Denville Township K-8 School District |
| Principal Name | Mrs. Christina Theodoropoulos |
| Address | 33 ST MARYS PLACE DENVILLE, NJ 07834 |
| Phone Number | 973-983-6545 |
| Email Address | ctheodoropoulos@denville.org |
| Website | http://rv.denville.org/ |
| Twitter | https://twitter.com/RV_Rockets?lang=en |



Riverview Elementary School
(27-1090-070)
Grades Offered: KG-05
2018-2019

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- N No Data is available to display
- † This indicates a table specific note, see note below table

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| KG | 52 | 67 | 67 |
| 1 | 51 | 51 | 72 |
| 2 | 63 | 55 | 52 |
| 3 | 68 | 68 | 56 |
| 4 | 50 | 65 | 69 |
| 5 | 88 | 56 | 66 |
| Total | 372 | 362 | 382 |

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

| Student Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female | 45.2% | 43.6% | 44.0% |
| Male | 54.8% | 56.4% | 56.0% |
| Economically Disadvantaged Students | 1.3% | 2.2% | 2.6% |
| Students with Disabilities | 16.9% | 17.1% | 19.1% |
| English Learners | 1.9% | 2.2% | 1.8% |
| Homeless Students | 0.3% | 0.0% | 0.0% |
| Students in Foster Care | 0.0% | 0.6% | 0.0% |
| Military-Connected Students | 0.0% | 0.0% | 0.0% |
| Migrant Students | 0.0% | 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 | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White | 80.9% | 80.7% | 80.1% |
| Hispanic | 8.1% | 8.0% | 7.6% |
| Black or African American | 1.1% | 1.1% | 1.0% |
| Asian | 7.3% | 6.4% | 5.8% |
| 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 | 2.7% | 3.9% | 5.5% |

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 | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 52 | 67 | 67 |

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 | 84.3% |
| Spanish | 4.2% |
| Chinese | 1.6% |
| Italian | 1.0% |
| Korean | 1.0% |
| Other Languages | 7.9% |



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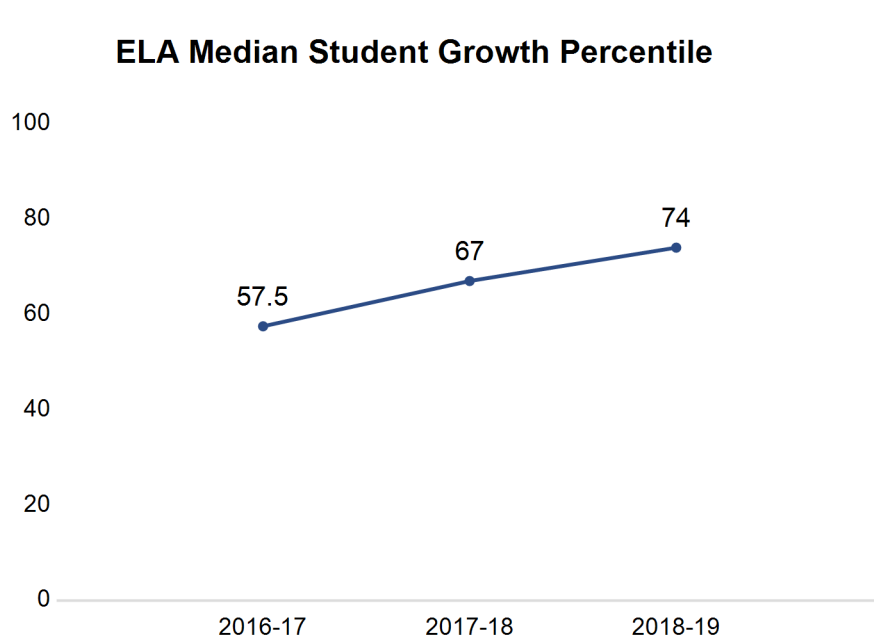
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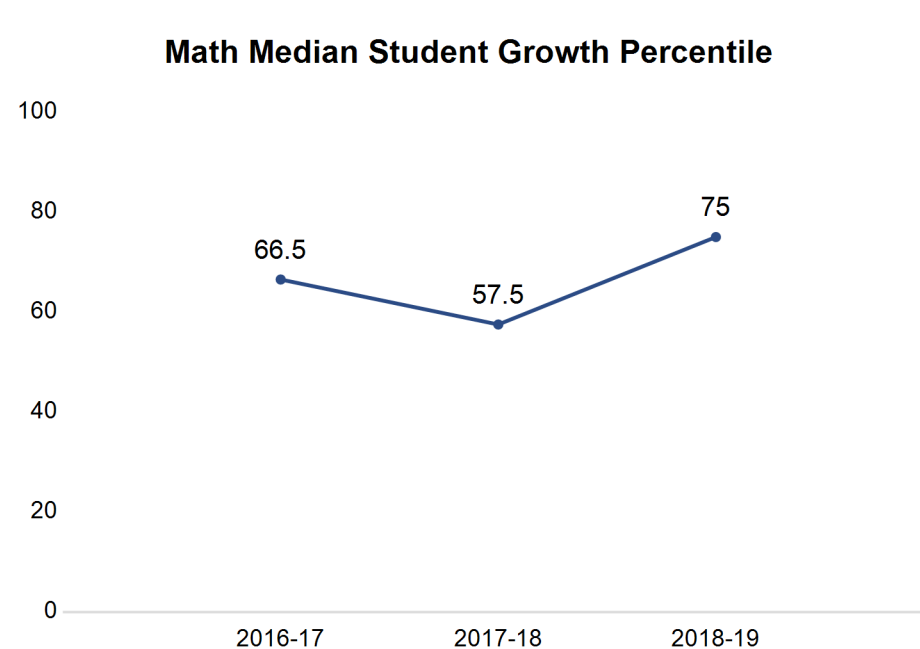
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|----------------|------------------|------------------|------------------|-----------------|------------------|
| Median Student Growth Percentile | 57.5 | 67 | 74 | 66.5 | 57.5 | 75 |
| Met Standard (40-59.5)? | Met Standard | Exceeds Standard | Exceeds Standard | Exceeds Standard | Met Standard | Exceeds Standard |
| Statewide: Median Student Growth Percentile | 50 | 50 | 50 | 50 | 50 | 50 |



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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 (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 (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 | 74 | 61 | 50 | Exceeds Standard | 75 | 53 | 50 | Exceeds Standard |
| White | 75 | 64 | 50 | Exceeds Standard | 73 | 53 | 52 | Exceeds Standard |
| Hispanic | * | 44 | 49 | ** | * | 50 | 47 | ** |
| Black or African American | * | 62 | 45 | ** | * | 65 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 63 | 59 | ** | * | 53 | 60 | ** |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | * | 40 | 49 | ** | * | 37 | 52 | ** |
| Female | 78.5 | 64 | 53 | N | 72 | 55 | 50 | N |
| Male | 67 | 60 | 47 | N | 76 | 51 | 51 | N |
| Economically Disadvantaged Students | * | 45.5 | 48 | ** | * | 57 | 46 | ** |
| Students with Disabilities | 66 | 65 | 43 | Exceeds Standard | 78 | 59.5 | 45 | Exceeds Standard |
| English Learners | * | 55 | 52 | ** | * | 59 | 50 | ** |
| Homeless Students | N | 36 | 43 | N | N | 49 | 44 | N |
| Students in Foster Care | N | * | 42 | N | N | * | 44 | N |
| Military-Connected Students | N | N | 49 | N | N | N | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |



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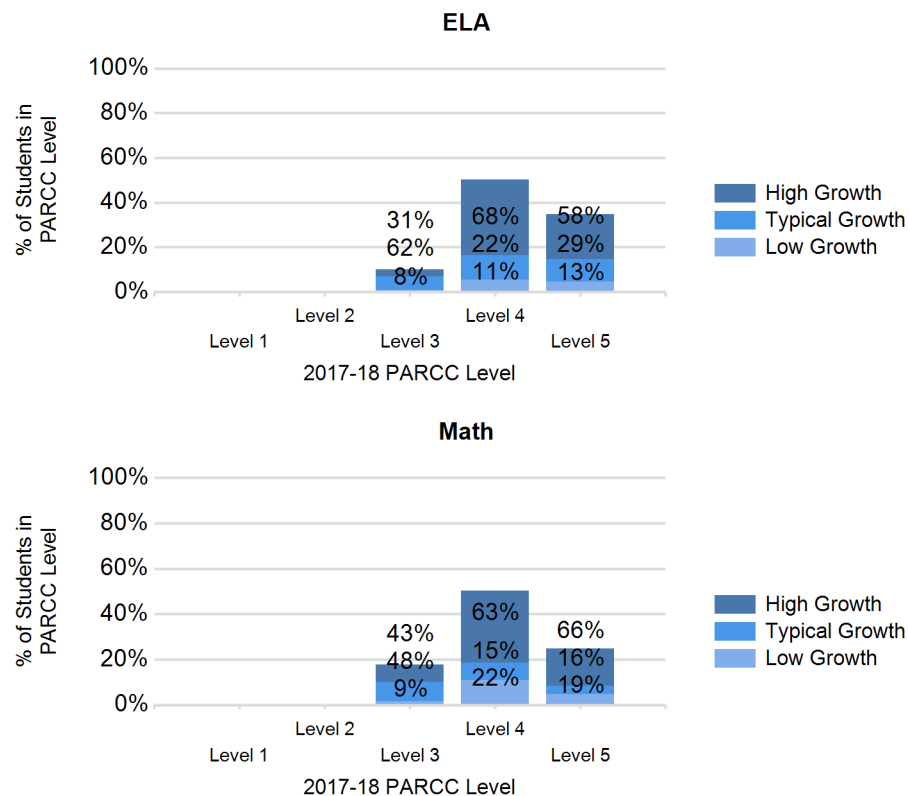
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

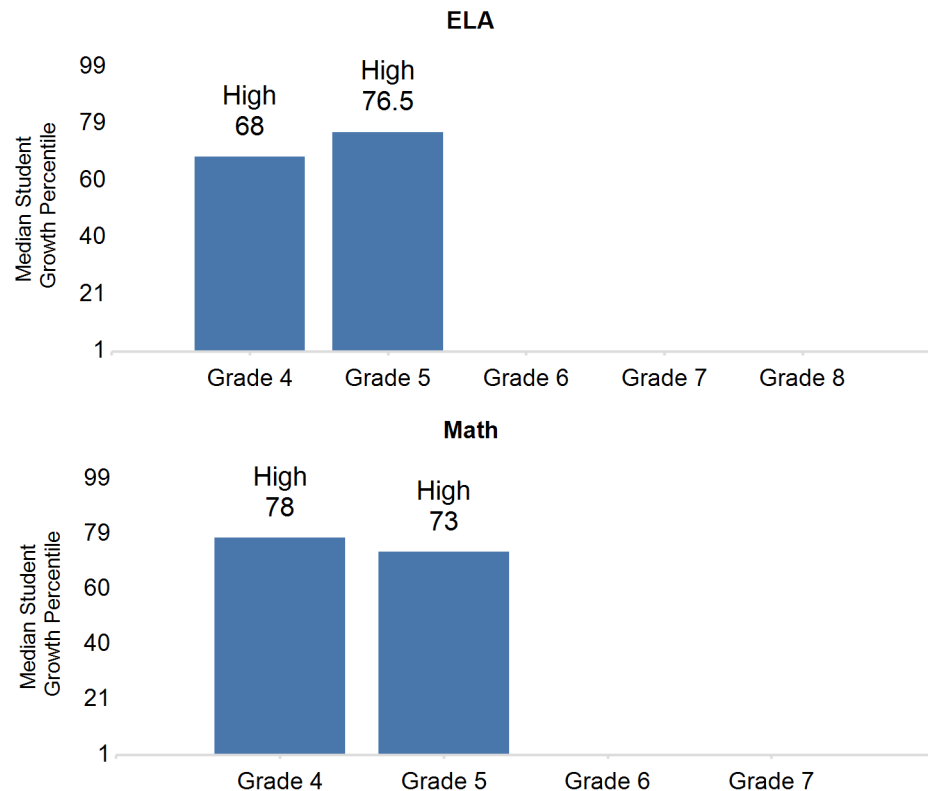
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





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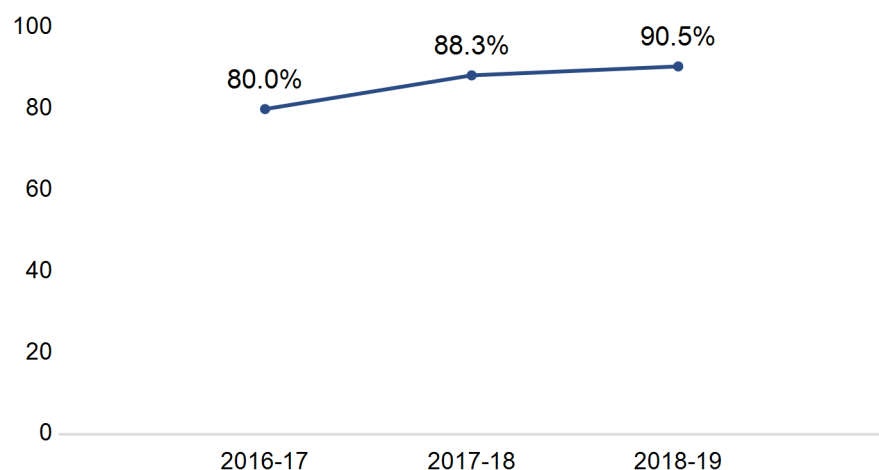
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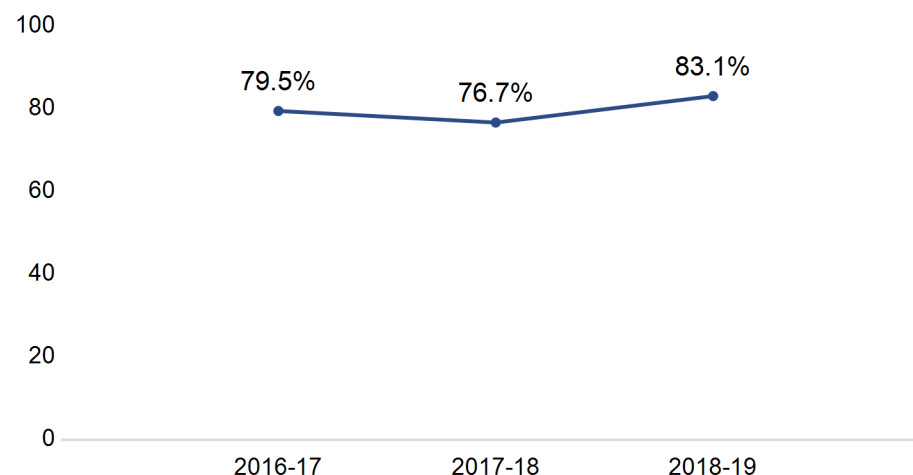
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate | 98.0% | 98.4% | 98.4% | 98.1% | 98.4% | 98.4% |
| Proficiency Rate for Federal Accountability | 80.0% | 88.3% | 90.5% | 79.5% | 76.7% | 83.1% |
| Annual Target | 77.0% | 77.1% | 77.3% | 63.0% | 63.9% | 64.8% |
| Met Annual Target? | Met Goal | Met Goal | Met Goal | Met Target | Met Target | Met Goal |
| Statewide Proficiency Rate for Federal Accountability | 54.9% | 56.7% | 57.9% | 43.5% | 45.0% | 44.5% |

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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 | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|---|---|--|---|-----------------------|---------------------------|
| Schoolwide | 189 | 98.4 | 90.5 | 83.3 | 57.9 | 90.5 | 77.3 | Met Goal |
| White | 151 | 98.1 | 90.7 | 84.5 | 66.9 | 90.7 | 77.9 | Met Goal |
| Hispanic | 13 | 100.0 | 84.6 | 78.9 | 43.9 | 84.6 | ** | ** |
| Black or African American | * | * | * | * | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 100.0 | 93.3 | 90.8 | 82.9 | 93.3 | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 88 | 100.0 | 93.2 | 88.1 | 64.8 | 93.2 | | |
| Male | 101 | 97.1 | 88.1 | 79.0 | 51.3 | 88.1 | | |
| Economically Disadvantaged Students | * | * | * | * | 40.0 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 67.9 | * | | |
| Students with Disabilities | 36 | 97.3 | 63.9 | 51.2 | 22.7 | 63.9 | 45.1 | Met Target |
| Students without Disabilities | 153 | 98.7 | 96.7 | 91.1 | 65.1 | 96.7 | | |
| English Learners | * | * | * | 58.3 | 29.3 | * | ** | ** |
| Non-English Learners | * | * | * | 83.9 | 60.6 | * | | |
| Homeless Students | N | N | N | 69.2 | 29.1 | N | | |
| Students In Foster Care | N | N | N | * | 27.6 | N | | |
| Military-Connected Students | N | N | N | N | 57.8 | N | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.



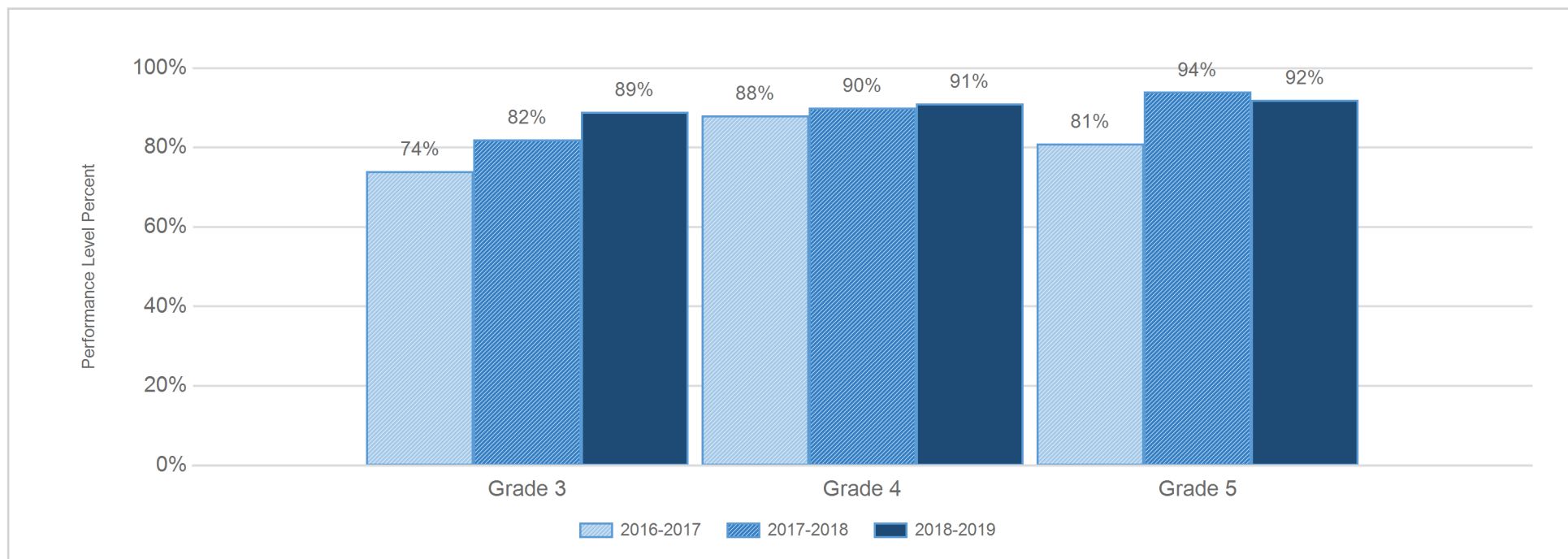
Riverview Elementary School
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 55 | 788 | 776 | 748 | * | 0% | * | 58% | 31% | 89% | 50% |
| White | 40 | 782 | 774 | 757 | 0% | 0% | * | * | * | 88% | 60% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 36% |
| Black or African American | N | N | * | 731 | N | N | N | N | N | N | 33% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 796 | 773 | * | * | * | * | * | * | 75% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 756 | * | * | * | * | * | * | 58% |
| Female | 23 | 801 | 783 | 753 | * | 0% | * | * | * | 91% | 55% |
| Male | 32 | 778 | 770 | 743 | * | 0% | * | * | * | 88% | 46% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 33% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 61% |
| Students with Disabilities | * | * | * | 719 | * | * | * | * | * | * | 24% |
| Students without Disabilities | * | * | * | 754 | * | * | * | * | * | * | 56% |
| English Learners | N | N | * | 713 | N | N | N | N | N | N | 17% |
| Non-English Learners | 55 | 788 | * | 751 | * | 0% | * | 58% | 31% | 89% | 54% |
| Homeless Students | N | N | * | 720 | N | N | N | N | N | N | 23% |
| Students in Foster Care | N | N | * | 720 | N | N | N | N | N | N | 21% |
| Military-Connected Students | N | N | N | 752 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24% |



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 68 | 793 | 786 | 755 | * | 0% | * | 38% | 53% | 91% | 57% |
| White | 59 | 793 | 786 | 763 | 0% | 0% | * | * | * | 92% | 67% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 44% |
| Black or African American | N | N | * | 739 | N | N | N | N | N | N | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 53% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64% |
| Female | 31 | 800 | 797 | 760 | * | 0% | * | * | * | 94% | 62% |
| Male | 37 | 787 | 778 | 750 | * | 0% | * | * | * | 89% | 53% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | * | 765 | * | * | * | * | * | * | 69% |
| Students with Disabilities | 15 | 763 | 760 | 725 | * | 0% | * | * | * | 73% | 25% |
| Students without Disabilities | 53 | 801 | 792 | 761 | * | 0% | * | * | * | 96% | 64% |
| English Learners | * | * | * | 720 | * | * | * | * | * | * | 17% |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Homeless Students | N | N | * | 730 | N | N | N | N | N | N | 29% |
| Students in Foster Care | N | N | * | 729 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 58% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25% |



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 65 | 796 | 785 | 756 | 0% | * | * | 49% | 43% | 92% | 58% |
| White | 51 | 798 | 786 | 764 | 0% | * | * | 49% | 45% | 94% | 68% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 44% |
| Black or African American | * | * | * | 739 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 790 | 781 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | N | 753 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 65% |
| Female | 33 | 804 | 791 | 761 | 0% | * | * | * | * | 97% | 64% |
| Male | 32 | 787 | 778 | 750 | 0% | * | * | * | * | 88% | 52% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Non-Economically Disadvantaged Students | * | * | * | 766 | * | * | * | * | * | * | 69% |
| Students with Disabilities | 13 | 760 | 763 | 724 | 0% | * | * | * | * | 62% | 23% |
| Students without Disabilities | 52 | 805 | 791 | 762 | 0% | * | * | * | * | 100% | 65% |
| English Learners | * | * | * | 713 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Homeless Students | N | N | * | 730 | N | N | N | N | N | N | 29% |
| Students in Foster Care | N | N | N | 729 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 723 | N | N | N | N | N | N | 26% |



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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 | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|---|---|--|---|-----------------------|---------------------------|
| Schoolwide | 189 | 98.4 | 83.1 | 66.6 | 44.5 | 83.1 | 64.8 | Met Goal |
| White | 151 | 98.1 | 81.5 | 67.2 | 54.1 | 81.5 | 66.7 | Met Goal |
| Hispanic | 13 | 100.0 | 84.6 | 58.7 | 28.8 | 84.6 | ** | ** |
| Black or African American | * | * | * | * | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 100.0 | 93.3 | 82.7 | 76.5 | 93.3 | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 88 | 100.0 | 85.2 | 68.5 | 44.9 | 85.2 | | |
| Male | 101 | 97.1 | 81.2 | 64.9 | 44.2 | 81.2 | | |
| Economically Disadvantaged Students | * | * | * | * | 26.3 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 54.9 | * | | |
| Students with Disabilities | 36 | 97.3 | 52.8 | 29.5 | 17.4 | 52.8 | 38.9 | Met Target |
| Students without Disabilities | 153 | 98.7 | 90.2 | 75.5 | 50.0 | 90.2 | | |
| English Learners | * | * | * | 50.0 | 25.0 | * | ** | ** |
| Non-English Learners | * | * | * | 67.0 | 46.5 | * | | |
| Homeless Students | N | N | N | 38.5 | 17.1 | N | | |
| Students In Foster Care | N | N | N | * | 17.1 | N | | |
| Military-Connected Students | N | N | N | N | 46.4 | N | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



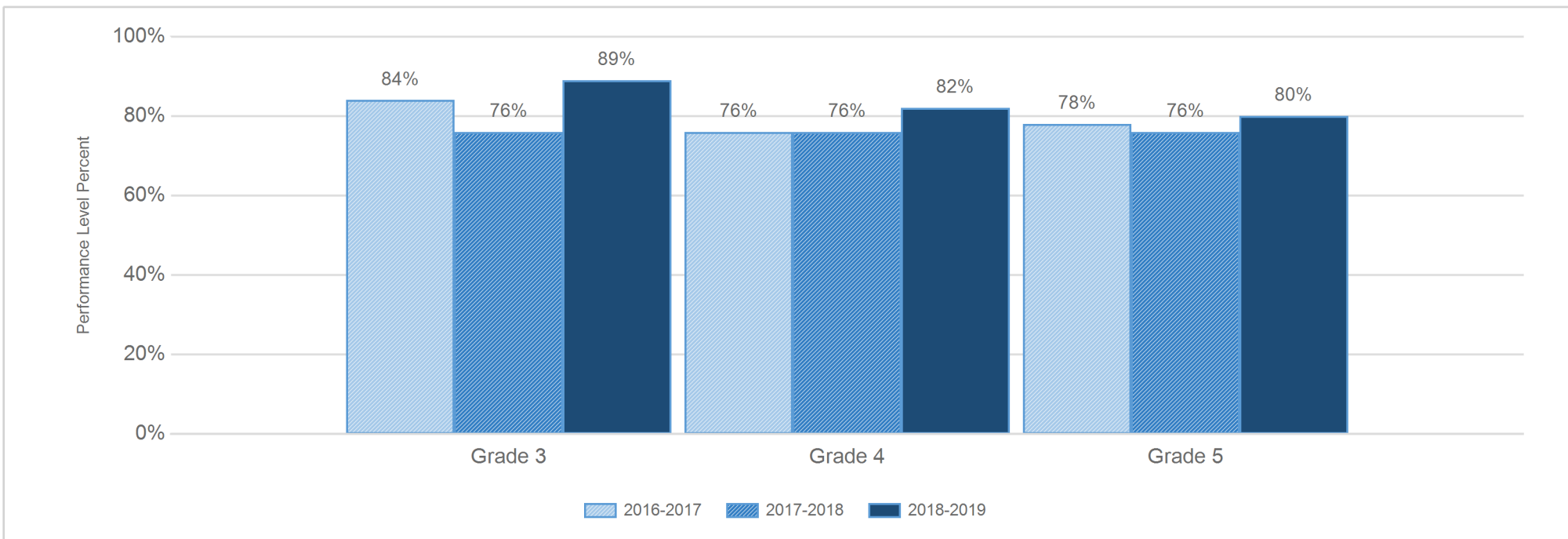
Riverview Elementary School
(27-1090-070)
Grades Offered: KG-05
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 55 | 778 | 768 | 752 | 0% | * | * | 58% | 31% | 89% | 55% |
| White | 40 | 778 | 767 | 760 | 0% | * | * | 60% | 28% | 88% | 66% |
| Hispanic | * | * | * | 739 | * | * | * | * | * | * | 40% |
| Black or African American | N | N | * | 735 | N | N | N | N | N | N | 35% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 781 | 778 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 62% |
| Female | 23 | 785 | 770 | 751 | 0% | * | * | * | * | 87% | 54% |
| Male | 32 | 774 | 766 | 752 | 0% | * | * | * | * | 91% | 56% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 37% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 67% |
| Students with Disabilities | * | * | * | 731 | * | * | * | * | * | * | 31% |
| Students without Disabilities | * | * | * | 756 | * | * | * | * | * | * | 60% |
| English Learners | N | N | * | 728 | N | N | N | N | N | N | 26% |
| Non-English Learners | 55 | 778 | * | 754 | 0% | * | * | 58% | 31% | 89% | 58% |
| Homeless Students | N | N | * | 724 | N | N | N | N | N | N | 23% |
| Students in Foster Care | N | N | * | 725 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 754 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28% |



Riverview Elementary School
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 68 | 779 | 773 | 749 | 0% | * | * | 50% | 32% | 82% | 51% |
| White | 59 | 779 | 773 | 757 | 0% | * | * | 49% | 32% | 81% | 62% |
| Hispanic | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Black or African American | N | N | * | 731 | N | N | N | N | N | N | 29% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 776 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58% |
| Female | 31 | 782 | 777 | 749 | 0% | * | * | * | * | 90% | 50% |
| Male | 37 | 776 | 769 | 749 | 0% | * | * | * | * | 76% | 52% |
| Economically Disadvantaged Students | * | * | * | 734 | * | * | * | * | * | * | 32% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 63% |
| Students with Disabilities | 15 | 756 | 747 | 726 | 0% | * | * | * | * | 60% | 25% |
| Students without Disabilities | 53 | 785 | 779 | 754 | 0% | * | * | * | * | 89% | 56% |
| English Learners | * | * | * | 722 | * | * | * | * | * | * | 18% |
| Non-English Learners | * | * | * | 751 | * | * | * | * | * | * | 54% |
| Homeless Students | N | N | * | 722 | N | N | N | N | N | N | 19% |
| Students in Foster Care | N | N | * | 724 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 753 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16% |



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 65 | 778 | 770 | 747 | 0% | * | * | 45% | 35% | 80% | 47% |
| White | 51 | 781 | 770 | 755 | 0% | * | * | 41% | 37% | 78% | 58% |
| Hispanic | * | * | * | 735 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 23% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 776 | 775 | * | * | * | * | * | * | 80% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Female | 33 | 782 | 771 | 747 | 0% | * | * | * | * | 82% | 47% |
| Male | 32 | 775 | 768 | 747 | 0% | * | * | * | * | 78% | 47% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Students with Disabilities | 13 | 753 | 752 | 725 | 0% | * | * | * | * | 46% | 19% |
| Students without Disabilities | 52 | 785 | 774 | 752 | 0% | * | * | * | * | 88% | 52% |
| English Learners | * | * | * | 718 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49% |
| Homeless Students | N | N | * | 723 | N | N | N | N | N | N | 17% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 17% |



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DLM Alternate Assessment - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 3 | N | N |
| 4 | * | * |
| 5 | 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

| Student Group | Percent of English Learners Making Expected Growth to Proficiency | 2018-19 Target | Met Target? |
|-----------------------------|---|----------------|-------------|
| Schoolwide/English Learners | * | * | * |

† 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 | N | N | N |
| 5 or more | * | * | * |



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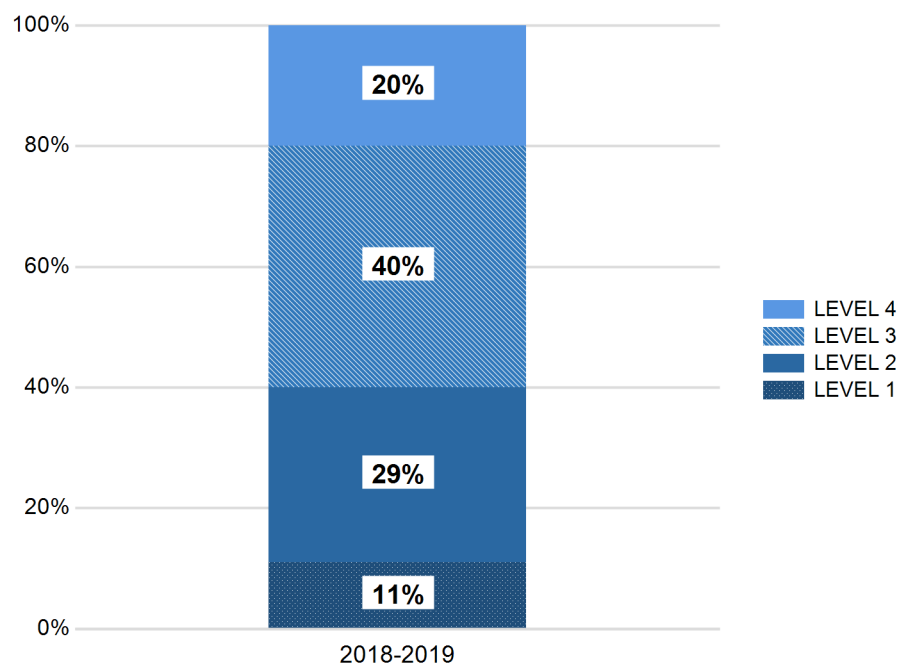
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---|-----------|-----------|-----------|-----------|
| Schoolwide | 11 | 29 | 40 | 20 |
| White | 8 | 31 | 37 | 24 |
| Hispanic | * | * | * | * |
| Black or African American | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | * | * | * | * |
| Female | 6 | 36 | 42 | 15 |
| Male | 16 | 22 | 38 | 25 |
| Economically Disadvantaged Students | * | * | * | * |
| Non-Economically Disadvantaged Students | * | * | * | * |
| Students with Disabilities | 42 | 42 | 17 | 0 |
| Students without Disabilities | 4 | 26 | 45 | 25 |
| English Learners | * | * | * | * |
| Non-English Learners | * | * | * | * |
| Homeless Students | N | N | N | N |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | N | N | N | N |
| Migrant Students | N | N | N | N |



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

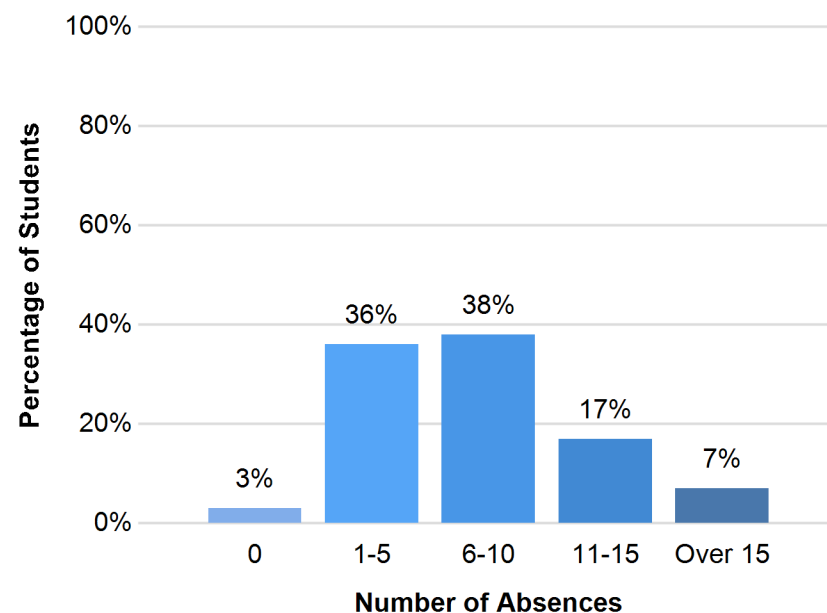
Chronic Absenteeism

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 | 16 | 4.2 | 8.9 | Met |
| White | 11 | 3.6 | 8.9 | Met |
| Hispanic | 1 | 3.3 | 8.9 | Met |
| Black or African American | * | * | ** | ** |
| Asian, Native Hawaiian, or Pacific | 2 | 9.1 | 8.9 | Not Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | * | * | 8.9 | Met |
| Female | 6 | 3.6 | | |
| Male | 10 | 4.7 | | |
| Economically Disadvantaged Students | 1 | 10.0 | ** | ** |
| Students with Disabilities | 4 | 5.4 | 8.9 | Met |
| English Learners | * | * | ** | ** |
| Homeless Students | N | N | | |
| Students in Foster Care | N | N | | |
| Military-Connected Students | N | N | | |
| Migrant Students | N | N | | |

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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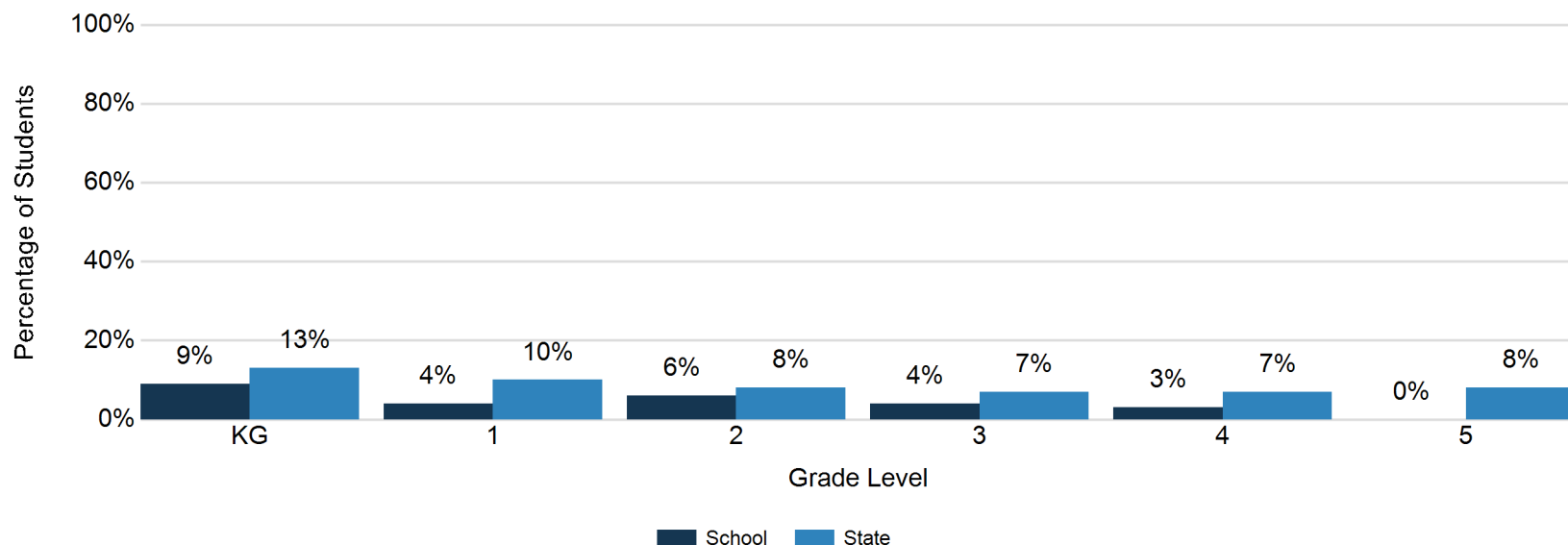
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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 | 0 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 1 |
| Incidents Per 100 Students Enrolled | 0.26 |

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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 | 1 | 0 | 1 |
| Disability | 0 | 0 | 0 |
| Other | 1 | 1 | 2 |
| No Identified Nature | 0 | | 0 |

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 |

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 | 8:40 AM |
| Typical End Time | 3:33 PM |
| Length of School Day | 6 Hrs 53 Mins |
| Full Time - Instructional Time | 6 Hrs 13 Mins |
| Shared Time - Instructional Time | 6 Hrs. 13 Mins. |

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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 |
|-------------|-------------------------|
| 2018-19 | 1:1 |



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 41 | 118,214 |
| Average years experience in public schools | 8.5 | 12.1 |
| Average years experience in district | 8.3 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 58.5% | 75.3% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 10 | 9,530 |
| Average years experience in public schools | 8.9 | 16.0 |
| Average years experience in district | 7.0 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 70.0% | 76.9% |

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 | 9:1 | 10:1 |
| Students to Administrators | 191:1 | 163:1 |
| Teachers to Administrators | 21:1 | 16:1 |
| Students to Librarians/Media Specialists | | 813:1 |
| Students to Nurses | | 325:1 |
| Students to Counselors | | 325:1 |
| Students to Child Study Team Members | | 203:1 |



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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 and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

| Category | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female | 44.0% | 95.1% | 100.0% | 48.4% | 77.1% | 54.9% |
| Male | 56.0% | 4.9% | 0.0% | 51.6% | 22.9% | 45.1% |
| White | 80.1% | 100.0% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 7.6% | 0.0% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 1.0% | 0.0% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 5.8% | 0.0% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 5.5% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



Riverview Elementary School
(27-1090-070)
Grades Offered: KG-05
2018-2019

Report Key:

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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 and Administrators - Level of Education

This chart shows the highest level of education attained by 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



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2017-18 Teachers: Same district 2018-19 | 89.2% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 90.0% | 87.9% |

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 |
|-------------|----------------|
| 2018-19 | 97.6% |



Riverview Elementary School
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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Riverview Elementary School
(27-1090-070)
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2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

| | |
|---|---------------|
| Status for 2020-21 School Year | Not in Status |
| Category of Identification | n/a |
| Year Eligible to Exit Status | n/a |
| Student Group Status: White | |
| Student Group Status: Hispanic | |
| Student Group Status: Black or African American | |
| Student Group Status: Asian, Native Hawaiian, or Pacific Islander | |
| Student Group Status: American Indian or Alaska Native | |
| Student Group Status: Two or More Races | |
| Student Group Status: Economically Disadvantaged Students | |
| Student Group Status: Students with Disabilities | |
| Student Group Status: English Learners | |

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Riverview Elementary School
(27-1090-070)
Grades Offered: KG-05
2018-2019

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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| ELA Proficiency | 80.0% | 88.3% | 90.5% |
| Math Proficiency | 79.5% | 76.7% | 83.1% |
| ELA Growth | 58 | 67 | 74 |
| Math Growth | 66 | 58 | 75 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | * | * |
| Chronic Absenteeism | 4.3% | 4.1% | 4.2% |

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Riverview Elementary School

(27-1090-070)

Grades Offered: KG-05

2018-2019

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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(27-1090-070)
Grades Offered: KG-05
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

| 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 | Met Goal | Met Goal | Exceeds Standard | Exceeds Standard | ** | Met | No |
| White | Met Goal | Met Goal | Exceeds Standard | Exceeds Standard | n/a | Met | No |
| Hispanic | ** | ** | ** | ** | n/a | Met | No |
| Black or African American | ** | ** | ** | ** | n/a | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | ** | ** | n/a | Not Met | No |
| American Indian or Alaska Native | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | ** | ** | ** | ** | n/a | Met | No |
| Economically Disadvantaged Students | ** | ** | ** | ** | n/a | ** | No |
| Students with Disabilities | Met Target | Met Target | Exceeds Standard | Exceeds Standard | n/a | Met | No |
| English Learners | ** | ** | ** | ** | ** | ** | 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 the school or district directly.



Highlights:

- Riverview School was awarded a 2019-2024 National School of Character.
- Riverview School was awarded Bronze Tier Certified School for Future Ready Schools of New Jersey.
- Riverview School was ranked #81 in the Top 200 New Jersey Schools with the Best Teachers.



Mission, Vision, Theme:

Riverview School educates the whole child by engaging all learners in a rigorous academic curricula and social-emotional character development. Our learning community fosters respectful, responsible, and empathetic citizens that are able to meet challenges with grit and grace. Riverview School utilizes the ROCKET acronym as a guide for students' behavior, habits, actions and social emotional learning and character development. A Riverview Rocket is a Respectful, Optimistic, Compassionate, Kind, Empathetic, Team Player. The schools focus is on creating responsible citizens and forming a positive environment in which all can succeed.



Awards, Recognition, Accomplishments:

Riverview became a New Jersey School of Character for our work with character education and Social Emotional Learning. Students were involved in a school wide service learning project that focused on peace and empathy. Students learned about homelessness and collected items For Family Promise of Morris County to support children and families struggling with homelessness. One of our third grade teachers was awarded "Staff Member of the Year" by the district for her commitment to excellence in education and for going above and beyond for her students. Each month students were recognized as "Students of the Month" because of their excellent behavior.



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Courses, Curriculum, Instruction:

Riverview School offers students a rigorous curriculum that is fully aligned to the New Jersey Student Learning Standards. Our students are immersed in a balanced literacy program and presented courses in Math, Science, STEM, Social Studies, Spanish, Music, Library, Technology and Art. Students learn about character education through our school counselor's lessons while also being offered choice in their learning through our Mastery Enrichment classes. Morning meetings conducted daily in every classroom enable students to feel connected and strengthen their social emotional skills. Community members, such as Veterans and district stakeholders, such as bus drivers attend these morning meetings as well. ExPO provides further enrichment and challenge to identified students.



Clubs and Activities:

Students are offered diverse learning experiences that take into account their interests, strengths and choice. Students can participate in band, instrumental music, Math Club, K-Kids, Peer Mentors, Student Culture and Climate team and choir. The PTA and Foundation of Denville support the Artist-in-Residency programs such as World Dance and Spirit Tree Residency in which students learn through the arts. Our School Success Academy offers academic courses.



Riverview Elementary School

(27-1090-070)

Grades Offered: KG-05



2018-2019

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| | |
|---|---|
|  <p>Before and After School Programs:</p> | <p>Riverview School offers after school enrichment classes that cater to student interests ranging from art and cooking classes, to Legos and sports and games. Students sign up for classes that run for six weeks and are offered several times a year. Our talented staff instruct the classes allowing students to pursue their interests through a variety of fun and engaging courses. Our Kids Club offers before school and after care sponsored by the YMCA.</p> |
|  <p>Staff and Professional Learning:</p> | <p>Professional development is of highest priority. Days are set aside for professional learning that aim towards helping teachers deliver innovative, quality instruction. Teachers meet twice a week as a team to explore student work samples, analyze data, and collaborate to further enhance student achievement. Ongoing professional development for our teachers is supported by our literacy, math and technology coaches. Staff turnkey innovative instructional strategies through our "IGNITE" faculty meetings.</p> |






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| | |
|--|---|
|  <p>Student Supports and Services:</p> | <p>To support students with identified needs, Basic Skills Instruction, Reading Specialist support, Orton Gillingham Instruction, ELL, Early Connections and Child Study Team services provide differentiated instructional assistance. A wide range of programs are offered to our students through their individualized educational plans and 504 plans. Our I&RS teams work to create action plans that provide specific interventions to help our struggling learners.</p> |
|  <p>Student Health and Wellness:</p> | <p>Movement is incorporated into instruction whenever possible. Exercise and physical activity are integrated throughout the day by offering recess daily and PE classes twice a week. Through the PE/health program, children develop an appreciation for fitness and exercise as well as making healthy choices. Students participate in Work Out Wednesdays. With the cooperation of the Denville Police Department, officers come to the school and present a LEAD (Law Enforcement Against Drugs) program for students. Our nurse helps students develop healthy habits.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Riverview has an active Parent Teacher Association with parents that spend many hours volunteering in a wide array of activities throughout the school. The parents have organized such important events as the annual Fun Fair, the Fast Track Tricky Tray, Apex Fun Run and other events to provide engaging and fun opportunities for our students. The PTA Apex Fun Run helped purchase products for our new Sensory Room and Beam Projector. The generous support from the PTA and the Foundation of Denville help finance programs and materials that enhance our students' educational experiences. Parents can access student information through the Genesis parent portal.</p> |






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| | |
|--|--|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school culture and climate survey was conducted. Students in grades three through five participated in the survey as well as teachers, parents, administrators and community members. Input was gathered on a variety of topics ranging from bullying, to feelings about connectedness. The results from the survey were analyzed for patterns and trends. The School Culture and Climate team used the survey in order to continue to foster and promote a positive school climate.</p> |
|  <p>Facilities:</p> | <p>Riverview School provides an optimal learning environment for our students. The facilities include a STEM lab, modern computer lab, gym, spacious art room and music room. The library has been newly renovated and reconstructed to create an innovative and welcoming literary space. The new Sensory Room and SEL Nook are wonderful additions that provide students with opportunities to learn self-regulation techniques. The spaces are highly maintained. The new Rocket play area was a great extension to our playground. Riverview School provides safe and organized settings for students to learn, play and grow.</p> |
|  <p>School Safety:</p> | <p>High importance is placed on school safety and security. Class three officers monitor the schools in our district on a rotating basis. All doors are locked and visitors must be buzzed in. Visitors must enter through the vestibule and scan their license through the Lobby Guard System before being admitted into the school. All staff receives annual training on school safety and security. The district has a close working relationship with the Denville Police Department.</p> |



Riverview Elementary School

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Technology and STEM:

Technology is incorporated into classroom instruction. Every classroom has a SMARTboard and laptops. The third through fifth grade classes have Chromebooks for each student. Students attend the STEM Lab class once a week which is conducted by our Science Specialist. Students also learn technology skills through the Computer Lab classes offered weekly.



Riverview Elementary School

(27-1090-070)

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Other Information

"Riverview School's vision involves working collaboratively to help students develop a strong academic foundation, believing in and fostering their ability to be successful, and instilling a love of learning. Instruction centers around preparing students to be "life ready". Our mission statement acts as a guide for all our decisions. Our learning community is dedicated to helping students develop the skills and mindset to ensure future successes and become responsible global citizens. The staff is proud of the rich experiences that are provided for the students to embrace 21st century knowledge and skills. Instruction is enhanced in the classrooms with the meaningful use of technology such as wireless laptops, Chromebooks and SMART Boards. Students are provided with a plethora of strategies to become successful readers and writers through the workshop model. We are utilizing the newly adopted Teachers College Phonics program in Kindergarten and first grade. Math skills are taught using authentic learning experiences that engage students and provide them with multi-sensory and multi-modal learning activities. Student data is used to target instruction and differentiate their learning. We address the needs of the "whole" child by strengthening students social and emotional skills as well as their academic skills. The Sensory Room allows students to learn about the Zones of Regulation and receive the sensory breaks and input to help them to be successful in the classroom. The newly purchased Beam Projector allows students to move and play indoors during inclement weather. The Riverview Rocket Mascot is used to impact the connectedness between our school vision and character education. It reminds students to display their R.O.C.K.E.T (Respectful, Optimistic, Compassionate, Kind, Empathetic Team Players) behavior. Student led assemblies help students learn from their peers about the character traits of our ROCKET acronym through skits, poems, artwork and



Valleyview Middle School
(27-1090-080)
Grades Offered: 06-08
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



Valleyview Middle School

(27-1090-080)

Grades Offered: 06-08

2018-2019

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School Contact Information

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

| Type | Contact Information |
|----------------|---|
| County | Morris |
| District | Denville Township K-8 School District |
| Principal Name | Mr. Paul Iantosca |
| Address | 320 DIAMOND SPRING ROAD DENVER, NJ 07834 |
| Phone Number | 973-983-6535 |
| Email Address | pianosca@denville.org |
| Website | http://www.vv.denville.org/ |
| Twitter | https://twitter.com/ValleyviewMS?lang=en |



Valleyview Middle School
(27-1090-080)
Grades Offered: 06-08
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| 6 | 181 | 221 | 182 |
| 7 | 190 | 184 | 223 |
| 8 | 203 | 191 | 185 |
| Total | 574 | 596 | 590 |

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

| Student Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female | 46.9% | 46.6% | 47.1% |
| Male | 53.1% | 53.4% | 52.9% |
| Economically Disadvantaged Students | 3.5% | 4.5% | 4.6% |
| Students with Disabilities | 19.0% | 18.8% | 18.3% |
| English Learners | 0.0% | 0.5% | 0.7% |
| Homeless Students | 0.7% | 0.5% | 1.5% |
| Students in Foster Care | 0.3% | 0.3% | 0.5% |
| Military-Connected Students | 0.0% | 0.0% | 0.0% |
| Migrant Students | 0.0% | 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 | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White | 79.6% | 76.3% | 72.4% |
| Hispanic | 8.4% | 9.4% | 10.8% |
| Black or African American | 2.3% | 3.4% | 2.9% |
| Asian | 7.3% | 8.7% | 9.7% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.2% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.2% |
| Two or More Races | 2.4% | 2.2% | 3.9% |

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 | 78.1% |
| Spanish | 6.3% |
| Portuguese | 2.2% |
| Chinese | 1.9% |
| Polish | 1.5% |
| Other Languages | 10.0% |



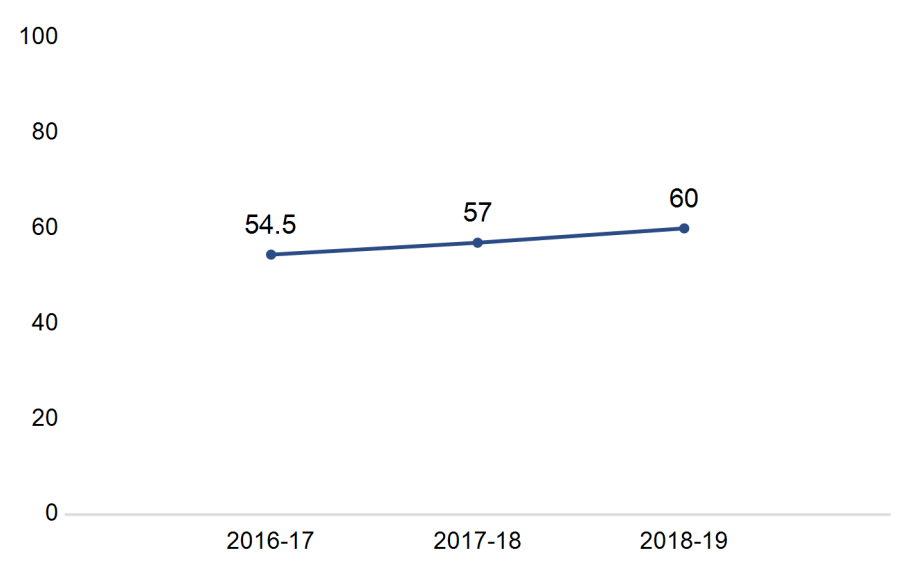
Valleyview Middle School
 (27-1090-080)
 Grades Offered: 06-08
 2018-2019

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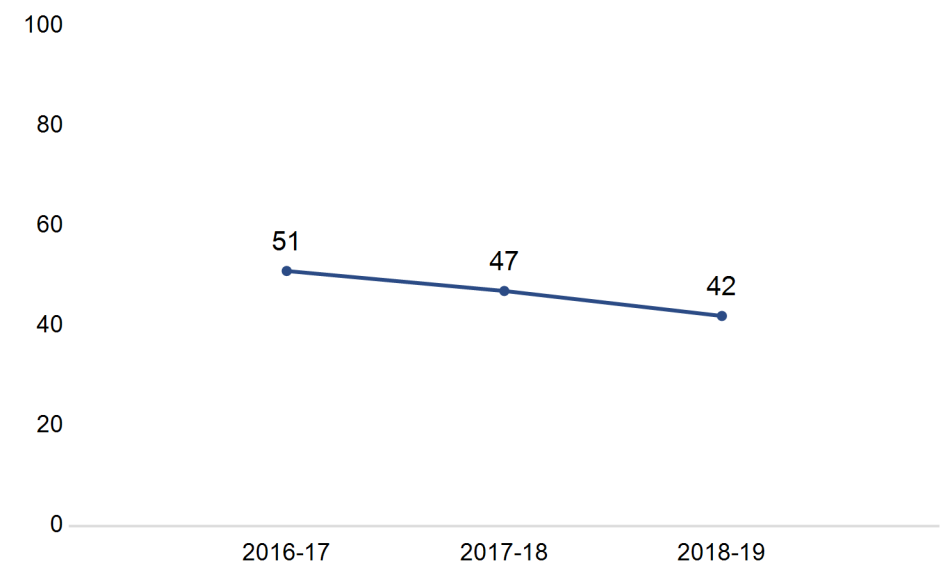
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|--------------|--------------|------------------|--------------|--------------|--------------|
| Median Student Growth Percentile | 54.5 | 57 | 60 | 51 | 47 | 42 |
| Met Standard (40-59.5)? | Met Standard | Met Standard | Exceeds Standard | Met Standard | Met Standard | Met Standard |
| Statewide: Median Student Growth Percentile | 50 | 50 | 50 | 50 | 50 | 50 |



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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 (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 (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 | 60 | 61 | 50 | Exceeds Standard | 42 | 53 | 50 | Met Standard |
| White | 61 | 64 | 50 | Exceeds Standard | 41 | 53 | 52 | Met Standard |
| Hispanic | 44.5 | 44 | 49 | Met Standard | 48.5 | 50 | 47 | Met Standard |
| Black or African American | 64 | 62 | 45 | ** | * | 65 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 56 | 63 | 59 | Met Standard | 36 | 53 | 60 | Not Met |
| American Indian or Alaska Native | * | * | 56 | ** | * | * | 51.5 | ** |
| Two or More Races | 40 | 40 | 49 | Met Standard | 28.5 | 37 | 52 | ** |
| Female | 60 | 64 | 53 | N | 42.5 | 55 | 50 | N |
| Male | 60 | 60 | 47 | N | 41 | 51 | 51 | N |
| Economically Disadvantaged Students | 44 | 45.5 | 48 | Met Standard | 57.5 | 57 | 46 | ** |
| Students with Disabilities | 58.5 | 65 | 43 | Met Standard | 51 | 59.5 | 45 | Met Standard |
| English Learners | * | 55 | 52 | ** | * | 59 | 50 | ** |
| Homeless Students | * | 36 | 43 | N | * | 49 | 44 | N |
| Students in Foster Care | * | * | 42 | N | * | * | 44 | N |
| Military-Connected Students | N | N | 49 | N | N | N | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |



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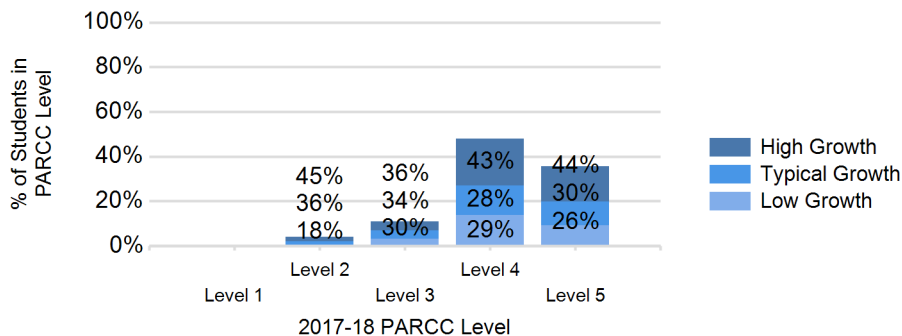
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

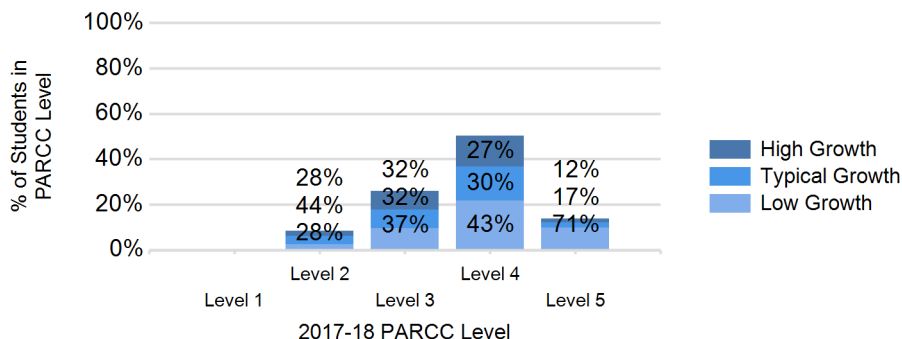
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA



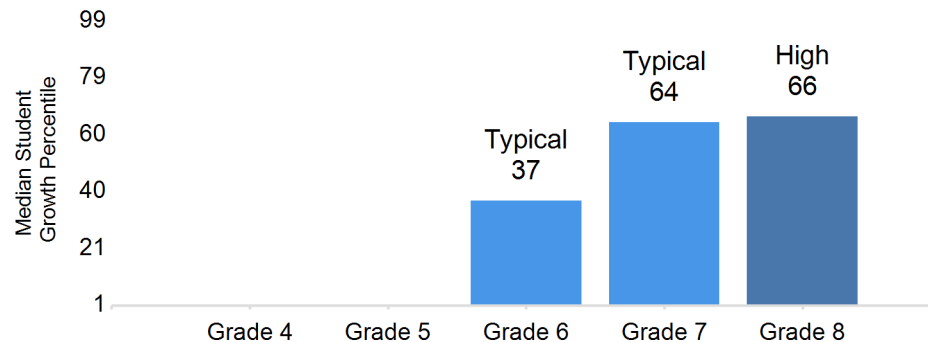
Math



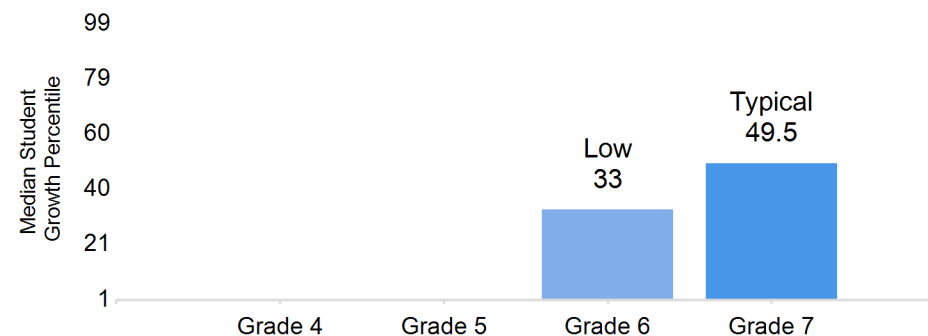
Student Growth by Grade

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

ELA



Math





Valleyview Middle School
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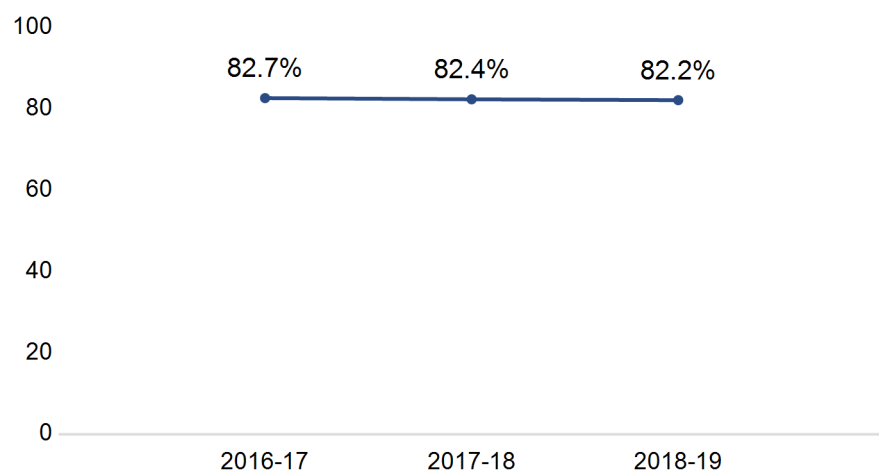
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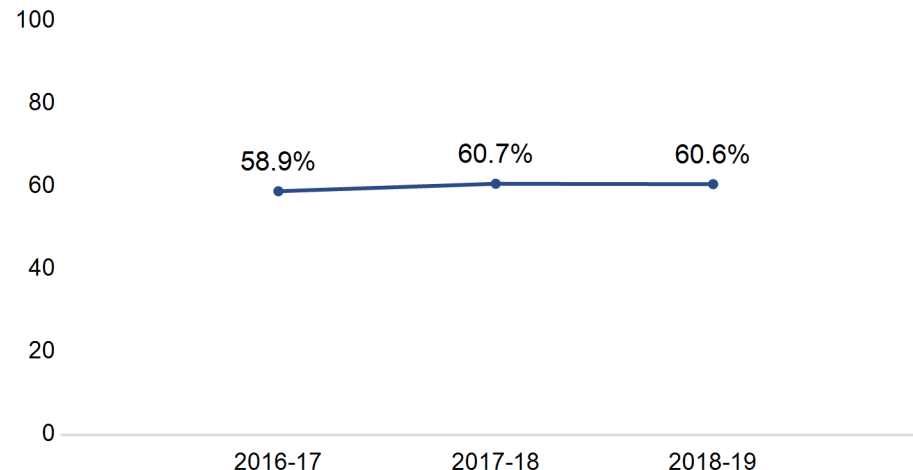
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate | 97.1% | 97.8% | 98.2% | 97.1% | 97.8% | 98.1% |
| Proficiency Rate for Federal Accountability | 82.7% | 82.4% | 82.2% | 58.9% | 60.7% | 60.6% |
| Annual Target | 80.0% | 80.0% | 80.0% | 59.6% | 60.6% | 61.7% |
| Met Annual Target? | Met Goal | Met Goal | Met Goal | Met Target† | Met Target | Met Target† |
| Statewide Proficiency Rate for Federal Accountability | 54.9% | 56.7% | 57.9% | 43.5% | 45.0% | 44.5% |

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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 | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 580 | 98.2 | 82.2 | 83.3 | 57.9 | 82.2 | 80 | Met Goal |
| White | 423 | 97.9 | 83.9 | 84.5 | 66.9 | 83.9 | 80 | Met Goal |
| Hispanic | 60 | 98.4 | 81.7 | 78.9 | 43.9 | 81.7 | 64.3 | Met Goal |
| Black or African American | * | * | * | * | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 57 | 98.3 | 89.5 | 90.8 | 82.9 | 89.5 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 56.0 | * | ** | ** |
| Two or More Races | 21 | 100.0 | 61.9 | * | 64.4 | 61.9 | N | N |
| Female | 269 | 97.5 | 87.7 | 88.1 | 64.8 | 87.7 | | |
| Male | 311 | 98.7 | 77.5 | 79.0 | 51.3 | 77.5 | | |
| Economically Disadvantaged Students | 27 | 96.6 | 51.9 | * | 40.0 | 51.9 | 62 | Met Target† |
| Non-Economically Disadvantaged Students | 553 | 98.2 | 83.7 | * | 67.9 | 83.7 | | |
| Students with Disabilities | 108 | 94.0 | 47.2 | 51.2 | 22.7 | 47.1 | 44.4 | Met Target |
| Students without Disabilities | 472 | 99.2 | 90.3 | 91.1 | 65.1 | 90.3 | | |
| English Learners | * | * | * | 58.3 | 29.3 | * | ** | ** |
| Non-English Learners | * | * | * | 83.9 | 60.6 | * | | |
| Homeless Students | * | * | * | 69.2 | 29.1 | * | | |
| Students In Foster Care | * | * | * | * | 27.6 | * | | |
| Military-Connected Students | N | N | N | N | 57.8 | N | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.

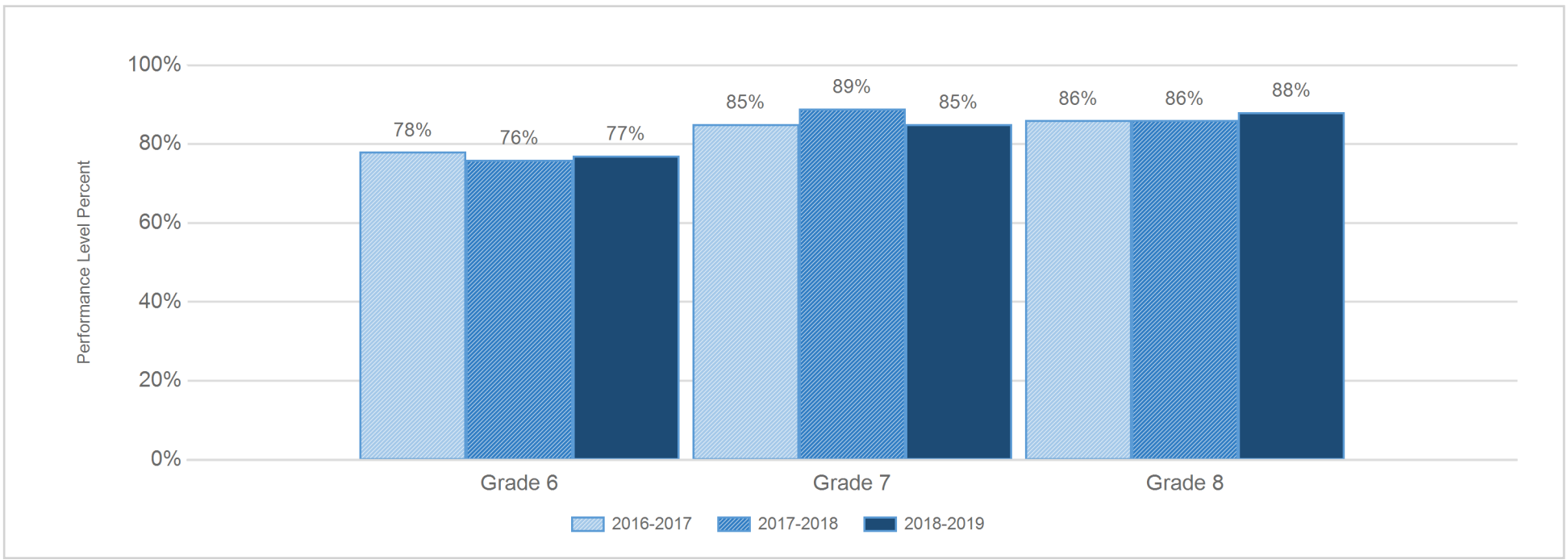


Valleyview Middle School
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 176 | 773 | 773 | 754 | * | * | 19% | 47% | 30% | 77% | 56% |
| White | 123 | 775 | 775 | 762 | * | * | 16% | 46% | 33% | 79% | 65% |
| Hispanic | 17 | 771 | 771 | 743 | 0% | * | * | * | * | 71% | 43% |
| Black or African American | * | * | * | 738 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | 21 | 774 | 774 | 780 | * | 0% | * | * | * | 81% | 83% |
| American Indian or Alaska Native | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Two or More Races | 11 | 753 | 753 | 760 | 0% | 0% | * | * | * | 64% | 64% |
| Female | 83 | 780 | 780 | 762 | * | * | * | 49% | 36% | 86% | 64% |
| Male | 93 | 766 | 766 | 748 | * | * | * | 44% | 25% | 69% | 48% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Non-Economically Disadvantaged Students | * | * | * | 763 | * | * | * | * | * | * | 67% |
| Students with Disabilities | 32 | 749 | 749 | 722 | * | * | * | * | * | 59% | 19% |
| Students without Disabilities | 144 | 778 | 778 | 761 | * | * | * | * | * | 81% | 64% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 756 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 27% |
| Students in Foster Care | * | * | * | 726 | * | * | * | * | * | * | 26% |
| Military-Connected Students | N | N | N | 753 | N | N | N | N | N | N | 54% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 25% |



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 215 | 788 | 788 | 761 | * | * | 9% | 27% | 58% | 85% | 63% |
| White | 161 | 788 | 788 | 769 | * | * | 9% | 25% | 60% | 85% | 72% |
| Hispanic | 24 | 778 | 778 | 747 | * | * | * | 46% | 42% | 88% | 50% |
| Black or African American | * | * | * | 741 | * | * | * | * | * | * | 43% |
| Asian, Native Hawaiian, or Pacific Islander | 22 | 807 | 807 | 790 | 0% | * | * | * | * | 91% | 87% |
| American Indian or Alaska Native | N | N | N | 761 | N | N | N | N | N | N | 65% |
| Two or More Races | * | * | * | 768 | * | * | * | * | * | * | 68% |
| Female | 104 | 796 | 796 | 769 | * | * | * | 19% | 69% | 88% | 71% |
| Male | 111 | 781 | 781 | 753 | * | * | * | 33% | 48% | 81% | 55% |
| Economically Disadvantaged Students | * | * | * | 743 | * | * | * | * | * | * | 45% |
| Non-Economically Disadvantaged Students | * | * | * | 771 | * | * | * | * | * | * | 73% |
| Students with Disabilities | 39 | 745 | 745 | 720 | * | * | * | * | * | 36% | 22% |
| Students without Disabilities | 176 | 798 | 798 | 769 | * | * | * | * | * | 95% | 71% |
| English Learners | N | N | N | 706 | N | N | N | N | N | N | 12% |
| Non-English Learners | 215 | 788 | 788 | 763 | * | * | 9% | 27% | 58% | 85% | 65% |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 34% |
| Students in Foster Care | * | * | * | 726 | * | * | * | * | * | * | 28% |
| Military-Connected Students | N | N | N | 758 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 31% |



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

| 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 | 185 | 790 | 790 | 762 | * | * | 9% | 40% | 48% | 88% | 63% |
| White | 136 | 791 | 791 | 770 | * | * | 9% | 40% | 49% | 89% | 72% |
| Hispanic | 20 | 783 | 783 | 747 | 0% | * | * | * | * | 85% | 49% |
| Black or African American | * | * | * | 741 | * | * | * | * | * | * | 43% |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 818 | 818 | 794 | 0% | 0% | 0% | * | * | 100% | 88% |
| American Indian or Alaska Native | N | N | N | 758 | N | N | N | N | N | N | 60% |
| Two or More Races | * | * | * | 769 | * | * | * | * | * | * | 69% |
| Female | 82 | 796 | 796 | 771 | * | * | * | 34% | 56% | 90% | 71% |
| Male | 103 | 786 | 786 | 753 | * | * | * | 45% | 41% | 85% | 55% |
| Economically Disadvantaged Students | 13 | 744 | 744 | 743 | * | * | * | * | * | 46% | 45% |
| Non-Economically Disadvantaged Students | 172 | 794 | 794 | 772 | * | * | * | * | * | 91% | 72% |
| Students with Disabilities | 30 | 761 | 761 | 721 | * | * | * | * | * | 60% | 22% |
| Students without Disabilities | 155 | 796 | 796 | 770 | * | * | * | * | * | 93% | 71% |
| English Learners | * | * | * | 708 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 764 | * | * | * | * | * | * | 65% |
| Homeless Students | * | * | * | 727 | * | * | * | * | * | * | 31% |
| Students in Foster Care | * | * | * | 726 | * | * | * | * | * | * | 32% |
| Military-Connected Students | N | N | N | 760 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 27% |



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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 | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 579 | 98.1 | 60.6 | 66.6 | 44.5 | 60.6 | 61.7 | Met Target† |
| White | 422 | 97.9 | 62.6 | 67.2 | 54.1 | 62.6 | 60.9 | Met Target |
| Hispanic | 60 | 98.4 | 50.0 | 58.7 | 28.8 | 50.0 | 46.8 | Met Target |
| Black or African American | * | * | * | * | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 57 | 98.3 | 77.2 | 82.7 | 76.5 | 77.2 | 80 | Met Target† |
| American Indian or Alaska Native | * | * | * | * | 42.7 | * | ** | ** |
| Two or More Races | 21 | 100.0 | 33.3 | * | 53.3 | 33.3 | N | N |
| Female | 269 | 97.5 | 62.5 | 68.5 | 44.9 | 62.5 | | |
| Male | 310 | 98.7 | 59.0 | 64.9 | 44.2 | 59.0 | | |
| Economically Disadvantaged Students | 27 | 96.6 | 18.5 | * | 26.3 | 18.5 | 24.4 | Met Target† |
| Non-Economically Disadvantaged Students | 552 | 98.2 | 62.7 | * | 54.9 | 62.7 | | |
| Students with Disabilities | 107 | 93.9 | 19.6 | 29.5 | 17.4 | 19.6 | 27.8 | Not Met |
| Students without Disabilities | 472 | 99.2 | 69.9 | 75.5 | 50.0 | 69.9 | | |
| English Learners | * | * | * | 50.0 | 25.0 | * | ** | ** |
| Non-English Learners | * | * | * | 67.0 | 46.5 | * | | |
| Homeless Students | * | * | * | 38.5 | 17.1 | * | | |
| Students In Foster Care | * | * | * | * | 17.1 | * | | |
| Military-Connected Students | N | N | N | N | 46.4 | N | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



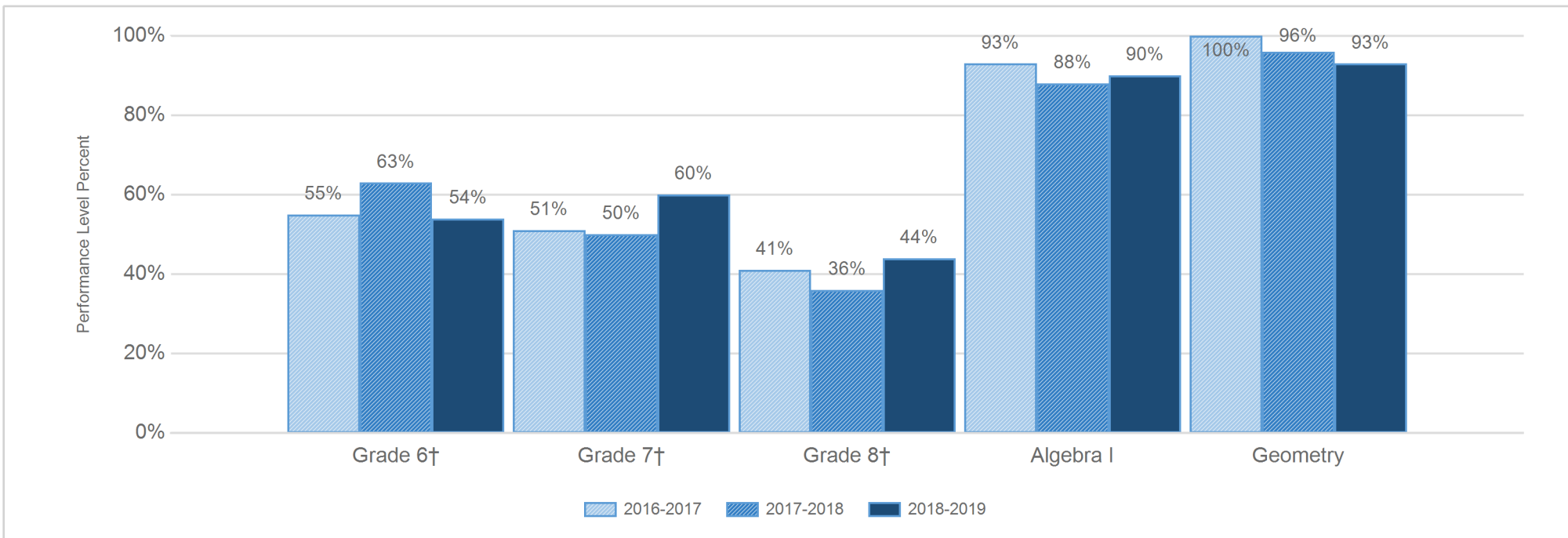
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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2018-2019

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
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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 176 | 749 | 749 | 741 | * | 15% | 29% | * | * | 54% | 41% |
| White | 123 | 749 | 749 | 749 | * | 12% | 30% | * | * | 55% | 51% |
| Hispanic | 17 | 746 | 746 | 729 | 0% | * | * | * | * | 47% | 24% |
| Black or African American | * | * | * | 722 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 21 | 758 | 758 | 769 | * | * | * | * | * | 67% | 76% |
| American Indian or Alaska Native | * | * | * | 738 | * | * | * | * | * | * | 37% |
| Two or More Races | 11 | 736 | 736 | 747 | 0% | * | * | * | * | 27% | 48% |
| Female | 83 | 750 | 750 | 742 | * | 12% | 28% | * | * | 58% | 42% |
| Male | 93 | 748 | 748 | 740 | * | 17% | 30% | * | * | 51% | 40% |
| Economically Disadvantaged Students | * | * | * | 726 | * | * | * | * | * | * | 21% |
| Non-Economically Disadvantaged Students | * | * | * | 750 | * | * | * | * | * | * | 53% |
| Students with Disabilities | 32 | 727 | 727 | 716 | * | 31% | 44% | * | * | 16% | 12% |
| Students without Disabilities | 144 | 754 | 754 | 746 | * | 11% | 26% | * | * | 63% | 46% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 743 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Students in Foster Care | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 20% |



Valleyview Middle School
(27-1090-080)
Grades Offered: 06-08
2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 185 | 752 | 752 | 744 | * | 11% | 25% | * | * | 60% | 42% |
| White | 140 | 753 | 753 | 751 | * | 11% | 23% | * | * | 64% | 53% |
| Hispanic | 23 | 747 | 747 | 733 | * | * | * | * | * | 43% | 26% |
| Black or African American | * | * | * | 727 | * | * | * | * | * | * | 21% |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 764 | 764 | 768 | * | 0% | * | * | * | 79% | 75% |
| American Indian or Alaska Native | N | N | N | 742 | N | N | N | N | N | N | 43% |
| Two or More Races | * | * | * | 749 | * | * | * | * | * | * | 51% |
| Female | 88 | 752 | 752 | 744 | * | * | 26% | * | * | 60% | 42% |
| Male | 97 | 752 | 752 | 743 | * | * | 25% | * | * | 60% | 42% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 24% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Students with Disabilities | 40 | 730 | 730 | 718 | * | * | 28% | * | * | 23% | 13% |
| Students without Disabilities | 145 | 759 | 759 | 749 | * | * | 25% | * | * | 70% | 48% |
| English Learners | N | N | N | 716 | N | N | N | N | N | N | 10% |
| Non-English Learners | 185 | 752 | 752 | 745 | * | 11% | 25% | * | * | 60% | 44% |
| Homeless Students | * | * | * | 721 | * | * | * | * | * | * | 13% |
| Students in Foster Care | * | * | * | 720 | * | * | * | * | * | * | 11% |
| Military-Connected Students | N | N | N | 746 | N | N | N | N | N | N | 44% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 12% |



Valleyview Middle School
(27-1090-080)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 104 | 739 | 739 | 728 | * | 25% | * | 44% | 0% | 44% | 29% |
| White | 75 | 742 | 742 | 737 | * | * | 24% | 48% | 0% | 48% | 38% |
| Hispanic | 13 | 728 | 728 | 722 | * | * | * | * | * | 38% | 22% |
| Black or African American | * | * | * | 714 | * | * | * | * | * | * | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 747 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | N | N | N | 725 | N | N | N | N | N | N | 29% |
| Two or More Races | * | * | * | 730 | * | * | * | * | * | * | 31% |
| Female | 47 | 742 | 742 | 731 | * | * | * | 45% | 0% | 45% | 31% |
| Male | 57 | 738 | 738 | 726 | * | * | * | 44% | 0% | 44% | 27% |
| Economically Disadvantaged Students | 13 | 720 | 720 | 719 | * | * | * | * | * | 15% | 20% |
| Non-Economically Disadvantaged Students | 91 | 742 | 742 | 735 | * | * | * | * | * | 48% | 36% |
| Students with Disabilities | 27 | 729 | 729 | 707 | * | * | * | * | * | 22% | 10% |
| Students without Disabilities | 77 | 743 | 743 | 734 | * | * | * | * | * | 52% | 35% |
| English Learners | * | * | * | 706 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 730 | * | * | * | * | * | * | 30% |
| Homeless Students | * | * | * | 709 | * | * | * | * | * | * | 12% |
| Students in Foster Care | * | * | * | 709 | * | * | * | * | * | * | 15% |
| Military-Connected Students | N | N | N | 735 | N | N | N | N | N | N | 32% |
| Migrant Students | N | N | N | 701 | N | N | N | N | N | N | 16% |



Valleyview Middle School
(27-1090-080)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

| 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 | 84 | 777 | 777 | 744 | 0% | * | * | * | * | 90% | 42% |
| White | 61 | 774 | 774 | 752 | 0% | * | * | * | * | 89% | 53% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | * | * | * | 725 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 795 | 795 | 775 | 0% | 0% | 0% | * | * | 100% | 76% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 752 | * | * | * | * | * | * | 51% |
| Female | 40 | 776 | 776 | 745 | 0% | * | * | * | * | 90% | 44% |
| Male | 44 | 777 | 777 | 743 | 0% | * | * | * | * | 91% | 41% |
| Economically Disadvantaged Students | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Non-Economically Disadvantaged Students | 84 | 777 | 777 | 752 | 0% | * | * | * | * | 90% | 52% |
| Students with Disabilities | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Students without Disabilities | * | * | * | 748 | * | * | * | * | * | * | 47% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 84 | 777 | 777 | 745 | 0% | * | * | * | * | 90% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 11% |
| Military-Connected Students | N | N | N | 744 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12% |



Valleyview Middle School
(27-1090-080)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

| 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 | 27 | 770 | 770 | 737 | 0% | * | * | * | * | 93% | 35% |
| White | 20 | 764 | 764 | 743 | 0% | * | * | * | * | 90% | 43% |
| Hispanic | * | * | * | 724 | * | * | * | * | * | * | 17% |
| Black or African American | N | N | N | 720 | N | N | N | N | N | N | 14% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 762 | * | * | * | * | * | * | 70% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 37% |
| Two or More Races | N | N | N | 745 | N | N | N | N | N | N | 46% |
| Female | 11 | 767 | 767 | 738 | 0% | * | * | * | * | 100% | 36% |
| Male | 16 | 772 | 772 | 736 | 0% | * | * | * | * | 88% | 34% |
| Economically Disadvantaged Students | N | N | N | 722 | N | N | N | N | N | N | 16% |
| Non-Economically Disadvantaged Students | 27 | 770 | 770 | 743 | 0% | * | * | * | * | 93% | 43% |
| Students with Disabilities | N | N | N | 712 | N | N | N | N | N | N | * |
| Students without Disabilities | 27 | 770 | 770 | 741 | 0% | * | * | * | * | 93% | * |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 27 | 770 | 770 | 738 | 0% | * | * | * | * | 93% | * |
| 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 | 739 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 711 | N | N | N | N | N | N | 19% |



Valleyview Middle School
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 |
|-------|---------------------------|----------------------------|
| 6 | * | * |
| 7 | * | * |
| 8 | * | * |

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

| Student Group | Percent of English Learners Making Expected Growth to Proficiency | 2018-19 Target | Met Target? |
|-----------------------------|---|----------------|-------------|
| Schoolwide/English Learners | * | * | * |

† 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 | N | N | N |
| 5 or more | N | N | N |



Valleyview Middle School
(27-1090-080)
Grades Offered: 06-08
2018-2019

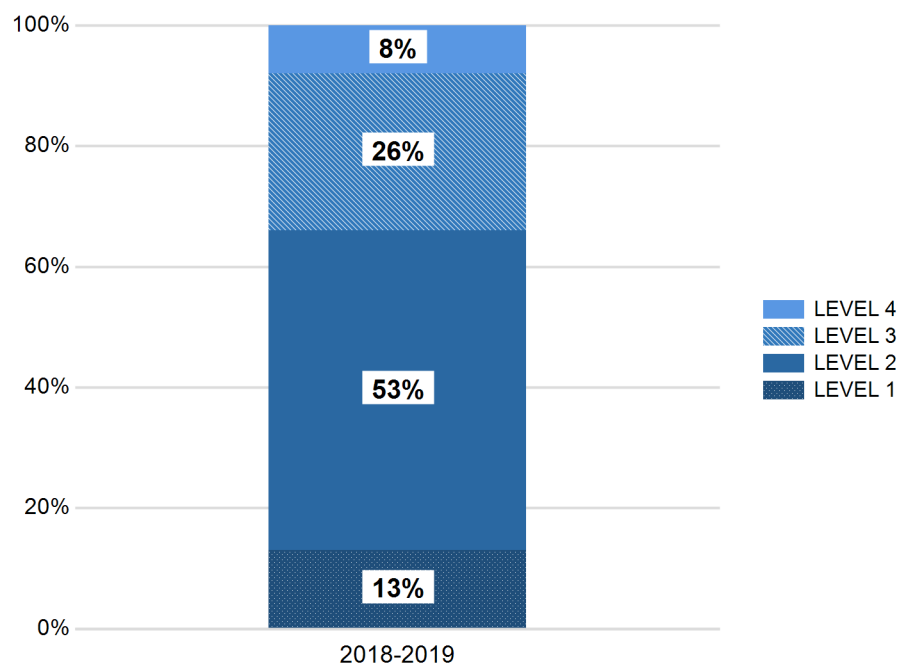
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---|-----------|-----------|-----------|-----------|
| Schoolwide | 13 | 53 | 26 | 8 |
| White | 10 | 56 | 27 | 7 |
| Hispanic | 20 | 60 | 20 | 0 |
| Black or African American | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 7 | 36 | 36 | 21 |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | * | * | * | * |
| Female | 13 | 57 | 26 | 4 |
| Male | 13 | 49 | 26 | 12 |
| Economically Disadvantaged Students | 54 | 46 | 0 | 0 |
| Non-Economically Disadvantaged Students | 10 | 53 | 28 | 9 |
| Students with Disabilities | 36 | 61 | 4 | 0 |
| Students without Disabilities | 9 | 51 | 30 | 10 |
| English Learners | * | * | * | * |
| Non-English Learners | * | * | * | * |
| Homeless Students | * | * | * | * |
| Students in Foster Care | * | * | * | * |
| Military-Connected Students | N | N | N | N |
| Migrant Students | N | N | N | N |



Valleyview Middle School
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2018-2019

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|-------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 178 |
| 7 | 31 | 0 | 186 |
| 8 | 53 | 28 | 104 |
| Total | 84 | 28 | 468 |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 152 | 150 | 0 | 0 | 0 | 0 | 0 |
| 7 | 84 | 101 | 0 | 0 | 0 | 0 | 0 |
| 8 | 71 | 78 | 0 | 0 | 0 | 0 | 0 |
| Total | 307 | 329 | 0 | 0 | 0 | 0 | 0 |



Valleyview Middle School

(27-1090-080)

Grades Offered: 06-08

2018-2019

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N No Data is available to display

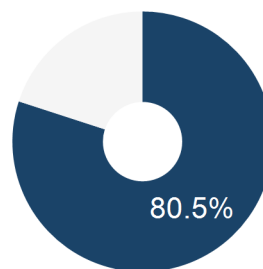
† This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

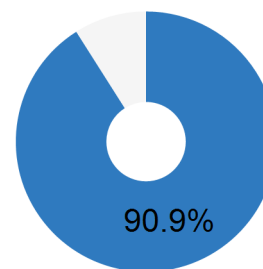
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

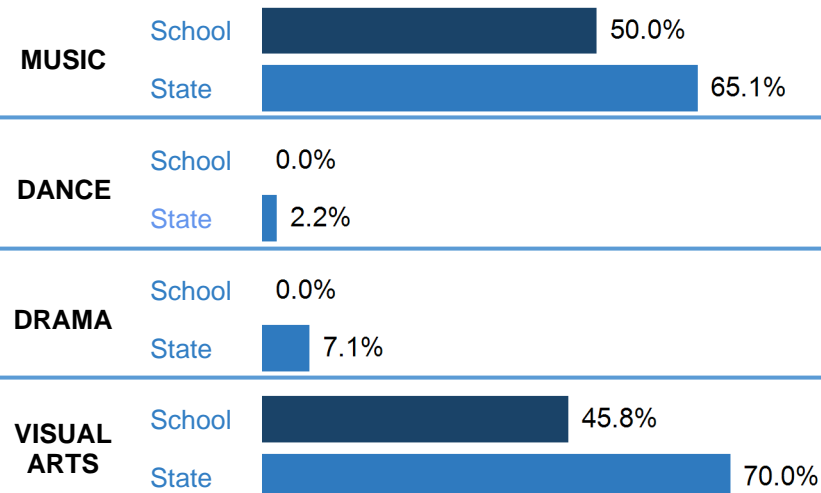


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

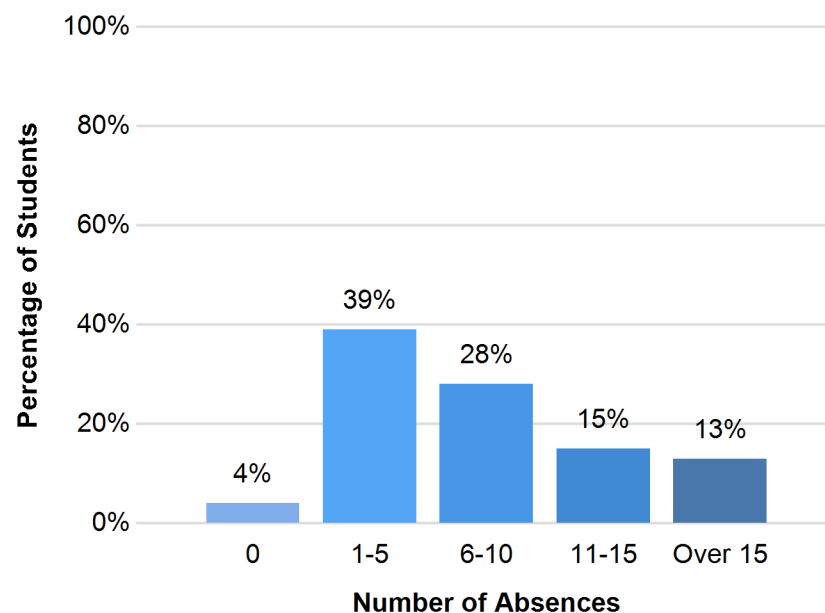
Chronic Absenteeism

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 | 58 | 9.8 | 9.1 | Not Met |
| White | 39 | 9.0 | 9.1 | Met |
| Hispanic | 7 | 11.3 | 9.1 | Not Met |
| Black or African American | * | * | ** | ** |
| Asian, Native Hawaiian, or Pacific | 5 | 8.6 | 9.1 | Met |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | 2 | 9.1 | 9.1 | Met |
| Female | 28 | 10.1 | | |
| Male | 30 | 9.5 | | |
| Economically Disadvantaged Students | 5 | 18.5 | 9.1 | Not Met |
| Students with Disabilities | 19 | 17.0 | 9.1 | Not Met |
| English Learners | * | * | ** | ** |
| Homeless Students | * | * | | |
| Students in Foster Care | * | * | | |
| Military-Connected Students | N | N | | |
| Migrant Students | N | N | | |

Days Absent

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





Valleyview Middle School

(27-1090-080)

Grades Offered: 06-08

2018-2019

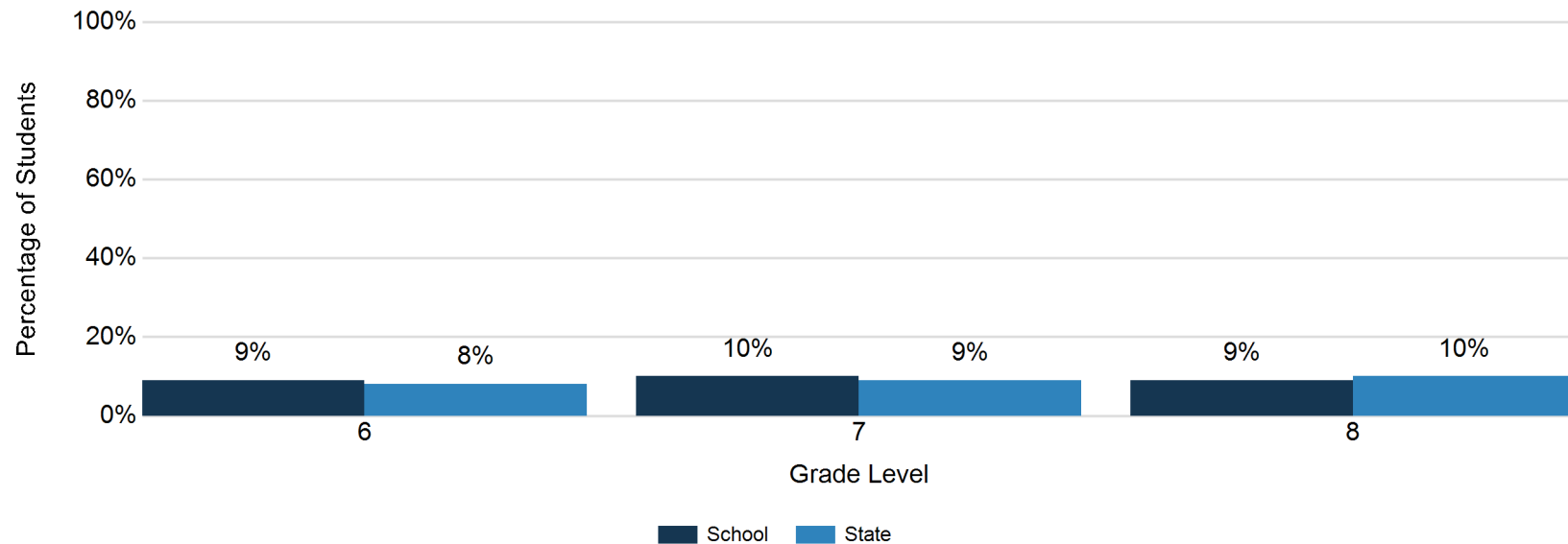
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Chronic Absenteeism by Grade

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





Valleyview Middle School

(27-1090-080)

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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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 | 0 |
| Weapons | 0 |
| Vandalism | 2 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 10 |
| Total Unique Incidents | 12 |
| Incidents Per 100 Students Enrolled | 2.03 |

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) | 4 |
| Other Incidents Leading to Removal | 5 |

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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 | 4 | 4 |
| Religion | 0 | 2 | 2 |
| Ancestry | 0 | 1 | 1 |
| Gender | 0 | 0 | 0 |
| Sexual Orientation | 0 | 2 | 2 |
| Disability | 1 | 0 | 1 |
| Other | 3 | 2 | 5 |
| 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 | 27 | 4.6% |
| Out-of-School Suspensions | 22 | 3.7% |
| Any Suspension | 42 | 7.1% |
| Removal to other education program | * | * |
| Expulsion | 0 | 0.0% |
| Arrest | * | * |

| School Days Missed due to Out-of-School Suspensions |
|---|
| 54 |



Valleyview Middle School

(27-1090-080)

Grades Offered: 06-08

2018-2019

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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 | 7:30 AM |
| Typical End Time | 2:23 PM |
| Length of School Day | 6 Hrs 53 Mins |
| Full Time - Instructional Time | 6 Hrs 13 Mins |
| Shared Time - Instructional Time | 6 Hrs. 13 Mins. |

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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 |
|-------------|-------------------------|
| 2018-19 | 1:1 |



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 58 | 118,214 |
| Average years experience in public schools | 9.7 | 12.1 |
| Average years experience in district | 9.6 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 70.7% | 75.3% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 10 | 9,530 |
| Average years experience in public schools | 8.9 | 16.0 |
| Average years experience in district | 7.0 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 70.0% | 76.9% |

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 | 10:1 | 10:1 |
| Students to Administrators | 295:1 | 163:1 |
| Teachers to Administrators | 29:1 | 16:1 |
| Students to Librarians/Media Specialists | | 813:1 |
| Students to Nurses | | 325:1 |
| Students to Counselors | | 325:1 |
| Students to Child Study Team Members | | 203:1 |



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

| Category | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female | 47.1% | 79.3% | 0.0% | 48.4% | 77.1% | 54.9% |
| Male | 52.9% | 20.7% | 100.0% | 51.6% | 22.9% | 45.1% |
| White | 72.4% | 98.3% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 10.8% | 1.7% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 2.9% | 0.0% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 9.7% | 0.0% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.2% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.2% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 3.9% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2017-18 Teachers: Same district 2018-19 | 89.2% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 90.0% | 87.9% |

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 |
|-------------|----------------|
| 2018-19 | 97.7% |



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

| | |
|---|---------------|
| Status for 2020-21 School Year | Not in Status |
| Category of Identification | n/a |
| Year Eligible to Exit Status | n/a |
| Student Group Status: White | |
| Student Group Status: Hispanic | |
| Student Group Status: Black or African American | |
| Student Group Status: Asian, Native Hawaiian, or Pacific Islander | |
| Student Group Status: American Indian or Alaska Native | |
| Student Group Status: Two or More Races | |
| Student Group Status: Economically Disadvantaged Students | |
| Student Group Status: Students with Disabilities | |
| Student Group Status: English Learners | |

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| ELA Proficiency | 82.7% | 82.4% | 82.2% |
| Math Proficiency | 58.9% | 60.7% | 60.6% |
| ELA Growth | 54 | 57 | 60 |
| Math Growth | 51 | 47 | 42 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | * | * |
| Chronic Absenteeism | 5.8% | 6.5% | 9.8% |

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

| 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 | Met Goal | Met Target† | Exceeds Standard | Met Standard | ** | Not Met | No |
| White | Met Goal | Met Target | Exceeds Standard | Met Standard | n/a | Met | No |
| Hispanic | Met Goal | Met Target | Met Standard | Met Standard | n/a | Not Met | No |
| Black or African American | ** | ** | ** | ** | n/a | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | Met Goal | Met Target† | Met Standard | Not Met | n/a | Met | No |
| American Indian or Alaska Native | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | N | N | Met Standard | ** | n/a | Met | No |
| Economically Disadvantaged Students | Met Target† | Met Target† | Met Standard | ** | n/a | Not Met | No |
| Students with Disabilities | Met Target | Not Met | Met Standard | Met Standard | n/a | Not Met | No |
| English Learners | ** | ** | ** | ** | ** | ** | 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 the school or district directly.



Highlights:

- Valleyview offers seven high school level courses, French I and II, Spanish I and II, Honors Biology, Algebra I and Geometry. Prerequisites are required for each course.
- In 2019, Valleyview achieved Bronze Tier Certification as a Future Ready School. The staff worked to demonstrate how we use technology, leadership, and education to heighten student learning.
- Valleyview's faculty participates in professional development to improve student motivation and learning. Teachers take courses in their discipline, instructional technology, and the whole student.



Mission, Vision, Theme:

The School's Mission Statement identifies the five tenets the staff aspires for each student: To be socially responsible to him/herself, the school and community; to demonstrate a strong work ethic; to value generosity of spirit; to be capable of critical thinking and decision making; and to be academically and emotionally prepared to realize his/her potential.



Awards, Recognition, Accomplishments:

Valleyview students continue to accomplish and secure many various awards. Several students have been recognized in the areas of art, writing, athletics and music. Within the school, the staff recognizes students who go above and beyond through the Valleyview Values program.



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| | |
|--|--|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Valleyview Middle School is designed for a student centered approach with each student taking the core disciplines, Math, Science, Social Studies and ELA. The students also have a choice of "cycle classes" that include, Art, Computers, STEM, Family Consumer Science and Music. The students also take Spanish or French, Physical Education, Health, and Art of Writing. Approximately 66 students are also in our EXPO program.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls)</p> <p>In addition to the rigorous curriculum which addresses both cognitive and affective development of our students, Valleyview offers an extensive extra-curricular program of Athletics and Clubs to enhance the students experience. Students are able to remain after school and engage in the following athletic activities: Boys and Girls Soccer, Boys and Girls Cross Country, Cheerleading, Intramural Flag Football, Basketball, Wrestling, Intramural Basketball, Club Volleyball, Baseball and Softball.</p> |
|  <p>Clubs and Activities:</p> | <p>In addition to the athletics, students may also join clubs and activities which include: Art Club, Book Club, Builder's Club, Environmental Club, Fantasy Sports Club, French Club, Mock Trial Club, Science Club, One Judge-One School, Student Government Association, STEAM Challenge of the Month Club, STEM Club, Trivia Club, Peer Buddies, Yearbook Club, School Play, Chorus, Three Bands and String Ensemble.</p> |



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Staff and Professional Learning:

Many of the faculty at Valleyview Middle School continue to work with training and professional development activities. Teachers are encouraged to take professional development courses in their discipline and to turn key the information to other staff members through out Teacher's Teaching Teacher's program. The faculty has also been extensively trained in school safety and works closely with the Denville Police Department involving various scenarios. Valleyview also has a Class III police officer stationed at the school everyday to ensure a safe environment for our students.



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| | |
|--|--|
|  <p>Student Supports and Services:</p> | <p>Valleyview provides ELL classes as well as basic skills class, several resource, self-contained and ICS classes. Valleyview also provides a comprehensive TSS program for those students who are experiencing learning, behavioral or health difficulties.</p> |
|  <p>Student Health and Wellness:</p> | <p>Valleyview Middle School has partnered with St. Clare's hospital to provide an In-School Clinical Services Program. The mission of the program is to provide a rapid, intensive and flexible clinical intervention to a student who is experiencing a mental health issue with significant emotional and behavioral problems that are impacting their ability to thrive in the current school setting. The program is designed to; provide comprehensive support and clinical expertise; enhance the school's ability to provide a safe environment for all students; remove barriers and stigma that impact the mental health and emotional well-being of students that compromise school life and successful academic achievement; and create a collaborative school-based mental health program that can result in less disciplinary issues, improve school performance and the mental health condition of the students.</p> |
|  <p>Parent and Community Involvement:</p> | <p>The Parent Teacher Association (PTA) is a community based organization that works closely with Valleyview School to fund raise to support various activities. The fund raising includes but not limited to the magazine drive, selling of kid stuff books, and the annual book fair. The PTA also runs the Valleyview lunch program and is an integral part of the student activities in and around Valleyview School.</p> |



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| | |
|--|---|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The School Climate Survey was provided to the students, families, and staff. All stakeholders were involved in taking the survey and the results were analyzed by building staff. All survey's had positive outcomes with the information gathered will be used by The School Culture and Climate team.</p> |
|  <p>Facilities:</p> | <p>Valleyview Middle School takes great pride in creating and maintaining facilities that support an excellent educational environment. The school undertook a large scale project of refurbishing the locker rooms, replacing windows, and updating the main office space. The classroom settings continue to evolve with such things as flexible seating.</p> |
|  <p>School Safety:</p> | <p>School safety continues to be a top priority here at Valleyview. We currently have a Class III police officer stationed at the front door greeting all guests who come into the building and ensuring a safe environment for all students and staff. The officer also circulates the building throughout the day to inspect and ensure safety for everyone. A vestibule is in place at the front entrance so anyone entering the building must be buzzed in, then sign in via Lobby Guard and cannot enter the main building until cleared by the office staff. All staff has been trained in A.L.I.C.E.</p> |



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Technology and STEM:

Valleyview has a comprehensive STEM Lab where the students work on an Introduction to Robotics, Hot Air Balloon Design Competition, Hydroponics, Introduction to Robotic Programming, Rube Goldberg Machine Design Challenge and Presentation, 3D printer among other projects. Valleyview also offers after school club for STEM and a new STEAM Challenge of the Month Club. In the STEM Club students will engage in a variety of engineering design challenges including model rockets, egg drop, crumple zone, origami hang, and ship a chip. Some of the STEAM challenges will include catapults, solar cars, repurposed art, and math and architecture.



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

School Narrative

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



Other Information

A vital part of Valleyview Middle School is to utilize social and emotional learning to enhance students' capabilities through the Advisory Program. Small student groups meet with advisors twice a week. This helps to ensure that the students have a trusted relationship with at least one faculty member at school who may or may not be one of the students classroom teachers. One of the goals of the program is the enhance the students' abilities to meet challenges and be invested in their learning. The students will be offered the opportunity to continue their understanding of social and emotional issues unique to middle school. In the program the teachers will lead discussion and activities to promote empathy and positive school culture. Valleyview Middle School also uses the Valleyview Values Program to recognize students based on the core values of respect and responsibility. These students are recognized for being responsible, conscientious valued member of the Valleyview community of learners.