NJ SCHOOL PERFORMANCE REPORT

SCHOOL #5
(03-0890-070)
Grades Offered: PK-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	CLIFFSIDE PARK BORO
Principal Name	MRS MARTINOTTI
Address	214 DAY AVE CLIFFSIDE PARK, NJ 07010
Phone Number	(201)313-2350
Email Address	DMARTINOTTI@CLIFFSIDEPARK.EDU
Website	http://www.cliffsidepark.edu/index.php/school-5/
Facebook	https://www.facebook.com/cliffsideschool5/
Twitter	https://twitter.com/CPPSNo5

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	128	128	135
KG	0	0	0
1	41	39	38
2	34	42	45
3	30	32	43
4	28	30	29
5	26	28	28
6	22	28	25
Total	309	327	343

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	50.8%	50.2%	47.8%
Male	49.2%	49.8%	52.2%
Economically Disadvantaged Students	59.2%	62.4%	62.1%
Students with Disabilities	19.1%	18.3%	23.0%
English Learners	17.8%	16.8%	17.2%
Homeless Students		0.9%	0.0%
Students in Foster Care		1.2%	0.3%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	31.1%	33.0%	26.2%
Hispanic	58.6%	55.0%	61.5%
Black or African American	3.6%	6.7%	4.7%
Asian	5.8%	4.3%	4.7%
Native Hawaiian or Pacific Islander	0.6%	0.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%	2.6%
Two or More Races	0.3%	0.6%	0.3%

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	2015-16	2016-17	2017-18
PK - Half Day	86	87	79
PK - Full Day	42	41	56
KG - Half Day	0	0	0
KG - Full Day	0	0	0

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
Spanish	46.4%
English	40.2%
Turkish	2.6%
Arabic	2.3%
Korean	2.0%
Other Languages	6.4%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	54	53	50	Met Standard	76	61	50	Exceeds Standard
White	55	52.5	50	Met Standard	73.5	64	51	Exceeds Standard
Hispanic	52.5	50.5	49	Met Standard	80	52	48	Exceeds Standard
Black or African American	*	55	44	**	*	65	44	**
Asian, Native Hawaiian, or Pacific Islander	N	67	61	**	N	78.5	61	**
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	55	52	48	Met Standard	78	58	47	Exceeds Standard
Students with Disabilities	*	45	41	**	*	45	43	**
English Learners	67	55.5	54	**	82	61	51	**

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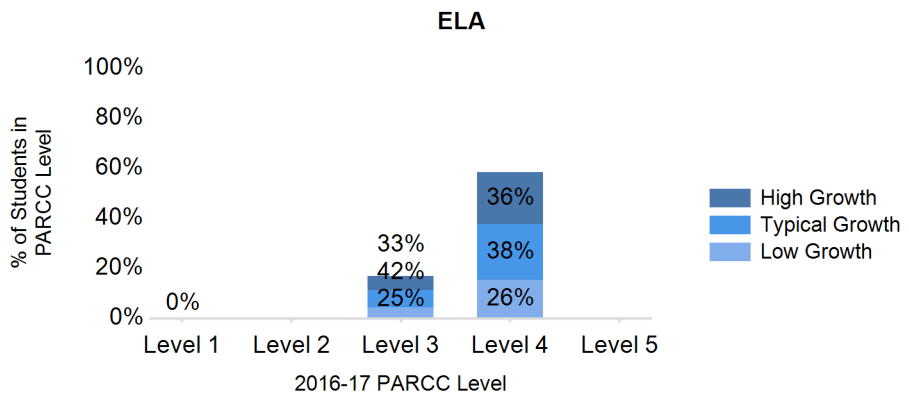
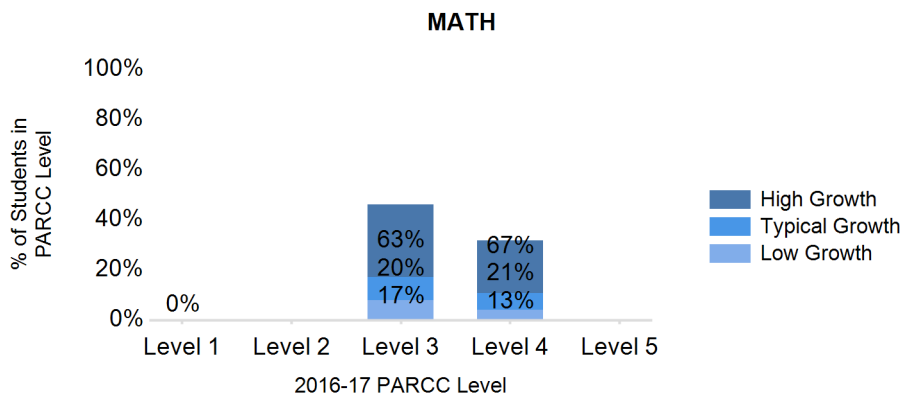
Student Growth by Performance Level

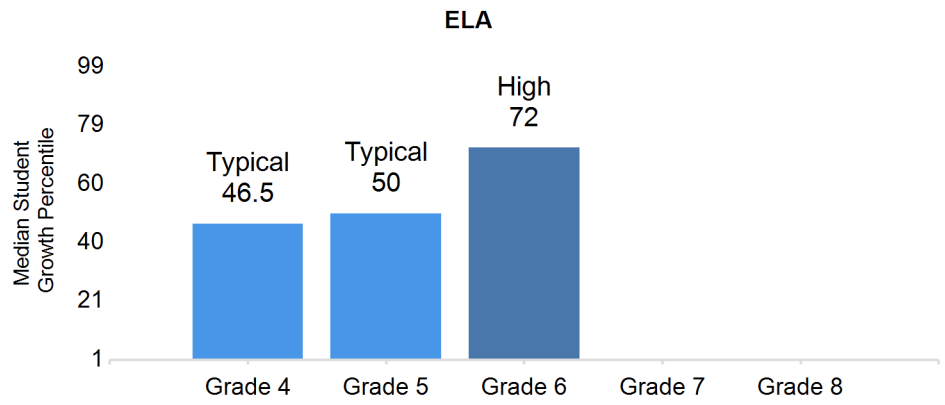
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

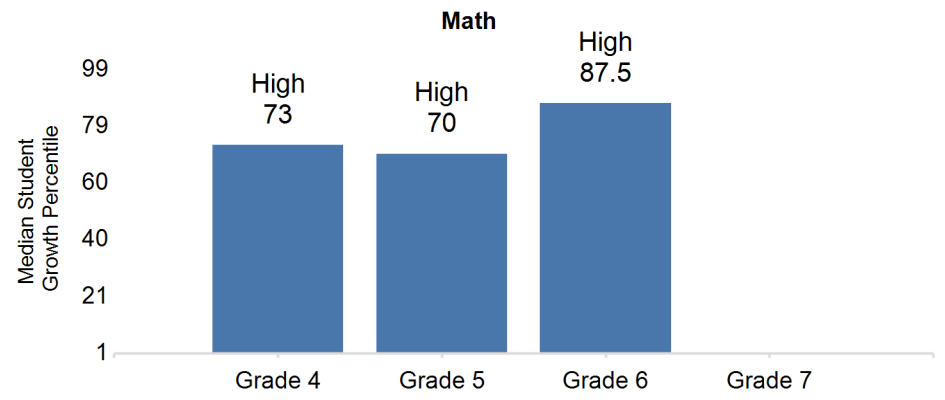




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	122	100.0	64.8	56.5	56.7	64.8	68.9	Met Target†
White	35	100.0	82.8	66.2	65.6	82.8	72.8	Met Goal
Hispanic	74	100.0	55.4	48.8	42.5	55.4	66.4	Not Met
Black or African American	*	*	*	52.3	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.9	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	65	100.0	67.6	65.0	64.5	67.6		
Male	57	100.0	61.4	48.3	49.4	61.4		
Economically Disadvantaged Students	82	100.0	58.5	53.2	38.5	58.5	69.9	Not Met
Non-Economically Disadvantaged Students	40	100.0	77.5	60.4	67.5	77.5		
Students with Disabilities	12	100.0	25.0	23.3	21.6	25.0	**	**
Students without Disabilities	110	100.0	69.1	63.7	63.9	69.1		
English Learners	36	100.0	52.8	*	27.3	52.8	73.1	Not Met
Non-English Learners	86	100.0	69.7	*	59.4	69.7		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	753	758	750	*	*	*	*	*	58%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	27	742	753	736	*	*	*	*	*	48%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	22	760	762	756	*	*	*	*	*	64%	57%
Male	21	747	754	744	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	29	750	752	733	*	*	*	*	*	52%	34%
Non-Economically Disadvantaged Students	14	760	768	762	*	*	*	*	*	71%	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	709	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	761	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	28	766	766	756	0%	*	*	*	*	71%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	16	761	762	744	0%	*	*	*	*	56%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	11	760	772	762	0%	*	*	*	*	82%	63%
Male	17	771	761	751	0%	*	*	*	*	65%	53%
Economically Disadvantaged Students	17	758	*	740	0%	*	*	*	*	53%	40%
Non-Economically Disadvantaged Students	11	779	*	767	0%	*	*	*	*	100%	70%
Students with Disabilities	*	*	729	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	774	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	26	768	765	755	0%	*	*	*	*	77%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	14	764	*	743	0%	*	*	*	*	64%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	14	778	773	762	0%	*	*	*	*	79%	66%
Male	12	757	759	749	0%	*	*	*	*	75%	51%
Economically Disadvantaged Students	*	*	761	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	772	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	734	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	773	762	*	*	*	*	*	*	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	26	768	*	757	0%	*	*	*	*	77%	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	25	759	772	754	*	*	*	*	*	60%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	N	N	*	737	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	*	*	*	761	*	*	*	*	*	*	64%
Male	*	*	*	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	68%
Students with Disabilities	*	*	734	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	782	760	*	*	*	*	*	*	63%
English Learners	*	*	728	712	*	*	*	*	*	*	*
Non-English Learners	*	*	774	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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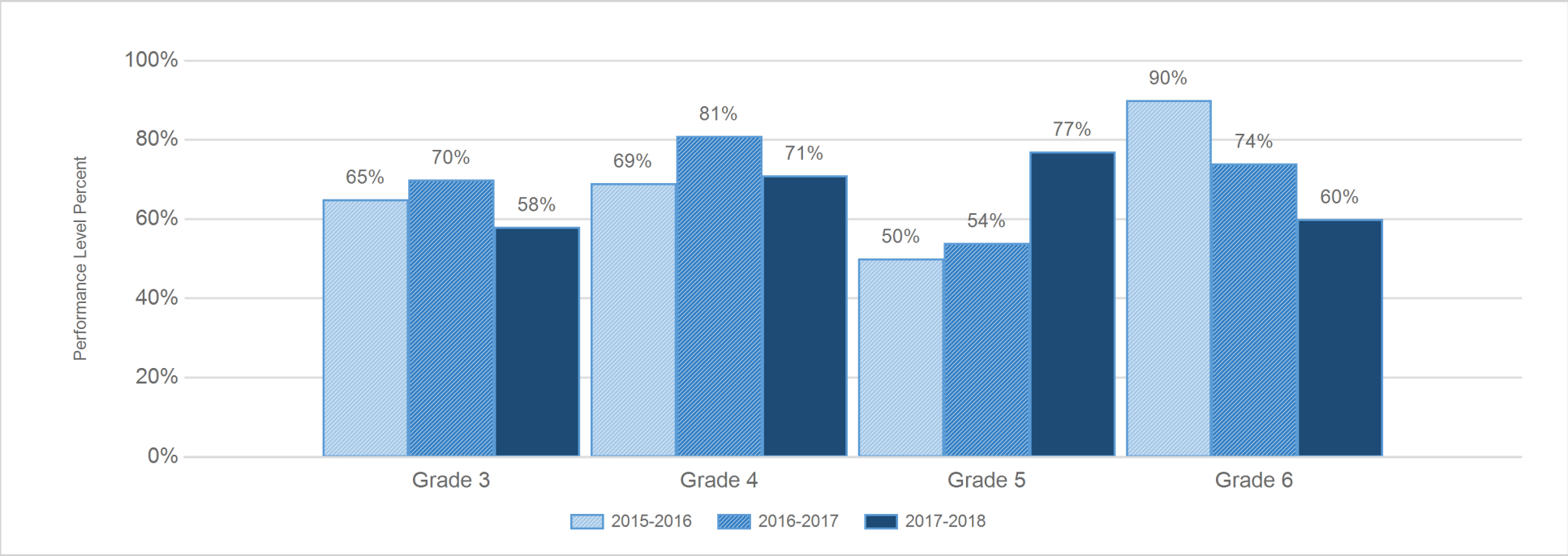
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	126	100.0	56.4	45.4	45.0	56.4	58	Met Target†
White	35	100.0	65.7	51.5	54.1	65.7	62.8	Met Target
Hispanic	78	100.0	50.0	38.5	29.2	50.0	55.3	Met Target†
Black or African American	*	*	*	42.8	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.6	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	67	100.0	53.8	46.5	46.0	53.8		
Male	59	100.0	59.3	44.4	43.9	59.3		
Economically Disadvantaged Students	84	100.0	52.4	42.9	26.6	52.4	56.2	Met Target†
Non-Economically Disadvantaged Students	42	100.0	64.3	48.5	55.9	64.3		
Students with Disabilities	12	100.0	16.7	15.7	17.1	16.7	**	**
Students without Disabilities	114	100.0	60.5	51.6	50.5	60.5		
English Learners	40	100.0	37.5	*	24.6	37.5	42.9	Met Target†
Non-English Learners	86	100.0	65.2	*	46.9	65.2		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

SCHOOL #5
(03-0890-070)
Grades Offered: PK-06
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	755	764	752	*	*	34%	*	*	52%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	28	746	758	739	*	*	36%	*	*	43%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	791	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	23	752	764	752	*	*	*	*	*	48%	53%
Male	21	759	764	751	*	*	*	*	*	57%	53%
Economically Disadvantaged Students	30	753	759	736	*	*	*	*	*	50%	35%
Non-Economically Disadvantaged Students	14	759	771	762	*	*	*	*	*	57%	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	738	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	766	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	29	762	755	748	*	*	*	*	*	59%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	17	753	749	737	*	*	*	*	*	41%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	11	760	757	748	*	*	*	*	*	55%	50%
Male	18	763	754	748	*	*	*	*	*	61%	49%
Economically Disadvantaged Students	17	758	*	733	*	*	*	*	*	41%	30%
Non-Economically Disadvantaged Students	12	767	*	758	*	*	*	*	*	83%	62%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	762	753	*	*	*	*	*	*	55%
English Learners	*	*	727	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	757	750	*	*	*	*	*	*	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	28	761	757	748	0%	*	36%	*	*	61%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	16	761	*	736	0%	*	*	*	*	69%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	15	762	758	749	0%	*	*	*	*	60%	50%
Male	13	760	755	747	0%	*	*	*	*	62%	48%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	732	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	763	752	*	*	*	*	*	*	55%
English Learners	*	*	741	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	757	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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Mathematics Assessment - Performance by Grade: Grade 6

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

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	26	751	752	744	*	*	*	*	*	58%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	N	N	*	726	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	*	*	*	745	*	*	*	*	*	*	45%
Male	*	*	*	742	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	753	*	*	*	*	*	*	56%
Students with Disabilities	*	*	718	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	762	748	*	*	*	*	*	*	49%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	755	745	*	*	*	*	*	*	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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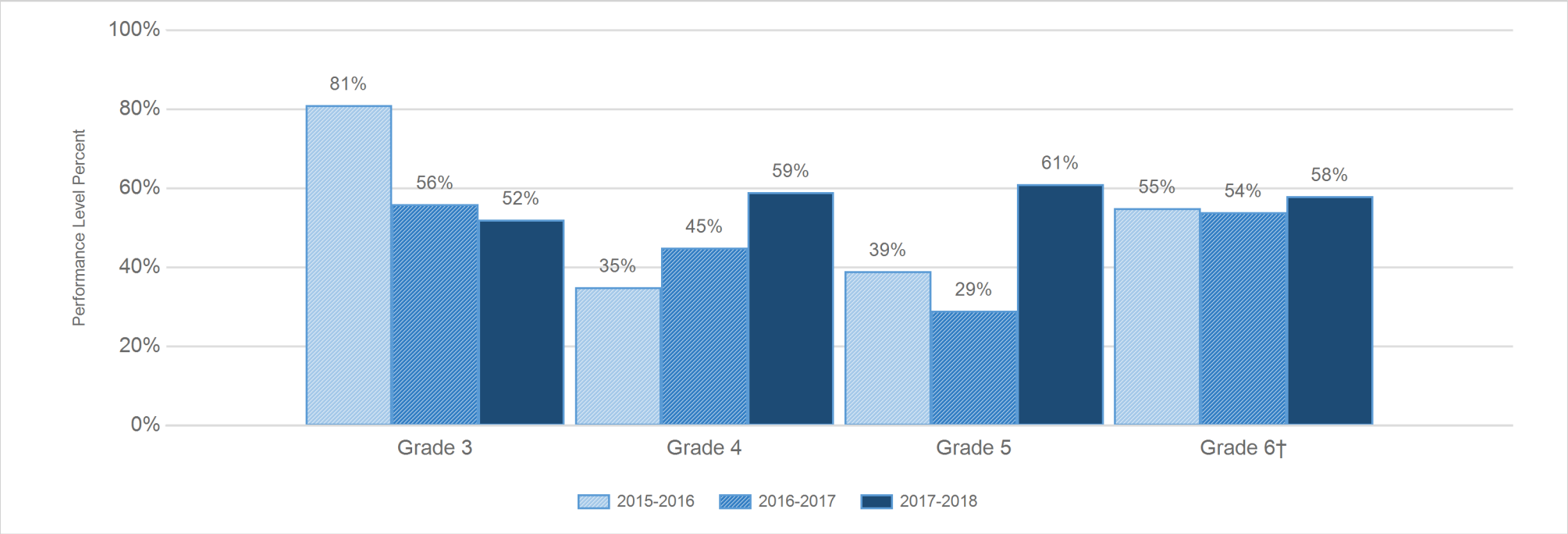
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	57.7%	46.8%	Met Target

† 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	21	*	*
3-4	12	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

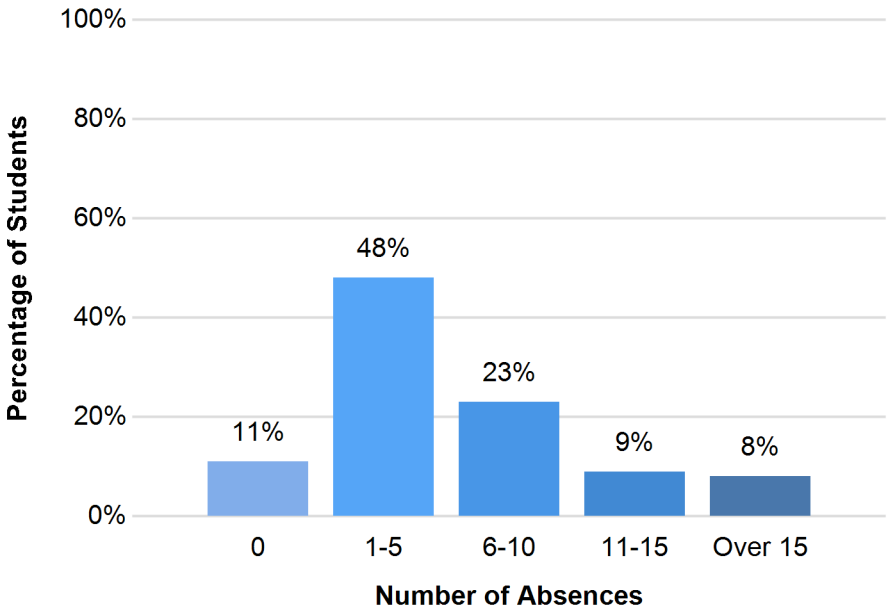
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	13	6.1	8.2	Met
White	1	1.9	8.2	Met
Hispanic	10	7.1	8.2	Met
Black or African American	1	7.7	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	7	4.7	8.2	Met
Students with Disabilities	5	23.8	8.2	Not Met
English Learners	4	11.4	8.2	Not Met

Days Absent

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



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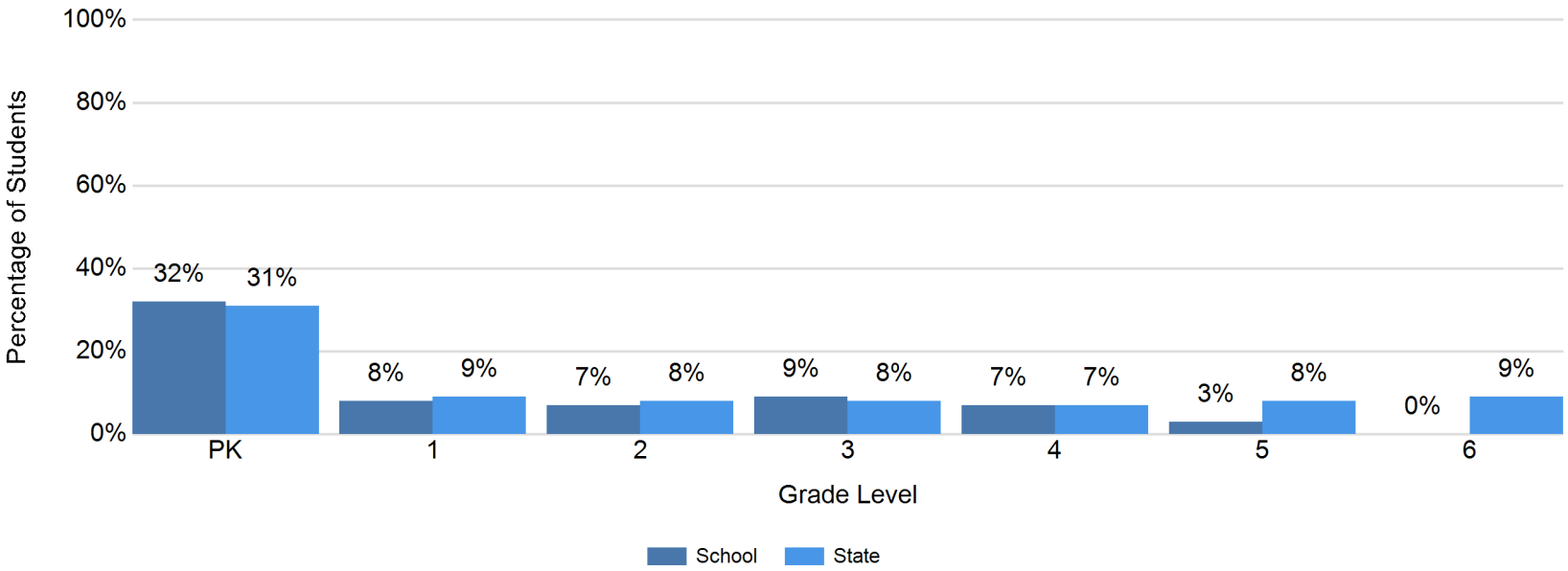
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.29

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
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	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	8:30 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$670	$12,854	$13,524

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	32	117,464
Average years experience in public schools	8.2	12.0
Average years experience in district	8.2	10.7
Teachers in district for 4 or more years	74.2%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,374
Average years experience in public schools	18.7	16.0
Average years experience in district	18.7	12.0
Administrators in district for 4 or more years	100.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	13:1
Students to Administrators	172:1	208:1
Teachers to Administrators	16:1	16:1
Students to Librarians/Media Specialists		1039:1
Students to Nurses		623:1
Students to Counselors		390:1
Students to Child Study Team		390:1

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(03-0890-070)
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2017-2018

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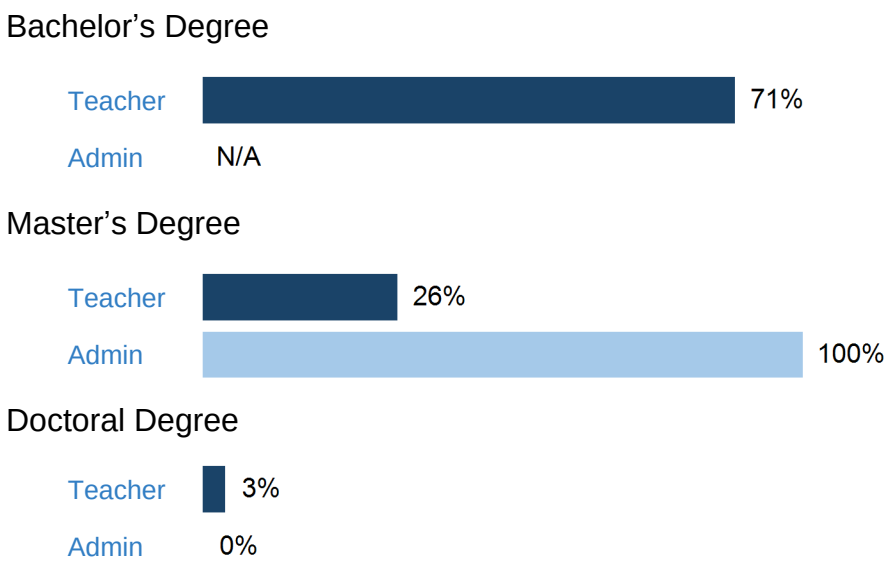
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other 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 the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.2%	90.2%
2016-17 Administrators: Same district 2017-18	90.9%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.6%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	84.4%	100.0%
Male	15.6%	0.0%
White	71.9%	100.0%
Hispanic	21.9%	0.0%
Black or African American	0.0%	0.0%
Asian	3.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	3.1%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	71.45	15.0%
Mathematics Proficiency	70.08	15.0%
English Language Arts Growth	66.11	20.0%
Mathematics Growth	99.23	20.0%
Progress Towards English Language Proficiency	60.85	20.0%
Chronic Absenteeism	56.71	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	72.14	n/a
Summative Rating: Percentile Rank of Summative Score	82.17	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Met Target†	Met Standard	Exceeds Standard	Met Target	Met	No
White	83.09	14.08	No	Met Goal	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	77.72	14.08	No	Not Met	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	90.23	14.08	No	Not Met	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	**	**	No	**	**	**	**	n/a	Not Met	No
English Learners	**	**	No	Not Met	Met Target†	**	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• Our media center has been renovated and upgraded with hundreds of more titles added to our collection. We have also added a full-time media specialist to our staff. • All classrooms have Smart Boards and access to chrome books and iPads. Students in grades three through six have 1:1 technology. • We celebrate our anniversary and academic successes every June with a carnival that brings together our families and neighbors.
Mission, Vision, Theme:	The mission, vision, and theme of School 5 is encapsulated in our motto, "Knowledge is power". Since 1926, School 5 has enriched students' academic studies. We are committed to nourishing self-determination and recognizing the qualities of good citizenship. Our greatest strength lies in the commitment of our faculty and staff who afford our students the educational opportunities as promised by our borough, our state, and our nation.
Awards, Recognition, Accomplishments:	"We are proud to say that our attendance has been on the rise over the past three years with a current attendance rate of 98.1%! School 5 has registered with the Scripps National Spelling Bee and sends our School 5 Spelling Champion to represent us at to the county tournament. Students are recognized every month for good attendance, citizenship, and personal improvement at our monthly school-wide assembly. Teachers are recognized as lifelong learners and serve as role models to our students with our ""Knowledge is Power"" Award. School 5 is the recipient of two grants. Ms. Clinton, one of our pre-kindergarten teachers, was recognized and awarded a grant by the First Day of School Foundation. The grant is intended to supplement her classroom materials. We were also awarded a grant by the Bergen County Utilities Authority to purchase and install a water bottle refill station. This helps us stay healthy and do our part in saving the environment."

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Courses, Curriculum, Instruction:	Our curriculum includes High Scope in pre-kindergarten. Beginning in first grade, students are enriched academically with our Balanced Literacy framework and core resources such as FUNdations, enVision math, FOSS science, and content area literary resources. All students have access to chrome books and iPads and we have begun implementing STEM classes. We utilize edConnect and other digital resources such as RazKids, Study Island, Flocabulary, and Membean. Before school, students work on strengthening skills in our "Early Risers" program.
Sports and Athletics:	Our sixth grade basketball team competes against the other sixth grade classes in the district at our annual Grade 6 Basketball Tournament.
Clubs and Activities:	Every year our students participate in a choral concert and art show. We also have Moving Up ceremonies for pre-k and grade 6. At lunchtime we have a Girl Scout Program and our Girls Who Code Club for sixth graders. School 5 has a Safety Patrol squad sponsored by AAA. We also participate in the Scripps National Spelling Bee.

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Before and After School Programs:	In addition to our Early Risers group, School 5 offers a Breakfast Club. Teachers also offer extra help in the morning and after school. Students also have the opportunity to participate in an Aftercare program funded by the 21st Century Grant. In aftercare, students receive help in completing homework and also participate in recreational activities such as cooking class, arts and crafts, drama, math club, yoga, and more.
Staff and Professional Learning:	We pride ourselves on being lifelong learners at School 5! Teachers have established PLCs on supporting ELLs, analyzing test data, and refining PK curriculum. Teachers attend professional development on FUNdations, guided reading, writing workshop, CPI Verbal Deescalation, Conquer Math, Pearson resources, Stronge Evaluation tool, and more.

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Student Supports and Services:	Our pre-kindergarten program has five sections for students with disabilities. Additionally, we have instituted an inclusion class. Speech, occupational therapy, and physical therapy services are available in addition to support from our behaviorist. In the elementary grades we provide classes for ELLs, resource room, and Title I ELA and math programs. Guidance is offered as well as support from Jewish Family Services. I&RS and 504 teams convene to plan support for students in need. Our Early Riser program is geared toward our struggling learners and teachers offer extra help.
Student Health and Wellness:	Students have gym class every week in addition to daily recess.Our food service complies with all guidelines and regulations. School 5 has a Wellness Committee that meets and plans activities and programs for our children that involve members of the community such as: dental hygiene, fire safety, pedestrian safety. During the month of March we participate in Wellness Week. During this week there are activities and programs for students ans staff focusing on nutrition, exercise, and mindfulness.
Parent and Community Involvement:	School 5 has a PTO that plans activities all year long. Our school hosts parent workshops on literacy and assessments. Family Math classes are also offered. Our school partners with the public library for special projects and summer programs to support our students and families. Our school year culminates with our annual School 5 carnival.

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Facilities:	Built in 1926, our building has undergone bathroom renovations, media center upgrades, technology enhancements, floor replacements and refurbishment of our gym. in 2015, School 5 gained much needed classrooms with the installation of our "School 5 Annex" that houses eight full size classrooms, and two small group instruction classrooms. We added an outside play area for our 3-6 year olds, as well a picnic tables and new playground equipment. Situated on the Palisades east of the Hudson River, School 5 has a postcard view of Manhattan!
School Safety:	School 5 works closely with the Cliffside Park Police Department in formulating emergency plans, planning monthly drills, and acquiring anything necessary to ensure the safety and well-being of our staff and students. A Class III officer is on duty every day.

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Technology and STEM:	Students in grades one through six receive technology instruction every week in addition to technology in the classroom. STEM is part of our curriculum. We also participate in Hour of Code and Makers Day. We encourage our young sixth grade ladies to explore technology in our extracurricular Girls Who Code group.
Early Childhood Education:	We have six general education and five special needs pre-kindergarten classes. In addition to the teachers, aides assist in all classes. The High Scope curriculum has been adopted by the district and teachers participate in annual professional development. All pre-kindergarten classes have Smart Boards and access to iPads. Students have the opportunity to mainstream or enroll in our inclusion class as soon as it is appropriate. We also offer a month of summer school for exiting pre-kindergarten students, if needed.

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Other Information:	Take a peek inside School 5 by looking at our trimester newsletters located on our school web page: http://www.cliffsidepark.edu/index.php/school-5/