



Briarwood School
(27-1530-015)
Grades Offered: PK-02
2018-2019

Report Key:

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- ** 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 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:



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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	Florham Park School District
Principal Name	Ms. Sherri Glaab
Address	151 BRIARWOOD ROAD FLORHAM PARK, NJ 07932
Phone Number	973-822-3880
Email Address	sherri.glaab@fpks.org
Website	http://briarwood.fpks.org
Facebook	https://www.facebook.com/Florham-Park-School-District-1763429020612906?scrlbrkr=dc6b2a5f
Twitter	https://twitter.com/FlorhamParkSD



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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	36	38	0
KG	88	115	0
1	92	95	0
2	94	107	0
Total	310	355	0

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	49.0%	48.5%	N
Male	51.0%	51.5%	N
Economically Disadvantaged Students	0.0%	0.0%	N
Students with Disabilities	20.3%	22.5%	N
English Learners	1.9%	1.7%	N
Homeless Students	0.0%	0.0%	N
Students in Foster Care	0.0%	0.0%	N
Military-Connected Students	0.0%	0.0%	N
Migrant Students	0.0%	0.0%	N

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	74.2%	70.1%	N
Hispanic	6.8%	9.6%	N
Black or African American	5.2%	5.9%	N
Asian	9.0%	9.3%	N
Native Hawaiian or Pacific Islander	0.0%	0.3%	N
American Indian or Alaska Native	0.0%	0.0%	N
Two or More Races	4.8%	4.8%	N

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	21	21	N
PK - Full Day	15	17	N
KG - Half Day	0	0	N
KG - Full Day	88	115	N

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
N	N



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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	*	*	*

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	N	N	N
3-4	N	N	N
5 or more	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.

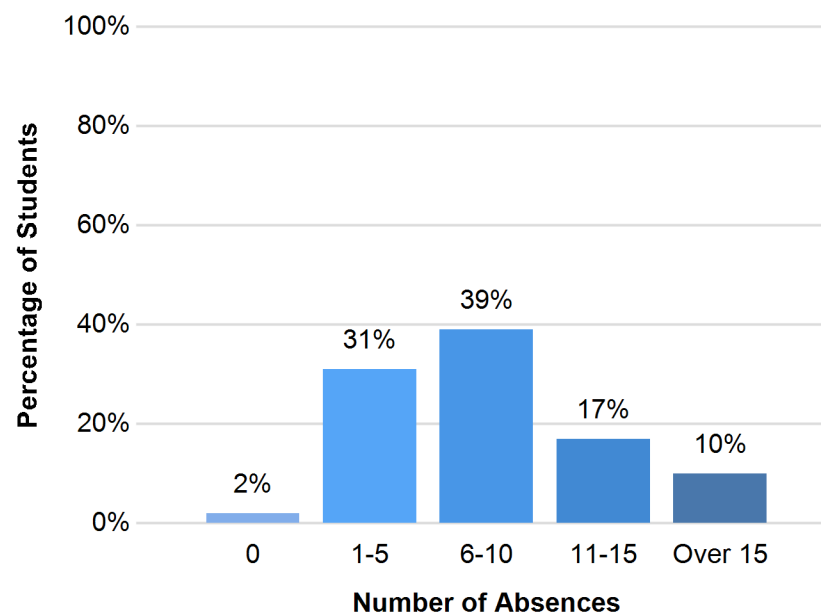
Chronic Absenteeism

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	28	8.5	10.3	Met
White	12	5.5	10.3	Met
Hispanic	5	15.2	10.3	Not Met
Black or African American	2	10.5	**	**
Asian, Native Hawaiian, or Pacific	9	23.7	10.3	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	11	7.4		
Male	17	9.5		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	9	18.4	10.3	Not 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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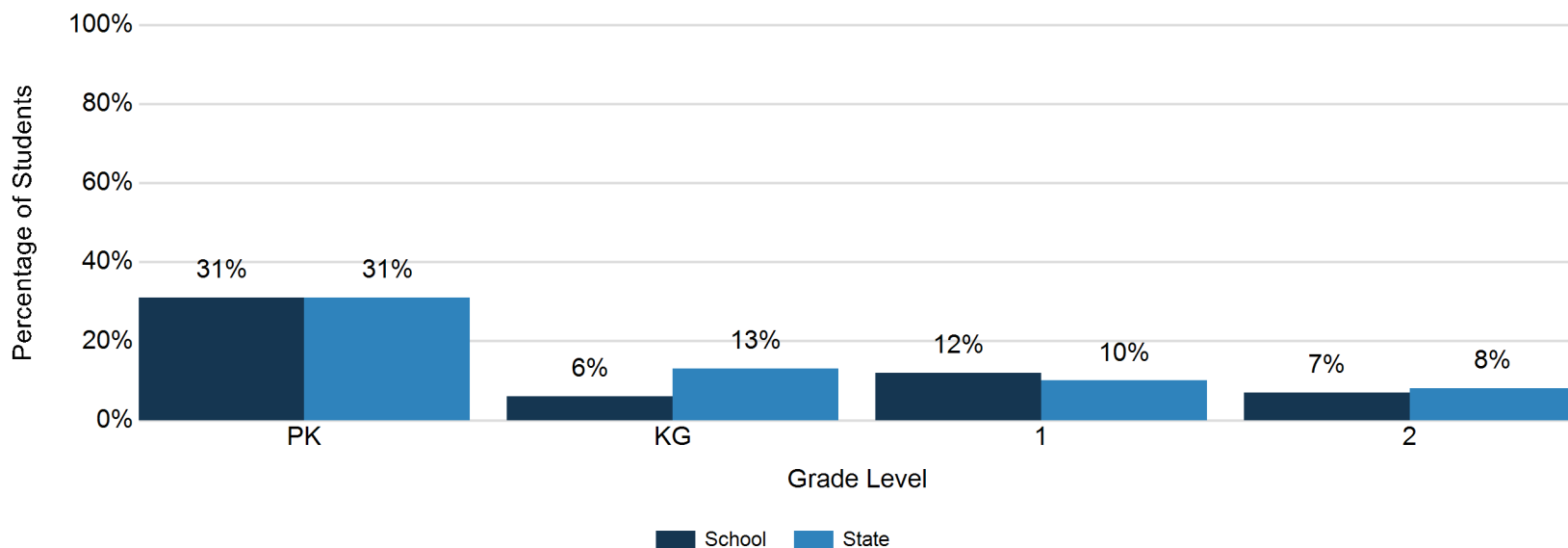
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Chronic Absenteeism by Grade

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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

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	N
Out-of-School Suspensions	0	N
Any Suspension	0	N
Removal to other education program	0	N
Expulsion	0	N
Arrest	0	N

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	4:00 PM
Length of School Day	7 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.



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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	27	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	10.2	10.8
Percentage of Teachers with 4 or more years experience in the district	70.4%	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	8	9,530
Average years experience in public schools	17.1	16.0
Average years experience in district	9.8	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	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	N	N
Students to Administrators	N	N
Teachers to Administrators	27:1	12:1
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		N
Students to Child Study Team Members		N



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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	N	96.3%	100.0%	48.4%	77.1%	54.9%
Male	N	3.7%	0.0%	51.6%	22.9%	45.1%
White	N	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	N	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	N	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	N	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	N	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	N	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	N	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	87.1%	90.5%
2017-18 Administrators: Same district 2018-19	87.5%	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	95.2%



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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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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.



Mission, Vision,
Theme:

The Florham Park Public Schools are committed to the achievement of individual academic excellence through high quality teaching and learning and community involvement. This results in students being well prepared to meet future educational challenges and to contribute to society. They will achieve these goals in accordance and alignment with the NJSLs which guide our academic instruction. Recognizing the needs of students, the Florham Park School community strives to teach pupils how to learn effectively and attempt to motivate them to continuous learning throughout life. Students are encouraged to understand themselves, accept their worth, fulfill their potential, and become effective and responsible citizens in a democratic society and in a multicultural world. The Florham Park School District provides a broad, well-balanced educational program, stressing development and mastery in the following domains: Academic Skills, Technological Skills & Knowledge, Life.



Awards, Recognition,
Accomplishments:

Briarwood Students are nominated for Student of the Month, Briarwood students are recognized by staff to receive a Positive Office Referral, Teacher of the Year Initiative, Service Provider of the Year, Briarwood School was awarded as a 2018 Loyal Lincoln Award recipient through the LLS, Briarwood School Teacher.





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 <p>Courses, Curriculum, Instruction:</p>	<p>ELA -K-5 students engage in 10 units of reading and writing utilizing the Teachers College, Reading and Writing Project. These units include the opportunity to engage in fiction and non-fiction reading and writing, work in book clubs, and interpretation that meets the NJ State Standards in reading, writing, speaking, and listening. Students who have IEPs and who are reading far below benchmark receive an alternative approach to reading instruction through Leveled Literacy Intervention performed by our basic skills instructors or our special education staff. , Mathematics - K-5 students work with Math in Focus The district is working to increase the student engagement during instructional time. , Science - The district first implemented the Next Generation Science Standards (NGSS) for grades K-5 in 2017-2018. The district uses the Next Generation Science Standards FOSS modules.</p>
 <p>Clubs and Activities:</p>	<p>Technology Club, Helping Hands Club, Drama Club, Orff Ensemble, Chorus</p>



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Before and After School Programs:

Technology Club, Helping Hands Club, Drama Club, Orff Ensemble, Chorus





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 <p>Student Health and Wellness:</p>	<p>Health classes are taught that met the NJ State health and physical education standards. Health classes emphasize an introduction to healthy nutrition and physical fitness components. Mental health/ social wellness issues: The school employs full time a school guidance counselor, school psychologist and school nurse. The school guidance counselor has developed weekly advisory lesson to promote anti-bullying and support mental/social well being. Nutritional/Breakfast Programs Milk is provided to low income students who qualify.</p>
 <p>Parent and Community Involvement:</p>	<p>Briarwood School invites families to partner together in the education of their children. We host Principal Forums, Back to School nights, reading opportunities where families can come to classrooms to read, and end of unit celebrations where parents are invited. Staff members regularly scheduled meetings throughout the course of the school year to collaborate with families on successes and challenges children are faced with throughout the school year. Additionally, incoming kindergarten families are welcomed for various events leading up to their arrival : information night/ day events, ice break event where families are welcomed.</p>



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School Safety:

All building doors are locked at all times. All visitors must check in with the main office, where their driver's license is kept until they leave the building. Classroom doors are closed and kept locked at all times. Staff are given swipe cards to enter designated entrance doors. Evacuation locations have been identified in the community and drills are run to practice getting there safely. The district has an account with Share911 to be used as a communication tool with staff and police in the event of an emergency. Monthly fire drills are conducted. Emergency drills for shelter in place, lock down and intruder in the building are practiced monthly. Each emergency drill is coordinated with the local police department. The district uses the A.L.I.C.E. protocol in the event of an intruder in the building.





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 <p>Technology and STEM:</p>	<p>Every grades level will have elements of coding, STEAM challenges, and engineering practices. During the 2017-2018 school year, the curriculum council wrote the K-5 STEAM curriculum that was fully implemented in the 2018-2019 school year, which means that every student in the district will take a STEAM course.</p>
 <p>Early Childhood Education:</p>	<p>Briarwood School creates a warm and welcoming environment as we set the foundation from preschool through second grade. It is our intent to provide a safe environment where children can take academic risks, as our adults aware of individual needs. Our teachers chart a clear course of action. As a school, we meet each child where they are and look to help each individual child progress, recognize, and celebrate their successes. , Briarwood School looks at the whole child. Academics is vital as it coupled with a social and emotional balance. Briarwood School utilizes the Zones of Regulation for our children. , Briarwood School also looks to create a community of learners. Each classroom looks at motivators and success for their classes. , We accomplish a school wide feeling of inclusion with developed monthly activities during Briarwood Buddies.</p>



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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
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- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Brooklake School
(27-1530-020)
Grades Offered: 03-05
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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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	Florham Park School District
Principal Name	Dr. Steve Caponegro
Address	235 BROOKLAKE ROAD FLORHAM PARK, NJ 07932
Phone Number	973-822-3888
Email Address	steve.caponegro@fpts.org
Website	http://brooklake.fpts.org
Facebook	https://www.facebook.com/Florham-Park-School-District-1763429020612906?scrlbrkr=dc6b2a5f
Twitter	https://twitter.com/FlorhamParkSD



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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
3	104	99	0
4	105	108	0
5	111	105	0
Total	320	312	0

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	47.5%	49.0%	N
Male	52.5%	51.0%	N
Economically Disadvantaged Students	0.6%	0.0%	N
Students with Disabilities	18.4%	19.9%	N
English Learners	0.0%	1.0%	N
Homeless Students	0.0%	0.0%	N
Students in Foster Care	0.0%	0.3%	N
Military-Connected Students	0.0%	0.0%	N
Migrant Students	0.0%	0.0%	N

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	78.1%	72.8%	N
Hispanic	5.9%	6.1%	N
Black or African American	5.3%	6.4%	N
Asian	6.3%	9.9%	N
Native Hawaiian or Pacific Islander	0.0%	0.0%	N
American Indian or Alaska Native	0.0%	0.0%	N
Two or More Races	4.4%	4.8%	N

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
N	N

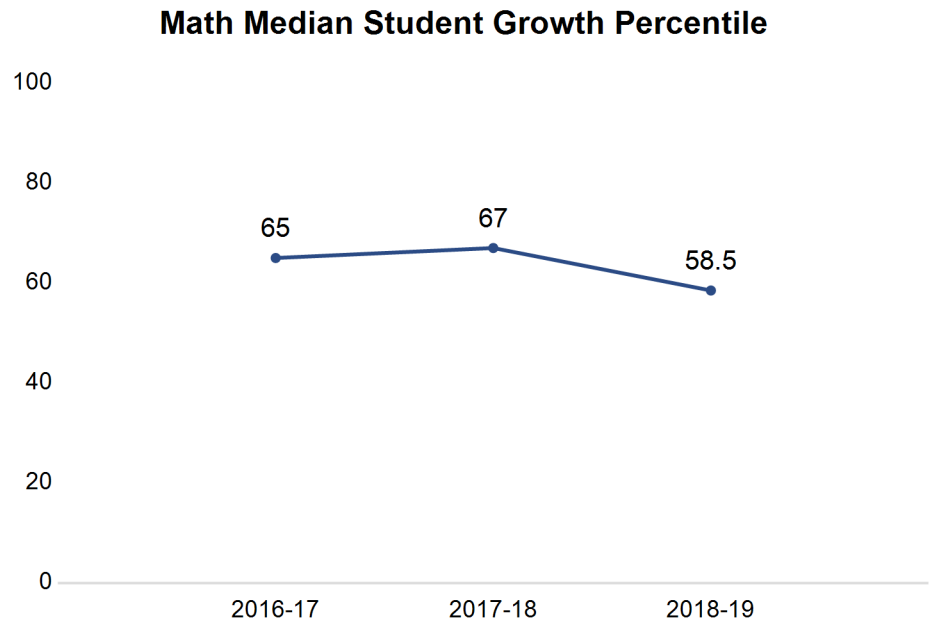
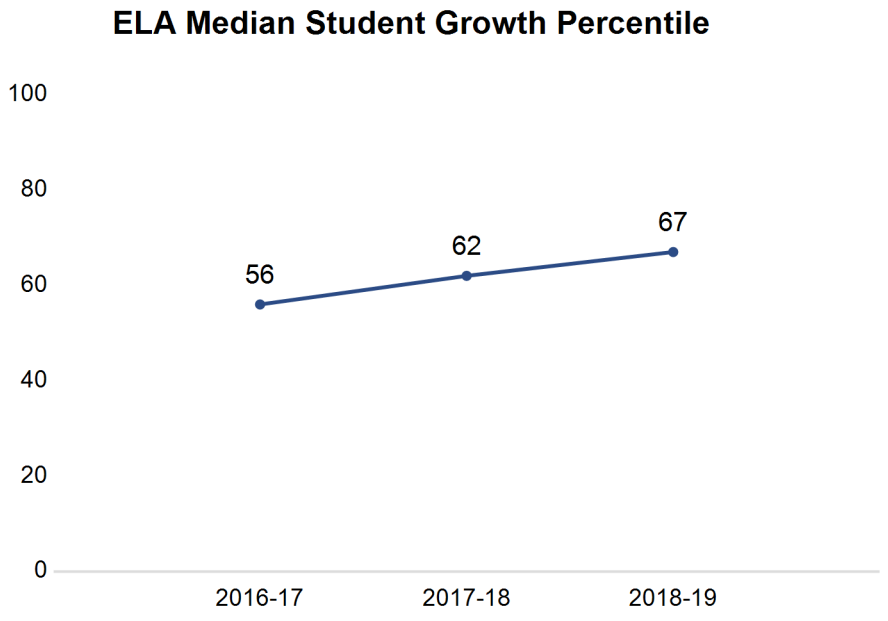


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Student Growth Trends and Progress

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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	56	62	67	65	67	58.5
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds 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	67	59	50	Exceeds Standard	58.5	62	50	Met Standard
White	64.5	59	50	Exceeds Standard	58	60.5	52	Met Standard
Hispanic	*	70	49	**	*	74	47	**
Black or African American	37.5	53	45	**	31.5	57.5	43	**
Asian, Native Hawaiian, or Pacific Islander	76	64	59	Exceeds Standard	66	63.5	60	Exceeds Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	71	56	49	**	72	77	52	**
Female	70.5	59	53	N	61	63	50	N
Male	63	59	47	N	56.5	61	51	N
Economically Disadvantaged Students	N	N	48	**	N	N	46	**
Students with Disabilities	49.5	54	43	Met Standard	51	67	45	Met Standard
English Learners	N	N	52	**	*	*	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	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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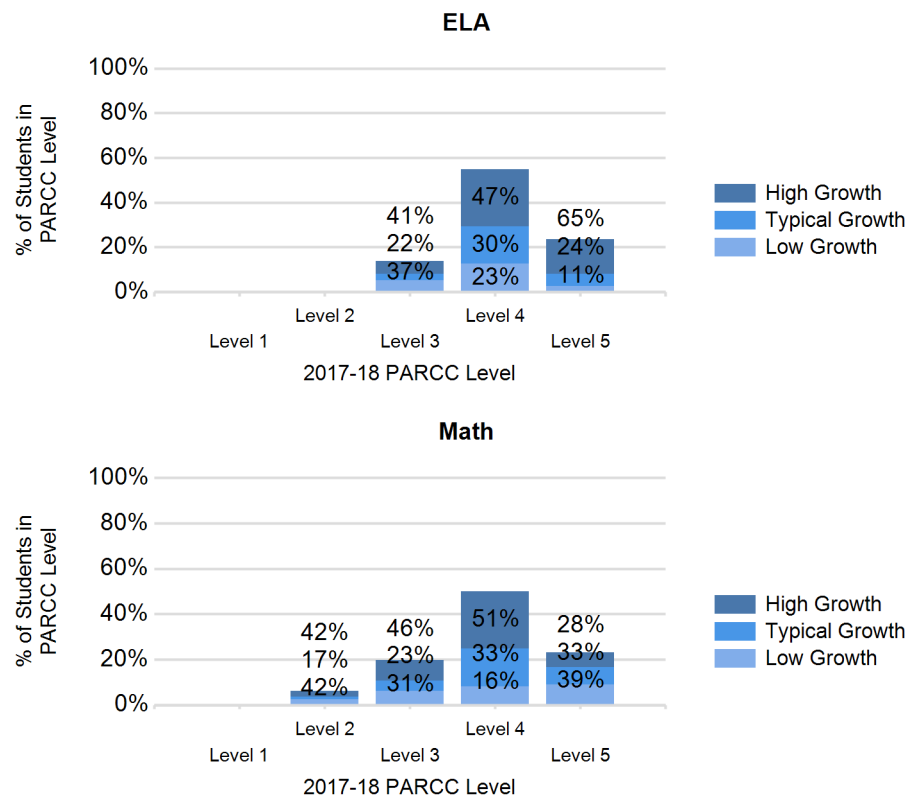
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores 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.

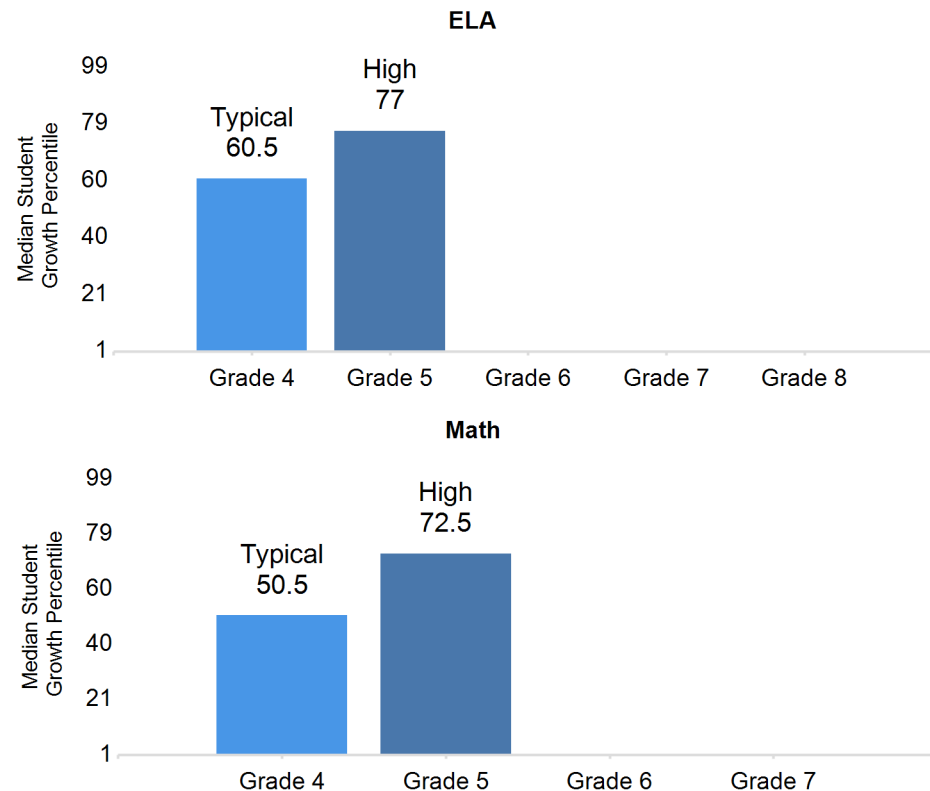
Student Growth by Performance Level

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.





Brooklake School
(27-1530-020)
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2018-2019

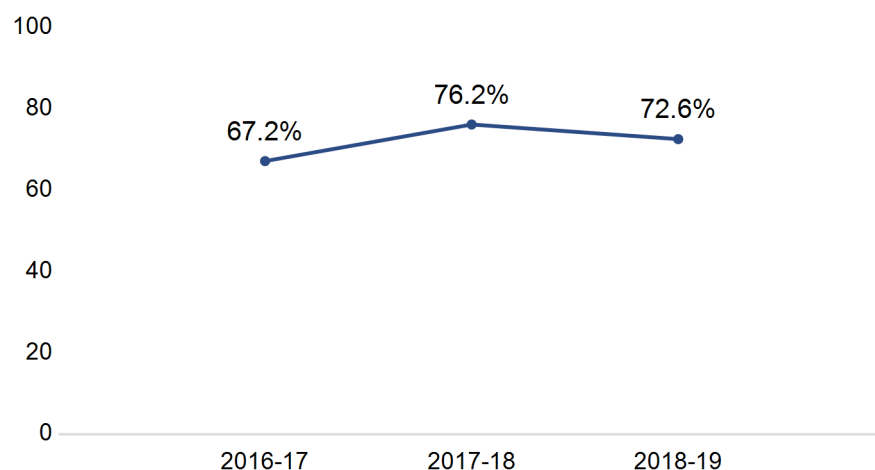
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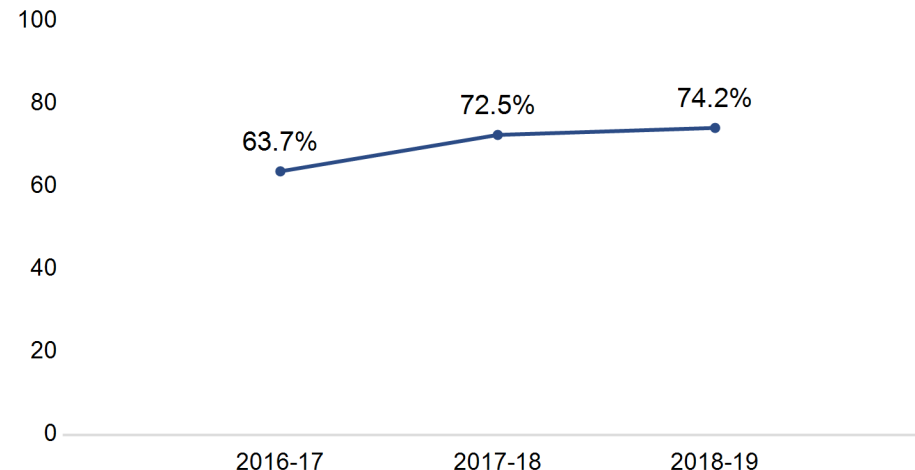
English Language Arts and Mathematics Performance Trends

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	98.8%	97.7%	99.7%	98.8%	98.1%	99.7%
Proficiency Rate for Federal Accountability	67.2%	76.2%	72.6%	63.7%	72.5%	74.2%
Annual Target	69.7%	70.3%	70.8%	59.5%	60.6%	61.6%
Met Annual Target?	Met Target†	Met Target	Met Target	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	307	99.7	72.6	76.8	57.9	72.6	70.8	Met Target
White	221	100.0	73.3	77.4	66.9	73.3	70.1	Met Target
Hispanic	17	100.0	64.7	65.7	43.9	64.7	**	**
Black or African American	17	94.4	41.2	62.5	38.5	40.9	**	**
Asian, Native Hawaiian, or Pacific Islander	34	100.0	88.2	91.1	82.9	88.2	80	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	18	100.0	72.2	73.3	64.4	72.2	**	**
Female	157	100.0	78.3	84.3	64.8	78.3		
Male	150	99.3	66.7	69.3	51.3	66.7		
Economically Disadvantaged Students	N	N	N	N	40.0	N	**	**
Non-Economically Disadvantaged Students	307	99.7	72.6	76.8	67.9	72.6		
Students with Disabilities	55	100.0	25.5	31.5	22.7	25.5	33.9	Met Target†
Students without Disabilities	252	99.6	82.9	86.5	65.1	82.9		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	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.

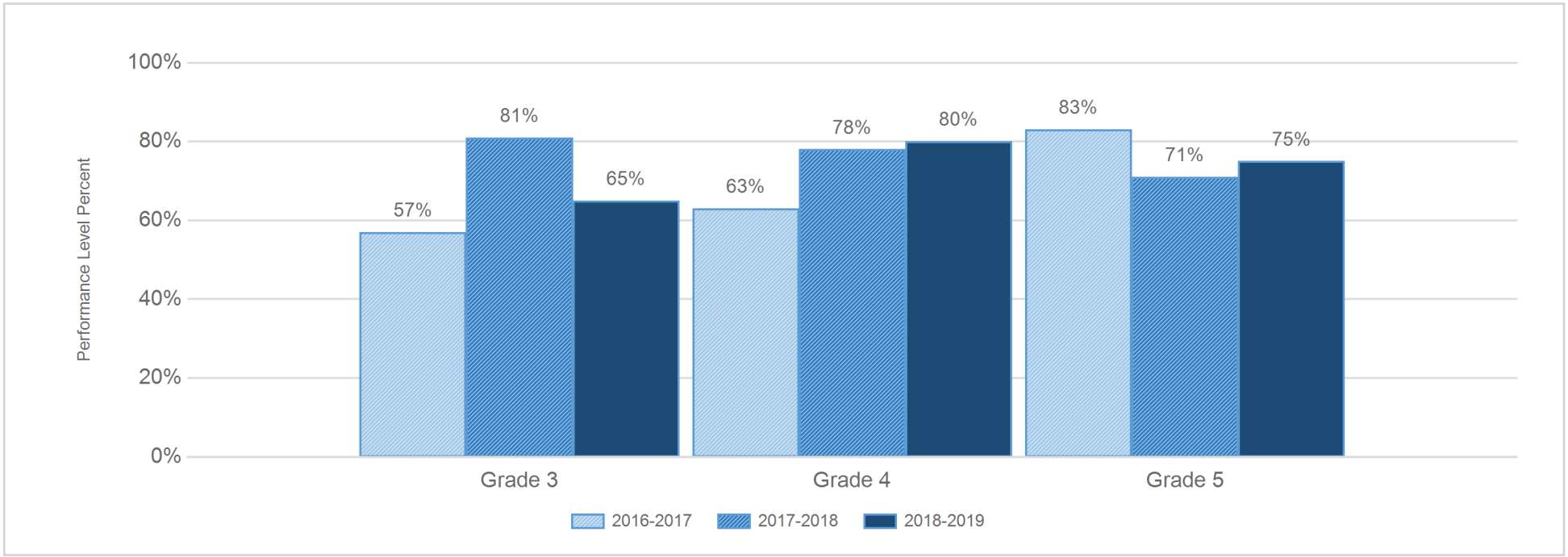


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English Language Arts Assessment - Performance Trends

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	99	763	763	748	*	14%	17%	*	*	65%	50%
White	71	767	767	757	*	*	17%	*	*	69%	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	50	771	771	753	*	*	*	*	*	72%	55%
Male	49	754	754	743	*	*	*	*	*	57%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	99	763	763	759	*	14%	17%	*	*	65%	61%
Students with Disabilities	18	734	734	719	*	*	*	*	*	28%	24%
Students without Disabilities	81	770	770	754	*	*	*	*	*	73%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	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	100	778	778	755	*	*	12%	42%	38%	80%	57%
White	73	776	776	763	*	*	*	48%	33%	81%	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	13	803	803	779	0%	0%	*	*	*	92%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	55	785	785	760	*	*	*	36%	45%	82%	62%
Male	45	770	770	750	*	*	*	49%	29%	78%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	100	778	778	765	*	*	12%	42%	38%	80%	69%
Students with Disabilities	13	730	730	725	*	*	*	*	*	15%	25%
Students without Disabilities	87	785	785	761	*	*	*	*	*	90%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	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	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	104	776	776	756	*	*	16%	45%	30%	75%	58%
White	74	773	773	764	*	*	19%	43%	28%	72%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	12	797	797	781	0%	0%	*	*	*	83%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	50	782	782	761	*	*	*	44%	38%	82%	64%
Male	54	769	769	750	*	*	*	46%	22%	69%	52%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	104	776	776	766	*	*	16%	45%	30%	75%	69%
Students with Disabilities	20	743	743	724	*	*	*	*	*	30%	23%
Students without Disabilities	84	784	784	762	*	*	*	*	*	86%	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	104	776	776	758	*	*	16%	45%	30%	75%	60%
Homeless Students	N	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	310	99.7	74.2	70.6	44.5	74.2	61.6	Met Target
White	221	100.0	74.7	71.3	54.1	74.7	59.1	Met Target
Hispanic	18	100.0	66.7	54.1	28.8	66.7	**	**
Black or African American	17	94.4	35.3	40.0	23.0	35.1	**	**
Asian, Native Hawaiian, or Pacific Islander	36	100.0	97.2	96.6	76.5	97.2	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	18	100.0	66.7	70.0	53.3	66.7	**	**
Female	158	100.0	70.9	69.5	44.9	70.9		
Male	152	99.3	77.6	71.8	44.2	77.6		
Economically Disadvantaged Students	N	N	N	N	26.3	N	**	**
Non-Economically Disadvantaged Students	310	99.7	74.2	70.6	54.9	74.2		
Students with Disabilities	55	100.0	29.1	29.6	17.4	29.1	28.9	Met Target
Students without Disabilities	255	99.6	83.9	79.3	50.0	83.9		
English Learners	*	*	*	80.0	25.0	*	**	**
Non-English Learners	*	*	*	70.5	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	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.



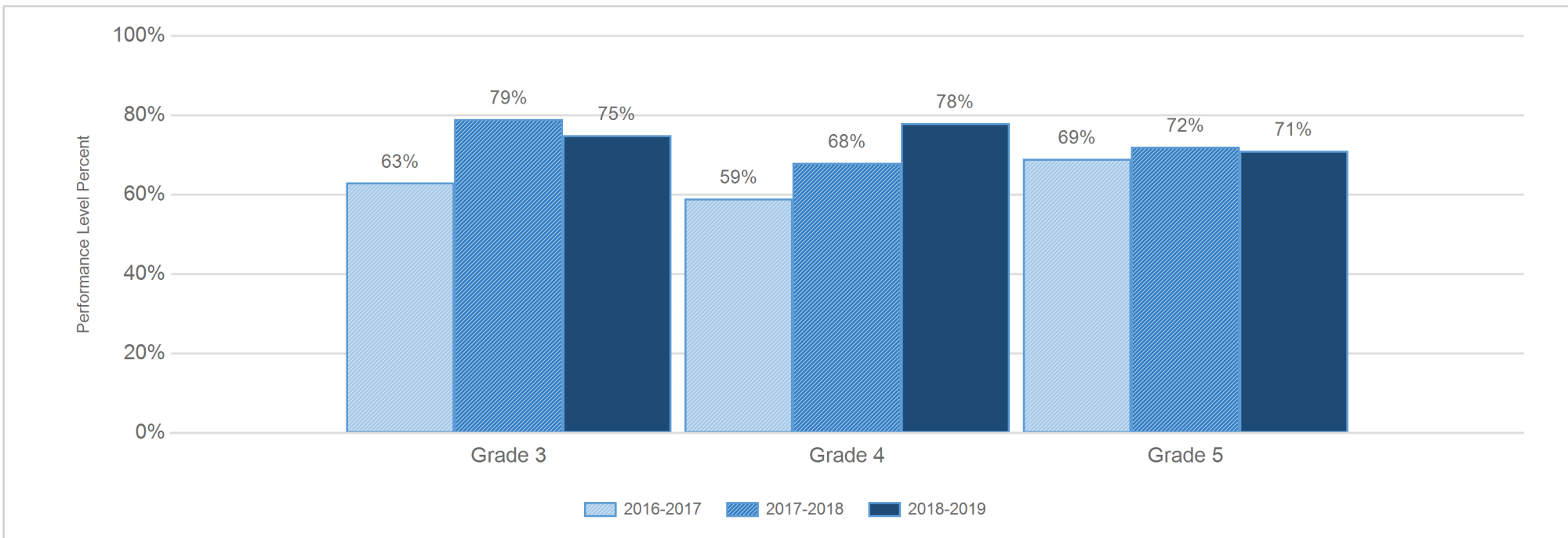
Brooklake School
(27-1530-020)
Grades Offered: 03-05
2018-2019

Report Key:

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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.



Brooklake School
(27-1530-020)
Grades Offered: 03-05
2018-2019

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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	100	770	770	752	*	*	15%	46%	29%	75%	55%
White	71	774	774	760	*	*	14%	49%	31%	80%	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	10	795	795	778	0%	0%	0%	*	*	100%	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	770	770	751	*	*	*	36%	34%	70%	54%
Male	50	769	769	752	*	*	*	56%	24%	80%	56%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	100	770	770	761	*	*	15%	46%	29%	75%	67%
Students with Disabilities	18	743	743	731	*	*	*	*	*	39%	31%
Students without Disabilities	82	776	776	756	*	*	*	*	*	83%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	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%



Brooklake 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	101	768	768	749	*	*	15%	63%	15%	78%	51%
White	73	767	767	757	*	*	15%	64%	14%	78%	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	14	787	787	776	0%	0%	*	*	*	93%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	55	770	770	749	*	*	*	*	*	80%	50%
Male	46	765	765	749	*	*	*	*	*	76%	52%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	101	768	768	759	*	*	15%	63%	15%	78%	63%
Students with Disabilities	13	725	725	726	*	*	*	*	*	*	25%
Students without Disabilities	88	774	774	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	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%



Brooklake School
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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	105	764	764	747	*	*	19%	53%	18%	71%	47%
White	74	761	761	755	*	*	20%	55%	14%	69%	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	12	790	790	775	0%	0%	0%	*	*	100%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	51	762	762	747	*	*	*	*	*	63%	47%
Male	54	766	766	747	*	*	*	*	*	80%	47%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	105	764	764	757	*	*	19%	53%	18%	71%	59%
Students with Disabilities	20	744	744	725	*	*	*	*	*	35%	19%
Students without Disabilities	85	768	768	752	*	*	*	*	*	80%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	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%



Brooklake 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
3	*	*
4	*	*
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	N	N	N
3-4	N	N	N
5 or more	N	N	N



Brooklake School
(27-1530-020)
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2018-2019

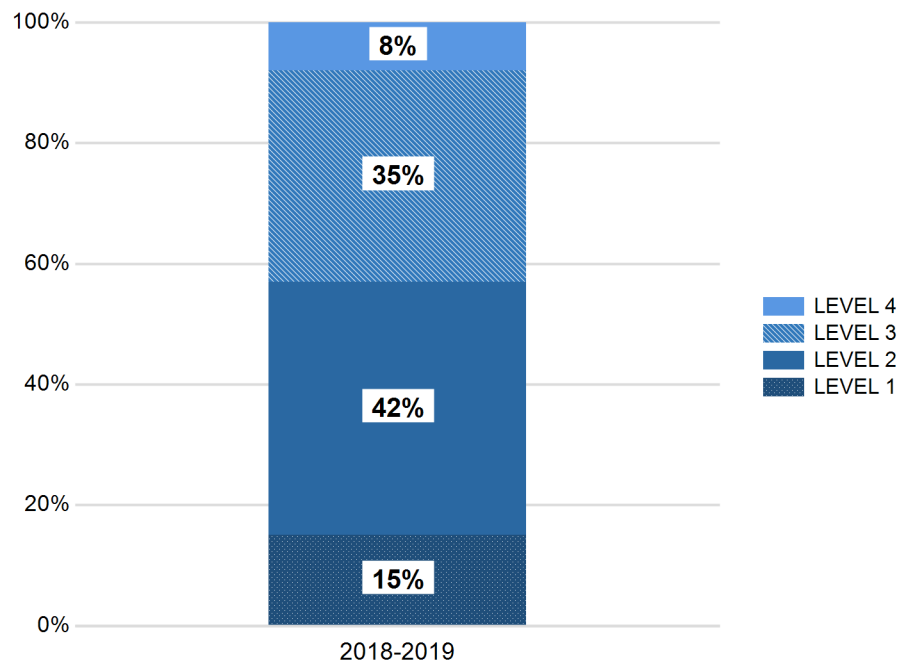
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	15	42	35	8
White	18	43	35	4
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	8	25	50	17
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	12	55	29	4
Male	19	30	41	11
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	15	42	35	8
Students with Disabilities	35	35	25	5
Students without Disabilities	11	44	38	8
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.

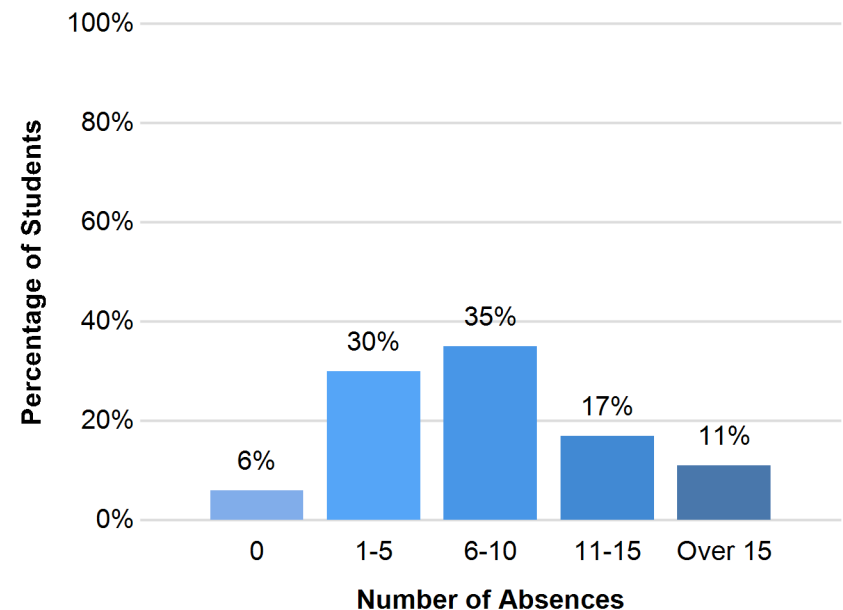
Chronic Absenteeism

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	23	7.4	7.5	Met
White	18	8.1	7.5	Not Met
Hispanic	4	22.2	**	**
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	1	2.8	7.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	11	7.0		
Male	12	7.8		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	8	14.5	7.5	Not 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.





Brooklake School
(27-1530-020)
Grades Offered: 03-05
2018-2019

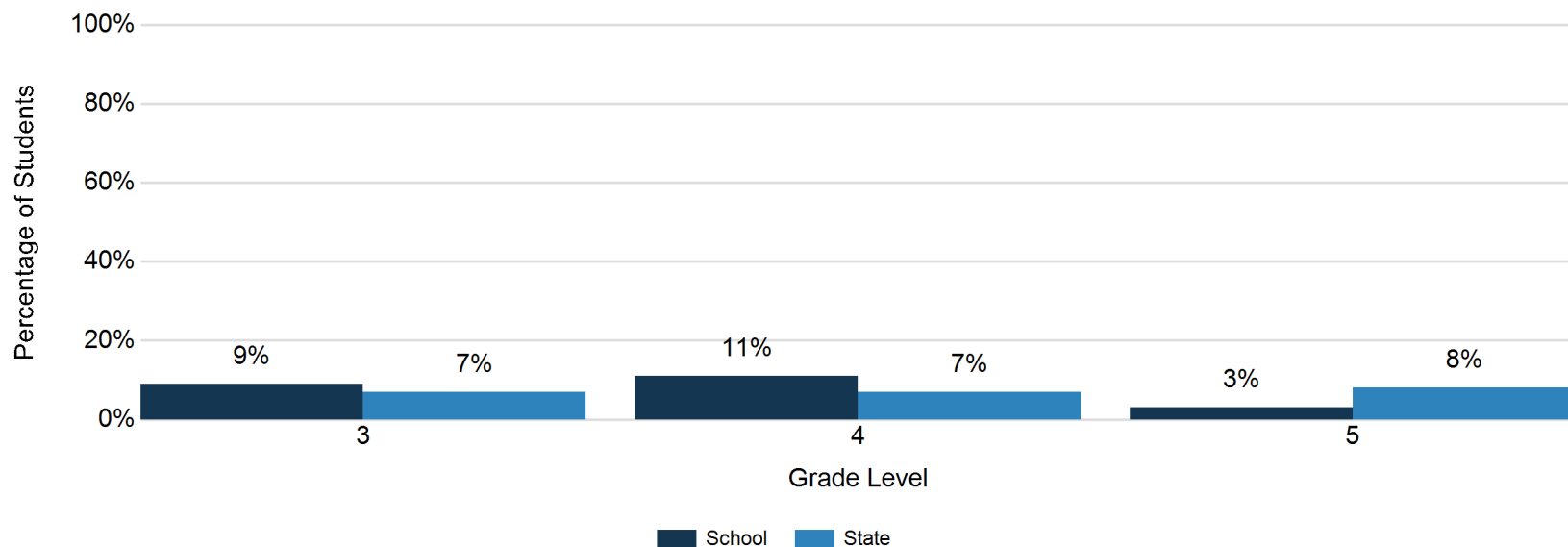
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Chronic Absenteeism by Grade

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





Brooklake School
(27-1530-020)
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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	0.00

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	0	0	0
Disability	0	0	0
Other	2	1	3
No Identified Nature	9		9

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	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	N
Expulsion	0	N
Arrest	0	N

School Days Missed due to Out-of-School Suspensions

*

**Brooklake School**

(27-1530-020)

Grades Offered: 03-05

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	8:30 AM
Typical End Time	4:00 PM
Length of School Day	7 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 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	N



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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	31	118,214
Average years experience in public schools	10.7	12.1
Average years experience in district	8.6	10.8
Percentage of Teachers with 4 or more years experience in the district	71.0%	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	8	9,530
Average years experience in public schools	17.1	16.0
Average years experience in district	9.8	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	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	N	N
Students to Administrators	N	N
Teachers to Administrators	16:1	12:1
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		N
Students to Child Study Team Members		N



Brooklake School
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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 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	N	80.6%	50.0%	48.4%	77.1%	54.9%
Male	N	19.4%	50.0%	51.6%	22.9%	45.1%
White	N	96.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	N	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	N	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	N	3.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	N	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	N	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	N	0.0%	0.0%	2.1%	0.2%	0.2%



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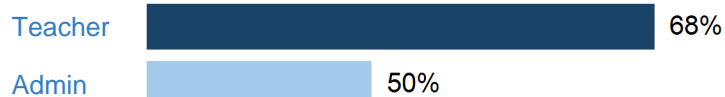
Teachers and Administrators - Level of Education

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	87.1%	90.5%
2017-18 Administrators: Same district 2018-19	87.5%	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	96.0%



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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.



Brooklake School
(27-1530-020)
Grades Offered: 03-05
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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(27-1530-020)
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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	67.2%	76.2%	72.6%
Math Proficiency	63.7%	72.5%	74.2%
ELA Growth	56	62	67
Math Growth	65	67	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.0%	5.1%	7.4%

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



Mission, Vision, Theme:

The Florham Park Public Schools are committed to the achievement of individual academic excellence through high quality teaching and learning and community involvement. This results in students being well prepared to meet future educational challenges and to contribute to society. They will achieve these goals in accordance and alignment with the NJSLS which guide our academic instruction. Recognizing the needs of students, the Florham Park School community strives to teach pupils how to learn effectively and attempt to motivate them to continuous learning throughout life. Students are encouraged to understand themselves, accept their worth, fulfill their potential, and become effective and responsible citizens in a democratic society and in a multicultural world. The Florham Park School District provides a broad, well-balanced educational program, stressing development and mastery in the following domains: Academic Skills, Technological Skills & Knowledge, Life.



Awards, Recognition, Accomplishments:

Brooklake Elementary School received the Future Ready Bronze Award for the 2018-2019 School Year. Brooklake students nominated for Student(s) of the Month, 2018 Rotary STEAM Grant Award Recipient, United Way of Northern NJ Recognition - Exemplary School Programs - Climate & Culture Committee, Peer Readers, & Peer Leaders, Adopt A Cop Program recognized in NJSPBA, Teacher of the Year Initiative, Service Provider of the Year, NJ School Ranking - Top 15%, National Geographic Geography Bee School Champion, Peer Leaders Award, Peer Readers Award, F.A.S.T. Food Allergy Support Group Award, Climate & Culture Award, St. Jude Story quest Award, Math-A-Thon Award, Geography Bee Award, Spelling Bee Award, President's Award, Principal's Award, STEM Fair Award, Future Ready Bronze status





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 <p>Courses, Curriculum, Instruction:</p>	<p>ELA - K-5 students engage in 10 units of reading and writing utilizing the Teachers College, Reading and Writing Project. These units include the opportunity to engage in fiction and non-fiction reading and writing, work in book clubs, and interpretation that meets the NJ State Standards in reading, writing, speaking, and listening. , Students who have IEPs and who are reading far below benchmark receive an alternative approach to reading instruction through Leveled Literacy Intervention performed by our basic skills instructors or our special education staff. , Mathematics - K-5 students work with Math in Focus The district is working to increase the student engagement during instructional time. , Science - The district first implemented the Next Generation Science Standards (NGSS) for grades K-5 in 2017-2018. The district uses the Next Generation Science Standards FOSS modules.</p>
 <p>Clubs and Activities:</p>	<p>Art Club, Bell Choir, Chess Club, Chorus, Drama Club, Homework Club Gr.3-5, Technology Club, Peer Leaders, Mindfulness Club</p>



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Before and After School Programs:

Art Club, Bell Choir, Chess Club, Chorus, Drama Club, Homework Club Gr.3-5, Technology Club, Peer Leaders, Mindfulness Club





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 <p>Student Health and Wellness:</p>	<p>Health classes are taught that met the NJ State health and physical education standards. Health classes emphasize an introduction to healthy nutrition and physical fitness components. Mental health/ social wellness issues: The school employs full time a school guidance counselor, school psychologist and school nurse. The school guidance counselor has developed lesson to promote anti-bullying and support mental/social well being. Nutritional/Breakfast Programs Milk is provided to low income students who qualify.</p>
 <p>Parent and Community Involvement:</p>	<p>Brooklake School: B2School Night, Parent-Teacher Conferences, Surveys, ScIP Committee, Safety Committee, PTA building meetings, PTA council meetings, weekly meetings with teacher/parents, weekly meetings with principal/parents, principal open hours, meetings with local community agencies (FP Rotary, Library, Police, Fire, etc.)</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Brooklake School participated in a United Way of Northern NJ 2012/13 and 2016/17 Climate/Culture Survey, as well as took part in United Way trainings and PLCs aimed at raising school climate/culture. Brooklake School continues to work with the United Way to support climate/culture initiative. Brooklake School has participated in Mindfulness training since 2017 to address social-emotional learning. All students in grade 3 are provided coursework and instruction on Mindfulness techniques and scenarios from a certified instructor. Staff and principal have also received training on Mindfulness. Students in Gr.4-5 are provided the opportunity to participate in afterschool Mindfulness training. All district staff provided with the opportunity to participate in staff Mindfulness training. Pre/Post assessments are conducted, as well as staff/parent input.</p>
 <p>School Safety:</p>	<p>All building doors are locked at all times. All visitors must check in with the main office, where their driver's license is kept until they leave the building. Classroom doors are closed and kept locked at all times. Staff are given swipe cards to enter designated entrance doors. Video cameras are in the building to watch in the schools as well as property surrounding the building. The local police have 24/7 access to this video footage. Evacuation locations have been identified in the community and drills are run to practice getting there safely. The district has an account with Share911 to be used as a communication tool with staff and police in the event of an emergency. Monthly fire drills are conducted. Emergency drills for shelter in place, lock down and intruder in the building are practiced monthly. Each emergency drill is coordinated with the local police department. The district uses the A.L.I.C.E. protocol in the event of an intruder in the building.</p>



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Technology and STEM:

This is a non traditional model of Education in which the classroom resembles a work environment and students contribute to solving problems in the community. STEM careers, experiences and skills drive the curriculum. Curriculum is integrated in authentic problem-based learning that is STEM career-oriented and cross-disciplinary. Students collaborate in teams to solve problems. Teachers facilitate teams of students towards solving problems and developing work for skills commonly the skills required by a STEM businesses in the area or region. Frequently, schools have partnerships with businesses to provide materials, resources, and capital. Every grade level has elements of coding, STEAM challenges, and engineering practices. During the 2017-2018 school year, the curriculum council wrote the K-5 STEAM curriculum that was fully implemented in the 2018-2019 school year, which means that every student in the district will take a STEAM course.



Ridgedale Middle School
(27-1530-030)
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:

**Ridgedale Middle School**

(27-1530-030)

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	Florham Park School District
Principal Name	Mr. Peter Christ
Address	71 RIDGEDALE AVENUE FLORHAM PARK, NJ 07932
Phone Number	973-822-3855
Email Address	peter.christ@fpks.org
Website	http://ridgedale.fpks.org
Facebook	https://www.facebook.com/Florham-Park-School-District-1763429020612906?scrllybrkr=dc6b2a5f
Twitter	https://twitter.com/FlorhamParkSD



Ridgedale Middle School
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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	94	114	0
7	98	97	0
8	119	102	0
Total	311	313	0

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	51.8%	52.7%	N
Male	48.2%	47.3%	N
Economically Disadvantaged Students	0.6%	0.0%	N
Students with Disabilities	16.4%	13.4%	N
English Learners	1.3%	1.0%	N
Homeless Students	0.3%	0.3%	N
Students in Foster Care	0.0%	0.0%	N
Military-Connected Students	0.0%	0.0%	N
Migrant Students	0.0%	0.0%	N

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	79.1%	78.0%	N
Hispanic	5.1%	4.5%	N
Black or African American	4.8%	5.8%	N
Asian	7.7%	6.4%	N
Native Hawaiian or Pacific Islander	0.0%	0.0%	N
American Indian or Alaska Native	0.0%	0.0%	N
Two or More Races	3.2%	5.4%	N

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
N	N



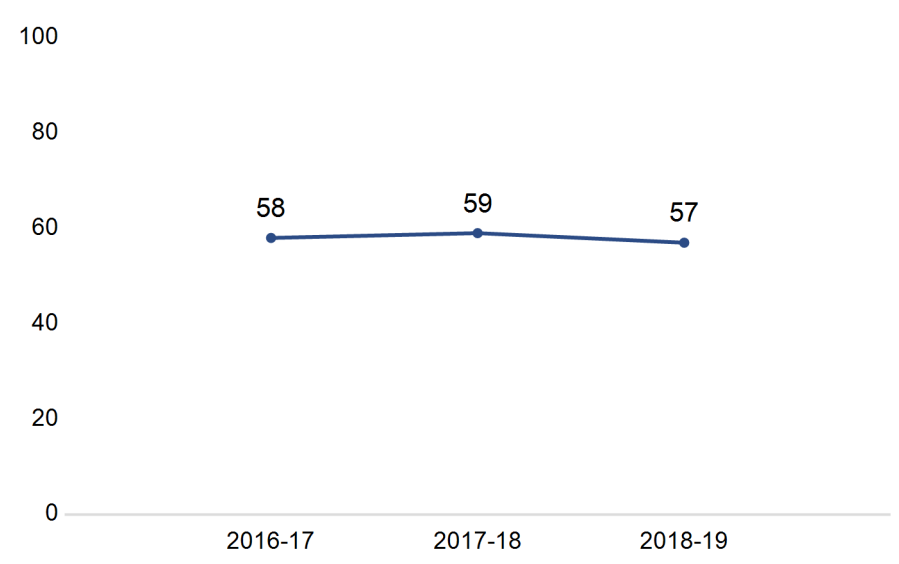
Ridgedale Middle School
 (27-1530-030)
 Grades Offered: 06-08
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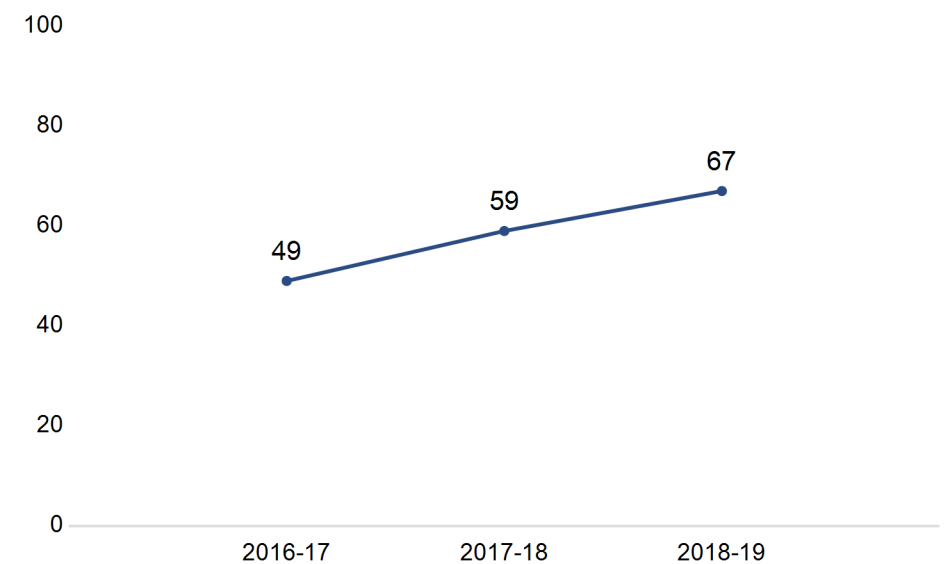
Student Growth Trends and Progress

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	58	59	57	49	59	67
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Ridgedale Middle School
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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	57	59	50	Met Standard	67	62	50	Exceeds Standard
White	56.5	59	50	Met Standard	61	60.5	52	Exceeds Standard
Hispanic	70	70	49	**	74	74	47	**
Black or African American	58.5	53	45	**	73	57.5	43	**
Asian, Native Hawaiian, or Pacific Islander	56.5	64	59	Met Standard	55	63.5	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	42.5	56	49	**	*	77	52	**
Female	56.5	59	53	N	63	63	50	N
Male	57.5	59	47	N	68	61	51	N
Economically Disadvantaged Students	N	N	48	**	N	N	46	**
Students with Disabilities	56.5	54	43	Met Standard	72	67	45	Exceeds Standard
English Learners	N	N	52	**	*	*	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	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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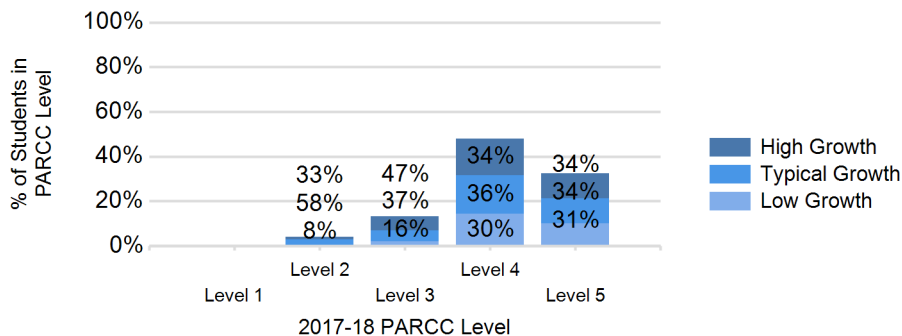
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

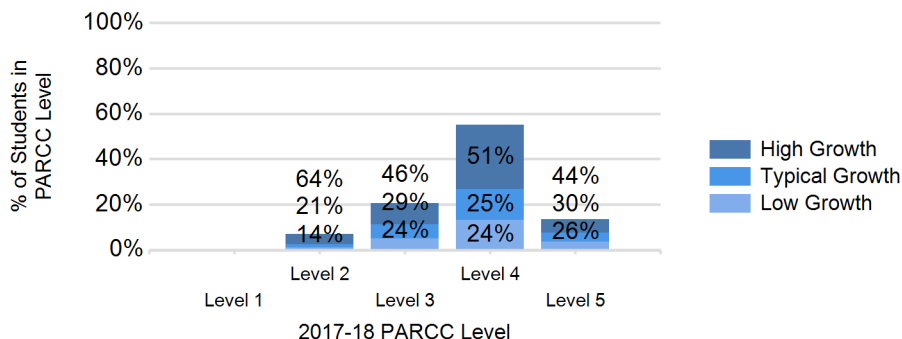
Student Growth by Performance Level

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



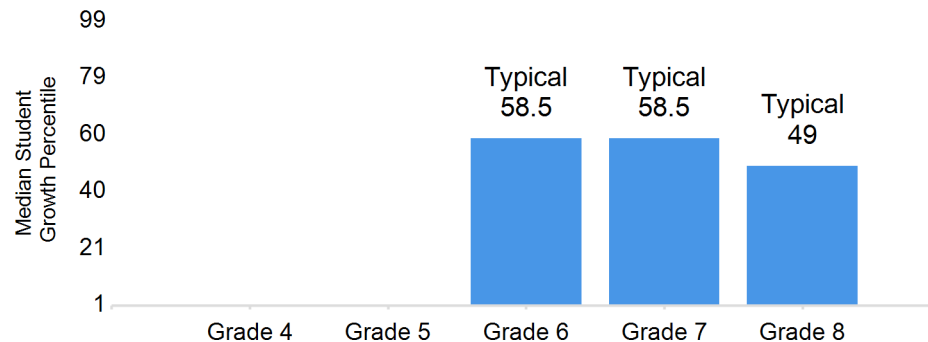
Math



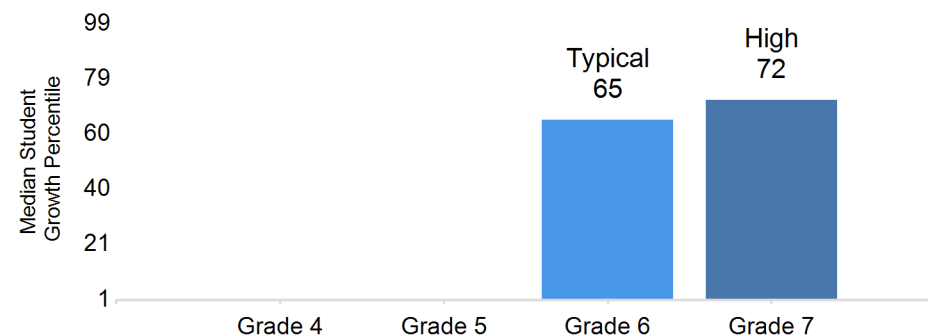
Student Growth by Grade

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

ELA



Math





Ridgedale Middle School
(27-1530-030)
Grades Offered: 06-08
2018-2019

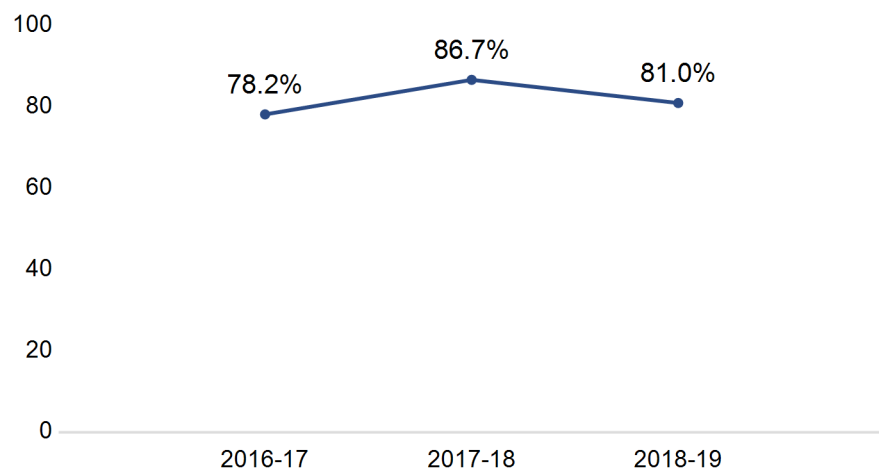
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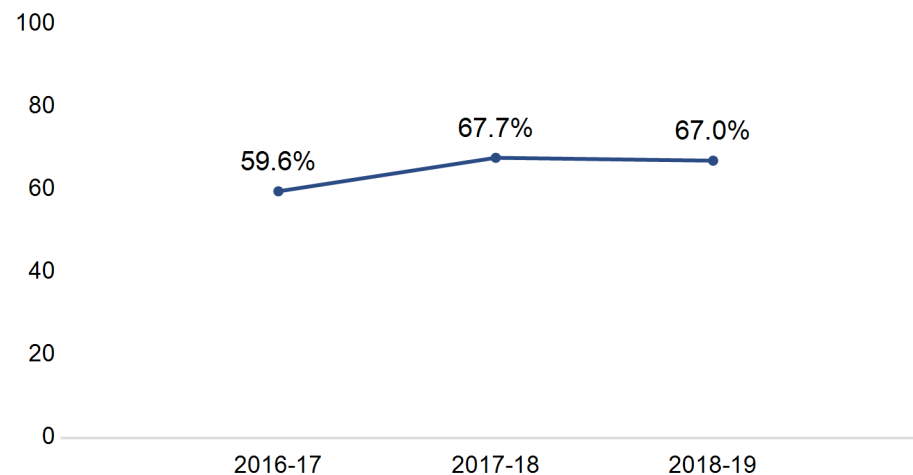
English Language Arts and Mathematics Performance Trends

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	94.5%	95.5%	97.1%	94.9%	95.9%	96.8%
Proficiency Rate for Federal Accountability	78.2%	86.7%	81.0%	59.6%	67.7%	67.0%
Annual Target	75.0%	75.2%	75.5%	62.4%	63.3%	64.3%
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.



Ridgedale Middle School
(27-1530-030)
Grades Offered: 06-08
2018-2019

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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	305	97.1	81.0	76.8	57.9	81.0	75.5	Met Goal
White	230	96.6	81.3	77.4	66.9	81.3	75.4	Met Goal
Hispanic	18	100.0	66.7	65.7	43.9	66.7	**	**
Black or African American	23	95.8	78.3	62.5	38.5	78.3	N	N
Asian, Native Hawaiian, or Pacific Islander	22	100.0	95.5	91.1	82.9	95.5	80	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	12	100.0	75.0	73.3	64.4	75.0	**	**
Female	149	98.0	90.6	84.3	64.8	90.6		
Male	156	96.3	71.8	69.3	51.3	71.8		
Economically Disadvantaged Students	N	N	N	N	40.0	N	**	**
Non-Economically Disadvantaged Students	305	97.1	81.0	76.8	67.9	81.0		
Students with Disabilities	53	89.8	37.7	31.5	22.7	35.7	39.7	Met Target†
Students without Disabilities	252	98.8	90.1	86.5	65.1	90.1		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	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.

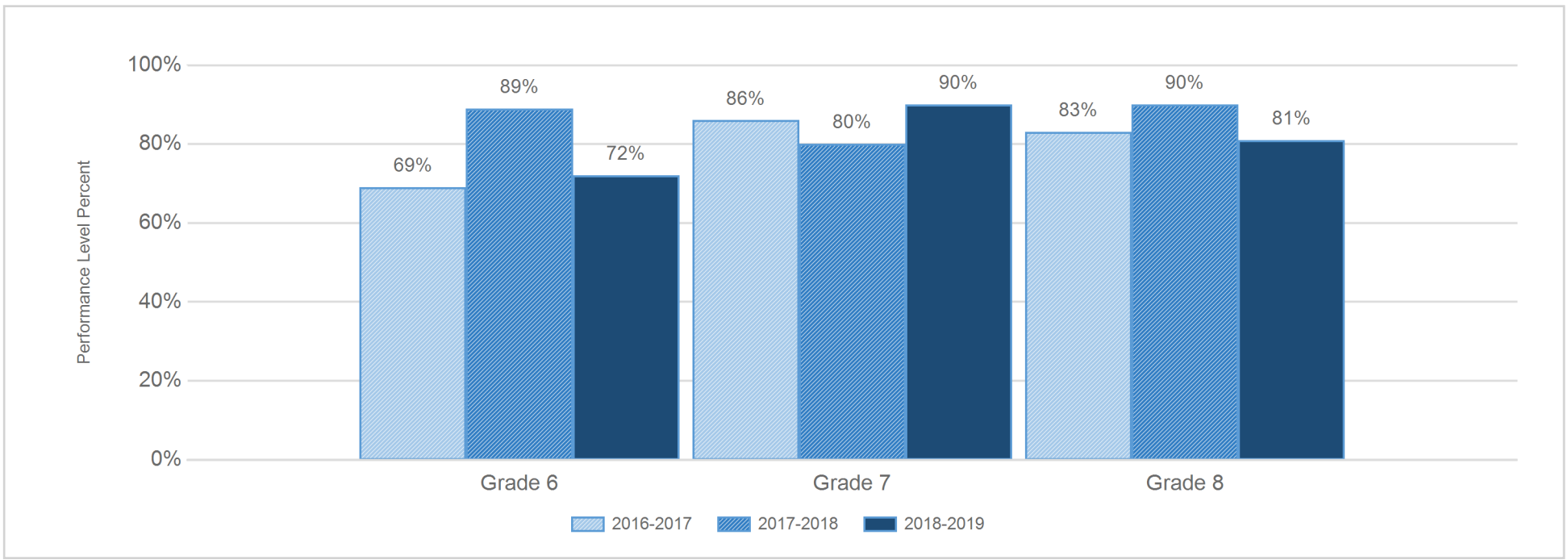


Ridgedale Middle School
 (27-1530-030)
 Grades Offered: 06-08
 2018-2019

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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.





Ridgedale Middle School
(27-1530-030)
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2018-2019

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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	90	766	766	754	0%	*	20%	*	*	72%	56%
White	67	766	766	762	0%	*	*	*	*	73%	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	38	773	773	762	0%	*	*	*	*	84%	64%
Male	52	762	762	748	0%	*	*	*	*	63%	48%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	90	766	766	763	0%	*	20%	*	*	72%	67%
Students with Disabilities	18	738	738	722	0%	*	*	*	*	22%	19%
Students without Disabilities	72	773	773	761	0%	*	*	*	*	85%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	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%



Ridgedale Middle School
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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	112	789	789	761	*	*	*	31%	59%	90%	63%
White	88	788	788	769	0%	*	*	32%	58%	90%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	55	795	795	769	*	*	*	*	*	98%	71%
Male	57	784	784	753	*	*	*	*	*	82%	55%
Economically Disadvantaged Students	N	N	N	743	N	N	N	N	N	N	45%
Non-Economically Disadvantaged Students	112	789	789	771	*	*	*	31%	59%	90%	73%
Students with Disabilities	14	760	760	720	*	*	*	*	*	64%	22%
Students without Disabilities	98	793	793	769	*	*	*	*	*	94%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	112	789	789	763	*	*	*	31%	59%	90%	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	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%



Ridgedale Middle School
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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	98	780	780	762	0%	*	*	42%	39%	81%	63%
White	72	780	780	770	0%	*	*	40%	40%	81%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	11	805	805	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	53	791	791	771	0%	*	*	43%	47%	91%	71%
Male	45	768	768	753	0%	*	*	40%	29%	69%	55%
Economically Disadvantaged Students	N	N	N	743	N	N	N	N	N	N	45%
Non-Economically Disadvantaged Students	98	780	780	772	0%	*	*	42%	39%	81%	72%
Students with Disabilities	16	731	731	721	0%	*	*	*	*	31%	22%
Students without Disabilities	82	790	790	770	0%	*	*	*	*	90%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	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	306	96.8	67.0	70.6	44.5	67.0	64.3	Met Target
White	229	96.2	68.1	71.3	54.1	68.1	62.2	Met Target
Hispanic	19	100.0	42.1	54.1	28.8	42.1	**	**
Black or African American	23	95.8	43.5	40.0	23.0	43.5	N	N
Asian, Native Hawaiian, or Pacific Islander	23	100.0	95.7	96.6	76.5	95.7	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	12	100.0	75.0	70.0	53.3	75.0	**	**
Female	150	98.0	68.0	69.5	44.9	68.0		
Male	156	95.7	66.0	71.8	44.2	66.0		
Economically Disadvantaged Students	N	N	N	N	26.3	N	**	**
Non-Economically Disadvantaged Students	306	96.8	67.0	70.6	54.9	67.0		
Students with Disabilities	53	89.8	30.2	29.6	17.4	28.6	25.5	Met Target
Students without Disabilities	253	98.4	74.7	79.3	50.0	74.7		
English Learners	*	*	*	80.0	25.0	*	**	**
Non-English Learners	*	*	*	70.5	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	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.



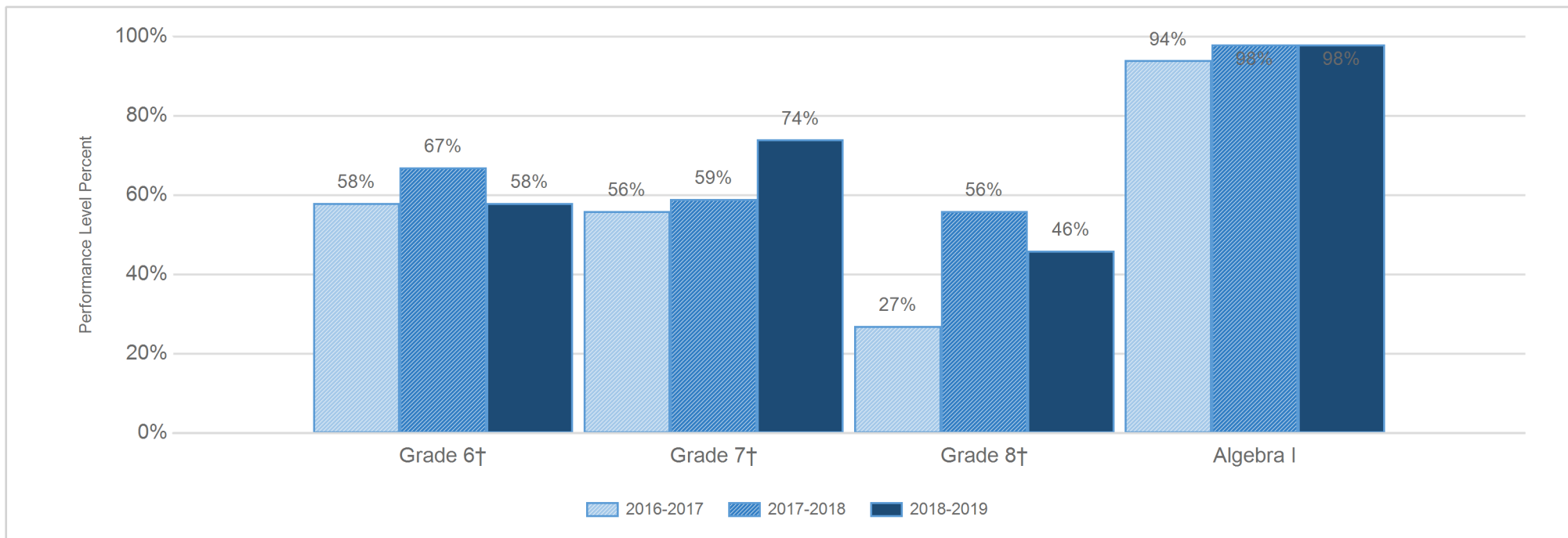
Ridgedale Middle School
(27-1530-030)
Grades Offered: 06-08
2018-2019

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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 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	91	756	756	741	*	20%	21%	*	*	58%	41%
White	67	760	760	749	0%	18%	18%	43%	21%	64%	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	38	758	758	742	*	*	*	*	*	61%	42%
Male	53	755	755	740	*	*	*	*	*	57%	40%
Economically Disadvantaged Students	N	N	N	726	N	N	N	N	N	N	21%
Non-Economically Disadvantaged Students	91	756	756	750	*	20%	21%	*	*	58%	53%
Students with Disabilities	18	726	726	716	*	*	*	*	*	11%	12%
Students without Disabilities	73	764	764	746	*	*	*	*	*	70%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	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%



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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	113	765	765	744	*	*	21%	54%	20%	74%	42%
White	88	764	764	751	*	*	23%	52%	20%	73%	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	57	765	765	744	*	*	*	*	*	72%	42%
Male	56	764	764	743	*	*	*	*	*	77%	42%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	113	765	765	751	*	*	21%	54%	20%	74%	53%
Students with Disabilities	14	746	746	718	*	*	*	*	*	50%	13%
Students without Disabilities	99	767	767	749	*	*	*	*	*	78%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	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%



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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	56	744	744	728	*	20%	27%	*	*	46%	29%
White	43	744	744	737	*	*	33%	*	*	47%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	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	26	743	743	731	*	*	*	*	*	46%	31%
Male	30	744	744	726	*	*	*	*	*	47%	27%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	56	744	744	735	*	20%	27%	*	*	46%	36%
Students with Disabilities	15	728	728	707	*	*	*	*	*	33%	10%
Students without Disabilities	41	749	749	734	*	*	*	*	*	51%	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	56	744	744	730	*	20%	27%	*	*	46%	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	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%



Ridgedale Middle School
(27-1530-030)
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	41	793	793	744	0%	0%	*	*	*	98%	42%
White	28	789	789	752	0%	0%	*	*	*	96%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	26	791	791	745	0%	0%	*	*	*	100%	44%
Male	15	796	796	743	0%	0%	*	*	*	93%	41%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	41	793	793	752	0%	0%	*	*	*	98%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
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%



Ridgedale 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	N	N	N
3-4	N	N	N
5 or more	N	N	N



Ridgedale Middle School
(27-1530-030)
Grades Offered: 06-08
2018-2019

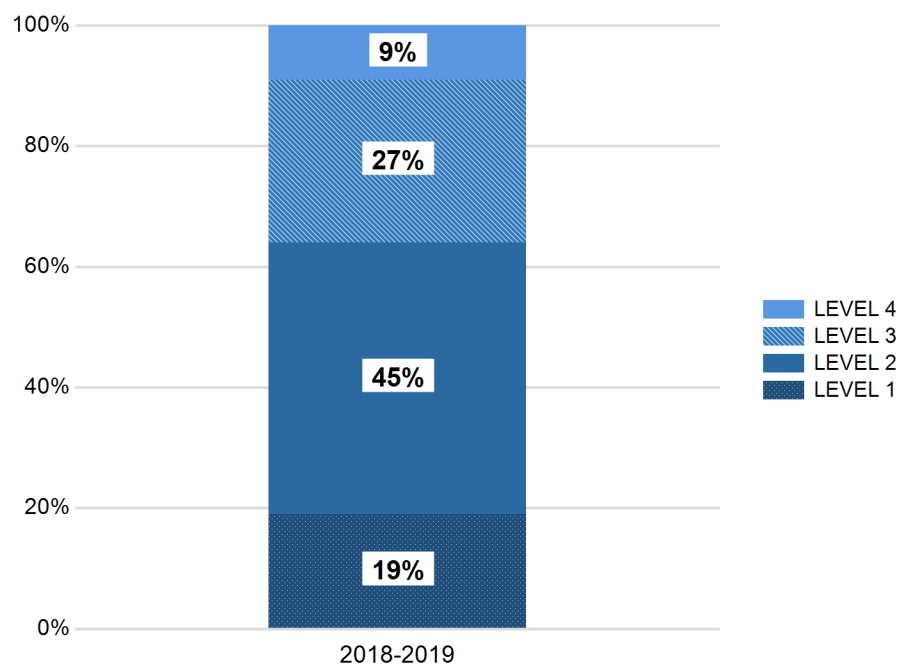
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	19	45	27	9
White	14	51	25	10
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	0	27	64	9
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	13	54	21	12
Male	24	36	33	7
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	19	45	27	9
Students with Disabilities	50	38	13	0
Students without Disabilities	12	47	30	11
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



Ridgedale Middle School

(27-1530-030)

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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	97
7	0	0	116
8	42	0	55
Total	42	0	268

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	67	10	0	0	0	0	0
7	82	18	0	0	0	0	0
8	78	0	0	0	0	0	0
Total	227	28	0	0	0	0	0



Ridgedale Middle School

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Visual and Performing Arts – Course Participation

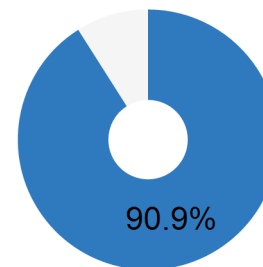
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

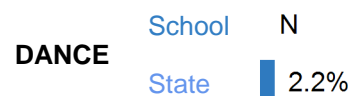


School



State

Students enrolled in one or more classes by discipline:





Ridgedale Middle School
(27-1530-030)
Grades Offered: 06-08
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.

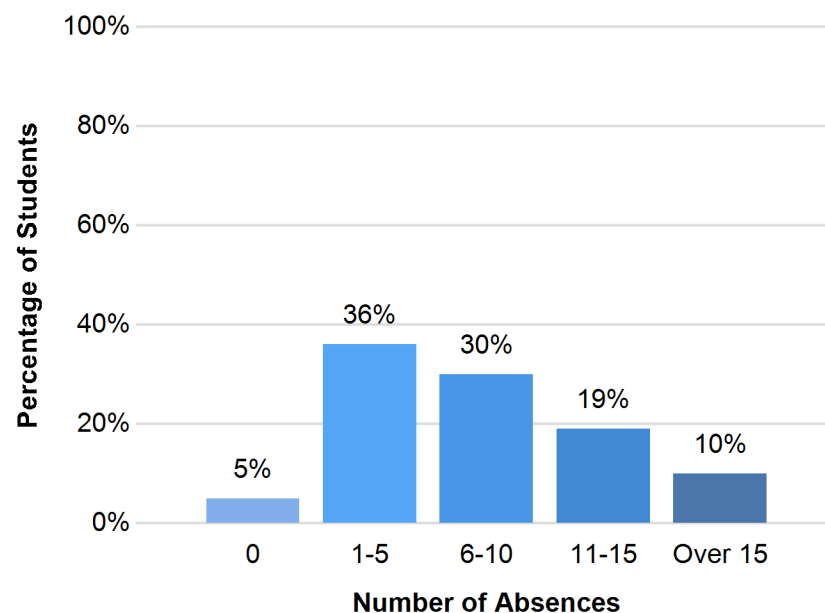
Chronic Absenteeism

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	18	5.7	9.1	Met
White	17	7.1	9.1	Met
Hispanic	1	5.3	**	**
Black or African American	0	0	9.1	Met
Asian, Native Hawaiian, or Pacific	0	0	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	14	9.2		
Male	4	2.5		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	6	10.3	9.1	Not 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.





Ridgedale Middle School

(27-1530-030)

Grades Offered: 06-08

2018-2019

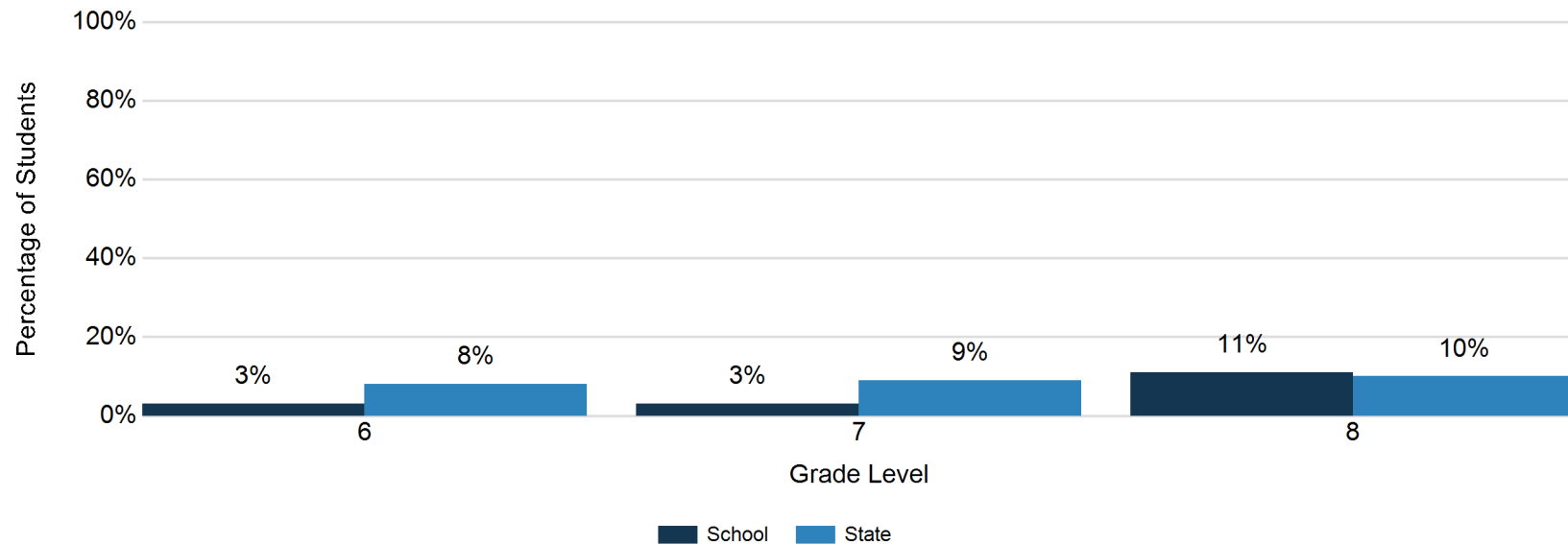
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Chronic Absenteeism by Grade

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





Ridgedale Middle School

(27-1530-030)

Grades Offered: 06-08

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	4
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	0.00

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	2	2	4
Ancestry	0	0	0
Gender	2	2	4
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	1	3
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	*	*
Out-of-School Suspensions	0	N
Any Suspension	*	*
Removal to other education program	0	N
Expulsion	0	N
Arrest	0	N

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



Ridgedale Middle 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	7:40 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 54 Mins
Shared Time - Instructional Time	5 Hrs. 54 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	N



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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	36	118,214
Average years experience in public schools	11.5	12.1
Average years experience in district	8.9	10.8
Percentage of Teachers with 4 or more years experience in the district	58.3%	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	8	9,530
Average years experience in public schools	17.1	16.0
Average years experience in district	9.8	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	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	N	N
Students to Administrators	N	N
Teachers to Administrators	7:1	12:1
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		N
Students to Child Study Team Members		N



Ridgedale Middle School
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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 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	N	75.0%	40.0%	48.4%	77.1%	54.9%
Male	N	25.0%	60.0%	51.6%	22.9%	45.1%
White	N	97.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	N	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	N	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	N	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	N	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	N	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	N	2.8%	0.0%	2.1%	0.2%	0.2%



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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.

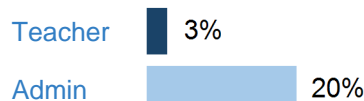
Bachelor's Degree



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	87.1%	90.5%
2017-18 Administrators: Same district 2018-19	87.5%	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	96.2%



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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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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 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	78.2%	86.7%	81.0%
Math Proficiency	59.6%	67.7%	67.0%
ELA Growth	58	59	57
Math Growth	49	59	67
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.1%	4.8%	5.7%

† 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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(27-1530-030)
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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](#).

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	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	**	No
Black or African American	N	N	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target†	Met Target	Met Standard	Exceeds 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.



Mission, Vision, Theme:

The Florham Park Public Schools are committed to the achievement of individual academic excellence through high quality teaching and learning and community involvement. This results in students being well prepared to meet future educational challenges and to contribute to society. They will achieve these goals in accordance and alignment with the NJSLs which guide our academic instruction. Recognizing the needs of students, the Florham Park School community strives to teach pupils how to learn effectively and attempt to motivate them to continuous learning throughout life. Students are encouraged to understand themselves, accept their worth, fulfill their potential, and become effective and responsible citizens in a democratic society and in a multicultural world. The Florham Park School District provides a broad, well-balanced educational program, stressing development and mastery in the following domains: Academic Skills, Technological Skills & Knowledge, Life.



Awards, Recognition, Accomplishments:

Future Ready Bronze status, 8th grade teachers piloted a new unit of study book from the Reading and Writing Project, National Geographic Geography Bee School Champion, DAR Historical Fiction Essay Contest winners, Morris County Superintendent's Leadership Award, Spanish Language Award, French Language Award, Mathematics Award Science Award, Historical Society Social Studies Award subject of social studies., Writing Award, Literature Award, Florham Park A.L.D. Award , Michael Rabasca Academic Excellence , Art award, Health Award, Industrial Arts & Technology Awards, The Computer Technology Award, Instrumental Music award, Vocal Music award, Florham Park Players Drama Award, Theater Club Award, Physical Education Award, Loantaka Chapter of the DAR Citizenship Award., William Muller Citizenship Award, RMS Cares , Angelo Taccetta Memorial , RMS Student Ambassador Award , Panther Pride Citizenship Award, ADP Humanitarian Award , Florham Park PTA Citizenship Award



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 <p>Courses, Curriculum, Instruction:</p>	<p>ELA - Reading and writing utilizing the Teachers College, Reading and Writing Project. These units include the opportunity to engage in fiction and non-fiction reading and writing, work in book clubs, and interpretation that meets the NJ State Standards in reading, writing, speaking, and listening. Students who have IEPs and who are reading far below benchmark receive an alternative approach to reading instruction through Leveled Literacy Intervention performed by our basic skills instructors or our special education staff, Mathematics - 6-8 use the Big Ideas math program. The district is working to increase the student engagement during instructional time. Science - The district first implemented the Next Generation Science Standards (NGSS) for grades 6-8 in the 2016-2017. Florham Park is implementing the NGSS leveled libraries to support the Reading and Writing Workshop model during science classes. Financial Literacy course added to curriculum for every student in each grade level.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Interscholastic sports are offered for both boys and girls sports. These sports are a combination of tryout based and all inclusive, in nature. The teams focus on working together, sportsmanship, competitiveness, and skill development.</p>
 <p>Clubs and Activities:</p>	<p>Art Club, Jazz Band, Select Choir, Theater Drama, Homework Club, Bowling, Botanical Club, Golf Club, National Junior Honor Society, Science Club, Technology Club, Student Council, Yearbook Club, World War II Club</p>



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Before and After School Programs:

All after school programs are either clubs or interscholastic sports. Student who require after care are transported to the elementary school. There is no before school program.



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 <p>Student Health and Wellness:</p>	<p>Health classes are taught that met the NJ State health and physical education standards. Health classes emphasize an introduction to healthy nutrition and physical fitness components. Family life Health classes which include addressing dating violence prevention, family relationships, drug prevention, dating relationships, disease prevention (AIDS and other STDs), human growth and development and the reproductive system. Emphasize is on making healthy choices. LEAD classes (Law Enforcement Against Drugs) GREAT program (Gang resistance And Education Training) Patriots Club- Students learn and practice respect for country, flag, and self. Mental health/ social wellness issues: The school employs full time a school guidance counselor, school psychologist and school nurse. The school guidance counselor has developed weekly advisory lesson to promote anti-bullying and support mental/social well being. Nutritional/Breakfast Programs Milk is provided to low income students who qualify.</p>
 <p>Parent and Community Involvement:</p>	<p>Ridgedale School: Parent information sessions for new students, Back to School Night, Parent-Teacher Conferences, Surveys, ScIP Committee, Safety Committee, PTA building meetings, PTA council meetings, weekly meetings with teacher/parents, open hours, meetings with local community agencies (FP Rotary, Library, Police, Fire, etc.)</p>



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School Safety:

All building doors are locked at all times. All visitors must check in with the main office, where their driver's license is kept until they leave the building. Classroom doors are closed and kept locked at all times. Staff are given swipe cards to enter designated entrance doors. Video cameras are in each building to watch in the schools as well as property surrounding the building. The local police have 24/7 access to this video footage. Evacuation locations have been identified in the community and drills are run to practice getting there safely. The district has an account with Share911 to be used as a communication tool with staff and police in the event of an emergency. Monthly fire drills are conducted. Emergency drills for shelter in place, lock down and intruder in the building are practiced monthly. Each emergency drill is coordinated with the local police department. The district uses the A.L.I.C.E. protocol in the event of an intruder in the building.



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Technology and STEM:

The 2017-2018 school year was the first year of implementation of the grades 6-8 STEM Lab. This is a non traditional model of Education in which the classroom resembles a work environment and students contribute to solving problems in the community. STEM careers, experiences and skills drive the curriculum. Curriculum is integrated in authentic problem-based learning that is STEM career-oriented and cross-disciplinary. Students collaborate in teams to solve problems. Teachers facilitate teams of students towards solving problems and developing work for skills commonly the skills required by a STEM businesses in the area or region. Every grade level will have elements of coding, STEAM challenges, and engineering practices. During the 2017-2018 school year, the curriculum council wrote the curriculum that was fully implemented in the 2018-2019 school year.