NJ SCHOOL PERFORMANCE REPORT

GRANT ELEMENTARY SCHOOL
(03-4380-060)
Grades Offered: 02-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	RIDGEFIELD PARK TWP
Principal Name	MS. BENDER
Address	104 HENRY ST RIDGEFIELD PARK, NJ 07660-2209
Phone Number	(201)641-0441
Email Address	ABENDER@RPSCHOOLS.NET
Website	http://rpps.net

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
1	0	0	0
2	36	50	37
3	36	34	53
4	45	34	36
5	35	40	38
6	38	37	41
Total	190	195	205

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	52.6%	53.8%	50.2%
Male	47.4%	46.2%	49.8%
Economically Disadvantaged Students	47.9%	50.8%	46.8%
Students with Disabilities	8.9%	6.7%	7.3%
English Learners	7.9%	5.1%	3.9%
Homeless Students		0.5%	1.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	18.9%	15.9%	18.0%
Hispanic	63.7%	63.1%	61.0%
Black or African American	5.8%	7.2%	7.3%
Asian	11.6%	13.8%	12.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	1.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment by Home Language

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

Home Language	% of Students
English	59.5%
Spanish	27.3%
Korean	4.4%
Arabic	3.4%
Other Languages	5.4%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	66	51	50	Exceeds Standard	53	46	50	Met Standard
White	59	47	50	**	38	48	51	**
Hispanic	61	49.5	49	Exceeds Standard	52.5	41	48	Met Standard
Black or African American	*	66	44	**	*	45	44	**
Asian, Native Hawaiian, or Pacific Islander	73.5	69	61	**	53.5	72.5	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	70.5	50	48	Exceeds Standard	56	43	47	Met Standard
Students with Disabilities	50	41.5	41	**	33	33	43	**
English Learners	*	53	54	**	*	39	51	**

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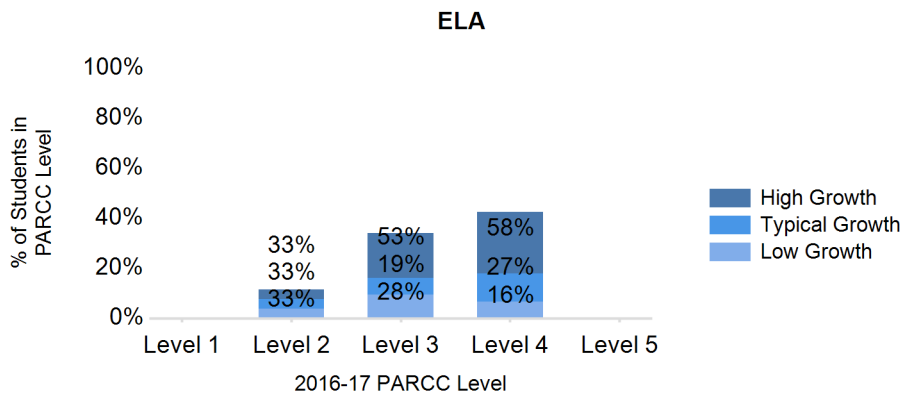
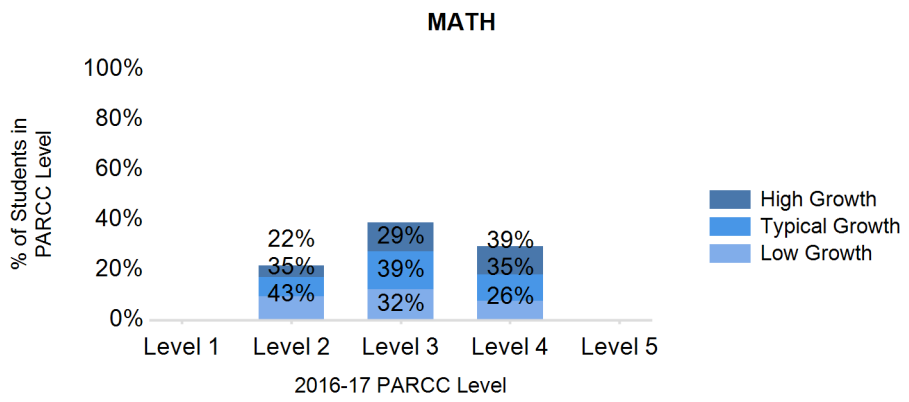
Student Growth by Performance Level

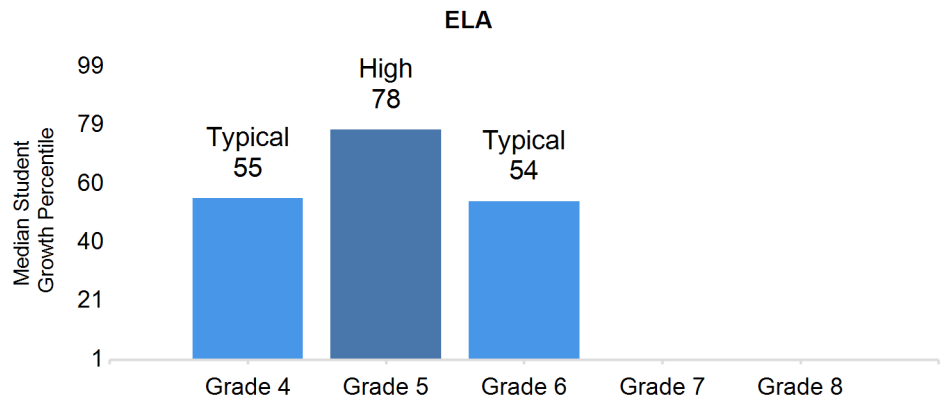
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

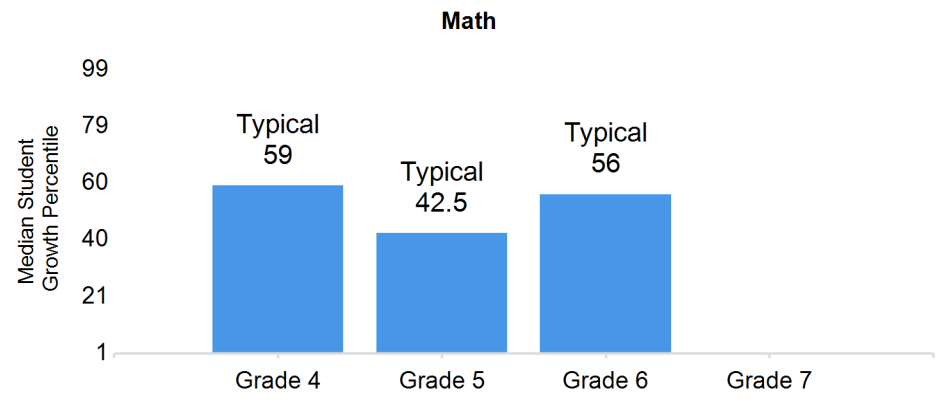




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	160	99.4	55.0	57.0	56.7	55.0	53	Met Target
White	27	100.0	44.4	57.1	65.6	44.4	49.8	Met Target†
Hispanic	104	100.0	52.9	53.9	42.5	52.9	51.9	Met Target
Black or African American	10	91.7	60.0	53.5	37.3	57.1	**	**
Asian, Native Hawaiian, or Pacific Islander	19	100.0	79.0	74.3	82.3	79.0	N	N
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	79	100.0	57.0	64.5	64.5	57.0		
Male	81	98.8	53.0	50.2	49.4	53.0		
Economically Disadvantaged Students	70	100.0	54.3	51.2	38.5	54.3	44	Met Target
Non-Economically Disadvantaged Students	90	98.9	55.6	60.7	67.5	55.6		
Students with Disabilities	15	100.0	33.3	24.3	21.6	33.3	**	**
Students without Disabilities	145	99.3	57.3	62.7	63.9	57.3		
English Learners	14	100.0	42.9	26.9	27.3	42.9	**	**
Non-English Learners	146	99.3	56.1	59.2	59.4	56.1		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	743	743	750	*	*	24%	49%	0%	49%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	32	742	744	736	*	*	*	47%	0%	47%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	28	743	744	756	*	*	*	43%	0%	43%	57%
Male	23	743	743	744	*	*	*	57%	0%	57%	46%
Economically Disadvantaged Students	21	746	740	733	*	*	*	52%	0%	52%	34%
Non-Economically Disadvantaged Students	30	741	745	762	*	*	*	47%	0%	47%	64%
Students with Disabilities	*	*	719	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	745	756	*	*	*	*	*	*	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	35	753	756	756	*	*	29%	*	*	46%	58%
White	*	*	753	764	*	*	*	*	*	*	68%
Hispanic	23	751	755	744	*	*	*	*	*	43%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	14	761	763	762	*	*	*	*	*	50%	63%
Male	21	748	750	751	*	*	*	*	*	43%	53%
Economically Disadvantaged Students	17	738	742	740	*	*	*	*	*	35%	40%
Non-Economically Disadvantaged Students	18	768	765	767	*	*	*	*	*	56%	70%
Students with Disabilities	*	*	725	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	760	762	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	35	753	*	759	*	*	29%	*	*	46%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	762	753	755	*	*	*	*	*	71%	58%
White	*	*	754	763	*	*	*	*	*	*	68%
Hispanic	24	763	748	743	*	*	*	*	*	75%	43%
Black or African American	*	*	763	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	18	776	758	762	*	*	*	*	*	89%	66%
Male	20	750	748	749	*	*	*	*	*	55%	51%
Economically Disadvantaged Students	17	754	745	739	*	*	*	*	*	71%	39%
Non-Economically Disadvantaged Students	21	769	757	766	*	*	*	*	*	71%	71%
Students with Disabilities	*	*	714	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	759	762	*	*	*	*	*	*	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	38	762	*	757	*	*	*	*	*	71%	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	754	754	754	0%	*	33%	*	*	56%	56%
White	*	*	760	761	*	*	*	*	*	*	66%
Hispanic	26	754	751	742	0%	*	46%	*	*	50%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	20	752	761	761	0%	*	*	*	*	55%	64%
Male	19	755	748	748	0%	*	*	*	*	58%	48%
Economically Disadvantaged Students	16	754	747	739	0%	*	*	*	*	63%	37%
Non-Economically Disadvantaged Students	23	754	759	764	0%	*	*	*	*	52%	68%
Students with Disabilities	*	*	713	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	759	760	*	*	*	*	*	*	63%
English Learners	N	N	*	712	N	N	N	N	N	N	*
Non-English Learners	39	754	*	755	0%	*	33%	*	*	56%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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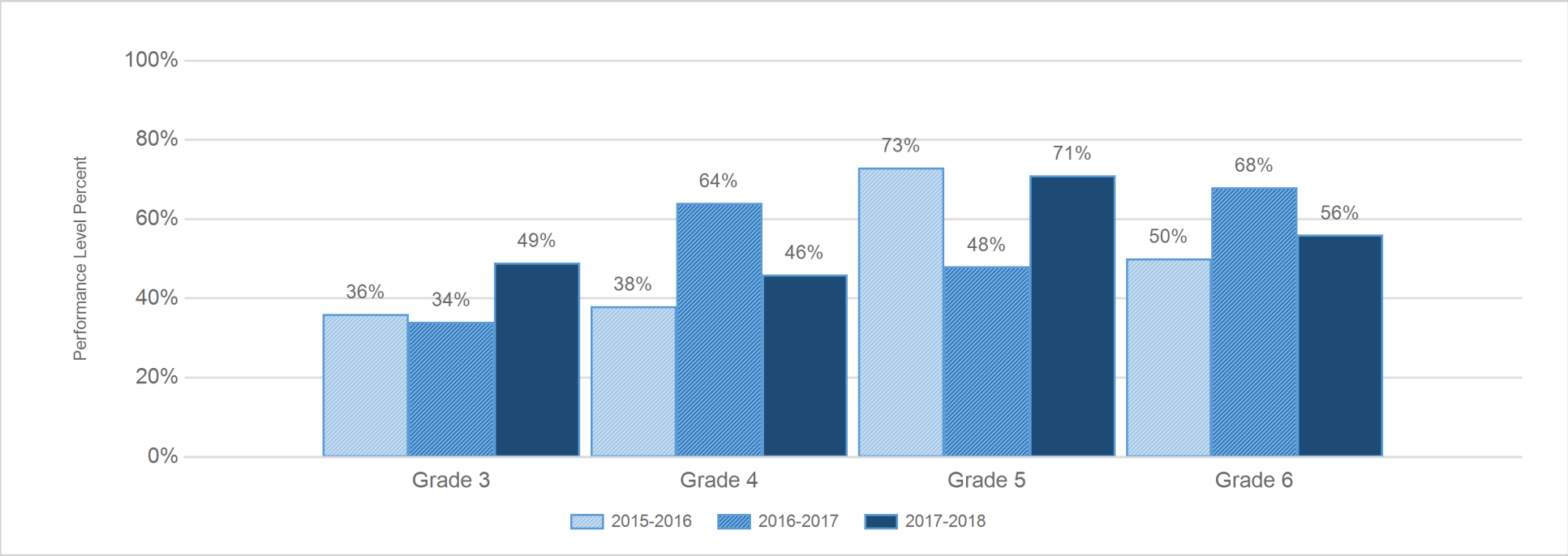
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	163	99.4	33.8	31.6	45.0	33.8	40.1	Not Met
White	29	100.0	31.0	32.1	54.1	31.0	46.6	Not Met
Hispanic	105	100.0	29.6	28.1	29.2	29.6	35.2	Met Target†
Black or African American	10	91.7	30.0	22.2	23.4	28.5	**	**
Asian, Native Hawaiian, or Pacific Islander	19	100.0	63.2	52.6	77.0	63.2	N	N
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	80	100.0	27.5	29.7	46.0	27.5		
Male	83	98.9	39.7	33.2	43.9	39.7		
Economically Disadvantaged Students	73	100.0	28.7	26.2	26.6	28.7	38.4	Not Met
Non-Economically Disadvantaged Students	90	98.9	37.7	34.9	55.9	37.7		
Students with Disabilities	15	100.0	13.3	*	17.1	13.3	**	**
Students without Disabilities	148	99.4	35.8	*	50.5	35.8		
English Learners	17	100.0	29.4	*	24.6	29.4	**	**
Non-English Learners	146	99.3	34.2	*	46.9	34.2		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

GRANT ELEMENTARY SCHOOL
(03-4380-060)
Grades Offered: 02-06
2017-2018

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	738	741	752	*	21%	32%	*	*	38%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	34	734	739	739	*	*	32%	32%	0%	32%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	28	735	738	752	*	*	*	*	*	29%	53%
Male	25	742	744	751	*	*	*	*	*	48%	53%
Economically Disadvantaged Students	22	734	740	736	*	*	*	*	*	32%	35%
Non-Economically Disadvantaged Students	31	741	742	762	*	*	*	*	*	42%	66%
Students with Disabilities	*	*	732	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	742	756	*	*	*	*	*	*	57%
English Learners	*	*	732	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	742	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

GRANT ELEMENTARY SCHOOL
(03-4380-060)
Grades Offered: 02-06
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	35	741	746	748	*	*	29%	*	*	43%	49%
White	*	*	750	755	*	*	*	*	*	*	60%
Hispanic	23	734	744	737	*	*	*	*	*	30%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	14	743	747	748	*	*	*	*	*	50%	50%
Male	21	740	746	748	*	*	*	*	*	38%	49%
Economically Disadvantaged Students	17	736	737	733	*	*	*	*	*	41%	30%
Non-Economically Disadvantaged Students	18	747	753	758	*	*	*	*	*	44%	62%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	750	753	*	*	*	*	*	*	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	35	741	*	750	*	*	29%	*	*	43%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

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(03-4380-060)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	736	732	748	*	*	42%	26%	0%	26%	49%
White	*	*	730	756	*	*	*	*	*	*	60%
Hispanic	24	740	730	736	*	*	46%	*	*	33%	32%
Black or African American	*	*	727	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	18	739	731	749	*	*	*	*	*	22%	50%
Male	20	733	733	747	*	*	*	*	*	30%	48%
Economically Disadvantaged Students	17	734	725	733	*	*	*	*	*	29%	29%
Non-Economically Disadvantaged Students	21	737	736	758	*	*	*	*	*	24%	62%
Students with Disabilities	*	*	704	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	737	752	*	*	*	*	*	*	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	38	736	*	750	*	*	42%	26%	0%	26%	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

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(03-4380-060)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	734	734	744	*	*	39%	*	*	24%	44%
White	*	*	740	751	*	*	*	*	*	*	54%
Hispanic	26	733	729	731	*	*	46%	*	*	19%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	21	728	734	745	*	*	*	*	*	14%	45%
Male	20	740	734	742	*	*	*	*	*	35%	42%
Economically Disadvantaged Students	18	732	730	729	*	*	*	*	*	11%	24%
Non-Economically Disadvantaged Students	23	735	737	753	*	*	*	*	*	35%	56%
Students with Disabilities	*	*	700	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	738	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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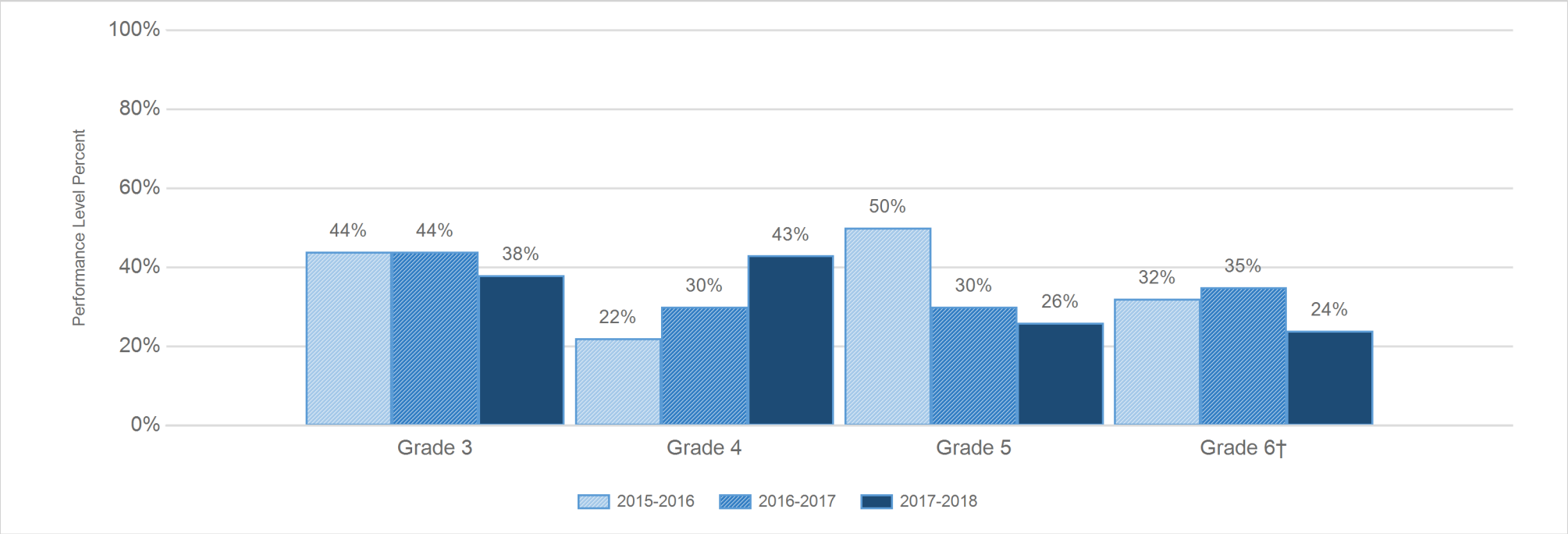
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

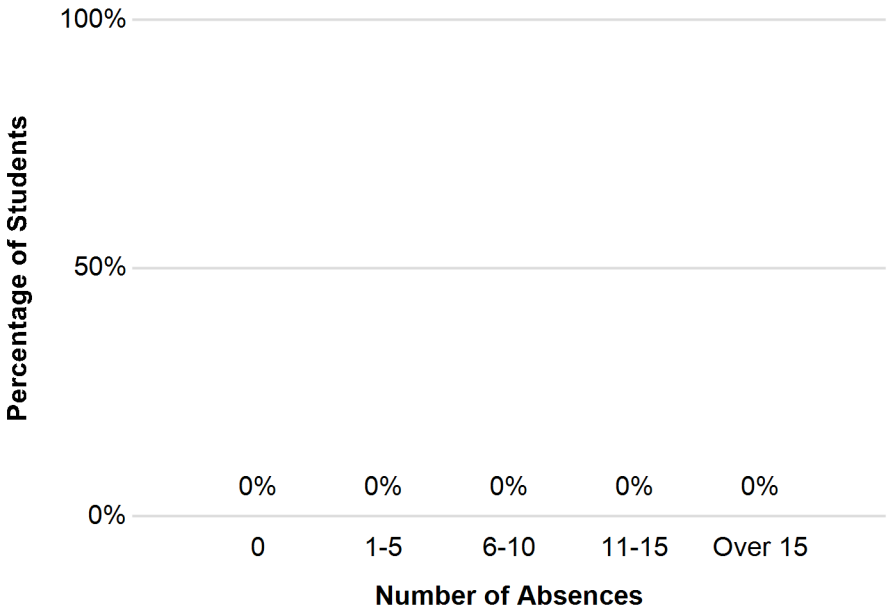
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	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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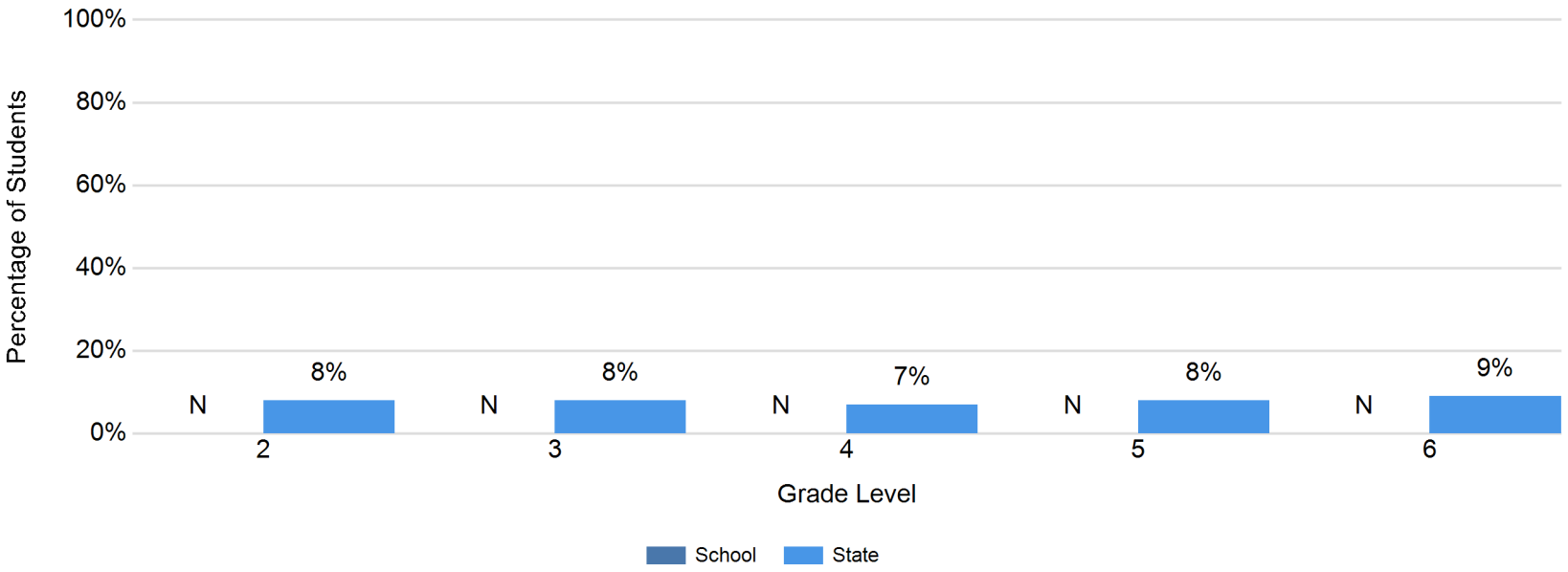
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	0	1
No Identified Nature	2		2

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	2.1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$482	$13,806	$14,288

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	17	117,464
Average years experience in public schools	13.1	12.0
Average years experience in district	11.9	10.7
Teachers in district for 4 or more years	88.2%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,374
Average years experience in public schools	23.1	16.0
Average years experience in district	16.6	12.0
Administrators in district for 4 or more years	93.3%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	14:1
Students to Administrators	205:1	156:1
Teachers to Administrators	17:1	11:1
Students to Librarians/Media Specialists		1167:1
Students to Nurses		467:1
Students to Counselors		333:1
Students to Child Study Team		389:1

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2017-2018

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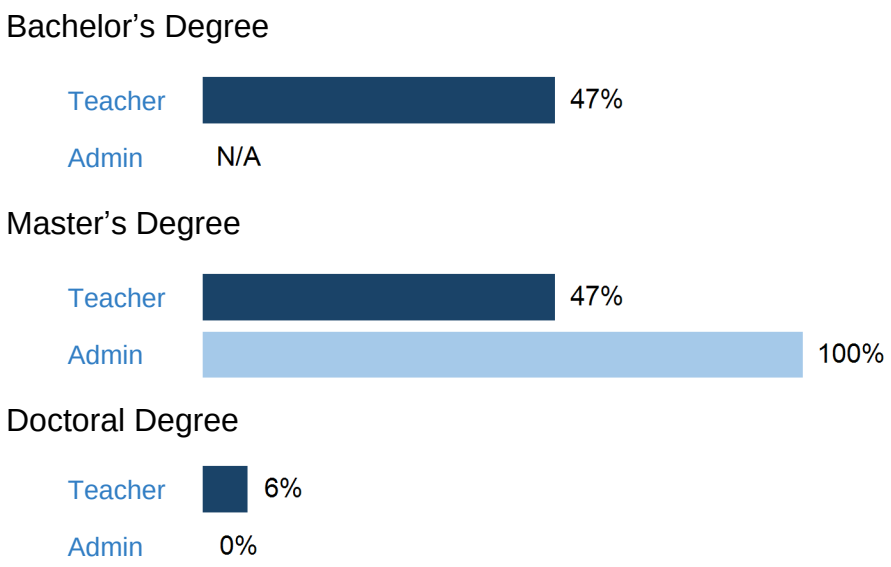
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	90.4%	90.2%
2016-17 Administrators: Same district 2017-18	93.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	98.8%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	82.4%	100.0%
Male	17.6%	0.0%
White	88.2%	100.0%
Hispanic	0.0%	0.0%
Black or African American	5.9%	0.0%
Asian	5.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	41.82	20.6%†
Mathematics Proficiency	17.89	20.6%†
English Language Arts Growth	94.19	29.4%†
Mathematics Growth	65.22	29.4%†
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	**	**
Summative Score: Sum of all indicator scores multiplied by indicator weights	59.17	n/a
Summative Rating: Percentile Rank of Summative Score	64.45	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Exceeds Standard	Met Standard	**	N	No
White	**	**	No	Met Target†	Not Met	**	**	n/a	N	No
Hispanic	65.60	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	N	No
Black or African American	**	**	No	**	**	**	**	n/a	N	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	**	**	n/a	N	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	N	No
Two or More Races	**	**	No	**	**	**	**	n/a	N	No
Economically Disadvantaged Students	79.28	14.08	No	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	N	No
Students with Disabilities	**	**	No	**	**	**	**	n/a	N	No
English Learners	**	**	No	**	**	**	**	**	N	No

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

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School Narrative

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

Highlights:	• Grant School is a 2010 recipient of the United States Department of Education "Blue Ribbon School of Excellence". • The Grant School curriculum incorporates an interdisciplinary style performance for teaching and learning. Math, Science and our Balanced Literacy follow NJSLS.
Mission, Vision, Theme:	The mission of Grant School is to provide each student with an environment conducive to developing an active and inquisitive mind, strong self-esteem, ethical values, and respect for and acceptance of others, in order to meet the academic and social challenges of today's technology rich global society.
Awards, Recognition, Accomplishments:	Grant School is a USDOE "Blue Ribbon School of Excellence". Teachers are frequently engaged in professional development activities and workshops, both inside the district and out. Our staff participates in the BCASA/BCEA Teacher Recognition Award Program, designed to honor those teachers with outstanding abilities and innovative teaching approaches. Our students participate in various writing and art/poster contests, including the Elks Club Americanism and Drug Awareness Essay Contest.

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Courses, Curriculum, Instruction:	Curriculum includes Reader's and Writer's Workshop, Knowing Science, Go Math and various electronic editions and web-based software at all levels. We have full and diversified fine, performing, and practical arts opportunities for all grades. Social-emotional learning is highlighted through monthly classroom guidance lessons.
Sports and Athletics:	Sports Offered: Cross Country (Boys & Girls), Track and Field - Spring (Boys & Girls) Fall Cross-Country and Spring Track and Field are offered for 6th Grade Boys and Girls.
Clubs and Activities:	Student opportunities include Lunch-Bunch Club, Social Skills Club, Intramurals, Art Club, Cursive Writing Club, Spelling Bee, as well as participation in various essay and poster contests. The upper grade students are reading buddies to lower grade level students. The school staff and children are annual participants in the Village Fourth of July Parade!

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Before and After School Programs:	Breakfast After the Bell is a school-wide program. Volunteer members of the community Fire Department make presentations about fire prevention and our village Volunteer Ambulance Corps share medical instruction for emergency calls. Police, fire, and emergency medical personnnel conduct babsitting training for our 6th graders. Teachers offer extra help and we also provide a Title I after school program. Before and Aftercare is available through the Ridgefield Park Aftercare Program.
Staff and Professional Learning:	Teachers participate in Professional Learning Communities and/or Professsional Learning Networks, book clubs with a focus on educational topics. The building principal is on the Board of Directors for NJPSA and Foundation of Educational Administration and shares newly learned information from workshops she attends and presents. Teachers work collaboratively to peer review lessons in Reader's and Writer's Workshop and other areas of interest. All teachers participate in grade level team meetings with the school counselor.

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Student Supports and Services:	We offer a wide-range of student support services. ESL, Resource Room, In-Class Support, BSI, and Gifted and Talented. The district provides a child study team consisting of learning consultants, behaviorist, and a tremendous guidance counselor to assist and advocate for the students of Grant School. Grant School supports a Character Counts Recognition Program and pep rallies.
Student Health and Wellness:	Grant School promotes health and wellness through making wise snack choices and our Walking Wednesdays programs. Our 6th graders participate in babysitting training.
Parent and Community Involvement:	We have a very active and supportive PTA. They sponsor programs including: Welcome Back Ice Cream Social, two book fairs, grade level field days, and multicultural assemblies. The PTA provides planners to students in grades 1-6 and hold monthly "afternoon at the movies". During State testing, students come to school early to have breakfast with their classmates and teachers. Our students participate as community members in the Village Fourth of July Parade. School spirit is sported with a wide selection of school spirit wear. Students and staff participate in various fundraisers and collections to support local and county organizations.

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Climate Surveys:	Is a Climate Survey Used: No

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Other Information:	At Grant School, we are continuing to have our students work with technology strategies in student centered and teacher directed lessons through the use of "Google Classroom". Our teachers integrate technology in all curicular areas. Technological tools are present in all instructional areas. Students work individually and in collaborative groups. Teachers have embraced and incorporate technology driven lessons with the assistance of interactive white boards. All students are provided with technology rich instruction in the classroom, in our designated computer lab and by using our carts of Chromebooks. As we maintain and enjoy our status of excellence, we continue to provide our children with new and improved academic programs, special events, and a wide-range of activities, involving our children's families and commuity members, in ways that effectively ensure our children's maximum academic growth and social and emotional development. Grant School is built on a foundation of a collaborative environment with student success and social emotional well-being at the center as we instill a love of learning.