NJ SCHOOL PERFORMANCE REPORT

ROBERT D REYNOLDS PRIMARY SCHOOL
(03-5330-070)
Grades Offered: PK-02
2017-2018

Report Key:
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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	UPPER SADDLE RIVER BORO
Principal Name	MRS. SEVERS
Address	391 W SADDLE RIVER RD UPPER SADDLE RIVER, NJ 07458
Phone Number	(201)961-6300
Email Address	DSEVERS@USRSCHOOLSK8.COM
Website	https://www.usrschoolsk8.com/Reynolds
Facebook	https://www.facebook.com/RobertReynoldsSchool/
Twitter	https://twitter.com/ReynoldsUSR

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	24	35	33
KG	107	97	117
1	119	101	94
2	118	123	103
Total	368	356	347

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	52.0%	48.3%	47.0%
Male	48.0%	51.7%	53.0%
Economically Disadvantaged Students	0.3%	0.6%	0.6%
Students with Disabilities	16.8%	20.2%	21.6%
English Learners	4.3%	3.9%	4.9%
Homeless Students		0.0%	0.0%
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	72.9%	69.9%	71.8%
Hispanic	7.9%	8.4%	8.4%
Black or African American	1.1%	1.1%	0.6%
Asian	13.8%	15.4%	13.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	4.1%	5.1%	6.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	24	29	25
PK - Full Day	0	6	8
KG - Half Day	0	0	0
KG - Full Day	107	97	117

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	80.4%
Spanish	3.5%
Russian	2.3%
Chinese	2.0%
Hindi	1.4%
Other Languages	10.4%

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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	16	75%	25%
3-4	*	*	*
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.

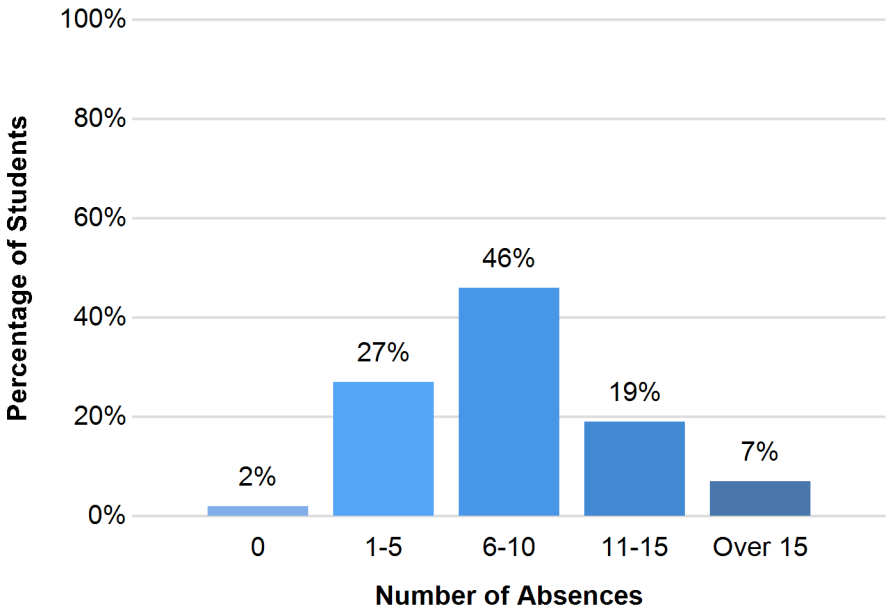
Chronic Absenteeism

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	11	3.5	10.2	Met
White	8	3.6	10.2	Met
Hispanic	1	3.8	10.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	2.3	10.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	10.2	Met
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	4	7.3	10.2	Met
English Learners	2	11.8	**	**

Days Absent

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



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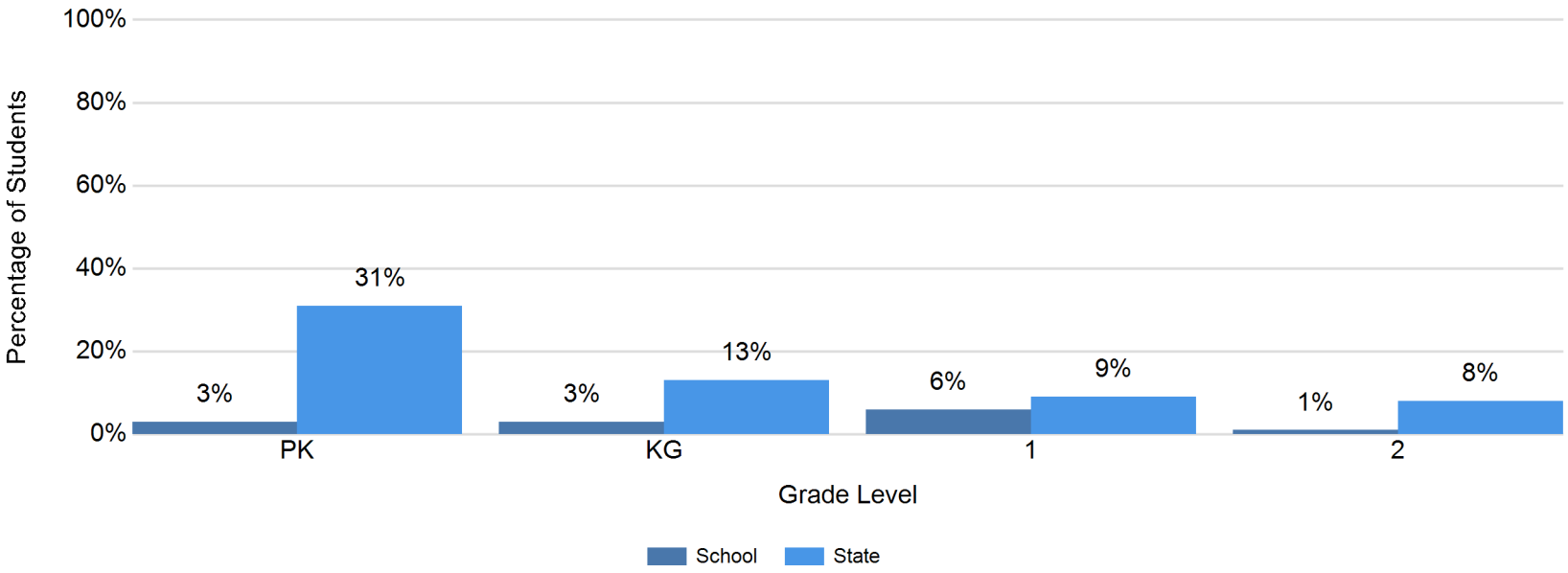
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	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	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	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	8:05 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	N

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)	$294	$16,890	$17,184

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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	37	117,464
Average years experience in public schools	12.2	12.0
Average years experience in district	10.1	10.7
Teachers in district for 4 or more years	78.4%	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	10	9,374
Average years experience in public schools	16.9	16.0
Average years experience in district	7.4	12.0
Administrators in district for 4 or more years	60.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	11:1
Students to Administrators	347:1	117:1
Teachers to Administrators	37:1	11:1
Students to Librarians/Media Specialists		585:1
Students to Nurses		1170:1
Students to Counselors		293:1
Students to Child Study Team		234:1

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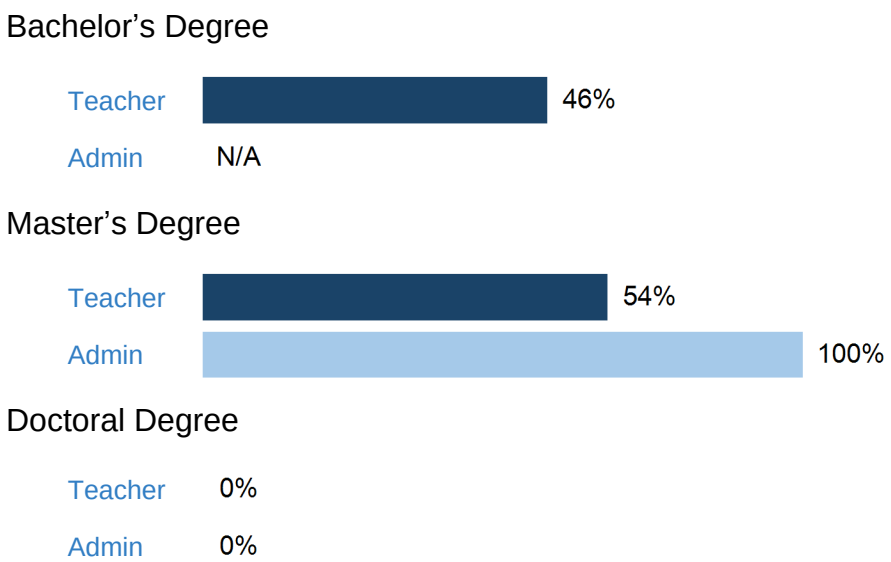
Teachers and Administrators - Level of Education

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	86.2%	90.2%
2016-17 Administrators: Same district 2017-18	80.0%	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	97.4%

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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	97.3%	100.0%
Male	2.7%	0.0%
White	97.3%	100.0%
Hispanic	2.7%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	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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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:	• Child-centered school, where students take an active approach to learning. • Focus on differentiation through curriculum, RTI tiers & learning opportunities. • Character Education focus that promotes a positive sense of self and commitment to others.
Mission, Vision, Theme:	Robert D. Reynolds School provides dynamic educational experiences for all students. Our school theme for 2017-2018, “Learning, friendship, community...Reynolds is the place to be!” encapsulates our vision. Our efforts are to develop productive, caring citizens committed to respecting all, while working to persevere in order to grow and learn.

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Courses, Curriculum, Instruction:	A strong emphasis is placed on reading and writing. The foundation of our program is literature rich classrooms, where students and teachers explore language in a variety of forms. Opportunities for students to work individually or collaboratively, to explore concepts, and to discover various methods of problem solving, are provided within the classroom. Math skills and math strategies are taught for mastery and the comprehensive spiral approach fosters skill development.

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Before and After School Programs:	Students have the opportunity to participate in our Learning Enrichment Activities Program (LEAP). The program allows for students to explore and further enrich their skills in activities such as science, baking, art, music and sports. This program is offered to first and second grade students in both the fall and winter.
Staff and Professional Learning:	Teachers participate in ongoing learning throughout the year. Staff members work with our curriculum team across all areas to develop, refine, and implement units of study through vertical and horizontal articulation. Teachers participate in workshops on and off campus to meet their Individual Professional Development Goals. Professional development opportunities are also offered to support learning aligned to grade level and district goals.

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Student Supports and Services:	Reynolds School has a variety of programs in place to meet the differentiated needs of our students. We have a comprehensive RTI program that provides tiered supports for students that need help with basic skills in the areas of reading and math. In addition, we have an I&RS team as well as a Child Study Team that support students with learning, behavior, or health difficulties. We also provide support and services for English Language Learners.
Student Health and Wellness:	Student Wellness is a priority at Reynolds School. Our School Safety Team plans wellness activities around our monthly Star Power Words. Alongside our Open Circle Program, these activities focus on the importance of caring for our bodies, minds and emotions. Students participate in Physical Education and Health classes. In addition, our school counselor and school nurse teach our students about wellness.
Parent and Community Involvement:	The Upper Saddle River PTO, Upper Saddle River Educational Foundation, and Youth Guidance Council are a few of the organizations that support Reynolds School through projects, programs, and grants. An updated library and a new STEM lab are just a few of the most recent projects that have been supported by our parent groups. Reynolds School works collaboratively with the USR community to provide a variety of programs.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Reynolds School provides school climate surveys to both students and staff annually. The second grade students complete a survey prior to moving on to the third-fifth grade school about their experiences with being a Recess Buddy, their use of the Buddy Bench, and the impact of our school-wide recognition program. Staff answers questions regarding school-wide character recognition, theme days, team building activities, and the impact of student programs within their classrooms.
Facilities:	Reynolds School is fortunate to have an updated media center, a new STEM lab, and an outdoor learning habitat. In addition, there is an art room, a gymnasium, and a multi-purpose room. These spaces, among others, help to enrich our curricula. All classrooms are equipped with Smartboards and have Chromebooks available for student use.

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Other Information:	Our School Safety Committee has been beneficial in educating the whole child through anti-bullying education, assemblies, classroom work and school-wide community activities. The School Safety committee thrives on creating a positive school climate by collaborating, engaging and encouraging team building activities. In educating the whole child (social and emotional), it is important to promote a positive and safe learning environment, demonstrate community building and help the students to become responsible, caring, and contributing citizens. Collaborating with the staff, parents, and administrators ensures that the students are in an environment where the school culture is highly effective and positive.