NJ SCHOOL PERFORMANCE REPORT

VALLEY VIEW SCHOOL
(27-3340-055)
Grades Offered: PK-05
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MORRIS
District	MONTVILLE TWP
Principal Name	DR. KENNEDY
Address	30 MONTGOMERY AVENUE MONTVILLE TOWNSHIP, NJ 07045
Phone Number	(973)331-7100
Email Address	PATRICIA.KENNEDY@MONTVILLE.NET
Website	http://www.montville.net
Facebook	http://www.facebook.com/montvilletownshippublicschools
Twitter	https://twitter.com/montvilletwpsch

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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	68	82	49
KG	42	40	41
1	47	49	41
2	71	49	53
3	62	72	50
4	68	66	73
5	60	69	68
Total	418	427	375

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	46.2%	45.4%	46.4%
Male	53.8%	54.6%	53.6%
Economically Disadvantaged Students	0.7%	0.9%	0.5%
Students with Disabilities	28.9%	31.1%	25.9%
English Learners	1.0%	1.2%	1.1%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.5%	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	65.6%	63.2%	59.5%
Hispanic	6.5%	7.0%	6.1%
Black or African American	1.7%	0.9%	1.1%
Asian	22.7%	26.0%	29.9%
Native Hawaiian or Pacific Islander	1.0%	0.7%	0.8%
American Indian or Alaska Native	0.0%	0.0%	0.3%
Two or More Races	2.6%	2.1%	2.4%

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	65	73	49
PK - Full Day	3	9	0
KG - Half Day	0	0	0
KG - Full Day	42	40	41

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	72.5%
Chinese	5.6%
Hindi	2.4%
Polish	2.4%
Tamil	2.4%
Other Languages	14.7%

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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	63	61	50	Exceeds Standard	55.5	60	50	Met Standard
White	63	58.5	50	Exceeds Standard	52	59	51	Met Standard
Hispanic	*	64	49	**	*	62.5	48	**
Black or African American	*	79.5	44	**	*	42	44	**
Asian, Native Hawaiian, or Pacific Islander	63	68	61	Exceeds Standard	69.5	67	61	Exceeds Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	50	49	**	*	73	51	**
Economically Disadvantaged	N	51.5	48	**	N	40	47	**
Students with Disabilities	39.5	50	41	Not Met	47	47	43	Met Standard
English Learners	*	67.5	54	**	*	84	51	**

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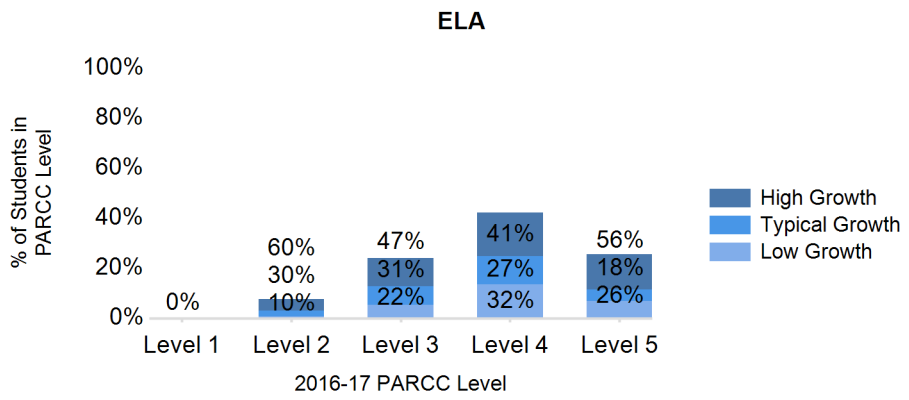
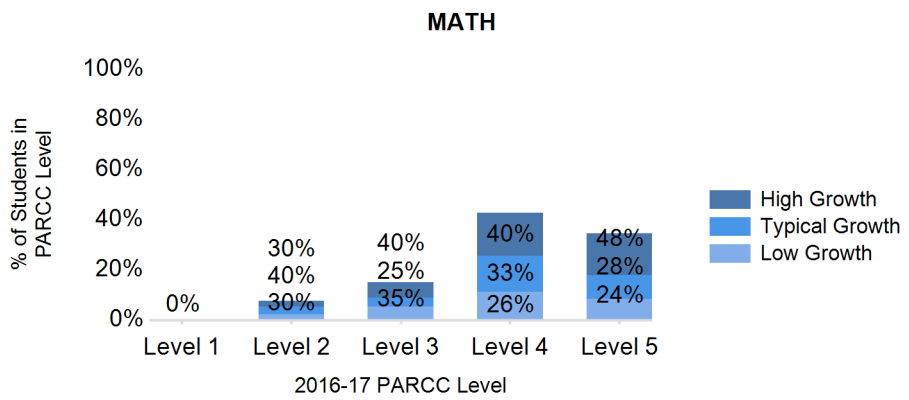
Student Growth by Performance Level

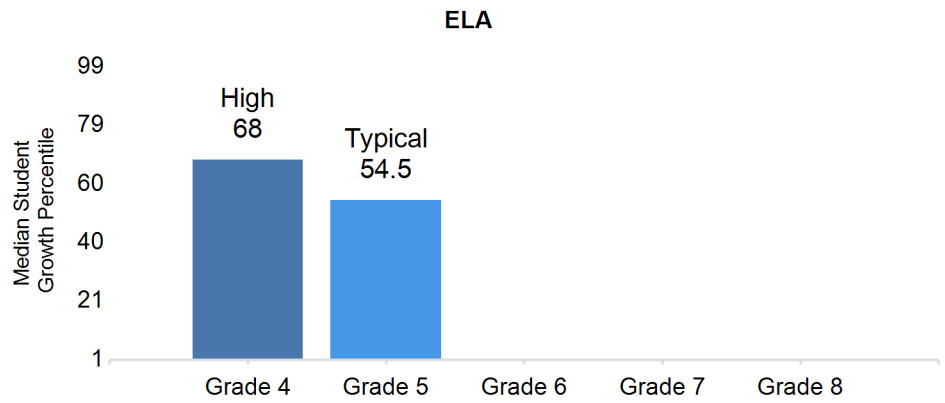
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

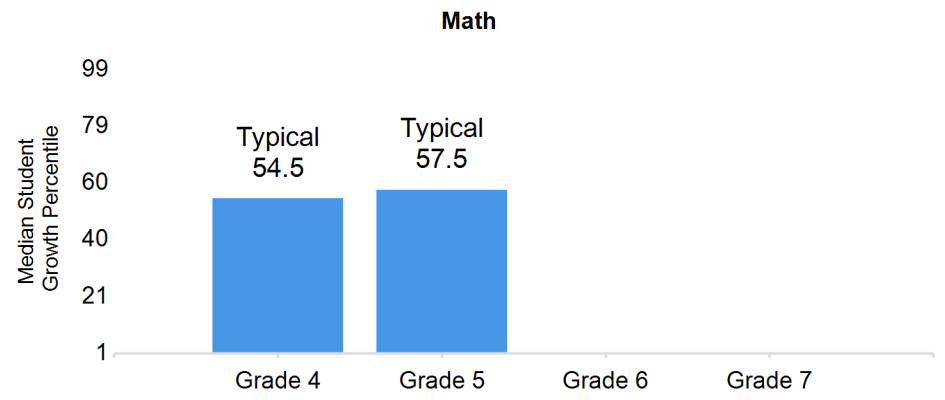




Student Growth by Grade

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	190	100.0	76.8	77.7	56.7	76.8	72.7	Met Target
White	117	100.0	72.7	74.4	65.6	72.7	72.5	Met Target
Hispanic	14	100.0	64.3	64.7	42.5	64.3	**	**
Black or African American	*	*	*	73.3	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	53	100.0	88.6	91.1	82.3	88.6	79.5	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	90	100.0	84.4	84.8	64.5	84.4		
Male	100	100.0	70.0	71.3	49.4	70.0		
Economically Disadvantaged Students	*	*	*	45.8	38.5	*	**	**
Non-Economically Disadvantaged Students	*	*	*	78.6	67.5	*		
Students with Disabilities	47	100.0	48.9	38.2	21.6	48.9	40.1	Met Target
Students without Disabilities	143	100.0	86.0	87.6	63.9	86.0		
English Learners	*	*	*	76.7	27.3	*	**	**
Non-English Learners	*	*	*	77.8	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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	45	769	772	750	0%	*	27%	*	*	69%	52%
White	28	762	767	759	0%	*	*	*	*	64%	61%
Hispanic	*	*	758	736	*	*	*	*	*	*	38%
Black or African American	N	N	*	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	787	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	790	758	*	*	*	*	*	*	58%
Female	22	769	778	756	0%	*	*	*	*	68%	57%
Male	23	769	767	744	0%	*	*	*	*	70%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	743	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	779	756	*	*	*	*	*	*	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	45	769	*	753	0%	*	27%	*	*	69%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	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	70	777	780	756	*	0%	*	50%	34%	84%	58%
White	47	777	774	764	0%	0%	*	*	*	81%	68%
Hispanic	*	*	769	744	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	17	784	801	782	0%	0%	*	*	*	94%	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	34	785	784	762	*	0%	*	*	*	94%	63%
Male	36	769	776	751	*	0%	*	*	*	75%	53%
Economically Disadvantaged Students	N	N	772	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	70	777	780	767	*	0%	*	50%	34%	84%	70%
Students with Disabilities	12	758	745	726	*	0%	*	*	*	50%	25%
Students without Disabilities	58	781	789	762	*	0%	*	*	*	91%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	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	*	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	65	778	780	755	0%	*	*	45%	29%	74%	58%
White	40	769	774	763	0%	*	*	*	*	65%	68%
Hispanic	*	*	769	743	*	*	*	*	*	*	43%
Black or African American	N	N	*	738	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	799	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	31	790	788	762	0%	*	*	*	*	87%	66%
Male	34	766	774	749	0%	*	*	*	*	62%	51%
Economically Disadvantaged Students	N	N	*	739	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	65	778	*	766	0%	*	*	45%	29%	74%	71%
Students with Disabilities	15	744	745	724	0%	*	*	*	*	33%	22%
Students without Disabilities	50	788	789	762	0%	*	*	*	*	86%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	65	778	*	757	0%	*	*	45%	29%	74%	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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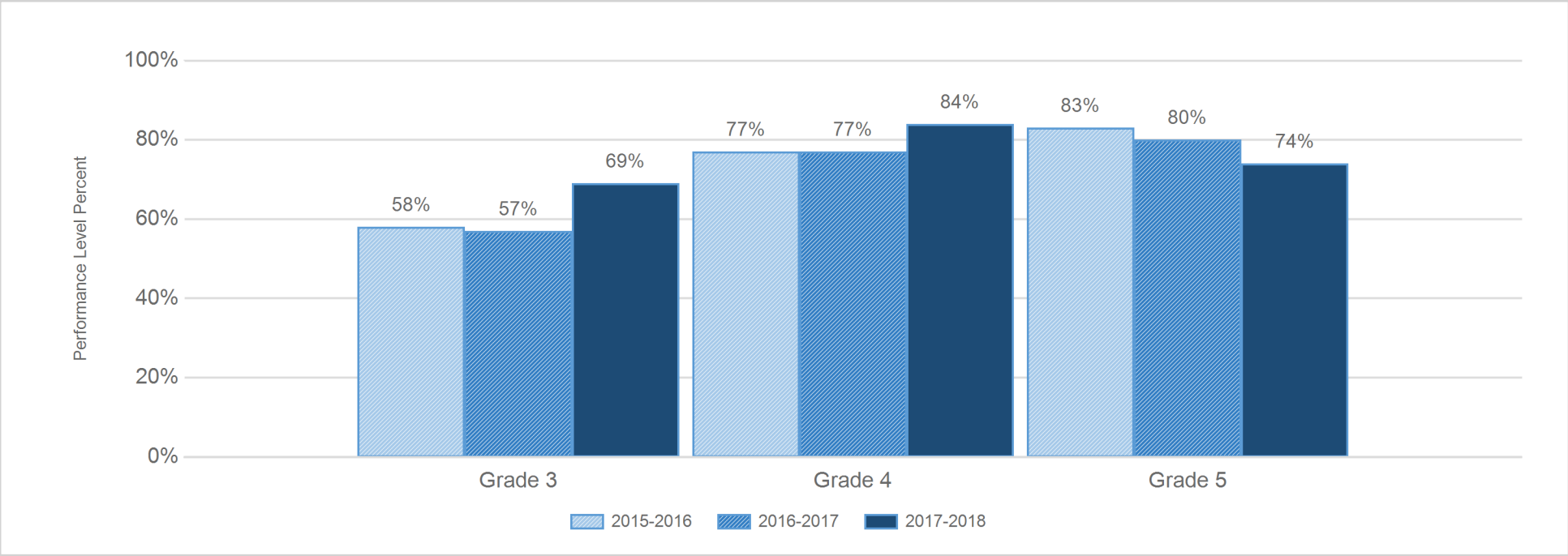
English Language Arts/Literacy Assessment - Performance Trends

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	190	100.0	74.7	71.0	45.0	74.7	72.7	Met Target
White	117	100.0	70.0	66.2	54.1	70.0	69.7	Met Target
Hispanic	14	100.0	71.4	60.6	29.2	71.4	**	**
Black or African American	*	*	*	57.8	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	53	100.0	84.9	88.3	77.0	84.9	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	90	100.0	78.9	72.1	46.0	78.9		
Male	100	100.0	71.0	70.0	43.9	71.0		
Economically Disadvantaged Students	*	*	*	40.0	26.6	*	**	**
Non-Economically Disadvantaged Students	*	*	*	71.8	55.9	*		
Students with Disabilities	47	100.0	48.9	32.6	17.1	48.9	46.6	Met Target
Students without Disabilities	143	100.0	83.3	80.5	50.5	83.3		
English Learners	*	*	*	73.4	24.6	*	**	**
Non-English Learners	*	*	*	71.0	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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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	45	772	774	752	*	*	22%	42%	31%	73%	53%
White	28	767	769	760	*	*	*	*	*	68%	64%
Hispanic	*	*	758	739	*	*	*	*	*	*	38%
Black or African American	N	N	*	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	793	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	777	757	*	*	*	*	*	*	59%
Female	22	765	774	752	*	*	*	*	*	73%	53%
Male	23	778	774	751	*	*	*	*	*	74%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	748	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	781	756	*	*	*	*	*	*	57%
English Learners	N	N	*	726	N	N	N	N	N	N	23%
Non-English Learners	45	772	*	754	*	*	22%	42%	31%	73%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	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

VALLEY VIEW SCHOOL
(27-3340-055)
Grades Offered: PK-05
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
† This indicates a table specific note,see note below table

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	70	772	770	748	*	*	*	51%	27%	79%	49%
White	47	767	764	755	0%	*	*	49%	23%	72%	60%
Hispanic	*	*	755	737	*	*	*	*	*	*	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	17	790	791	774	0%	0%	*	*	*	94%	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	34	775	770	748	*	*	*	*	*	82%	50%
Male	36	768	770	748	*	*	*	*	*	75%	49%
Economically Disadvantaged Students	N	N	750	733	N	N	N	N	N	N	30%
Non-Economically Disadvantaged Students	70	772	771	758	*	*	*	51%	27%	79%	62%
Students with Disabilities	12	743	738	725	*	*	*	*	*	33%	22%
Students without Disabilities	58	778	778	753	*	*	*	*	*	88%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	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	*	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

VALLEY VIEW SCHOOL
(27-3340-055)
Grades Offered: PK-05
2017-2018

Report Key:
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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	65	773	770	748	*	*	17%	31%	43%	74%	49%
White	40	762	764	756	*	*	*	43%	25%	68%	60%
Hispanic	*	*	759	736	*	*	*	*	*	*	32%
Black or African American	N	N	*	730	N	N	N	N	N	N	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	792	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	31	777	773	749	*	*	*	32%	45%	77%	50%
Male	34	770	768	747	*	*	*	29%	41%	71%	48%
Economically Disadvantaged Students	N	N	*	733	N	N	N	N	N	N	29%
Non-Economically Disadvantaged Students	65	773	*	758	*	*	17%	31%	43%	74%	62%
Students with Disabilities	15	745	741	726	*	*	*	*	*	47%	20%
Students without Disabilities	50	782	777	752	*	*	*	*	*	82%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	65	773	*	750	*	*	17%	31%	43%	74%	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

VALLEY VIEW SCHOOL
(27-3340-055)
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2017-2018

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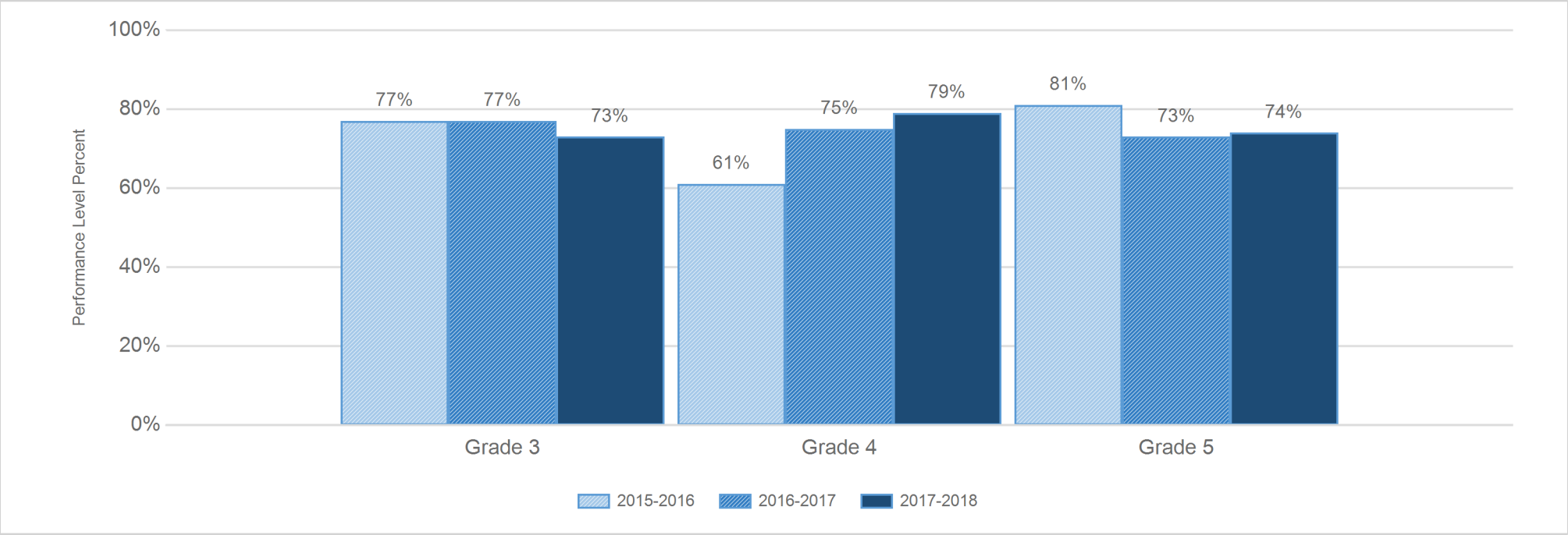
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

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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	*	*
5	*	*

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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2017-2018

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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.

NJ SCHOOL PERFORMANCE REPORT

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

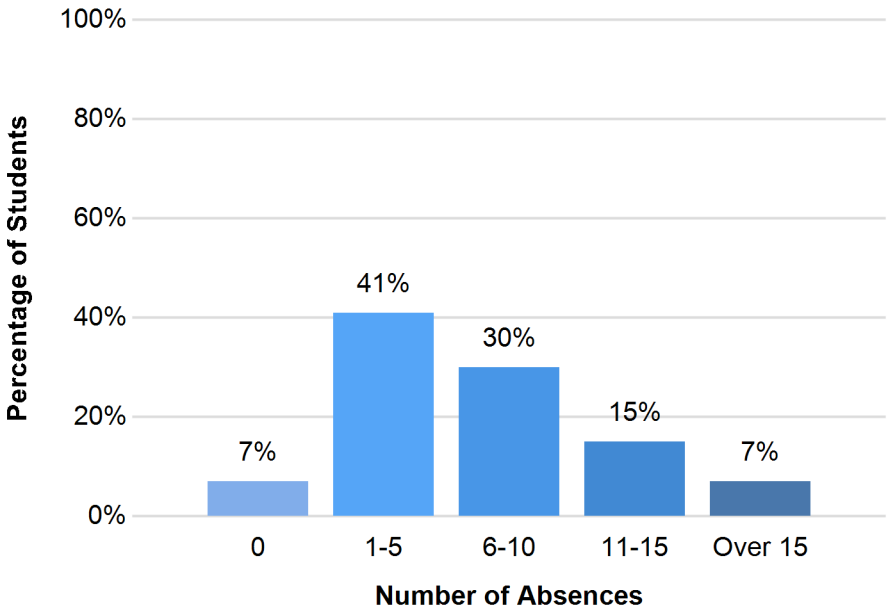
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	13	4.0	8.9	Met
White	7	3.6	8.9	Met
Hispanic	1	4.5	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	5	5.0	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	3	4.2	8.9	Met
English Learners	*	*	**	**

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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2017-2018

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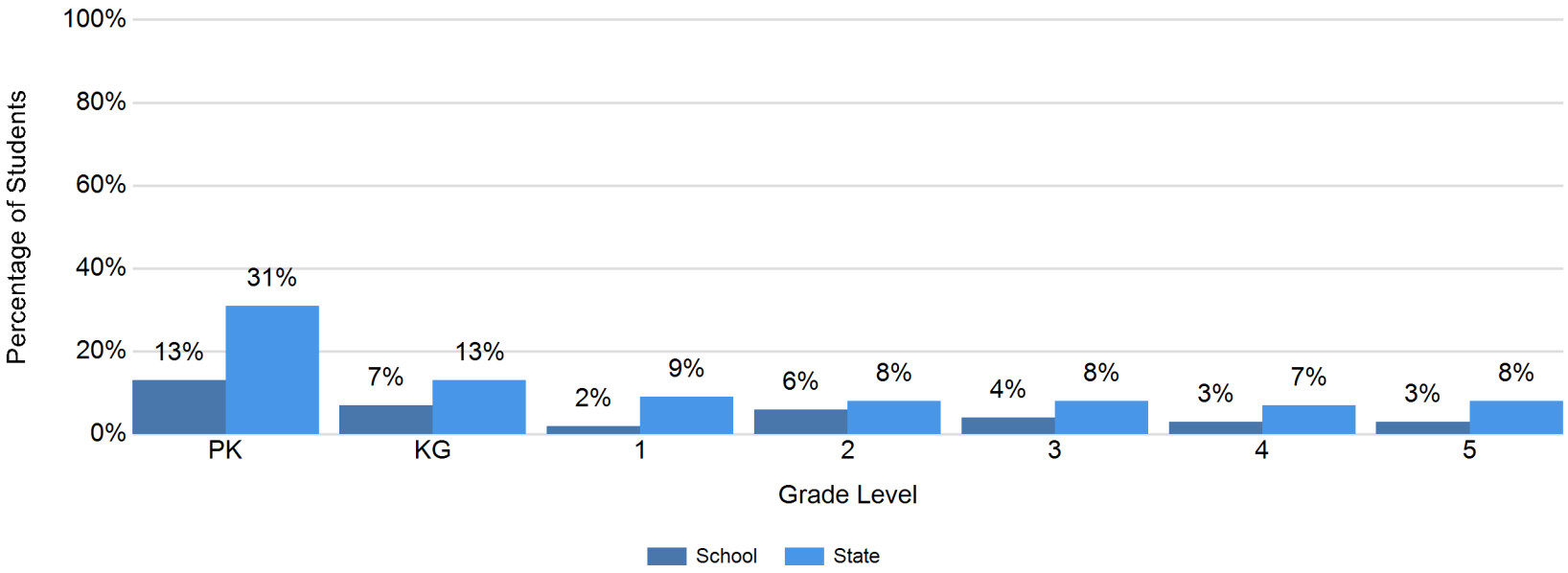
Chronic Absenteeism by Grade

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

NJ SCHOOL PERFORMANCE REPORT

VALLEY VIEW SCHOOL
(27-3340-055)
Grades Offered: PK-05
2017-2018

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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	3	0	3
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

NJ SCHOOL PERFORMANCE REPORT

VALLEY VIEW SCHOOL
(27-3340-055)
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2017-2018

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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	8:10 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.0:1

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)	$250	$17,280	$17,530

NJ SCHOOL PERFORMANCE REPORT

VALLEY VIEW SCHOOL
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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 – 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	40	117,464
Average years experience in public schools	11.4	12.0
Average years experience in district	11.0	10.7
Teachers in district for 4 or more years	70.0%	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	24	9,374
Average years experience in public schools	8.0	16.0
Average years experience in district	6.5	12.0
Administrators in district for 4 or more years	79.2%	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	9:1
Students to Administrators	375:1	151:1
Teachers to Administrators	40:1	16:1
Students to Librarians/Media Specialists		518:1
Students to Nurses		403:1
Students to Counselors		227:1
Students to Child Study Team		201:1

NJ SCHOOL PERFORMANCE REPORT

VALLEY VIEW SCHOOL
(27-3340-055)
Grades Offered: PK-05
2017-2018

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Teachers: All classroom teachers
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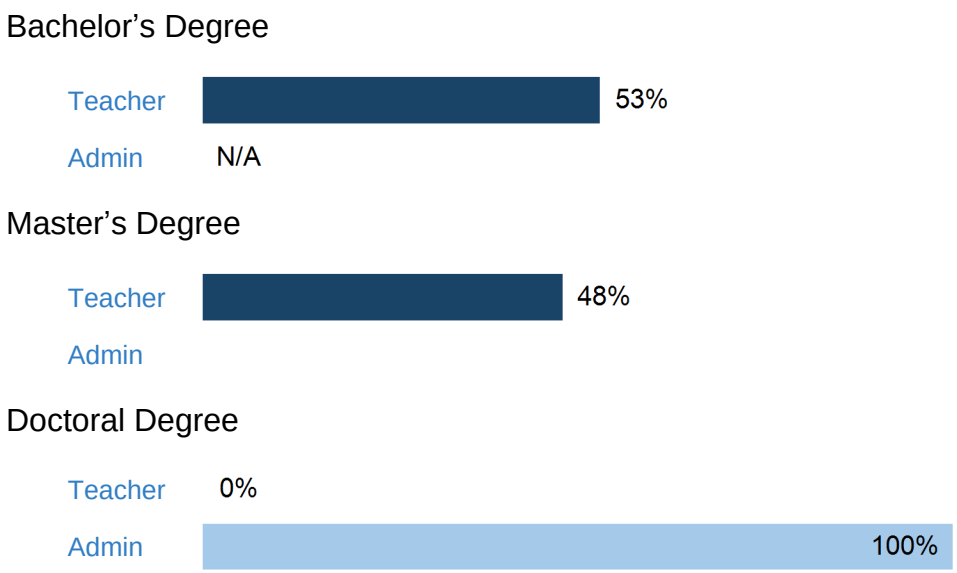
Teachers and Administrators - Level of Education

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	88.5%	90.2%
2016-17 Administrators: Same district 2017-18	83.3%	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	95.7%

NJ SCHOOL PERFORMANCE REPORT

VALLEY VIEW SCHOOL
(27-3340-055)
Grades Offered: PK-05
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 – Demographics

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

Category	Teachers	Administrators
Female	90.0%	100.0%
Male	10.0%	0.0%
White	100.0%	100.0%
Hispanic	0.0%	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%

NJ SCHOOL PERFORMANCE REPORT

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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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(27-3340-055)
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2017-2018

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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	81.87	17.5%
Mathematics Proficiency	88.27	17.5%
English Language Arts Growth	78.44	25.0%
Mathematics Growth	64.99	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	79.02	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	77.48	n/a
Summative Rating: Percentile Rank of Summative Score	88.68	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Exceeds Standard	Met Standard	**	Met	No
White	72.58	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	**	**	No	**	**	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	59.67	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	73.41	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• Embracing diversity, student written and produced videos, has been recognized as a Promising Practice by character.org. • Valley View, a High Performing NJ Reward School, achieved Sustainable Jersey Bronze Certification. • A technology infused curricula includes Balanced Literacy, enVision Math, Inspire Science, Spanish, and Social Studies.
Mission, Vision, Theme:	The Valley View Community believes educational excellence empowers children to become critical thinkers and life-long learners. Students are challenged to take personal and civic responsibility. Educators and parents strive to motivate children to do their personal best in a nurturing environment where they feel respected, understood, and valued. Students are taught to exhibit kindness, to embrace diversity and to appreciate the contributions of various cultures represented in our school.
Awards, Recognition, Accomplishments:	Valley View has been recognized as a NJ High Performing Reward School and has achieved Bronze Certification from Sustainable Jersey. Valley View's student video productions, Embracing Diversity, have received a Promising Practice award from character.org. An annual Physical Education initiative, A.C.E.S (All Children Exercise Simultaneously), which promotes healthy lifestyles, has been featured in the awarding-winning NJTV/NJEA Classroom CloseupNJ.

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Courses, Curriculum, Instruction:	The NJ Student Learning Standards and assessment data inform instruction and lay the groundwork for differentiated lessons. Programs to include Balanced Literacy, SchoolWide, Fundations, Words Their Way, Just Words, Wilson, Lucy Calkins' Units of Study in Writing, Inspire Science, enVision 2.0 Math, Social Studies, World Language, the Fine and Performing Arts, Basic Skills, and Special Education expand learning opportunities for all children.
Clubs and Activities:	Author visits, Math 24, Math Olympiad, Mock Trial, Peacemakers, Power Save Schools, Girls on the Run, Science Fair, TREP$, Safety Patrol, Project A.C.E.S., and Exercise US complement the curriculum. Pathways for Exceptional Children trains students to mentor special needs children. Student Council fundraises for shelters and food pantries. Mathathon raises approximately $10,000 per year to benefit St. Jude's Hospital. Pajama Day contributes money to the Children's Hospital of Philadelphia.

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Before and After School Programs:	MEDLC (Montville Extended Day Learning Center), a before and after care K - 5 program (7:00 - 7:55 am and 2:45 - 6:00 pm), is staffed by highly qualified teachers and paraprofessionals. The PTA-sponsored weekly after school K - 5 Enrichment Program features Wild Science, Chess, Coding, Sewing, and Art. TREP$, a six week PTA supported entrepreneurial program, results in students (3 - 5) bringing an original product to our annual spring market place.
Staff and Professional Learning:	Valley View educators champion academic excellence and life-long learning. Monthly professional development to include district PD, grade level team meetings, and two - three annual district professional days provide opportunities for networking and learning new programs and strategies. Teachers also attend out-of-district workshops and take courses to earn advanced degrees and certifications.

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Student Supports and Services:	Valley View hosts an integrated 3 and 4 year old Pre-School and K - 5 LLD classes. Programs include approved curricula taught by dually certified teachers. Speech, Physical and Occupational Therapists enhance language skills and fine/gross motor development. Our ESL teacher attends to the needs of second language learners. The LDTC, school psychologist, social worker, school counselor, reading specialist, and BSI teachers comprise the I&RS team and design interventions for students at risk.
Student Health and Wellness:	Physical Education for grades Pre K - Grade 5, "teacher gym" and "Mindfulness movement breaks" enhance physical well-being and build sportsmanship. Recess occurs daily for all grades. Exercise US and A.C.E.S., along with Field Day, are annual initiatives that promote exercise and healthy lifestyles. A daily PTA hot lunch program encourages good nutrition. Students have a snack break each morning and keep water bottles on their desks for optimal hydration.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The 2015 & 2018 YEA Climate Survey were shared with our Learning Community. Summary Report scores for all constituents (students, parents and staff), reflected "strongly positive" ratings in the areas of Support from Staff, Students' Feelings of School Connectedness, Students' Learning about Dealing with Bullying, Students Having a Place to Run Around, Students' Perceptions of the Utility of Learning, Teachers' Caring About Students, Helpful Adults, and Satisfaction with Teachers and Climate.
Facilities:	Valley View School was built in 1973 with a kindergarten wing added shortly thereafter. The facility is two stories equipped with an elevator, Media Center, Computer Lab, Music Room, Art Room, Gym with a full size stage for concerts and musicals, an All Purpose Room utilized as a lunchroom, an OT/PT therapy room, 3 speech therapy rooms, and a literacy Bookroom. All rooms are air conditioned. Renovations to the Media Center, Gym and bathrooms are scheduled to begin this summer.

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Other Information:	Valley View School, ideally seated atop a scenic hill overlooking a spectacular view of surrounding communities, is the largest elementary school in Montville Township. It is from this vantage point that children are welcomed into a nurturing environment that focuses upon the whole child and encourages each youngster to do his/her personal best. Our parents, teachers, and administrator are committed to working collaboratively to optimize the academic, social, and emotional development of our children. Valley View serves approximately 400 students in a Pre K - Grade Five setting. The school day begins at 8:10 am with students arriving between 7:55 am and 8:05 am. Dismissal begins at 2:45 pm. Instruction includes personalized/targeted lessons conducted in a modified block schedule (120 minutes of English Language Arts, 60 minutes of Math, 40 minutes of Science and Social Studies and 40 minutes of Spanish one time per week). Special area instruction includes Music, Art, Physical Education, and Media. Three lunch/recess periods occur in 60 minute blocks with a hot lunch available daily. School Safety and Crisis Management Committees plan/conduct monthly drills in preparation for potential emergencies. Valley View students have daily access to iPads and Chromebooks. Classrooms are equipped with Smart Boards and Document Cameras. Communication between home and school is considered vital. Parents review report cards via the Genesis Parent Access Portal. Teachers and parents correspond via email, phone calls and student logs. Teachers post homework/project assignments on School Wires Teacher Pages and Google Classroom. The PTA publishes a Monday Memo apprising parents of upcoming events. The administration posts "school happenings" on our School Home Page. Valley View's motto guides daily practice. Our Learning Community trusts that "Valley View is a School Where All Children Can Learn!"