NJ SCHOOL PERFORMANCE REPORT

MEMORIAL ELEMENTARY SCHOOL
(03-3330-030)
Grades Offered: PK-04
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	MONTVALE BORO
Principal Name	MR. COLLIER
Address	53 GRAND AVENUE WEST MONTVALE, NJ 07645
Phone Number	(201)391-2900
Email Address	DCOLLIER@MONTVALEK8.ORG
Website	https://www.montvalek8.org/
Twitter	https://twitter.com/montvaleschools

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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	20	16	22
KG	87	85	103
1	102	96	91
2	104	105	95
3	94	108	108
4	112	101	110
Total	519	511	529

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	47.2%	46.8%	48.4%
Male	52.8%	53.2%	51.6%
Economically Disadvantaged Students	3.7%	2.2%	2.8%
Students with Disabilities	13.7%	11.7%	13.6%
English Learners	4.4%	3.3%	3.4%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.2%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.2%	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	68.8%	67.9%	66.0%
Hispanic	7.5%	6.7%	8.9%
Black or African American	1.3%	1.6%	0.4%
Asian	21.2%	21.9%	22.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.2%	2.0%	2.1%

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	20	16	22
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	87	85	103

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	81.5%
Spanish	4.3%
Telugu	1.9%
Korean	1.9%
Hindi	1.3%
Other Languages	9.1%

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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	51	60	50	Met Standard	55	55	50	Met Standard
White	51	57	50	Met Standard	54	51.5	51	Met Standard
Hispanic	*	46	49	**	*	43	48	**
Black or African American	N	73.5	44	**	N	*	44	**
Asian, Native Hawaiian, or Pacific Islander	58	67.5	61	Met Standard	63	72.5	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	*	*	48	**	*	*	47	**
Students with Disabilities	29.5	44	41	**	32	31	43	**
English Learners	*	*	54	**	*	*	51	**

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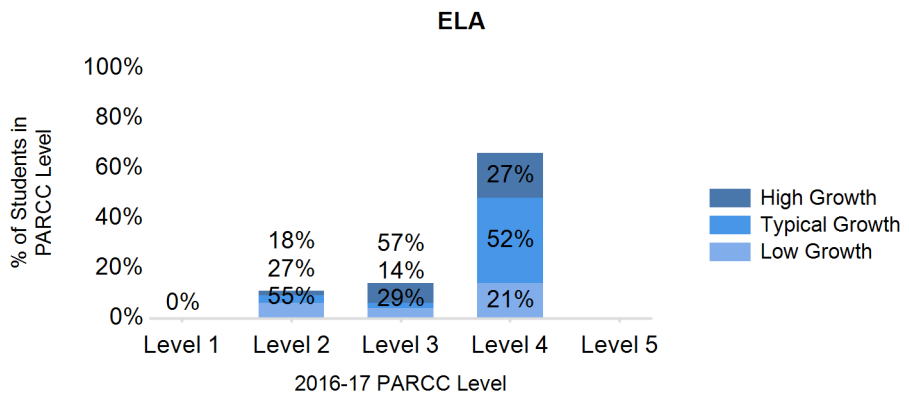
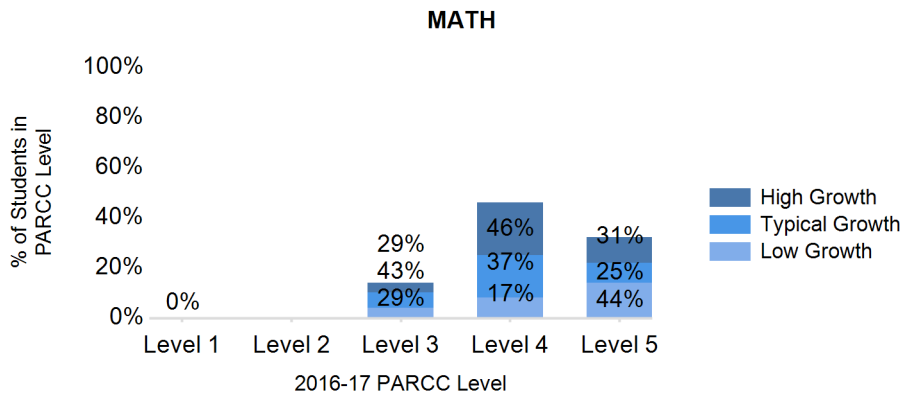
Student Growth by Performance Level

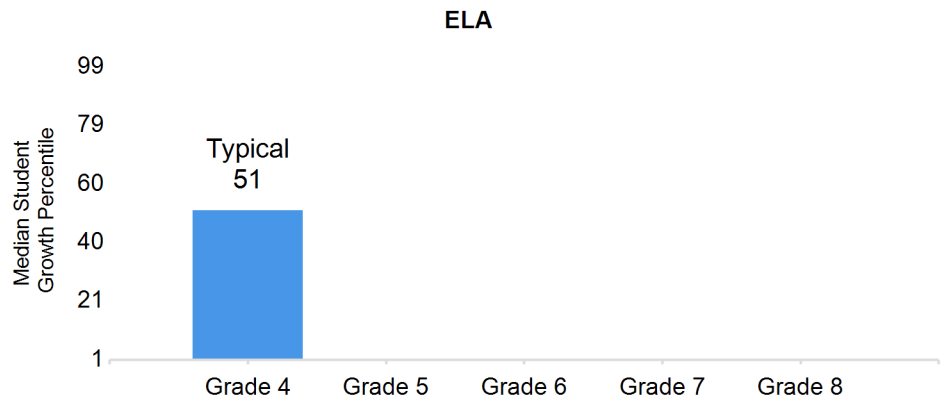
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

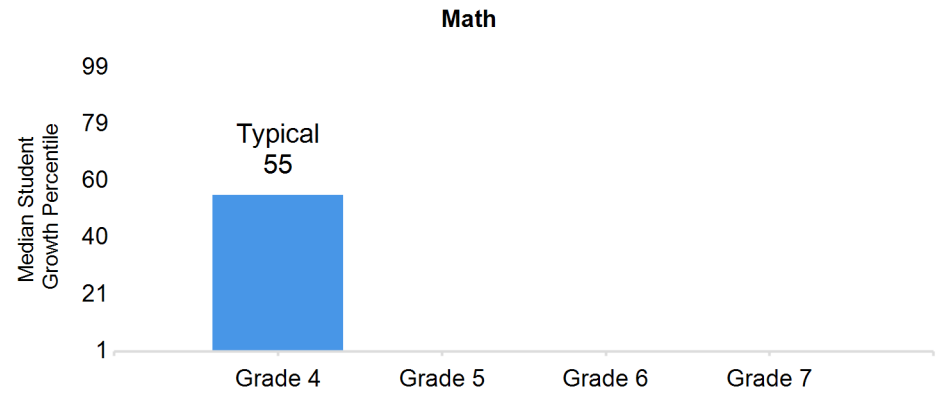




Student Growth by Grade

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	214	99.1	75.2	81.3	56.7	75.2	76.9	Met Target†
White	142	99.3	71.2	79.9	65.6	71.2	74.1	Met Target†
Hispanic	14	94.4	50.0	66.7	42.5	49.0	**	**
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	53	100.0	94.4	91.1	82.3	94.4	80	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	103	100.0	75.7	86.0	64.5	75.7		
Male	111	98.3	74.8	77.2	49.4	74.8		
Economically Disadvantaged Students	*	*	*	*	38.5	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.5	*		
Students with Disabilities	27	96.4	29.6	41.5	21.6	29.6	52.4	Not Met
Students without Disabilities	187	99.5	81.8	87.8	63.9	81.8		
English Learners	*	*	*	56.3	27.3	*	**	**
Non-English Learners	*	*	*	82.0	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	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	107	767	767	750	*	*	18%	58%	11%	69%	52%
White	73	762	762	759	*	*	22%	*	*	63%	61%
Hispanic	*	*	*	736	*	*	*	*	*	*	38%
Black or African American	N	N	N	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	25	784	784	777	0%	*	*	*	*	92%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	56	771	771	756	*	*	*	*	*	70%	57%
Male	51	762	762	744	*	*	*	*	*	69%	46%
Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	107	767	767	762	*	*	18%	58%	11%	69%	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	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	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	109	771	771	756	0%	*	*	61%	20%	82%	58%
White	69	767	767	764	0%	*	*	65%	14%	80%	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	28	786	786	782	0%	0%	*	*	*	96%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	48	776	776	762	0%	*	*	*	*	81%	63%
Male	61	767	767	751	0%	*	*	*	*	82%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	70%
Students with Disabilities	16	738	738	726	0%	*	*	*	*	31%	25%
Students without Disabilities	93	777	777	762	0%	*	*	*	*	90%	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	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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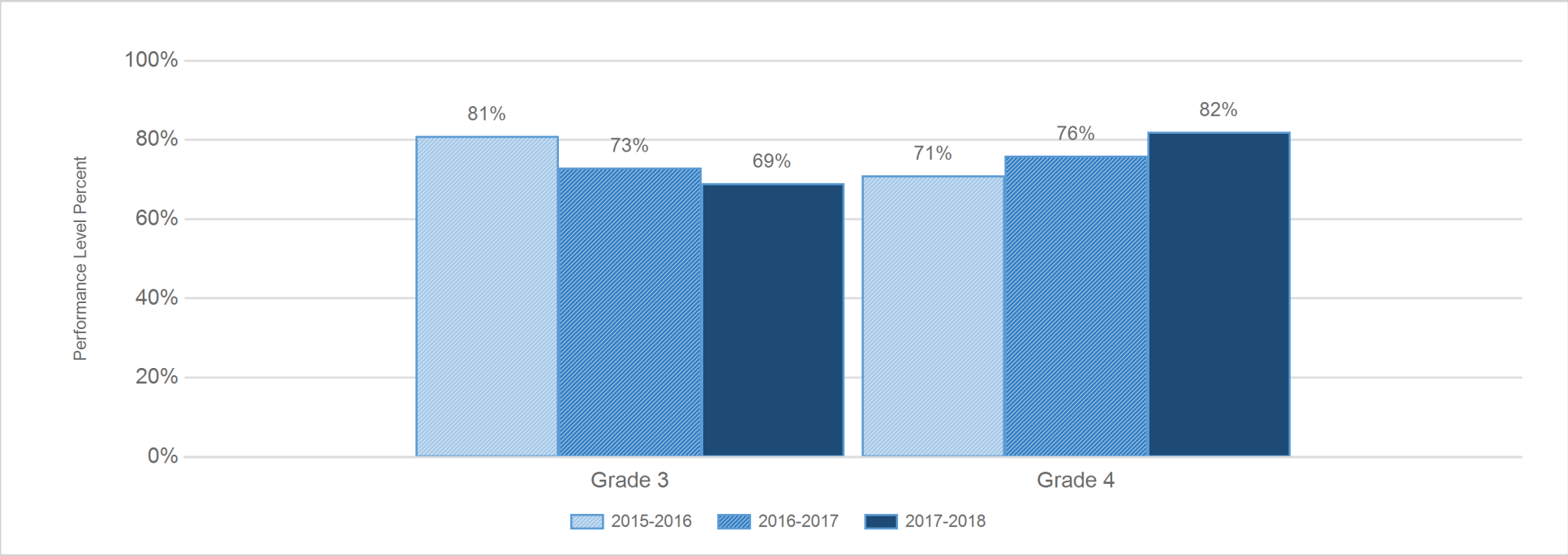
English Language Arts/Literacy Assessment - Performance Trends

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.

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Schoolwide	213	98.6	73.3	65.7	45.0	73.3	72	Met Target
White	141	98.6	68.8	62.1	54.1	68.8	73.4	Met Target†
Hispanic	14	94.4	50.0	40.0	29.2	49.0	**	**
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	53	100.0	92.5	86.7	77.0	92.5	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	103	100.0	71.8	68.0	46.0	71.8		
Male	110	97.4	74.5	63.7	43.9	74.5		
Economically Disadvantaged Students	*	*	*	*	26.6	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	55.9	*		
Students with Disabilities	27	96.4	33.3	21.3	17.1	33.3	49.5	Not Met
Students without Disabilities	186	99.0	79.0	73.0	50.5	79.0		
English Learners	*	*	*	58.8	24.6	*	**	**
Non-English Learners	*	*	*	65.9	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	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	107	764	764	752	*	*	20%	48%	21%	69%	53%
White	73	760	760	760	*	*	22%	48%	16%	64%	64%
Hispanic	*	*	*	739	*	*	*	*	*	*	38%
Black or African American	N	N	N	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	25	784	784	780	0%	*	*	52%	40%	92%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	56	761	761	752	*	*	*	*	*	70%	53%
Male	51	768	768	751	*	*	*	*	*	69%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	35%
Non-Economically Disadvantaged Students	107	764	764	762	*	*	20%	48%	21%	69%	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	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	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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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	108	767	767	748	*	*	13%	62%	16%	78%	49%
White	68	763	763	755	*	*	16%	*	*	74%	60%
Hispanic	*	*	*	737	*	*	*	*	*	*	34%
Black or African American	N	N	N	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	28	783	783	774	0%	*	*	*	*	93%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	48	764	764	748	*	*	*	*	*	73%	50%
Male	60	770	770	748	*	*	*	*	*	82%	49%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	16	735	735	725	*	*	*	*	*	38%	22%
Students without Disabilities	92	773	773	753	*	*	*	*	*	85%	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	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

MEMORIAL ELEMENTARY SCHOOL
(03-3330-030)
Grades Offered: PK-04
2017-2018

Report Key:
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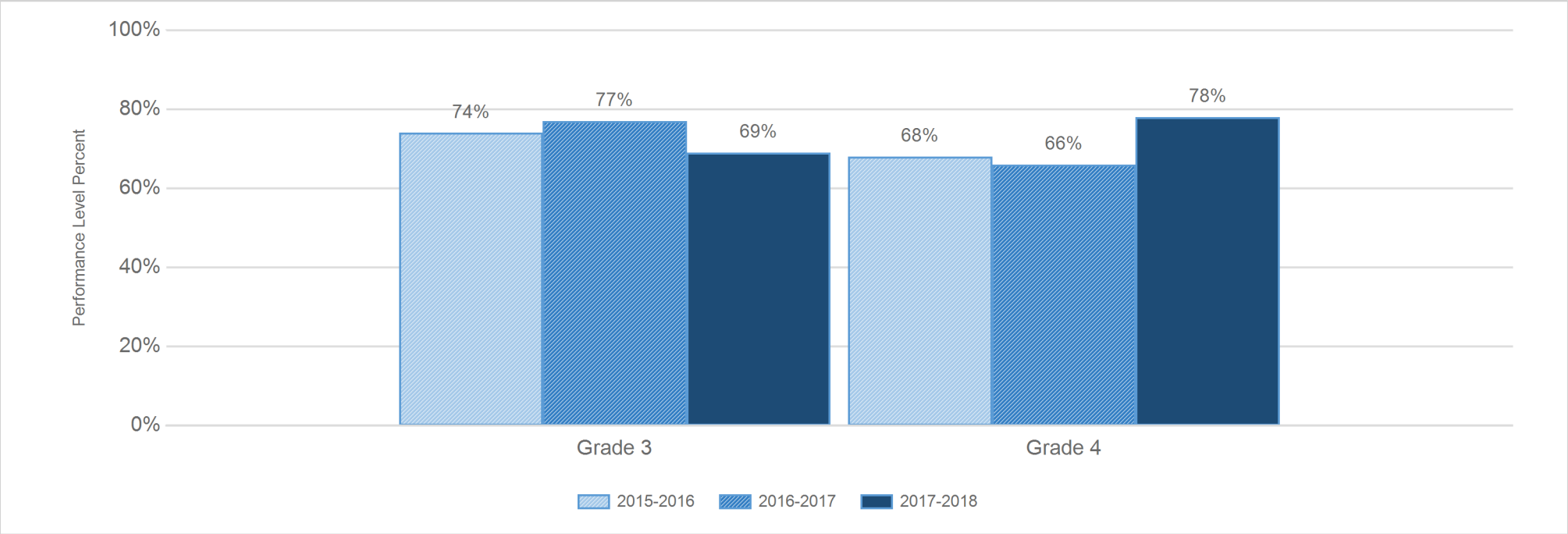
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance 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	*	*

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	90.0%	**	**

† 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	12	66.7%	33.3%
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.

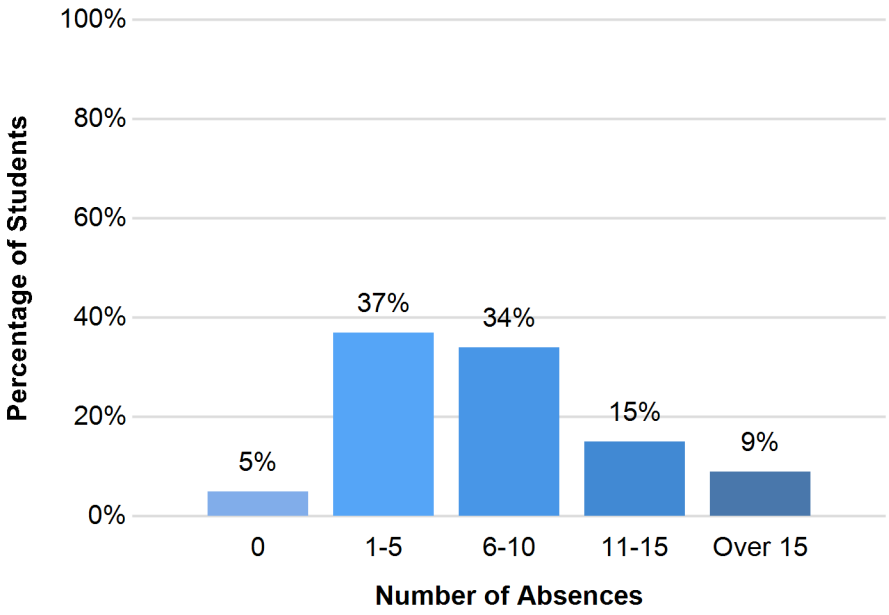
Chronic Absenteeism

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	22	4.3	9.1	Met
White	7	2.1	9.1	Met
Hispanic	1	2.1	9.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	12.3	9.1	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	0	0	**	**
Students with Disabilities	2	3.0	9.1	Met
English Learners	4	23.5	**	**

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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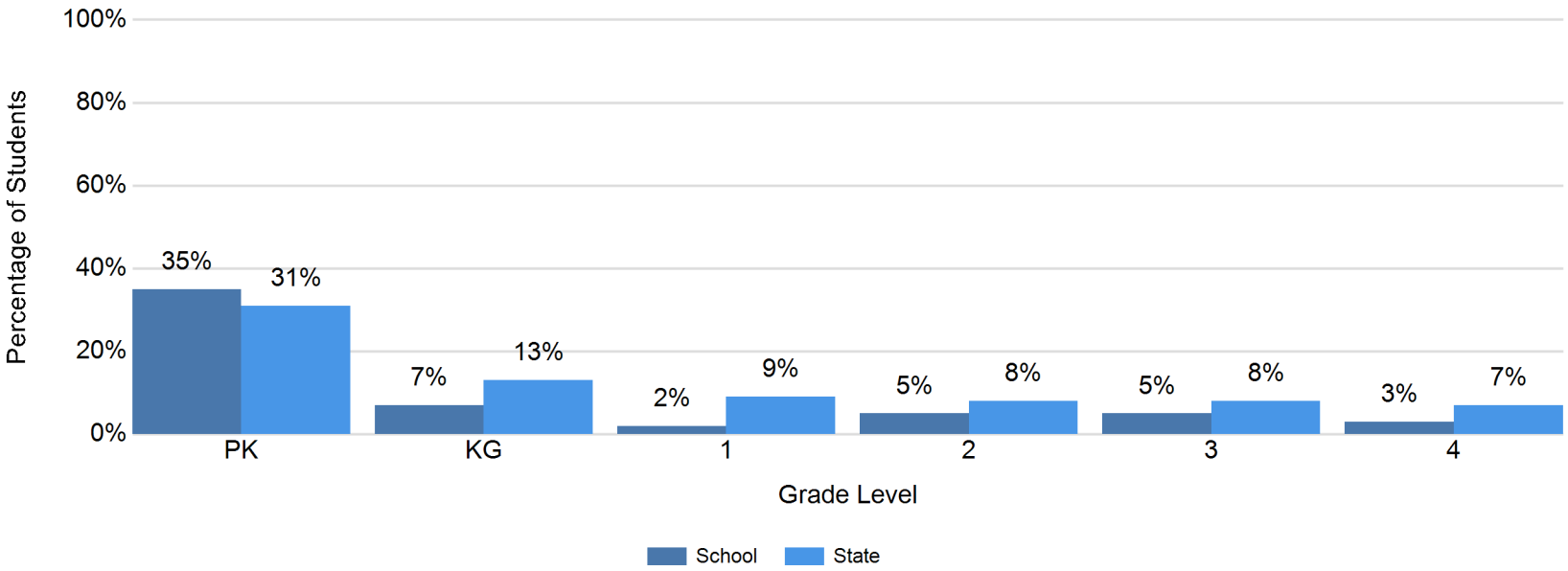
Chronic Absenteeism by Grade

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	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	8:40 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 37 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	2.9:1

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)	$363	$14,262	$14,625

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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	42	117,464
Average years experience in public schools	14.0	12.0
Average years experience in district	11.4	10.7
Teachers in district for 4 or more years	83.3%	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	8	9,374
Average years experience in public schools	13.8	16.0
Average years experience in district	3.0	12.0
Administrators in district for 4 or more years	37.5%	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	13:1	11:1
Students to Administrators	265:1	125:1
Teachers to Administrators	21:1	11:1
Students to Librarians/Media Specialists		1000:1
Students to Nurses		500:1
Students to Counselors		1000:1
Students to Child Study Team		333:1

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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.

Bachelor's Degree

Master's Degree

Doctoral Degree

Teacher 0%

Admin 0%

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	87.2%	90.2%
2016-17 Administrators: Same district 2017-18	87.5%	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	98.4%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	95.2%	0.0%
Male	4.8%	100.0%
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%

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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	75.24	17.5%
Mathematics Proficiency	83.95	17.5%
English Language Arts Growth	47.69	25.0%
Mathematics Growth	61.07	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	68.82	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	65.37	n/a
Summative Rating: Percentile Rank of Summative Score	73.93	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Met Target	Met Standard	Met Standard	**	Met	No
White	66.18	14.08	No	Met Target†	Met Target†	Met 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	56.18	14.08	No	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Not 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	**	**	No	Not Met	Not Met	**	**	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:	• Readers/Writers Workshop is an essential component of our language arts program • Yoga offers opportunities for students to be present in the moment and mindful of their thoughts • Comprehensive arts program designed to encourage all students to learn by doing and to think creatively
Mission, Vision, Theme:	The Montvale School District is dedicated to educational excellence for our students, providing the academics, environment, and experiences necessary to develop both an enthusiasm for learning and the skills needed for students to reach their maximum potential as contributing members of society. Our students are challenged to develop 21st century skills and an intellectual curiosity and creativity in all disciplines. Our community is proud of our hard working, innovative and caring students!
Awards, Recognition, Accomplishments:	According to NJ magazine, Montvale is considered one of the “Best Places to Live” in New Jersey. The Montvale Schools have been recognized for its progressive educational programs and highly accomplished administrative team, faculty and staff. The Montvale School District celebrates students and staff making a positive difference in the world.

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School Narrative

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Courses, Curriculum, Instruction:	Students build upon their academic, social, and emotional skills and knowledge as they progress through courses that are both engaging and challenging. Curriculum is aligned to the NJSLS and continually reinforces the 21st century skills of communication, collaboration, critical thinking, and creativity. Instruction across all content areas is aligned to best-practices in pedagogy, including differentiated learning opportunities for all students and student-centered instructional design.
Clubs and Activities:	Our school district offers a variety of Co-curricular clubs. These clubs range from band and choir, to peer tutoring and service learning. To stay current with the ever-changing world of technology, our students participate in building robots in Robotics Club and create online video casts during Audio/Visual Club. The clubs are lead by different staff members. Clubs meet before, during, and after school.These clubs help to create a positive environment in both the school and local community.

NJ SCHOOL PERFORMANCE REPORT

MEMORIAL ELEMENTARY SCHOOL
(03-3330-030)
Grades Offered: PK-04
2017-2018

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Before and After School Programs:	The Montvale Child Care Program (MCC) is a tuition supported program designed to provide high quality before and after school care for the children who attend the Montvale Schools. Children are afforded opportunities to explore, discover, play, cooperate, create, and learn new skills as well as be provided with quiet opportunities for reflection. Through team building and individualized experiences, children will be enveloped in a safe environment where parents are able to rely upon a strong community of supporters to provide care while they are at work.
Staff and Professional Learning:	Staff are both provided, and encouraged to seek, varied and high quality learning opportunities that meet district and individual professional development needs. Emphasis is placed on the development of PLCs, promoting teachers and administrators as reflective practitioners, acquisition and implementation of instructional best practices, support for the development of quality SGOs, and effective data use to inform instruction at the student, class, school, and district levels.

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Student Supports and Services:	The Montvale Schools provides a continuum of services to meet the needs of diverse learners. A variety of general education and special education services are available to students in order to address individual student needs. With a focus on educating students in the least restrictive environment, Montvale Schools provides inclusive opportunities for all students.
Student Health and Wellness:	The Montvale Schools focuses on helping students demonstrate a positive attitude toward self as a unique and worthy person. The administration, guidance counselors, teaching and support staff work together to facilitate the development of responsible social skills and an understanding and appreciation of the life-long process of learning, growing, and changing. Through mindfulness activities and other student wellness initiatives, the Montvale Schools ensures that the social, emotional, and academic health of all students are being addressed.
Parent and Community Involvement:	The Montvale Schools welcomes parents and community members! Everyone is encouraged to be active participants in with our parent-teacher and educational foundation organizations. Parents are apprised on the happenings and future plans in our school. This is communicated through our school website, email notifications, twitter, social media and our monthly newsletters. Our school district has a wonderful relationship with our town council, fire and police departments, who visit our schools on a regular basis to conduct safety walkthroughs and present information that students can reinforce at home with parents.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers The district has utilized informal and formal methods to collect data on school climate ranging from exit surveys of graduating students to surveys of staff and students. In addition, data gathered from meetings of parents/guardians, Parent Teacher Organization (PTO), Montvale Educational Foundation (MEF), and other school related programs is utilized to determine how we can enhance our district climate, and how we can grow together as a community.
Facilities:	The Montvale Schools are made up of Memorial Elementary School and Fieldstone Middle School. Memorial houses grades PreK-4, and is approximately 85,000 sq. ft. Fieldstone Middle Schools houses grades 5-8 and is approximately 90,000 sq. ft. The District values having safe and secure facilities for students and staffs, and earmarks approximately 8% of the budget, or $1.4 million dollars, for Buildings and Grounds appropriations. The Facilities Staff is comprised of 12 individuals.
School Safety:	In Montvale, we have made several changes over the past few years to improve safety and security in our schools. All staff and students participate in school safety drills every month to practice how to respond in the event there is a school emergency. We work closely with the Montvale Police to ensure safety protocols are being followed. We have had the New Jersey Department of Education's Office of School Preparedness and Emergency Planning (OSPEP) visit the Montvale School District as part of the Governor's K-12 Safe School Initiative. With this site visit, an unannounced drill for an active shooter was conducted at both schools. OSPEP and the Montvale PD provided guidance to the school/district leadership team on what went well and areas in need of improvement. In addition, the Montvale PD has utilized our buildings when school is not in session to conduct active shooter response drills.We have improved our facilities and technological resources to enhance safety and security.

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Technology and STEM:	Teaching staff is working with consultants from Innovative Designs for Education (IDE). IDE specializes in supporting professional learning communities and guiding educators in engaging students in a learner-active technology-infused classroom. Our goal is to create “learning environments that provide students with authentic learning opportunities that prepare them for secondary school and the future.” Students are utilizing 3D printers and other resources to create rockets, mazes, etc. By providing authentic-based assessments for students to engage in, students are learning by doing. With 3D printing, there is increased student engagement as they see their ideas brought to reality. Students are using CAD and are able to test printed designs. Our grade level teams collaborate on ways to work on STEM projects across the different academic disciplines.
Early Childhood Education:	We believe the preschool educational experience for 3 and 4 year-olds provides an important foundation for later social, emotional and academic success for children. We offer a half-day preschool program for students that are 3 or 4 years-old. The program focuses on the needs of children who have been identified as requiring special education, as well as of those who have not been so identified. A lottery is conducted each year as spaces for preschool are limited. The preschool curriculum consists of developmentally appropriate experiences that provide each child with individual opportunities to develop positive self-esteem, social/emotional growth, language skills, motor development and conceptual skill development. Proof of immunizations against communicable diseases and examinations is in accord with requirements for kindergarten and first grade admission. Our preschool program is well received by parents.

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Other Information:	Welcome! Montvale is a charming, child-centered community of approximately 8,000 residents nestled away in picturesque northern Bergen County, NJ. Our community is proud of our hard working students, dedicated faculty and staff, innovative administrative team, caring and involved parents, and supportive Board of Education. We strongly believe that the Montvale Public Schools provides an educational environment that is both academically challenging and developmentally responsive to the needs of our students. Our students are challenged to develop 21st century skills and an intellectual curiosity and creativity in all areas of our curriculum. Our students actively partake in a comprehensive language arts program that focuses on developing strong communication skills. Our math program focuses on students becoming excellent problem solvers through real life applications. Our character education program focuses on students treating others as they would want to be treated. Our 1:1 program with chromebooks in grades 6-8 provides a digital tool for each student to communicate and collaborate anywhere, anytime. Our literacy program is comprehensive with a focus on Readers/Writers Workshop in the elementary classrooms. Our collective goal is to reach the gold standard in education: SUCCESS FOR ALL. It is our hope that our students move on to secondary school with the desire to utilize their time, talents and skills to improve the world around them. We invite you to visit our website at www.montvalek8.org