NJ SCHOOL PERFORMANCE REPORT

VAN DERVEER ELEMENTARY SCHOOL
(35-4820-090)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	SOMERSET
District	SOMERVILLE BORO
Principal Name	MS. MORAN
Address	51 UNION AVE. SOMERVILLE, NJ 08876
Phone Number	(908)218-4105
Email Address	SMORAN@SOMERVILLESCHOOLS.ORG
Website	https://www.somervillenjk12.org/
Facebook	https://www.facebook.com/somervilleschools
Twitter	https://twitter.com/ville_sup

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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	97	96	82
KG	134	124	142
1	133	127	120
2	127	121	115
3	130	130	130
4	130	120	115
5	124	128	124
Total	875	846	828

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	48.1%	47.0%	47.1%
Male	51.9%	53.0%	52.9%
Economically Disadvantaged Students	38.6%	38.1%	41.3%
Students with Disabilities	18.6%	19.4%	17.9%
English Learners	7.3%	6.6%	6.9%
Homeless Students		0.5%	0.5%
Students in Foster Care		0.6%	0.7%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	35.4%	35.1%	35.7%
Hispanic	36.5%	34.8%	34.3%
Black or African American	10.7%	11.0%	11.2%
Asian	12.2%	14.1%	13.2%
Native Hawaiian or Pacific Islander	0.2%	0.4%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.9%	4.7%	5.3%

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	85	88	16
PK - Full Day	12	8	66
KG - Half Day	0	0	0
KG - Full Day	134	124	142

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	64.6%
Spanish	23.1%
Tamil	1.9%
Hindi	1.8%
Telugu	1.8%
Other Languages	6.8%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	66	56	50	Exceeds Standard	65	58	50	Exceeds Standard
White	69.5	59	50	Exceeds Standard	62	59	51	Exceeds Standard
Hispanic	59	51	49	Met Standard	65	56	48	Exceeds Standard
Black or African American	62	50	44	Exceeds Standard	54	53.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	74.5	60.5	61	Exceeds Standard	68	62	61	Exceeds Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	58	59	49	**	75	51	51	**
Economically Disadvantaged	62.5	52	48	Exceeds Standard	63.5	54	47	Exceeds Standard
Students with Disabilities	62	46	41	Exceeds Standard	70	55	43	Exceeds Standard
English Learners	*	53	54	**	*	67	51	**

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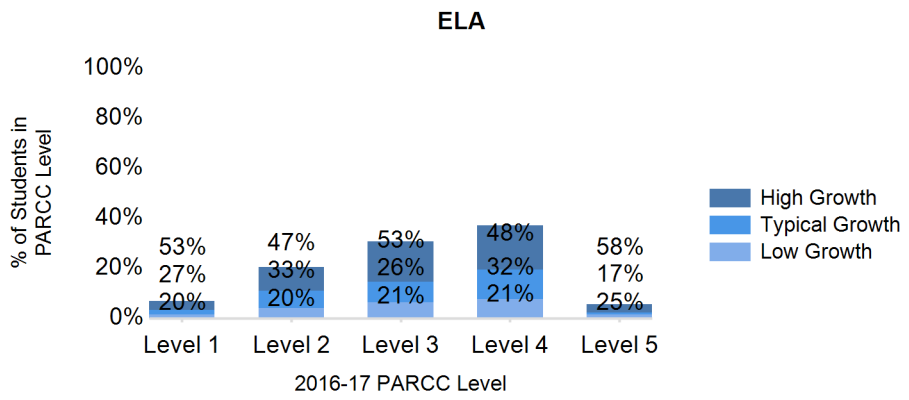
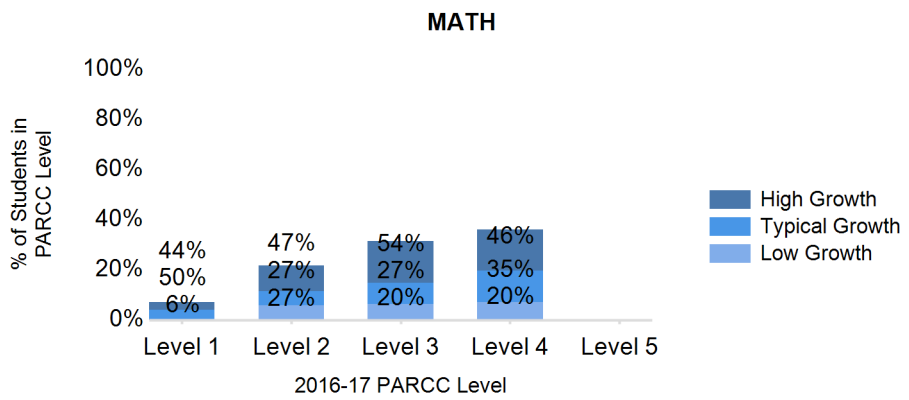
Student Growth by Performance Level

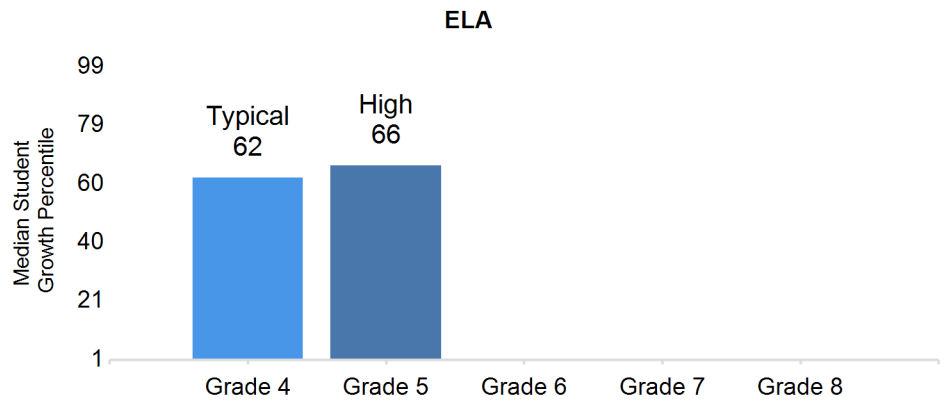
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

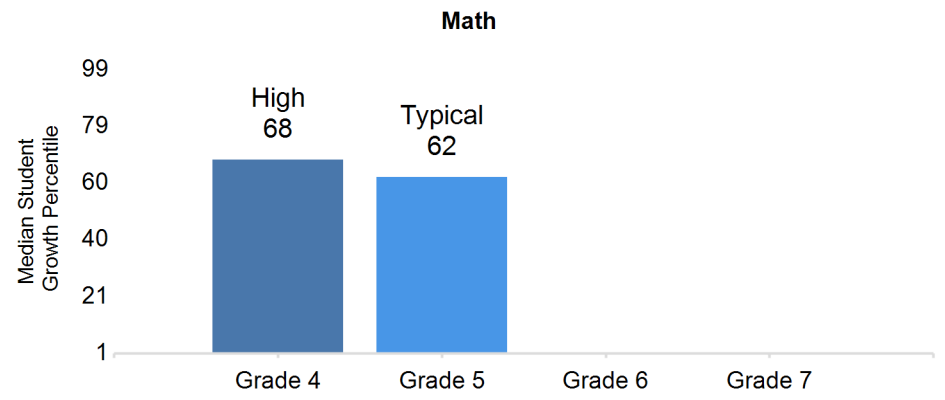




Student Growth by Grade

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	353	100.0	52.4	54.2	56.7	52.4	43.4	Met Target
White	139	100.0	61.8	62.6	65.6	61.8	51.6	Met Target
Hispanic	111	100.0	42.3	43.7	42.5	42.3	38	Met Target
Black or African American	45	100.0	28.9	*	37.3	28.9	26	Met Target
Asian, Native Hawaiian, or Pacific Islander	40	100.0	70.0	65.8	82.3	70.0	65	Met Target
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	18	100.0	61.2	*	63.4	61.2	**	**
Female	160	100.0	56.3	64.3	64.5	56.3		
Male	193	100.0	49.3	45.2	49.4	49.3		
Economically Disadvantaged Students	149	100.0	39.6	38.1	38.5	39.6	28.4	Met Target
Non-Economically Disadvantaged Students	204	100.0	61.7	61.7	67.5	61.7		
Students with Disabilities	64	100.0	34.4	22.0	21.6	34.4	29.7	Met Target
Students without Disabilities	289	100.0	56.4	61.8	63.9	56.4		
English Learners	10	100.0	10.0	*	27.3	10.0	**	**
Non-English Learners	343	100.0	53.7	*	59.4	53.7		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
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	124	736	736	750	16%	27%	22%	*	*	35%	52%
White	55	747	747	759	*	18%	25%	*	*	42%	61%
Hispanic	32	730	730	736	*	34%	*	*	*	34%	38%
Black or African American	16	709	709	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	57	744	744	756	*	26%	19%	*	*	44%	57%
Male	67	729	729	744	*	27%	24%	*	*	28%	46%
Economically Disadvantaged Students	45	721	721	733	*	36%	*	*	*	27%	34%
Non-Economically Disadvantaged Students	79	744	744	762	*	22%	*	*	*	41%	64%
Students with Disabilities	20	712	712	719	*	*	*	*	*	15%	24%
Students without Disabilities	104	740	740	756	*	*	*	*	*	39%	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	108	758	758	756	*	*	27%	41%	19%	60%	58%
White	36	773	773	764	0%	*	*	42%	33%	75%	68%
Hispanic	31	744	744	744	*	*	32%	*	*	42%	44%
Black or African American	18	746	746	739	0%	*	*	*	*	39%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	49	762	762	762	*	*	24%	*	*	59%	63%
Male	59	755	755	751	*	*	29%	*	*	61%	53%
Economically Disadvantaged Students	47	746	746	740	*	*	36%	*	*	45%	40%
Non-Economically Disadvantaged Students	61	768	768	767	*	*	20%	*	*	72%	70%
Students with Disabilities	12	737	737	726	*	*	*	*	*	33%	25%
Students without Disabilities	96	761	761	762	*	*	*	*	*	64%	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 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	124	754	754	755	*	15%	26%	*	*	56%	58%
White	47	765	765	763	*	*	23%	*	*	68%	68%
Hispanic	43	746	746	743	*	26%	28%	*	*	44%	43%
Black or African American	15	745	745	738	*	*	*	*	*	40%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	58	758	758	762	*	*	31%	*	*	59%	66%
Male	66	751	751	749	*	*	21%	*	*	55%	51%
Economically Disadvantaged Students	53	743	743	739	*	*	32%	*	*	40%	39%
Non-Economically Disadvantaged Students	71	763	763	766	*	*	21%	*	*	69%	71%
Students with Disabilities	21	732	732	724	*	*	*	*	*	29%	22%
Students without Disabilities	103	759	759	762	*	*	*	*	*	62%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	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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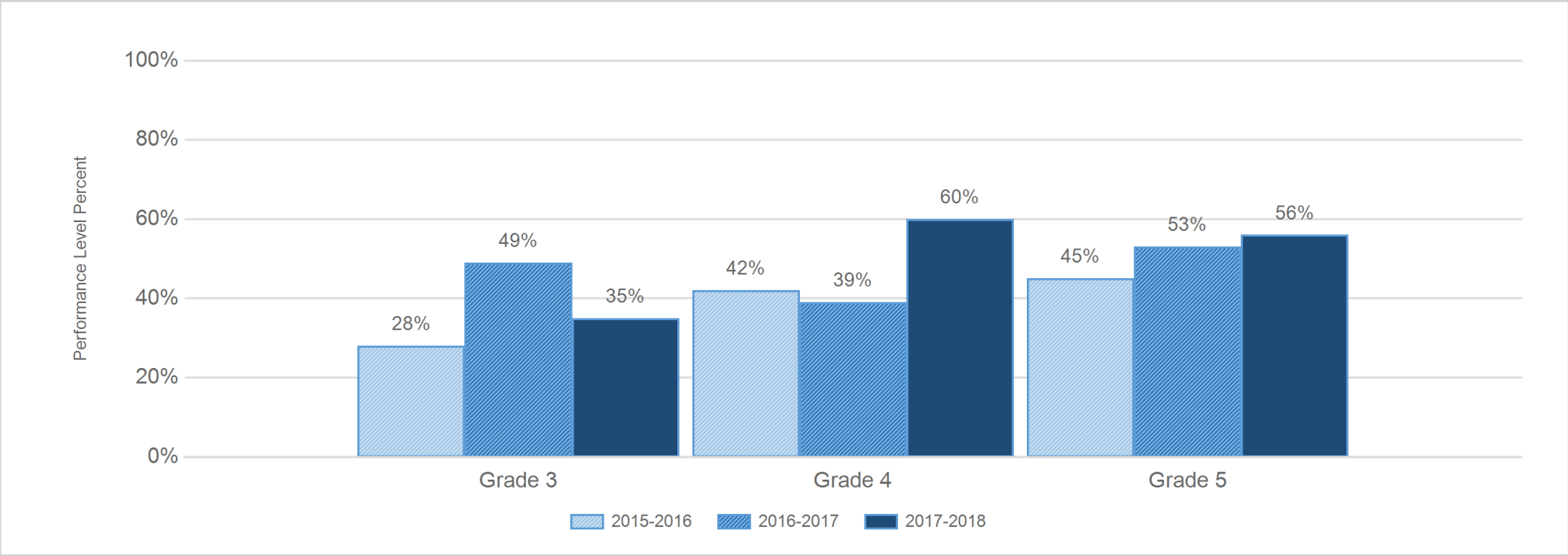
English Language Arts/Literacy Assessment - Performance Trends

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	355	100.0	47.0	36.3	45.0	47.0	42.7	Met Target
White	139	100.0	61.9	47.5	54.1	61.9	51.6	Met Target
Hispanic	113	100.0	30.1	20.7	29.2	30.1	36.6	Met Target†
Black or African American	45	100.0	17.8	*	23.4	17.8	19.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	40	100.0	72.5	55.4	77.0	72.5	77	Met Target†
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	18	100.0	55.6	*	53.0	55.6	**	**
Female	162	100.0	44.5	34.1	46.0	44.5		
Male	193	100.0	49.2	38.4	43.9	49.2		
Economically Disadvantaged Students	150	100.0	26.6	*	26.6	26.6	27.8	Met Target†
Non-Economically Disadvantaged Students	205	100.0	61.9	*	55.9	61.9		
Students with Disabilities	64	100.0	37.6	16.2	17.1	37.6	35.1	Met Target
Students without Disabilities	291	100.0	49.1	40.9	50.5	49.1		
English Learners	12	100.0	*	*	24.6	*	**	**
Non-English Learners	343	100.0	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
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	127	738	738	752	13%	20%	28%	*	*	39%	53%
White	56	748	748	760	*	*	23%	*	*	55%	64%
Hispanic	34	729	729	739	*	*	41%	*	*	21%	38%
Black or African American	16	712	712	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	58	741	741	752	*	17%	34%	*	*	41%	53%
Male	69	736	736	751	*	23%	22%	*	*	38%	53%
Economically Disadvantaged Students	47	719	719	736	*	26%	30%	*	*	17%	35%
Non-Economically Disadvantaged Students	80	750	750	762	*	18%	26%	*	*	53%	66%
Students with Disabilities	21	736	736	730	*	*	*	*	*	33%	29%
Students without Disabilities	106	739	739	756	*	*	*	*	*	41%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

VAN DERVEER ELEMENTARY SCHOOL
(35-4820-090)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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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	109	750	750	748	*	14%	30%	*	*	51%	49%
White	36	760	760	755	*	*	*	*	*	69%	60%
Hispanic	32	738	738	737	*	*	47%	*	*	28%	34%
Black or African American	18	739	739	730	*	*	*	*	*	33%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	50	748	748	748	*	*	32%	*	*	46%	50%
Male	59	753	753	748	*	*	29%	*	*	56%	49%
Economically Disadvantaged Students	48	737	737	733	*	*	44%	*	*	27%	30%
Non-Economically Disadvantaged Students	61	761	761	758	*	*	20%	*	*	70%	62%
Students with Disabilities	12	736	736	725	*	*	*	*	*	33%	22%
Students without Disabilities	97	752	752	753	*	*	*	*	*	54%	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

VAN DERVEER ELEMENTARY SCHOOL
(35-4820-090)
Grades Offered: PK-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	743	743	748	*	19%	32%	*	*	43%	49%
White	48	750	750	756	*	*	29%	*	*	54%	60%
Hispanic	45	734	734	736	*	*	36%	31%	0%	31%	32%
Black or African American	15	732	732	730	*	*	*	*	*	13%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	60	739	739	749	*	20%	33%	*	*	40%	50%
Male	67	747	747	747	*	18%	31%	*	*	46%	48%
Economically Disadvantaged Students	54	732	732	733	*	*	39%	*	*	26%	29%
Non-Economically Disadvantaged Students	73	751	751	758	*	*	27%	*	*	56%	62%
Students with Disabilities	21	730	730	726	*	*	*	*	*	19%	20%
Students without Disabilities	106	746	746	752	*	*	*	*	*	48%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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%

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2017-2018

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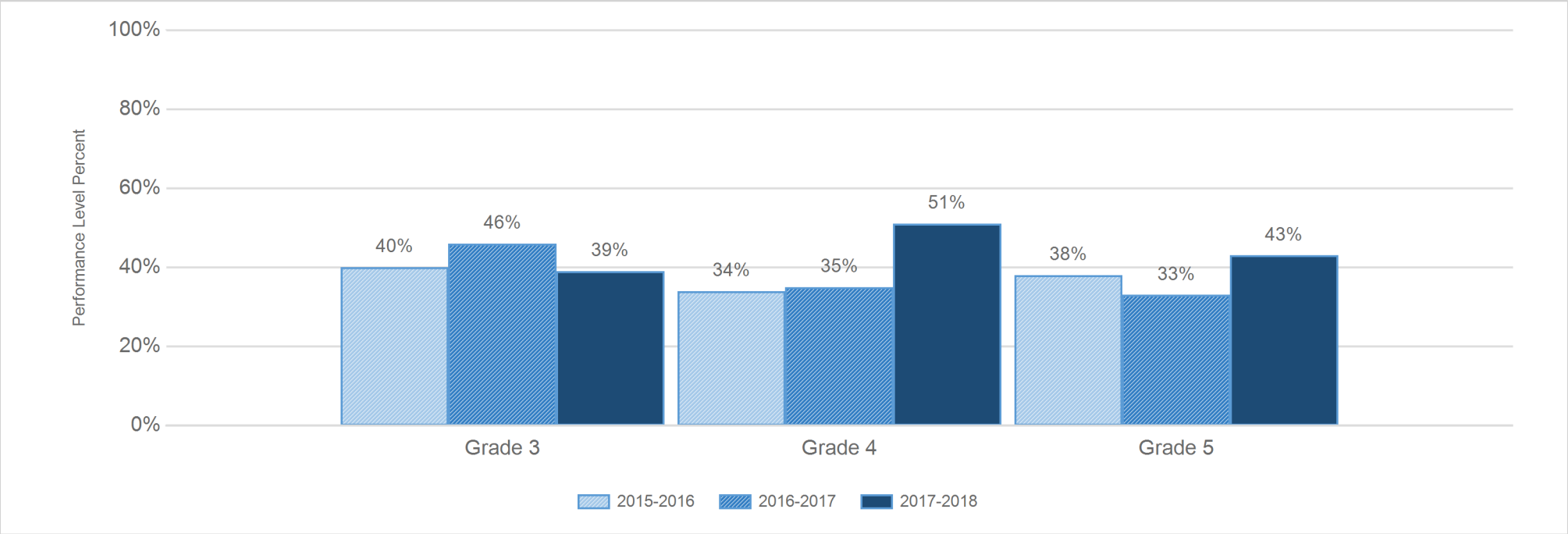
Mathematics Assessment – Performance Trends

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.

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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	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	76.5%	60.7%	Exceeds

† 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	38	89.5%	10.5%
3-4	16	81.3%	18.8%
5 or more	*	*	*

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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.

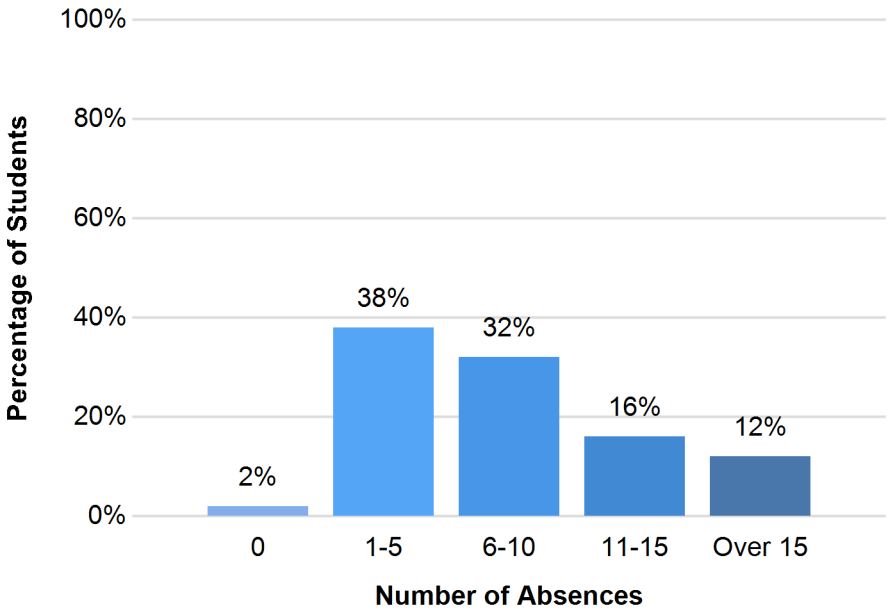
Chronic Absenteeism

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	71	9.5	8.9	Not Met
White	14	5.0	8.9	Met
Hispanic	24	9.6	8.9	Not Met
Black or African American	19	21.3	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	6	6.5	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	8	21.1	8.9	Not Met
Economically Disadvantaged Students	45	14.4	8.9	Not Met
Students with Disabilities	9	7.4	8.9	Met
English Learners	1	1.8	8.9	Met

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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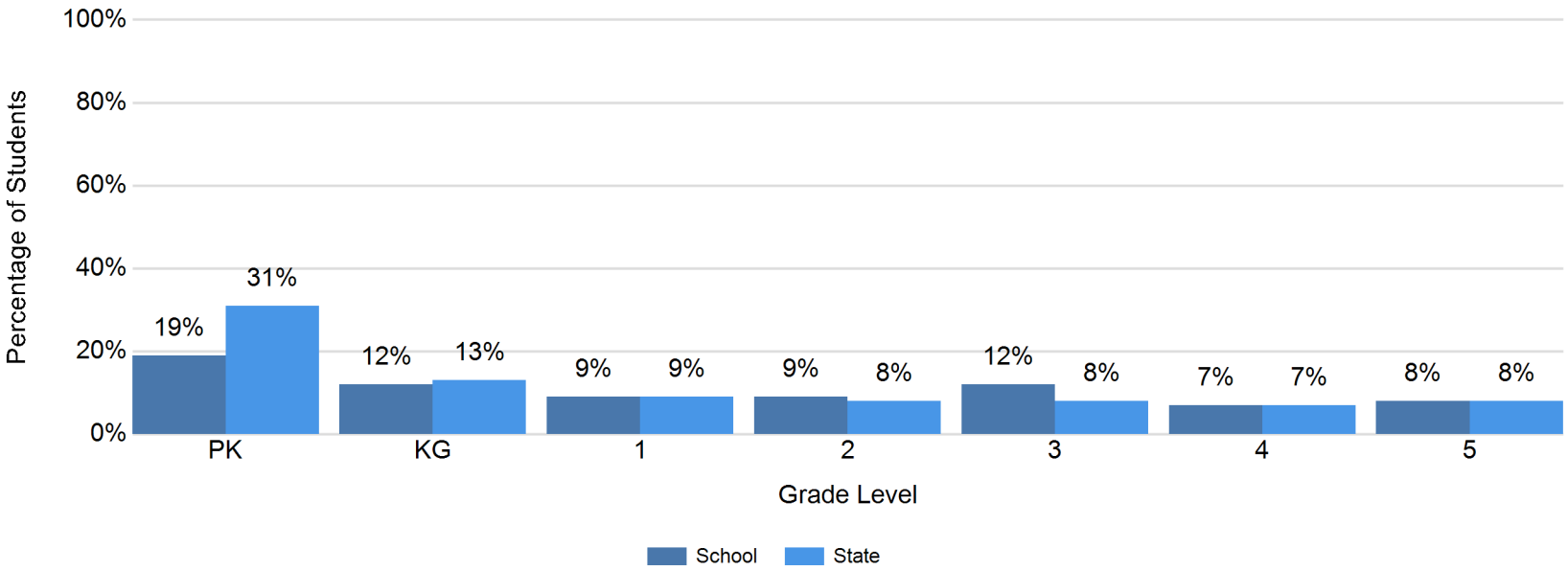
Chronic Absenteeism by Grade

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	6		6

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	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	1:1

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)	$477	$14,639	$15,116

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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	74	117,464
Average years experience in public schools	8.4	12.0
Average years experience in district	8.1	10.7
Teachers in district for 4 or more years	62.2%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,374
Average years experience in public schools	10.8	16.0
Average years experience in district	9.9	12.0
Administrators in district for 4 or more years	68.4%	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	11:1	12:1
Students to Administrators	276:1	124:1
Teachers to Administrators	25:1	11:1
Students to Librarians/Media Specialists		1178:1
Students to Nurses		785:1
Students to Counselors		337:1
Students to Child Study Team		236:1

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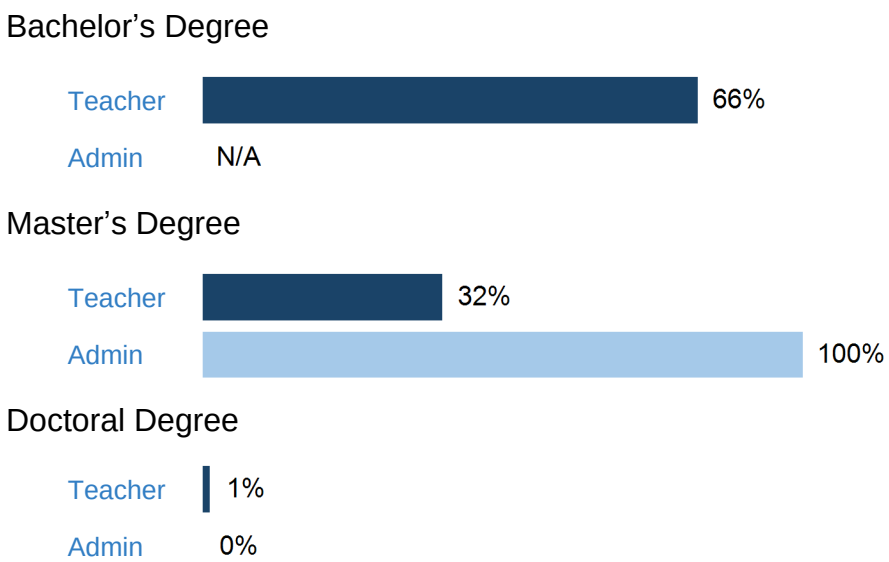
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.5%	90.2%
2016-17 Administrators: Same district 2017-18	89.5%	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	96.8%

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Key terms for staff data:
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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	90.5%	33.3%
Male	9.5%	66.7%
White	91.9%	66.7%
Hispanic	4.1%	0.0%
Black or African American	2.7%	0.0%
Asian	0.0%	33.3%
American Indian or Alaska Native	1.4%	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		

NJ SCHOOL PERFORMANCE REPORT

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(35-4820-090)
Grades Offered: PK-05
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	36.43	15.0%
Mathematics Proficiency	44.96	15.0%
English Language Arts Growth	93.96	20.0%
Mathematics Growth	91.22	20.0%
Progress Towards English Language Proficiency	91.49	20.0%
Chronic Absenteeism	31.59	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	70.70	n/a
Summative Rating: Percentile Rank of Summative Score	80.33	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	Exceeds Standard	Exceeds Target	Not Met	No
White	70.83	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	65.04	14.08	No	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	56.80	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	50.70	14.08	No	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	66.64	14.08	No	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	89.00	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	Met	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:	• Recognize & celebrate the cultural,ethnic & academic diversities prevail through the programs, initiatives & lessons • A comprehensive school-wide character education program is integrated into each facet of the instructional day including foundations pieces of 7 Habits of Effective Kids • Community partners with numerous local corporations and businesses, local law enforcement, organizations, and civic leaders
Mission, Vision, Theme:	Somerville Public Schools provide the highest quality education through an environment that promotes individual excellence for all students
Awards, Recognition, Accomplishments:	Healthy U Grant;Grow Healthy Grant;Applegate Farms Grant;Ridewise Award;2005 Innovation in Governance Award (for Walking Wednesday/Walking School Bus);1997- The All American Celebration Model Program and Art Project;Certificate of Participation in New Jersey's King Reads Program;First Tee Grant, Teachers Who Make Magic, local grant recipients, Best Practice: Kindergarten Summit

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Courses, Curriculum, Instruction:	All curriculum maps are co-developed as a result of collaboration between staff and administration. Curriculum maps are designed and constructed by using a Understanding by Design model, where NJSLS are prioritized and skills are taught through comprehensive lessons that are supported by ample resources.
Clubs and Activities:	Some examples: Art Club, Robotics Club, Book Club, and Chorus. Assemblies, special guests and programs enhance and support our curriculum. Students serve as Safety Patrol monitors, Buddy Classmates and Student Council Senators to provide meaningful roles within the school community. Students are recognized for attaining personal academic goals through classroom-wide and school-wide recognitions, serve on the Keep Calm Force, and access the Control Center in the cafeteria

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Before and After School Programs:	Van Derveer School offers a variety of enrichment opportunities for our students before and after school. Some examples include: Gifted & Talented Program, Reading Intervention, Band, Robotics Club, Chorus, and other community-based programs that build character and raises awareness of important issues and topics such as Girls-on-the-Run, which bolsters the empowerment of girls.
Staff and Professional Learning:	Collaborative Professional Learning Academy (CPLA) provides opportunities for staff to share their best instructional knowledge and practice with colleagues, free of charge. CPLA is also opened to educators across NJ, free of charge to engage in educational dialogues in the summer. 3DPD is a password protected digital repository, that includes instructional practice videos, filmed and submitted by staff to be shared with their colleagues anytime, anywhere at their convenience. Job-imbedded professional development is provided to launch curriculum initiatives including the utilization of a new preschool curriculum as well as the implementation of a new writing resource.

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Student Supports and Services:	A comprehensive school-wide character education program is integrated into each instructional day. Staff fosters the development of students as individuals. Our students are recognized for attaining personal academic goals through classroom-wide recognition, serve on the Keep Calm Force, and the Control Center in the cafeteria. The emphasis is placed on building social decision making skills which serves as a foundation for a positive school climate. A non-CST Social Worker and School Psychologist work with the general education students to provide pro-social behavior strategies while guiding and supporting the social and emotional growth of every child.
Student Health and Wellness:	Van Derveer School believes in prioritizing the health and wellness of all students. In Van Derveer School, a themed music and movement event raises awareness of keeping healthy and staying fit. Staff fosters the development of students as individuals. Our students receive direct health instruction from a collaborative team including school-based nurses, teachers, physical education teachers, and local dentists. Our students are recognized for attaining personal academic goals through classroom-wide recognition, serve on the Keep Calm Force, and utilize the Control Center in the cafeteria, where students help students.
Parent and Community Involvement:	Developing a partnership with the families of Van Derveer is a paramount focus. A variety of opportunities are established and available for parents/guardians to partner with the school community. ¾Some of these include meeting with the school administrators during and after school hours and attending evening themed family nights where parents are shown support strategies while students engage in developmentally appropriate themed learning opportunities.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Stakeholders can complete the survey at their convenience as it can be found on the school webpage. Survey results are used to gain insights to the areas of need, per school and formulate action plans to attend to the areas of need
School Safety:	Van Derveer employs a Public Relations Officer (PRO) who is responsible for campus security and has an active School Safety Team. Additionally, Somerville School District employs a School Safety Specialist who is responsible for monitoring and carrying out the Standard Response Protocol (SRP).

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Technology and STEM:	A full-time coding teacher instructs K - 2 students for 1/3 of the school year on a 6-day rotation, whilst a full-time STEM teacher instructs the 3 - 5 students for 1/3 of the school year on a 6-day rotation. The students enrolled in K-5 have access to dash-n-dot robots, ozobots, current digital online applications, macbooks, ipads, and chromebooks. The students enrolled in 3-5 are issued a school Chromebook for their use during school hours. After school hours, students can access the school district's Google Drive and/or their classroom teacher's Google classroom application from any personal device.
Early Childhood Education:	Four full-day preschool classes and one half day class support our youngest learners. Full time students attend school from 8:15-2:15 which includes lunch and nap time while the half day students attend school 8:15-10:45. A lottery system is used for enrollment. The Preschool Program was funded by the PEEA grant. Creative Curriculum is utilized in all of the preschool classes.