NJ SCHOOL PERFORMANCE REPORT

CHARLES H. BULLOCK SCHOOL
(13-3310-060)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	ESSEX
District	MONTCLAIR TOWN
Principal Name	MS. KUWABARA
Address	55 WASHINGTON STREET MONTCLAIR, NJ 07042
Phone Number	(973)509-4255
Email Address	NKUWABARA@MONTCLAIR.K12.NJ.US
Website	https://chb.montclair.k12.nj.us/

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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
KG	53	67	68
1	89	64	66
2	76	88	67
3	75	74	90
4	74	75	76
5	97	72	76
Total	464	440	443

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%	45.5%	43.6%
Male	52.8%	54.5%	56.4%
Economically Disadvantaged Students	23.7%	22.3%	22.6%
Students with Disabilities	18.5%	22.7%	22.6%
English Learners	0.0%	0.2%	0.0%
Homeless Students		0.9%	0.5%
Students in Foster Care		1.4%	0.0%
Military-Connected Students		0.0%	0.2%
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	49.8%	50.5%	51.0%
Hispanic	13.6%	12.5%	12.6%
Black or African American	26.5%	26.4%	23.9%
Asian	5.6%	3.6%	3.8%
Native Hawaiian or Pacific Islander	0.4%	0.5%	0.5%
American Indian or Alaska Native	0.2%	0.5%	0.5%
Two or More Races	3.9%	6.1%	7.7%

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
KG - Half Day	0	0	0
KG - Full Day	53	67	68

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	96.2%
Spanish	2.0%
Other Languages	1.8%

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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	59	43	50	Met Standard	52	49	50	Met Standard
White	61.5	43	50	Exceeds Standard	54	51	51	Met Standard
Hispanic	57.5	43.5	49	**	56	50	48	**
Black or African American	52	39.5	44	Met Standard	26	41	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	50	61	**	*	54.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	39	49	**	*	53	51	**
Economically Disadvantaged	51	35	48	Met Standard	36	41	47	Not Met
Students with Disabilities	50.5	40	41	Met Standard	39	43.5	43	Not Met
English Learners	N	45	54	**	N	56.5	51	**

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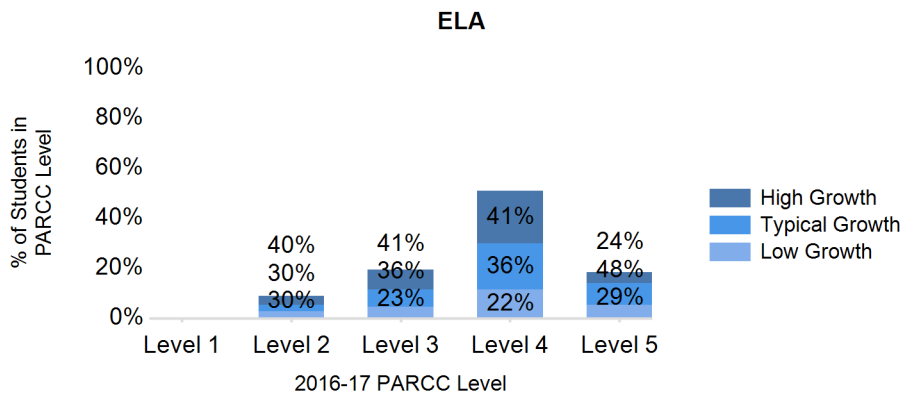
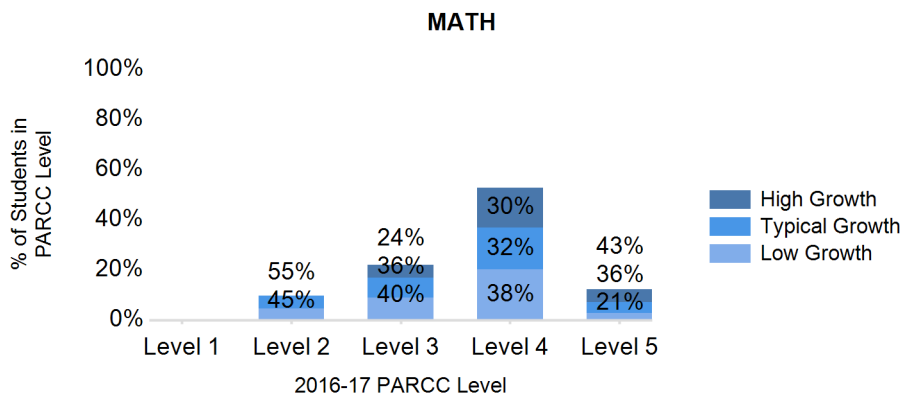
Student Growth by Performance Level

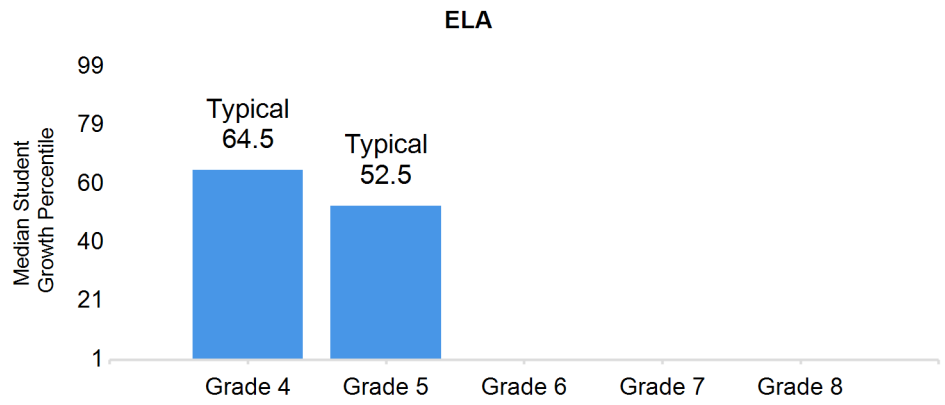
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

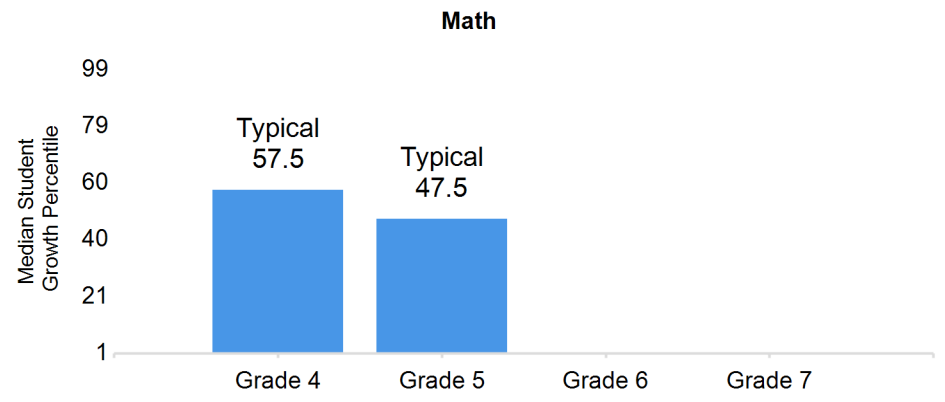




Student Growth by Grade

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	202	83.9	71.3	65.6	56.7	62.9	51.2	Met Target
White	107	88.5	89.7	76.7	65.6	83.5	67.6	Met Goal
Hispanic	22	71.0	63.7	56.2	42.5	47.5	33.8	Met Target
Black or African American	51	79.7	39.2	41.9	37.3	32.9	36.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	12	92.3	66.7	70.6	63.4	64.5	**	**
Female	87	89.7	85.0	74.9	64.5	80.3		
Male	115	80.0	60.8	56.7	49.4	51.2		
Economically Disadvantaged Students	46	74.2	39.1	31.2	38.5	*	28.9	Met Target
Non-Economically Disadvantaged Students	156	87.2	80.8	71.3	67.5	*		
Students with Disabilities	44	72.6	40.9	29.4	21.6	31.0	24.3	Met Target
Students without Disabilities	158	87.8	79.7	72.9	63.9	73.7		
English Learners	N	N	N	31.8	27.3	N	**	**
Non-English Learners	202	83.9	71.3	66.0	59.4	62.9		
Homeless Students	*	*	*	18.8	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	50.0	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	762	759	750	*	14%	21%	*	*	62%	52%
White	39	780	769	759	0%	0%	*	*	*	79%	61%
Hispanic	*	*	745	736	*	*	*	*	*	*	38%
Black or African American	17	738	741	733	*	*	*	*	*	41%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	765	758	*	*	*	*	*	*	58%
Female	30	773	765	756	*	*	*	*	*	80%	57%
Male	41	753	754	744	*	*	*	*	*	49%	46%
Economically Disadvantaged Students	14	737	724	733	*	*	*	*	*	36%	34%
Non-Economically Disadvantaged Students	57	768	766	762	*	*	*	*	*	68%	64%
Students with Disabilities	*	*	720	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	766	756	*	*	*	*	*	*	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	71	762	*	753	*	14%	21%	*	*	62%	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	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	62	778	767	756	*	*	*	56%	31%	87%	58%
White	35	786	773	764	0%	0%	0%	69%	31%	100%	68%
Hispanic	*	*	765	744	*	*	*	*	*	*	44%
Black or African American	12	764	*	739	*	*	*	*	*	67%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	771	763	*	*	*	*	*	*	63%
Female	34	783	773	762	*	*	*	*	*	94%	63%
Male	28	772	762	751	*	*	*	*	*	79%	53%
Economically Disadvantaged Students	14	752	745	740	*	*	*	*	*	57%	40%
Non-Economically Disadvantaged Students	48	785	771	767	*	*	*	*	*	96%	70%
Students with Disabilities	12	750	739	726	*	*	*	*	*	50%	25%
Students without Disabilities	50	784	773	762	*	*	*	*	*	96%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	62	778	*	759	*	*	*	56%	31%	87%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	763	767	755	*	*	16%	*	*	68%	58%
White	34	780	774	763	0%	0%	*	*	*	91%	68%
Hispanic	*	*	758	743	*	*	*	*	*	*	43%
Black or African American	21	734	751	738	*	*	*	*	*	24%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	773	763	*	*	*	*	*	*	65%
Female	23	775	775	762	*	*	*	*	*	78%	66%
Male	45	757	759	749	*	*	*	*	*	62%	51%
Economically Disadvantaged Students	17	731	733	739	*	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	51	774	771	766	*	*	*	*	*	80%	71%
Students with Disabilities	22	740	737	724	*	*	*	*	*	41%	22%
Students without Disabilities	46	775	773	762	*	*	*	*	*	80%	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	68	763	767	757	*	*	16%	*	*	68%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	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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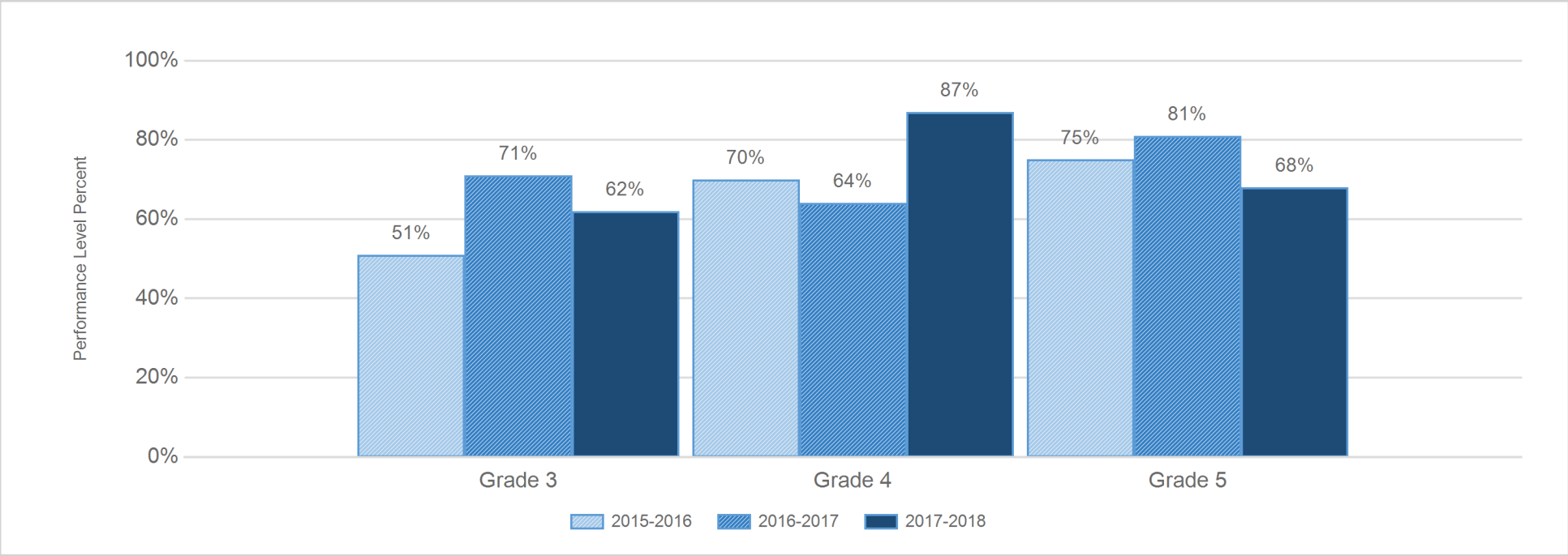
English Language Arts/Literacy Assessment - Performance Trends

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	202	83.9	65.3	53.0	45.0	57.6	47.6	Met Target
White	107	88.5	86.0	65.8	54.1	80.0	60.3	Met Goal
Hispanic	22	71.0	40.9	42.2	29.2	30.5	31	Met Target†
Black or African American	51	79.7	31.4	26.4	23.4	26.3	35.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	12	92.3	66.7	60.4	53.0	64.5	**	**
Female	87	89.7	66.7	54.1	46.0	62.9		
Male	115	80.0	64.3	52.0	43.9	54.1		
Economically Disadvantaged Students	46	74.2	26.1	20.9	26.6	*	25.6	Met Target†
Non-Economically Disadvantaged Students	156	87.2	76.9	58.5	55.9	*		
Students with Disabilities	44	72.6	43.2	21.7	17.1	32.8	24.3	Met Target
Students without Disabilities	158	87.8	71.6	59.4	50.5	66.1		
English Learners	N	N	N	32.0	24.6	N	**	**
Non-English Learners	202	83.9	65.3	53.3	46.9	57.6		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	50.0	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	71	766	761	752	*	*	24%	41%	27%	68%	53%
White	39	782	771	760	0%	0%	*	*	*	87%	64%
Hispanic	*	*	748	739	*	*	*	*	*	*	38%
Black or African American	17	742	739	734	*	*	*	*	*	35%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	*	*	766	757	*	*	*	*	*	*	59%
Female	30	764	759	752	*	*	*	*	*	67%	53%
Male	41	768	762	751	*	*	*	*	*	68%	53%
Economically Disadvantaged Students	14	738	729	736	*	*	*	*	*	36%	35%
Non-Economically Disadvantaged Students	57	773	766	762	*	*	*	*	*	75%	66%
Students with Disabilities	*	*	735	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	765	756	*	*	*	*	*	*	57%
English Learners	N	N	*	726	N	N	N	N	N	N	23%
Non-English Learners	71	766	*	754	*	*	24%	41%	27%	68%	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	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

CHARLES H. BULLOCK SCHOOL
(13-3310-060)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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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	62	762	755	748	*	*	*	58%	16%	74%	49%
White	35	772	762	755	0%	0%	*	*	*	91%	60%
Hispanic	*	*	749	737	*	*	*	*	*	*	34%
Black or African American	12	747	*	730	*	*	*	*	*	42%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	751	752	*	*	*	*	*	*	55%
Female	34	764	755	748	*	*	*	*	*	74%	50%
Male	28	760	754	748	*	*	*	*	*	75%	49%
Economically Disadvantaged Students	14	734	732	733	*	*	*	*	*	29%	30%
Non-Economically Disadvantaged Students	48	771	758	758	*	*	*	*	*	88%	62%
Students with Disabilities	12	734	733	725	*	*	*	*	*	42%	22%
Students without Disabilities	50	769	759	753	*	*	*	*	*	82%	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	62	762	*	750	*	*	*	58%	16%	74%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

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(13-3310-060)
Grades Offered: KG-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	68	750	757	748	*	19%	24%	*	*	54%	49%
White	34	760	765	756	*	*	*	*	*	76%	60%
Hispanic	*	*	750	736	*	*	*	*	*	*	32%
Black or African American	21	731	740	730	*	*	*	*	*	24%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	765	754	*	*	*	*	*	*	55%
Female	23	750	759	749	*	*	*	*	*	57%	50%
Male	45	749	755	747	*	*	*	*	*	53%	48%
Economically Disadvantaged Students	17	726	725	733	*	*	*	*	*	18%	29%
Non-Economically Disadvantaged Students	51	758	762	758	*	*	*	*	*	67%	62%
Students with Disabilities	22	736	733	726	*	*	*	*	*	32%	20%
Students without Disabilities	46	756	762	752	*	*	*	*	*	65%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	68	750	*	750	*	19%	24%	*	*	54%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

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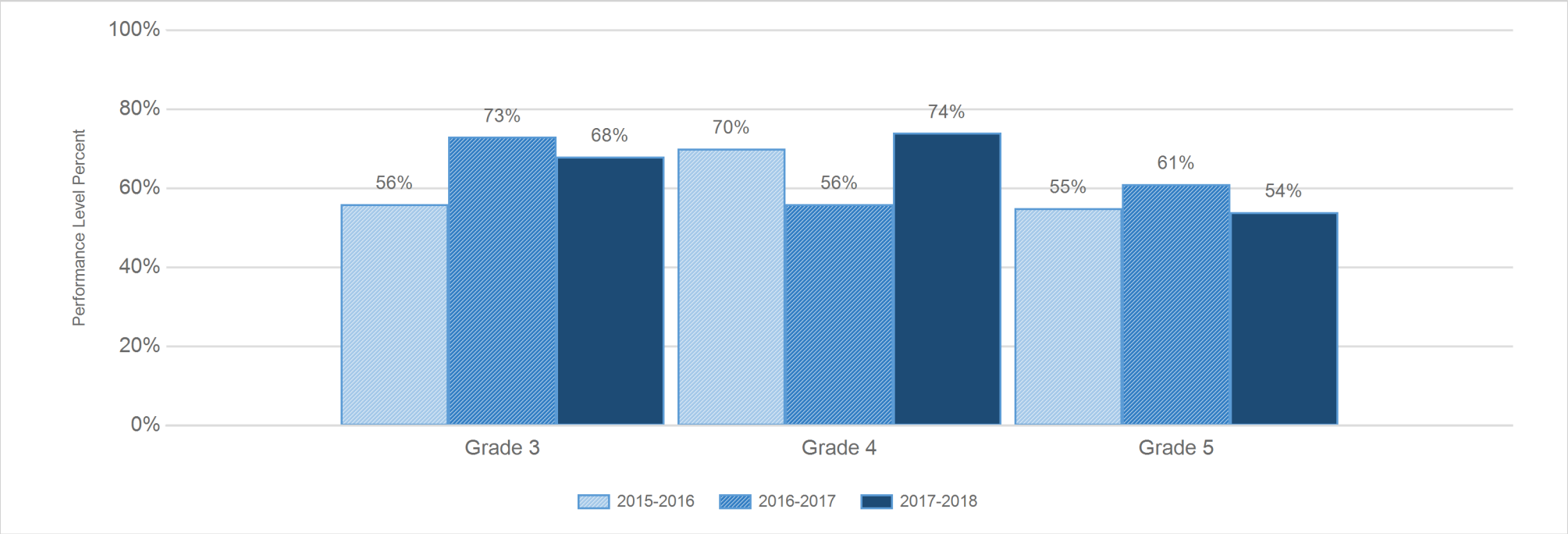
Mathematics Assessment – Performance Trends

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	N	N	N

† 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	N	N	N
3-4	N	N	N
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.

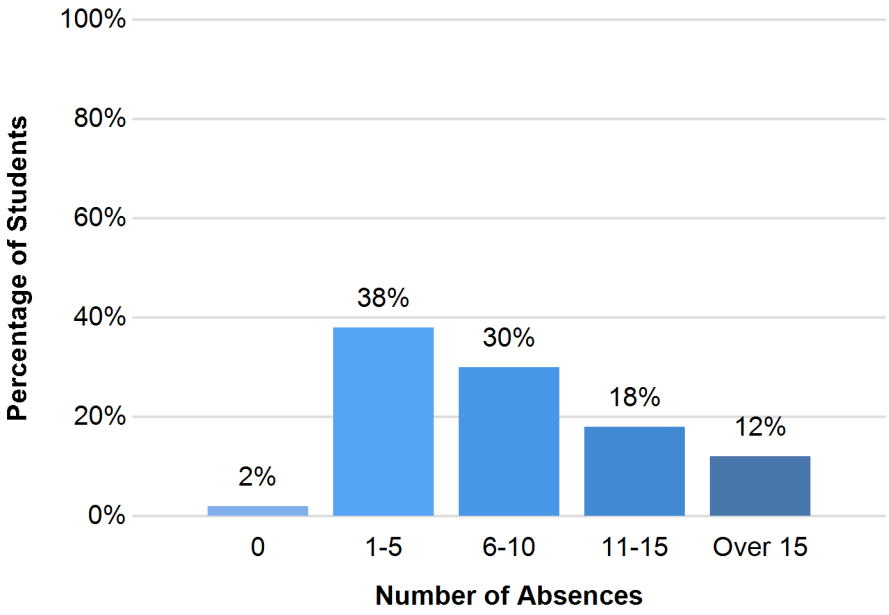
Chronic Absenteeism

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	41	9.2	8.9	Not Met
White	7	3.1	8.9	Met
Hispanic	8	14.0	8.9	Not Met
Black or African American	22	20.6	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	5.9	8.9	Met
Economically Disadvantaged Students	23	22.5	8.9	Not Met
Students with Disabilities	13	12.7	8.9	Not Met
English Learners	N	N	N	N

Days Absent

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



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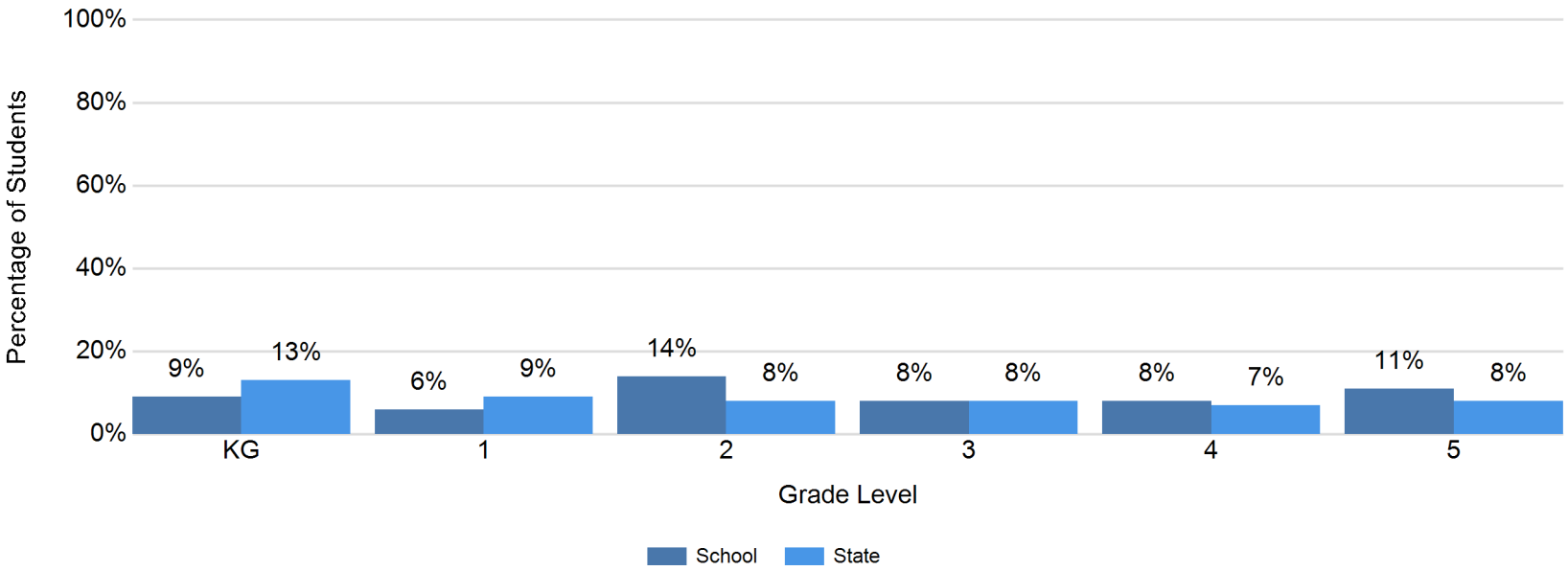
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.23

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

NJ SCHOOL PERFORMANCE REPORT

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
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
*

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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	8:50 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 25 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)	$384	$16,086	$16,470

NJ SCHOOL PERFORMANCE REPORT

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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	41	117,464
Average years experience in public schools	13.3	12.0
Average years experience in district	9.9	10.7
Teachers in district for 4 or more years	82.5%	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	32	9,374
Average years experience in public schools	15.2	16.0
Average years experience in district	10.1	12.0
Administrators in district for 4 or more years	65.6%	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	443:1	208:1
Teachers to Administrators	41:1	18:1
Students to Librarians/Media Specialists		1668:1
Students to Nurses		513:1
Students to Counselors		556:1
Students to Child Study Team		155:1

NJ SCHOOL PERFORMANCE REPORT

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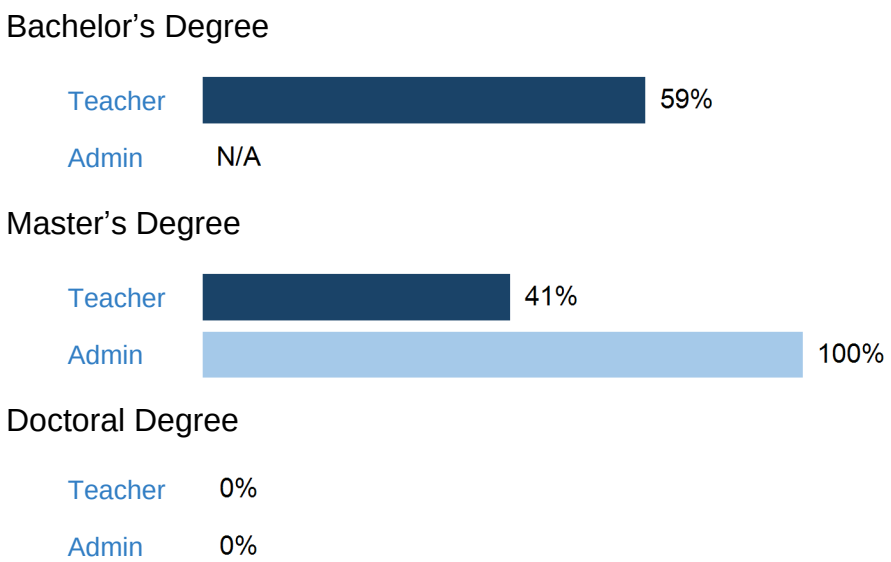
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.3%	90.2%
2016-17 Administrators: Same district 2017-18	81.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	98.3%

NJ SCHOOL PERFORMANCE REPORT

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	90.2%	100.0%
Male	9.8%	0.0%
White	70.7%	0.0%
Hispanic	12.2%	0.0%
Black or African American	12.2%	0.0%
Asian	4.9%	100.0%
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		

NJ SCHOOL PERFORMANCE REPORT

CHARLES H. BULLOCK SCHOOL
(13-3310-060)
Grades Offered: KG-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	55.09	17.5%
Mathematics Proficiency	60.90	17.5%
English Language Arts Growth	77.78	25.0%
Mathematics Growth	36.14	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	31.00	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	53.43	n/a
Summative Rating: Percentile Rank of Summative Score	54.92	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	N	Not Met	No
White	81.98	14.08	No	Met Goal	Met Goal	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	**	**	No	Met Target	Met Target†	**	**	n/a	Not Met	No
Black or African American	41.06	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	29.89	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	63.17	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Not 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:	• Environmental Science Magnet • Sustainable Jersey for Schools - Bronze Certification • Technology is part of each day - Interactive whiteboards in classrooms, Chromebooks, Tech lab
Mission, Vision, Theme:	Charles H. Bullock School is a vibrant, nurturing community of students, educators and families whose mission is to inspire children to be lifelong learners by connecting their learning meaningfully to the world around us. The school's integrated curriculum helps students recognize that learning is built upon connected experiences that link the classroom with the outside world. Our child-centered learning environment seeks to foster values of personal, social and environmental responsibility.
Awards, Recognition, Accomplishments:	Charles H. Bullock School met the rigorous requirements to achieve Sustainable Jersey for Schools Bronze certification in 2015, the program's first year. To achieve the Bronze certification, CHB excelled in areas such as improving energy efficiency and health and wellness, integrating sustainability into student learning and reducing waste, which all align with CHB's magnet theme.

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Courses, Curriculum, Instruction:	Teachers establish rigorous academic expectations and maintain high standards. Recognizing students' diverse learning styles, teachers use developmentally appropriate practices, such as cooperative learning, individual instruction and group work. They tailor assignments to meet the needs of learners at various levels of ability through leveled libraries and differentiated math.
Clubs and Activities:	Our PTA offers Afterschool Enrichment classes from October to April. Little Brother to Brother and Little Sister to Sister are mentoring programs for 4th and 5th graders. Some of our numerous service projects are the 5th Grade Hunger Walk, MLK, Jr. Day of Service, Pennies for Patients, food drives and a clothing drive.

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Before and After School Programs:	Montclair YMCA provides before and after care for students in grades K-5.
Staff and Professional Learning:	All teachers participate in professional development for District programs such as Envisions math and Foss science. As a Teachers College Project School, we work with an experienced literacy coach from Columbia University who works directly with our teachers for ongoing professional development. Bullock teachers weave reading and writing skills into content areas, such as science, social studies and math to meet the rigors of the New Jersey Student Learning Standards (NJSLS).

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Student Supports and Services:	Charles H. Bullock School is committed to providing a high quality, developmentally appropriate and individualized educational program for students identified with special needs. Students with special needs are educated in the least restrictive environment to the maximum extent appropriate. Additionally, students are supported prior to referral to the office of special service by the Intervention and Referral Service Team, I&RS and Response to Intervention, RTI personnel.
Student Health and Wellness:	Gym is twice a week in grades 1-5. Recess is twice a day for Kindergarten, once a day for other grades; outside every day, weather permitting; indoor recess is in the gym. Breakfast is available to students everyday.
Parent and Community Involvement:	The PTA sponsors many community-building events and raises money for important projects. Within the PTA, there is a Fathers' Group, a Parent Resource Group, a liaison to our School Action Team, and more.

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Facilities:	Charles H. Bullock School, formerly Rand Elementary School, opened in 2010 in a newly built, fully air conditioned facility. The building houses a full gym, technology lab, art room with kiln, music room, library and state of the art kitchen. With our magnet theme in mind, the building was built with solar panels on the roof, geothermal pumps for heating and cooling, as well as automatic lights on sensors.

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Other Information:	Educating the "Whole Child": Research suggests that children learn best when they develop strong social/emotional skills, so our staff has embraced the Responsive Classroom approach to teaching. Children start the day with “Morning Meeting”, a time to greet each other and join in activities that build a sense of belonging and community. Our curriculum emphasizes participation in the community, an awareness of the well-being of others, of cooperation, problem solving, and respect for the environment. Our C.A.R.E.S. principles (Cooperation, Achievement, Responsibility, Empathy, Self-Control) provide clear examples, in child-friendly language, of expected behaviors at school. Integrated Curriculum: Our art, music, technology, library and gym teachers collaborate with homeroom teachers in each grade to create opportunities for children to delve deeply into subject areas, including our magnet theme, environmental science. This helps our students make connections across subject areas and strengthen their understanding of what they are studying. For example, when kindergarteners study their community, they create books about their school, count the windows in their homes, build models of Montclair out of blocks, and observe and draw the trees in our neighborhood. The second grade grain study involves an in-depth study of different types of grain and its importance to many cultures. The unit culminates with a student run bakery where the students not only read recipes, measure ingredients and bake, but also spend a day demonstrating their knowledge by teaching others what they have learned. After researching various local organizations, they vote where to donate the proceeds of the bake sale.