NJ SCHOOL PERFORMANCE REPORT

BEECHWOOD SCHOOL
(39-3470-060)
Grades Offered: PK-02
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	UNION
District	MOUNTAINSIDE BORO
Principal Name	MRS. OROZCO
Address	1497 WOODACRES DR MOUNTAINSIDE, NJ 07092
Phone Number	(908)301-9104
Email Address	COROZCO@MOUNTAINSIDESCHOOLS.ORG
Website	https://www.mountainsideschools.org/Domain/8
Facebook	https://www.facebook.com/MountainsideSchoolDistrict/
Twitter	https://twitter.com/BeechwoodSchNJ

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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	7	19	31
KG	69	95	63
1	69	73	77
2	93	50	72
Total	238	237	243

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	44.1%	44.7%	45.3%
Male	55.9%	55.3%	54.7%
Economically Disadvantaged Students	1.3%	1.7%	2.1%
Students with Disabilities	9.2%	11.4%	9.9%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.4%	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	81.9%	78.5%	76.1%
Hispanic	6.7%	8.0%	8.2%
Black or African American	1.7%	2.5%	2.5%
Asian	8.4%	10.5%	10.7%
Native Hawaiian or Pacific Islander	0.4%	0.4%	1.2%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	0.8%	0.0%	0.8%

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	7	0	2
PK - Full Day	0	19	29
KG - Half Day	0	0	0
KG - Full Day	69	95	63

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	92.6%
Portuguese	2.9%
Chinese	1.2%
Spanish	1.2%
Other Languages	2.1%

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English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N

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

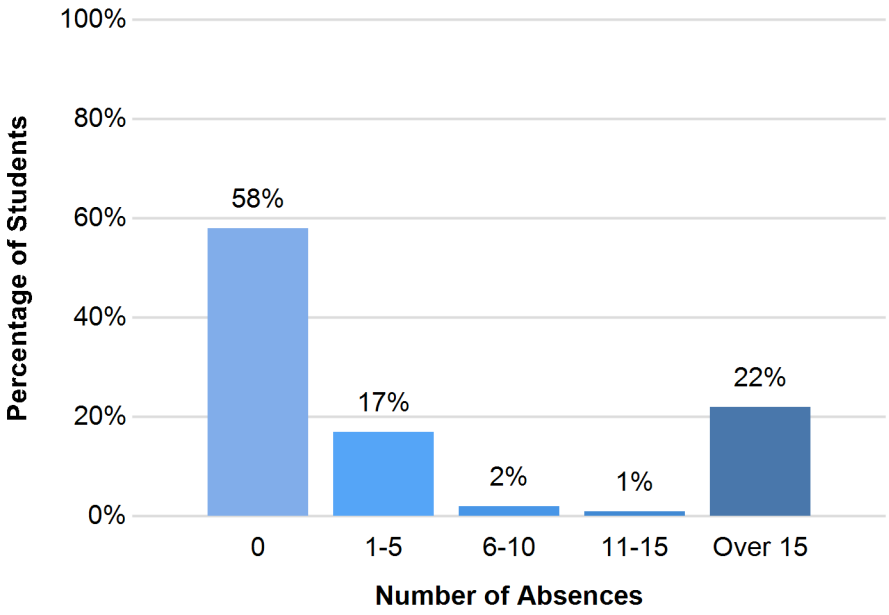
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	47	22.1	10.2	Not Met
White	37	22.8	10.2	Not Met
Hispanic	4	21.1	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	3	12.5	10.2	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	0	0	**	**
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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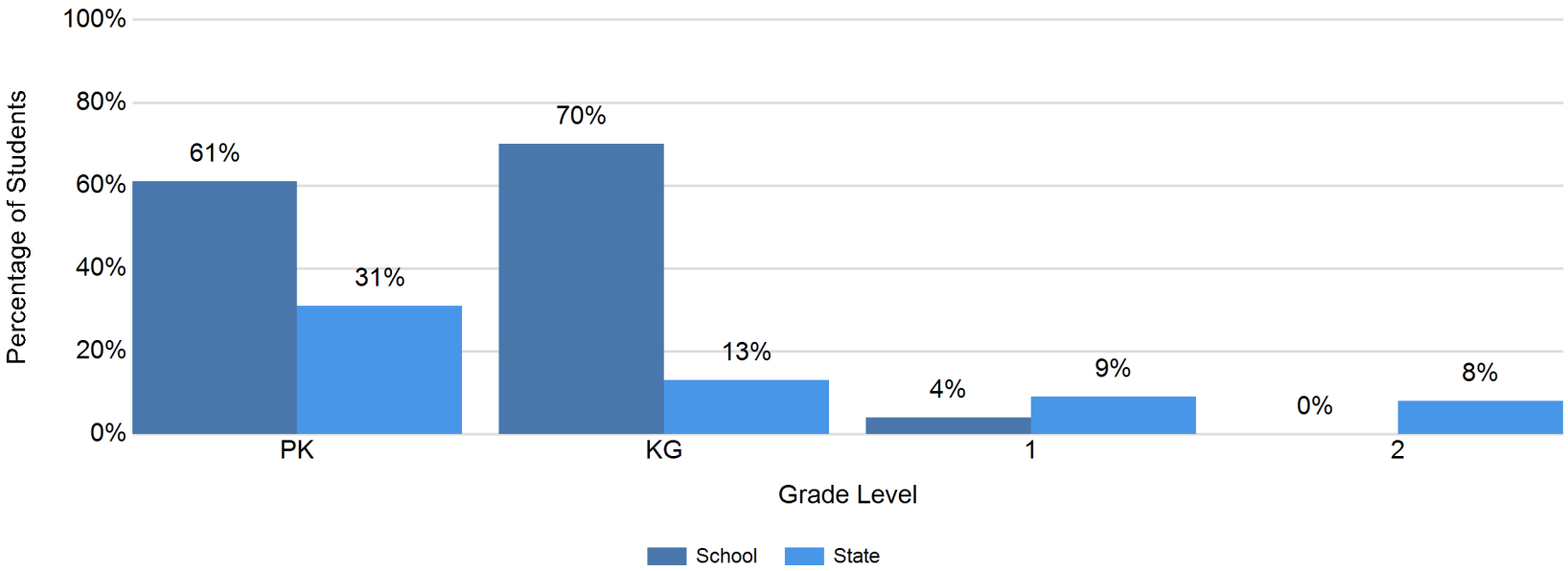
Chronic Absenteeism by Grade

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	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	1		1

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	8:30 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$340	$12,625	$12,965

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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	21	117,464
Average years experience in public schools	7.5	12.0
Average years experience in district	5.3	10.7
Teachers in district for 4 or more years	61.9%	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	4	9,374
Average years experience in public schools	18.8	16.0
Average years experience in district	4.5	12.0
Administrators in district for 4 or more years	50.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	81:1	184:1
Teachers to Administrators	7:1	17:1
Students to Librarians/Media Specialists		N
Students to Nurses		368:1
Students to Counselors		736:1
Students to Child Study Team		368:1

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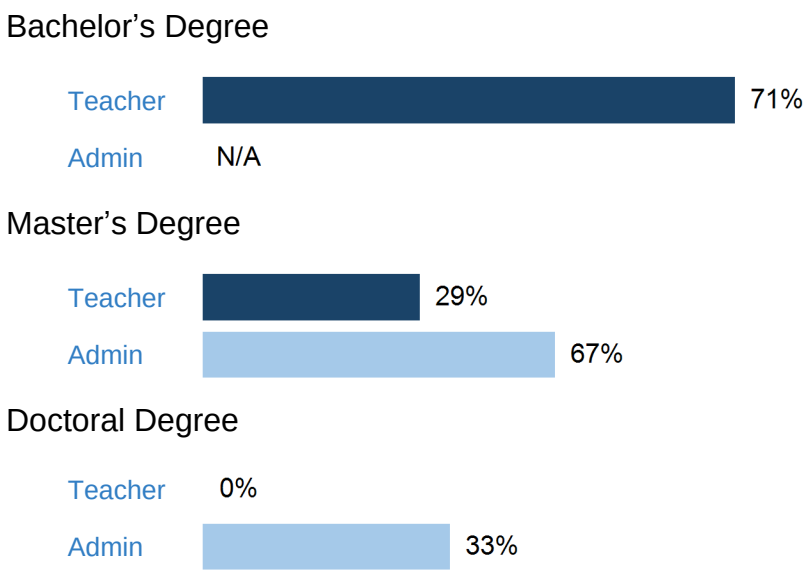
Teachers and Administrators - Level of Education

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	88.5%	90.2%
2016-17 Administrators: Same district 2017-18	60.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.8%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	90.5%	66.7%
Male	9.5%	33.3%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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:	• Our goal is to have our students excited about coming to school, feeling positive about learning and of themselves, while developing a positive rapport with their peers.
Mission, Vision, Theme:	The Beechwood faculty ascribes to the philosophy of implementing developmentally responsive practices for every child in preschool thru second grade. It is our mission to provide a learning environment that is filled with rich experiences, which will enhance the intellectual, social and emotional development of every child.
Awards, Recognition, Accomplishments:	Beechwood School has met the rigorous requirements to achieve Sustainable Jersey for Schools certification. Certified at the bronze level requires submission of documentation to show it has completed a balanced portfolio of the program's sustainability actions' attaining a minimum of 150 points. Schools performed energy audits and boosted recycling efforts to integrate sustainability into student learning and in promoting student and staff wellness.

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Courses, Curriculum, Instruction:	Our teachers are enthusiastic, dedicated and committed to the children. Our curriculum is focused on student learning and integrates differentiated instruction. We emphasize a higher level thinking skill that is essential to the development of our students to be critical readers and writers. We offer our students art, music, physical education, health and wellness, library, and character education. Our enrichment and special education programs address the diverse needs of our student body.
Clubs and Activities:	Beechwood School has very exciting after school clubs for our PEAK thru 2nd grade students. Art Club and Recreation Club are always popular after school programs with a waiting list each season. The volume of interested students make for these paid programs to be a success, year after year! Art club provides students with the opportunity to explore more challenging and in depth art projects beyond the scope of the classroom setting. In addition, Rec Club provides students with additional physical activity with high intensity games.

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Before and After School Programs:	The YMCA runs before and aftercare programs for our students.
Staff and Professional Learning:	The staff at Beechwood are provided many opportunities for professional growth within the district and out. Consultants are brought in-house many times to support teachers with new curriculum and offer new teaching strategies to support the students. Out of district opportunities to Teachers College at Columbia University are also offered to teachers.

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Student Supports and Services:	LAL & Math AIM - Academic Intervention for Mastery - Grades K-2 ELL in class and pull out support ICR & POR in LAL and math, Grades K-2
Student Health and Wellness:	We participate in an Influenza Clinic, encouraging staff to get their flu vaccine. We participates in National Wear Red Day which brings awareness to the staff and students regarding heart disease. We have a supportive social and physical environment offering exercise class to the staff weekly with incentives to attend the class. We post age appropriate posters on our walls encouraging healthy nutrition. The staff is also encouraged to incorporate physical activity breaks into the school day.
Parent and Community Involvement:	The PTO is heavily involved with our school and the relationship the organization has with the teachers and staff are exemplary. Teachers are shown support and appreciation in many ways through the PTO, including but not limited to; a teacher “wish-list” purchase each September, a Holiday “Tea” which included foods, raffles, and prizes and an end of year luncheon that includes donated gift cards by many generous families. The teachers and parents have created a wonderful community environment together.

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Facilities:	Beechwood School is a beautiful building. The classrooms are all equipped with built in cabinets, sinks, white boards, document cameras, projectors, furniture, etc. We also have a poster printer for anchor charts and other projects. The school is kept clean and has been updated in the area of AC/Heating units, as well as new roof in the past few years. A new playground was also installed this past Fall, that all the students can enjoy!

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Other Information:	The administrative team, faculty, staff, and parents/guardians work collaboratively to foster a community of respect, trust, and honesty. Our faculty members are dedicated and committed to our students. They provide a variety of opportunities that allow our students to engage in student-centered activities and cooperative learning projects that are aligned with the 21st century learning initiatives. Our curriculum is focused on student learning and integrates differentiated instructional skills. We emphasize higher level thinking skills, we provide a balanced literacy approach and encourage cooperative learning in math, science and social studies. Students learn to develop hypotheses, conduct experiments, and collaborate on projects. At Beechwood School, we are fortunate to offer our students courses in art, music, physical education, health and wellness, library, technology and character education. Our enrichment and BSI teachers, along with our special education teachers address the diverse needs of our student body and ensure that the individual needs of all students are met. We also have grade level field trips, guest speakers, cultural art programs and character education assemblies, many of which are sponsored and funded by an active and very supportive Parent Teacher Organization and Mountainside Education Foundation. Christina Orozco, Ed.M. Assistant Superintendent for Student Services and Instruction Beechwood Building Administrator