




Lakeview Elementary School  
2016-2017  
Grade Span PK-05

27-1090-050  
MORRIS  
DENVILLE TWP  
44 COOPER ROAD  
DENVILLE, NJ 07834

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



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**Footnotes**

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	24	29	40
KG	103	89	116
1	96	107	80
2	112	106	112
3	112	117	108
4	108	117	122
5	113	108	120
Ungraded	0	0	0
Total	668	673	698

### 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	2014-15	2015-16	2016-17
Female	50%	48%	49%
Male	50%	52%	51%
Economically Disadvantaged Students	4%	7%	7%
Students with Disabilities	18%	20%	23%
English Learners	1%	2%	1%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	70.5%
Hispanic	13.3%
Asian	9.0%
Black or African American	3.2%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	3.4%

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	30	29	40
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	103	89	116

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	76.4%
Spanish	8.3%
Chinese	1.9%
Arabic	1.3%
Hindi	1.1%
Other	10.3%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	320	97.4	76.90	80.40	54.90	76.9	76.1	Met Target
White	227	97.2	77.50	80.30	63.90	77.5	75	Met Target
Hispanic	36	100.0	72.20	79.30	39.80	72.2	71.4	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	35	100.0	82.80	87.30	80.70	82.8	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	12	92.3	83.30	*	54.90	80.7	**	**
Female	164	97.8	83.50	85.70	62.20	83.5		
Male	156	97.1	69.80	75.60	48.10	69.8		
Economically Disadvantaged Students	18	95.5	44.40	*	36.20	44.4	N	N
Non-Economically Disadvantaged Students	302	97.6	78.80	*	65.80	78.8		
Students with Disabilities	61	92.8	27.90	41.60	20.50	27.1	39.8	Not Met
Students without Disabilities	259	98.6	88.40	90.40	61.90	88.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	107	768	772	749	*	*	19%	51%	17%	67%	50%
White	83	766	770	759	*	*	17%	53%	15%	68%	61%
Hispanic	10	772	*	734	*	0%	*	*	*	60%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	54	773	777	754	*	*	19%	50%	*	70%	55%
Male	53	763	766	745	*	*	19%	51%	*	64%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	20	726	734	720	*	*	*	*	0%	20%	24%
Students without Disabilities	87	778	782	755	*	*	*	*	21%	78%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	120	778	778	753	*	*	11%	49%	35%	84%	56%
White	79	777	778	762	0%	*	*	56%	30%	86%	67%
Hispanic	16	774	*	740	*	0%	*	*	*	75%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	17	782	*	777	0%	*	*	*	*	88%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	62	781	781	758	*	*	*	57%	34%	90%	61%
Male	58	774	776	749	*	*	*	41%	36%	78%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	21	738	*	725	*	*	*	*	*	33%	25%
Students without Disabilities	99	786	*	759	*	*	*	*	*	95%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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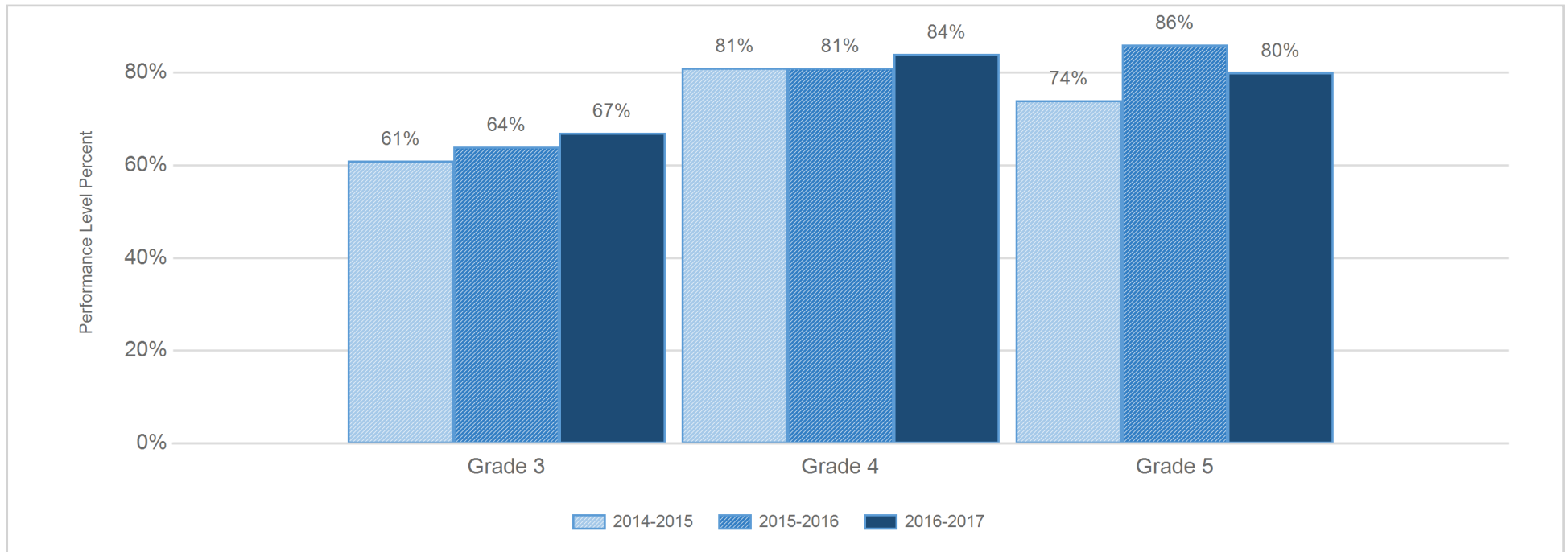
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	115	779	778	756	*	*	14%	50%	30%	80%	59%
White	79	778	777	763	*	*	15%	56%	24%	80%	69%
Hispanic	14	781	*	743	0%	0%	*	*	*	86%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	58	790	789	761	*	*	*	45%	*	90%	66%
Male	57	768	768	750	*	*	*	56%	*	70%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	23	743	743	725	*	*	*	*	*	35%	22%
Students without Disabilities	92	788	786	762	*	*	*	*	*	91%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	115	779	778	757	*	*	14%	50%	30%	80%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

## English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	320	97.4	66.90	65.00	43.50	66.9	67.2	Met Target†
White	227	97.2	68.70	65.60	52.40	68.7	67.7	Met Target
Hispanic	36	100.0	47.20	50.60	27.60	47.2	56.1	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	35	100.0	82.80	81.60	75.60	82.8	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	12	92.3	66.70	*	44.90	64.5	**	**
Female	164	97.8	70.70	65.80	44.10	70.7		
Male	156	97.1	62.80	64.40	42.90	62.8		
Economically Disadvantaged Students	18	95.7	33.40	*	25.10	33.4	N	N
Non-Economically Disadvantaged Students	302	97.6	68.90	*	54.30	68.9		
Students with Disabilities	61	92.8	24.60	27.10	16.50	23.9	29.4	Met Target†
Students without Disabilities	259	98.6	76.90	74.80	48.80	76.9		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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<b>Schoolwide</b>	107	762	768	751	*	*	20%	45%	22%	67%	53%
White	83	761	768	759	*	*	19%	46%	21%	66%	63%
Hispanic	10	752	*	738	*	*	*	*	*	60%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	54	764	769	751	*	*	*	39%	*	67%	52%
Male	53	760	766	751	*	*	*	51%	*	68%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	20	728	742	729	*	*	*	*	*	35%	29%
Students without Disabilities	87	770	775	755	*	*	*	*	*	75%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	121	760	762	747	*	*	22%	55%	11%	65%	47%
White	80	759	761	755	*	*	23%	59%	*	65%	59%
Hispanic	16	753	*	734	*	*	*	*	*	56%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	17	774	*	774	*	0%	*	59%	*	82%	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	62	763	763	747	*	*	*	66%	*	74%	47%
Male	59	757	761	747	*	*	*	42%	*	56%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	21	722	*	724	*	*	*	*	0%	14%	22%
Students without Disabilities	100	768	*	751	*	*	*	*	13%	76%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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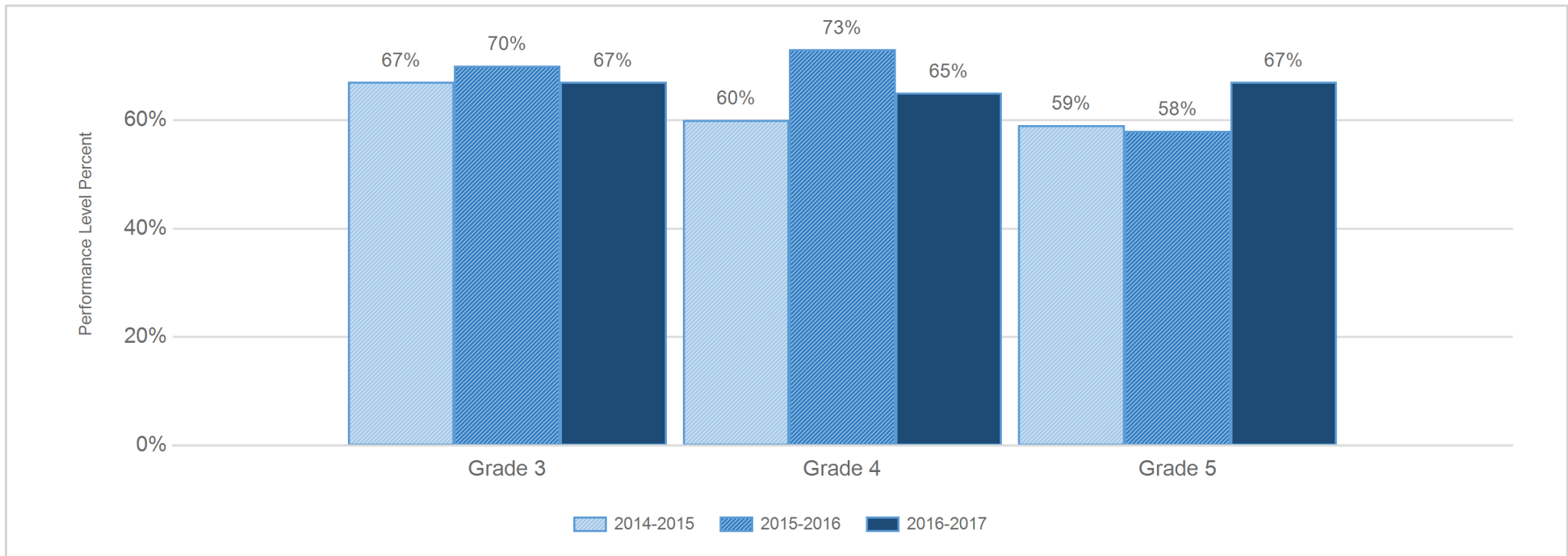
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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Schoolwide	115	759	761	747	*	*	19%	52%	15%	67%	46%
White	79	761	763	754	0%	13%	15%	58%	14%	72%	57%
Hispanic	14	745	*	735	*	*	*	*	*	36%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	58	762	764	747	*	*	*	55%	*	72%	47%
Male	57	755	758	746	*	*	*	49%	*	61%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	23	732	737	725	*	*	*	*	0%	26%	19%
Students without Disabilities	92	765	767	751	*	*	*	*	19%	77%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	115	759	761	748	*	*	19%	52%	15%	67%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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	N	N
4	N	N
5	N	N

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. The table also shows 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
1	*	*	*
2	*	*	*
3	N	N	N
4	*	*	*
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

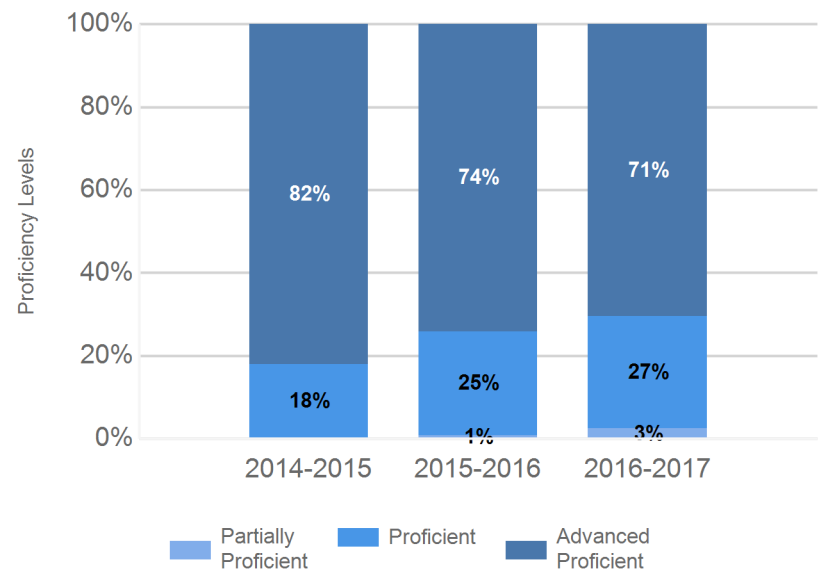
**NJASK Science Assessment Performance: Grade 4**

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	71%	27%	3%
White	71%	29%	N
Hispanic	67%	20%	13%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	82%	12%	6%
American Indian or Alaska Native	*	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	32%	56%	12%
English Learners	N	N	*

**NJASK Science Assessment Performance Trends: Grade 4**

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

### Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	68	58	50	Exceeds Target	59	55.5	50	Met Target
White	68	57	50	Exceeds Target	62	57	52	Exceeds Target
Hispanic	71	*	49	Exceeds Target	33	*	47	Not Met
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	55	*	60	Met Target	55	*	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	56.5	51	**	*	35	52	**
Economically Disadvantaged	48	*	47	**	31.5	*	46	**
Students with Disabilities	50	50	41	Met Target	35	40	43	Not Met
English Learners	*	*	53	**	*	*	51	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.





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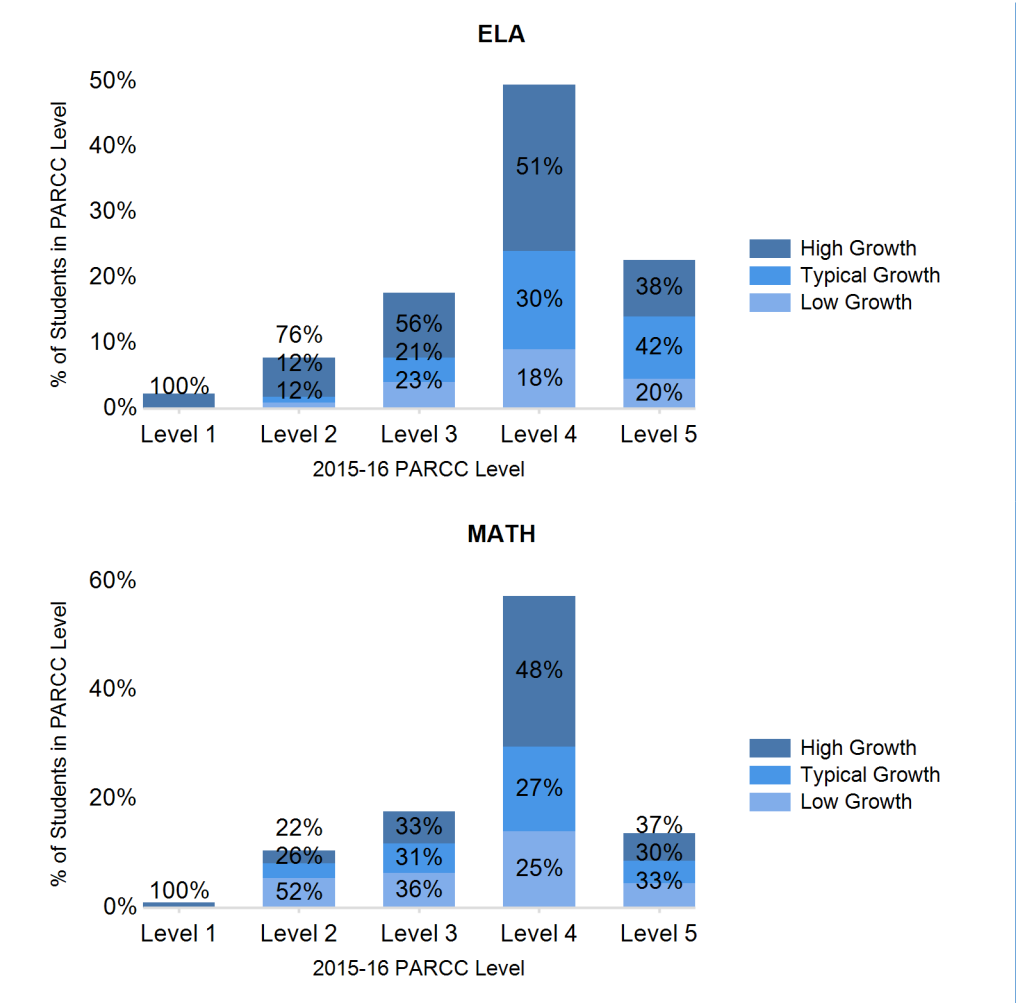
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

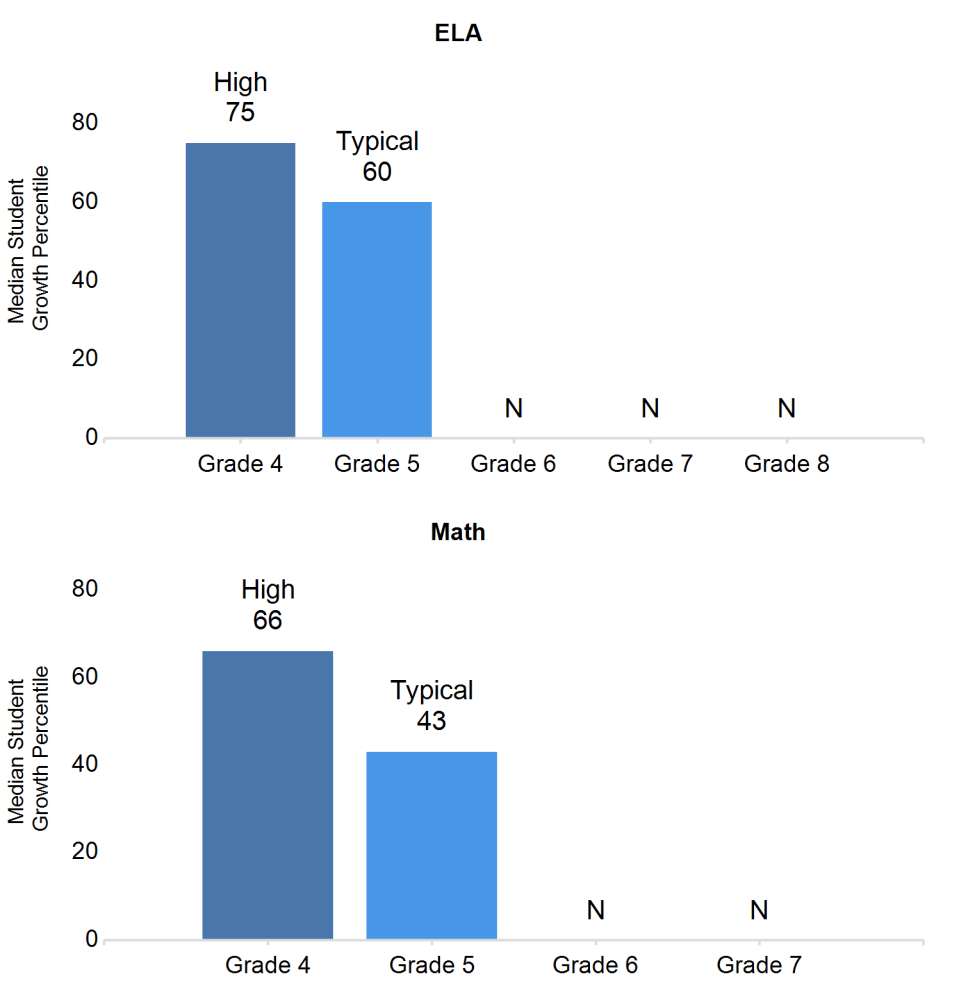
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

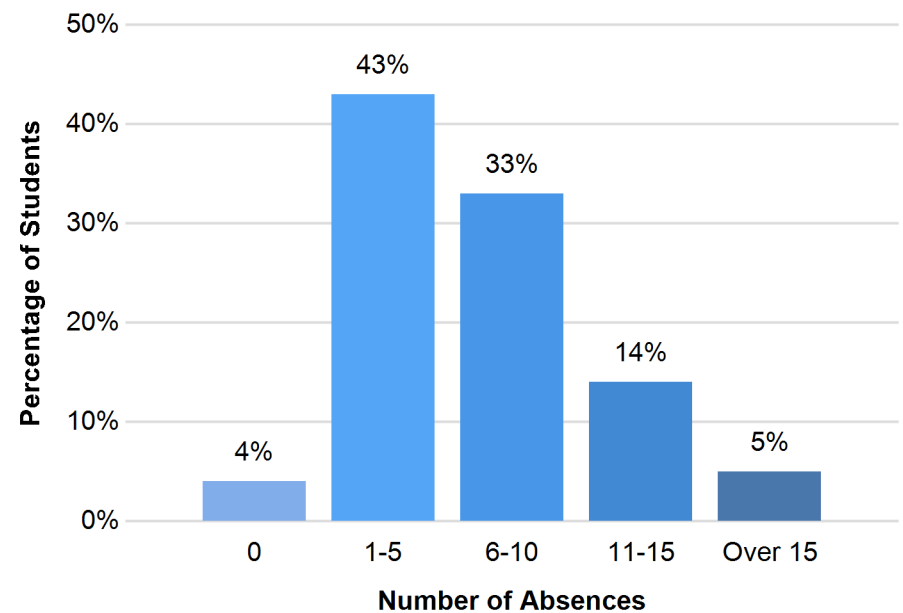
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.00	8.40	Met Target
White	3.90	8.40	Met Target
Hispanic	4.50	8.40	Met Target
Black or African American	0	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	6.60	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.40	Met Target
Economically Disadvantaged Students	10.40	8.40	Not Met
Students with Disabilities	7.00	8.40	Met Target
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

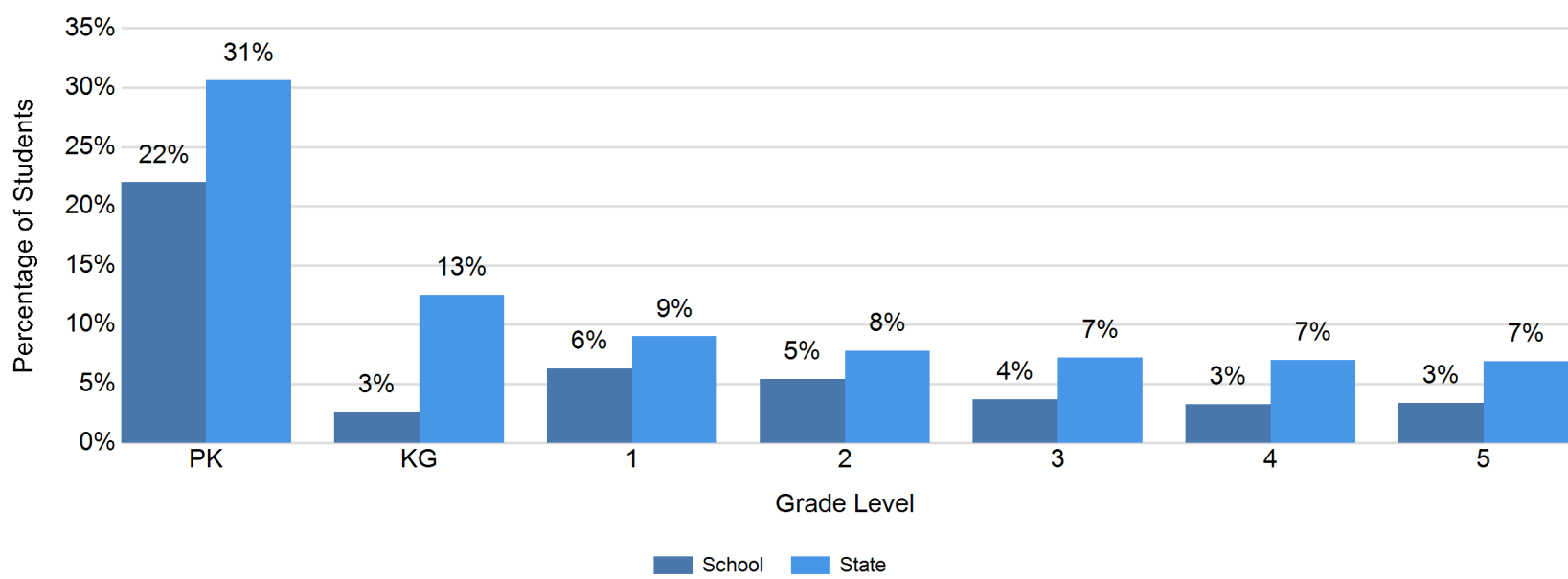
### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:05AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs. 10 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.57

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.6%
Out-of-School Suspensions	0.3%
Any Suspension	0.9%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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### Technology Readiness

This table shows information that was collected through the optional NJTRAX survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAX survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.3:1	202.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### 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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$316	\$15,120	\$15,436



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### 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	60	120,724
Average years experience in public schools	8.7	11.8
Average years experience in district	8.7	10.5
Teachers in district for 4 or more years	72%	74%

### 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	11	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	4.9	11.6
Administrators in district for 4 or more years	46%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	349:1	149:1
Librarian/Media Specialists		548:1
Nurses		329:1
Counselors		235:1
Child Study Team		206:1



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	78%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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### Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	78.8	17.5%
Mathematics Proficiency	74.4	17.5%
English Language Arts Growth	91.3	25.0%
Mathematics Growth	57.3	25.0%
Chronic Absenteeism	77.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		75.6
<b>Summative Rating:</b> Percentile rank of Summative Score		85.8
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.





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### Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	75.6	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
White	82.5	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	70.2	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Not Met	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	36.7	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	N	N	Not Met	**	**	No
Students with Disabilities	60.6	11.9	No	Not Met	Met Target†	Met Target	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Baisley	Email Address:	<a href="mailto:bbaisley@denville.org">bbaisley@denville.org</a>
Address:	44 COOPER ROAD DENVILLE, NJ 07834	Website:	<a href="https://www.denville.org">https://www.denville.org</a>
Phone:	(973)983-6540	Twitter:	<a href="https://twitter.com/LVLionsden">https://twitter.com/LVLionsden</a>

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:	<ul style="list-style-type: none"> <li>• We celebrated our 23rd annual Veteran's Day program with one hundred Veterans honoring their sacrifice to our country.</li> <li>• LLL: Peer Mentor program that fosters social skills/friendship between special needs and general education students.</li> <li>• We participated in a One School One Book program. Our book, Pie by Sarah Weeks, was the focus of many activities.</li> </ul>
	Mission, Vision, Theme:	As a learning community, we recognize each learner as an individual, provide a caring and respectful environment where each student can reach her/his full potential and embrace diversity. Our focus is on the whole child. Through our rigorous academic program, each student is challenged to be a problem solver and critical thinker. We foster life-long learners and commit to nurturing high self-esteem and respect for others.
	Awards, Recognition, Accomplishments:	Our Science Olympiad team of 17 students participated in a state tournament against 10 other schools, competing in 11 different events. The Lions returned home with 6 winning medals. Fourth and fifth grade students participated in the National Geography Bee. The winner qualified to compete at the state level. Lakeview School achieved bronze level certification in the Sustainable Jersey for Schools initiative. A school must submit a balanced portfolio of the program's sustainability actions.






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 <p>Courses, Curriculum, Instruction:</p>	<p>Subject area curricula reflect educational research and the Common Core Standards. Our students are immersed in a balanced literacy program and presented courses in Math, Science, STEM, Social Studies, Spanish, Music, Library, Technology and Art. Students learn about character education through our school counselors' lessons while also being offered choice in their learning through our Mastery Enrichment classes. ExPO provides further enrichment and challenge to identified students.</p>
 <p>Clubs and Activities:</p>	<p>To complement our strong academic program, the students have the opportunity to join in a wide variety of clubs and extra-curricular activities allowing them to pursue their interests and make choices in their learning. Students can participate in Band, instrumental music, Math Club, K-Kids, Peer Mentors, Student Culture and Climate team and chorus. The PTA and its volunteers provide an Artist in Residency program called Let's Create Art. Our School Success Academy offers academic courses.</p>
 <p>Before and After School Programs:</p>	<p>We provide after school care through the YMCA on our campus for our kindergarten through fifth grade students to support our Lakeview families. Three afternoons a week our gifted staff offer enriching classes for the students that range from cooking to Set Design, Chess, Recycled Art and Sports. Students sign up for classes that run for six weeks and are offered five times a year.</p>







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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>Teachers are afforded time twice a week to collaborate with their colleagues, analyze data, and explore work samples to enhance student achievement. Days are set aside for professional learning that aim at helping teachers deliver innovative, quality instruction. Our literacy, math and technology coaches deliver continual professional development that is aligned with our goals and initiatives. The teaching staff is highly qualified and advanced degrees are held by many of our staff.</p>
 <b>Student Supports and Services:</b>	<p>Our I&amp;RS teams work in partnership with parents to create action plans to support at risk learners with interventions both at school and home. Our interventions include Basic Skills, Reading Specialist support, ELL, Section 504 and Child Study Team services. The interventions chosen are based on the needs of the student. A wide range of programs are also offered to our students through their individualized educational plans. Our Special Education program includes a 3-tiered pre-school program.</p>
 <b>Student Health and Wellness:</b>	<p>We integrate flexible seating into classroom layouts and have yoga kits for all classrooms. Physical education is a priority. Students have recess daily, two PE classes a week, a running club and set goals for their physical health each year. The Denville Police officers come to the school and present a Drug Abuse Resistance Education program for students. Our school nurse is focused on helping students lead healthy lives. Our school counselors run a character education program.</p>
 <b>Parent and Community Involvement:</b>	<p>Our parents play an integral role in our school activities. The A.R. Spinola PTA acknowledges strong teacher/family membership. It is instrumental in organizing and supporting an ambitious array of educational and family functions throughout the year. The events include field trips, assembly programs, Fun Fest, Olympic Day, Author's Day and a variety of family fun nights. The PTA and the Foundation of Denville continue to support the school through their generous and ongoing contributions.</p>

## 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.



### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

The survey used was developed and interpreted through the College of St. Elizabeth's as part of the Culture and Climate Initiative through the YEA. It is administered one time per year to staff, administration, and students grades 3-5. A separate parent survey is also completed one time per year. Results are reviewed and improvement plans are developed through our C&C teams. 2016-2017 survey demonstrated very strong indicators of feelings of satisfaction, safety, and happiness with our school.



### Facilities:

The original building was built in 1957. B-Wing was built in 1966 and C-Wing in 2001. The current building contains 1 gym, 1 cafeteria, 1 APR, 40+ classrooms, 1 computer lab, 1 stem lab, 1 art room, 1 music room, 1 library media center, 10 + SGI/Offices and 2 contained outdoor classroom plazas. Our Peace Plaza and Environmental Garden are extraordinary outdoor learning environments. HVAC and AC in select areas. De-Stratification fans are located in the gym and 2 APRs.

## 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.



### Other Information:

Lakeview School is not just a school building; it is a community of learners. Our teachers work in well-established teams, led by a team leader, to collaborate, plan, analyze data and build collegiality. Our focus is on supporting the whole child and encouraging him/her to strive for her/his personal best. The faculty plans and orchestrates their lessons to engage and challenge the learners to reach their optimal potential. Many of our staff are members of professional organizations, hold advanced degrees and continue to hone their craft. Lakeview is a school that believes ongoing learning is essential and should be modeled by all. The addition of the Chromebooks and SMART Tables continues to reflect on our commitment to our students effectively using technology to support them as they grow as learners and take responsibility for their own learning. Our students continue to grow as readers/writers through the use of the workshop model. The Next Generation Science standards are embedded in our hands on science program. Real world application in math engage and challenge our young mathematicians. Open communication with our parents is of paramount importance. District, school and staff websites are available. School Messenger, Twitter and the Parent portal are additional ways we keep parents informed. Our Peace Plaza, is an outdoor classroom that embraces our character education program displaying the pillars of character banners reminding the children what we value as a learning community. This project headed by one man and the support of many who donated their time created this amazing space. The positive partnership of parents, teachers and administrators demonstrate that together we can make anything happen for the betterment of our children. This demonstration of passion, talent and caring, backed by active and involved parents is just one more example of what adds up to make Lakeview School a place where students and staff learn, lead and share.



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



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**Footnotes**

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.





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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	53	51	52
1	58	60	51
2	46	64	63
3	84	48	68
4	65	82	49
5	75	67	88
Ungraded	1	1	1
Total	382	373	372

### 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	2014-15	2015-16	2016-17
Female	45%	48%	45%
Male	55%	53%	55%
Economically Disadvantaged Students	3%	1%	1%
Students with Disabilities	19%	18%	17%
English Learners	0%	1%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	80.9%
Hispanic	8.1%
Asian	7.3%
Black or African American	1.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.7%

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	52	51	52

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	86.6%
Spanish	3.2%
Chinese	1.1%
Portuguese	1.1%
Gujarati	1.1%
Other	7.1%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	190	98.0	80.00	80.40	54.90	80	77	Met Goal
White	160	98.2	78.70	80.30	63.90	78.7	77.6	Met Target
Hispanic	11	100.0	90.90	79.30	39.80	90.9	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	84.60	87.30	80.70	84.6	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	87	98.9	83.90	85.70	62.20	83.9		
Male	103	97.3	76.70	75.60	48.10	76.7		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	41	97.7	43.90	41.60	20.50	43.9	41	Met Target
Students without Disabilities	149	98.1	89.90	90.40	61.90	89.9		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	28.60	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	62	778	772	749	*	*	21%	53%	21%	74%	50%
White	50	777	770	759	*	*	24%	52%	20%	72%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	33	782	777	754	*	*	*	55%	*	79%	55%
Male	29	772	766	745	*	*	*	52%	*	69%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	62	778	*	762	*	*	21%	53%	21%	74%	63%
Students with Disabilities	16	745	734	720	*	*	*	*	0%	44%	24%
Students without Disabilities	46	789	782	755	*	*	*	*	28%	85%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	49	780	778	753	0%	*	*	55%	33%	88%	56%
White	42	780	778	762	0%	*	*	52%	33%	86%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	20	779	781	758	0%	*	*	60%	*	85%	61%
Male	29	782	776	749	0%	*	*	52%	*	90%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	49	780	*	764	0%	*	*	55%	33%	88%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	49	780	*	755	0%	*	*	55%	33%	88%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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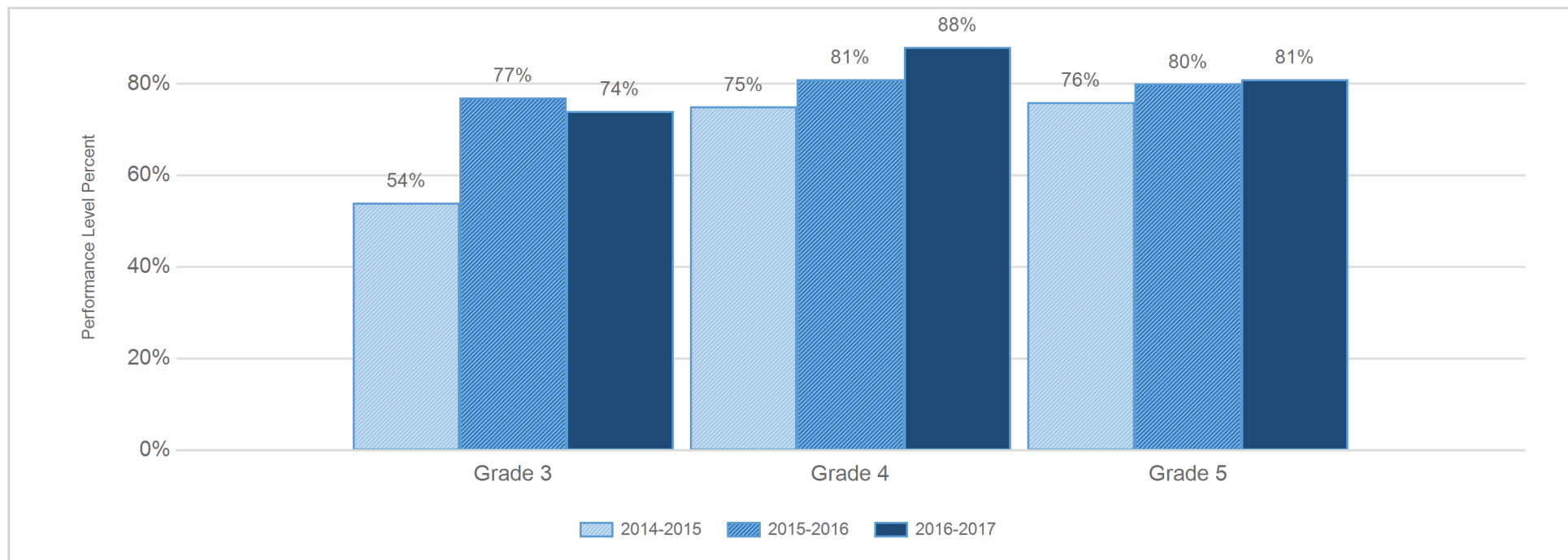
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	85	777	778	756	*	*	17%	54%	27%	81%	59%
White	71	776	777	763	*	*	16%	55%	27%	82%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	37	787	789	761	*	*	*	57%	35%	92%	66%
Male	48	769	768	750	*	*	*	52%	21%	73%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	14	744	743	725	0%	*	*	*	0%	43%	22%
Students without Disabilities	71	783	786	762	0%	*	*	*	32%	89%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	85	777	778	757	*	*	17%	54%	27%	81%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

## English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	190	98.1	79.50	65.00	43.50	79.5	63	Met Target
White	160	98.2	80.00	65.60	52.40	80	65.2	Met Goal
Hispanic	11	100.0	72.70	50.60	27.60	72.7	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	84.60	81.60	75.60	84.6	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	87	98.9	80.50	65.80	44.10	80.5		
Male	103	97.3	78.60	64.40	42.90	78.6		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	41	97.7	43.90	27.10	16.50	43.9	34.1	Met Target
Students without Disabilities	149	98.2	89.30	74.80	48.80	89.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.





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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	64	778	768	751	0%	*	*	50%	34%	84%	53%
White	51	780	768	759	*	*	*	45%	39%	84%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	33	779	769	751	*	*	*	55%	33%	88%	52%
Male	31	777	766	751	*	*	*	45%	36%	81%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	64	778	*	761	0%	*	*	50%	34%	84%	65%
Students with Disabilities	16	759	742	729	*	*	*	*	*	50%	29%
Students without Disabilities	48	784	775	755	*	*	*	*	*	96%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%





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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	49	767	762	747	*	*	*	63%	*	76%	47%
White	42	767	761	755	*	*	*	64%	*	76%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	20	763	763	747	*	*	*	65%	*	70%	47%
Male	29	769	761	747	*	*	*	62%	*	79%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	49	767	*	757	*	*	*	63%	*	76%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	49	767	*	749	*	*	*	63%	*	76%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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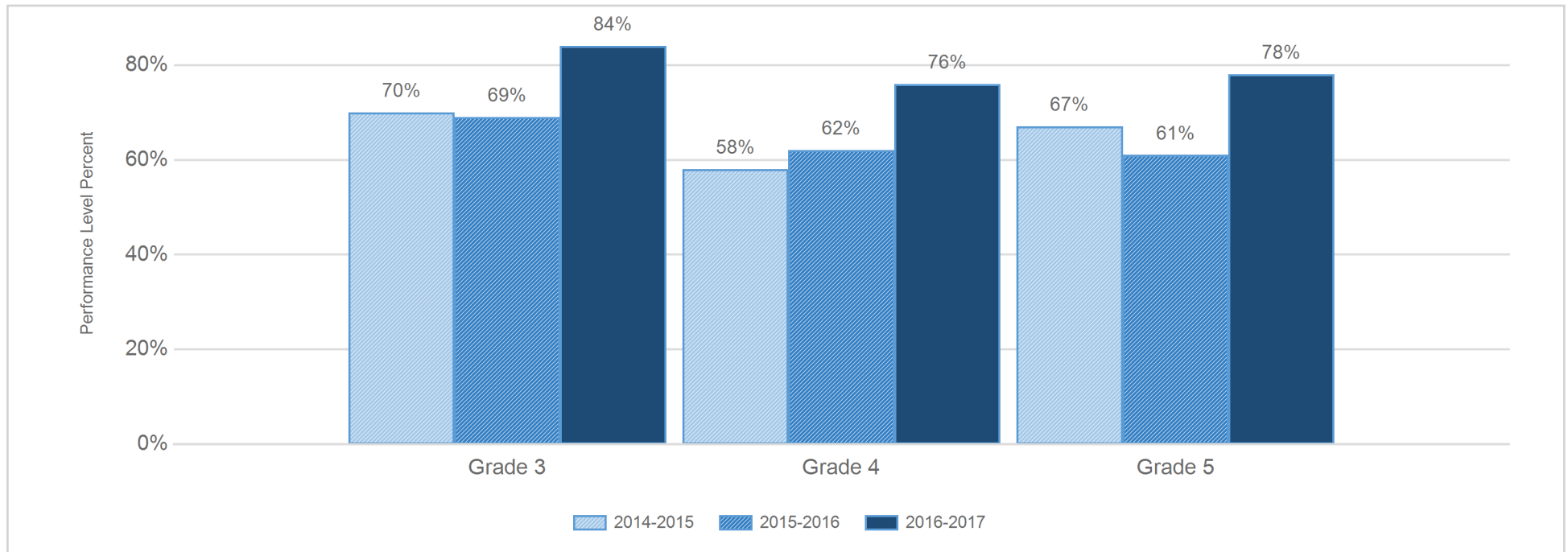
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	86	764	761	747	*	*	17%	67%	*	78%	46%
White	71	766	763	754	0%	*	16%	69%	*	80%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	37	767	764	747	*	*	*	68%	*	84%	47%
Male	49	762	758	746	*	*	*	67%	*	74%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	15	743	737	725	*	*	*	*	*	47%	19%
Students without Disabilities	71	768	767	751	*	*	*	*	*	85%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	86	764	761	748	*	*	17%	67%	*	78%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

## Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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	N	N
5	*	*

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

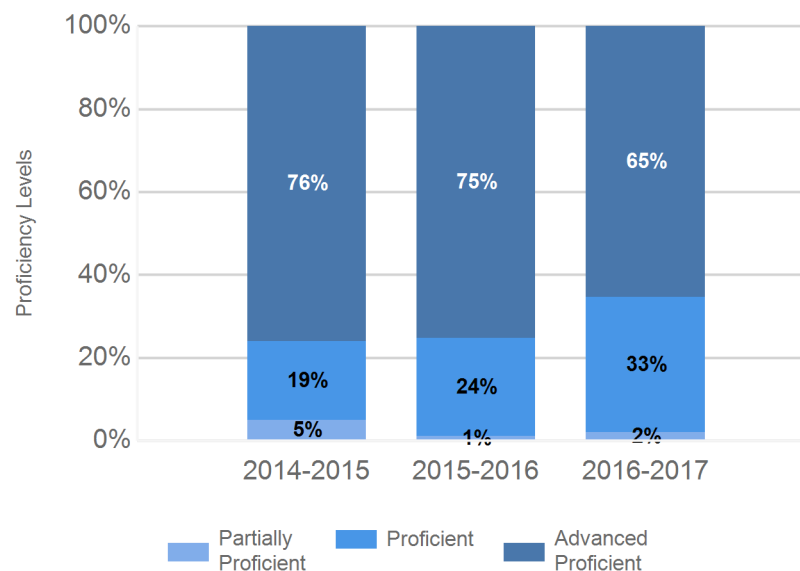
### NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	65%	33%	2%
White	64%	*	2%
Hispanic	*	N	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	*	*	N
English Learners	N	N	N

### NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	57.5	58	50	Met Target	66.5	55.5	50	Exceeds Target
White	59	57	50	Met Target	66	57	52	Exceeds Target
Hispanic	*	*	49	**	*	*	47	**
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	56.5	51	**	*	35	52	**
Economically Disadvantaged	*	*	47	**	*	*	46	**
Students with Disabilities	48	50	41	Met Target	66	40	43	Exceeds Target
English Learners	N	N	N	N	N	N	N	N

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



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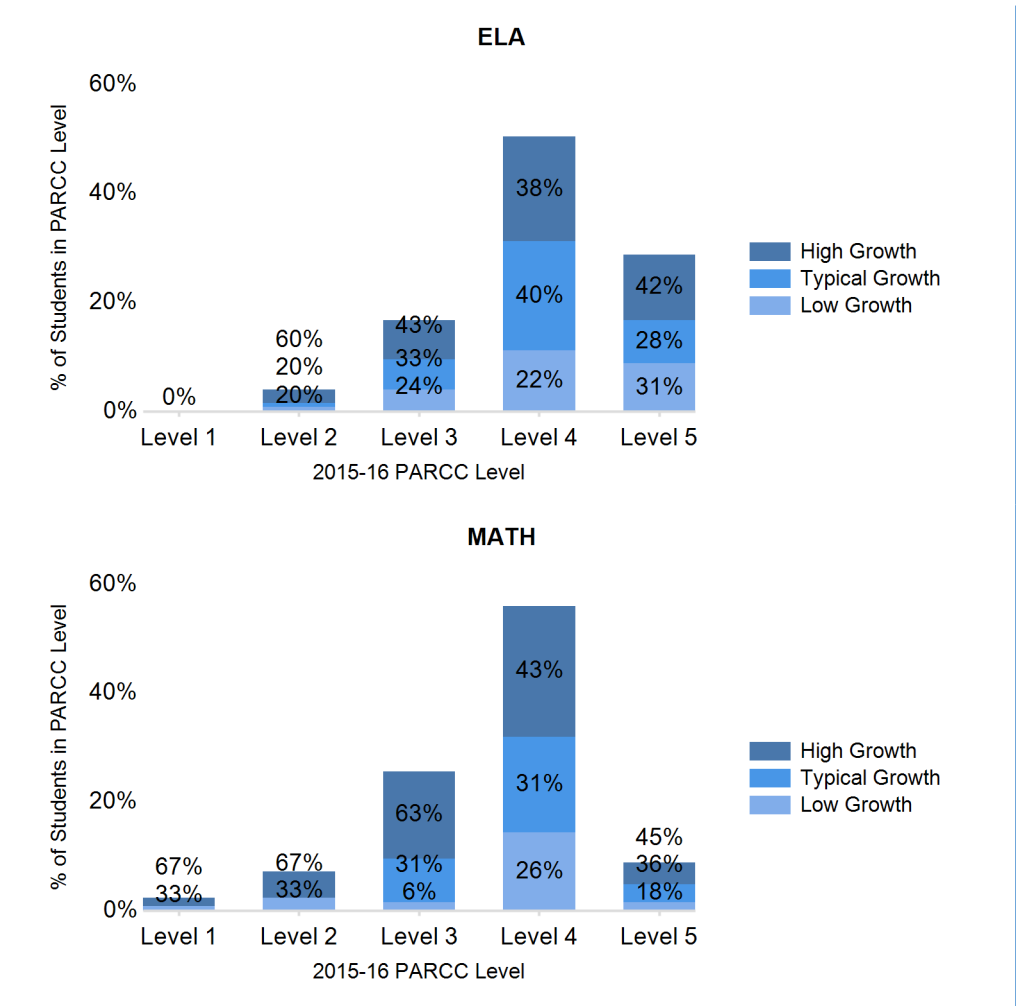
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

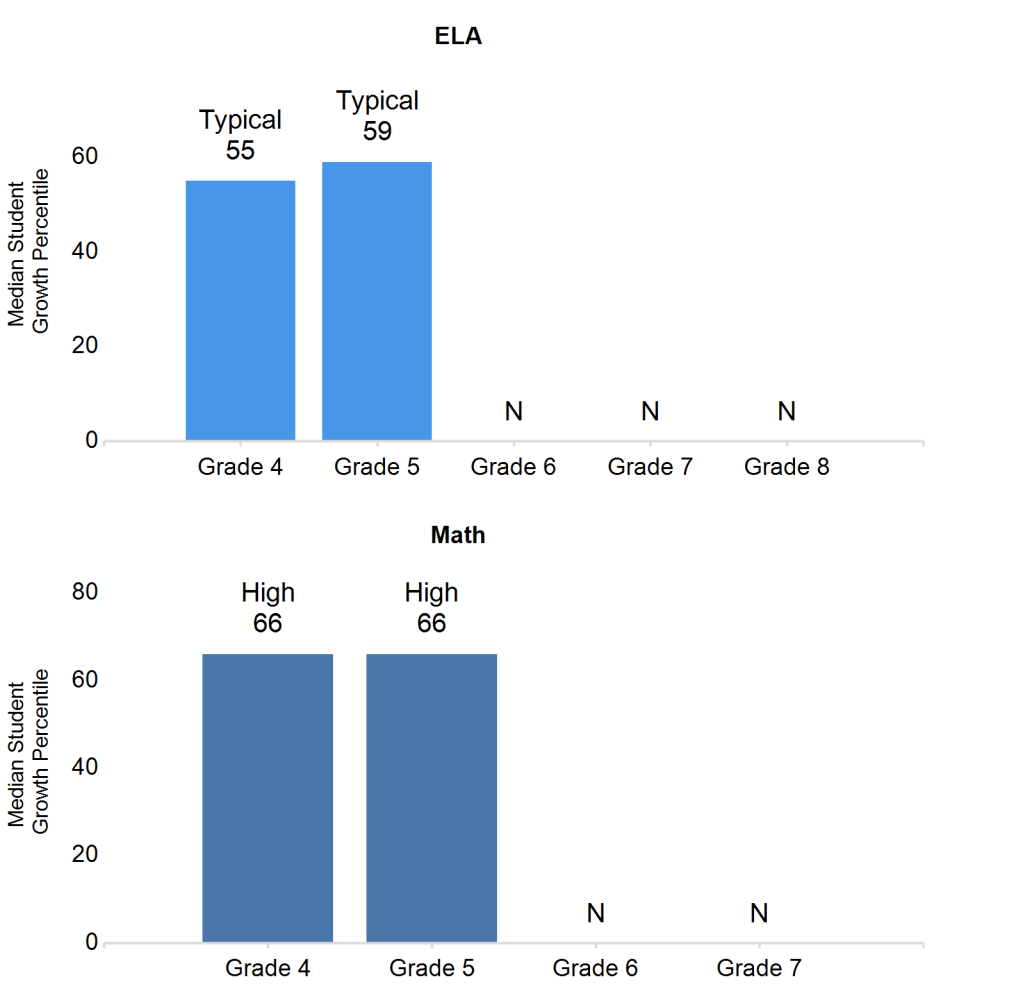
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

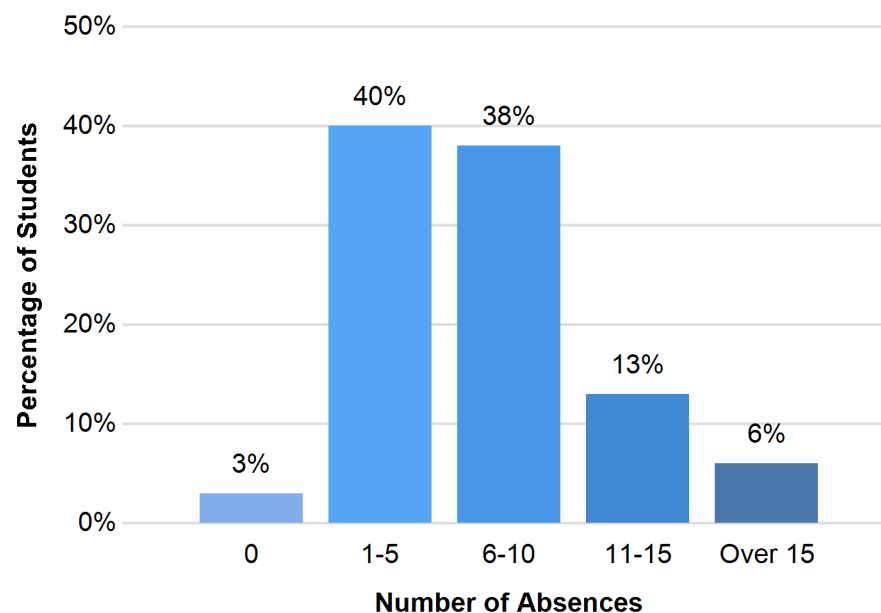
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.30	8.40	Met Target
White	4.30	8.40	Met Target
Hispanic	3.40	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	3.70	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	7.90	8.40	Met Target
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

### Days Absent

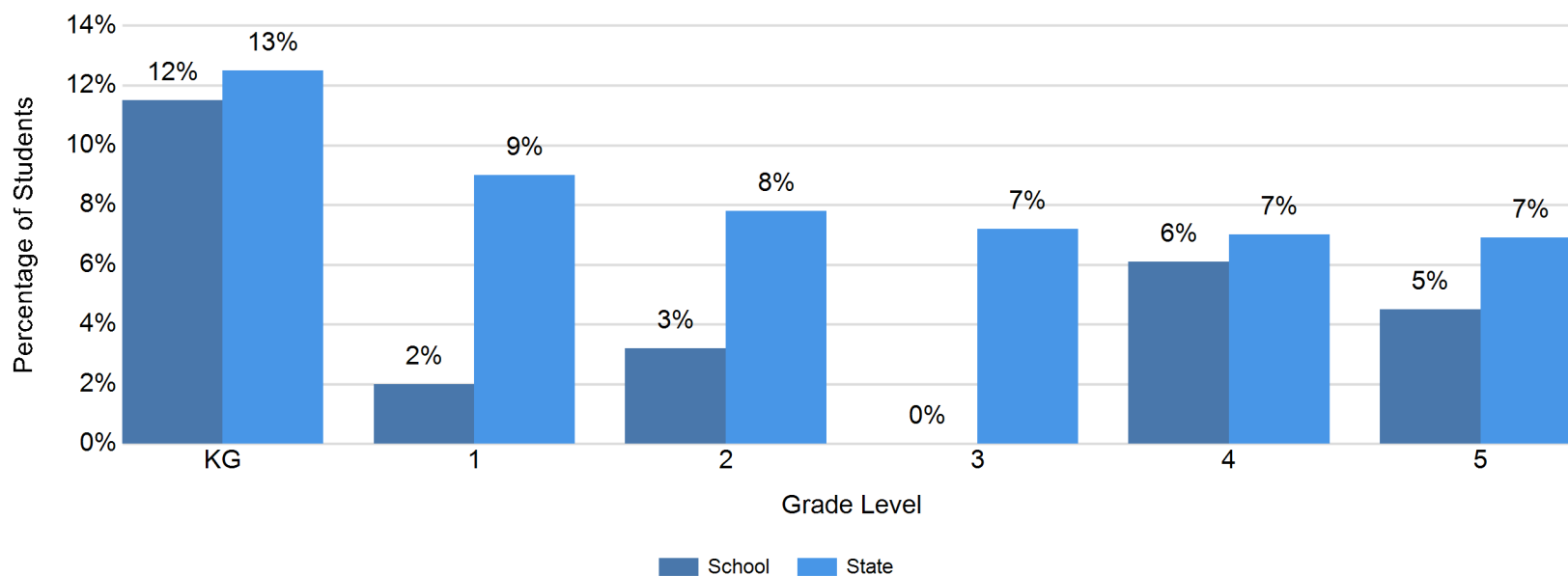
The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





## Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:40AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs. 10 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.54

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.5%
Out-of-School Suspensions	0.0%
Any Suspension	0.5%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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### Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	202.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### 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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$316	\$15,120	\$15,436



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	37	120,724
Average years experience in public schools	8.6	11.8
Average years experience in district	8.6	10.5
Teachers in district for 4 or more years	60%	74%

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	11	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	4.9	11.6
Administrators in district for 4 or more years	46%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	186:1	149:1
Librarian/Media Specialists		548:1
Nurses		329:1
Counselors		235:1
Child Study Team		206:1



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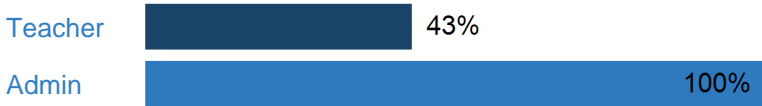
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	78%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	89.0	17.5%
Mathematics Proficiency	96.1	17.5%
English Language Arts Growth	75.1	25.0%
Mathematics Growth	92.7	25.0%
Chronic Absenteeism	73.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		85.4
<b>Summative Rating:</b> Percentile rank of Summative Score		95.4
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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### Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	85.4	11.9	No	Met Goal	Met Target	Met Target	Met Target	Exceeds Target	No
White	83.1	11.9	No	Met Target	Met Goal	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	84.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Theodoropoulos	<b>Email Address:</b>	<a href="mailto:ctheodoropoulos@denville.org">ctheodoropoulos@denville.org</a>
<b>Address:</b>	33 ST MARYS PLACE DENVILLE, NJ 07834	<b>Website:</b>	<a href="http://www.denville.org">www.denville.org</a>
<b>Phone:</b>	(973)983-6545	<b>Twitter:</b>	<a href="https://twitter.com/rv_rockets">https://twitter.com/rv_rockets</a>

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.

<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Riverview School received Honorable Mention School Of Character.</li> <li>• Our school was featured on the cover of NJEA magazine for our implementation of morning meetings.</li> <li>• We received the Bronze Certification by Sustainable New Jersey.</li> </ul>
<b>Mission, Vision, Theme:</b>	<p>Riverview School educates the whole child by engaging all learners in a rigorous academic curricula and social-emotional character development. Our learning community fosters respectful, responsible, and empathetic citizens that are able to meet challenges with grit and grace.</p>
<b>Awards, Recognition, Accomplishments:</b>	<p>Riverview received Honorable Mention School of Character for our work with character education and Social Emotional Learning. Our students also participated in the National Geographic Geography Bee and Science Olympiad competing with several other schools. We have a STEM lab in which students explore and problem solve through "hands on" learning experiences.</p>



School Narrative

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>We offer students a rigorous curriculum that is fully aligned to the Common Core Standards. Our students are immersed in a balanced literacy program and presented courses in Math, Science, STEM, Social Studies, Spanish, Music, Library, Technology and Art. Students learn about character education through our school counselors' lessons while also being offered choice in their learning through our Mastery Enrichment classes. ExPO provides further enrichment and challenge to identified students.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>Students are offered diverse learning experiences that take into account their interests, strengths and choice. Students can participate in Band, Instrumental Music, Math Club, K-Kids, Peer Mentors, Student Culture and Climate Team and Choir. The PTA and Foundation of Denville support Artist-in-Residency programs such as World Dance and Poetry Jam in which students learn through the arts. Our School Success Academy offers academic courses.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>We also offer after school enrichment classes that cater to student interests ranging from art and cooking classes, to Legos and sports and games. Students sign up for classes that run for six weeks and are offered several times a year. Our talented staff instruct the classes allowing students to pursue their interests through a variety of fun and engaging courses. Our Kids Club offers before school and after school through the YMCA.</p>







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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.

 <b>Staff and Professional Learning:</b>	<p>Professional development is of highest priority. Days are set aside for professional learning that aim at helping teachers deliver innovative, quality instruction. Teachers meet twice a week as a team to explore student work samples, analyze data, and collaborate to further enhance student achievement. Ongoing professional development for our teachers is supported by our literacy, math and technology coaches.</p>
 <b>Student Supports and Services:</b>	<p>To support students with identified needs, Basic Skills Instruction, Reading Specialist support, ELL, and Child Study Team services provide differentiated instructional assistance. A wide range of programs are offered to our students through their individualized educational plans. Our I&amp;RS teams work to create action plans that provide specific interventions to help our struggling learners.</p>
 <b>Student Health and Wellness:</b>	<p>We incorporate movement, exercise and physical activity by offering recess daily and PE classes twice a week. Through the PE/health program, children develop an appreciation for fitness and exercise as well as making healthy choices. With the cooperation of the Denville Police Department, officers come to the school and present a LEAD (Law Enforcement Against Drugs) program for students. Our school nurse is focused on helping students lead healthy lives.</p>
 <b>Parent and Community Involvement:</b>	<p>Riverview has an active Parent Teacher Association with parents that spend many hours volunteering in a wide array of activities throughout the school. The parents have organized such important events as the annual Fun Fair, the Fast Track Tricky Tray, and other fundraising events to provide engaging and fun opportunities for our students. The generous support from the PTA and the Foundation of Denville help finance programs and materials that enhance our students' educational experiences.</p>

## 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.



### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

In conjunction with the College of Saint Elizabeth, a school climate survey was conducted. Students in grades three through five participated in the survey as well as teachers and parents. Input was gathered on a variety of topics ranging from bullying, to feelings about connectedness. The results from the survey were analyzed for patterns and trends. The School Culture and Climate team used the survey in order to continue to foster and promote a positive school climate.



### Facilities:

Our school provides an optimal learning environment for our students. Our facilities include a STEM lab, modern computer lab, gym, spacious art room as well as an extensive library. The ROCK (Riverview's Outdoor Center for Kids) allows students to learn about and explore nature. Our library and offices are air conditioned and our facilities are highly maintained. The new Rocket was a great extension to our playground. We provide safe and optimal learning environment for our students.



Riverview Elementary School  
2016-2017

Grade Span KG-05

27-1090-070  
MORRIS  
DENVILLE TWP  
33 ST MARYS PLACE  
DENVILLE, NJ 07834

## 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.



### Other Information:

Riverview School’s vision involves working collaboratively to help students develop a strong academic foundation, believe in their ability to be successful, and instill a love of learning. Instruction centers around preparing students to be “life ready”. Our mission statement acts as a guide for all our decisions. Our learning community is dedicated to helping students develop the skills and mindset to ensure future successes and become responsible global citizens. The staff is proud of the rich experiences that are provided for the students to embrace 21st century knowledge and skills. Instruction is enhanced in the classrooms with the meaningful use of technology such as wireless laptops, Chromebooks and SMART Boards. Students are provided with a plethora of strategies to become successful readers and writers through the workshop model. Math skills are taught using authentic learning experiences that engage students and provide them with multi-sensory and multi-modal learning activities. Student data is used to target instruction and differentiate their learning. We address the needs of the “whole” child by strengthening students social and emotional skills as well as their academic skills. Riverview School is proud of its cohesive faculty, supportive parents, and educational programs. Communication is key; information is shared through a variety of avenues such as staff, school and district websites, newsletters and Twitter. The principal, assistant principal and teaching staff at Riverview are highly qualified and demonstrate a strong dedication to our students and to learning. The staff is committed to bringing the Riverview Rockets to new heights while maintaining and promoting excellence at our school.




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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

#### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

#### Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



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**Footnotes**

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	197	185	181
7	223	197	190
8	202	216	203
Ungraded	0	0	0
Total	622	598	574

### 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	2014-15	2015-16	2016-17
Female	50%	47%	47%
Male	51%	53%	53%
Economically Disadvantaged Students	3%	3%	4%
Students with Disabilities	18%	20%	19%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	79.6%
Hispanic	8.4%
Asian	7.3%
Black or African American	2.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.4%

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	82.9%
Spanish	6.1%
Russian	1.2%
Hindi	1.0%
Chinese	1.0%
Other	7.5%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	538	97.1	82.70	80.40	54.90	82.7	80	Met Goal
White	436	96.6	82.30	80.30	63.90	82.3	80	Met Goal
Hispanic	40	97.9	82.50	79.30	39.80	82.5	62.4	Met Goal
Black or African American	12	100.0	75.00	59.10	35.20	75	**	**
Asian, Native Hawaiian, or Pacific Islander	39	100.0	92.30	87.30	80.70	92.3	80	Met Goal
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	11	100.0	72.80	*	54.90	72.8	**	**
Female	252	96.3	87.70	85.70	62.20	87.7		
Male	286	97.7	78.30	75.60	48.10	78.3		
Economically Disadvantaged Students	25	96.6	60.00	*	36.20	60	N	N
Non-Economically Disadvantaged Students	513	97.1	83.80	*	65.80	83.8		
Students with Disabilities	112	92.8	48.30	41.60	20.50	47.7	40.2	Met Target
Students without Disabilities	426	98.2	91.80	90.40	61.90	91.8		
English Learners	N	N	N	50.00	25.20	N	**	**
Non-English Learners	538	97.1	82.70	80.60	57.40	82.7		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.





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## English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	175	766	766	752	*	*	16%	61%	17%	78%	54%
White	129	765	765	758	*	*	17%	64%	14%	78%	63%
Hispanic	18	769	769	740	0%	*	*	61%	*	78%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	15	784	784	776	0%	0%	*	*	*	93%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	79	768	768	758	*	*	14%	61%	19%	80%	61%
Male	96	764	764	746	*	*	18%	62%	15%	76%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	36	740	740	722	*	*	33%	42%	0%	42%	17%
Students without Disabilities	139	773	773	758	*	*	12%	66%	21%	87%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	175	766	766	753	*	*	16%	61%	17%	78%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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## English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	187	781	781	756	*	*	9%	36%	49%	85%	59%
White	152	780	780	764	*	*	9%	34%	50%	84%	69%
Hispanic	14	765	765	742	0%	*	*	*	*	71%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	13	793	793	784	0%	*	0%	*	*	92%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	87	792	792	764	*	*	*	28%	64%	92%	68%
Male	100	771	771	749	*	*	*	43%	35%	78%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	39	741	741	719	*	*	*	36%	*	44%	19%
Students without Disabilities	148	791	791	763	*	*	*	36%	*	95%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	187	781	781	758	*	*	9%	36%	49%	85%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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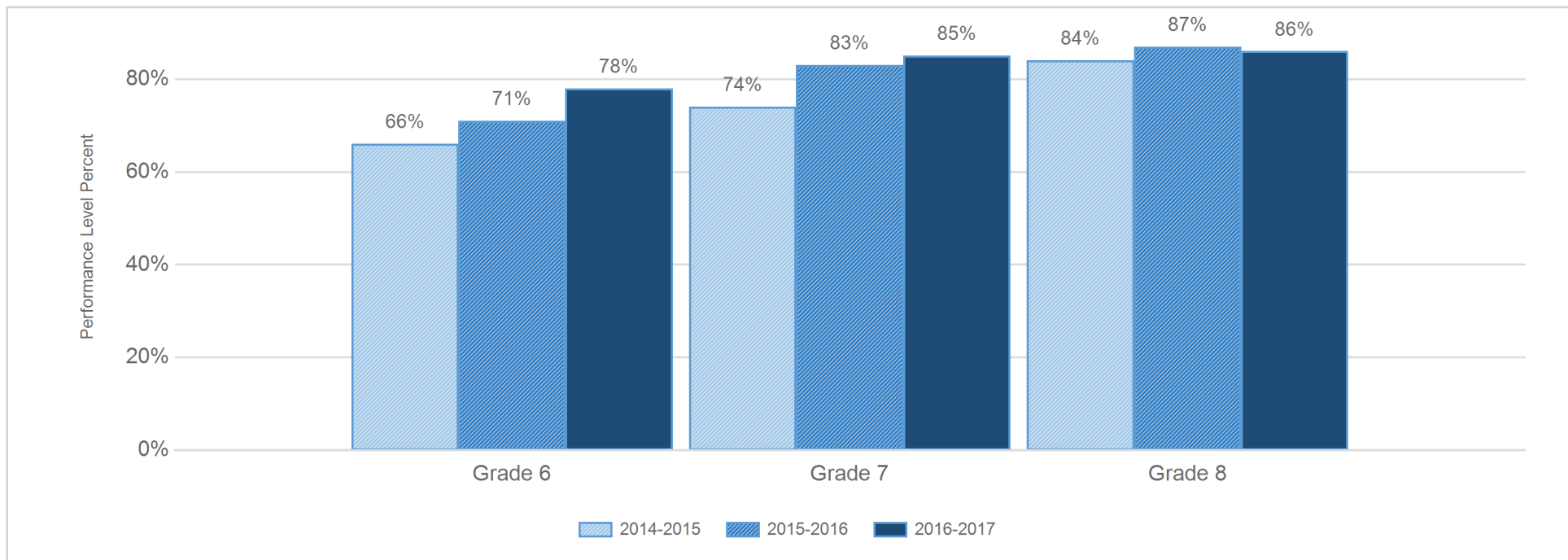
## English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	194	784	784	757	*	*	12%	47%	39%	86%	59%
White	161	783	783	764	*	*	12%	48%	38%	86%	68%
Hispanic	14	781	781	742	0%	0%	*	*	*	86%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	13	799	799	786	0%	0%	*	*	*	92%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	94	789	789	766	*	*	*	45%	45%	89%	68%
Male	100	780	780	749	*	*	*	49%	34%	83%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	33	758	758	718	*	*	30%	52%	*	61%	18%
Students without Disabilities	161	789	789	764	*	*	8%	46%	*	91%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	194	784	784	759	*	*	12%	47%	39%	86%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

## English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	538	97.1	58.90	65.00	43.50	58.9	59.6	Met Target†
White	436	96.6	58.70	65.60	52.40	58.7	58.6	Met Target
Hispanic	40	97.9	47.50	50.60	27.60	47.5	42.9	Met Target
Black or African American	12	100.0	41.70	36.30	21.70	41.7	**	**
Asian, Native Hawaiian, or Pacific Islander	39	100.0	79.50	81.60	75.60	79.5	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	11	100.0	54.50	*	44.90	54.5	**	**
Female	252	96.3	57.50	65.80	44.10	57.5		
Male	286	97.7	60.10	64.40	42.90	60.1		
Economically Disadvantaged Students	22	96.2	18.20	*	25.10	18.2	N	N
Non-Economically Disadvantaged Students	516	97.1	60.70	*	54.30	60.7		
Students with Disabilities	112	92.8	22.30	27.10	16.50	22.1	21.7	Met Target
Students without Disabilities	426	98.2	68.60	74.80	48.80	68.6		
English Learners	N	N	N	37.50	23.30	N	**	**
Non-English Learners	538	97.1	58.90	65.30	45.20	58.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	175	755	755	743	*	14%	30%	45%	*	55%	44%
White	129	755	755	751	*	13%	29%	50%	*	57%	54%
Hispanic	18	747	747	731	0%	*	*	*	*	33%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	15	779	779	771	0%	*	*	*	*	80%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	79	752	752	745	*	15%	32%	41%	*	51%	45%
Male	96	757	757	742	*	13%	28%	49%	*	58%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	36	732	732	717	*	33%	42%	*	0%	17%	13%
Students without Disabilities	139	761	761	748	*	9%	27%	*	12%	65%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	175	755	755	745	*	14%	30%	45%	*	55%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

\*\*Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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### Mathematics Assessment - Performance by Grade: Grade 7\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	162	748	748	741	*	11%	35%	49%	*	51%	40%
White	133	749	749	748	*	8%	37%	51%	*	52%	49%
Hispanic	13	734	734	730	0%	*	*	*	0%	31%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	10	755	755	764	0%	*	*	*	*	70%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	78	749	749	743	*	*	32%	58%	*	58%	41%
Male	84	746	746	740	*	*	38%	42%	*	44%	38%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	40	727	727	716	*	*	35%	*	*	15%	11%
Students without Disabilities	122	754	754	746	*	*	35%	*	*	62%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	162	748	748	742	*	11%	35%	49%	*	51%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.





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**Mathematics Assessment - Performance by Grade: Grade 8\*\***

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	118	743	743	728	*	19%	35%	40%	*	41%	28%
White	100	743	743	736	*	20%	35%	39%	*	40%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	63	742	742	730	*	*	32%	38%	*	40%	30%
Male	55	744	744	725	*	*	38%	42%	*	42%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	34	730	730	705	*	*	32%	29%	*	29%	*
Students without Disabilities	84	748	748	734	*	*	36%	44%	*	45%	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	118	743	743	729	*	19%	35%	40%	*	41%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.





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### Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	75	780	780	743	0%	0%	*	81%	*	93%	42%
White	60	779	779	751	0%	0%	*	82%	*	92%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	30	781	781	744	0%	0%	*	77%	*	93%	43%
Male	45	779	779	741	0%	0%	*	84%	*	93%	40%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	75	780	780	751	0%	0%	*	81%	*	93%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	75	780	780	747	0%	0%	*	81%	*	93%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	75	780	780	745	0%	0%	*	81%	*	93%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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### Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	29	779	779	734	*	*	*	69%	*	100%	30%
White	23	777	777	740	*	*	*	74%	*	100%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	11	783	783	735	*	*	*	*	*	100%	31%
Male	18	776	776	733	*	*	*	*	*	100%	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	29	779	779	740	*	*	*	69%	*	100%	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	29	779	779	735	*	*	*	69%	*	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

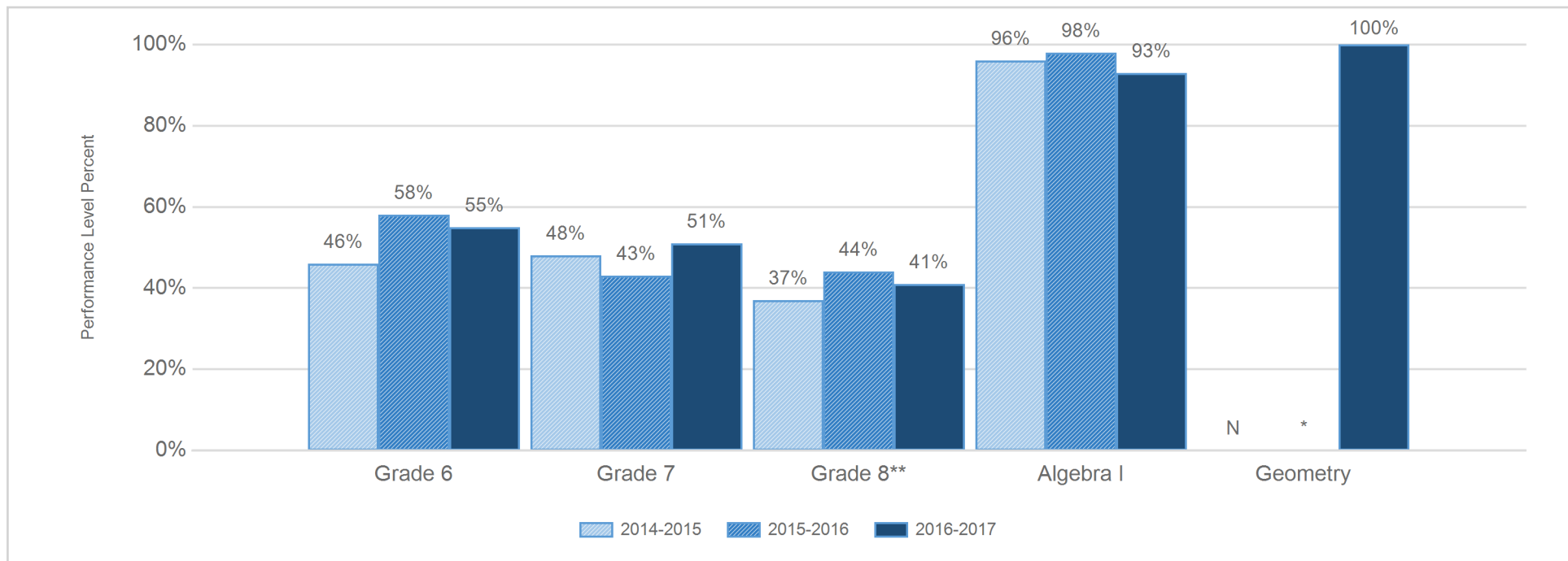


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - 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
6	*	*
7	*	N
8	*	*

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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

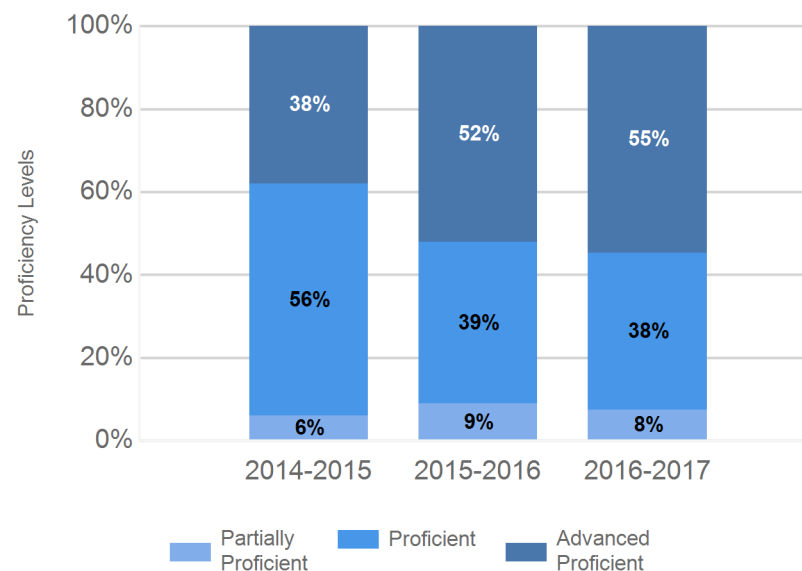
### NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	55%	38%	8%
White	55%	39%	7%
Hispanic	39%	54%	8%
Black or African American	*	N	*
Asian, Native Hawaiian, or Pacific Islander	67%	27%	7%
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	24%	46%	30%
English Learners	N	N	N

### NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:  
<http://www.state.nj.us/education/njsmart/performance/>

## Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	54.5	58	50	Met Target	51	55.5	50	Met Target
White	54	57	50	Met Target	51	57	52	Met Target
Hispanic	58	*	49	Met Target	38	*	47	Not Met
Black or African American	56.5	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	59	*	60	Met Target	67	*	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	53	56.5	51	**	*	35	52	**
Economically Disadvantaged	67	*	47	**	40	*	46	**
Students with Disabilities	51	50	41	Met Target	39	40	43	Not Met
English Learners	N	N	N	N	N	N	N	N

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



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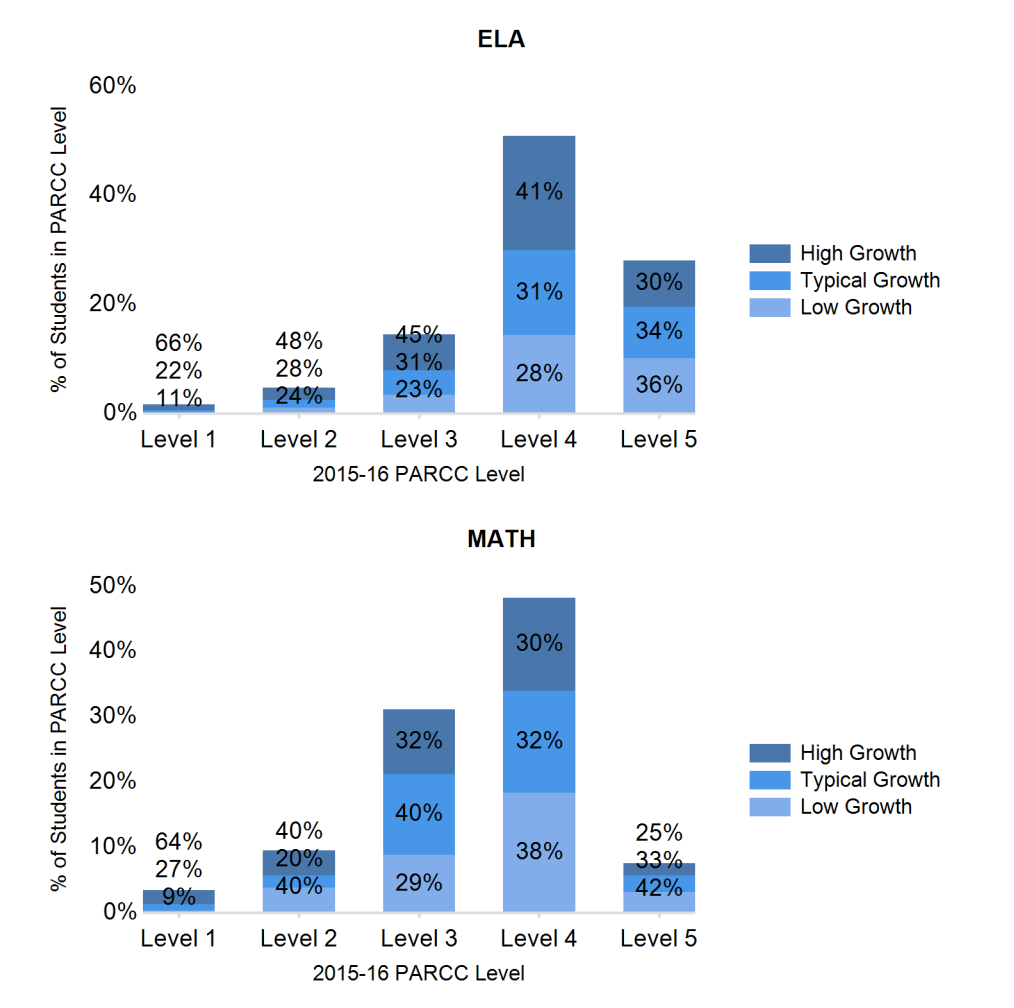
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

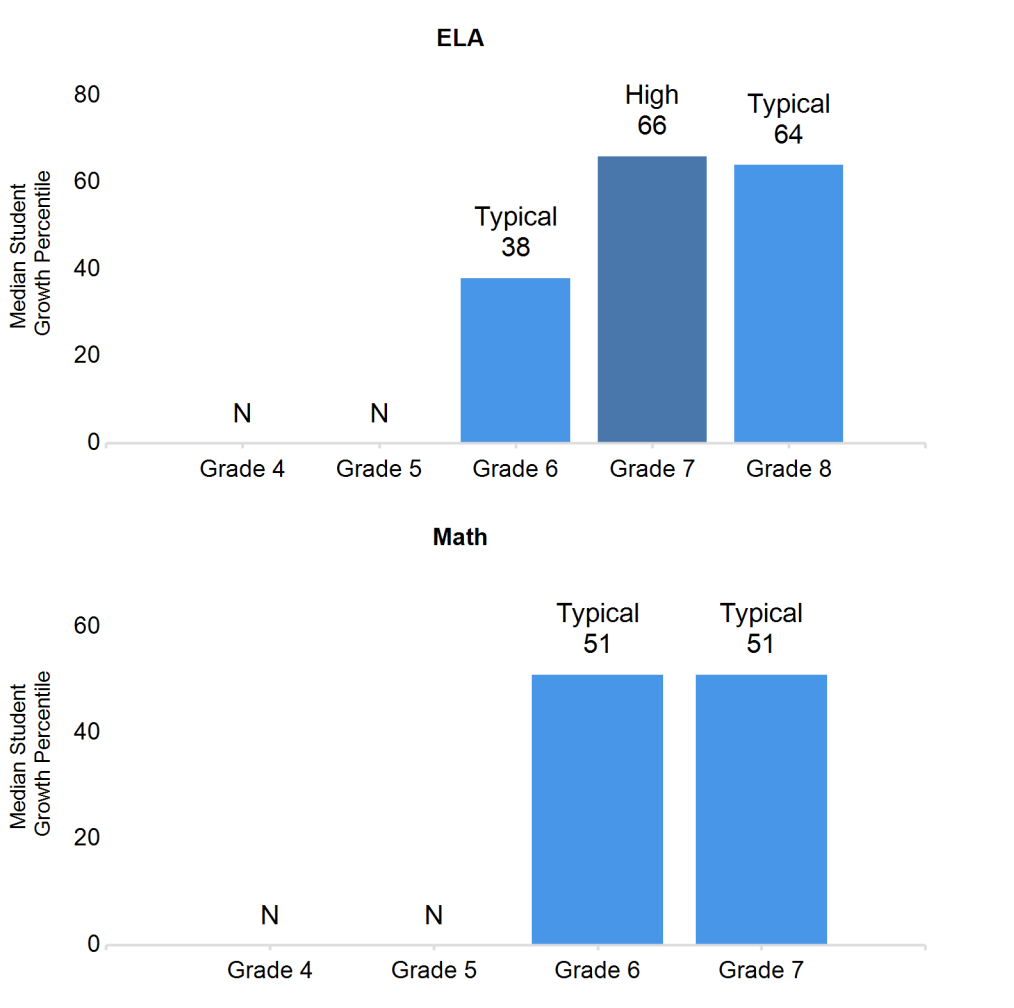
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	179
7	26	0	164
8	49	29	124
Schoolwide	75	29	467

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	142	143	0	0	0	0	0
7	166	162	0	0	0	0	0
8	94	78	0	0	0	0	0
Schoolwide	402	383	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

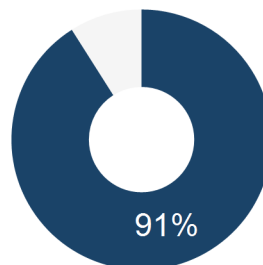


## Visual and Performing Arts – Course Participation

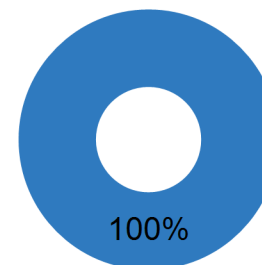
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

### Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

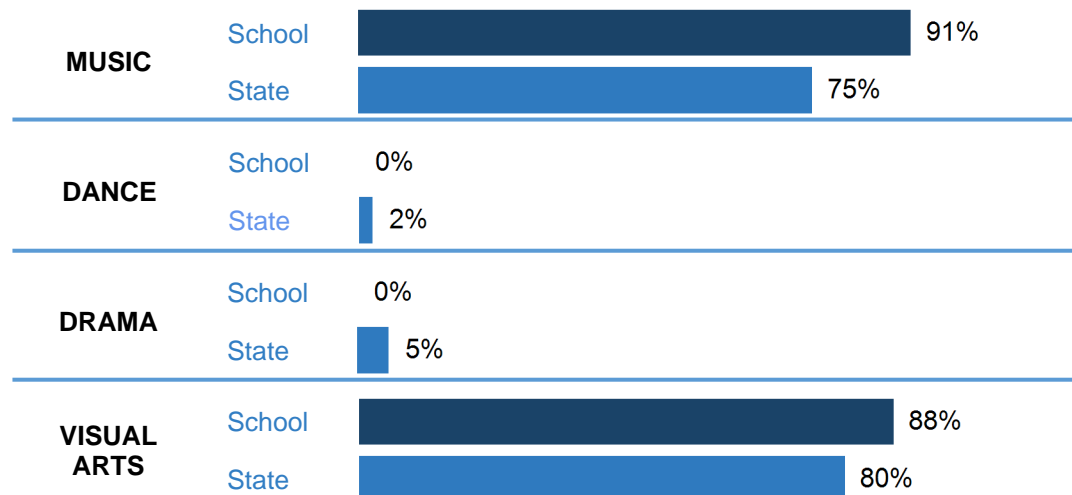


School



State

Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

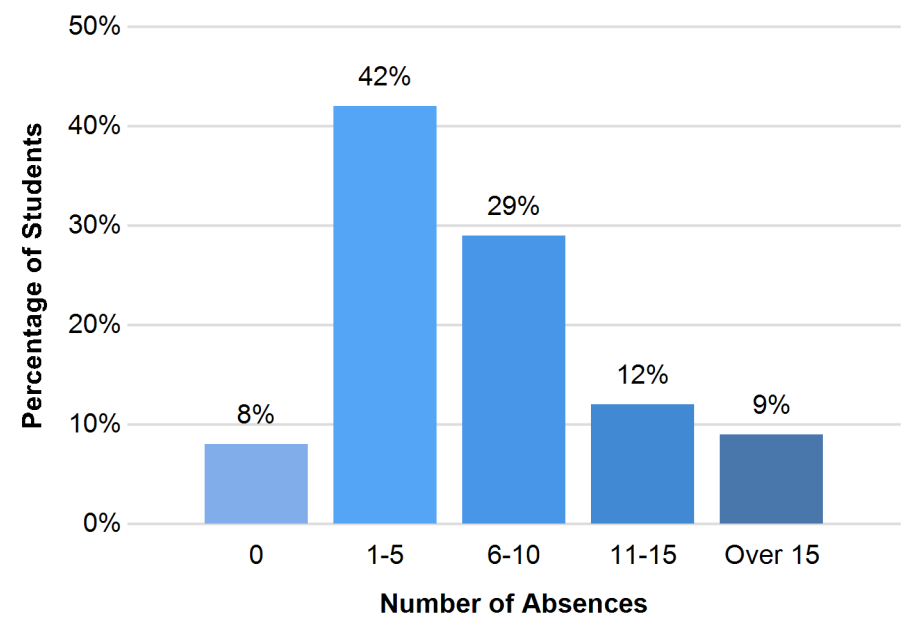
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.80	8.70	Met Target
White	5.20	8.70	Met Target
Hispanic	14.60	8.70	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	4.70	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.00	8.70	Not Met
Students with Disabilities	11.00	8.70	Not Met
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



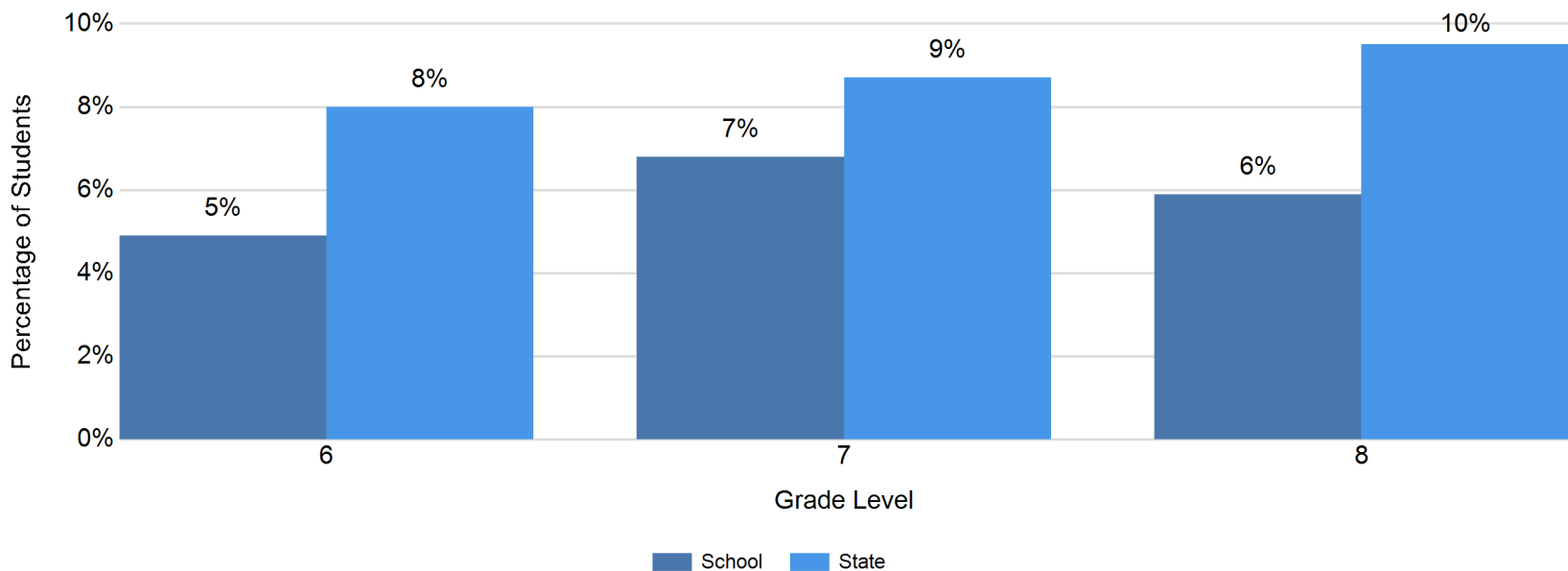


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs. 53 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	2.26

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	4.4%
Out-of-School Suspensions	1.0%
Any Suspension	4.9%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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### Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	202.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### 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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$316	\$15,120	\$15,436



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MORRIS  
DENVILLE TWP  
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DENVILLE, NJ 07834

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent**: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### 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	56	120,724
Average years experience in public schools	8.7	11.8
Average years experience in district	8.7	10.5
Teachers in district for 4 or more years	73%	74%

### 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	11	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	4.9	11.6
Administrators in district for 4 or more years	46%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	287:1	149:1
Librarian/Media Specialists		548:1
Nurses		329:1
Counselors		235:1
Child Study Team		206:1



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	78%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	94.6	17.5%
Mathematics Proficiency	59.7	17.5%
English Language Arts Growth	66.4	25.0%
Mathematics Growth	47.1	25.0%
Chronic Absenteeism	44.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		62.1
<b>Summative Rating:</b> Percentile rank of Summative Score		69.6
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.





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## Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	62.1	11.9	No	Met Goal	Met Target†	Met Target	Met Target	Met Target	No
White	61.0	11.9	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
Hispanic	60.2	11.9	No	Met Goal	Met Target	Not Met	Met Target	Not Met	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	57.4	11.9	No	Met Goal	Met Target†	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	N	N	Not Met	**	**	No
Students with Disabilities	64.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. Iantosca	<b>Email Address:</b>	<a href="mailto:piantosca@denville.org">piantosca@denville.org</a>
<b>Address:</b>	320 DIAMOND SPRING ROAD DENVILLE, NJ 07834	<b>Website:</b>	<a href="http://www.denville.org">www.denville.org</a>
<b>Phone:</b>	(973)983-6535	<b>Facebook:</b>	<a href="https://www.facebook.com/DenvilleTownshipSchools">https://www.facebook.com/DenvilleTownshipSchools</a>
		<b>Twitter:</b>	<a href="https://twitter.com/denvilleschool">https://twitter.com/denvilleschool</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Valleyview is a 1:1 Google Chromebook School for grade 6 &amp; 7. BYOD for grade 8.</li> <li>• Curriculum includes Big Ideas Math, Writers Workshop and Next Gen Science Standards</li> <li>• Our Valleyview Boys Baseball Team won the GMCJSCA Group 3 Title</li> </ul>
 <b>Mission, Vision, Theme:</b>	The Denville Schools Mission is to Educate and Empower all Students to Excel
 <b>Awards, Recognition, Accomplishments:</b>	Valleyview Received a Bronze Level Certification for Sustainable Jersey for Schools






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 <b>Courses, Curriculum, Instruction:</b>	<p>There are 6 High School Level courses offered at Valleyview Middle School. Geometry, Honors Biology, Algebra 1, French 1, French 2, Spanish 1,</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys &amp; Girls), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Soccer (Boys &amp; Girls), Wrestling (Boys)</p> <p>Boys baseball won the GMCJSCA group 3 Baseball Championship</p>
 <b>Clubs and Activities:</b>	<p>Valleyview offers, Intramural Basketball, Flag Football, Builder's Club, Newspaper, Literary magazine, Green Team, Chrous, Band, Drama, Art, Student Government, Yearbook, Mock Trial, STEM Club, Peer Buddies, Viking Connections, Science Olympiad among others.</p>







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 <b>Staff and Professional Learning:</b>	The Valleyview Middle School Staff is engaged in 3 Full Days of Professional Development and 4 minimum days of PD. Some topics include, School Security, Co-Teaching, Assessment, Data Analysis, to name a few.
 <b>Student Supports and Services:</b>	Valleyview Middle School offers ESL, many programs for students with disabilities, i.e., CBI, and Peer Buddies, after school homework club, after school library,
 <b>Student Health and Wellness:</b>	Valleyview students have a minimum of 110 minutes of recess per week, along with their regularly scheduled P.E. and Health Classes.
 <b>Parent and Community Involvement:</b>	Valleyview participates with our community in PTA and SEPAC. Student information is sent to parents via: Genesis Parent Portal, Twitter, Facebook, School Messenger, and the District Website.



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	Within the past 5 years Valleyview has created a new STEM Lab, renovated the Library/Media Center and created a new Computer Lab.
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