NJ SCHOOL PERFORMANCE REPORT

BROOKSIDE PLACE SCHOOL
(39-0980-050)
Grades Offered: KG-05
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	UNION
District	CRANFORD TWP
Principal Name	MR. KLIMKO
Address	700 BROOKSIDE PLACE CRANFORD, NJ 07016
Phone Number	(908)709-6244
Email Address	KLIMKO@CRANFORDSCHOOLS.ORG
Website	https://www.cranfordschools.org/Domain/14

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
KG	56	41	39
1	54	68	50
2	58	58	74
3	51	66	62
4	64	51	63
5	80	64	53
Total	363	348	341

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	47.4%	49.1%	47.2%
Male	52.6%	50.9%	52.8%
Economically Disadvantaged Students	1.4%	1.7%	0.9%
Students with Disabilities	12.1%	12.9%	12.9%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.3%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	90.1%	87.1%	86.2%
Hispanic	2.5%	4.0%	6.5%
Black or African American	0.0%	0.0%	0.3%
Asian	3.9%	4.6%	3.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.6%	4.3%	3.5%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
KG - Half Day	56	41	39
KG - Full Day	0	0	0

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	96.5%
Spanish	1.2%
Other Languages	2.3%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	52	49	50	Met Standard	56.5	61	50	Met Standard
White	50	48	50	Met Standard	56	62	51	Met Standard
Hispanic	*	55.5	49	**	*	59	48	**
Black or African American	N	39	44	**	N	47	44	**
Asian, Native Hawaiian, or Pacific Islander	*	60	61	**	*	65.5	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	43.5	49	**	*	51	51	**
Economically Disadvantaged	N	45.5	48	**	N	58	47	**
Students with Disabilities	49	44	41	**	61	51.5	43	**
English Learners	*	58.5	54	**	*	*	51	**

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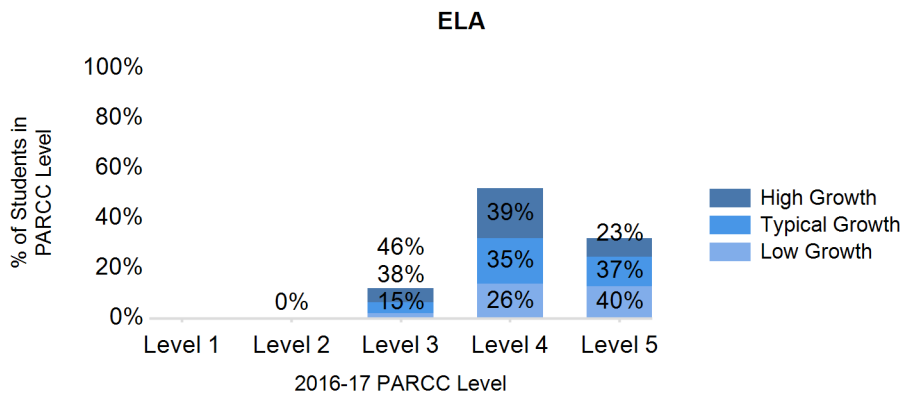
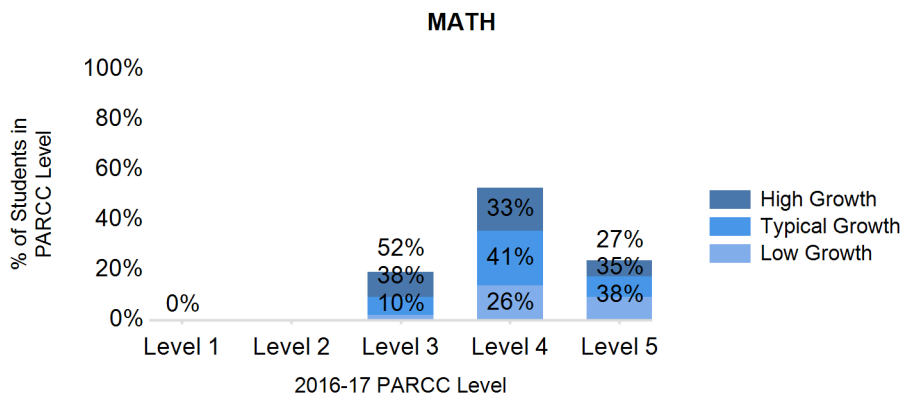
Student Growth by Performance Level

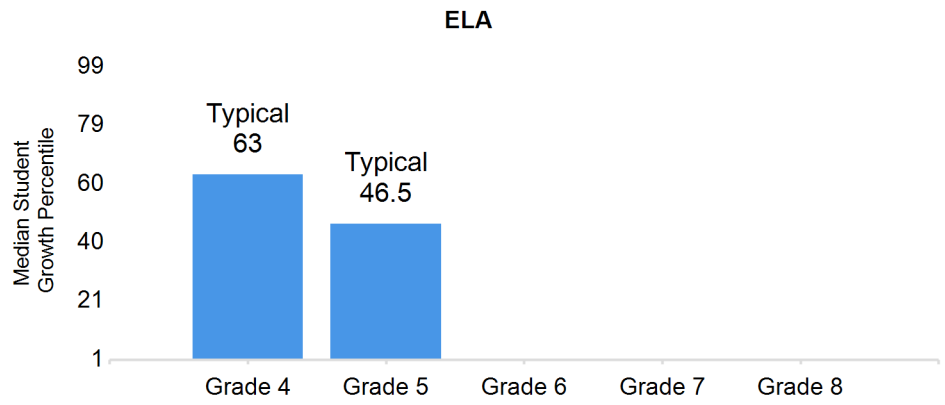
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

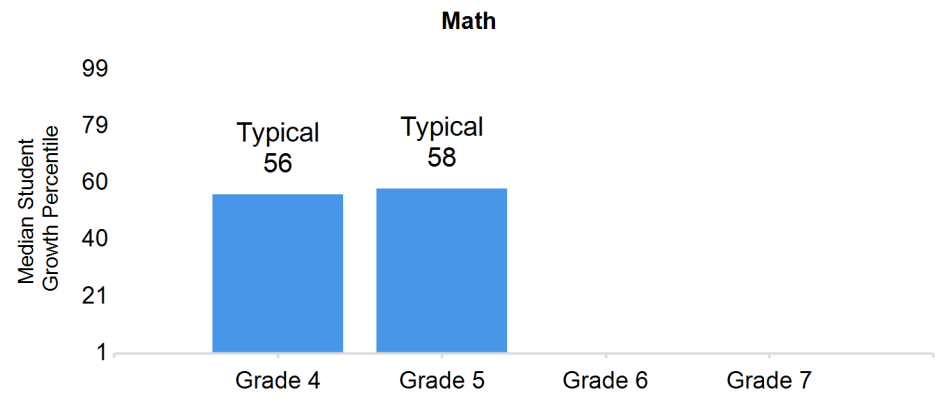




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	173	96.6	82.1	75.5	56.7	82.1	80	Met Goal
White	147	96.1	83.7	76.2	65.6	83.7	80	Met Goal
Hispanic	11	100.0	63.6	69.4	42.5	63.6	**	**
Black or African American	N	N	N	43.3	37.3	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	89.4	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	90	97.8	88.9	82.4	64.5	88.9		
Male	83	95.4	74.7	68.9	49.4	74.7		
Economically Disadvantaged Students	*	*	*	*	38.5	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.5	*		
Students with Disabilities	26	92.9	50.0	40.2	21.6	48.9	51.6	Met Target†
Students without Disabilities	147	97.4	87.8	84.2	63.9	87.8		
English Learners	*	*	*	62.5	27.3	*	**	**
Non-English Learners	*	*	*	75.6	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	773	766	750	*	*	22%	48%	22%	70%	52%
White	54	774	767	759	*	*	22%	46%	24%	70%	61%
Hispanic	*	*	760	736	*	*	*	*	*	*	38%
Black or African American	N	N	*	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	28	783	773	756	*	*	*	*	*	79%	57%
Male	32	765	759	744	*	*	*	*	*	63%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	745	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	771	756	*	*	*	*	*	*	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	60	773	*	753	*	*	22%	48%	22%	70%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	784	772	756	0%	*	*	48%	43%	92%	58%
White	52	786	772	764	0%	*	*	44%	48%	92%	68%
Hispanic	*	*	763	744	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	798	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	35	789	777	762	0%	*	*	*	*	94%	63%
Male	25	777	768	751	0%	*	*	*	*	88%	53%
Economically Disadvantaged Students	N	N	745	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	60	784	773	767	0%	*	*	48%	43%	92%	70%
Students with Disabilities	*	*	749	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	779	762	*	*	*	*	*	*	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	60	784	772	759	0%	*	*	48%	43%	92%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	777	775	755	*	*	*	66%	19%	85%	58%
White	41	780	775	763	*	0%	*	*	*	90%	68%
Hispanic	*	*	770	743	*	*	*	*	*	*	43%
Black or African American	N	N	*	738	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	791	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	27	788	785	762	*	*	*	*	*	93%	66%
Male	26	766	765	749	*	*	*	*	*	77%	51%
Economically Disadvantaged Students	N	N	*	739	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	53	777	*	766	*	*	*	66%	19%	85%	71%
Students with Disabilities	10	746	746	724	*	*	*	*	*	50%	22%
Students without Disabilities	43	784	781	762	*	*	*	*	*	93%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	53	777	*	757	*	*	*	66%	19%	85%	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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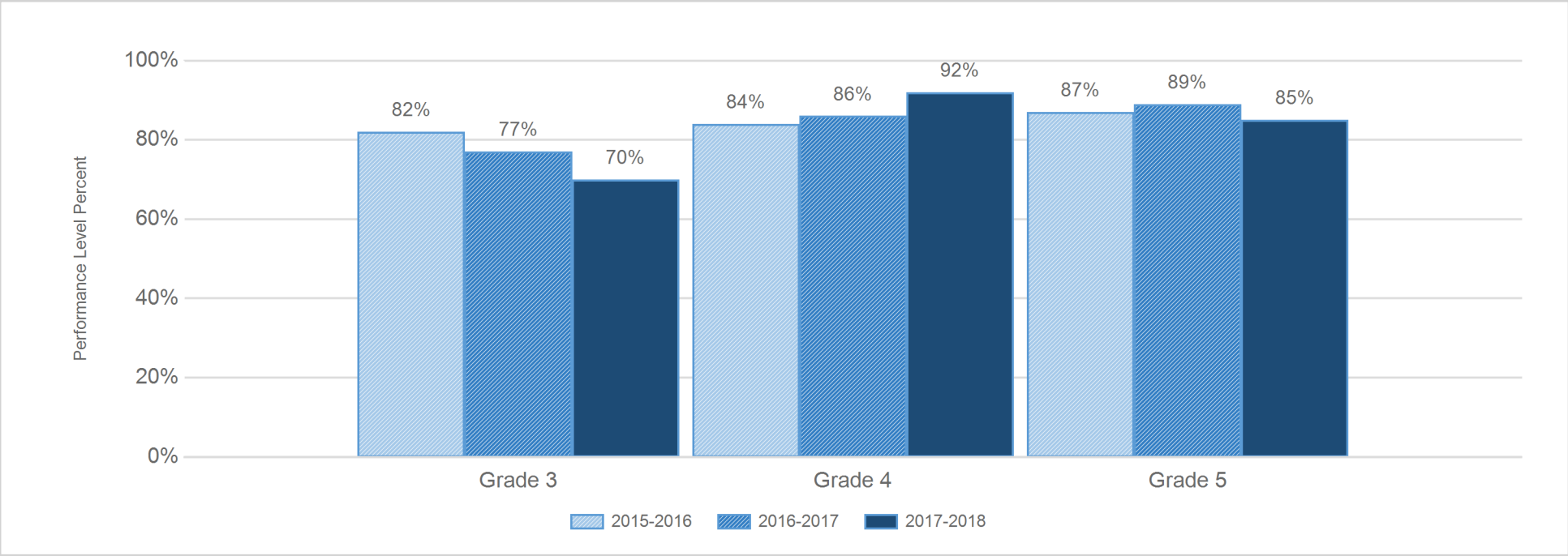
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	173	96.6	80.3	62.5	45.0	80.3	75.1	Met Goal
White	147	96.1	84.4	63.3	54.1	84.4	75.7	Met Goal
Hispanic	11	100.0	36.4	52.8	29.2	36.4	**	**
Black or African American	N	N	N	30.9	23.4	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.8	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	90	97.8	80.0	62.7	46.0	80.0		
Male	83	95.4	80.7	62.3	43.9	80.7		
Economically Disadvantaged Students	*	*	*	*	26.6	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	55.9	*		
Students with Disabilities	26	92.9	65.3	32.0	17.1	63.9	48.7	Met Target
Students without Disabilities	147	97.4	83.0	70.0	50.5	83.0		
English Learners	*	*	*	58.8	24.6	*	**	**
Non-English Learners	*	*	*	62.5	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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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	60	775	766	752	*	*	*	55%	30%	85%	53%
White	54	777	766	760	0%	*	*	54%	33%	87%	64%
Hispanic	*	*	761	739	*	*	*	*	*	*	38%
Black or African American	N	N	*	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	28	773	763	752	*	*	*	*	*	86%	53%
Male	32	776	769	751	*	*	*	*	*	84%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	751	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	770	756	*	*	*	*	*	*	57%
English Learners	N	N	*	726	N	N	N	N	N	N	23%
Non-English Learners	60	775	*	754	*	*	*	55%	30%	85%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

BROOKSIDE PLACE SCHOOL
(39-0980-050)
Grades Offered: KG-05
2017-2018

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	771	760	748	0%	*	22%	*	*	75%	49%
White	52	773	760	755	0%	*	21%	*	*	77%	60%
Hispanic	*	*	749	737	*	*	*	*	*	*	34%
Black or African American	N	N	*	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	35	771	759	748	0%	*	*	*	*	77%	50%
Male	25	770	761	748	0%	*	*	*	*	72%	49%
Economically Disadvantaged Students	N	N	733	733	N	N	N	N	N	N	30%
Non-Economically Disadvantaged Students	60	771	761	758	0%	*	22%	*	*	75%	62%
Students with Disabilities	*	*	736	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	767	753	*	*	*	*	*	*	55%
English Learners	N	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	60	771	760	750	0%	*	22%	*	*	75%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

BROOKSIDE PLACE SCHOOL
(39-0980-050)
Grades Offered: KG-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	771	767	748	0%	*	*	57%	25%	81%	49%
White	41	774	768	756	0%	*	*	66%	24%	90%	60%
Hispanic	*	*	761	736	*	*	*	*	*	*	32%
Black or African American	N	N	*	730	N	N	N	N	N	N	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	27	773	771	749	0%	*	*	*	*	78%	50%
Male	26	768	763	747	0%	*	*	*	*	85%	48%
Economically Disadvantaged Students	N	N	*	733	N	N	N	N	N	N	29%
Non-Economically Disadvantaged Students	53	771	*	758	0%	*	*	57%	25%	81%	62%
Students with Disabilities	10	748	745	726	0%	*	*	*	*	60%	20%
Students without Disabilities	43	776	771	752	0%	*	*	*	*	86%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	53	771	*	750	0%	*	*	57%	25%	81%	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

BROOKSIDE PLACE SCHOOL
(39-0980-050)
Grades Offered: KG-05
2017-2018

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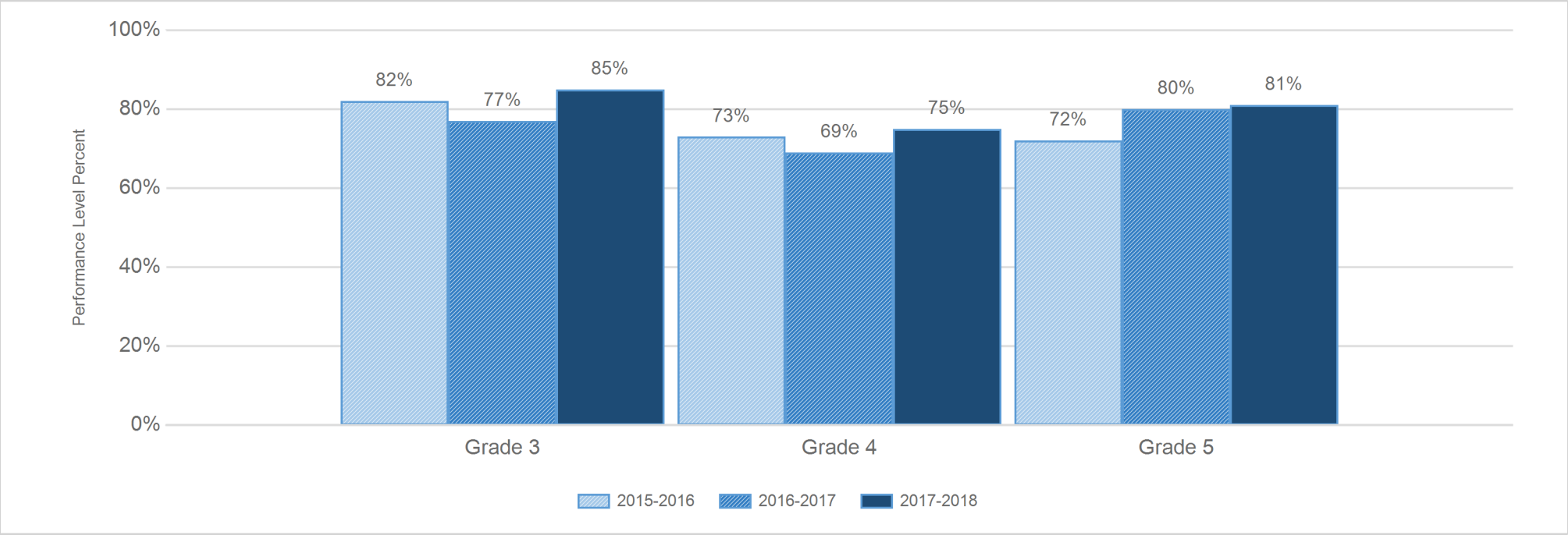
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

NJ SCHOOL PERFORMANCE REPORT

BROOKSIDE PLACE SCHOOL
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

NJ SCHOOL PERFORMANCE REPORT

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

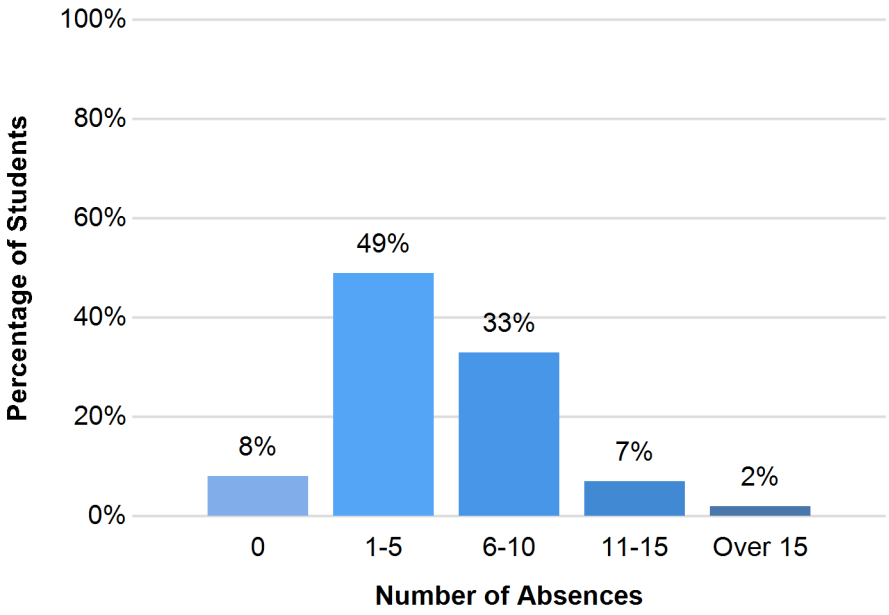
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	6	1.7	8.9	Met
White	5	1.7	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	2	4.3	8.9	Met
English Learners	N	N	N	N

Days Absent

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



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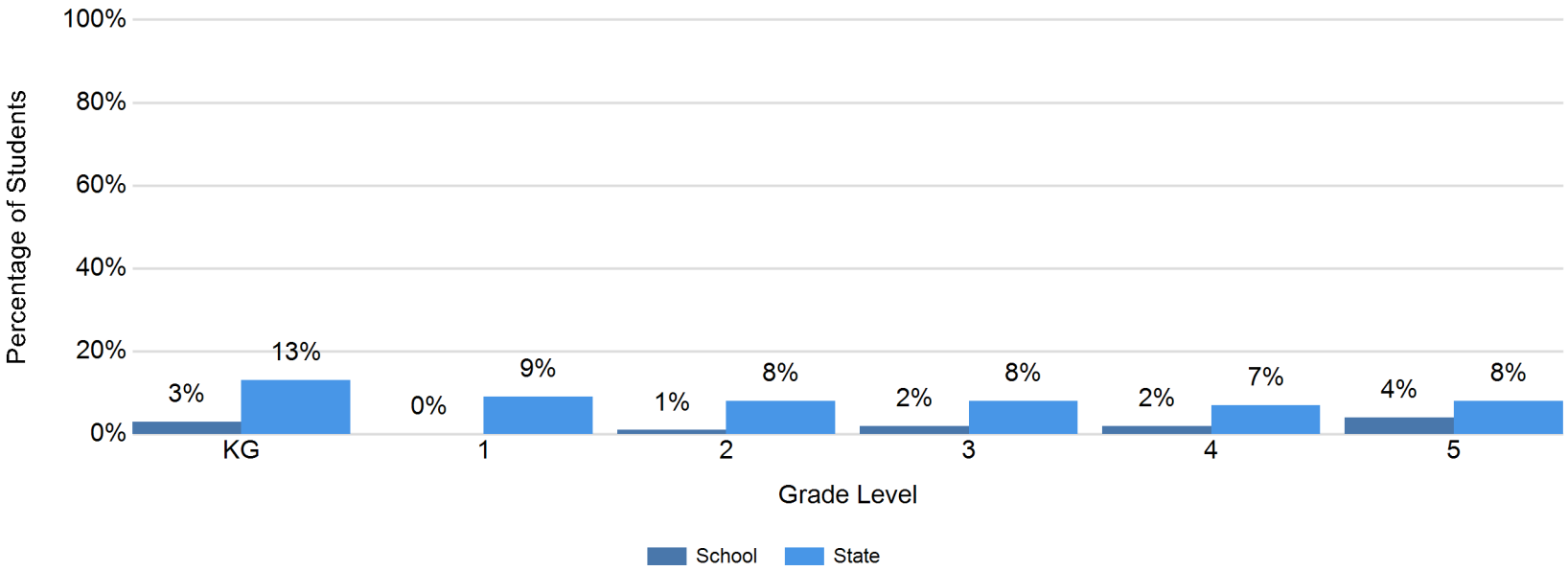
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	3		3

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 10 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$272	$14,560	$14,832

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

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	31	117,464
Average years experience in public schools	14.5	12.0
Average years experience in district	11.7	10.7
Teachers in district for 4 or more years	77.4%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,374
Average years experience in public schools	20.2	16.0
Average years experience in district	11.1	12.0
Administrators in district for 4 or more years	64.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	341:1	154:1
Teachers to Administrators	31:1	13:1
Students to Librarians/Media Specialists		772:1
Students to Nurses		483:1
Students to Counselors		483:1
Students to Child Study Team		241:1

NJ SCHOOL PERFORMANCE REPORT

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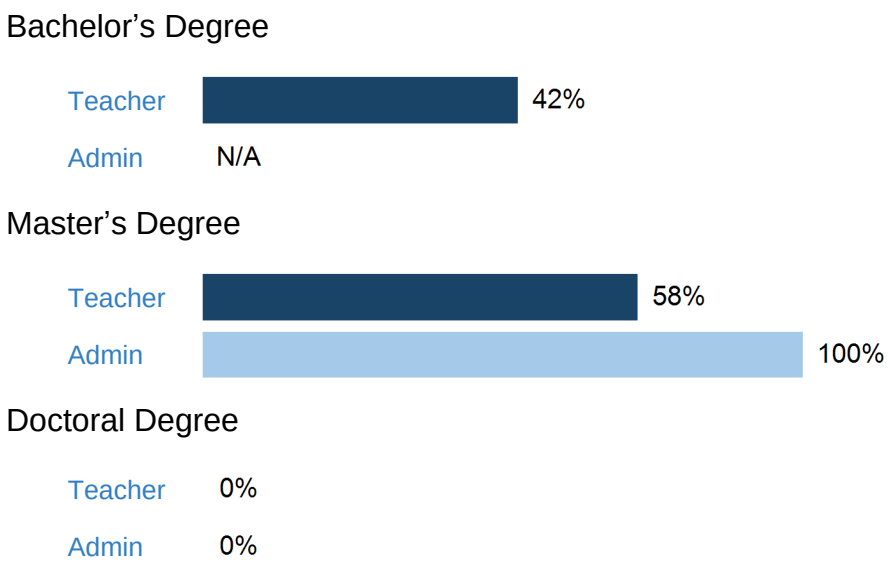
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	90.0%	90.2%
2016-17 Administrators: Same district 2017-18	84.6%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.1%

NJ SCHOOL PERFORMANCE REPORT

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	100.0%	0.0%
Male	0.0%	100.0%
White	93.5%	100.0%
Hispanic	3.2%	0.0%
Black or African American	0.0%	0.0%
Asian	3.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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2017-2018

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	93.19	17.5%
Mathematics Proficiency	98.99	17.5%
English Language Arts Growth	50.24	25.0%
Mathematics Growth	68.19	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	97.06	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	77.80	n/a
Summative Rating: Percentile Rank of Summative Score	88.92	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Goal	Met Goal	Met Standard	Met Standard	N	Met	No
White	76.32	14.08	No	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	No	**	**	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	**	**	No	Met Target†	Met Target	**	**	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• Students explore character traits such as respect and gratitude through a monthly book study and related activities. • Students and staff give back through community service initiatives such as the annual "Souper Bowl" canned goods drive. • BPS students performed with the Central Jersey Music Educators Association Elementary Honors Orchestra.
Mission, Vision, Theme:	Brookside Place School is a wonderful community of students and educators. Together with our school families, we strive to create a culture that emphasizes education, personal growth and character development. Our goal is to foster a strong love of learning, engage students in learning experiences that promote critical thinking, and create connections to the community. This is accomplished through classroom rigor, enrichment programs and a nurturing environment ideal for young children.
Awards, Recognition, Accomplishments:	The end-of-year assembly for the graduating fifth grade students includes individual recognition in academics, citizenship, and character development. Awards are also presented for most improved (classroom performance), student council and music. In the area of staff recognition, each year staff and parents/guardians are able to recommend an individual to be named Brookside Educator of the Year. These recommendations are reviewed by a panel of parent/guardians, staff and administrators.

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Courses, Curriculum, Instruction:	In the area of language arts literacy, the workshop model of instruction has steadily increased the level of student choice while promoting critical thinking. The EnVision Math series guides our instruction helping students understand number concepts, calculations and more abstract mathematical ideas. The science program is delivered through the use of the FOSS kits and includes many hands-on learning opportunities. In social studies, relevance and connections are the focus. This includes exploring our community, state, country and world.
Sports and Athletics:	As a kindergarten through grade 5 elementary school, Brookside Place School does not have school-affiliated sports programs. However, many students take advantage of recreation and club sports. Fifth grade students have the ability to attend a weekly After School Sports enrichment program and each spring the entire student body participates in the BPS Olympics, a field-day event with mixed-grade teams. School and team spirit is on full display and the day is often cited as a student favorite.
Clubs and Activities:	Students enjoy many opportunities for enrichment. Chorus, orchestra and band rehearse in the morning and perform winter and spring concerts. The Student Council plans and executes school-wide initiatives such as spirit week. After school offerings include Board Game Club, Homework Club and Environmental Club. Other activities include the annual Variety Show, BPS Olympics (field day), and Child's Play Assembly. The BPS PTA also plans many fun school-wide and grade level activities.

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Before and After School Programs:	Students have the opportunity for before and after school enrichment (please see clubs and activities). Before and After School Child Care is available via outside providers that each offer different arrangements for drop off and pick up. Only before care is offered on school premises through a third-party provider. After Care is offered off site and bussing is provided by three different programs.
Staff and Professional Learning:	Brookside Place School staff members are committed to continuous professional development. Approximately thirty-five certified teachers and twenty-five support staff participate in annual professional learning programs. Topics cover a wide range of pertinent areas including: personalized learning, 21st century learning skills, Standards Based reporting, and topics connected to the Danielson Framework for Teaching.

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Student Supports and Services:	The Achieve program provides individual/small group support in reading and/or math using a push-in / pull-out model. Students with Individualized Education Plans receive in-class or replacement setting support. Speech, physical and occupational therapy, and a school counselor are available. Students experiencing academic or behavioral challenges may be referred to the Collaborative Problem Solving Team which creates classroom supports. Pathways to Excellence offers student enrichment.
Student Health and Wellness:	An integral part of Brookside Place School's program is a continued emphasis on the health and wellness of its students and staff. Health records are carefully maintained by the school nurse. Regular student screenings include blood pressure, hearing, vision, height, weight and scoliosis. The New Jersey Department of Education requirements for physical fitness are reached through student participation in physical education classes and daily recess time.
Parent and Community Involvement:	Brookside Place School enjoys the support of an active and engaged Parent Teacher Association (PTA). During 2017-2018 they planned and executed more than forty different initiatives including fundraising and student-centered activities Their efforts included assistance with field trips and assembly programing as well as signature events like Fall Fest, BPS Variety Show, 5K and Fun Run, and more. The PTA also supports in-class education initiatives through its Teacher Mini-Grant program.

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Climate Surveys:	Is a Climate Survey Used: Yes Stakeholder feedback is highly valued at Brookside Place School. Several instruments are used to gain feedback and input. During the academic year two Principal Open Agenda meetings are held in the evening and parents/guardians are able to discuss ideas pertinent to the school as well as trends in education. School culture is also an agenda item for Faculty Meetings. At Brookside Place School we strive to create a learning climate that challenges and nurtures young learners.
Facilities:	In addition to sixteen to eighteen regular education classrooms, there is a multi-purpose room for assemblies, physical education and lunch. The art room has a kiln and the media center offers desktop computers. Other spaces include a small group resource room and rooms for Achieve instruction, speech/occupational therapy, counseling services, and Spanish. The classrooms in grades three and four each share 2 computer carts of 24 laptops or Chromebooks for three classes. Each of the three grade five sections have a dedicated computer cart of a class set of laptops or Chromebooks . The grounds include two playgrounds.

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Other Information:	The Brookside Place School day begins at 8:42 a.m. with a half hour lunch period and a half hour for recess. Dismissal is at 2:55 p.m. In addition to the study of academic subjects (math, social studies, science and language arts), students in grades kindergarten through grade 5 attend classes in art, music, Spanish, physical education and library/media center. A robust professional development program for teachers and staff helps our educators explore, practice and implement best practices. Technology skills are woven into all areas of study. Laptops and Chromebooks are available for student use. Students in the upper grades often use the Google Classroom platform for many areas of study and each classroom is equipped with a Smartboard for enhanced learning opportunities. Safety is a core value at Brookside Place School. In addition to monthly security and fire drills, the school enjoys a strong and supportive relationship with the Cranford Police Department. Officers are involved in our annual Bike Rodeo and our Walk to School Day event. A full-time nurse provides excellent care to students and staff. At Brookside Place School a strong home-to-school connection provides an excellent foundation for learning. This begins at Back to School Night and continues throughout the year through many avenues: parent/guardian and teacher conferences, Principal Open Agenda Meetings, Brookside Briefs monthly newsletter, BPS web page updates, timely emails and more. We are also fortunate to have a very active and supportive Parent Teacher Association. In addition to providing assistance with field trips and assembly programming, this group plans many fun and educational student activities. The PTA also supports in-class education initiatives through its Teacher Mini-Grant program. Year in and year out, Brookside Place School proves itself to be an exceptional community of learners.