NJ SCHOOL PERFORMANCE REPORT

BLOOMINGDALE AVENUE SCHOOL
(39-0980-040)
Grades Offered: KG-02
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	UNION
District	CRANFORD TWP
Principal Name	MRS. MURPHY
Address	200 BLOOMINGDALE AVENUE CRANFORD, NJ 07016
Phone Number	(908)709-6969
Email Address	MURPHY@CRANFORDSCHOOLS.ORG
Website	https://www.cranfordschools.org/Domain/10

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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	66	83	81
1	85	84	82
2	71	86	86
Total	222	253	249

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	49.5%	51.4%	48.2%
Male	50.5%	48.6%	51.8%
Economically Disadvantaged Students	1.8%	0.8%	1.6%
Students with Disabilities	17.6%	15.0%	19.3%
English Learners	0.0%	0.4%	0.4%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.4%
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	88.7%	87.7%	85.9%
Hispanic	4.1%	5.5%	6.8%
Black or African American	0.9%	1.2%	0.8%
Asian	3.6%	3.6%	3.2%
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	2.7%	2.0%	3.2%

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	66	62	81
KG - Full Day	0	21	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	98.4%
Spanish	1.2%
Other Languages	0.4%

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English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	N	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 and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

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

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

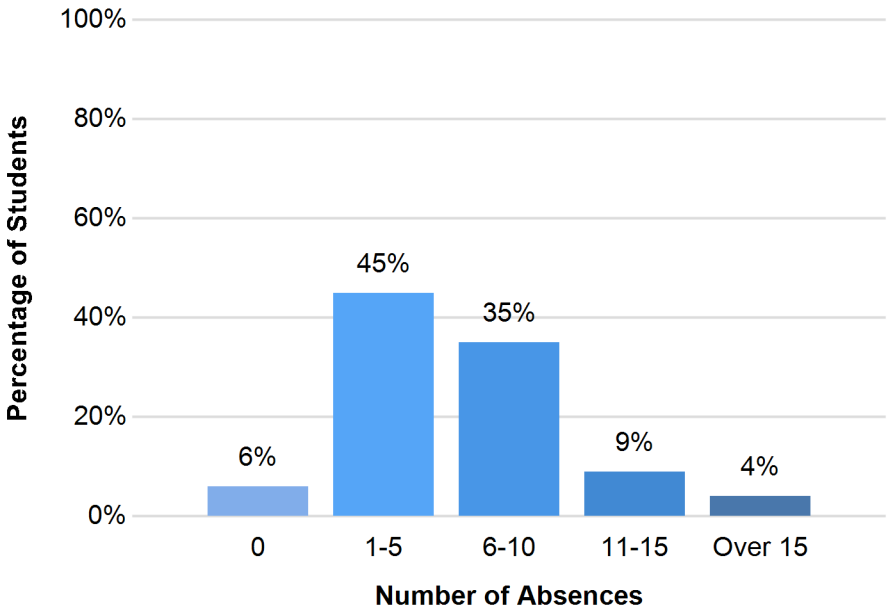
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	6	2.4	10.2	Met
White	5	2.3	10.2	Met
Hispanic	0	0	**	**
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	4.2	10.2	Met
English Learners	*	*	**	**

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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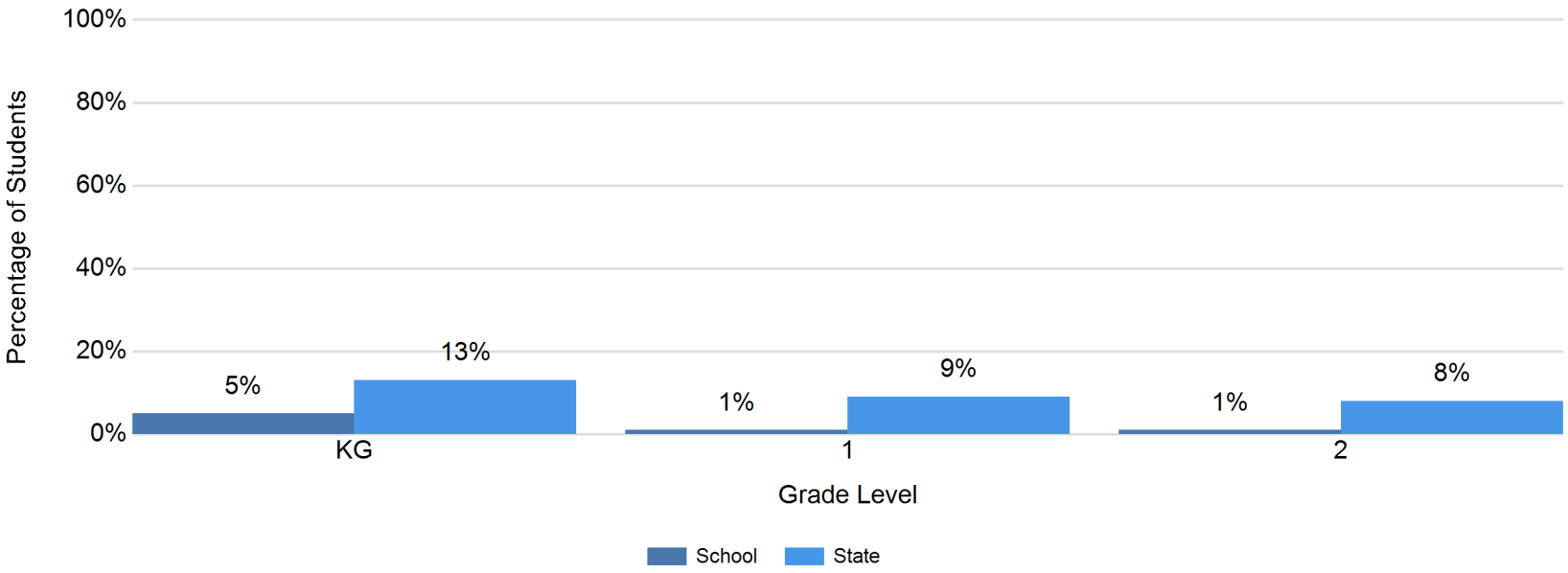
Chronic Absenteeism by Grade

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	8:20 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 10 Mins
Shared Time - Instructional Time	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$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	20	117,464
Average years experience in public schools	12.5	12.0
Average years experience in district	9.7	10.7
Teachers in district for 4 or more years	75.0%	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	12:1	11:1
Students to Administrators	249:1	154:1
Teachers to Administrators	20:1	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

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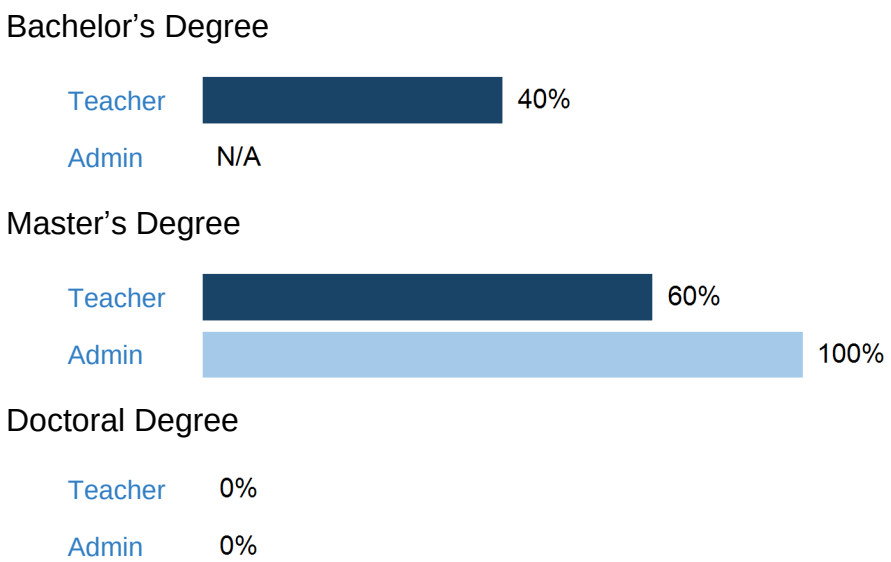
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	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	97.0%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	100.0%	100.0%
Male	0.0%	0.0%
White	95.0%	100.0%
Hispanic	5.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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School Narrative

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

Highlights:	• BAS initiated and designed a new outdoor classroom space where students can continue to learn, imagine and create. • The 100th Day of School is celebrated school wide by celebrating numbers and movement. BAS had over 40 parent volunteers help make the day a success and a memorable event for students. • BAS' school song has been placed on the gym wall. This has brought a sense of school pride to all that view it.
Mission, Vision, Theme:	Bloomingdale Avenue School serves approximately 250 students in kindergarten through second grade. The staff is committed to promoting the academic, social and emotional well-being of the children we serve. Our goal is to provide a foundation for young students that will spark a love of learning that will last a lifetime. The school prides itself on creating an environment that is safe, nurturing and child-centered while teaching and modeling respect, responsibility, caring and citizenship.
Awards, Recognition, Accomplishments:	Bloomingdale Avenue School was awarded grant money through the Cranford Fund for Educational Excellence to further enhance its media centers to transform them into makerspaces. Also, Grade 1 teachers received grant money to increase the use of flexible seating in their classrooms. In the area of staff recognition, each year staff and parents/guardians are able to recommend an individual to be named Bloomingdale Educator of the Year. These recommendations are reviewed by a panel of parent/guardians, staff and administrators.

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Courses, Curriculum, Instruction:	The curriculum is comprehensive and aligned to the New Jersey Student Learning Standards. The Language Arts Literacy program is based on a balanced literacy approach within the Reader's/Writer's workshop framework. Mathematics emphasizes developing number sense while focusing on concepts, skills, and problem solving strategies related to addition and subtraction. Science and Social Studies are taught in a manner that is interdisciplinary, interactive and hands on, with real world application.
Sports and Athletics:	As a kindergarten through grade 2 elementary school, Bloomingdale Avenue School does not have a school-affiliated sports program. However, many students take advantage of recreation and club sports. In addition, each spring the entire student body participates in a PTA sponsored field-day event. Field day is always a student highlight of the school year.
Clubs and Activities:	Bloomingdale Avenue School offers many opportunities for enrichment. After school offerings include Coding, Environmental, and Craft clubs. In addition, students in Grade 2 can join Chorus which performs two concerts per year. Other activities include the 100th Day of School Celebration, Friendship Day and Arbor Day.

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Before and After School Programs:	Before and After School Child Care is available via outside providers. Each provider offers 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 busing is provided by different programs.
Staff and Professional Learning:	Continuous professional improvement and ongoing learning is a priority for our staff. We are involved in professional development opportunities designed to enhance knowledge and professional skills to promote personalized learning, 21st Century Learning Skills and Standards Based Grading. In addition, we continue to develop our professional development school through our partnership with Seton Hall University.

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Student Supports and Services:	For students who may need academic, social or emotional support, our school provides a wide array of services. We offer a basic skills program (Achieve) in both math and reading and special education services which include In Class Support, Replacement Services and LLD classrooms. In addition, we offer school counseling, occupational and physical therapy, speech and language services, and a multi-tiered system of supports.
Student Health and Wellness:	The health and wellness of all students is integral to the educational program. Nurses, counselors, and social workers in collaboration with administration and educators provide a safe environment for all students. Students are regularly screened by school nurses and nurses maintain health records for students. Students receive physical education classes in accordance with the NJ Department of Education requirements and students participate in daily recess.
Parent and Community Involvement:	The Parent Teacher Association (PTA), is an organization that provides a tremendous amount of support to the staff, students, and school community. Families volunteer time, resources, and their talents for school and community events. The PTA supports the school by enhancing academic programs, providing special programs, and organizing and facilitating activities. The PTA and Cranford Community involvement add to the overall success of the school.

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Climate Surveys:	Is a Climate Survey Used: Yes Open communication and feedback is important at Bloomingdale Avenue School. Several instruments are used to gain feedback and input. For example, during each PTA meeting there is time allotted for parents/guardians to discuss ideas pertinent to the school as well as trends in education. School culture is also discussed at monthly faculty meetings and climate committee meetings. At Bloomingdale Avenue School we strive to create a climate that supports and challenges all learners.
Facilities:	Bloomingdale Avenue School has 12 regular education classrooms, 1 self contained special education classroom and 1 resource room. Speech, Occupational Therapy, Physical Therapy and Achieve also have workspaces throughout the school. Our library houses the media specialist, art and music, while the gymnasium is used for physical education classes, lunch and assemblies.
School Safety:	Bloomingdale Avenue School's Safety Team met multiple times throughout the year to discuss/reflect on current practices.

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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.

Other Information:	The school day runs from 8:20 AM-2:40 PM each day for our Full Day Kindergarten, Grade 1 and 2 students. Our half day kindergarten students attend from 8:20 AM -11:00 AM or 12:00 PM-2:40 AM. Lunch is an hour long with the time being split between lunch and recess. In addition to the study of academic subjects (language arts, math, science and social studies) students attend classes in art, music, physical education, library/media center and Spanish (Gr.1&2). Each year the use of technology increases and is integrated into all content areas. Laptops, Chromebooks and iPads are available for student use on a daily basis and each classroom is equipped with a Smartboard for enhanced learning opportunities. School safety is a priority which is practiced and monitored through monthly security and fire drills, a strong partnership with the police department and annual school safety meetings. Also, a full-time nurse provides excellent care to students and staff. The partnership between the home and school is critical to the success of the students. Bloomingdale Avenue School serves the community and works side by side with parents and guardians in the best interest of their children. This partnership can be observed through large events planned through the PTA such as the Trick or Trunk or smaller events like service learning projects. More importantly, it can be observed through the day to day interactions between teachers, parents and school staff as they work together to enhance learning for all. Communication is the cornerstone to the success of our work. Parent/Teacher conferences, emails, blasts and our website are just a few of the means in which we try to keep everyone informed. We have been charged with the monumental task of educating our young children. Here at Bloomingdale Avenue School we believe, “Education is not the filling of a pail, but the lighting of a fire.” William Butler Yeats