NJ SCHOOL PERFORMANCE REPORT

VALLEY ROAD SCHOOL
(39-0850-040)
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	CLARK TWP
Principal Name	MR. BELTRAMBA
Address	150 VALLEY ROAD CLARK, NJ 07066
Phone Number	(732)388-7900
Email Address	JBELTRAMBA@CLARKSCHOOLS.ORG
Website	http://vrs.clarkschools.org/
Facebook	https://www.facebook.com/valleyroadschool

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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	74	74	83
1	79	75	72
2	87	81	77
3	68	78	80
4	61	75	78
5	70	63	76
Total	439	446	466

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	46.2%	51.1%	51.1%
Male	53.8%	48.9%	48.9%
Economically Disadvantaged Students	4.6%	7.0%	4.5%
Students with Disabilities	22.1%	19.7%	21.9%
English Learners	0.9%	0.4%	0.6%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
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	92.5%	90.4%	87.8%
Hispanic	5.0%	7.0%	7.5%
Black or African American	0.2%	0.0%	0.0%
Asian	2.1%	2.7%	3.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.9%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.2%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	74	74	83

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	90.8%
Polish	3.4%
Spanish	2.6%
Portuguese	1.5%
Other Languages	1.7%

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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	64.5	54	50	Exceeds Standard	55	59	50	Met Standard
White	61	53	50	Exceeds Standard	55	58.5	51	Met Standard
Hispanic	70	56	49	**	76	63	48	**
Black or African American	N	*	44	**	N	*	44	**
Asian, Native Hawaiian, or Pacific Islander	*	77.5	61	**	*	67	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	*	53	48	**	*	62.5	47	**
Students with Disabilities	52.5	47.5	41	Met Standard	55	62	43	Met Standard
English Learners	*	57.5	54	**	*	63	51	**

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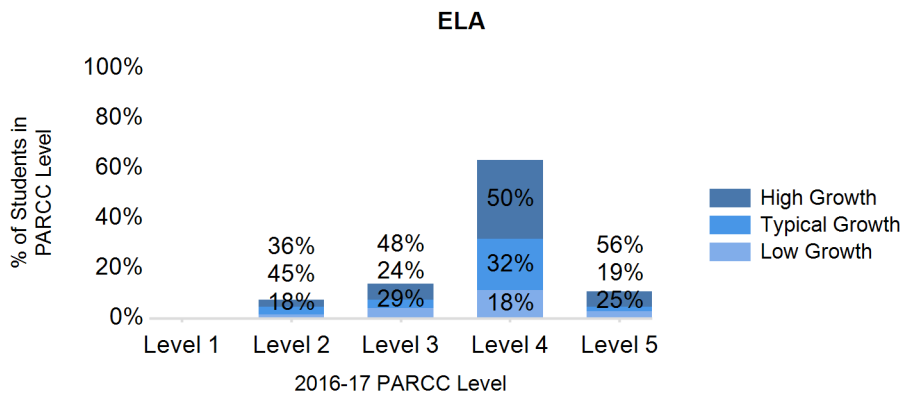
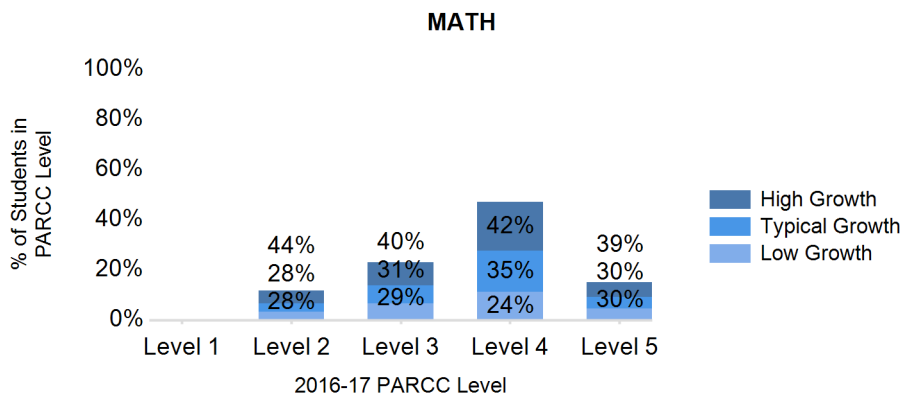
Student Growth by Performance Level

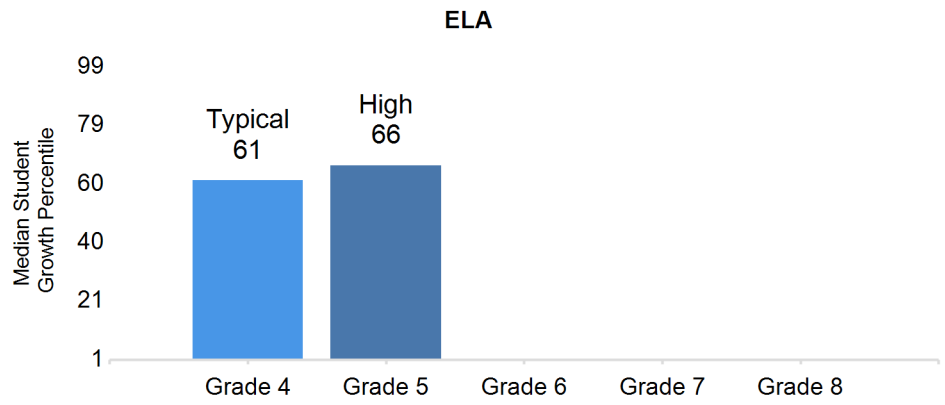
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

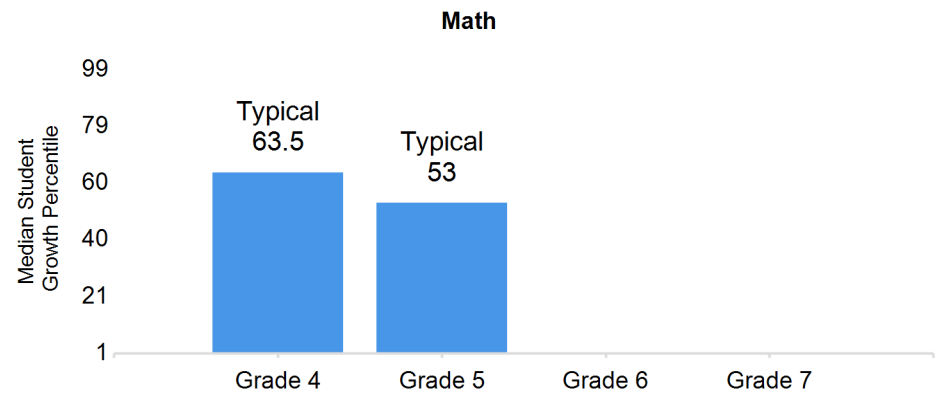




Student Growth by Grade

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	241	99.6	73.9	63.3	56.7	73.9	70.3	Met Target
White	215	99.5	74.9	63.4	65.6	74.9	71.1	Met Target
Hispanic	*	*	*	*	42.5	*	N	N
Black or African American	N	N	N	*	37.3	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.5	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	117	99.2	80.4	71.7	64.5	80.4		
Male	124	100.0	67.7	55.2	49.4	67.7		
Economically Disadvantaged Students	12	100.0	75.0	52.7	38.5	75.0	**	**
Non-Economically Disadvantaged Students	229	99.6	73.8	64.0	67.5	73.8		
Students with Disabilities	58	98.3	39.6	*	21.6	39.6	46.6	Met Target†
Students without Disabilities	183	100.0	84.7	*	63.9	84.7		
English Learners	*	*	*	53.8	27.3	*	**	**
Non-English Learners	*	*	*	63.5	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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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	80	758	758	750	*	*	16%	50%	14%	64%	52%
White	73	759	757	759	*	*	15%	51%	15%	66%	61%
Hispanic	*	*	754	736	*	*	*	*	*	*	38%
Black or African American	N	N	*	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	38	768	765	756	*	*	*	*	*	68%	57%
Male	42	749	751	744	*	*	*	*	*	60%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	20	722	720	719	*	*	*	*	*	35%	24%
Students without Disabilities	60	771	766	756	*	*	*	*	*	73%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	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	N	751	N	N	N	N	N	N	52%
Migrant Students	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	78	775	766	756	*	*	13%	45%	36%	81%	58%
White	74	774	766	764	*	*	14%	45%	35%	80%	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	38	782	772	762	*	*	*	42%	45%	87%	63%
Male	40	767	761	751	*	*	*	48%	28%	75%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	70%
Students with Disabilities	14	737	736	726	*	*	*	*	*	36%	25%
Students without Disabilities	64	783	772	762	*	*	*	*	*	91%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	78	775	*	759	*	*	13%	45%	36%	81%	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	N	757	N	N	N	N	N	N	57%
Migrant Students	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	78	771	763	755	*	*	13%	62%	17%	78%	58%
White	65	768	762	763	*	*	*	*	*	80%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	N	N	N	738	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	40	778	768	762	*	*	*	*	*	85%	66%
Male	38	763	758	749	*	*	*	*	*	71%	51%
Economically Disadvantaged Students	*	*	757	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	763	766	*	*	*	*	*	*	71%
Students with Disabilities	19	742	737	724	*	*	*	*	*	42%	22%
Students without Disabilities	59	780	770	762	*	*	*	*	*	90%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	78	771	*	757	*	*	13%	62%	17%	78%	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	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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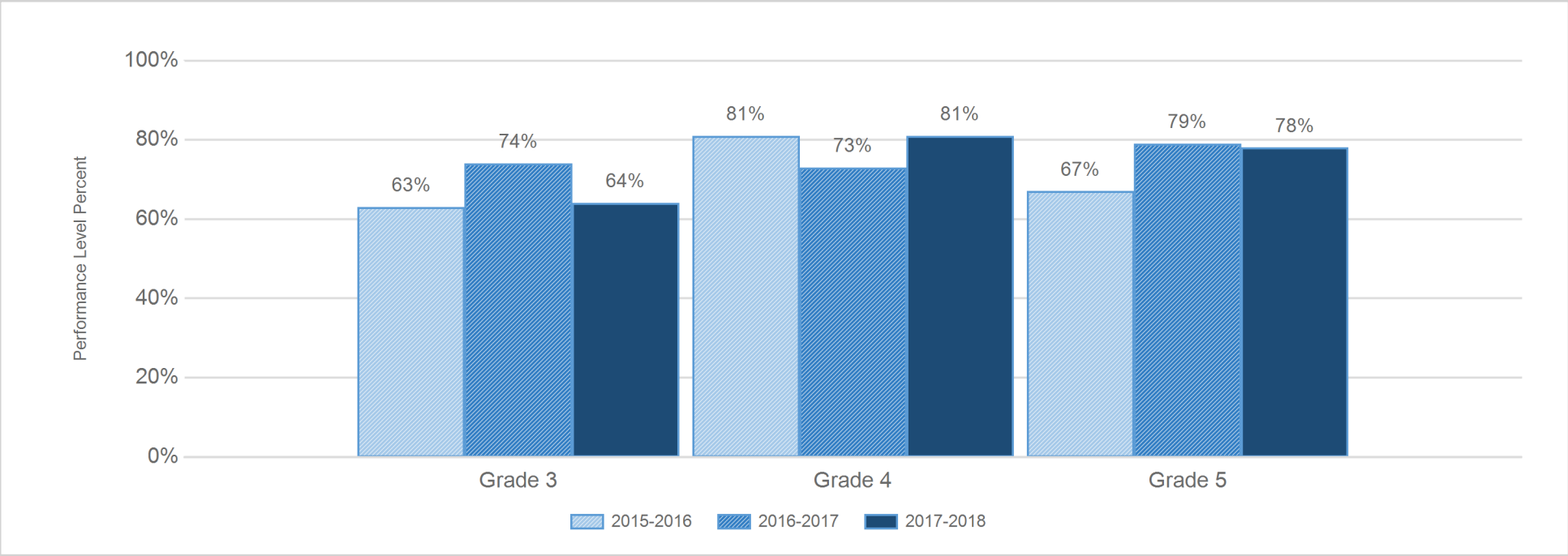
English Language Arts/Literacy Assessment - Performance Trends

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	242	99.6	66.5	49.6	45.0	66.5	60.8	Met Target
White	215	99.5	67.9	50.2	54.1	67.9	61.1	Met Target
Hispanic	*	*	*	39.2	29.2	*	N	N
Black or African American	N	N	N	*	23.4	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	69.4	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	118	99.2	66.1	50.1	46.0	66.1		
Male	124	100.0	66.9	49.2	43.9	66.9		
Economically Disadvantaged Students	12	100.0	25.0	*	26.6	25.0	**	**
Non-Economically Disadvantaged Students	230	99.6	68.6	*	55.9	68.6		
Students with Disabilities	58	98.3	39.7	*	17.1	39.7	35.9	Met Target
Students without Disabilities	184	100.0	75.0	*	50.5	75.0		
English Learners	*	*	*	35.7	24.6	*	**	**
Non-English Learners	*	*	*	49.9	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	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	81	763	759	752	*	12%	*	57%	17%	74%	53%
White	73	763	759	760	*	14%	*	59%	16%	75%	64%
Hispanic	*	*	752	739	*	*	*	*	*	*	38%
Black or African American	N	N	*	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	39	763	759	752	*	*	*	*	*	72%	53%
Male	42	763	760	751	*	*	*	*	*	76%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	20	740	735	730	*	*	*	*	*	40%	29%
Students without Disabilities	61	770	765	756	*	*	*	*	*	85%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	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	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

VALLEY ROAD SCHOOL
(39-0850-040)
Grades Offered: KG-05
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	765	761	748	*	*	20%	56%	16%	72%	49%
White	75	764	761	755	*	*	19%	59%	15%	73%	60%
Hispanic	*	*	*	737	*	*	*	*	*	*	34%
Black or African American	N	N	*	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	39	765	760	748	*	*	*	*	*	74%	50%
Male	40	765	761	748	*	*	*	*	*	70%	49%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	14	747	744	725	*	*	*	*	*	50%	22%
Students without Disabilities	65	769	764	753	*	*	*	*	*	77%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	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	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	*	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

VALLEY ROAD SCHOOL
(39-0850-040)
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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	78	751	755	748	*	14%	29%	*	*	54%	49%
White	65	751	754	756	*	*	31%	*	*	54%	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	N	N	N	730	N	N	N	N	N	N	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	40	752	755	749	*	*	30%	*	*	53%	50%
Male	38	751	755	747	*	*	29%	*	*	55%	48%
Economically Disadvantaged Students	*	*	744	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	755	758	*	*	*	*	*	*	62%
Students with Disabilities	19	733	736	726	*	*	*	*	*	32%	20%
Students without Disabilities	59	757	760	752	*	*	*	*	*	61%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	78	751	*	750	*	14%	29%	*	*	54%	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	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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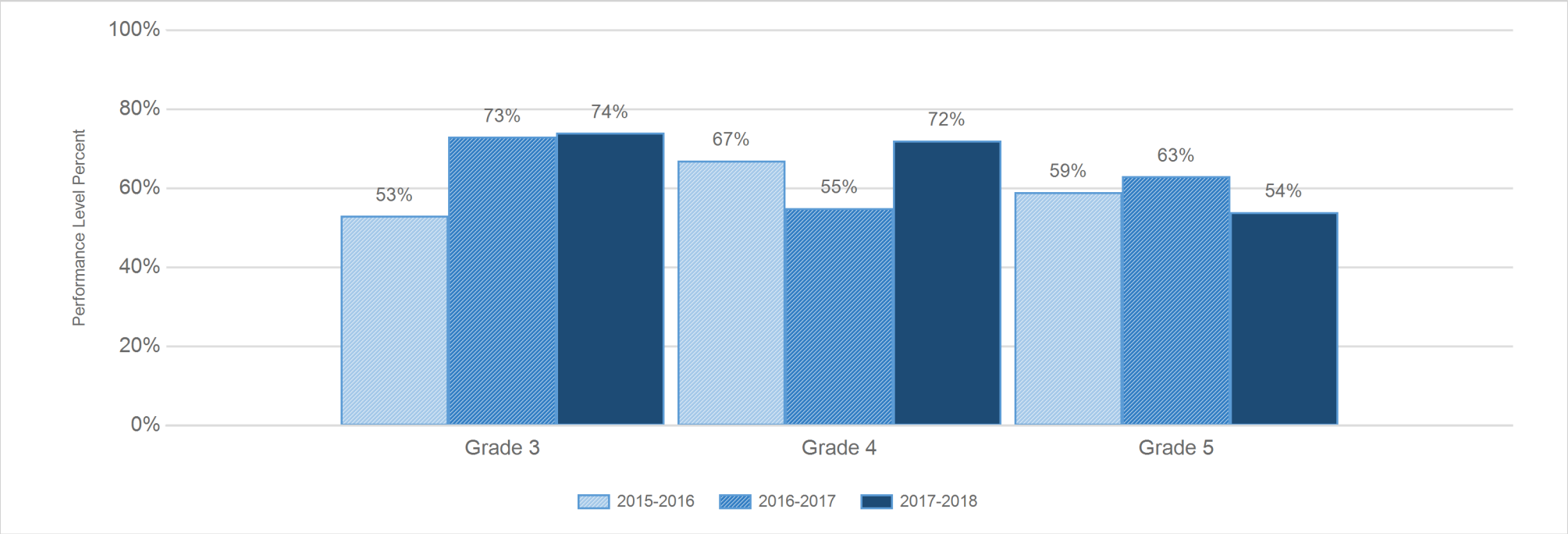
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

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	*	*	*

† 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	*	*	*
3-4	*	*	*
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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

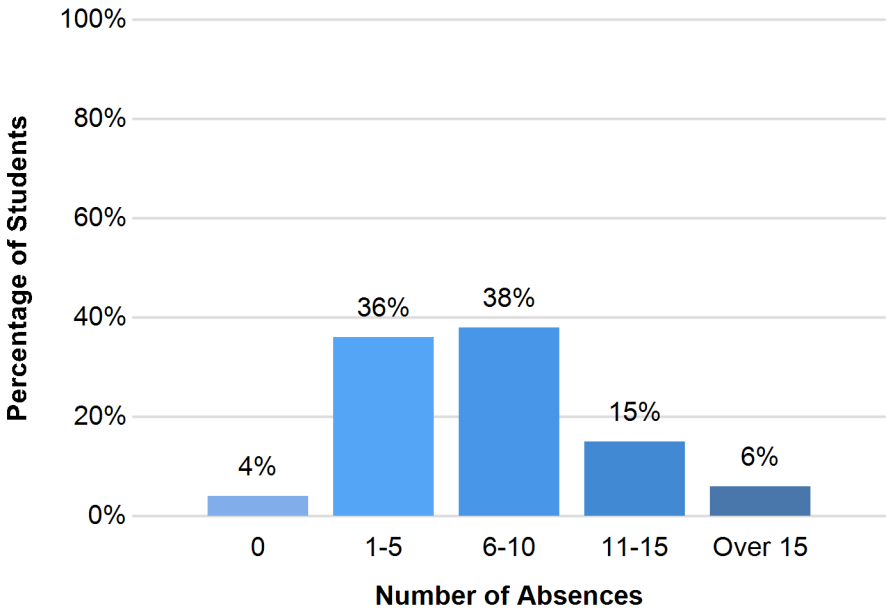
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	16	3.4	8.9	Met
White	14	3.4	8.9	Met
Hispanic	1	2.9	8.9	Met
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	1	4.5	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	1	4.8	8.9	Met
Students with Disabilities	4	3.9	8.9	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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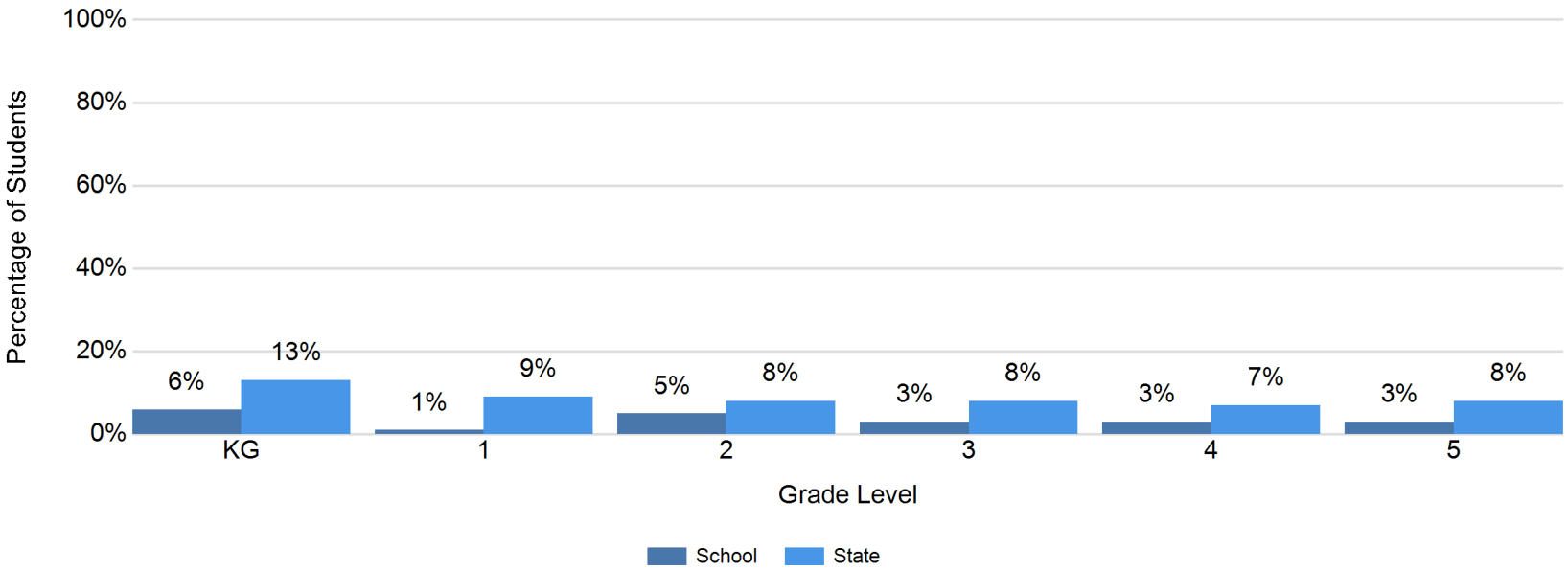
Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.21

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	1
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	2		2

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	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	2 Hrs. 40 Mins.

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	2.9:1

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)	$306	$12,961	$13,267

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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	33	117,464
Average years experience in public schools	13.8	12.0
Average years experience in district	12.7	10.7
Teachers in district for 4 or more years	87.9%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,374
Average years experience in public schools	14.8	16.0
Average years experience in district	11.2	12.0
Administrators in district for 4 or more years	69.2%	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	14:1	13:1
Students to Administrators	466:1	175:1
Teachers to Administrators	33:1	14:1
Students to Librarians/Media Specialists		1134:1
Students to Nurses		567:1
Students to Counselors		324:1
Students to Child Study Team		252:1

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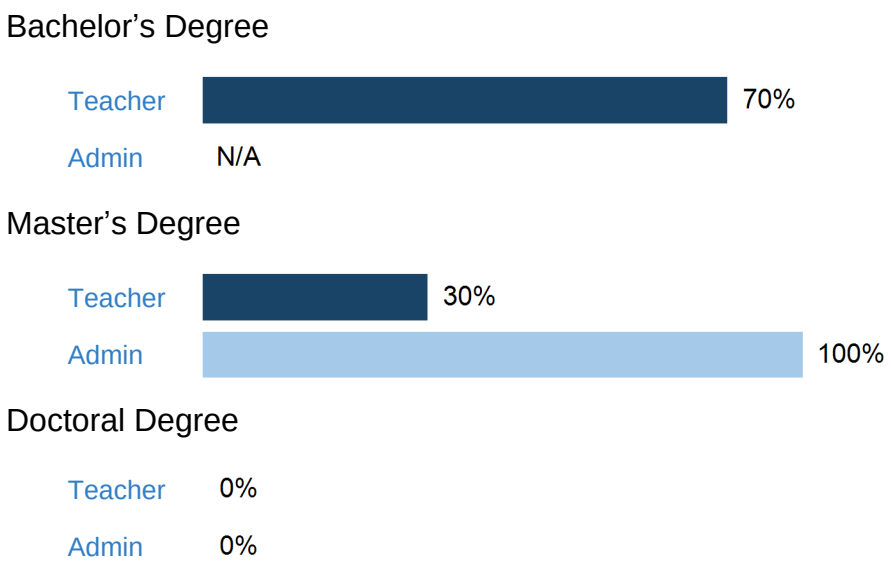
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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	93.9%	90.2%
2016-17 Administrators: Same district 2017-18	80.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	85.3%

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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	87.9%	0.0%
Male	12.1%	100.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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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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	75.59	17.5%
Mathematics Proficiency	81.46	17.5%
English Language Arts Growth	88.09	25.0%
Mathematics Growth	69.20	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	86.87	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	79.84	n/a
Summative Rating: Percentile Rank of Summative Score	91.05	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

NJ SCHOOL PERFORMANCE REPORT

VALLEY ROAD SCHOOL
(39-0850-040)
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2017-2018

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Exceeds Standard	Met Standard	**	Met	No
White	74.36	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	**	**	No	N	N	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	Met	No
Students with Disabilities	86.26	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	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:	• A successful school wide reading incentive program. • Community service is a focus. • Diversity is celebrated in classes and school wide. Multiple sides to issues and that each side has good points is discussed. We also teach current events and history from multiple perspectives.
Mission, Vision, Theme:	"To build upon a solid elementary school curriculum a knowledge, understanding, and appreciation of the world. To foster a sense of self within the community. To create a milieu in which students learn, develop, and live those interpersonal skills needed to work with, understand, and accept others. To foster an eagerness and appreciation of learning. To challenge each student with creative ideas and materials while promoting an appreciation of learning. To achieve an enhanced communication between all members of the Valley Road educational community and the Township of Clark, which will result in a better understanding and sense of community “ownership” of the school, its goals, and program. To promote a positive and safe school climate "
Awards, Recognition, Accomplishments:	We have Teacher of the Year winners each year. Over the last three years we have had three teachers receive an Exemplary Teachers award from the State of NJ. Several of our teachers have received grants for educational materials. One of our teachers has started a summer social studies camp with the assistance of other staff members from the district and community members. The principal was selected as the NJ American Legion NJ Educator of the Year.

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Courses, Curriculum, Instruction:	Balanced Literacy with guided reading, independent and shared reading as part of the Reading Wonders program. Various assessments help guide instruction. The Sonday reading program is used with students for phonemic awareness and phonics remediation. The Dynamic Indicators of Early Literacy Skills assessment (DIBELS) is a brief ongoing assessment for K-2 students. We also utilized a running record reading assessment in grades K-5 that gives feedback and a reading level. Reading Wonders is also a comprehensive language arts program, which includes centers and/or group work. Differentiated instruction is utilized. Writing instruction is incorporated in our Wonders program. In mathematics we have had a focus on whole class math instruction utilizing the Everyday Math program from Chicago University. This program has a spiraling curriculum with many “hands on” math activities. Professional development in these areas along with teacher collaboration has brought about positive results
Clubs and Activities:	There is Robotics for grade 5 students. For the community minded child there is K-Kids a club based on the Kiwanis Clubs. This group does community service projects. Mentor – mentee group has older students assisting younger students. Buddy classes have a younger and older class pair up for special activities. Office helpers assist with the school ’s needs. For drama we have the school play. The play also allows for some to try their skill as stage crew and stage sound. There is also a yearly Variety Show and a Safety Patrol.

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Before and After School Programs:	There is a District after childcare program at the school after school and before school.
Staff and Professional Learning:	" Dedicated teachers, staff and administrators; students who are excited and energetic about learning and parents who are committed to supporting our school all work together to create a caring and responsible learning environment. Our instruction and curriculum support the New Jersey Learning Standards, which provides children with a quality education. The teachers in Valley Road School follow the motto “Educators Make a Difference”. The staff is motivated to continue to improve instruction. Making a difference requires collaboration, continual learning and dedication. Teachers engage in valuable dialogue focused on instructional practices. Our goal is for teachers to continue to be learners, to share information, and also to model life long learning to our students. "

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Student Supports and Services:	Emotional and social growth of our students: Our school nurse, guidance counselor, teachers, and special education professionals demonstrated a commitment to making a difference in the lives of our students. Together with the classroom teachers these important school professionals continued to implement programs that build positive social skills and self-esteem. Programs such as student council, safety patrol, peer leaders, DARE, Guidance lessons, Healthy Living, K-Kids and the Buddy Program give guidance. Character education is reinforced weekly through classroom meetings.A code of conduct exists. The work of the staff through the PRIDE Committee and PRIDE Bully Prevention Program has also reinforced character building and the acceptance of others. K-Kids, Student Council, the guidance counselor and staff encourage various forms of Community Service.
Student Health and Wellness:	Students had Healthy Living classes as well as being taught health, safety and fitness in the classrooms. PE was offered twice per week to each class in grade 1-5 and one time per week in kindergarten.
Parent and Community Involvement:	Valley Road School prides itself on its collaborative relationship between home and school. The newsletter and website keep parents informed. The staff has developed classroom and school-wide discipline procedures designed to provide students with a safe environment. The PTA is an active group that collaborates closely with the school. It is committed to supporting all facets of our curriculum through a variety of initiatives. It includes two very active and influential committees of parents and teachers who sponsor programs that reinforce learning. The Reading Committee and the Cultural Arts Committee play instrumental roles in providing students with a well-rounded education through programs, special events and assemblies that enrich our instruction. The enthusiasm and dedication of the PTA, parents and teachers working together, “makes a difference” and prepares our students to be good citizens in the 21st century.

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Facilities:	We have a gym with a stage that is utilized for Physical Education classes and school assemblies. There is an air-conditioned cafeteria for lunch periods and small assembly gatherings. We have been using a driveway and parking lot that was built by the township, which assisted with traffic movement and created new parking. This driveway with special fencing improved the traffic parking, yet maintains the use of the field.

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Other Information:	"In the evenings, special reading events were held. For K-2 there was Story Time. The students come to school in pajamas and are read to by teachers/parents. For 3-5 students, Legends of the Courtyard had them go to a dark gym to hear scary stories then go through a scary courtyard. Another event for the older students is Mystery Night where they must solve a mystery by observation, discussion and reading clues. The younger students get to visit for Reading Café. The cafeteria is set up like a restaurant and grade 5 students, dressed as servers served books that parents read. Reading incentives are given monthly. In the areas of community service we have a K-Kids club that works with the guidance counselor to do community service. Our Student Council also does special projects. Some things in past years were fire victims fund raiser, fundraisers for family going through difficult times, car wash fundraiser, and Pennies for Patients. There is also a Thanksgiving Food Drive each year. Other community service projects were done and may change from year to year. Diversity is celebrated during class lessons, guidance lessons and through events. Some events are the International Fair, Students and their parents set up exhibits and the community is invited. Intergenerational Day had senior citizens come and visit and work with students. There is a Week of Respect. In our grade 5 social studies classes we use the American Revolution to teach that there could be multiple sides to issues, and in many instances each side has some good points and justification for their viewpoints. We teach the students to generalize that they should study or understand both sides of issues before deciding which side to support on an issue. The students also study history from different perspectives to see how people from various backgrounds may have felt about an issue in the past. "