NJ SCHOOL PERFORMANCE REPORT

BRIARWOOD SCHOOL
(27-1530-015)
Grades Offered: PK-02
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MORRIS
District	FLORHAM PARK BORO
Principal Name	MS. GLAAB
Address	151 BRIARWOOD ROAD FLORHAM PARK, NJ 07932
Phone Number	(973)822-3880
Email Address	SHERRI.GLAAB@FPKS.ORG
Website	http://briarwood.fpks.org
Facebook	https://www.facebook.com/Florham-Park-School-District-1763429020612906?scrlybrkr=dc6b2a5f
Twitter	https://twitter.com/FlorhamParkSD

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	28	36	38
KG	92	88	115
1	93	92	95
2	112	94	107
Total	325	310	355

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	48.3%	49.0%	48.5%
Male	51.7%	51.0%	51.5%
Economically Disadvantaged Students	0.3%	0.0%	0.0%
Students with Disabilities	16.0%	20.3%	22.5%
English Learners	2.2%	1.9%	1.7%
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	73.8%	74.2%	70.1%
Hispanic	6.5%	6.8%	9.6%
Black or African American	5.2%	5.2%	5.9%
Asian	8.9%	9.0%	9.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	5.5%	4.8%	4.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	13	21	21
PK - Full Day	15	15	17
KG - Half Day	0	0	0
KG - Full Day	92	88	115

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	94.1%
Uncoded languages	1.7%
Other Languages	4.2%

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English Language Progress to Proficiency

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

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

English Language Proficiency Test - Participation and Performance

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

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

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

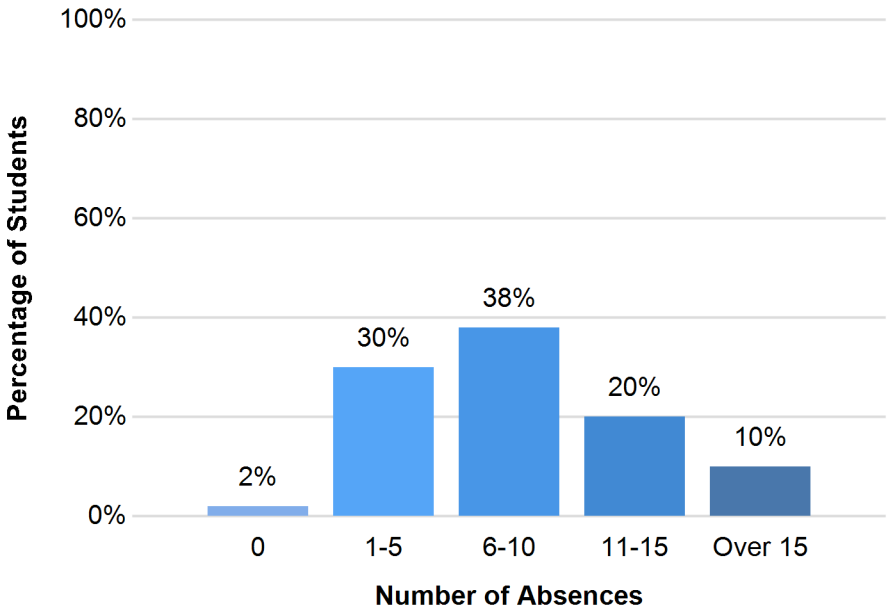
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	27	8.5	10.2	Met
White	15	6.7	10.2	Met
Hispanic	5	17.2	10.2	Not Met
Black or African American	3	15.0	10.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	3	9.4	10.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	7.7	**	**
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	8	14.5	10.2	Not 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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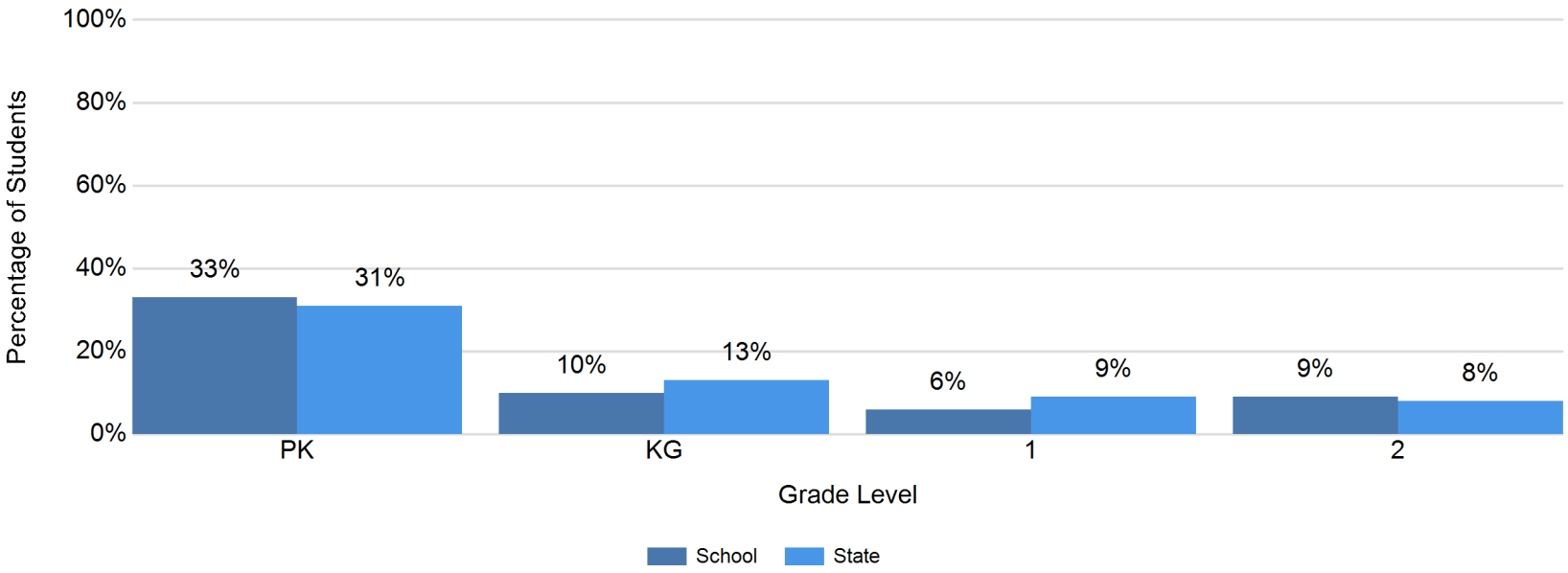
Chronic Absenteeism by Grade

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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.28

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	1	1	2
Other	0	0	0
No Identified Nature	4		4

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	4:00 PM
Length of School Day	7 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 40 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)	$267	$16,780	$17,047

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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	30	117,464
Average years experience in public schools	11.7	12.0
Average years experience in district	10.0	10.7
Teachers in district for 4 or more years	66.7%	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	8	9,374
Average years experience in public schools	10.9	16.0
Average years experience in district	8.9	12.0
Administrators in district for 4 or more years	50.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	178:1	123:1
Teachers to Administrators	15:1	12:1
Students to Librarians/Media Specialists		980:1
Students to Nurses		327:1
Students to Counselors		490:1
Students to Child Study Team		196:1

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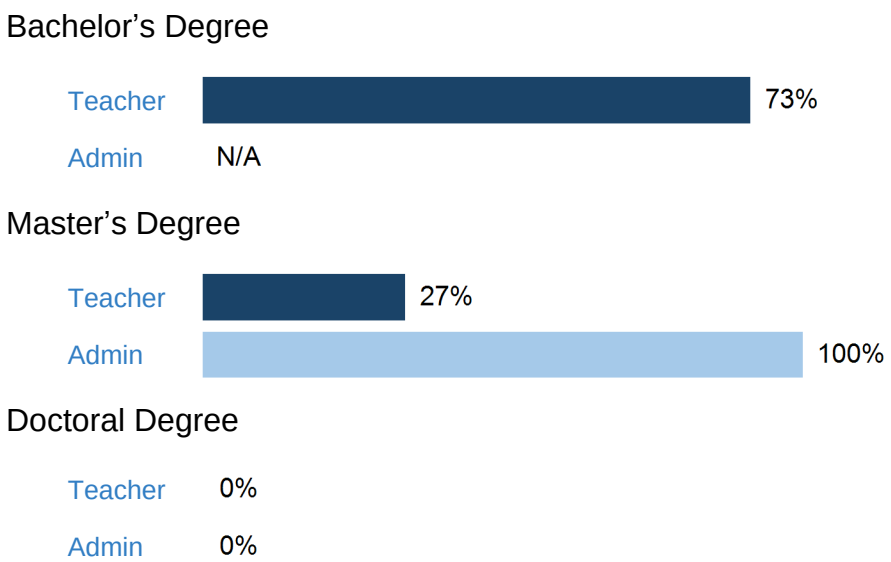
Teachers and Administrators - Level of Education

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	86.2%	90.2%
2016-17 Administrators: Same district 2017-18	87.5%	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	92.1%

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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	93.3%	100.0%
Male	6.7%	0.0%
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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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.

Mission, Vision, Theme:	The Florham Park Public Schools are committed to the achievement of individual academic excellence through high quality teaching and learning and community involvement. This results in students being well prepared to meet future educational challenges and to contribute to society. They will achieve these goals in accordance and alignment with the NJSLS which guide our academic instruction. Recognizing the needs of students, the Florham Park School community strives to teach pupils how to learn effectively and attempt to motivate them to continuous learning throughout life. Students are encouraged to understand themselves, accept their worth, fulfill their potential, and become effective and responsible citizens in a democratic society and in a multicultural world. The Florham Park School District provides a broad, well-balanced educational program, stressing development and mastery in the following domains: Academic Skills, Technological Skills & Knowledge, Life.
Awards, Recognition, Accomplishments:	Briarwood Students are nominated for Student of the Month, Briarwood students are recognized by staff to receive a Positive Office Referral, Briarwood School was awarded as a 2018 Loyal Lincoln Award recipient through the LLS, Briarwood School Teacher

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Courses, Curriculum, Instruction:	ELA -K-5 students engage in 10 units of reading and writing utilizing the Teachers College, Reading and Writing Project. These units include the opportunity to engage in fiction and non-fiction reading and writing, work in book clubs, and interpretation that meets the NJ State Standards in reading, writing, speaking, and listening. Students who have IEPs and who are reading far below benchmark receive an alternative approach to reading instruction through Leveled Literacy Intervention performed by our basic skills instructors or our special education staff. , Mathematics - K-5 students work with Math in Focus The district is working to increase the student engagement during instructional time. , Science - The district first implemented the Next Generation Science Standards (NGSS) for grades K-5 in 2017-2018. The district uses the Next Generation Science Standards FOSS modules.
Clubs and Activities:	Technology Club, Helping Hands Club, Drama Club, Orff Ensemble, Chorus

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Before and After School Programs:	Technology Club, Helping Hands Club, Drama Club, Orff Ensemble, Chorus

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Student Health and Wellness:	Health classes are taught that met the NJ State health and physical education standards. Health classes emphasize an introduction to healthy nutrition and physical fitness components. Mental health/ social wellness issues: The school employs full time a school guidance counselor, school psychologist and school nurse. The school guidance counselor has developed weekly advisory lesson to promote anti-bullying and support mental/social well being. Nutritional/Breakfast Programs Milk is provided to low income students who qualify.
Parent and Community Involvement:	Briarwood School invites families to partner together in the education of their children. We host Principal Forums, Back to School nights, reading opportunities where families can come to classrooms to read, and end of unit celebrations where parents are invited. Staff members regularly scheduled meetings throughout the course of the school year to collaborate with families on successes and challenges children are faced with throughout the school year. Additionally, incoming kindergarten families are welcomed for various events leading up to their arrival : information night/ day events, ice break event where families are welcomed.

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School Safety:	All building doors are locked at all times. All visitors must check in with the main office, where their driver's license is kept until they leave the building. Classroom doors are closed and kept locked at all times. Staff are given swipe cards to enter designated entrance doors. Evacuation locations have been identified in the community and drills are run to practice getting there safely. The district has an account with Share911 to be used as a communication tool with staff and police in the event of an emergency. Monthly fire drills are conducted. Emergency drills for shelter in place, lock down and intruder in the building are practiced monthly. Each emergency drill is coordinated with the local police department. The district uses the A.L.I.C.E. protocol in the event of an intruder in the building.

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Technology and STEM:	Every grades level will have elements of coding, STEAM challenges, and engineering practices. During the 2017-2018 school year, the curriculum council wrote the K-5 STEAM curriculum that was fully implemented in the 2018-2019 school year, which means that every student in the district will take a STEAM course.
Early Childhood Education:	Briarwood School creates a warm and welcoming environment as we set the foundation from preschool through second grade. It is our intent to provide a safe environment where children can take academic risks, as our adults aware of individual needs. Our teachers chart a clear course of action. As a school, we meet each child where they are and look to help each individual child progress, recognize, and celebrate their successes. , Briarwood School looks at the whole child. Academics is vital as it coupled with a social and emotional balance. Briarwood School utilizes the Zones of Regulation for our children. , Briarwood School also looks to create a community of learners. Each classroom looks at motivators and success for their classes. , We accomplish a school wide feeling of inclusion with developed monthly activities during Briarwood Buddies.