




Holdrum Middle School
2016-2017
Grade Span 06-08

03-4430-050
BERGEN
RIVER VALE TWP
393 RIVERVALE ROAD
RIVER VALE, NJ 07675

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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|--------------|------------|------------|------------|
| 6 | 150 | 136 | 140 |
| 7 | 165 | 153 | 139 |
| 8 | 151 | 166 | 157 |
| Ungraded | 0 | 0 | 0 |
| Total | 466 | 455 | 436 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 50% | 51% | 52% |
| Male | 50% | 49% | 48% |
| Economically Disadvantaged Students | 1% | 1% | 0% |
| Students with Disabilities | 19% | 15% | 15% |
| English Learners | 1% | 1% | 1% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 81.4% |
| Asian | 14.4% |
| Hispanic | 2.3% |
| Black or African American | 1.4% |
| American Indian or Alaska Native | 0.2% |
| Native Hawaiian or Pacific Islander | 0.2% |
| <i>Two or More Races</i> | 0.0% |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 89.0% |
| Korean | 3.7% |
| Spanish | 1.8% |
| Chinese | 1.4% |
| <i>Other</i> | 4.0% |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 413 | 97.7 | 70.70 | 74.30 | 54.90 | 70.7 | 70 | Met Target |
| White | 337 | 97.2 | 69.20 | 72.40 | 63.90 | 69.2 | 67.7 | Met Target |
| Hispanic | 10 | 100.0 | 60.00 | 61.90 | 39.80 | 60 | ** | ** |
| Black or African American | * | * | * | * | 35.20 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 59 | 100.0 | 83.00 | 89.10 | 80.70 | 83 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 53.70 | * | ** | ** |
| Two or More Races | N | N | N | N | 54.90 | N | ** | ** |
| Female | 212 | 98.2 | 77.80 | 80.60 | 62.20 | 77.8 | | |
| Male | 201 | 97.2 | 63.20 | 68.50 | 48.10 | 63.2 | | |
| Economically Disadvantaged Students | * | * | * | * | 36.20 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 65.80 | * | | |
| Students with Disabilities | 63 | 94.1 | 39.70 | 37.20 | 20.50 | 39.2 | 36.2 | Met Target |
| Students without Disabilities | 350 | 98.4 | 76.30 | 80.90 | 61.90 | 76.3 | | |
| English Learners | * | * | * | * | 25.20 | * | ** | ** |
| Non-English Learners | * | * | * | * | 57.40 | * | | |
| Homeless Students | N | N | N | N | 26.40 | N | | |
| Students In Foster Care | N | N | N | N | 24.80 | N | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

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

† Target was met within a confidence interval.



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 134 | 767 | 767 | 752 | * | * | 21% | 56% | 19% | 75% | 54% |
| White | 112 | 764 | 764 | 758 | * | * | 21% | 61% | 13% | 74% | 63% |
| Hispanic | * | * | * | 740 | * | * | * | * | * | * | 38% |
| Black or African American | * | * | * | 736 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 17 | 781 | 781 | 776 | 0% | * | * | * | * | 77% | 81% |
| American Indian or Alaska Native | * | * | * | 749 | * | * | * | * | * | * | 52% |
| Two or More Races | N | N | N | 753 | N | N | N | N | N | N | 56% |
| Female | 65 | 775 | 775 | 758 | * | * | * | 66% | 20% | 86% | 61% |
| Male | 69 | 760 | 760 | 746 | * | * | * | 46% | 17% | 64% | 46% |
| Economically Disadvantaged Students | N | N | N | 737 | N | N | N | N | N | N | 34% |
| Non-Economically Disadvantaged Students | 134 | 767 | 767 | 761 | * | * | 21% | 56% | 19% | 75% | 65% |
| Students with Disabilities | 16 | 742 | 742 | 722 | * | * | * | * | 0% | 38% | 17% |
| Students without Disabilities | 118 | 771 | 771 | 758 | * | * | * | * | 21% | 80% | 61% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 751 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 722 | N | N | N | N | N | N | 20% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 136 | 766 | 766 | 756 | * | * | 24% | 40% | 30% | 70% | 59% |
| White | 112 | 763 | 763 | 764 | * | * | 22% | 42% | 28% | 70% | 69% |
| Hispanic | * | * | * | 742 | * | * | * | * | * | * | 44% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | 16 | 791 | 791 | 784 | 0% | 0% | * | * | 63% | 81% | 85% |
| American Indian or Alaska Native | N | N | N | 755 | N | N | N | N | N | N | 59% |
| Two or More Races | N | N | N | 757 | N | N | N | N | N | N | 59% |
| Female | 76 | 772 | 772 | 764 | * | * | 17% | 42% | 37% | 79% | 68% |
| Male | 60 | 758 | 758 | 749 | * | * | 32% | 37% | 22% | 58% | 51% |
| Economically Disadvantaged Students | N | N | N | 739 | N | N | N | N | N | N | 40% |
| Non-Economically Disadvantaged Students | 136 | 766 | 766 | 766 | * | * | 24% | 40% | 30% | 70% | 70% |
| Students with Disabilities | 22 | 746 | 746 | 719 | * | * | * | * | * | 46% | 19% |
| Students without Disabilities | 114 | 770 | 770 | 763 | * | * | * | * | * | 75% | 67% |
| English Learners | N | N | N | 701 | N | N | N | N | N | N | * |
| Non-English Learners | 136 | 766 | 766 | 758 | * | * | 24% | 40% | 30% | 70% | * |
| Homeless Students | N | N | N | 731 | N | N | N | N | N | N | 31% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 64% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 15% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met / Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|--|---|
| Schoolwide | 155 | 769 | 769 | 757 | * | * | 19% | 40% | 29% | 69% | 59% |
| White | 121 | 764 | 764 | 764 | * | * | 22% | 42% | 23% | 65% | 68% |
| Hispanic | * | * | * | 742 | * | * | * | * | * | * | 44% |
| Black or African American | * | * | * | 738 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 30 | 791 | 791 | 786 | * | * | * | 33% | 53% | 87% | 86% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Two or More Races | N | N | N | 758 | N | N | N | N | N | N | 60% |
| Female | 78 | 775 | 775 | 766 | * | * | 22% | 36% | 35% | 71% | 68% |
| Male | 77 | 763 | 763 | 749 | * | * | 16% | 44% | 23% | 68% | 50% |
| Economically Disadvantaged Students | * | * | * | 739 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | * | 766 | * | * | * | * | * | * | 69% |
| Students with Disabilities | 25 | 732 | 732 | 718 | * | * | * | * | * | 36% | 18% |
| Students without Disabilities | 130 | 776 | 776 | 764 | * | * | * | * | * | 75% | 67% |
| English Learners | * | * | * | 701 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 759 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 727 | N | N | N | N | N | N | 28% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 61% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 21% |

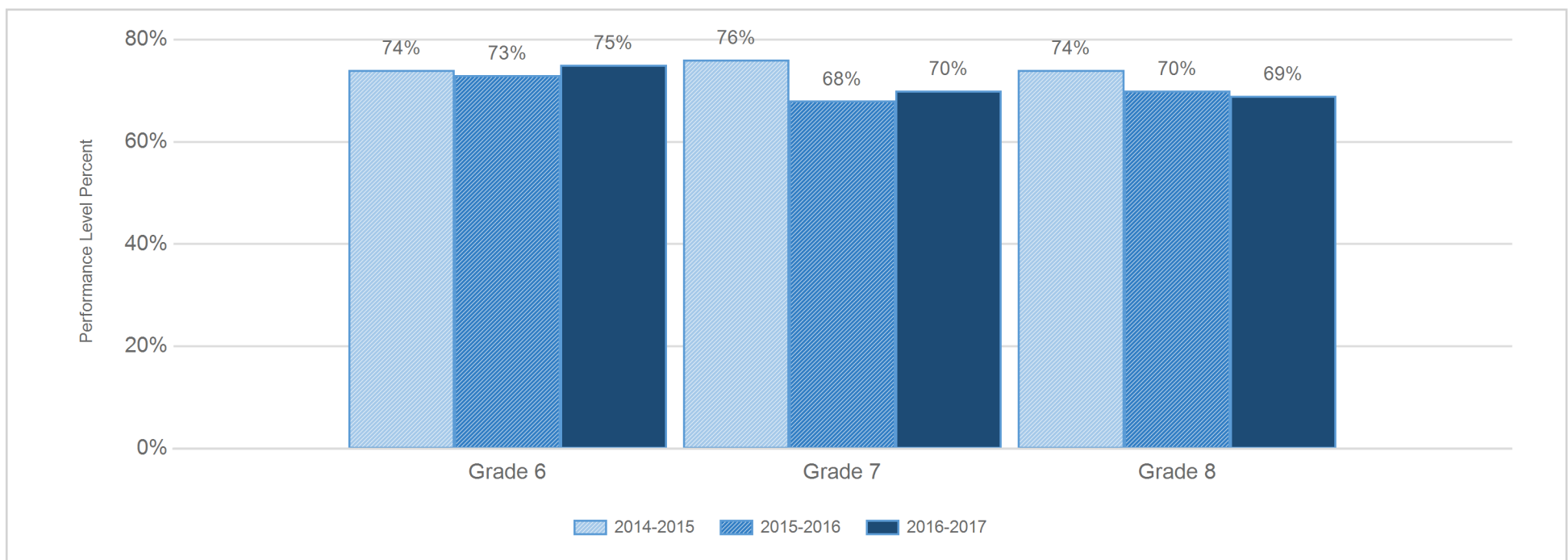


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 415 | 97.9 | 68.20 | 67.90 | 43.50 | 68.2 | 66.6 | Met Target |
| White | 338 | 97.5 | 66.90 | 65.20 | 52.40 | 66.9 | 65.1 | Met Target |
| Hispanic | 10 | 100.0 | 60.00 | 61.90 | 27.60 | 60 | ** | ** |
| Black or African American | * | * | * | * | 21.70 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 60 | 100.0 | 81.70 | 87.50 | 75.60 | 81.7 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 42.50 | * | ** | ** |
| Two or More Races | N | N | N | N | 44.90 | N | ** | ** |
| Female | 212 | 98.2 | 64.60 | 68.20 | 44.10 | 64.6 | | |
| Male | 203 | 97.7 | 71.90 | 67.70 | 42.90 | 71.9 | | |
| Economically Disadvantaged Students | * | * | * | * | 25.10 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 54.30 | * | | |
| Students with Disabilities | 63 | 94.1 | 28.60 | 29.70 | 16.50 | 28.2 | 28.5 | Met Target† |
| Students without Disabilities | 352 | 98.6 | 75.30 | 74.70 | 48.80 | 75.3 | | |
| English Learners | * | * | * | * | 23.30 | * | ** | ** |
| Non-English Learners | * | * | * | * | 45.20 | * | | |
| Homeless Students | N | N | N | N | 16.40 | N | | |
| Students In Foster Care | N | N | N | N | 15.10 | N | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

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† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 137 | 761 | 761 | 743 | * | * | 26% | 53% | 12% | 66% | 44% |
| White | 114 | 757 | 757 | 751 | * | * | 28% | 54% | * | 62% | 54% |
| Hispanic | * | * | * | 731 | * | * | * | * | * | * | 27% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | 18 | 783 | 783 | 771 | 0% | 0% | * | * | * | 83% | 77% |
| American Indian or Alaska Native | * | * | * | 744 | * | * | * | * | * | * | 42% |
| Two or More Races | N | N | N | 745 | N | N | N | N | N | N | 46% |
| Female | 66 | 760 | 760 | 745 | * | * | 29% | 52% | * | 62% | 45% |
| Male | 71 | 761 | 761 | 742 | * | * | 24% | 55% | * | 69% | 43% |
| Economically Disadvantaged Students | N | N | N | 728 | N | N | N | N | N | N | 24% |
| Non-Economically Disadvantaged Students | 137 | 761 | 761 | 752 | * | * | 26% | 53% | 12% | 66% | 56% |
| Students with Disabilities | 16 | 731 | 731 | 717 | * | * | * | * | * | * | 13% |
| Students without Disabilities | 121 | 765 | 765 | 748 | * | * | * | * | * | * | 50% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 719 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 40% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 13% |

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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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 | 136 | 758 | 758 | 741 | * | * | 29% | 50% | 13% | 63% | 40% |
| White | 112 | 757 | 757 | 748 | * | * | 26% | 53% | 11% | 63% | 49% |
| Hispanic | * | * | * | 730 | * | * | * | * | * | * | 23% |
| Black or African American | * | * | * | 726 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 16 | 774 | 774 | 764 | 0% | 0% | * | * | * | 75% | 72% |
| American Indian or Alaska Native | N | N | N | 741 | N | N | N | N | N | N | 45% |
| Two or More Races | N | N | N | 740 | N | N | N | N | N | N | 39% |
| Female | 76 | 758 | 758 | 743 | * | * | 26% | 57% | * | 65% | 41% |
| Male | 60 | 759 | 759 | 740 | * | * | 32% | 42% | * | 60% | 38% |
| Economically Disadvantaged Students | N | N | N | 729 | N | N | N | N | N | N | 22% |
| Non-Economically Disadvantaged Students | 136 | 758 | 758 | 749 | * | * | 29% | 50% | 13% | 63% | 50% |
| Students with Disabilities | 22 | 741 | 741 | 716 | * | * | * | * | * | 32% | 11% |
| Students without Disabilities | 114 | 762 | 762 | 746 | * | * | * | * | * | 68% | 45% |
| English Learners | N | N | N | 712 | N | N | N | N | N | N | * |
| Non-English Learners | 136 | 758 | 758 | 742 | * | * | 29% | 50% | 13% | 63% | * |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 15% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 15% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | * |

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 90 | 752 | 752 | 728 | * | 11% | 19% | 61% | * | 62% | 28% |
| White | 77 | 753 | 753 | 736 | * | 13% | 16% | 65% | * | 65% | 35% |
| Hispanic | * | * | * | 721 | * | * | * | * | * | * | 21% |
| Black or African American | * | * | * | 715 | * | * | * | * | * | * | 15% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 755 | 755 | 747 | * | 0% | * | * | * | 50% | 51% |
| American Indian or Alaska Native | N | N | N | 728 | N | N | N | N | N | N | 28% |
| Two or More Races | N | N | N | 726 | N | N | N | N | N | N | 28% |
| Female | 46 | 750 | 750 | 730 | * | * | * | 52% | * | 52% | 30% |
| Male | 44 | 755 | 755 | 725 | * | * | * | 71% | * | 73% | 26% |
| Economically Disadvantaged Students | * | * | * | 719 | * | * | * | * | * | * | 19% |
| Non-Economically Disadvantaged Students | * | * | * | 734 | * | * | * | * | * | * | 34% |
| Students with Disabilities | 24 | 733 | 733 | 705 | * | * | * | 42% | * | 42% | * |
| Students without Disabilities | 66 | 760 | 760 | 734 | * | * | * | 68% | * | 70% | * |
| English Learners | * | * | * | 703 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 729 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 710 | N | N | N | N | N | N | 11% |
| Students in Foster Care | N | N | N | 705 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | * |

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



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Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 65 | 796 | 796 | 743 | * | * | * | 62% | 35% | 97% | 42% |
| White | 44 | 788 | 788 | 751 | * | * | * | 71% | 25% | 96% | 52% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | N | N | N | 724 | N | N | N | N | N | N | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 20 | 812 | 812 | 774 | * | * | * | * | 60% | 100% | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | N | N | N | 741 | N | N | N | N | N | N | 41% |
| Female | 32 | 791 | 791 | 744 | 0% | 0% | * | 66% | * | 94% | 43% |
| Male | 33 | 800 | 800 | 741 | 0% | 0% | * | 58% | * | 100% | 40% |
| Economically Disadvantaged Students | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Non-Economically Disadvantaged Students | 65 | 796 | 796 | 751 | * | * | * | 62% | 35% | 97% | 52% |
| Students with Disabilities | * | * | * | 714 | * | * | * | * | * | * | 10% |
| Students without Disabilities | * | * | * | 747 | * | * | * | * | * | * | 47% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 65 | 796 | 796 | 745 | * | * | * | 62% | 35% | 97% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |

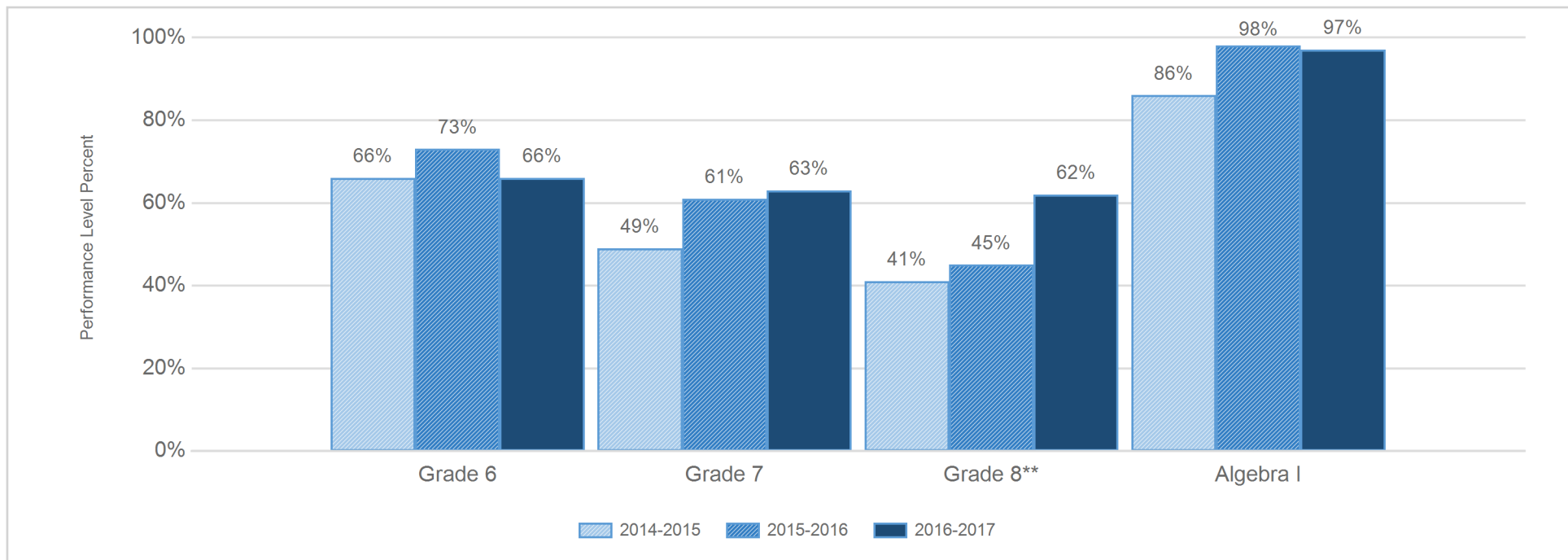


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 6 | * | * |
| 7 | N | N |
| 8 | N | N |

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | * | * | * |
| 2 | * | * | * |
| 3 | N | N | N |
| 4 | N | N | N |
| 5+ | N | N | N |



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

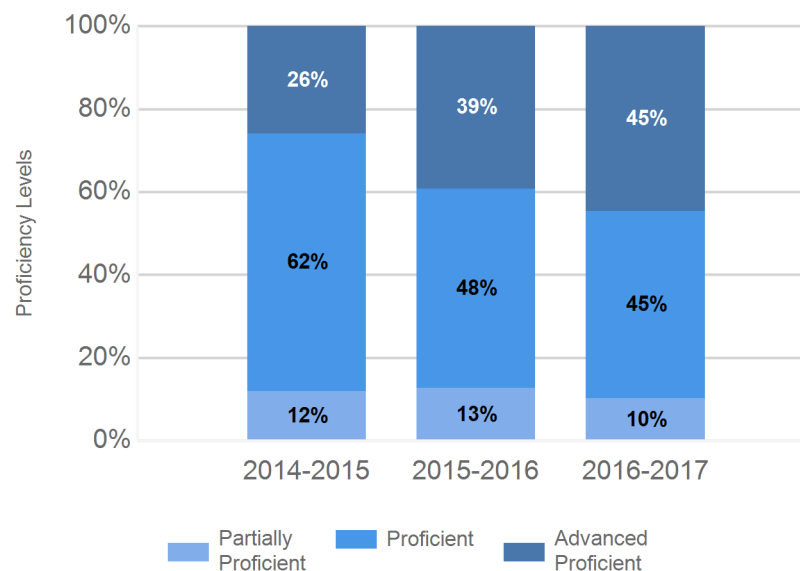
NJASK Science Assessment Performance: Grade 8

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 27% | 47% | 27% |
| Schoolwide | 45% | 45% | 10% |
| White | 41% | 48% | 11% |
| Hispanic | * | * | N |
| Black or African American | N | * | N |
| Asian, Native Hawaiian, or Pacific Islander | * | 30% | 7% |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | N | N | N |
| Students with Disabilities | 8% | 60% | 32% |
| English Learners | N | * | N |

NJASK Science Assessment Performance Trends: Grade 8

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 33 | 45 | 50 | Not Met | 44.5 | 45 | 50 | Met Target |
| White | 30 | 43 | 50 | Not Met | 42 | 44 | 52 | Met Target |
| Hispanic | * | 49.5 | 49 | ** | * | 41 | 47 | ** |
| Black or African American | * | * | 45 | ** | * | * | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 43 | * | 60 | Met Target | 54.5 | * | 59 | Met Target |
| American Indian or Alaska Native | * | * | 51 | ** | * | * | 51 | ** |
| Two or More Races | N | N | N | N | N | N | N | N |
| Economically Disadvantaged | * | * | 47 | ** | N | N | N | N |
| Students with Disabilities | 30 | 42 | 41 | Not Met | 34 | 36 | 43 | Not Met |
| English Learners | * | 47 | 53 | ** | * | 64.5 | 51 | ** |

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



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

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

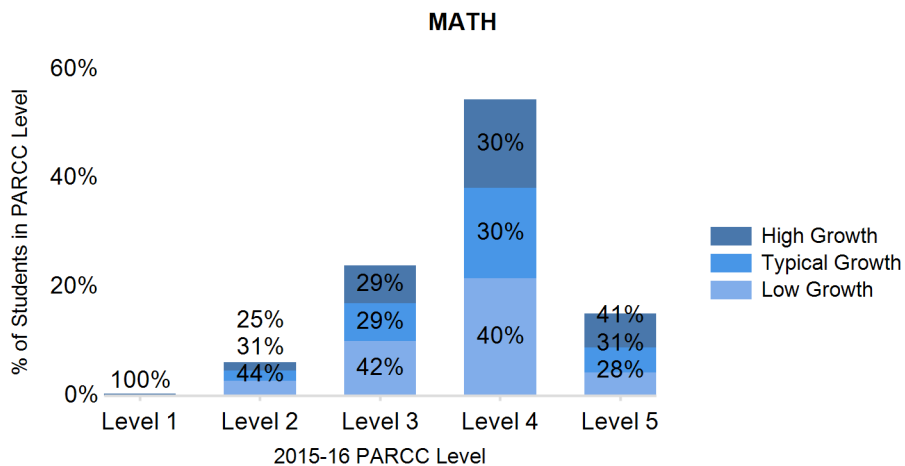
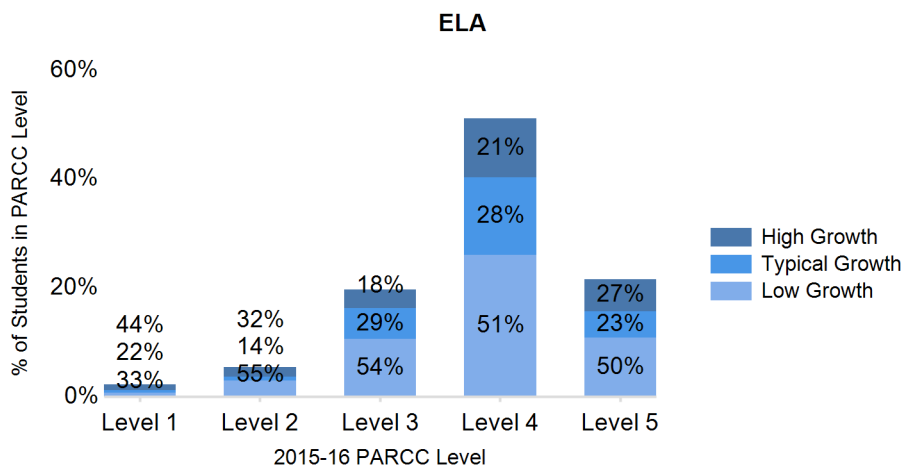
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

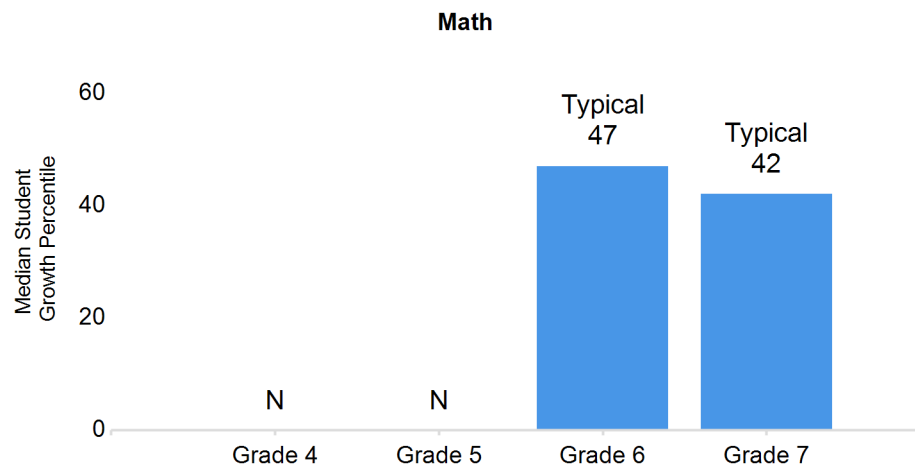
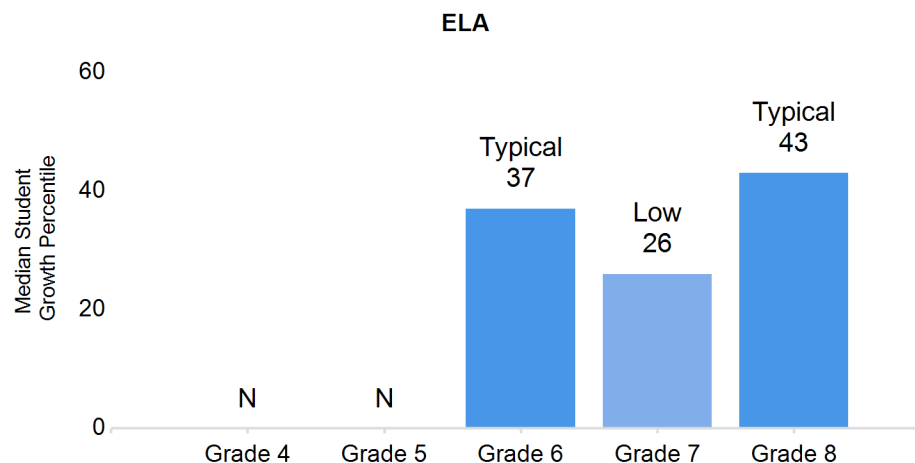
Student Growth by Performance Level

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



Student Growth by Grade

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



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 140 |
| 7 | 0 | 0 | 139 |
| 8 | 65 | 0 | 92 |
| Schoolwide | 65 | 0 | 371 |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 125 | 0 | 129 | 0 | 0 | 125 | 0 |
| 7 | 108 | 0 | 23 | 0 | 0 | 10 | 0 |
| 8 | 127 | 0 | 18 | 0 | 0 | 12 | 0 |
| Schoolwide | 360 | 0 | 170 | 0 | 0 | 147 | 0 |
| Enrolled in Level 3 or Higher | N | N | N | N | N | N | N |



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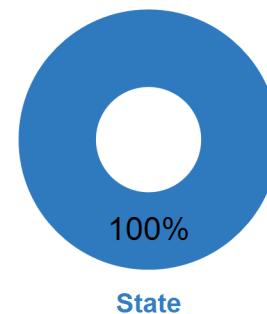
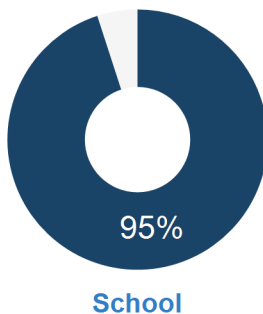
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Visual and Performing Arts – Course Participation

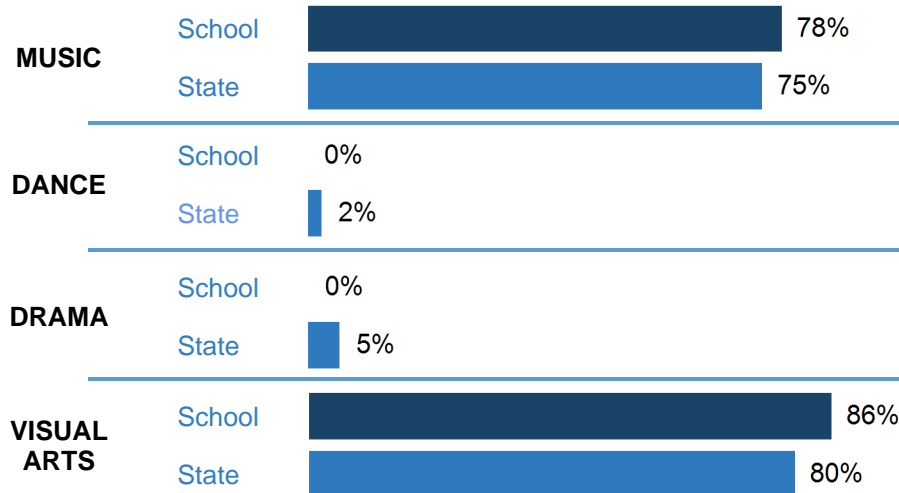
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

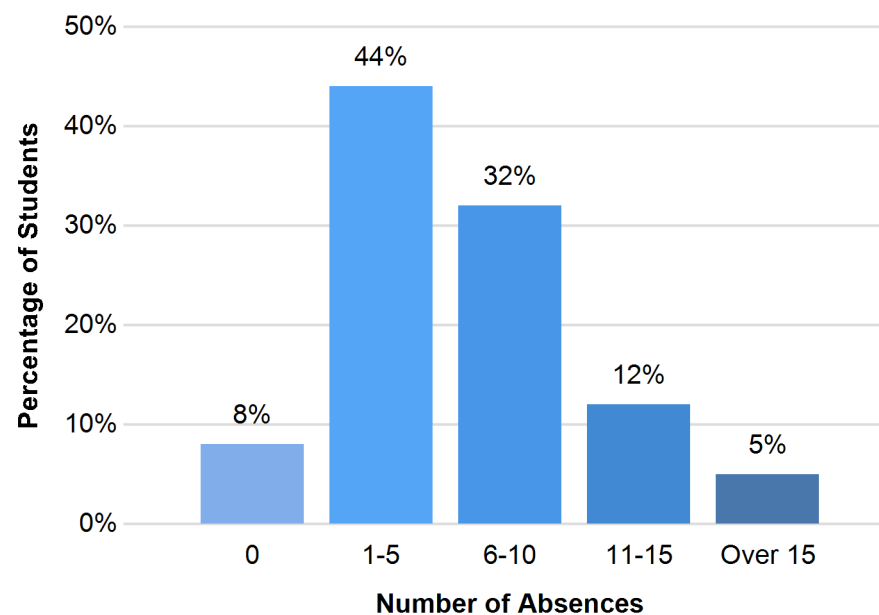
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 4.10 | 8.70 | Met Target |
| White | 5.00 | 8.70 | Met Target |
| Hispanic | N | ** | ** |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 0 | 8.70 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | N | ** | ** |
| Students with Disabilities | 8.60 | 8.70 | Met Target |
| English Learners | N | ** | ** |

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

Days Absent

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



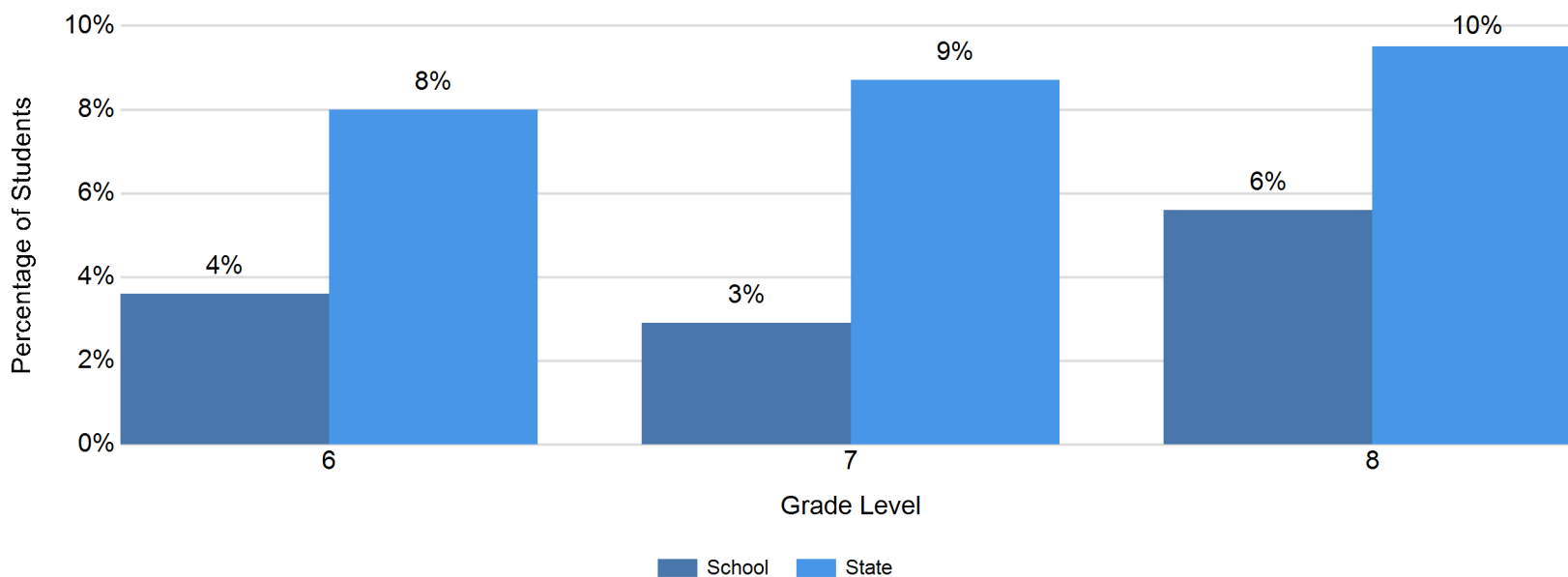


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:00AM |
| Typical End Time | 2:50PM |
| Length of School Day | 6 Hrs 50 Mins |
| Full Time - Instructional Time | 6 Hrs. 26 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

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

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

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1:1 | 257.5 kbps | 100 kbps | Yes | N | Fiber | 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).

| Per-Pupil Expenditures | Federal | State/Local | Total |
|------------------------|---------|-------------|----------|
| District Total | \$191 | \$15,217 | \$15,408 |



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 40 | 120,724 |
| Average years experience in public schools | 12.9 | 11.8 |
| Average years experience in district | 9.9 | 10.5 |
| Teachers in district for 4 or more years | 73% | 74% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 7 | 9,506 |
| Average years experience in public schools | 20.4 | 15.9 |
| Average years experience in district | 11.3 | 11.6 |
| Administrators in district for 4 or more years | 57% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 11:1 | 12:1 |
| Administrators | 218:1 | 166:1 |
| Librarian/Media Specialists | | 583:1 |
| Nurses | | 388:1 |
| Counselors | | 388:1 |
| Child Study Team | | 233:1 |



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 92% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 100% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 98% |



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Grade Span 06-08

03-4430-050
 BERGEN
 RIVER VALE TWP
 393 RIVERVALE ROAD
 RIVER VALE, NJ 07675

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 70.9 | 17.5% |
| Mathematics Proficiency | 76.1 | 17.5% |
| English Language Arts Growth | 3.5 | 25.0% |
| Mathematics Growth | 25.0 | 25.0% |
| Chronic Absenteeism | 79.7 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 44.8 |
| Summative Rating: Percentile rank of Summative Score | | 41.4 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 44.8 | 11.9 | No | Met Target | Met Target | Met Target | Not Met | Met Target | No |
| White | 37.5 | 11.9 | No | Met Target | Met Target | Met Target | Not Met | Met Target | No |
| Hispanic | ** | ** | No | ** | ** | ** | ** | ** | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | 41.2 | 11.9 | No | Met Goal | Met Goal | Met Target | Met Target | Met Target | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | ** | ** | No | ** | ** | ** | ** | ** | No |
| Students with Disabilities | 47.6 | 11.9 | No | Met Target | Met Target† | Met Target | Not Met | Not Met | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|--|-----------------------|---|
| Principal: | Mr. Cody | Email Address: | jcody@rivervaleschools.com |
| Address: | 393 RIVERVALE ROAD RIVER VALE, NJ 07675 | Website: | www.rivervaleschools.com |
| Phone: | (201)358-4016 | Facebook: | https://www.facebook.com/holdrummiddleschool/ |
| | | Twitter: | https://twitter.com/HoldumMS/ |

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.

| | |
|--|--|
|  <p>Highlights:</p> | <ul style="list-style-type: none"> • Technology is part of every class with our expanded 1:1 laptop program for students in Grades 6-8 • Classroom instruction, enhanced communication and critical thinking are increased with technology • Curricular and extra-curricular activities assist students in finding their passion. |
|  <p>Mission, Vision, Theme:</p> | <p>Portrait of a Graduate, highlights what a River Vale student should strive to become: Compassionate Citizens, Fearless Trailblazers, Collaborative Innovators, Problem Seekers & Solution Makers, and Global Communicators. Activities and practices for students to identify with and helping children develop their passions are provided.</p> |
|  <p>Awards, Recognition, Accomplishments:</p> | <p>As a member of Garden State Coalition of Schools and EdLeader21 we are integrating 21st Century Skills into the classroom. Students have a history of achieving academic success and are recognized by numerous governmental, educational, and private organizations for academic achievements.</p> |







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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Portrait of a Graduate and our Vision Plan outlines a framework transforming curricular and instructional practices and improving the ability to collaborate and communicate. Our professional staff continues to develop rubrics to match these skills with performance tasks that require student collaboration and communication.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Golf (Co-ed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Co-ed), Volleyball (Girls), Wrestling (Boys & Girls)</p> <p>Participation, performance and competition in Holdrum School's athletic program focus on the opportunity for students to develop and exhibit skills to the best of their abilities through hard work and teamwork. Team and individual performance are recognized and developed through participation in inter-scholastic, school, or intramural sports.</p> |
|  <p>Clubs and Activities:</p> | <p>National Junior & Mathematics Honors Society, Junior Police Academy, Music Program, Student Government Association, and Peer Helpers & Mediation are examples of clubs that promote philanthropy and student volunteering. And allow students to pursue and develop interests outside of the classroom.</p> |
|  <p>Before and After School Programs:</p> | <p>The River Vale Educational Fund sponsors a successful championship Robotics programs for our students as well as before-school yoga clubs at all schools in the district.</p> |







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| | |
|--|--|
|  <p>Staff and Professional Learning:</p> | <p>A committee of educators from various grade levels and subject areas representing all three schools, focused on increasing rigor in curriculum, instructional practices, and assessments, as well as integrating 21st Century Skills and creative problem solving into every class across the district.</p> |
|  <p>Student Supports and Services:</p> | <p>The district provides a variety of supports to students who require additional help academically, including Intervention & Referral services, supplemental instruction, and supports and services for students with disabilities, along with a student-centered Guidance and Special Services department.</p> |
|  <p>Student Health and Wellness:</p> | <p>The Wellness Committee raises awareness on the benefits of proper nutrition, daily physical activity, and student wellness strategies coupled with Educate 2B program for mindfulness, breathing, and yoga to support students in our classrooms.</p> |
|  <p>Parent and Community Involvement:</p> | <p>The district's PTA, along with the River Vale Educational Fund, provides invaluable support. The district reaches parents with social media, community forums, parent surveys, Principal e-blasts and school-based parent advisory councils.</p> |



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Facilities:

The district works hard with the PTA, River Vale Educational Fund, and our community at large to maintain modern, state-of-the-art facilities for our students. Holdrum School has recently revised four Science labs and are planning renovations for the Media Lab and Media Center.




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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| KG | 59 | 54 | 48 |
| 1 | 63 | 61 | 58 |
| 2 | 78 | 63 | 61 |
| 3 | 57 | 81 | 66 |
| 4 | 60 | 59 | 84 |
| 5 | 61 | 64 | 62 |
| Ungraded | 0 | 0 | 0 |
| Total | 378 | 382 | 379 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 45% | 47% | 46% |
| Male | 55% | 53% | 54% |
| Economically Disadvantaged Students | 1% | 0% | 1% |
| Students with Disabilities | 11% | 13% | 14% |
| English Learners | 5% | 5% | 3% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 78.4% |
| Asian | 17.7% |
| Hispanic | 2.9% |
| Black or African American | 0.8% |
| Native Hawaiian or Pacific Islander | 0.3% |
| American Indian or Alaska Native | 0.0% |
| Two or More Races | 0.0% |

PreK and K - Full Day and Half Day

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 59 | 54 | 48 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 84.7% |
| Korean | 6.9% |
| Chinese | 2.1% |
| Other | 6.6% |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 195 | 97.6 | 78.40 | 74.30 | 54.90 | 78.4 | 80 | Met Target† |
| White | 159 | 97.1 | 76.10 | 72.40 | 63.90 | 76.1 | 78.4 | Met Target† |
| Hispanic | * | * | * | * | 39.80 | * | ** | ** |
| Black or African American | * | * | * | * | 35.20 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 30 | 100.0 | 96.70 | 89.10 | 80.70 | 96.7 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | 100.00 | 53.70 | N | ** | ** |
| Two or More Races | N | N | N | N | 54.90 | N | ** | ** |
| Female | 89 | 98.0 | 86.60 | 80.60 | 62.20 | 86.6 | | |
| Male | 106 | 97.3 | 71.70 | 68.50 | 48.10 | 71.7 | | |
| Economically Disadvantaged Students | * | * | * | * | 36.20 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 65.80 | * | | |
| Students with Disabilities | 34 | 91.9 | 38.20 | 37.20 | 20.50 | 36.9 | 46.9 | Met Target† |
| Students without Disabilities | 161 | 98.9 | 86.90 | 80.90 | 61.90 | 86.9 | | |
| English Learners | 11 | 100.0 | 90.90 | 76.20 | 25.20 | 90.9 | ** | ** |
| Non-English Learners | 184 | 97.5 | 77.70 | 74.20 | 57.40 | 77.7 | | |
| Homeless Students | N | N | N | N | 26.40 | N | | |
| Students In Foster Care | N | N | N | N | 24.80 | N | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

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

† Target was met within a confidence interval.



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 62 | 775 | 775 | 749 | * | * | 18% | 58% | 16% | 74% | 50% |
| White | 46 | 768 | 771 | 759 | * | * | * | 57% | * | 70% | 61% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Female | 25 | 790 | 789 | 754 | * | * | * | 64% | * | 88% | 55% |
| Male | 37 | 765 | 766 | 745 | * | * | * | 54% | * | 65% | 46% |
| Economically Disadvantaged Students | N | N | N | 731 | N | N | N | N | N | N | 31% |
| Non-Economically Disadvantaged Students | 62 | 775 | 775 | 762 | * | * | 18% | 58% | 16% | 74% | 63% |
| Students with Disabilities | 10 | 732 | * | 720 | * | * | * | * | 0% | 20% | 24% |
| Students without Disabilities | 52 | 783 | * | 755 | * | * | * | * | 19% | 85% | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 81 | 769 | 774 | 753 | * | * | 24% | 43% | 27% | 70% | 56% |
| White | 69 | 765 | 770 | 762 | * | * | 28% | 44% | 22% | 65% | 67% |
| Hispanic | N | N | N | 740 | N | N | N | N | N | N | 40% |
| Black or African American | N | N | N | 737 | N | N | N | N | N | N | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 755 | N | N | N | N | N | N | 56% |
| Female | 36 | 777 | 780 | 758 | 0% | * | * | 39% | * | 78% | 61% |
| Male | 45 | 763 | 768 | 749 | 0% | * | * | 47% | * | 64% | 51% |
| Economically Disadvantaged Students | N | N | N | 737 | N | N | N | N | N | N | 36% |
| Non-Economically Disadvantaged Students | 81 | 769 | 774 | 764 | * | * | 24% | 43% | 27% | 70% | 69% |
| Students with Disabilities | 15 | 736 | * | 725 | * | * | * | * | 0% | 20% | 25% |
| Students without Disabilities | 66 | 777 | * | 759 | * | * | * | * | 33% | 82% | 62% |
| English Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Non-English Learners | 81 | 769 | 774 | 755 | * | * | 24% | 43% | 27% | 70% | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 728 | N | N | N | N | N | N | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 61 | 788 | 777 | 756 | * | * | * | 59% | 36% | 95% | 59% |
| White | 49 | 789 | 776 | 763 | * | * | * | 57% | 41% | 98% | 69% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 757 | N | N | N | N | N | N | 60% |
| Female | 35 | 792 | 781 | 761 | * | * | * | 54% | * | 97% | 66% |
| Male | 26 | 783 | 773 | 750 | * | * | * | 65% | * | 92% | 53% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | * | 765 | * | * | * | * | * | * | 71% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 762 | * | * | * | * | * | * | 66% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | 12% |
| Non-English Learners | 61 | 788 | 777 | 757 | * | * | * | 59% | 36% | 95% | 60% |
| Homeless Students | N | N | N | 733 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |

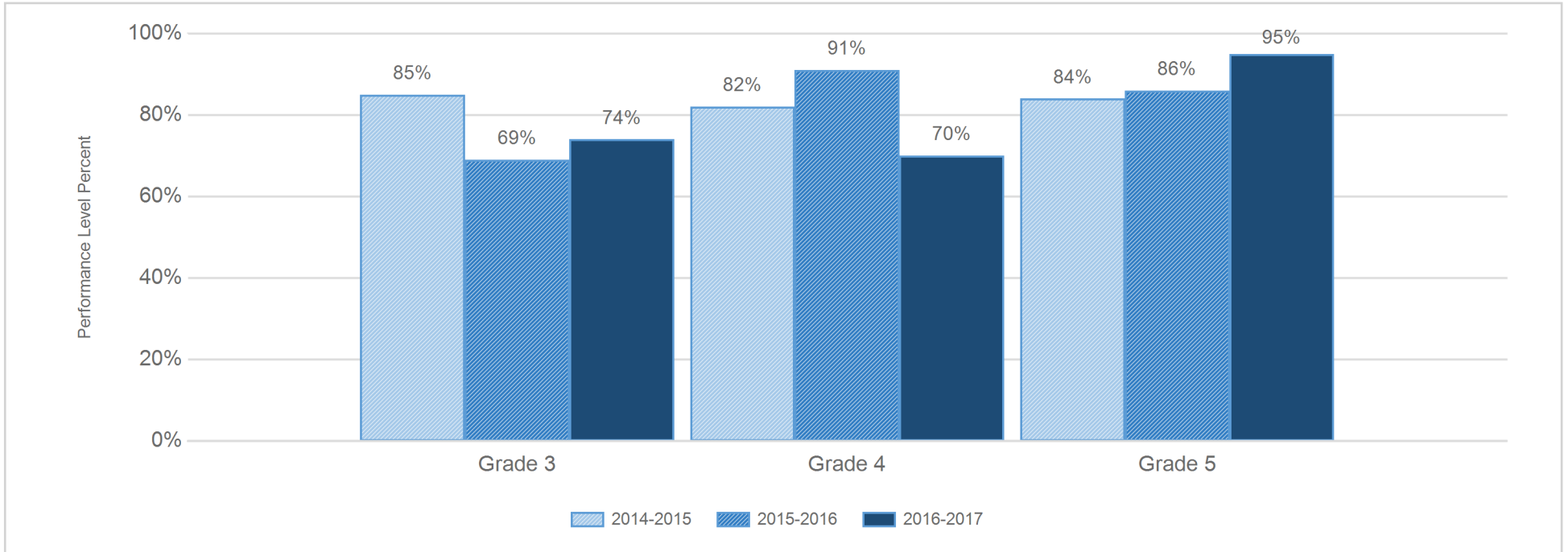


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 196 | 97.6 | 72.40 | 67.90 | 43.50 | 72.4 | 69.5 | Met Target |
| White | 159 | 97.1 | 69.20 | 65.20 | 52.40 | 69.2 | 65.5 | Met Target |
| Hispanic | * | * | * | * | 27.60 | * | ** | ** |
| Black or African American | * | * | * | * | 21.70 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 31 | 100.0 | 96.80 | 87.50 | 75.60 | 96.8 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | 100.00 | 42.50 | N | ** | ** |
| Two or More Races | N | N | N | N | 44.90 | N | ** | ** |
| Female | 89 | 98.0 | 77.50 | 68.20 | 44.10 | 77.5 | | |
| Male | 107 | 97.4 | 68.20 | 67.70 | 42.90 | 68.2 | | |
| Economically Disadvantaged Students | * | * | * | * | 25.10 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 54.30 | * | | |
| Students with Disabilities | 34 | 91.9 | 41.20 | 29.70 | 16.50 | 39.8 | 31.5 | Met Target |
| Students without Disabilities | 162 | 98.9 | 79.00 | 74.70 | 48.80 | 79 | | |
| English Learners | 12 | 100.0 | 91.60 | 86.90 | 23.30 | 91.6 | ** | ** |
| Non-English Learners | 184 | 97.5 | 71.20 | 67.30 | 45.20 | 71.2 | | |
| Homeless Students | N | N | N | N | 16.40 | N | | |
| Students In Foster Care | N | N | N | N | 15.10 | N | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 62 | 775 | 769 | 751 | * | * | * | 42% | 39% | 81% | 53% |
| White | 46 | 771 | 766 | 759 | * | * | * | 44% | 33% | 76% | 63% |
| Hispanic | * | * | * | 738 | * | * | * | * | * | * | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 751 | N | N | N | N | N | N | 53% |
| Female | 25 | 780 | 775 | 751 | * | * | * | 44% | 40% | 84% | 52% |
| Male | 37 | 771 | 765 | 751 | * | * | * | 41% | 38% | 78% | 53% |
| Economically Disadvantaged Students | N | N | N | 736 | N | N | N | N | N | N | 34% |
| Non-Economically Disadvantaged Students | 62 | 775 | 769 | 761 | * | * | * | 42% | 39% | 81% | 65% |
| Students with Disabilities | 10 | 741 | * | 729 | * | * | * | * | * | 50% | 29% |
| Students without Disabilities | 52 | 781 | * | 755 | * | * | * | * | * | 87% | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 82 | 762 | 764 | 747 | * | * | 13% | 59% | 15% | 73% | 47% |
| White | 69 | 758 | 761 | 755 | * | * | 16% | 55% | * | 68% | 59% |
| Hispanic | N | N | N | 734 | N | N | N | N | N | N | 30% |
| Black or African American | N | N | N | 729 | N | N | N | N | N | N | 25% |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 784 | * | 774 | * | * | * | 77% | * | 100% | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 48% |
| Female | 36 | 765 | 767 | 747 | * | * | * | 75% | * | 86% | 47% |
| Male | 46 | 760 | 762 | 747 | * | * | * | 46% | * | 63% | 48% |
| Economically Disadvantaged Students | N | N | N | 732 | N | N | N | N | N | N | 27% |
| Non-Economically Disadvantaged Students | 82 | 762 | 764 | 757 | * | * | 13% | 59% | 15% | 73% | 61% |
| Students with Disabilities | 15 | 732 | * | 724 | * | * | * | * | 0% | 20% | 22% |
| Students without Disabilities | 67 | 768 | * | 751 | * | * | * | * | 18% | 85% | 52% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



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Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 61 | 767 | 759 | 747 | * | * | 30% | 53% | 16% | 69% | 46% |
| White | 49 | 768 | 757 | 754 | 0% | * | 29% | 53% | * | 69% | 57% |
| Hispanic | * | * | * | 735 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 47% |
| Female | 35 | 765 | 755 | 747 | 0% | * | * | 54% | * | 66% | 47% |
| Male | 26 | 770 | 763 | 746 | 0% | * | * | 50% | * | 73% | 46% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | * | 756 | * | * | * | * | * | * | 59% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 19% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Non-English Learners | 61 | 767 | 759 | 748 | * | * | 30% | 53% | 16% | 69% | 48% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |

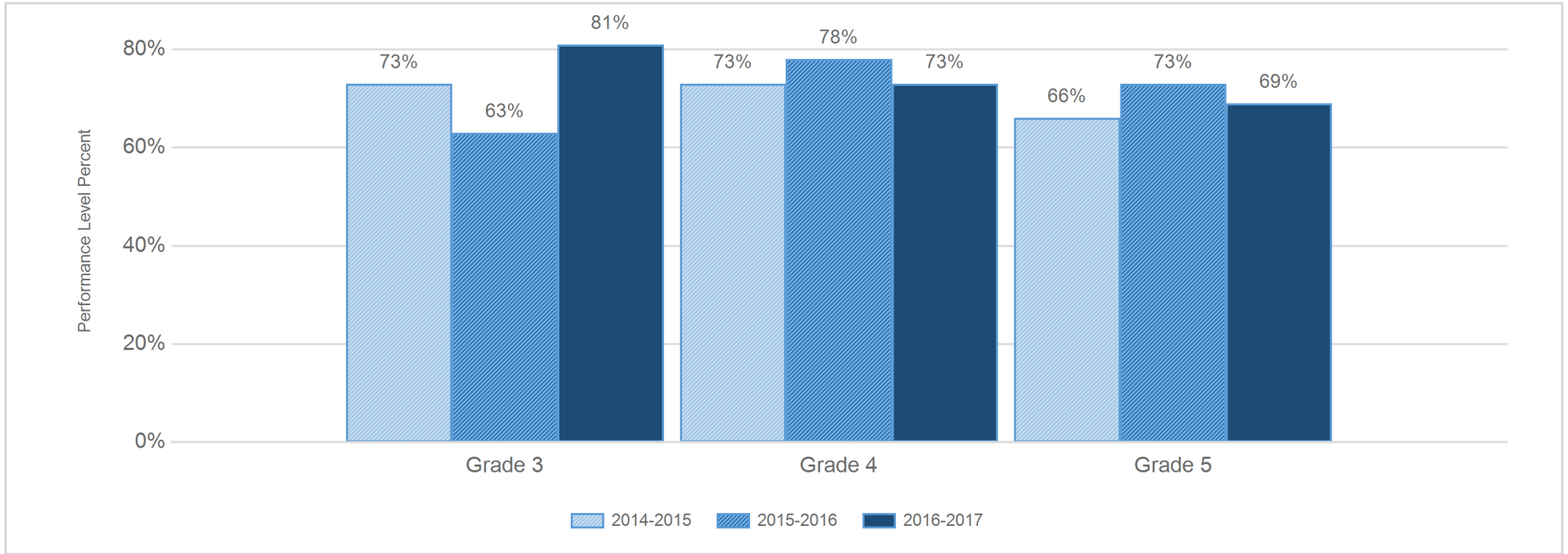


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 3 | * | * |
| 4 | N | N |
| 5 | N | N |

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | * | * | * |
| 2 | * | * | * |
| 3 | N | N | N |
| 4 | N | N | N |
| 5+ | N | N | N |



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

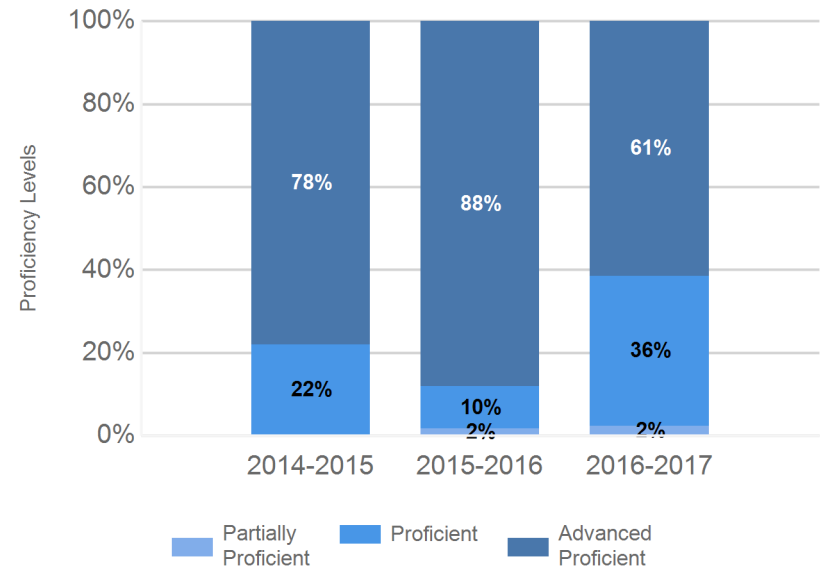
NJASK Science Assessment Performance: Grade 4

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 61% | 36% | 2% |
| White | 57% | 40% | 3% |
| Hispanic | N | N | N |
| Black or African American | N | N | N |
| Asian, Native Hawaiian, or Pacific Islander | 85% | 15% | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | N | N | N |
| Students with Disabilities | 25% | 69% | 6% |
| English Learners | N | * | N |

NJASK Science Assessment Performance Trends: Grade 4

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 58 | 45 | 50 | Met Target | 47 | 45 | 50 | Met Target |
| White | 57 | 43 | 50 | Met Target | 48 | 44 | 52 | Met Target |
| Hispanic | * | 49.5 | 49 | ** | * | 41 | 47 | ** |
| Black or African American | * | * | 45 | ** | * | * | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 62.5 | * | 60 | ** | 44 | * | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | N | N | N | N | N | N | N | N |
| Economically Disadvantaged | * | * | 47 | ** | * | * | 46 | ** |
| Students with Disabilities | 57.5 | 42 | 41 | Met Target | 43.5 | 36 | 43 | Met Target |
| English Learners | * | 47 | 53 | ** | * | 64.5 | 51 | ** |

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



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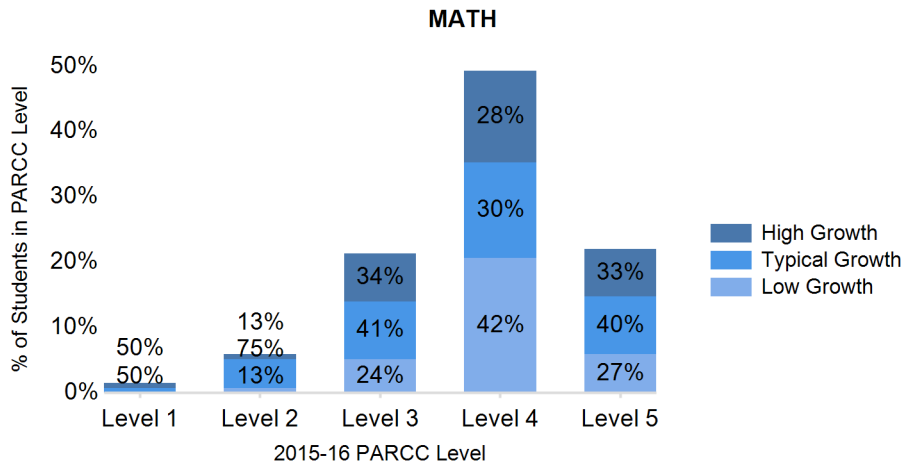
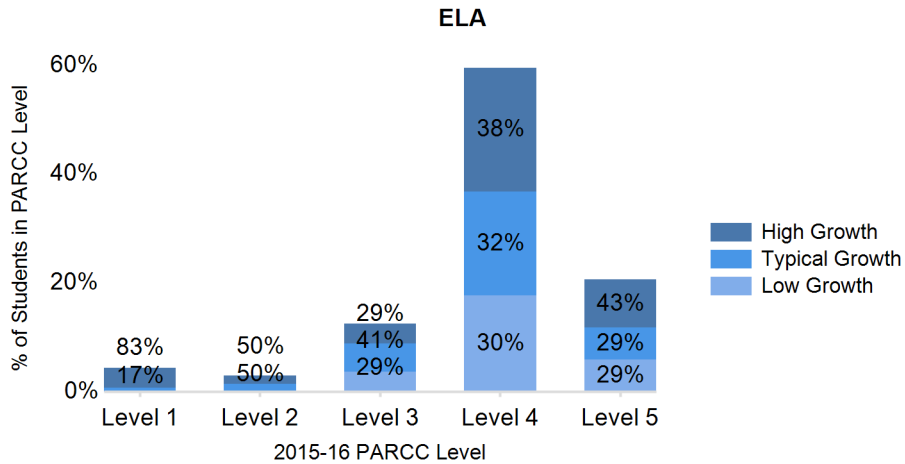
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

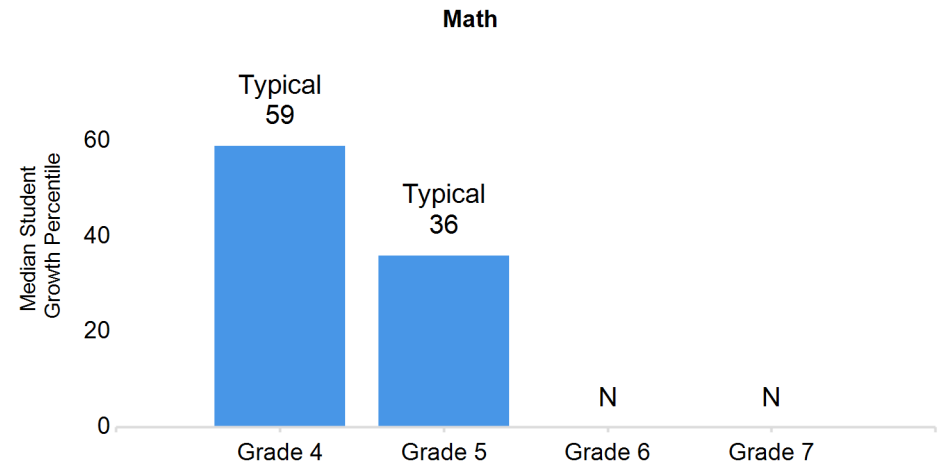
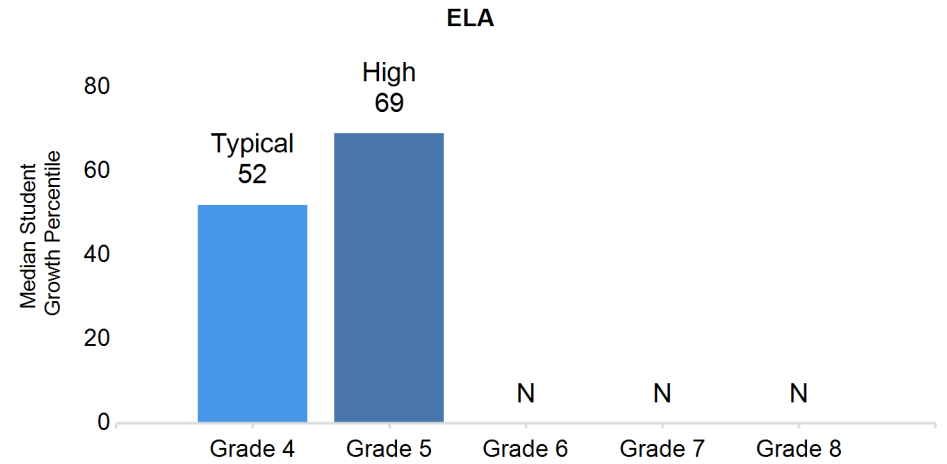
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

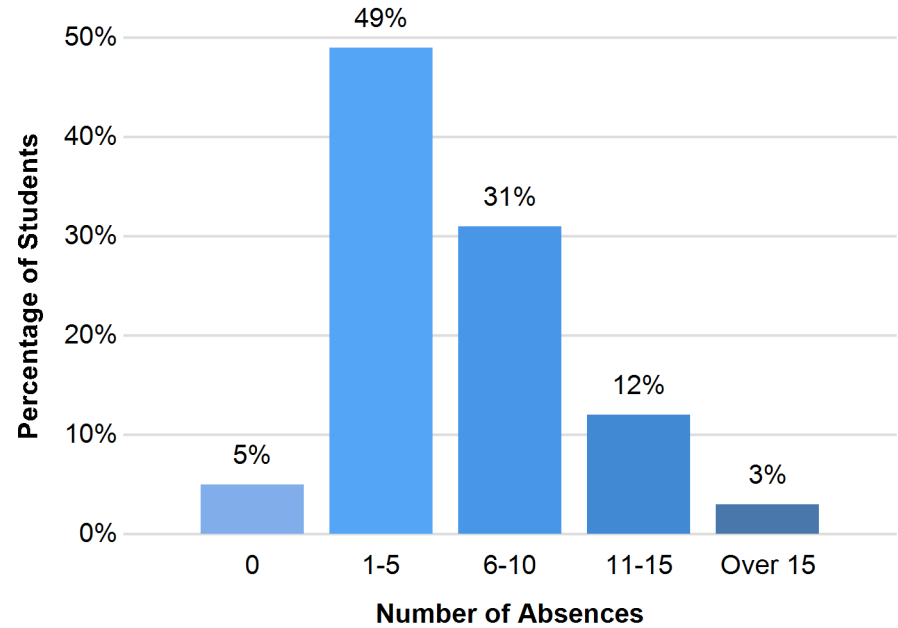
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 0.80 | 8.40 | Met Target |
| White | 1.00 | 8.40 | Met Target |
| Hispanic | N | ** | ** |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 0 | 8.40 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | N | ** | ** |
| Students with Disabilities | 3.70 | 8.40 | Met Target |
| English Learners | N | ** | ** |

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

Days Absent

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



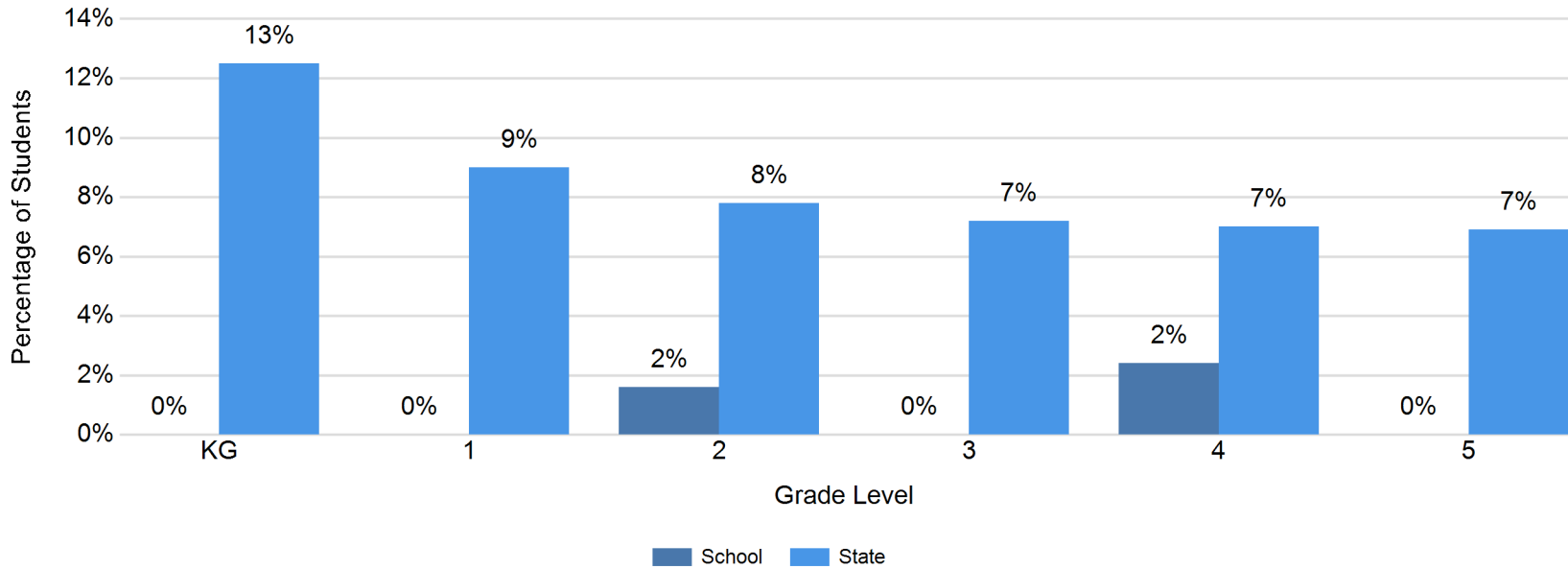


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:45AM |
| Typical End Time | 3:05PM |
| Length of School Day | 6 Hrs 20 Mins |
| Full Time - Instructional Time | 5 Hrs. 20 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 0 |
| Vandalism | 0 |
| Weapons | 1 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 1 |
| Incidents Per 100 Students Enrolled | 0.26 |

Student Suspension Rate

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

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

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.1:1 | 257.5 kbps | 100 kbps | Yes | N | Fiber | 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).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|------------------------|---------|--------------|----------|
| District Total | \$191 | \$15,217 | \$15,408 |



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 39 | 120,724 |
| Average years experience in public schools | 14.6 | 11.8 |
| Average years experience in district | 11.3 | 10.5 |
| Teachers in district for 4 or more years | 74% | 74% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 7 | 9,506 |
| Average years experience in public schools | 20.4 | 15.9 |
| Average years experience in district | 11.3 | 11.6 |
| Administrators in district for 4 or more years | 57% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 10:1 | 12:1 |
| Administrators | 379:1 | 166:1 |
| Librarian/Media Specialists | | 583:1 |
| Nurses | | 388:1 |
| Counselors | | 388:1 |
| Child Study Team | | 233:1 |



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 92% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 100% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 98% |



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 85.9 | 17.5% |
| Mathematics Proficiency | 89.7 | 17.5% |
| English Language Arts Growth | 80.9 | 25.0% |
| Mathematics Growth | 39.2 | 25.0% |
| Chronic Absenteeism | 98.5 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 75.5 |
| Summative Rating: Percentile rank of Summative Score | | 85.6 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 75.5 | 11.9 | No | Met Target† | Met Target | Met Target | Met Target | Met Target | No |
| White | 68.9 | 11.9 | No | Met Target† | Met Target | Met Target | Met Target | Met Target | No |
| Hispanic | ** | ** | No | ** | ** | ** | ** | ** | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | Met Goal | Met Goal | Met Target | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | ** | ** | No | ** | ** | ** | ** | ** | No |
| Students with Disabilities | 79.3 | 11.9 | No | Met Target† | Met Target | Met Target | Met Target | Met Target | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Mr. Wren | Email Address: | swren@rivervaleschools.com |
| Address: | 617 WESTWOOD AVE RIVER VALE, NJ 07675-6241 | Website: | www.rivervaleschools.com |
| Phone: | (201)358-4006 | Facebook: | https://www.facebook.com/robergeelementaryschool/ |
| | | Twitter: | https://twitter.com/RobergeES |

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.

| | |
|---|---|
|  <p>Highlights:</p> | <ul style="list-style-type: none"> • We promote collaboration, problem-solving, critical thinking, and creativity to be successful global citizens. • Curriculum includes balanced literacy, NGSS, PBLs, and rich math tasks. • Technology is integrated on all grade-levels to enhance instruction and learning. |
|  <p>Mission, Vision, Theme:</p> | <p>Our community reached consensus on what we valued most for our students: helping to develop independent learners capable of personal and professional success and helping children find and develop their passions. We worked to take those values and turn them into something identifiable – a Portrait of a Graduate highlights that all students should strive to become Compassionate Citizens, Fearless Trailblazers, Collaborative Innovators, Problem Seekers & Solution Makers, and Global Communicators.</p> |
|  <p>Awards, Recognition, Accomplishments:</p> | <p>The River Vale School District is a member of the Garden State Coalition of Schools, a public education advocacy group with roots in Trenton, and the first New Jersey school district to become a member of EdLeader21, a national consortium focused on integrating vital 21st Century Skills into the classroom. Last year, the district was fortunate enough to have the Commissioner of Education visit to observe our progressive educational model in practice.</p> |






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School Narrative

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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Along with our Portrait of a Graduate, we involve children in a rigorous, appropriate, developmental approach to learning in order to meet the challenges of the future. Children are taught balanced literacy, mathematics, social studies, and science, which are aligned to the NJSL. Our school values the education of the whole child and students' learning is supported through a mindset for learning, including perseverance, resiliency, and empathy.</p> |
|  <p>Clubs and Activities:</p> | <p>Students benefit from participation in a vast array of extracurricular programs including an art show, curriculum night, continental math club, intramurals, music concerts, safety patrol, sign language club, as well as PTA-sponsored clubs.</p> |
|  <p>Before and After School Programs:</p> | <p>The PTA sponsors an after-care enrichment program, and our River Vale Educational Fund sponsors a Robotics program for students, as well as before-school yoga clubs. Our school also offers band and chorus programs for students in grades 4 and 5. The district also has an excellent before and after-school program sponsored by the River Vale Educational Fund – the A.C.E. Program.</p> |







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School Narrative

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

| | |
|--|---|
|  <p>Staff and Professional Learning:</p> | <p>The staff engages in professional learning throughout the year. The district has 3 professional development days. The school has three faculty meetings per month, which focus on teaching and learning. Teachers are involved in collaborative learning groups using new resources. Staff works with the PVRHS District's Regional Curriculum Office for professional development and other consultants such as the Educator Collaborative and Teachers College at Columbia University.</p> |
|  <p>Student Supports and Services:</p> | <p>The school provides a variety of supports to students who require additional help academically, including the Intervention & Referral services (I&RS), supplemental instruction, and supports and services for students with disabilities, as well as English Language Learners. The school also believes in providing differentiated instruction to all students so their learning is personalized to the maximum degree possible.</p> |
|  <p>Student Health and Wellness:</p> | <p>The school uses the Educate 2B mindfulness program. Many staff members are trained in mindfulness, breathing, and yoga to support students in our classrooms. Yoga classes are run before school and incorporated in classes. Each morning the entire school starts with a minute of mindfulness. The Educate 2B program represents an innovative and important way to help address mental health for all students in the district. In addition there is a school guidance counselor to assist students.</p> |
|  <p>Parent and Community Involvement:</p> | <p>The school believes strongly in our partnership with parents to best support students. The school's PTA, along with the River Vale Educational Fund provide invaluable supports in terms of programming, fundraising, and advocacy. The school attempts to reach parents in a variety of ways including social media, community forums, school-based advisory committees, and parent portals into the Genesis student information system, along with the Canvas learning management system.</p> |




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School Narrative

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

| | |
|---|---|
|  <p>Facilities:</p> | <p>The school works hard with the PTA, River Vale Educational Fund, and our community at large to maintain modern, state-of-the-art facilities for our students. Recent district renovations include the Woodside Elementary School media center and playground, resurfacing the Holdrum Middle School gym floor, and repaving the Roberge Elementary School parking lot. All district renovations are completed to support 21st century learning and to maintain student safety.</p> |
|---|---|



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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 10 | 15 | 25 |
| KG | 43 | 33 | 60 |
| 1 | 61 | 45 | 36 |
| 2 | 60 | 61 | 48 |
| 3 | 59 | 61 | 62 |
| 4 | 69 | 56 | 61 |
| 5 | 74 | 69 | 54 |
| Ungraded | 3 | 4 | 4 |
| Total | 379 | 344 | 350 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 49% | 46% | 47% |
| Male | 51% | 54% | 53% |
| Economically Disadvantaged Students | 0% | 0% | 0% |
| Students with Disabilities | 13% | 14% | 13% |
| English Learners | 2% | 1% | 0% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 82.6% |
| Asian | 11.4% |
| Hispanic | 4.0% |
| Black or African American | 1.4% |
| American Indian or Alaska Native | 0.3% |
| Native Hawaiian or Pacific Islander | 0.3% |
| Two or More Races | 0.0% |

PreK and K - Full Day and Half Day

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 9 | 3 | 5 |
| PK - Full Day | 2 | 12 | 20 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 45 | 33 | 60 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 91.7% |
| Spanish | 1.1% |
| Other | 7.5% |



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English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 175 | 98.9 | 78.20 | 74.30 | 54.90 | 78.2 | 74.1 | Met Target |
| White | 147 | 98.7 | 76.20 | 72.40 | 63.90 | 76.2 | 71.5 | Met Target |
| Hispanic | * | * | * | * | 39.80 | * | ** | ** |
| Black or African American | N | N | N | 42.90 | 35.20 | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 21 | 100.0 | 95.20 | 89.10 | 80.70 | 95.2 | N | N |
| American Indian or Alaska Native | * | * | * | * | 53.70 | * | ** | ** |
| Two or More Races | N | N | N | N | 54.90 | N | ** | ** |
| Female | 80 | 98.8 | 81.30 | 80.60 | 62.20 | 81.3 | | |
| Male | 95 | 99.0 | 75.80 | 68.50 | 48.10 | 75.8 | | |
| Economically Disadvantaged Students | N | N | N | 60.00 | 36.20 | N | ** | ** |
| Non-Economically Disadvantaged Students | 175 | 98.9 | 78.20 | 74.40 | 65.80 | 78.2 | | |
| Students with Disabilities | 21 | 100.0 | 28.60 | 37.20 | 20.50 | 28.6 | 17.8 | Met Target |
| Students without Disabilities | 154 | 98.7 | 85.00 | 80.90 | 61.90 | 85 | | |
| English Learners | * | * | * | * | 25.20 | * | ** | ** |
| Non-English Learners | * | * | * | * | 57.40 | * | | |
| Homeless Students | N | N | N | N | 26.40 | N | | |
| Students In Foster Care | N | N | N | N | 24.80 | N | | |
| Military-Connected Students | N | N | N | N | 53.50 | N | | |
| Migrant Students | N | N | N | N | 23.00 | N | | |

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

† Target was met within a confidence interval.



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 62 | 776 | 775 | 749 | * | * | 18% | 57% | 19% | 76% | 50% |
| White | 52 | 773 | 771 | 759 | * | * | 19% | 60% | * | 75% | 61% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 35% |
| Black or African American | N | N | N | 731 | N | N | N | N | N | N | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | * | * | * | 747 | * | * | * | * | * | * | 46% |
| Two or More Races | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Female | 26 | 788 | 789 | 754 | * | * | * | 50% | * | 81% | 55% |
| Male | 36 | 767 | 766 | 745 | * | * | * | 61% | * | 72% | 46% |
| Economically Disadvantaged Students | N | N | N | 731 | N | N | N | N | N | N | 31% |
| Non-Economically Disadvantaged Students | 62 | 776 | 775 | 762 | * | * | 18% | 57% | 19% | 76% | 63% |
| Students with Disabilities | * | * | * | 720 | * | * | * | * | * | * | 24% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 55% |
| English Learners | N | N | N | 709 | N | N | N | N | N | N | 11% |
| Non-English Learners | 62 | 776 | * | 752 | * | * | 18% | 57% | 19% | 76% | 53% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met / Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|--|---|
| Schoolwide | 62 | 779 | 774 | 753 | * | * | * | 52% | 36% | 87% | 56% |
| White | 52 | 777 | 770 | 762 | * | * | * | 54% | 31% | 85% | 67% |
| Hispanic | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Black or African American | N | N | N | 737 | N | N | N | N | N | N | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 755 | N | N | N | N | N | N | 56% |
| Female | 33 | 783 | 780 | 758 | * | * | * | 46% | * | 88% | 61% |
| Male | 29 | 775 | 768 | 749 | * | * | * | 59% | * | 86% | 51% |
| Economically Disadvantaged Students | N | N | N | 737 | N | N | N | N | N | N | 36% |
| Non-Economically Disadvantaged Students | 62 | 779 | 774 | 764 | * | * | * | 52% | 36% | 87% | 69% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | * | * | 759 | * | * | * | * | * | * | 62% |
| English Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Non-English Learners | 62 | 779 | 774 | 755 | * | * | * | 52% | 36% | 87% | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 728 | N | N | N | N | N | N | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 54 | 764 | 777 | 756 | * | * | 22% | 63% | * | 70% | 59% |
| White | 46 | 762 | 776 | 763 | * | * | 24% | 61% | * | 67% | 69% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 44% |
| Black or African American | N | N | N | 740 | N | N | N | N | N | N | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 757 | N | N | N | N | N | N | 60% |
| Female | 21 | 762 | 781 | 761 | * | * | * | 67% | * | 71% | 66% |
| Male | 33 | 765 | 773 | 750 | * | * | * | 61% | * | 70% | 53% |
| Economically Disadvantaged Students | N | N | N | 740 | N | N | N | N | N | N | 40% |
| Non-Economically Disadvantaged Students | 54 | 764 | * | 765 | * | * | 22% | 63% | * | 70% | 71% |
| Students with Disabilities | 11 | 728 | * | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | 43 | 773 | * | 762 | * | * | * | * | * | * | 66% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | 12% |
| Non-English Learners | 54 | 764 | 777 | 757 | * | * | 22% | 63% | * | 70% | 60% |
| Homeless Students | N | N | N | 733 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |

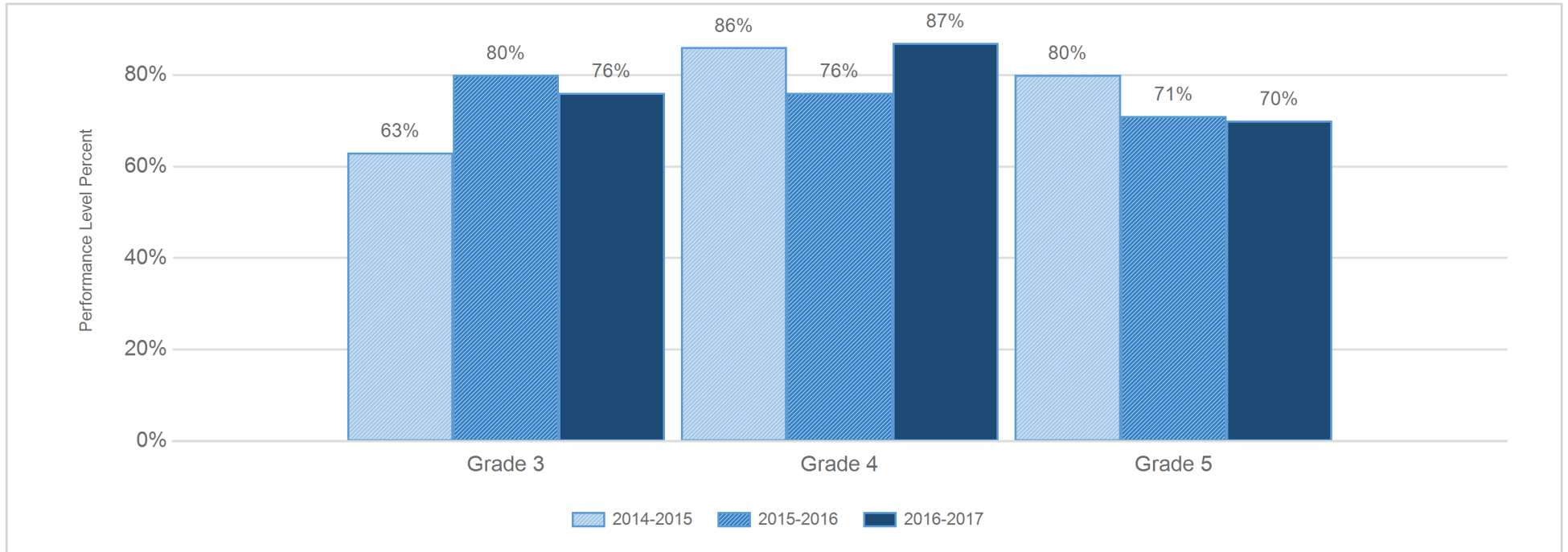


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 175 | 98.9 | 62.30 | 67.90 | 43.50 | 62.3 | 67.6 | Met Target† |
| White | 147 | 98.7 | 57.20 | 65.20 | 52.40 | 57.2 | 65.2 | Not Met |
| Hispanic | * | * | * | * | 27.60 | * | ** | ** |
| Black or African American | N | N | N | 14.30 | 21.70 | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 21 | 100.0 | 90.50 | 87.50 | 75.60 | 90.5 | N | N |
| American Indian or Alaska Native | * | * | * | * | 42.50 | * | ** | ** |
| Two or More Races | N | N | N | N | 44.90 | N | ** | ** |
| Female | 80 | 98.8 | 67.60 | 68.20 | 44.10 | 67.6 | | |
| Male | 95 | 99.0 | 57.90 | 67.70 | 42.90 | 57.9 | | |
| Economically Disadvantaged Students | N | N | N | 20.00 | 25.10 | N | ** | ** |
| Non-Economically Disadvantaged Students | 175 | 98.9 | 62.30 | 68.20 | 54.30 | 62.3 | | |
| Students with Disabilities | 21 | 100.0 | 14.30 | 29.70 | 16.50 | 14.3 | 17.8 | Met Target† |
| Students without Disabilities | 154 | 98.7 | 68.80 | 74.70 | 48.80 | 68.8 | | |
| English Learners | * | * | * | * | 23.30 | * | ** | ** |
| Non-English Learners | * | * | * | * | 45.20 | * | | |
| Homeless Students | N | N | N | N | 16.40 | N | | |
| Students In Foster Care | N | N | N | N | 15.10 | N | | |
| Military-Connected Students | N | N | N | N | 39.90 | N | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 62 | 764 | 769 | 751 | * | * | 24% | 40% | 24% | 65% | 53% |
| White | 52 | 762 | 766 | 759 | * | * | 29% | 37% | 23% | 60% | 63% |
| Hispanic | * | * | * | 738 | * | * | * | * | * | * | 37% |
| Black or African American | N | N | N | 733 | N | N | N | N | N | N | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | * | * | * | 750 | * | * | * | * | * | * | 51% |
| Two or More Races | N | N | N | 751 | N | N | N | N | N | N | 53% |
| Female | 26 | 771 | 775 | 751 | * | * | * | 42% | * | 69% | 52% |
| Male | 36 | 759 | 765 | 751 | * | * | * | 39% | * | 61% | 53% |
| Economically Disadvantaged Students | N | N | N | 736 | N | N | N | N | N | N | 34% |
| Non-Economically Disadvantaged Students | 62 | 764 | 769 | 761 | * | * | 24% | 40% | 24% | 65% | 65% |
| Students with Disabilities | * | * | * | 729 | * | * | * | * | * | * | 29% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 57% |
| English Learners | N | N | N | 724 | N | N | N | N | N | N | 21% |
| Non-English Learners | 62 | 764 | * | 753 | * | * | 24% | 40% | 24% | 65% | 55% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 62 | 767 | 764 | 747 | * | * | 18% | 61% | * | 76% | 47% |
| White | 52 | 765 | 761 | 755 | * | * | 19% | 58% | * | 73% | 59% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 30% |
| Black or African American | N | N | N | 729 | N | N | N | N | N | N | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 48% |
| Female | 33 | 769 | 767 | 747 | * | * | * | 70% | * | 85% | 47% |
| Male | 29 | 766 | 762 | 747 | * | * | * | 52% | * | 66% | 48% |
| Economically Disadvantaged Students | N | N | N | 732 | N | N | N | N | N | N | 27% |
| Non-Economically Disadvantaged Students | 62 | 767 | 764 | 757 | * | * | 18% | 61% | * | 76% | 61% |
| Students with Disabilities | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | N | N | N | 716 | N | N | N | N | N | N | 12% |
| Non-English Learners | 62 | 767 | * | 749 | * | * | 18% | 61% | * | 76% | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



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Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 54 | 750 | 759 | 747 | * | 19% | 33% | 33% | * | 44% | 46% |
| White | 46 | 745 | 757 | 754 | * | * | 39% | 33% | * | 37% | 57% |
| Hispanic | * | * | * | 735 | * | * | * | * | * | * | 30% |
| Black or African American | N | N | N | 729 | N | N | N | N | N | N | 22% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 47% |
| Female | 21 | 740 | 755 | 747 | * | * | * | * | * | 38% | 47% |
| Male | 33 | 757 | 763 | 746 | * | * | * | * | * | 49% | 46% |
| Economically Disadvantaged Students | N | N | N | 732 | N | N | N | N | N | N | 27% |
| Non-Economically Disadvantaged Students | 54 | 750 | * | 756 | * | 19% | 33% | 33% | * | 44% | 59% |
| Students with Disabilities | 11 | 725 | * | 725 | * | * | * | * | * | 18% | 19% |
| Students without Disabilities | 43 | 757 | * | 751 | * | * | * | * | * | 51% | 52% |
| English Learners | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Non-English Learners | 54 | 750 | 759 | 748 | * | 19% | 33% | 33% | * | 44% | 48% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |

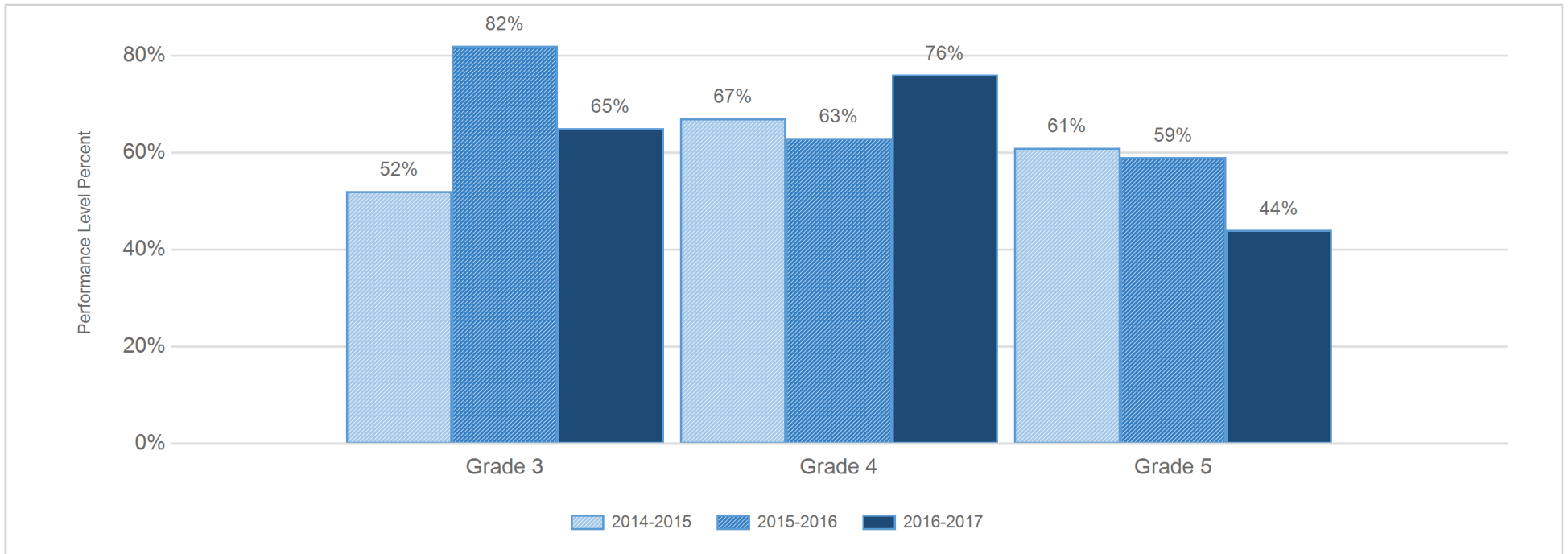


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | N | N | N |
| 2 | N | N | N |
| 3 | N | N | N |
| 4 | N | N | N |
| 5+ | N | N | N |



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

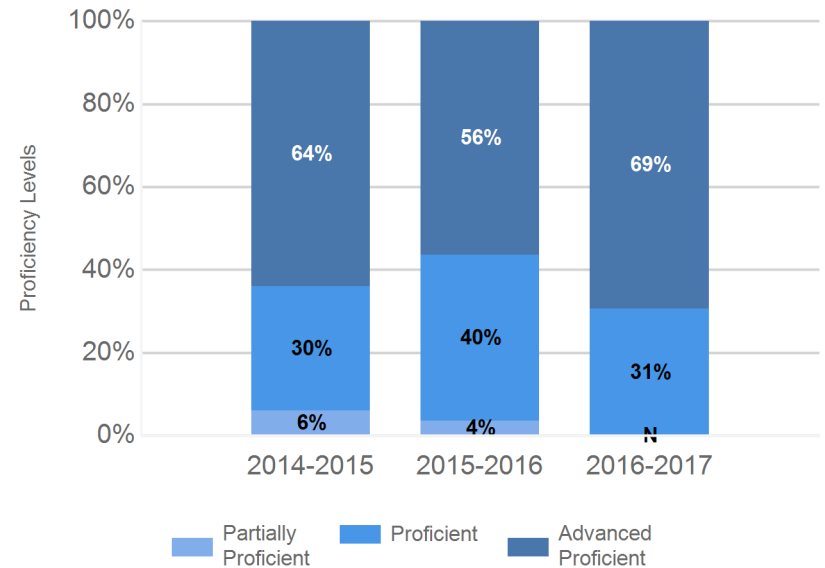
NJASK Science Assessment Performance: Grade 4

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 69% | 31% | N |
| White | 69% | 31% | N |
| Hispanic | * | * | N |
| Black or African American | N | N | N |
| Asian, Native Hawaiian, or Pacific Islander | * | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | N | N | N |
| Students with Disabilities | N | * | N |
| English Learners | N | N | N |

NJASK Science Assessment Performance Trends: Grade 4

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 58.5 | 45 | 50 | Met Target | 42 | 45 | 50 | Met Target |
| White | 57.5 | 43 | 50 | Met Target | 36 | 44 | 52 | Not Met |
| Hispanic | * | 49.5 | 49 | ** | * | 41 | 47 | ** |
| Black or African American | N | N | N | N | N | N | N | N |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 60 | ** | * | * | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | N | N | N | N | N | N | N | N |
| Economically Disadvantaged | N | N | N | N | N | N | N | N |
| Students with Disabilities | 53 | 42 | 41 | ** | 22 | 36 | 43 | ** |
| English Learners | * | 47 | 53 | ** | * | 64.5 | 51 | ** |

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



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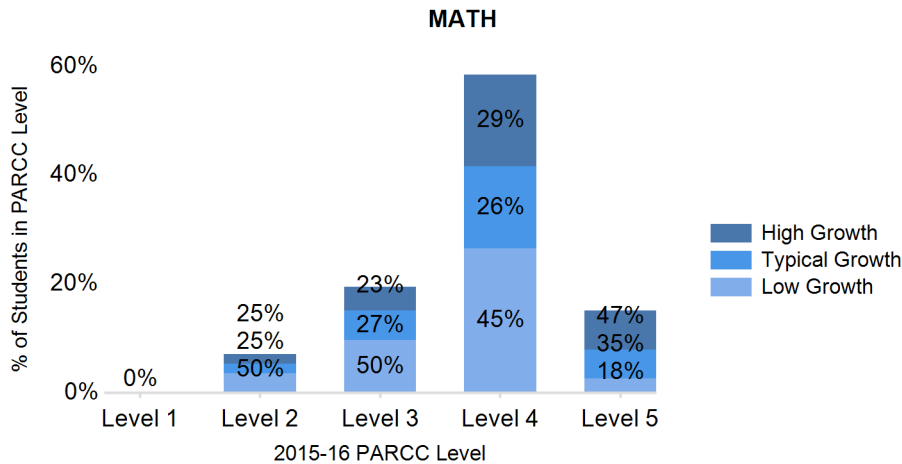
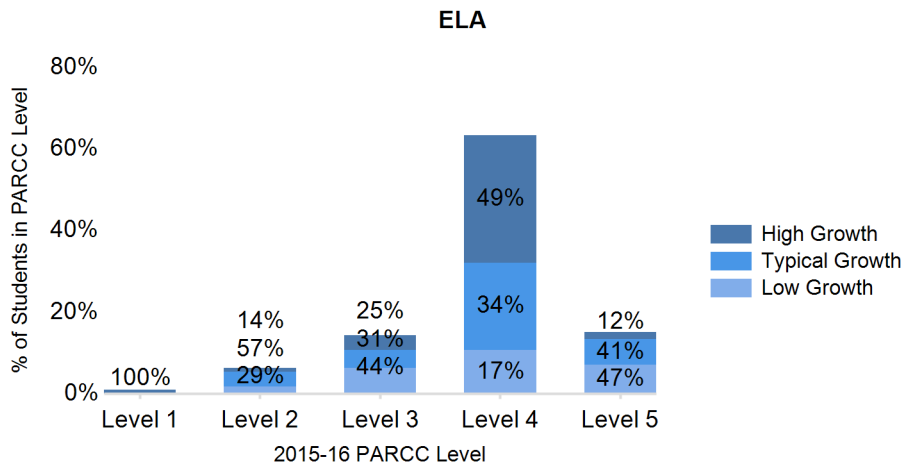
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

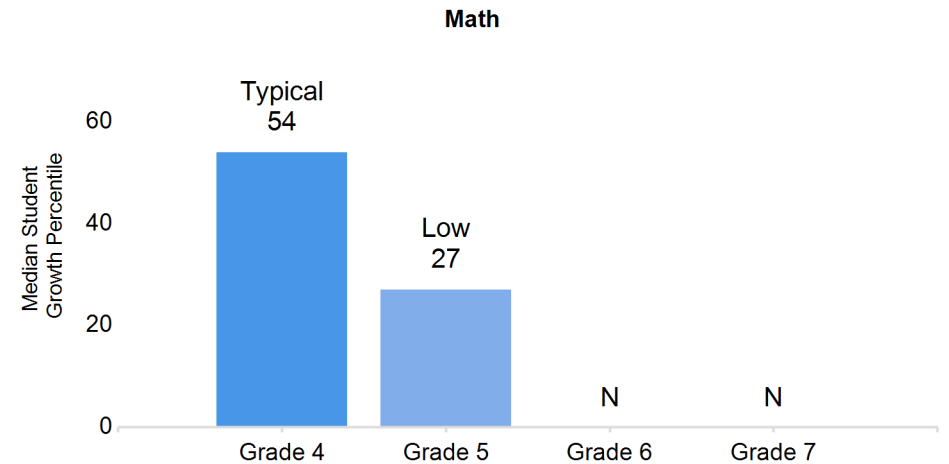
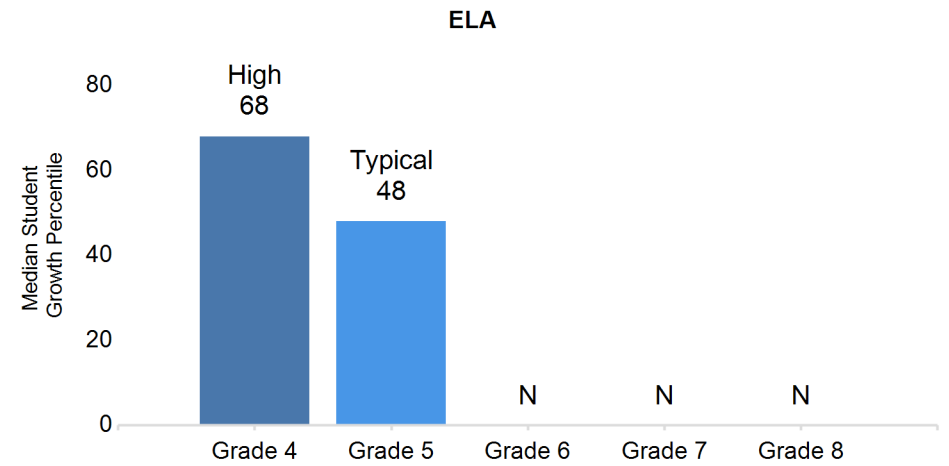
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

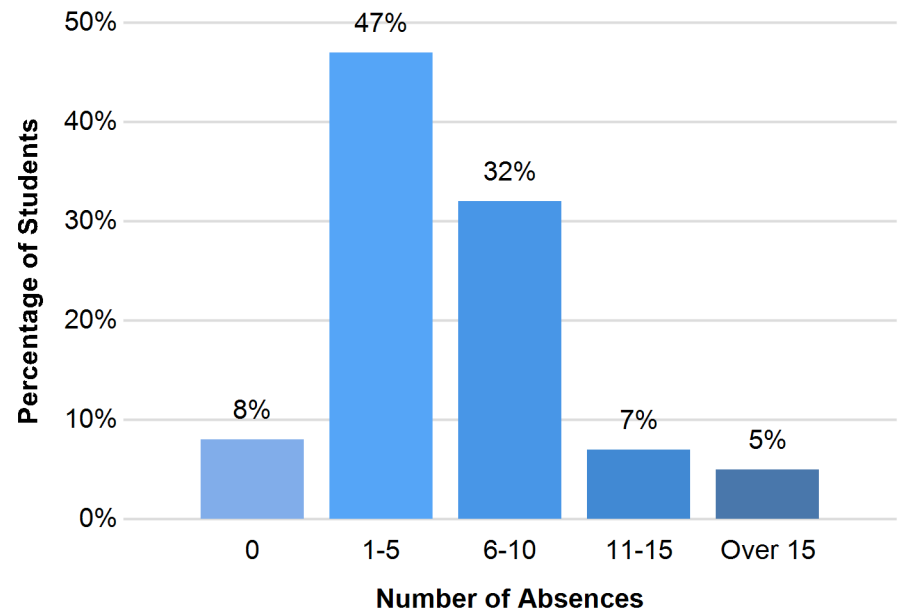
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 2.10 | 8.40 | Met Target |
| White | 2.60 | 8.40 | Met Target |
| Hispanic | N | ** | ** |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 0 | 8.40 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | N | ** | ** |
| Students with Disabilities | 8.10 | 8.40 | Met Target |
| English Learners | N | ** | ** |

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

Days Absent

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



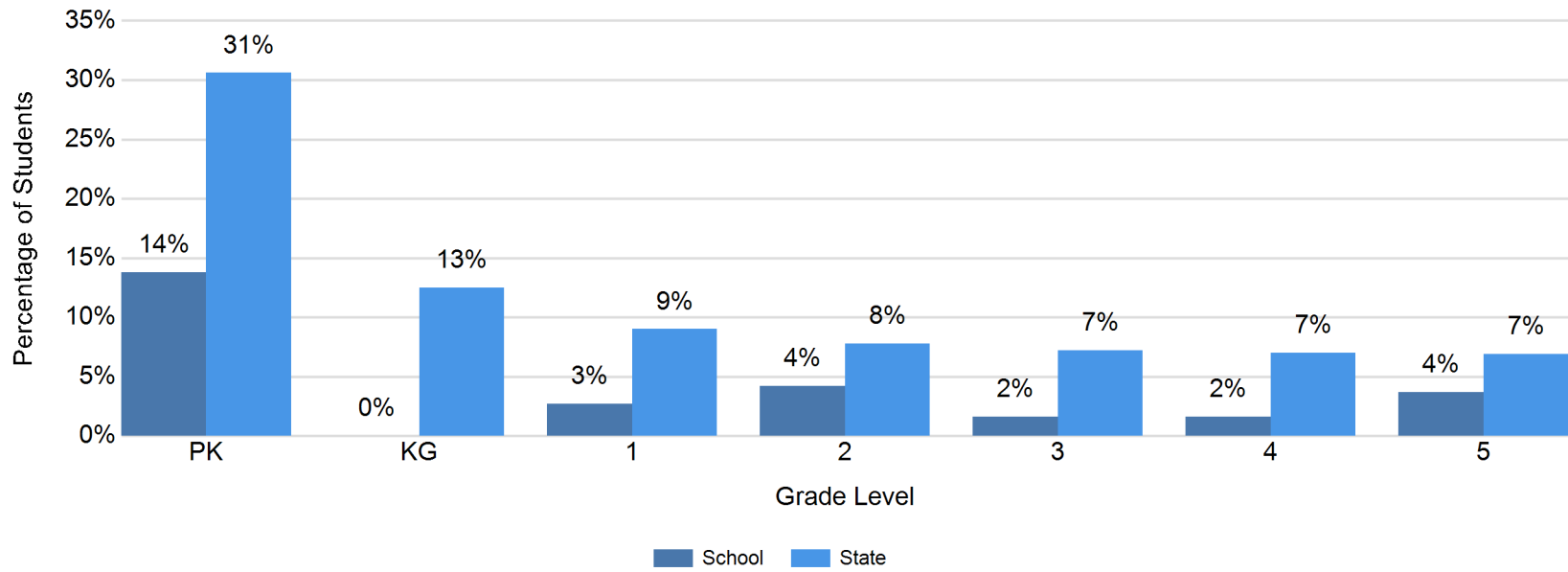


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:30AM |
| Typical End Time | 2:55PM |
| Length of School Day | 6 Hrs 25 Mins |
| Full Time - Instructional Time | 5 Hrs. 20 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 1 |
| Vandalism | 0 |
| Weapons | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 1 |
| Incidents Per 100 Students Enrolled | 0.29 |

Student Suspension Rate

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

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

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



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Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.0:1 | 257.5 kbps | 100 kbps | Yes | N | Fiber | 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).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|------------------------|---------|--------------|----------|
| District Total | \$191 | \$15,217 | \$15,408 |



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 25 | 120,724 |
| Average years experience in public schools | 16.1 | 11.8 |
| Average years experience in district | 12.0 | 10.5 |
| Teachers in district for 4 or more years | 80% | 74% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 7 | 9,506 |
| Average years experience in public schools | 20.4 | 15.9 |
| Average years experience in district | 11.3 | 11.6 |
| Administrators in district for 4 or more years | 57% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 14:1 | 12:1 |
| Administrators | 350:1 | 166:1 |
| Librarian/Media Specialists | | 583:1 |
| Nurses | | 388:1 |
| Counselors | | 388:1 |
| Child Study Team | | 233:1 |



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 92% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 100% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 98% |



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 82.5 | 17.5% |
| Mathematics Proficiency | 64.9 | 17.5% |
| English Language Arts Growth | 75.9 | 25.0% |
| Mathematics Growth | 12.0 | 25.0% |
| Chronic Absenteeism | 92.8 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 61.7 |
| Summative Rating: Percentile rank of Summative Score | | 69.2 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



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Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 61.7 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Met Target | No |
| White | 55.5 | 11.9 | No | Met Target | Not Met | Met Target | Met Target | Not Met | No |
| Hispanic | ** | ** | No | ** | ** | ** | ** | ** | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | N | N | Met Target | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | ** | ** | No | ** | ** | ** | ** | ** | No |
| Students with Disabilities | ** | ** | No | Met Target | Met Target† | Met Target | ** | ** | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



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School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Mrs. Signore | Email Address: | msignore@rivervaleschools.com |
| Address: | 801 RIVERVALE RD RIVER VALE, NJ 07675-6148 | Website: | www.rivervaleschools.com |
| Phone: | (201)358-4028 | Facebook: | https://www.facebook.com/woodsideelementaryschool/ |
| | | Twitter: | https://twitter.com/WoodsideES |

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.

| | |
|--|---|
|  <p>Highlights:</p> | <ul style="list-style-type: none"> • We promote collaboration, problem-solving, critical thinking, and creativity to be successful global citizens. • Curriculum includes balanced literacy, NGSS, PBLs, and rich math tasks. • Technology is integrated on all grade-levels to enhance instruction and learning. |
|  <p>Mission, Vision, Theme:</p> | <p>Our community reached consensus on what we valued most for our students: helping to develop independent learners capable of personal and professional success and helping children find and develop their passions. We worked to take those values and turn them into something identifiable – a Portrait of a Graduate highlights that all students should strive to become Compassionate Citizens, Fearless Trailblazers, Collaborative Innovators, Problem Seekers & Solution Makers, and Global Communicators.</p> |
|  <p>Awards, Recognition, Accomplishments:</p> | <p>Awards, Recognition, Accomplishments: The River Vale School District is a member of the Garden State Coalition of Schools, a public education advocacy group with roots in Trenton, and the first New Jersey school district to become a member of EdLeader21, a national consortium focused on integrating vital 21st Century Skills into the classroom. Last year, the district was fortunate enough to have the Commissioner of Education visit to observe our progressive educational model in practice.</p> |






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| | |
|--|--|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Along with our Portrait of a Graduate, we involve children in a rigorous, appropriate, developmental approach to learning in order to meet the challenges of the future. Children are taught balanced literacy, mathematics, social studies, and science, which are aligned to the NJSLS. Our school values the education of the whole child and students' learning is supported through a mindset for learning, including perseverance, resiliency, and empathy.</p> |
|  <p>Clubs and Activities:</p> | <p>Students benefit from participation in a vast array of extracurricular programs including an art show, curriculum night, continental math club, intramurals, music concerts, safety patrol, sign language club, theatre production, W.H.O. Club and the newspaper club.</p> |
|  <p>Before and After School Programs:</p> | <p>The PTA sponsors an after-care enrichment program, and our River Vale Educational Fund sponsors a Robotics program for students, as well as before-school yoga clubs. Our school also offers band and chorus programs for students in grades 4 and 5. The district also has an excellent before and after-school program sponsored by the River Vale Educational Fund – the A.C.E. Program.</p> |







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| | |
|--|--|
|  <p>Staff and Professional Learning:</p> | <p>The staff engages in professional learning throughout the year. The district has 3 professional development days. The school has three faculty meetings per month, which focus on teaching and learning. Teachers are involved in collaborative learning groups using new resources. Staff works with the PVRHS District's Regional Curriculum Office for professional development and other consultants such as the Educator Collaborative and Teachers College at Columbia University.</p> |
|  <p>Student Supports and Services:</p> | <p>The school provides a variety of supports to students who require additional help academically, including the Intervention & Referral services (I&RS), supplemental instruction, and supports and services for students with disabilities, as well as English Language Learners. The school also believes in providing differentiated instruction to all students to their learning is personalized to the maximum degree possible.</p> |
|  <p>Student Health and Wellness:</p> | <p>The school uses the Educate 2B mindfulness program. There are several staff members trained in mindfulness, breathing, and yoga to support students. Yoga classes are run before school and incorporated into the daily classroom. This training from Educate 2B founder Allison Morgan represents an innovative and important way to help address mental health for all students in the district. In addition there is a school guidance counselor to assist students.</p> |
|  <p>Parent and Community Involvement:</p> | <p>The school believes strongly in our partnership with parents to best support students. The school's PTA, along with the River Vale Educational Fund provide invaluable supports in terms of programming, fundraising, and advocacy. The school attempts to reach parents in a variety of ways including social media, community forums, school-based parent advisory council,, and parent portals into the Genesis student information system, along the Canvas learning management system.</p> |




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| | |
|---|--|
|  <p>Facilities:</p> | <p>The school works hard with the PTA, River Vale Educational Fund, and our community at large to maintain modern, state-of-the-art facilities for our students. Recent renovations include the Woodside School Media Center and playground. The media center was created to help support 21st century learning and provide a more flexible space where student engage in PBLs and collaborate with one another.</p> |
|---|--|