NJ SCHOOL PERFORMANCE REPORT

Briarcliff Middle School
(27-3460-060)
Grades Offered: 06-08
2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Morris
District	Mountain Lakes Public School District
Principal Name	Mr. Erik Carlson
Address	93 Briarcliff Rd. Mountain Lakes, NJ 07046
Phone Number	973-334-0342
Email Address	ecarlson@mlschools.org
Website	http://bc.mlschools.org
Facebook	https://www.facebook.com/Mountain-Lakes-School-District-1079011925518579/
Twitter	http://BriarcliffMidd1

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	106	94	93
7	101	104	97
8	104	107	109
Total	312	306	301

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.4%	47.4%	46.6%
Male	50.6%	52.6%	53.4%
Economically Disadvantaged Students	0.6%	0.7%	0.2%
Students with Disabilities	11.9%	12.7%	12.8%
English Learners	0.3%	1.6%	0.5%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	75.0%	70.6%	69.2%
Hispanic	9.0%	9.5%	11.0%
Black or African American	1.3%	1.3%	0.5%
Asian	13.1%	17.3%	17.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.3%	0.0%
Two or More Races	1.3%	1.0%	2.0%

Enrollment by Home Language

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

Home Language	% of Students
English	98.2%
Spanish	1.0%
Other Languages	0.8%

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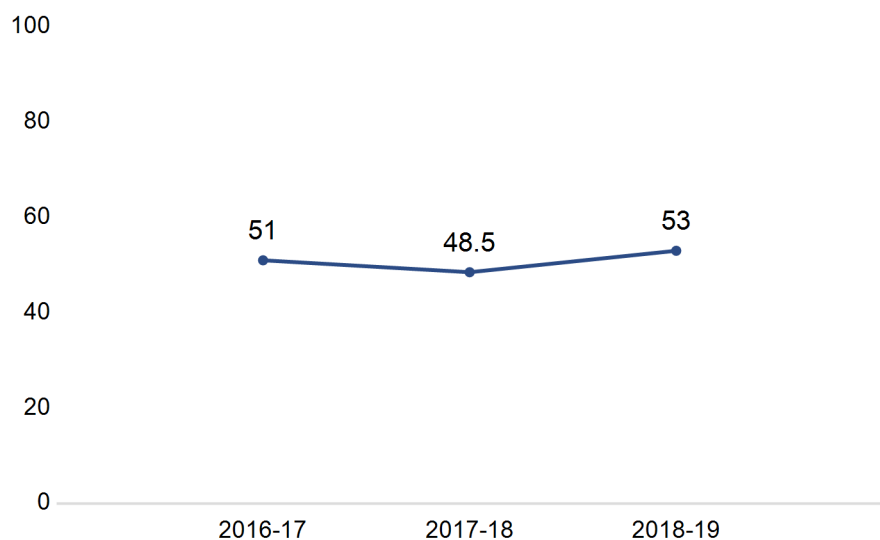
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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile
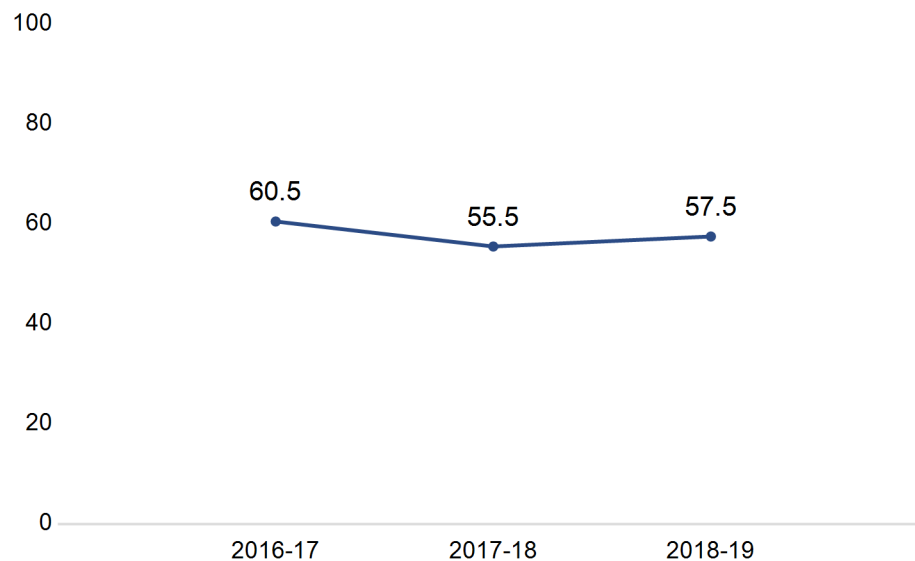
Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	48.5	53	60.5	55.5	57.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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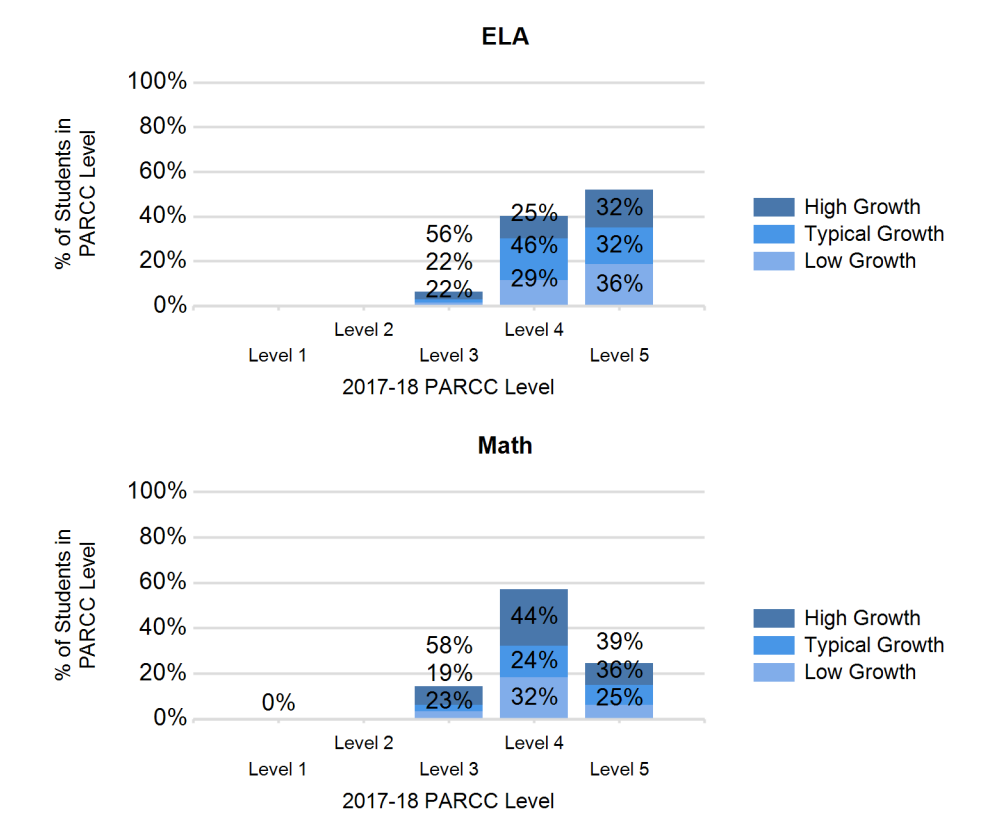- **†** This indicates a table specific note, see note below table

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	55	50	Met Standard	57.5	56	50	Met Standard
White	55	55	50	Met Standard	57	57	52	Met Standard
Hispanic	40	40.5	49	Met Standard	48.5	39	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	45	56	59	Met Standard	62	56	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	60.5	49	**	*	59	52	**
Female	50	56	53	N	58	53	50	N
Male	53	53	47	N	57	57	51	N
Economically Disadvantaged Students	N	N	48	**	N	N	46	**
Students with Disabilities	63	56	43	Exceeds Standard	60	53	45	Exceeds Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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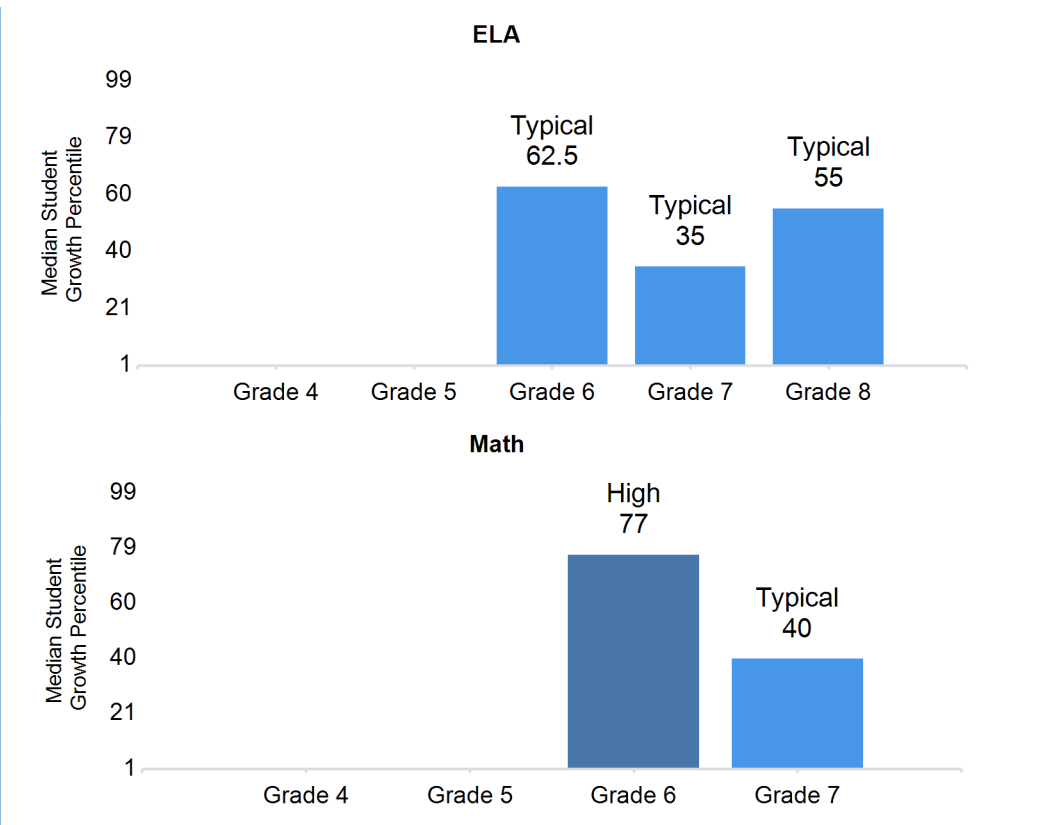
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

Math

Student Growth by Grade

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

ELA

Math

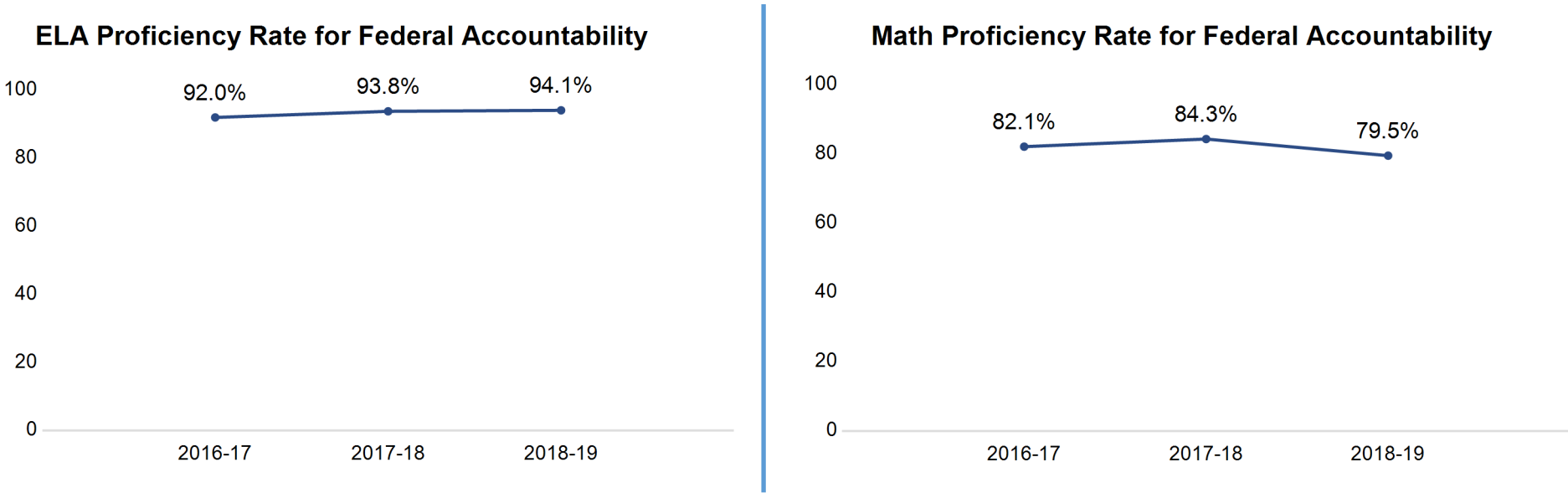**NJ SCHOOL PERFORMANCE REPORT**

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

2016-17: 92.0% 2017-18: 93.8% 2018-19: 94.1%

Math Proficiency Rate for Federal Accountability

2016-17: 82.1% 2017-18: 84.3% 2018-19: 79.5%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	98.3%	98.3%	99.0%	98.3%	98.0%
Proficiency Rate for Federal Accountability	92.0%	93.8%	94.1%	82.1%	84.3%	79.5%
Annual Target	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Goal	Met Goal	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	288	98.3	94.1	90.5	57.9	94.1	80	Met Goal
White	202	98.1	93.6	90.5	66.9	93.6	80	Met Goal
Hispanic	28	96.6	92.9	*	43.9	92.9	80	Met Goal
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	51	100.0	96.1	94.6	82.9	96.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	94.4	64.4	*	**	**
Female	133	97.8	97.0	94.8	64.8	97.0		
Male	155	98.7	91.6	86.7	51.3	91.6		
Economically Disadvantaged Students	N	N	N	*	40.0	N	**	**
Non-Economically Disadvantaged Students	288	99.0	94.1	*	67.9	94.1		
Students with Disabilities	30	90.9	73.3	61.9	22.7	70.1	61.5	Met Target
Students without Disabilities	258	99.2	96.5	95.2	65.1	96.5		
English Learners	*	*	*	91.7	29.3	*	**	**
Non-English Learners	*	*	*	90.5	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.
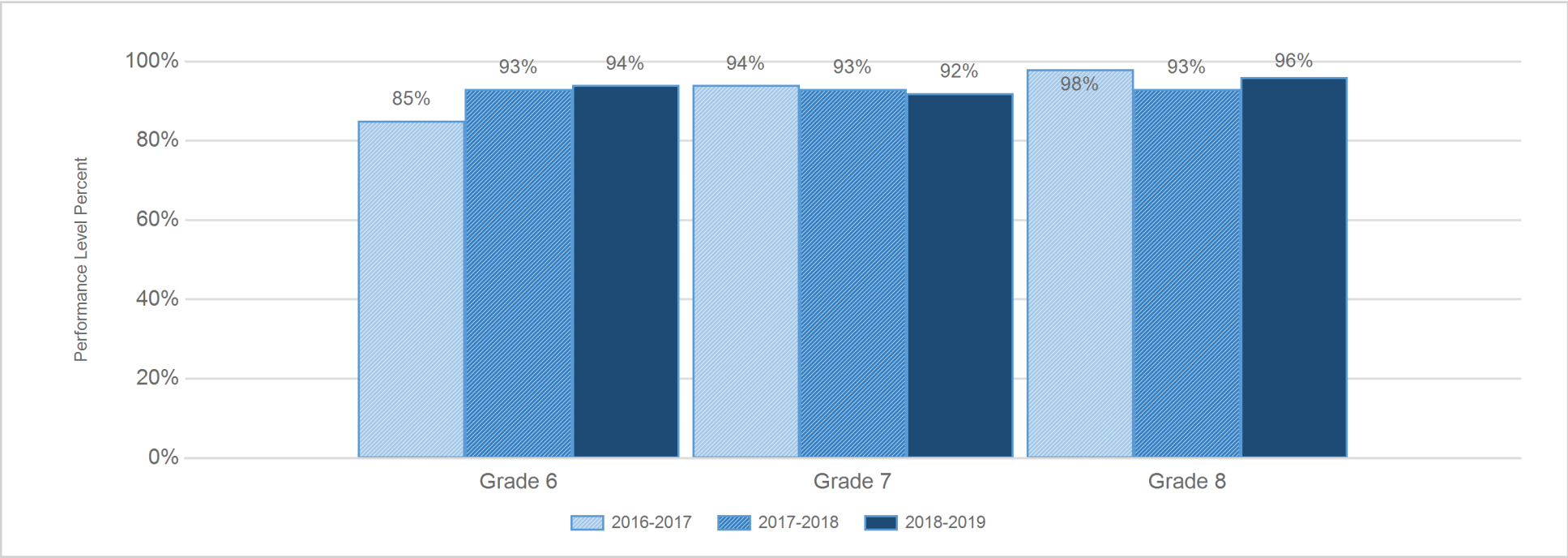
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	790	790	754	0%	*	*	42%	52%	94%	56%
White	65	788	788	762	0%	*	*	43%	49%	92%	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	14	802	802	780	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	41	794	794	762	0%	*	*	*	*	93%	64%
Male	49	787	787	748	0%	*	*	*	*	96%	48%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	90	790	790	763	0%	*	*	42%	52%	94%	67%
Students with Disabilities	11	751	751	722	0%	*	*	*	*	64%	19%
Students without Disabilities	79	795	795	761	0%	*	*	*	*	99%	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	90	790	790	756	0%	*	*	42%	52%	94%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	95	786	786	761	0%	*	*	42%	49%	92%	63%
White	63	784	784	769	0%	*	*	49%	41%	90%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	N	N	N	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	22	796	796	790	0%	*	0%	*	*	95%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	44	793	793	769	0%	*	*	*	*	98%	71%
Male	51	781	781	753	0%	*	*	*	*	86%	55%
Economically Disadvantaged Students	N	N	N	743	N	N	N	N	N	N	45%
Non-Economically Disadvantaged Students	95	786	786	771	0%	*	*	42%	49%	92%	73%
Students with Disabilities	10	771	771	720	0%	*	*	*	*	80%	22%
Students without Disabilities	85	788	788	769	0%	*	*	*	*	93%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	95	786	786	763	0%	*	*	42%	49%	92%	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

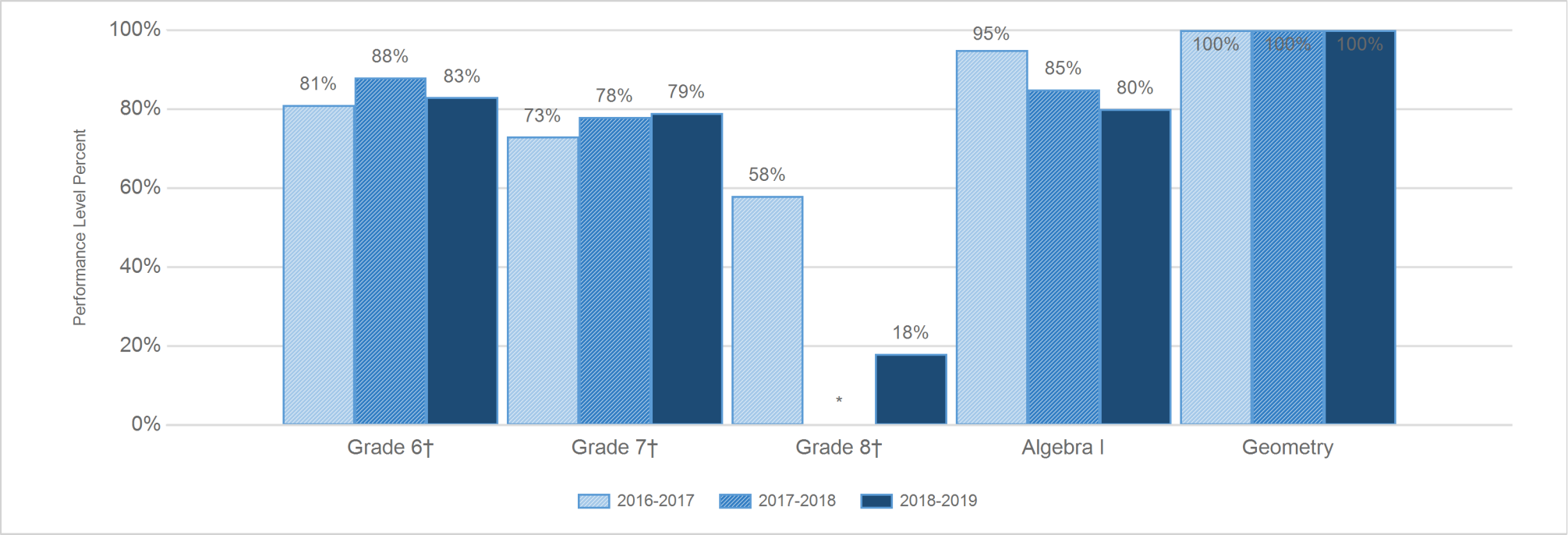| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	801	801	762	0%	0%	*	*	*	96%	63%
White	74	800	800	770	0%	0%	*	*	*	97%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	N	N	N	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	15	804	804	794	0%	0%	*	*	*	93%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	48	810	810	771	0%	0%	*	*	*	100%	71%
Male	55	792	792	753	0%	0%	*	*	*	93%	55%
Economically Disadvantaged Students	N	N	N	743	N	N	N	N	N	N	45%
Non-Economically Disadvantaged Students	103	801	801	772	0%	0%	*	*	*	96%	72%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	770	*	*	*	*	*	*	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	103	801	801	764	0%	0%	*	*	*	96%	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

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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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	288	98.0	79.5	71.2	44.5	79.5	80	Met Target†
White	201	97.6	77.6	69.0	54.1	77.6	80	Met Target†
Hispanic	29	96.7	72.4	70.0	28.8	72.4	75.5	Met Target†
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	51	100.0	92.2	85.0	76.5	92.2	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	83.3	53.3	*	**	**
Female	134	97.8	76.1	70.2	44.9	76.1		
Male	154	98.1	82.5	72.1	44.2	82.5		
Economically Disadvantaged Students	N	N	N	*	26.3	N	**	**
Non-Economically Disadvantaged Students	288	98.6	79.5	*	54.9	79.5		
Students with Disabilities	30	90.9	36.7	43.9	17.4	35.0	49.7	Not Met
Students without Disabilities	258	98.9	84.5	75.6	50.0	84.5		
English Learners	*	*	*	84.6	25.0	*	**	**
Non-English Learners	*	*	*	71.0	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Briarcliff Middle School
(27-3460-060)
Grades Offered: 06-08
2018-2019

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 N No Data is available to display
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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NJ SCHOOL PERFORMANCE REPORT

Briarcliff Middle School

(27-3460-060)

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	770	770	741	*	*	11%	58%	26%	83%	41%
White	64	766	766	749	*	*	*	66%	19%	84%	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	14	793	793	769	0%	0%	*	*	*	93%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	42	770	770	742	*	*	*	45%	31%	76%	42%
Male	48	771	771	740	*	*	*	69%	21%	90%	40%
Economically Disadvantaged Students	N	N	N	726	N	N	N	N	N	N	21%
Non-Economically Disadvantaged Students	90	770	770	750	*	*	11%	58%	26%	83%	53%
Students with Disabilities	11	739	739	716	*	*	*	*	*	45%	12%
Students without Disabilities	79	775	775	746	*	*	*	*	*	89%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

Briarcliff Middle School

(27-3460-060)

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	766	766	744	0%	*	*	63%	16%	79%	42%
White	60	766	766	751	0%	*	*	63%	17%	80%	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	N	N	N	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	10	771	771	768	0%	*	*	*	*	80%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	38	765	765	744	0%	*	*	*	*	68%	42%
Male	42	766	766	743	0%	*	*	*	*	88%	42%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	80	766	766	751	0%	*	*	63%	16%	79%	53%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	80	766	766	745	0%	*	*	63%	16%	79%	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

Briarcliff Middle School

(27-3460-060)

Grades Offered: 06-08

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	11	730	730	728	*	*	*	*	*	18%	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	N	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	11	730	730	735	*	*	*	*	*	18%	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	11	730	730	730	*	*	*	*	*	18%	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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(27-3460-060)

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	772	767	744	*	*	16%	68%	12%	80%	42%
White	60	765	761	752	*	*	22%	*	*	72%	53%
Hispanic	*	*	765	728	*	*	*	*	*	*	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	20	796	*	775	0%	0%	*	*	*	95%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	42	770	*	745	*	*	*	*	*	86%	44%
Male	48	774	*	743	*	*	*	*	*	75%	41%
Economically Disadvantaged Students	N	N	*	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	90	772	*	752	*	*	16%	68%	12%	80%	52%
Students with Disabilities	*	*	741	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	770	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	90	772	767	745	*	*	16%	68%	12%	80%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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Briarcliff Middle School

(27-3460-060)

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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	17	792	756	737	0%	0%	0%	*	*	100%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	N	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	N	N	*	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	17	792	*	743	0%	0%	0%	*	*	100%	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	17	792	756	738	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

Briarcliff Middle School
(27-3460-060)
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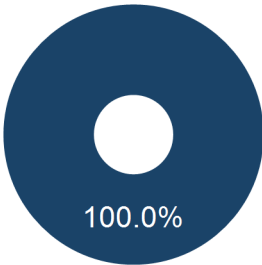**NJ SCHOOL PERFORMANCE REPORT**

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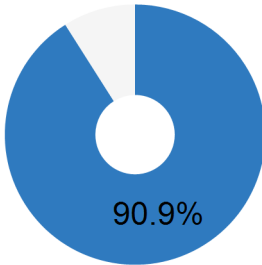
DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

2018-2019
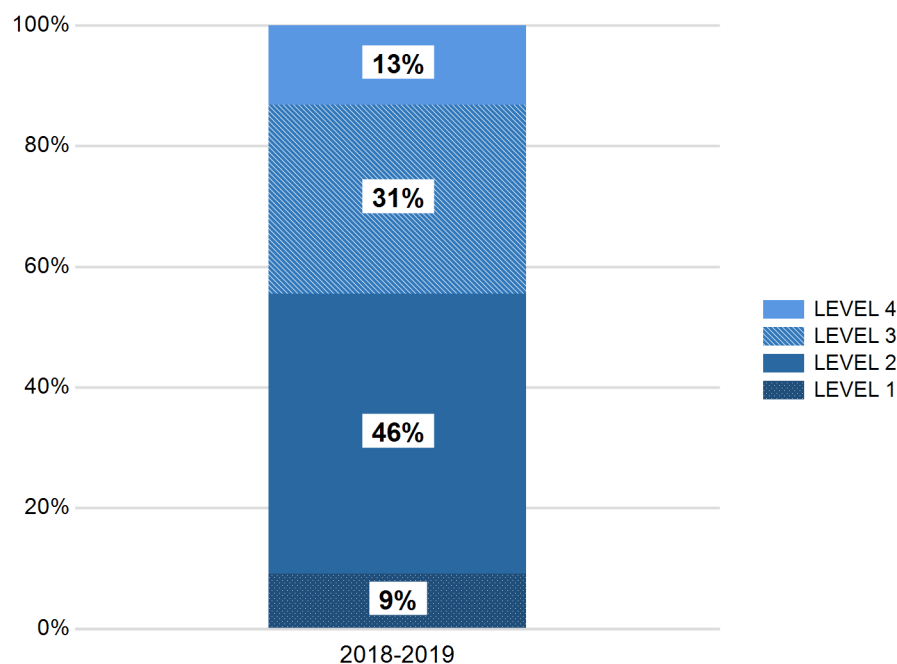
NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

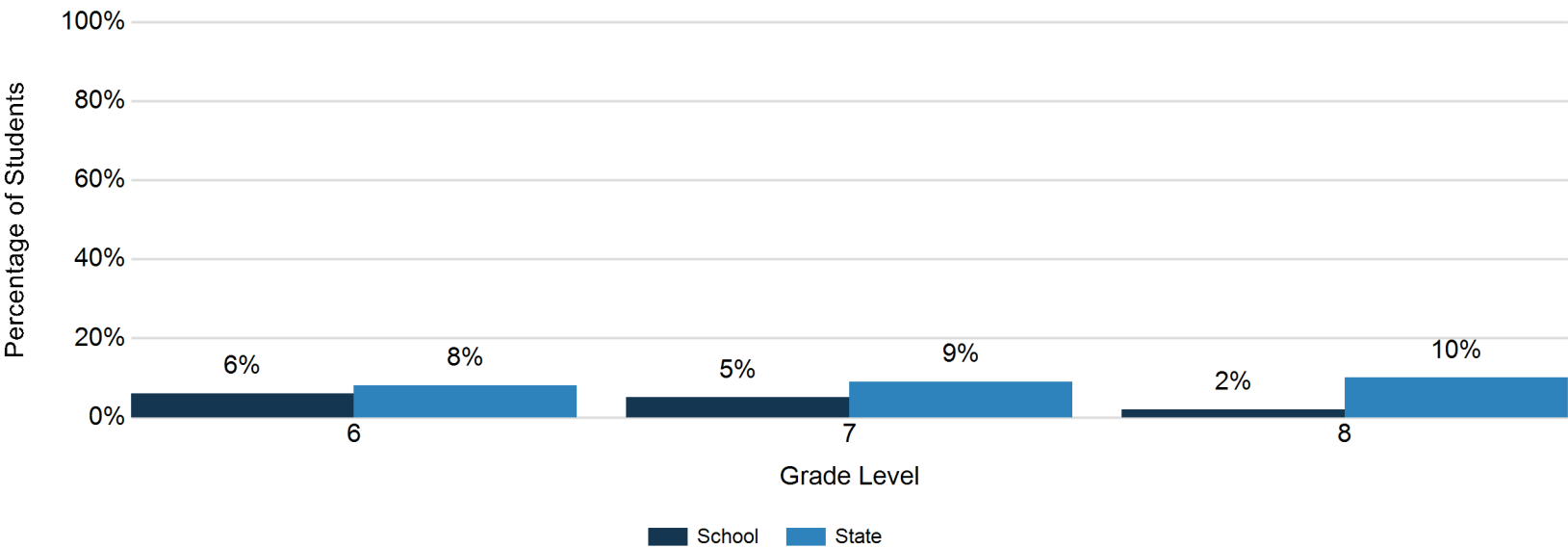| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	9	46	31	13
White	9	49	32	11
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	10	50	33	8
Male	9	43	30	18
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	46	38	8	8
Students without Disabilities	4	47	35	14
English Learners	N	N	N	N
Non-English Learners	9	46	31	13
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Briarcliff Middle School

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	96
7	15	0	84
8	76	17	17
Total	91	17	197

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	62	27	0	0	0	0	0
7	60	30	0	0	0	0	0
8	59	34	0	0	0	0	107
Total	181	91	0	0	0	0	107

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Briarcliff Middle School
(27-3460-060)
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2018-2019

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Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. 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 during the school year.

Grades 6-8:

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

100.0% School

90.9% State

Students enrolled in one or more classes by discipline:

MUSIC	School	100.0%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	100.0%
	State	70.0%

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	13	4.4	9.1	Met
White	11	5.3	9.1	Met
Hispanic	1	3.4	9.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	7	5.1		
Male	6	3.8		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	3	9.4	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Briarcliff Middle School

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Chronic Absenteeism by Grade

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

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.00

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	0	0
No Identified Nature	3		3

Student Disciplinary Removals

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

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

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

Briarcliff Middle School
(27-3460-060)
Grades Offered: 06-08
2018-2019

Report Key:
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 † This indicates a table specific note,see note below table

School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 53 Mins
Shared Time - Instructional Time	5 Hrs. 53 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

Briarcliff Middle School

(27-3460-060)

Grades Offered: 06-08

2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	32	118,214
Average years experience in public schools	11.5	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	65.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	12.5	16.0
Average years experience in district	8.7	12.0
Percentage of Administrators with 4 or more years experience in the district	60.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	9:1
Students to Administrators	100:1	99:1
Teachers to Administrators	11:1	11:1
Students to Librarians/Media Specialists		497:1
Students to Nurses		373:1
Students to Counselors		186:1
Students to Child Study Team Members		186:1

Briarcliff Middle School

(27-3460-060)

Grades Offered: 06-08

2018-2019

NJ SCHOOL PERFORMANCE REPORT

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.6%	71.9%	66.7%	48.4%	77.1%	54.9%
Male	53.4%	28.1%	33.3%	51.6%	22.9%	45.1%
White	69.2%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	17.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.0%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Briarcliff Middle School
(27-3460-060)
Grades Offered: 06-08
2018-2019

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 41%

Admin N/A

Master's Degree

Teacher 59%

Admin 100%

Doctoral Degree

Teacher 0%

Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	87.1%	90.5%
2017-18 Administrators: Same district 2018-19	66.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	98.8%

NJ SCHOOL PERFORMANCE REPORT

Briarcliff Middle School
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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Briarcliff Middle School

(27-3460-060)

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2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

Briarcliff Middle School

(27-3460-060)

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	92.0%	93.8%	94.1%
Math Proficiency	82.1%	84.3%	79.5%
ELA Growth	51	48	53
Math Growth	60	56	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	4.3%	3.7%	4.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

NJ SCHOOL PERFORMANCE REPORT

Briarcliff Middle School

(27-3460-060)

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

Briarcliff Middle School

(27-3460-060)

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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Met Target†	Met Standard	Met Standard	N	Met	No
White	Met Goal	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Goal	Met Target†	Met Standard	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target	Not Met	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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

Briarcliff Middle School

(27-3460-060)

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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 the school or district directly.

Awards, Recognition, Accomplishments:	Briarcliff Middle School was awarded a National Blue Ribbon School designation.

Briarcliff Middle School

(27-3460-060)

Grades Offered: 06-08

2018-2019

School Narrative

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Sports and Athletics:	Sports Offered: Baseball (Boys), Softball (Girls)
Clubs and Activities:	Briarcliff Middle School offers 12 different clubs for all students to be a part of. These clubs meet either weekly or bi-weekly. These clubs range from being academic to enrichment opportunities for students. We also have Student Government Association that helps to organize activities and events for the school.

Briarcliff Middle School

(27-3460-060)

Grades Offered: 06-08

2018-2019

School Narrative

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	Staff and Professional Learning:	Briarcliff Middle School staff reularly engage in professional development through monthly Professional Development meetings, online webinars/modules, professionally run workshops, and collegial approaches such as peer coaching.

NJ SCHOOL PERFORMANCE REPORT

Briarcliff Middle School

(27-3460-060)

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2018-2019

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Student Supports and Services:	Briarcliff Middle School has a School Counselor and Special Services Case Manager who works closely with the Administration. We also have an I&RS team that assists in supporting students considered at-risk. We have a thriving program for struggling students called strategies and intervention and this program. Students also have access to an after school homework program on Mondays and Wednesdays.
Student Health and Wellness:	Briarcliff Middle School created a school wellness committee last year. This committee assisted in the creation and implementation of a school culture survey. Briarcliff has also partnered with the Director of Special Services and an outside agency (Sage Thrive) to provide monthly training to our staff in the areas of student and staff wellness, along with strategies to deal with mental health issues in school.
Parent and Community Involvement:	A strong Home and School Association, Principal Advisory Committee, and Superintendent Brown Bag Lunches are open to all members of the community. Mountain Lakes Education Foundation, Laker Sports Club and Friends of the Arts sponsor various grants and fund our students educational, athletic and artistic endeavors. The Principal meets several times a year with a Parent Advisory Council and has 3 open forums for parents to come and meet with him.

Briarcliff Middle School

(27-3460-060)

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2018-2019

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students Briarcliff Middle School facilitated a climate survey to our students last school year. This was in conjunction with a newly formed Wellness Committee. The survey was created by the committee and students completed it through a Google Form.
Facilities:	Briarcliff Middle School was built in the Great Depression era in year 1935. There are many elements of our school that are original and the school still maintains a strong sense of history. There have been many updates to the school since then, including a new wing in the 1990's. We have three floors to our school and a dedicated cafeteria. Our gymnasium serves as our auditorium as well. The school recently underwent some construction to refurbish the 6th grade Science Lab and also create a student makerspace. Part of this construction project was to also upgrade the vestibule with a new camera and 3M tape.
School Safety:	Briarcliff MS works very closely with the Mountain Lakes Police Department. In particular we have a strong working relationship with Sgt. Gil Benitez, our School Resource Officer. We recently installed a security vestibule at our main entrance. We also have a fully functioning surveillance camera system. The Briarcliff Safety Team meets several times a year to review HIB and discipline data. This team consists of an SRO, Principal, Security Leader, Teachers, and Parents. This team makes recommendations to the school to improve the school culture and overall security of the school.

Briarcliff Middle School

(27-3460-060)

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2018-2019

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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 the school or district directly.

Technology and STEM:	Briarcliff MS has a computer lab for our computer classes. We also have 8 chromebook carts with over 250 chromebooks. Each classroom is equipped with a smart board and a projector. Briarcliff has been updatiing their smartboards and replacing them with new technology called an Aquios Board. Briarcliff also has started using a makerspace that was recently built.

NJ SCHOOL PERFORMANCE REPORT

Lake Drive Program for Hearing Impared
(27-3460-070)
Grades Offered: PK-08
2018-2019

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Lake Drive Program for Hearing Impared

(27-3460-070)

Grades Offered: PK-08

2018-2019

School Contact Information

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

Type	Contact Information
County	Morris
District	Mountain Lakes Public School District
Principal Name	Mrs. Julie Lazeration
Address	10 LAKE DRIVE MOUNTAIN LAKES, NJ 07046-1342
Phone Number	973-299-0166
Email Address	jlazeration@mlschools.org
Website	https://ld.mlschools.org
Facebook	https://www.facebook.com/Mountain-Lakes-School-District-1079011925518579/

NJ SCHOOL PERFORMANCE REPORT

Lake Drive Program for Hearing Impared

(27-3460-070)

Grades Offered: PK-08

2018-2019

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	15	17	17
KG	10	1	9
1	8	11	1
2	6	5	9
3	6	5	5
4	4	9	4
5	3	5	8
6	2	6	6
7	0	3	3
8	7	0	2
Total	67	71	71

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.0%	47.9%	47.9%
Male	53.0%	52.1%	52.1%
Economically Disadvantaged Students	23.1%	26.8%	16.9%
Students with Disabilities	98.5%	100.0%	98.6%
English Learners	4.5%	4.2%	4.2%
Homeless Students	0.0%	0.0%	1.4%
Students in Foster Care	1.5%	1.4%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	53.0%	46.5%	45.1%
Hispanic	31.3%	35.2%	40.8%
Black or African American	9.7%	9.9%	7.0%
Asian	6.0%	8.5%	5.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	1.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	6	5	4
PK - Full Day	9	12	13
KG - Half Day	1	0	0
KG - Full Day	9	1	9

Enrollment by Home Language

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

Home Language	% of Students
English	70.4%
Spanish	21.1%
Arabic	2.8%
Sign Languages	2.8%
Gujarati	1.4%
Other Languages	1.4%

NJ SCHOOL PERFORMANCE REPORT

Lake Drive Program for Hearing Impared

(27-3460-070)

Grades Offered: PK-08

2018-2019

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Percentage of Students

- 0: 0%
- 1-5: 0%
- 6-10: 0%
- 11-15: 0%
- Over 15: 0%

Number of Absences

Lake Drive Program for Hearing Impared

(27-3460-070)

Grades Offered: PK-08

2018-2019

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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

Chart: Percentage of Students by Grade Level. Values shown (State):
PK: School N, State 31%
KG: School N, State 13%
1: School N, State 10%
2: School N, State 8%
3: School N, State 7%
4: School N, State 7%
5: School N, State 8%
6: School N, State 8%
7: School N, State 9%
8: School N, State 10%

Legend: School, State

Lake Drive Program for Hearing Impared

(27-3460-070)

Grades Offered: PK-08

2018-2019

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

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	1.41

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

Lake Drive Program for Hearing Impared
(27-3460-070)
Grades Offered: PK-08
2018-2019

School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

NJ SCHOOL PERFORMANCE REPORT

Lake Drive Program for Hearing Impared
(27-3460-070)
Grades Offered: PK-08
2018-2019

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	22	118,214
Average years experience in public schools	13.5	12.1
Average years experience in district	12.7	10.8
Percentage of Teachers with 4 or more years experience in the district	63.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	12.5	16.0
Average years experience in district	8.7	12.0
Percentage of Administrators with 4 or more years experience in the district	60.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	3:1	9:1
Students to Administrators	36:1	99:1
Teachers to Administrators	11:1	11:1
Students to Librarians/Media Specialists		497:1
Students to Nurses		373:1
Students to Counselors		186:1
Students to Child Study Team Members		186:1

NJ SCHOOL PERFORMANCE REPORT

Lake Drive Program for Hearing Impared

(27-3460-070)

Grades Offered: PK-08

2018-2019

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

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.9%	95.5%	100.0%	48.4%	77.1%	54.9%
Male	52.1%	4.5%	0.0%	51.6%	22.9%	45.1%
White	45.1%	95.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	40.8%	4.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%

Lake Drive Program for Hearing Impared

(27-3460-070)

Grades Offered: PK-08

2018-2019

Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 50%

Admin — N/A

Master's Degree

Teacher — 50%

Admin — 100%

Doctoral Degree

Teacher — 0%

Admin — 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	87.1%	90.5%
2017-18 Administrators: Same district 2018-19	66.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.3%

Lake Drive Program for Hearing Impared
(27-3460-070)
Grades Offered: PK-08
2018-2019

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

NJ SCHOOL PERFORMANCE REPORT

Lake Drive Program for Hearing Impared
(27-3460-070)
Grades Offered: PK-08
2018-2019

Report Key:
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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 the school or district directly.

	Highlights:	• Educating students who are deaf/hard of hearing since 1969. Lake Drive Program just celebratied 50 Years of Excellence Educating Deaf and Hard of Hearing students. • All education options including total communication and general education classrooms. • Strong social/emotional team of professionals to provide support.
	Mission, Vision, Theme:	The Lake Drive Program provides several educational options for students with hearing loss ages 3-21. The Lake Drive Program is integrated into all the Mountain Lakes Schools and is dedicated to supporting each student's educational development, as well as meeting their social and emotional needs.

NJ SCHOOL PERFORMANCE REPORT

Lake Drive Program for Hearing Impared

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Courses, Curriculum, Instruction:	Lake Drive Program has a comprehensive academic program that is enhanced by allied subjects. Technology at Lake Drive includes a varied inventory of equipment, which enhances teaching. All Lake Drive classrooms are equipped with Smartboards, computer technology and students have access to Chromebooks and google classroom. Such technology has enhanced classroom instruction and student participation, and has proven to be an exciting addition to the classroom environment.

Lake Drive Program for Hearing Impared

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| | Staff and Professional Learning: | Professional staff include teachers of the deaf, speech language specialists, auditory-verbal therapists, an educational audiologist, a social worker, school psychologists, occupational therapists, physical therapists, educational sign language interpreters and counselors. Trainings that are offered are staff sign language classes, Handle with Care De-escalation, Safe Schools Online Safety Training and other trainings. |

NJ SCHOOL PERFORMANCE REPORT

Lake Drive Program for Hearing Impared
(27-3460-070)
Grades Offered: PK-08
2018-2019

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School Narrative

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Student Supports and Services:	Deaf and Hard of Hearing students - Full Suppport Certified Educational Sign Language Interpreters - Full support Counseling Services - Individual and Group Sessions provided by School Psychologist, Clinical Psychologist or Social Worker Teachers of the Deaf, Speech Language Specialist, LDTC Specializing in Educating Deaf students, Educational Audiologist, Occupational Therapists and Physical Therapists, Classroom Paraprofessionals and Individual Paraprofessionals.
Student Health and Wellness:	SET 'Social Emotional Talks' Groups - overseen by Counselor and Clinical Psychologist, Physical Education classes, School Nurse provided Health Programs, Healthy Choices Assembly, Dental Health Program.
Parent and Community Involvement:	Lake Drive Program has a Home and School Association and offers Parent Sign Language classes and Parent support services.

Lake Drive Program for Hearing Impared

(27-3460-070)

Grades Offered: PK-08

2018-2019

School Narrative

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	Facilities:	The Lake Drive building is 106 years old. The school has an Audiology Suite with sound booth for audiological testing, gymnasium, Art Room, A/C in all classrooms, ALERTUS visual alert system throughout building for emergency notifications, dedicated Occupational Therapy and Physical Therapy Rooms.
	School Safety:	ALERTUS Visual Alert System is utlized for all security drills. ALERTUS includes beacons, marques, computer alerts to all school computers and text alerts to staff cell phones, cameras on all outside doors, and Secure doors with Fob key systems for staff to access.

Lake Drive Program for Hearing Impared

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School Narrative

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	Technology and STEM:	All classrooms have smartboards, desktop computers, chromebooks, ipads, and assistive technology for listening.
	Early Childhood Education:	Lake Drive Program provides an Ivy Hall Preschool. An intergrated preschool program for students from Mountain Lakes Community to learn side by side with students with hearing loss.

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NJ SCHOOL PERFORMANCE REPORT

Lake Drive Program for Hearing Impared

(27-3460-070)

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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 the school or district directly.

Other Information	Lake Drive Program is a receiving school for students who are deaf/hard of hearing. School districts contact us directly to inquire about placement for a student. The intake team reviews all files submitted and determines if Lake Drive Program can provide an appropriate education. Lake Drive Program provides a safe environment for all students to learn. Students' programs are based on their IEP. Each student's program is individualized to provide the optimal learning environment. Mainstream options are available throughout all the Mountain Lakes Schools. High school students in the Lake Drive Program attend Mountain Lakes High School and have the opportunity to participate in a shared time program at Morris County Vocational School. High School students also have the opportunity to participate in internships in the schools and in the community. Lake Drive Program has a team of itinerant teachers of the deaf who provide direct support to students with hearing loss that remain in their home school district. These contracted services are available on a weekly or monthly basis, as well as consultative support throughout the school year. The team is also available to provide in-service training for school staff. Lake Drive Program has a Specialized Evaluation Team available to contract for evaluations. The team is comprised of certified child study team professionals who have extensive knowledge about deafness and its educational impact, and experience working with students with hearing loss. All evaluators can communicate directly with students and parents who are deaf/hard of hearing, using their primary mode of communication, including sign language.

NJ SCHOOL PERFORMANCE REPORT

Mountain Lakes High School
(27-3460-050)
Grades Offered: 09-12
2018-2019

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Mountain Lakes High School
(27-3460-050)
Grades Offered: 09-12
2018-2019

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School Contact Information

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

Type	Contact Information
County	Morris
District	Mountain Lakes Public School District
Principal Name	Mr. Frank Sanchez
Address	96 Powerville Rd. Mountain Lakes, NJ 07046
Phone Number	973-334-8400
Email Address	fsanchez@mlschools.org
Website	http://hs.mlschools.org
Facebook	https://www.facebook.com/Mountain-Lakes-School-District-1079011925518579/
Twitter	https://twitter.com/MLHSLakers

NJ SCHOOL PERFORMANCE REPORT

Mountain Lakes High School
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	157	167	166
10	183	155	165
11	179	180	154
12	190	181	186
Total	710	683	671

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.2%	51.5%	49.2%
Male	48.8%	48.5%	50.8%
Economically Disadvantaged Students	2.0%	1.7%	1.0%
Students with Disabilities	15.2%	16.2%	14.5%
English Learners	0.4%	0.4%	0.1%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.1%	0.1%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	80.5%	80.9%	81.2%
Hispanic	4.4%	5.9%	5.2%
Black or African American	1.0%	0.4%	1.0%
Asian	13.0%	11.0%	10.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.9%	0.9%
Two or More Races	0.7%	0.9%	1.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	702	679	670
Shared Time Students	13	7	2
Full Time Equivalent	709	683	671

Enrollment by Home Language

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

Home Language	% of Students
English	98.2%
Other Languages	1.8%

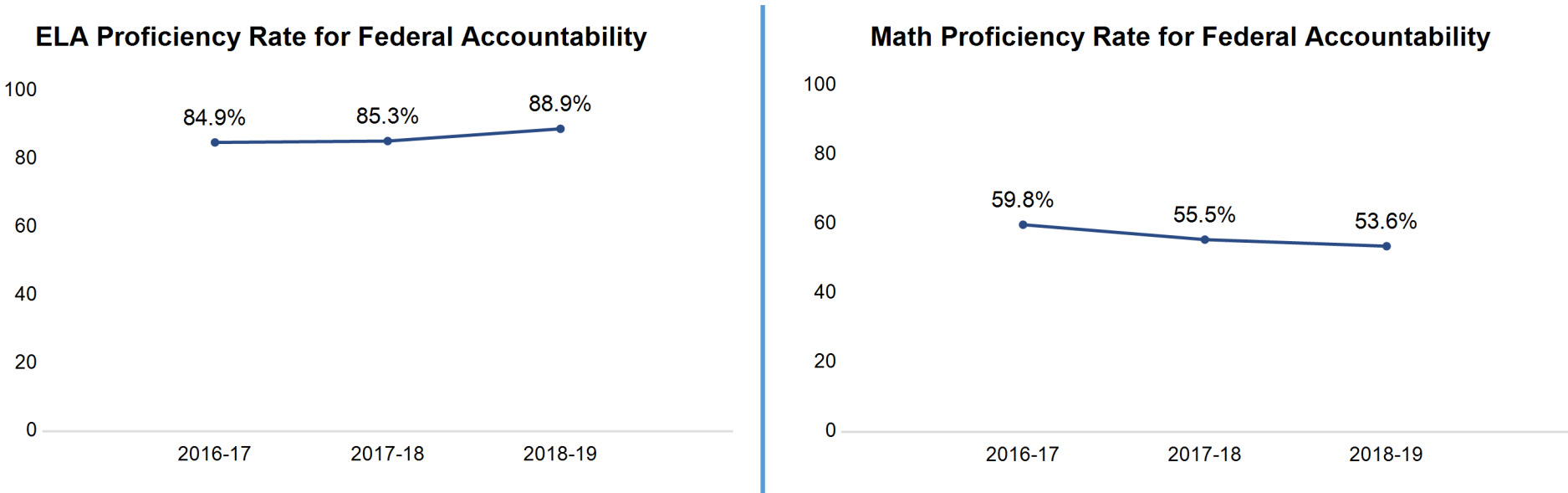**NJ SCHOOL PERFORMANCE REPORT**

Mountain Lakes High School
(27-3460-050)
Grades Offered: 09-12
2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

84.9%   85.3%   88.9%
2016-17   2017-18   2018-19

Math Proficiency Rate for Federal Accountability

59.8%   55.5%   53.6%
2016-17   2017-18   2018-19

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.0%	98.7%	99.1%	96.0%	95.6%	98.3%
Proficiency Rate for Federal Accountability	84.9%	85.3%	88.9%	59.8%	55.5%	53.6%
Annual Target	80.0%	80.0%	80.0%	61.7%	62.6%	63.6%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

4

Mountain Lakes High School

(27-3460-050)

Grades Offered: 09-12

2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	323	99.1	88.9	90.5	57.9	88.9	80	Met Goal
White	274	99.6	90.1	90.5	66.9	90.1	80	Met Goal
Hispanic	14	100.0	85.7	*	43.9	85.7	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	25	92.6	92.0	94.6	82.9	89.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	94.4	64.4	*	**	**
Female	153	99.4	93.5	94.8	64.8	93.5		
Male	170	98.8	84.7	86.7	51.3	84.7		
Economically Disadvantaged Students	*	*	*	*	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	39	97.5	48.7	61.9	22.7	48.7	32.8	Met Target
Students without Disabilities	284	99.3	94.4	95.2	65.1	94.4		
English Learners	*	*	*	91.7	29.3	*	**	**
Non-English Learners	*	*	*	90.5	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.
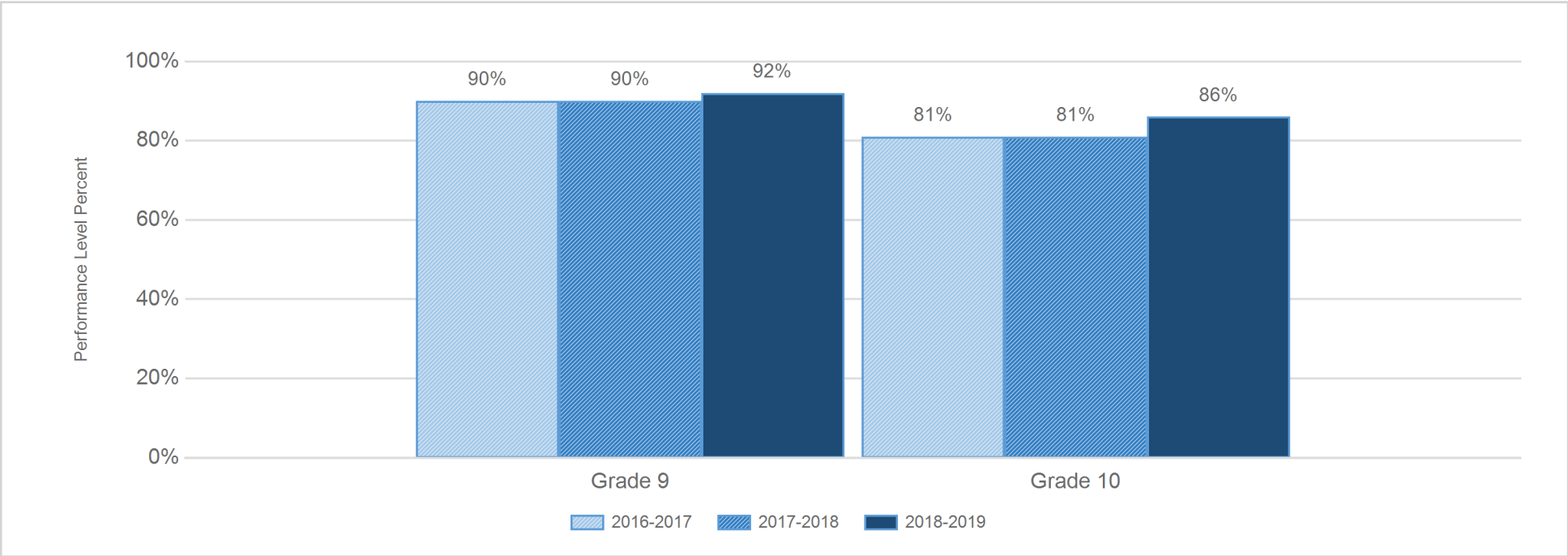
NJ SCHOOL PERFORMANCE REPORT

Mountain Lakes High School
(27-3460-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

NJ SCHOOL PERFORMANCE REPORT

Mountain Lakes High School
(27-3460-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	162	790	790	753	0%	*	*	46%	46%	92%	56%
White	139	789	789	762	0%	*	*	50%	43%	94%	65%
Hispanic	*	*	*	737	*	*	*	*	*	*	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	15	801	801	783	0%	*	0%	*	*	93%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	72	798	798	760	0%	*	*	*	*	97%	63%
Male	90	783	783	746	0%	*	*	*	*	88%	49%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	162	790	790	762	0%	*	*	46%	46%	92%	65%
Students with Disabilities	17	753	753	717	0%	*	*	*	*	53%	17%
Students without Disabilities	145	794	794	760	0%	*	*	*	*	97%	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	162	790	790	755	0%	*	*	46%	46%	92%	*
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	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

NJ SCHOOL PERFORMANCE REPORT

Mountain Lakes High School

(27-3460-050)

Grades Offered: 09-12

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

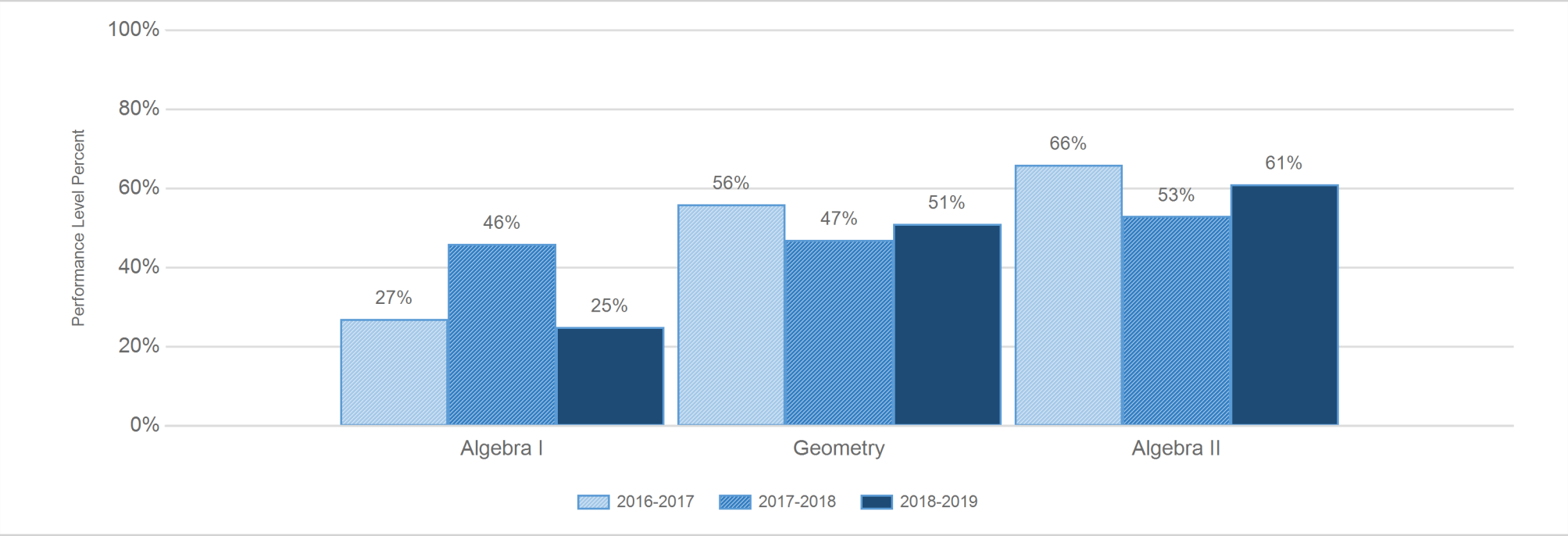| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	159	787	787	757	*	*	8%	43%	43%	86%	58%
White	133	787	787	767	*	*	8%	44%	43%	87%	67%
Hispanic	*	*	*	738	*	*	*	*	*	*	43%
Black or African American	N	N	N	733	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	10	810	810	792	0%	0%	*	*	*	90%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	81	794	794	766	*	*	*	40%	51%	90%	66%
Male	78	779	779	749	*	*	*	46%	36%	82%	51%
Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	67%
Students with Disabilities	20	747	747	711	*	*	*	*	*	45%	19%
Students without Disabilities	139	793	793	765	*	*	*	*	*	92%	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	159	787	787	760	*	*	8%	43%	43%	86%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

Mountain Lakes High School
(27-3460-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	295	98.3	53.6	71.2	44.5	53.6	63.6	Not Met
White	255	99.2	54.9	69.0	54.1	54.9	63	Not Met
Hispanic	11	91.7	36.4	70.0	28.8	35.1	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	90.9	60.0	85.0	76.5	57.4	80	Not Met
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	83.3	53.3	*	**	**
Female	141	97.9	51.8	70.2	44.9	51.8		
Male	154	98.7	55.2	72.1	44.2	55.2		
Economically Disadvantaged Students	*	*	*	*	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	35	94.6	22.9	43.9	17.4	22.7	17.4	Met Target
Students without Disabilities	260	98.9	57.7	75.6	50.0	57.7		
English Learners	*	*	*	84.6	25.0	*	**	**
Non-English Learners	*	*	*	71.0	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

Mountain Lakes High School
(27-3460-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

Mountain Lakes High School

(27-3460-050)

Grades Offered: 09-12

2018-2019

Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	20	741	767	744	0%	*	65%	*	*	25%	42%
White	14	743	761	752	0%	*	*	*	*	36%	53%
Hispanic	*	*	765	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	*	*	*	745	*	*	*	*	*	*	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	741	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	770	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	20	741	767	745	0%	*	65%	*	*	25%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Mountain Lakes High School

(27-3460-050)

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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	140	752	756	737	*	*	37%	41%	10%	51%	35%
White	124	752	*	743	*	*	36%	*	*	52%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	N	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	75	753	*	738	*	*	37%	*	*	52%	36%
Male	65	751	*	736	*	*	37%	*	*	51%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	16	731	*	712	*	*	*	*	*	38%	*
Students without Disabilities	124	755	*	741	*	*	*	*	*	53%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	140	752	756	738	*	*	37%	41%	10%	51%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

Mountain Lakes High School

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	133	759	759	755	*	9%	25%	*	*	61%	58%
White	115	758	758	758	*	*	26%	*	*	61%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	10	789	789	777	0%	0%	*	*	*	80%	80%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	60	757	757	752	*	*	28%	*	*	55%	55%
Male	73	760	760	758	*	*	22%	*	*	66%	62%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	133	759	759	761	*	9%	25%	*	*	61%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	133	759	759	755	*	9%	25%	*	*	61%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

Mountain Lakes High School
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

Mountain Lakes High School
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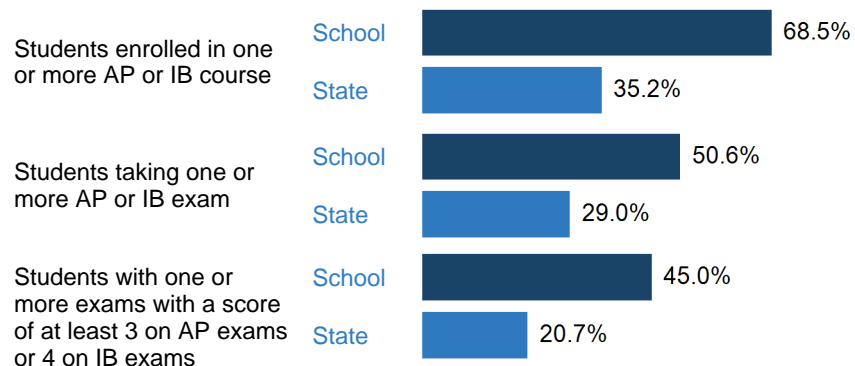Grades Offered: 09-12
2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

2018-2019
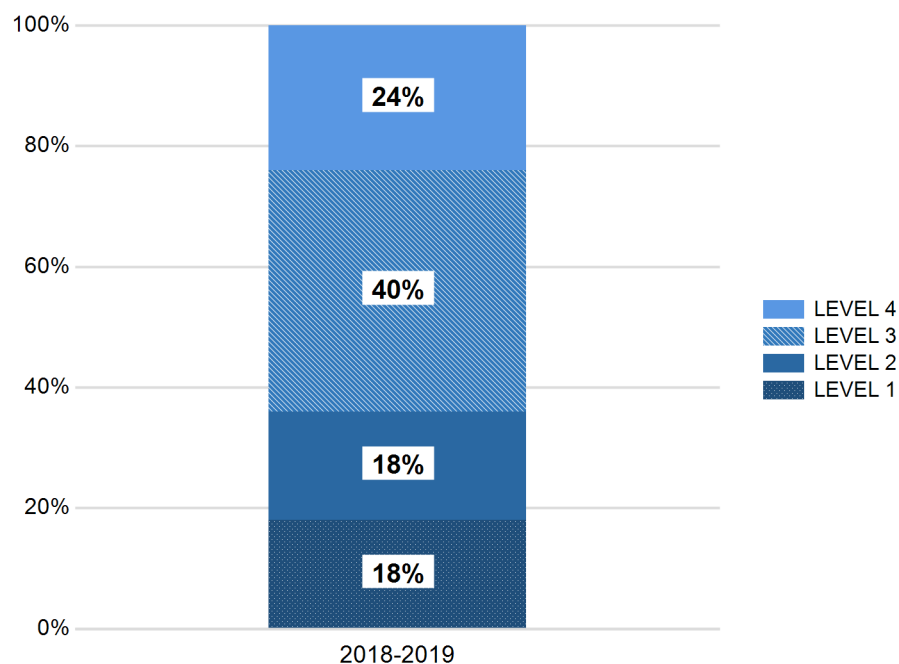
NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	18	18	40	24
White	16	22	41	22
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	9	5	41	45
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	13	20	44	23
Male	22	17	36	25
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	76	10	7	7
Students without Disabilities	5	20	48	28
English Learners	N	N	N	N
Non-English Learners	18	18	40	24
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	63.6%	84.5%
12th graders taking SAT in 2018-19 or prior years	72.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	52.7%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	586	476	Grade 10: 430 Grade 11: 460	95%	61%
PSAT 10/NMSQT - Math	575	477	Grade 10: 480 Grade 11: 510	81%	43%
SAT - Reading and Writing	617	539	480	94%	70%
SAT - Math	623	541	530	79%	53%
ACT - Reading	27	25	22	71%	66%
ACT - English	28	24	18	90%	81%
ACT - Math	26	24	22	73%	65%
ACT - Science	26	24	23	68%	57%

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.

Students enrolled in one or more AP or IB course
- School 68.5%
- State 35.2%

Students taking one or more AP or IB exam
- School 50.6%
- State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School 45.0%
- State 20.7%

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.

Students enrolled in one or more dual enrollment course
- School 0.0%
- State 19.0%
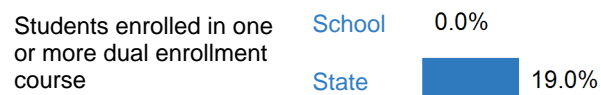
AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	63	43
AP Calculus AB	19	10
AP Calculus BC	37	22
AP Chemistry	16	16
AP Chinese Language and Culture	0	3
AP Comparative Government and Politics	70	37
AP Computer Science A	19	20
AP Computer Science Principles	0	13
AP English Language and Composition	41	42
AP English Literature and Composition	58	7
AP Environmental Science	26	10
AP European History	15	6
AP French Language and Culture	10	6
AP German Language and Culture	0	1
AP Macroeconomics	80	24
AP Microeconomics	80	20

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AP/IB Course	Students Enrolled	Students Tested
AP Music Theory	6	6
AP Physics 1	66	36
AP Physics 2	17	3
AP Physics C	27	0
AP Physics C: Electricity and Magnetism	0	10
AP Physics C: Mechanics	0	16
AP Spanish Language	13	10
AP Statistics	33	21
AP Studio Art—Drawing Portfolio	9	4
AP Studio Art—Three-Demensional	0	1
AP Studio Art—Two-Demensional	0	1
AP U.S. Government and Politics	70	43
AP U.S. History	91	85
AP World History	23	26
Total Exams taken		542
Exams with scores of at least 3 on AP exams or 4 on IB exams		454

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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)

School   0.0%

State   7.7%
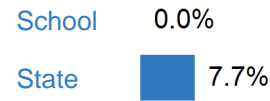
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

School   *

State   10.3%

Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences

School   0.0%

State   3.3%

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	*	7.7%	10.3%
White	0.0%	*	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	0.0%	*	7.3%	10.6%
Male	0.0%	*	8.0%	10.1%
Economically Disadvantaged Students	*	*	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School 0.0%

State 0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*		
Science, Technology, Engineering & Mathematics	*		
Total (All Clusters)	*	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	27	113	23	1	0	0	2
10	1	40	111	16	4	0	2
11	0	6	27	104	17	6	5
12	0	6	2	25	111	35	43
Total	28	165	163	146	132	41	52
Enrolled in AP/IB Course					56	33	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	166	0	0	0	0	0
10	8	153	2	4	0	0
11	47	13	5	17	63	31
12	21	5	7	46	74	44
Total	242	171	14	67	137	75
Enrolled in AP/IB Course	63	16		26	110	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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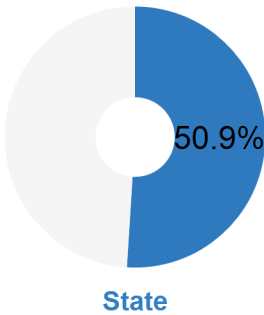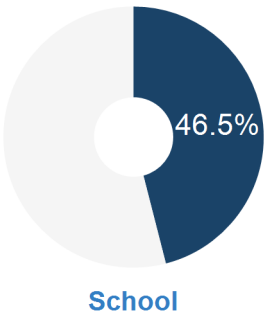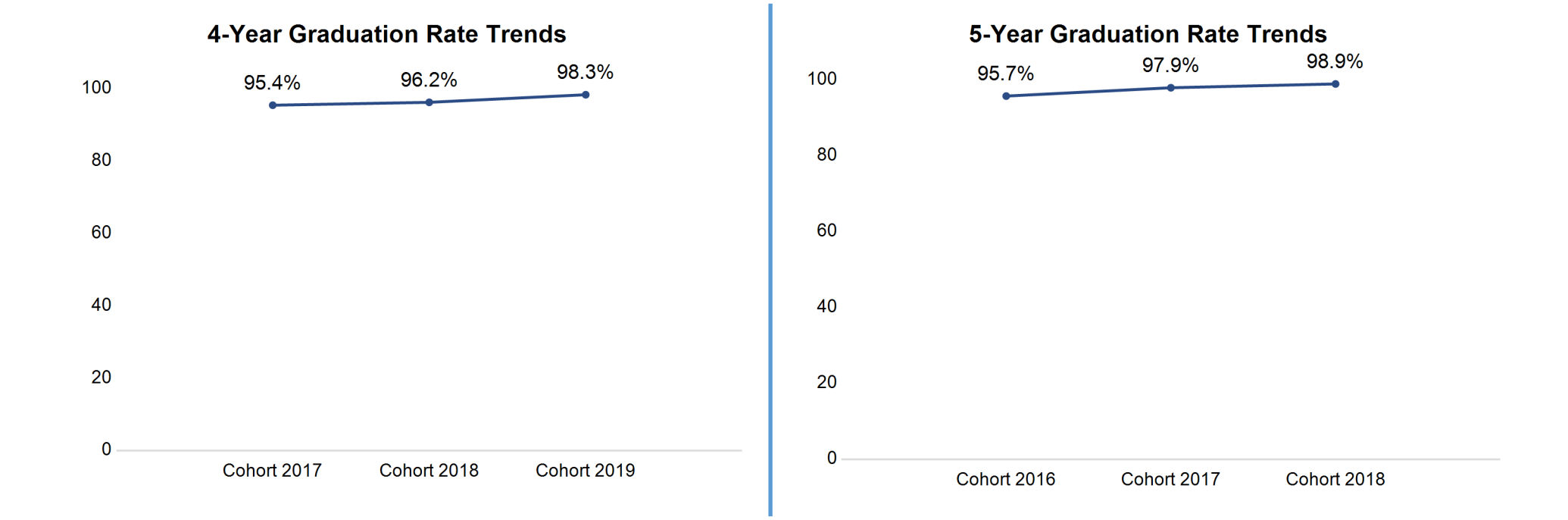Grades Offered: 09-12

2018-2019

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	164	2	0	0	0	0
10	24	165	0	3	0	30
11	2	151	12	5	0	57
12	1	11	133	8	0	50
Total	191	329	145	16	0	137
Enrolled in AP/IB Course	23	91	80	0		85
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	112	37	0	3	0	0	10
10	126	27	0	4	0	0	12
11	83	29	0	15	0	0	4
12	48	10	0	8	0	0	11
Total	369	103	0	30	0	0	37
Enrolled in AP/IB Course	13	10	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	156	47	0	0	0	0	0

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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	14	0	0	0	0	0
10	14	0	0	0	0	0
11	20	0	0	0	0	0
12	18	0	0	0	0	0
Total	66	0	0	0	0	0
Enrolled in AP/IB Course	19		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. 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 during the school year.

Grades 9-12:

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

46.5%
School

50.9%
State

Students enrolled in one or more classes by discipline:

MUSIC
School 27.7%
State 17.6%

DANCE
School 0.0%
State 2.3%

DRAMA
School 0.0%
State 3.9%

VISUAL ARTS
School 21.3%
State 32.9%

26

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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends

- Cohort 2017: 95.4%
- Cohort 2018: 96.2%
- Cohort 2019: 98.3%

5-Year Graduation Rate Trends

- Cohort 2016: 95.7%
- Cohort 2017: 97.9%
- Cohort 2018: 98.9%

| Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	95.4%	96.2%	98.3%	95.7%	97.9%	98.9%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	98.3%	90.6%	98.9%	92.5%	96.2%	N	Met Goal	97.9%	N	Met Goal
White	97.9%	94.9%	98.7%	95.9%	96.1%	N	Met Goal	97.4%	N	Met Goal
Hispanic	100.0%	84.5%	*	87.3%	*	**	**	*	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	100.0%	97.8%	100.0%	**	**	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	*	**	**
Female	98.7%	92.8%	98.9%	94.4%	96.8%			97.9%		
Male	98.0%	88.5%	98.8%	90.8%	95.4%			98.0%		
Economically Disadvantaged Students	*	84.0%	*	87.3%	*	**	**	*	**	**
Students with Disabilities	95.8%	79.2%	96.9%	83.8%	85.7%	87.1%	Not Met	88.9%	90.6%	Not Met
English Learners	*	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	*	85.0%	*			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	89.9%	85.4%
Substitute Competency Test	6.2%	10.7%
Portfolio Appeals Process	1.1%	0.6%
Alternate Requirements specified in IEP	2.8%	3.4%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.1%	1.2%
2017-2018	0.1%	1.2%
2016-2017	0.0%	1.1%

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation

Any Institution = 91.3%

Class of 2018

- 2-Year Institution
- 4-Year Institution
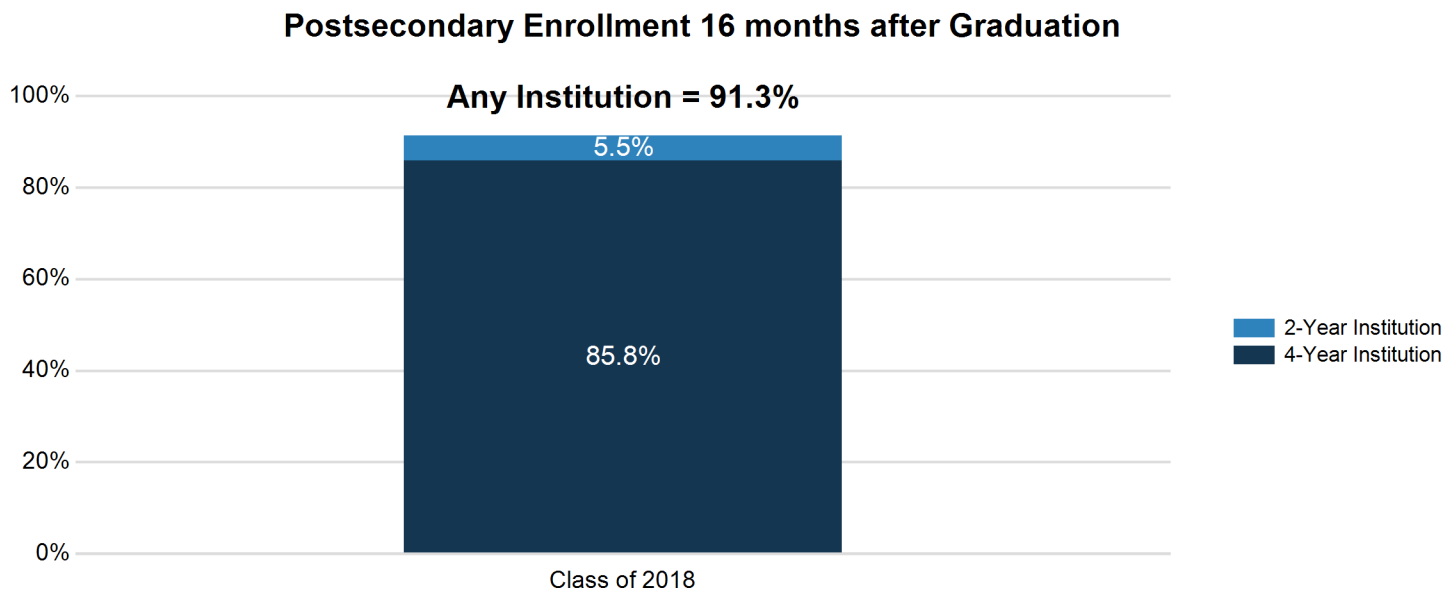
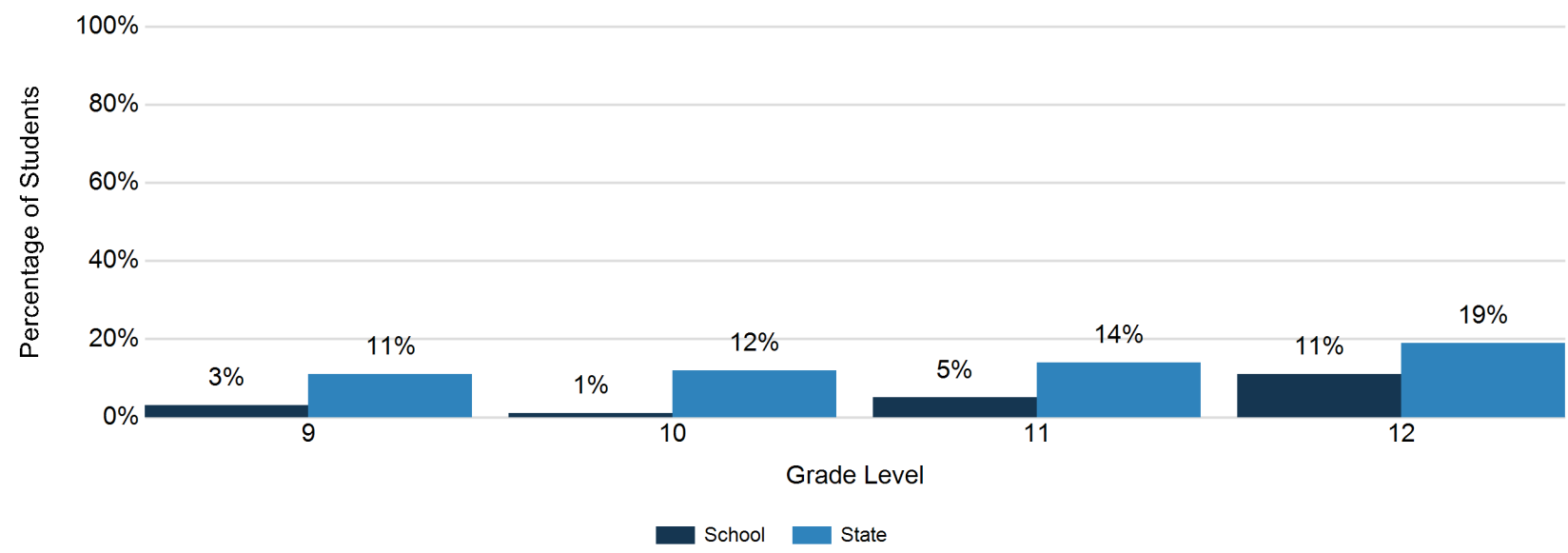| Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	5.5%
% Enrolled in 4-Year Institution	85.8%
% Enrolled in Any Postsecondary Institution	91.3%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	85.5%	9.2%	90.8%
White	87.1%	9.1%	90.9%
Hispanic	81.8%	22.2%	77.8%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	83.3%	5%	95%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	68.2%	53.3%	46.7%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	91.3%	6%	94%	38.3%	61.7%	24.6%	75.4%
White	95.3%	4.3%	95.7%	35.5%	64.5%	22%	78%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	89.5%	5.9%	94.1%	41.2%	58.8%	29.4%	70.6%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	70.6%	20.8%	79.2%	62.5%	37.5%	54.2%	45.8%
English Learners	N	N	N	N	N	N	N

Mountain Lakes High School
(27-3460-050)
Grades Offered: 09-12
2018-2019

Report Key:
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	36	5.4	14.2	Met
White	31	5.6	14.2	Met
Hispanic	0	0	14.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	4	5.6	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	15	4.7		
Male	21	6.1		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	9	10.1	14.2	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Percentage of Students vs Number of Absences:
- 0: 5%
- 1-5: 34%
- 6-10: 35%
- 11-15: 17%
- Over 15: 9%

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	6
Substances	16
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	4.17

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	0
Vandalism	6
Substances	16
Harassment, Intimidation, Bullying (HIB)	4
Other Incidents Leading to Removal	4

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	1	3	4
Disability	0	0	0
Other	1	0	1
No Identified Nature	2		2

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	16	2.4%
Any Suspension	19	2.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
35

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 8 Mins
Shared Time - Instructional Time	6 Hrs. 8 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	67	118,214
Average years experience in public schools	10.1	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	64.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	12.5	16.0
Average years experience in district	8.7	12.0
Percentage of Administrators with 4 or more years experience in the district	60.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	9:1
Students to Administrators	96:1	99:1
Teachers to Administrators	10:1	11:1
Students to Librarians/Media Specialists		497:1
Students to Nurses		373:1
Students to Counselors		186:1
Students to Child Study Team Members		186:1

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.2%	49.3%	28.6%	48.4%	77.1%	54.9%
Male	50.8%	50.7%	71.4%	51.6%	22.9%	45.1%
White	81.2%	92.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	5.2%	4.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	10.6%	3.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.9%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 40%
Admin — N/A

Master's Degree

Teacher — 57%
Admin — 100%

Doctoral Degree

Teacher — 3%
Admin — 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	87.1%	90.5%
2017-18 Administrators: Same district 2018-19	66.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	98.3%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	84.9%	85.3%	88.9%
Math Proficiency	59.8%	55.5%	53.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	95.4%	96.2%	98.3%
5-Year Graduation Rate†	95.7%	97.9%	98.9%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.8%	7.0%	5.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Not Met	Met Goal	Met Goal	**	Met	No
White	Met Goal	Not Met	Met Goal	Met Goal	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Not Met	**	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• At MLHS, our faculty works with community members and alumni to connect real-world experiences with authentic learning. This is especially the case with our entrepreneurial and biotechnology programs. • Our College and Career Counselor offers specialized services in relation to post-secondary planning. • Our Guidance Department integrates mindfulness techniques to promote thoughtful learning environments marked by inclusive language and considerate actions.
Mission, Vision, Theme:	Building on a foundation of honesty, excellence, and strong community involvement, Mountain Lakes High School promotes a supportive learning environment where every student is challenged, inspired, and empowered to cultivate the intellectual curiosity, skills, and knowledge needed to contribute as a responsible and productive citizen of the global community.
Awards, Recognition, Accomplishments:	MLHS is consistently ranked as a top school district in NJ Monthly, and U.S. News and World Report. In 2017-2018, the MLHS student body included 1 National Merit Semifinalist, 1 National Merit Finalist, 13 Letter of Commended Scholars, 16 National AP Scholars, 39 AP Scholars, 23 AP Scholars with Honor, and 57 AP Scholars with Distinction. MLHS students have been appointed to the US Service Academies. MLHS students are selected for Regional Honor Bands and Choirs.

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School Narrative

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Courses, Curriculum, Instruction:	The MLHS Program of Studies boasts over 100 courses including scores of honors classes and 27 AP classes. We have several new programs to reach all student needs including PXL, an academy for experiential learning, an Academy for Biotechnology, and our new Center for Entrepreneurial Leadership, a 4-year program in which students will run and then launch their own businesses. For those students looking for more, they can enroll in curated MOOCs through our MLHS Online Academy.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Skiing (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) MLHS Athletics is dedicated to providing a wide range of opportunities for any student-athlete who is willing to dedicate his or her time and energy in a positive way to a particular sport or team. Athletics at MLHS provide a means for student-athletes to learn, to grow and to excel. Our teams provide opportunities for student-athletes to learn the values of mutual respect, sportsmanship, leadership, teamwork, dedication, healthy competition and overall fitness. MLHS offers a variety of sports with approximately 70-75% of our students participating in at least 1 sport throughout any given school year and nearly 45% in participating in more than 1 sport.
Clubs and Activities:	MLHS offers over 50 different clubs and activities for all students. The clubs are dedicated to student interests that include, but are not limited to, academics, performing arts, social awareness, competitions, community services, and recreation. These clubs and activities are student-driven and supported by our devoted staff. The Student Government Association (SGA) serves an extension of MLHS staff and collaborates with the high school in developing and refining school policy and practices.

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School Narrative

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	Staff and Professional Learning:	The excellence of Mountain Lakes High School stems from a collaborative, respectful atmosphere and a dedicated, caring faculty that maintains high expectations for all students. Our faculty has been participating in Professional Learning Communities for the past six years, using student data to inform their instruction. Teachers also lead and participate in virtual professional development by leveraging Canvas as our learning management system.
	Postsecondary Information:	95.2% of Mountain Lakes students in the Class of 2019 are pursuing college degrees; 7% attend two-year or non-US colleges, and 88.2% attend four-year institutions. The remaining 4.8% of the students joined the military, went directly into the workforce, an apprenticeship program, a career/technical school, or took a gap year. Students from the Class of 2018 and 2019 matriculate at 161 colleges and universities.

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School Narrative

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Student Supports and Services:	Math Lab, Writing Conference periods, a Homework Club and NHS tutoring are embedded within the school day to assist students. School counselors work closely with students to manage academic, social and emotional, and college and career needs. Our Student Assistance Counselor and Sage in-district counselor offer group counseling for students in at-risk populations and focuses on the importance of making healthy choices regarding peer interaction, personal relationships, and drugs and alcohol. Our counselors collaborate closely with our Child Study Team ensuring our students have the best support possible. Our newly updated NJ Tiered System of Supports Team (NJTSS) works with our teachers to provide scaffolding for struggling students. Finally, with a focus on wellness, our Core Team meets weekly to discuss students who we feel may need extra support at that time.
Student Health and Wellness:	In 2018, MLHS held its first annual Wellness Fair, partnering with the student-led LETS (Let's Erase the Stigma) Club and local and national organizations to promote good physical and mental health among our student population. Students had the opportunity to participate in hands-on activities, such as stress-ball making, and to share positive affirmations posted on a main-hallway bulletin board. In addition, the Crisis Plan Committee is in the process of evaluating and revising the district-wide Crisis Plan. Administrators, teachers, counselors, nurses, and Child Study Team members are working together to ensure that our schools are prepared with appropriate responses to crises.
Parent and Community Involvement:	A strong Home and School Association, Principal Advisory Committee, and Superintendent Brown Bag Lunches are open to all members of the community. Mountain Lakes Education Foundation, Laker Sports Club and Friends of the Arts sponsor various grants and fund our students educational, athletic and artistic endeavors.

Mountain Lakes High School

(27-3460-050)

Grades Offered: 09-12

2018-2019

School Narrative

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	Facilities:	MLHS was built in the 1950s. In the following 50 years, an auditorium, science wing, new Media Center and Auxiliary Gymnasium were added to the facilities. In partnership with the Morris County Vocational Technical School, a Biotechnology Laboratory was added to the building. The facility has a number of science laboratories, two gymnasiums, two art rooms and computer labs. In addition, the district recently passed a referendum that will add 12 new instructional spaces, enlarge the cafeteria and renovate the auditorium.
	School Safety:	MLHS practices monthly safety drills that are monitored by the School Resource Officer from Mountain Lakes Police Department and the School Safety Specialist to ensure the district is following best practices. MLHS dedicates itself to employ initiatives in our building that honor the importance of a safe, supportive, and positive environment for all our students and staff. The School Safety/Climate Team meets monthly to identify trends and map out initiatives for the year. The effects of the school safety programs offered to our students allow our schools' culture and climate to improve and play a significant role in reducing incidents of violence and vandalism, as well as harassment, intimidation, and bullying. The MLHS counseling team plays a critical role in supporting the social, emotional, and mental health of all ours students. The CORE Team meets weekly to identify and assess at-risk students.

NJ SCHOOL PERFORMANCE REPORT

Mountain Lakes High School
(27-3460-050)
Grades Offered: 09-12
2018-2019

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School Narrative

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Technology and STEM:	At MLHS we offer a wide variety of technology classes including both AP computer science courses and a Data Structures class that is also a college-level program. In addition, our Drafting & Design program is one of the most popular classes that prepares our students for STEM and engineering careers. We also house an Academy of Biotechnology on our campus. Our technology infrastructure has been revamped and is extremely robust, as is evident by our superior NJTRAX scores.

NJ SCHOOL PERFORMANCE REPORT

Mountain Lakes High School
(27-3460-050)
Grades Offered: 09-12
2018-2019

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School Narrative

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Other Information	Over 90% of student body participates in extracurricular activities including athletics, visual arts, drama, music, school government and service organizations. Our Music program (choral and instrumental) features 7 performances per year. In addition, over the past several years, these programs have taken trips to perform in numerous venues within the US, Canada, and Europe. MLHS offers an Online Academy that affords students academic enrichment opportunities. The Program for Experiential Learning provides interdisciplinary instruction focusing on learner-active, visual, experiential teaching and learning practices. The Peer Leadership program is open to 11th graders who are dedicated to demonstrating leadership skills and a commitment to their school community.

NJ SCHOOL PERFORMANCE REPORT

Wildwood Elementary School
(27-3460-080)
Grades Offered: KG-05
2018-2019

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Wildwood Elementary School

(27-3460-080)

Grades Offered: KG-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Morris
District	Mountain Lakes Public School District
Principal Name	Mrs. Beth Azar
Address	51 Glen Rd. Mountain Lakes, NJ 07046
Phone Number	973-334-3609
Email Address	bazar@mlschools.org
Website	https://ww.mlschools.org
Facebook	https://www.facebook.com/Mountain-Lakes-School-District-1079011925518579/
Twitter	https://twitter.com/MLHSLakers

NJ SCHOOL PERFORMANCE REPORT

Wildwood Elementary School

(27-3460-080)

Grades Offered: KG-05

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	58	75	54
1	62	73	81
2	82	70	75
3	71	93	75
4	85	74	88
5	88	89	75
Total	447	474	448

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.5%	45.8%	46.7%
Male	53.5%	54.2%	53.3%
Economically Disadvantaged Students	0.0%	0.2%	0.2%
Students with Disabilities	14.3%	15.6%	17.9%
English Learners	0.4%	0.8%	0.7%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	73.2%	73.4%	75.0%
Hispanic	5.8%	5.3%	3.8%
Black or African American	0.4%	1.1%	1.1%
Asian	16.3%	16.0%	16.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.9%	0.6%	0.0%
Two or More Races	3.4%	3.6%	3.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	58	75	54

Enrollment by Home Language

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

Home Language	% of Students
English	97.3%
Other Languages	2.7%

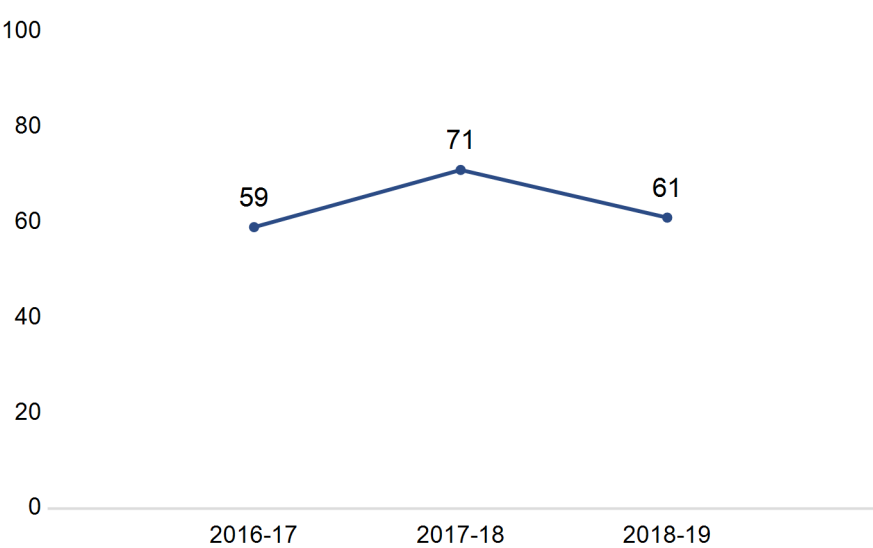**NJ SCHOOL PERFORMANCE REPORT**

Wildwood Elementary School
(27-3460-080)
Grades Offered: KG-05
2018-2019

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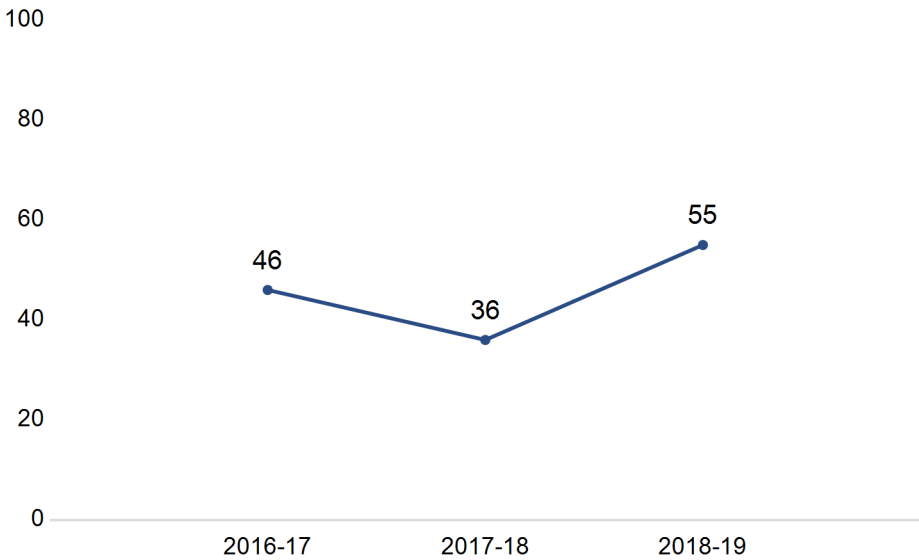† This indicates a table specific note, see note below table

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

| | 2016-17 | 2017-18 | 2018-19 |
| ELA | 59 | 71 | 61 |

Math Median Student Growth Percentile

| | 2016-17 | 2017-18 | 2018-19 |
| Math | 46 | 36 | 55 |

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	71	61	46	36	55
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Wildwood Elementary School

(27-3460-080)

Grades Offered: KG-05

2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	61	55	50	Exceeds Standard	55	56	50	Met Standard
White	57	55	50	Met Standard	56.5	57	52	Met Standard
Hispanic	*	40.5	49	**	*	39	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	68.5	56	59	Exceeds Standard	53	56	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	60.5	49	**	*	59	52	**
Female	62.5	56	53	N	49	53	50	N
Male	53	53	47	N	57	57	51	N
Economically Disadvantaged Students	N	N	48	**	N	N	46	**
Students with Disabilities	35	56	43	Not Met	42.5	53	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Wildwood Elementary School
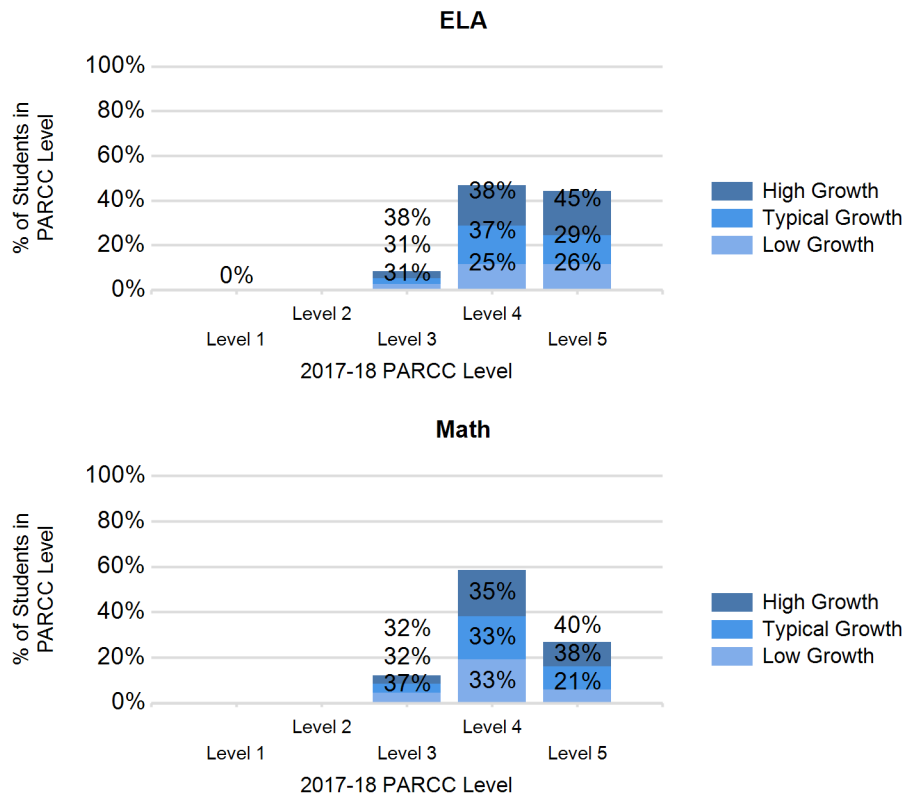(27-3460-080)
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A student's SGP falls between 1 and 99 and can be grouped into three levels: | Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

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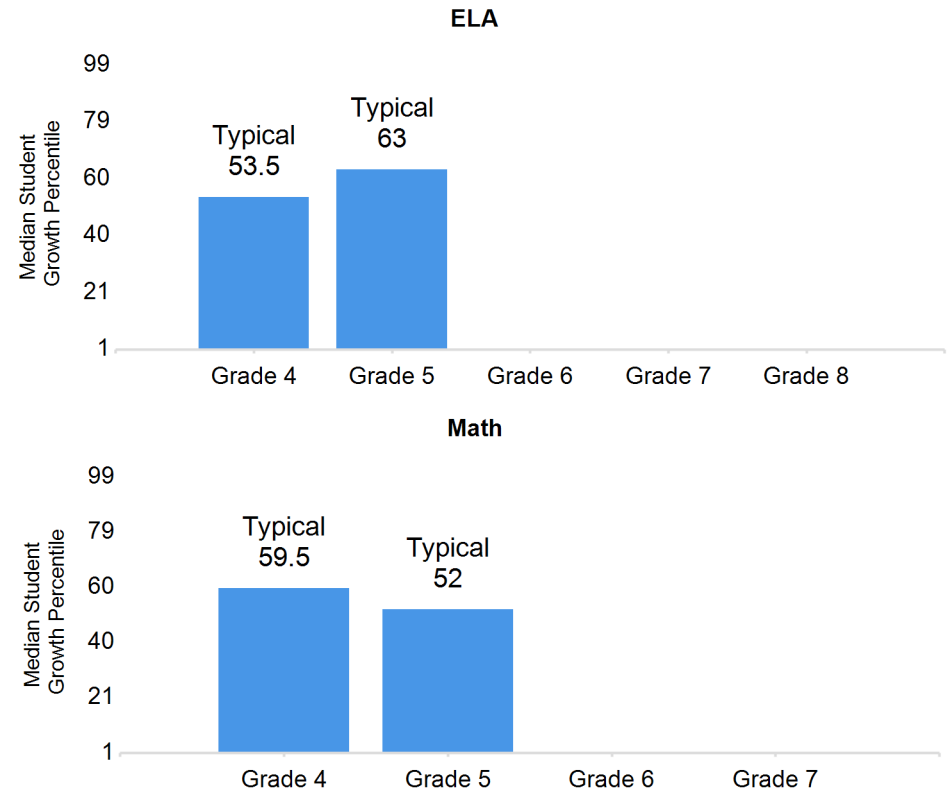
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA chart (2017-18 PARCC Level, % of Students in PARCC Level):
- Level 1: 0%
- Level 3: Low 31%, Typical 31%, High 38%
- Level 4: Low 25%, Typical 37%, High 38%
- Level 5: Low 26%, Typical 29%, High 45%

Math chart (2017-18 PARCC Level, % of Students in PARCC Level):
- Level 3: Low 37%, Typical 32%, High 32%
- Level 4: Low 33%, Typical 33%, High 35%
- Level 5: Low 21%, Typical 38%, High 40%

Legend: High Growth, Typical Growth, Low Growth

Student Growth by Grade

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

ELA (Median Student Growth Percentile):
- Grade 4: Typical 53.5
- Grade 5: Typical 63
- Grade 6, Grade 7, Grade 8: (no data)

Math (Median Student Growth Percentile):
- Grade 4: Typical 59.5
- Grade 5: Typical 52
- Grade 6, Grade 7: (no data)

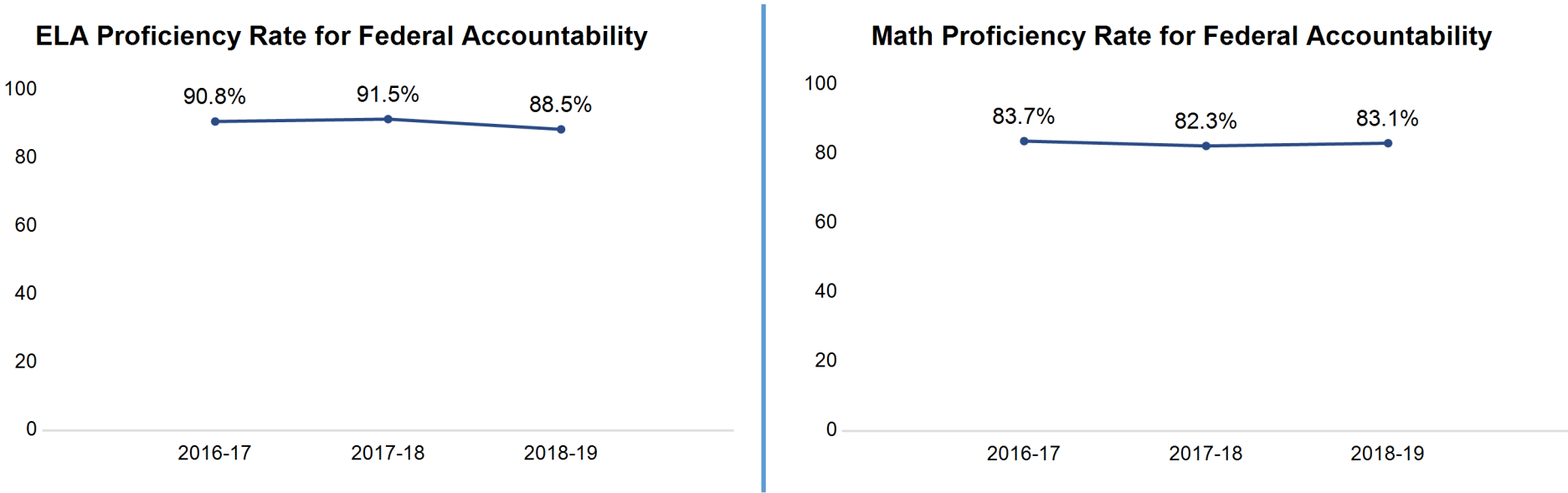**NJ SCHOOL PERFORMANCE REPORT**

Wildwood Elementary School

(27-3460-080)

Grades Offered: KG-05

2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

Year	Rate
2016-17	90.8%
2017-18	91.5%
2018-19	88.5%

Math Proficiency Rate for Federal Accountability

Year	Rate
2016-17	83.7%
2017-18	82.3%
2018-19	83.1%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.6%	98.8%	98.7%	99.6%	98.4%	98.8%
Proficiency Rate for Federal Accountability	90.8%	91.5%	88.5%	83.7%	82.3%	83.1%
Annual Target	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Goal	Met Goal	Met Goal
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

Wildwood Elementary School

(27-3460-080)

Grades Offered: KG-05

2018-2019

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	235	98.7	88.5	90.5	57.9	88.5	80	Met Goal
White	174	98.3	87.4	90.5	66.9	87.4	80	Met Goal
Hispanic	*	*	*	*	43.9	*	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	36	100.0	94.4	94.6	82.9	94.4	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	10	100.0	100.0	94.4	64.4	100.0	**	**
Female	116	99.2	94.0	94.8	64.8	94.0		
Male	119	98.4	83.2	86.7	51.3	83.2		
Economically Disadvantaged Students	N	N	N	*	40.0	N	**	**
Non-Economically Disadvantaged Students	235	98.7	88.5	*	67.9	88.5		
Students with Disabilities	49	100.0	65.3	61.9	22.7	65.3	77.4	Not Met
Students without Disabilities	186	98.4	94.6	95.2	65.1	94.6		
English Learners	*	*	*	91.7	29.3	*	**	**
Non-English Learners	*	*	*	90.5	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.
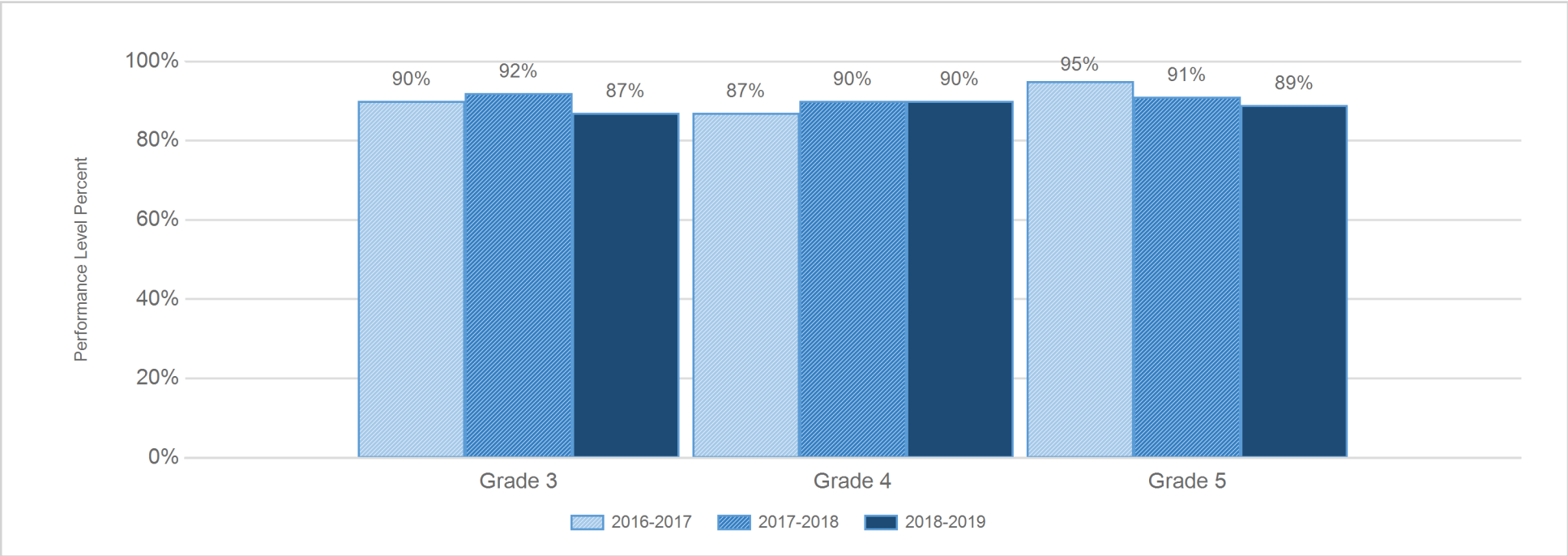
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Wildwood Elementary School

(27-3460-080)

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2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

Grade 3: 2016-2017 90%, 2017-2018 92%, 2018-2019 87%
Grade 4: 2016-2017 87%, 2017-2018 90%, 2018-2019 90%
Grade 5: 2016-2017 95%, 2017-2018 91%, 2018-2019 89%

NJ SCHOOL PERFORMANCE REPORT

Wildwood Elementary School
(27-3460-080)
Grades Offered: KG-05
2018-2019

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	75	785	785	748	*	*	*	61%	25%	87%	50%
White	58	782	782	757	*	*	*	62%	22%	84%	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	41	795	795	753	*	*	*	*	*	95%	55%
Male	34	774	774	743	*	*	*	*	*	76%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	75	785	785	759	*	*	*	61%	25%	87%	61%
Students with Disabilities	20	771	771	719	*	*	*	*	*	75%	24%
Students without Disabilities	55	791	791	754	*	*	*	*	*	91%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	*	*	*	727	*	*	*	*	*	*	24%

NJ SCHOOL PERFORMANCE REPORT

Wildwood Elementary School

(27-3460-080)

Grades Offered: KG-05

2018-2019

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	788	788	755	*	0%	*	41%	49%	90%	57%
White	68	785	785	763	*	0%	*	44%	44%	88%	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	11	813	813	779	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	37	793	793	760	*	0%	*	*	*	92%	62%
Male	53	785	785	750	*	0%	*	*	*	89%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	90	788	788	765	*	0%	*	41%	49%	90%	69%
Students with Disabilities	18	763	763	725	*	0%	*	*	*	61%	25%
Students without Disabilities	72	794	794	761	*	0%	*	*	*	97%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	90	788	788	758	*	0%	*	41%	49%	90%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	*	*	*	718	*	*	*	*	*	*	25%

NJ SCHOOL PERFORMANCE REPORT

Wildwood Elementary School
(27-3460-080)
Grades Offered: KG-05
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	72	794	794	756	0%	*	*	42%	47%	89%	58%
White	49	791	791	764	0%	*	*	51%	39%	90%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	19	800	800	781	0%	*	*	*	*	89%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	39	805	805	761	0%	*	*	*	*	95%	64%
Male	33	781	781	750	0%	*	*	*	*	82%	52%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	72	794	794	766	0%	*	*	42%	47%	89%	69%
Students with Disabilities	11	755	755	724	0%	*	*	*	*	55%	23%
Students without Disabilities	61	801	801	762	0%	*	*	*	*	95%	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	72	794	794	758	0%	*	*	42%	47%	89%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

Wildwood Elementary School

(27-3460-080)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	236	98.8	83.1	71.2	44.5	83.1	80	Met Goal
White	174	98.3	79.9	69.0	54.1	79.9	80	Met Target†
Hispanic	10	100.0	100.0	70.0	28.8	100.0	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	36	100.0	88.9	85.0	76.5	88.9	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	10	100.0	100.0	83.3	53.3	100.0	**	**
Female	117	99.2	85.5	70.2	44.9	85.5		
Male	119	98.4	80.7	72.1	44.2	80.7		
Economically Disadvantaged Students	N	N	N	*	26.3	N	**	**
Non-Economically Disadvantaged Students	236	98.8	83.1	*	54.9	83.1		
Students with Disabilities	49	100.0	63.3	43.9	17.4	63.3	66.5	Met Target†
Students without Disabilities	187	98.4	88.2	75.6	50.0	88.2		
English Learners	*	*	*	84.6	25.0	*	**	**
Non-English Learners	*	*	*	71.0	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

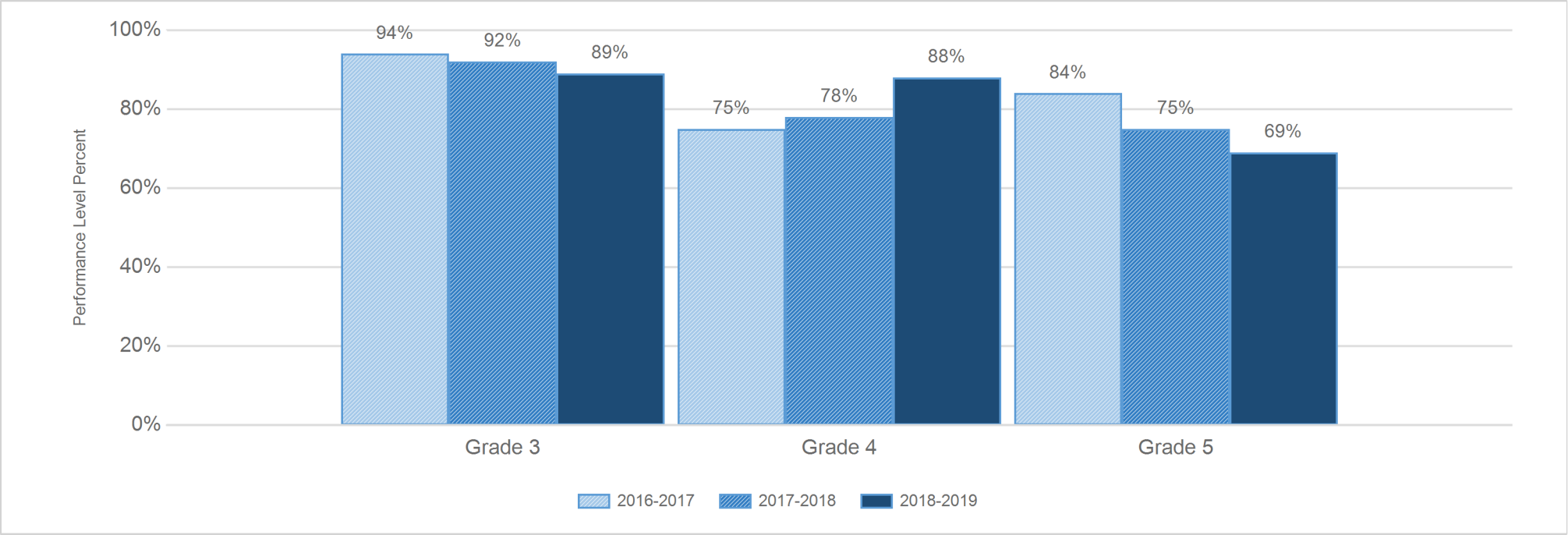**NJ SCHOOL PERFORMANCE REPORT**

Wildwood Elementary School

(27-3460-080)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

	Grade 3	Grade 4	Grade 5
2016-2017	94%	75%	84%
2017-2018	92%	78%	75%
2018-2019	89%	88%	69%

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: KG-05

2018-2019

Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	76	780	780	752	*	0%	*	58%	32%	89%	55%
White	58	777	777	760	*	0%	*	59%	28%	86%	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	42	785	785	751	*	0%	*	*	*	95%	54%
Male	34	774	774	752	*	0%	*	*	*	82%	56%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	76	780	780	761	*	0%	*	58%	32%	89%	67%
Students with Disabilities	20	773	773	731	*	0%	*	*	*	85%	31%
Students without Disabilities	56	782	782	756	*	0%	*	*	*	91%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	28%

Wildwood Elementary School

(27-3460-080)

Grades Offered: KG-05

2018-2019

Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	778	778	749	0%	*	*	62%	26%	88%	51%
White	68	774	774	757	0%	*	*	65%	21%	85%	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	11	799	799	776	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	37	776	776	749	0%	*	*	*	*	86%	50%
Male	53	780	780	749	0%	*	*	*	*	89%	52%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	90	778	778	759	0%	*	*	62%	26%	88%	63%
Students with Disabilities	18	754	754	726	0%	*	*	*	*	56%	25%
Students without Disabilities	72	784	784	754	0%	*	*	*	*	96%	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	90	778	778	751	0%	*	*	62%	26%	88%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	*	*	*	717	*	*	*	*	*	*	16%

NJ SCHOOL PERFORMANCE REPORT

Wildwood Elementary School

(27-3460-080)

Grades Offered: KG-05

2018-2019

Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	72	768	768	747	0%	*	28%	*	*	69%	47%
White	49	764	764	755	0%	*	33%	*	*	63%	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	19	777	777	775	0%	0%	*	*	*	79%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	39	771	771	747	0%	*	26%	*	*	74%	47%
Male	33	765	765	747	0%	*	30%	*	*	64%	47%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	72	768	768	757	0%	*	28%	*	*	69%	59%
Students with Disabilities	11	742	742	725	0%	*	*	*	*	36%	19%
Students without Disabilities	61	773	773	752	0%	*	*	*	*	75%	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	72	768	768	749	0%	*	28%	*	*	69%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

**Wildwood Elementary School**
(27-3460-080)
Grades Offered: KG-05
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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Grades Offered: KG-05

2018-2019

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
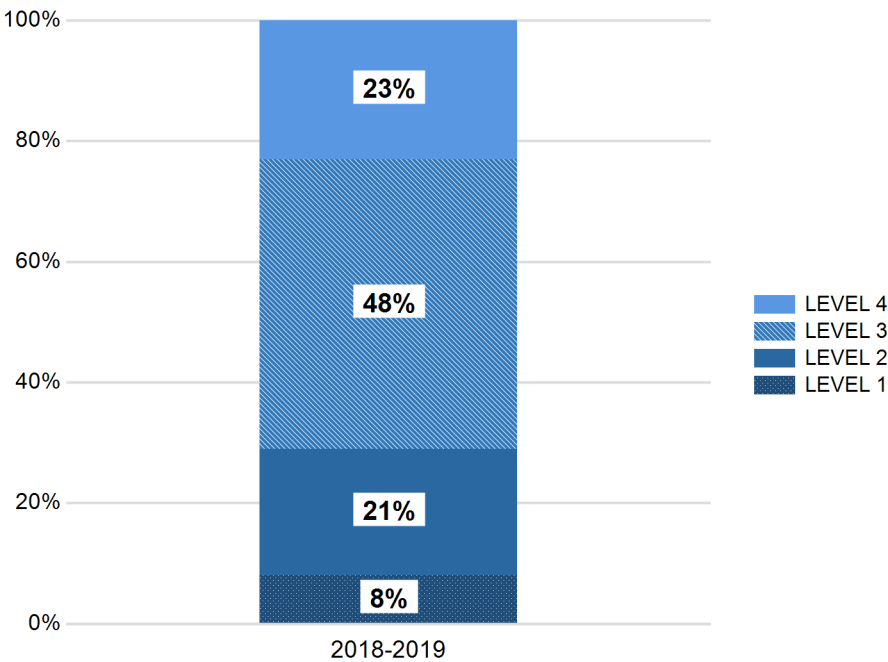
NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

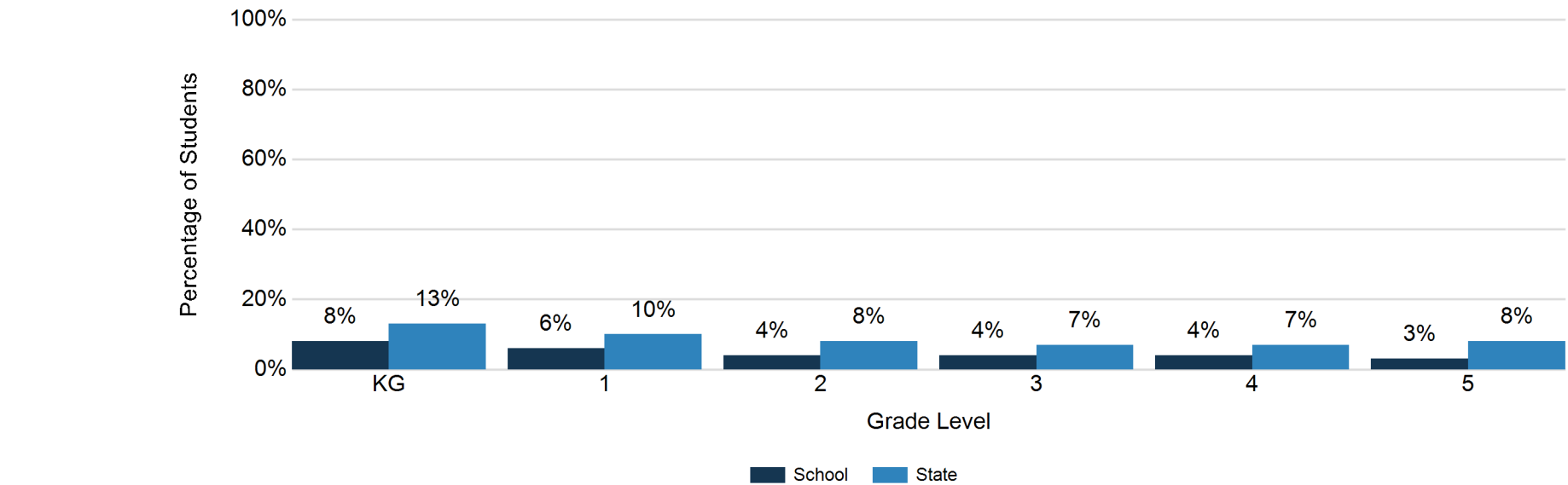| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	8	21	48	23
White	8	24	51	16
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	10	15	45	30
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	10	15	44	31
Male	6	26	53	15
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	8	21	48	23
Students with Disabilities	25	33	42	0
Students without Disabilities	5	18	49	28
English Learners	N	N	N	N
Non-English Learners	8	21	48	23
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	21	4.7	8.9	Met
White	20	6.0	8.9	Met
Hispanic	0	0	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	1.4	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	9	4.4		
Male	12	5.0		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	4	4.9	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Wildwood Elementary School

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Chronic Absenteeism by Grade

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

Wildwood Elementary School
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.45

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

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

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

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

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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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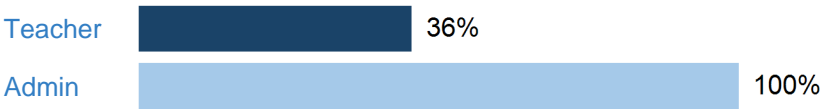
Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	11.8	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	72.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	12.5	16.0
Average years experience in district	8.7	12.0
Percentage of Administrators with 4 or more years experience in the district	60.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	9:1
Students to Administrators	224:1	99:1
Teachers to Administrators	22:1	11:1
Students to Librarians/Media Specialists		497:1
Students to Nurses		373:1
Students to Counselors		186:1
Students to Child Study Team Members		186:1

Wildwood Elementary School

(27-3460-080)

Grades Offered: KG-05

2018-2019

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

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.7%	90.9%	100.0%	48.4%	77.1%	54.9%
Male	53.3%	9.1%	0.0%	51.6%	22.9%	45.1%
White	75.0%	88.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	3.8%	11.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	16.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.6%	0.0%	0.0%	2.1%	0.2%	0.2%

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2018-2019

Key terms for staff data:

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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 64%

Admin — N/A

Master's Degree

Teacher — 36%

Admin — 100%

Doctoral Degree

Teacher — 0%

Admin — 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	87.1%	90.5%
2017-18 Administrators: Same district 2018-19	66.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	98.4%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	90.8%	91.5%	88.5%
Math Proficiency	83.7%	82.3%	83.1%
ELA Growth	59	71	61
Math Growth	46	36	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	2.5%	3.6%	4.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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2018-2019

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Met Goal	Exceeds Standard	Met Standard	**	Met	No
White	Met Goal	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	**	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	Not Met	Met Target†	Not Met	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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

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2018-2019

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 the school or district directly.

Highlights:	• We embrace school community partnerships that balance values, tradition and innovation. • A rigorous curriculum that provides our our earliest learners with authentic learning experiences that include Social Emotional Learning, mindfulness strategies and career readiness exposure. • We offer more than 15 After School Clubs and Mentorships.
Mission, Vision, Theme:	Wildwood School serves the academic needs of approximately 470 students in grades Kindergarten thru Fifth Grade. High standards and expectations in a nurturing environment with rigorous and comprehensive curriculum characterize our School. Our motto is "A Great Place to Grow." Our mission is to ensure all students are given tools to build a solid academic foundation and enabling student to build good character, citizenship, and positive attitudes.

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Courses, Curriculum, Instruction:	We meet the needs of all students through a Differentiated Instruction Model using a developmental approach for enhancing skills and advanced performance. We provide an elaborate Gifted and Talented Program, which offers a variety of enriching educational experiences to help students in grades K -12 discover and develop their unique abilities. We offer various plans for Special Education classes, including mainstreaming students that are deaf or hearing impaired.
Clubs and Activities:	Through collaboration with staff, parents and the community at large, we offer more than 15 After School Clubs. These After School clubs offer a variety of opportunities for our students over 4-6 weeks. Students can engage in clubs such as Arts Club, Junior Nature Club, Technology Club, Giraffe Club, Chess Club, Makers Club, Science Club, History Club, Math Olympiad and Intramurals. Several High School students in the Peer Leadership Program, mentor our students our After School Clubs as well.

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Before and After School Programs:	The Wildwood Time to Soar Before and After School program provides a safe, nurturing environment filled with fun enriched activities and an opportunity to socialize to develop positive relationships. Before Care begins each day at 7:00 AM - 8:00 AM with breakfast included. After Care runs from 3:00 - 6:00 PM. Students are engaged in various choice activities. Students complete homework with the supported of certificated staff. Students are also supervised for outdoor play.
Staff and Professional Learning:	The Staff at Wildwood School work to cultivate an environment for teaching and learning that is positive, productive and collaborative. We capitalize our collaboration through Professional Learning Communities. Our school is filled with caring, compassionate staff members committed to providing a quality education for all students.

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Student Supports and Services:	Our Intervention and Referral Services (I&RS) is designed to assist teachers and students who are experiencing learning, behavioral, social and emotional challenges. We have a full-time contracted behaviorist on staff. We also engage in partnerships with related services personnel - OT, PT, and Counseling. We offer a variety of programming for our Special Education students. We also mainstream students that are deaf or hearing imparied in supported space. Our full time school counselor also works with staff, students and parents.
Student Health and Wellness:	We recognize the importance and critical elements of Social Emotional Learning. We continue to implement strategies to embrace the whole child through mindfulness and calming techniques. Our Physical Education program is designed to expose students to a wide variety of activities to promote a strong, healthy body. We work collaboartively with our Lunch Provider and the School Nurse to encourage and provide healthy choices for lunch and snack.
Parent and Community Involvement:	A strong Home and School Association, Principal Advisory Committee, and Superintendent Brown Bag Lunches are open to all members of the community. The H&SA supports us in a variety of ways. In addition to supplying us with high quality assemblies and Cultural Arts programs, their fundraising efforts permit us to enhance our program with an array of exciting materials.

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Facilities:	Our school district recently passed a referendum which included updates for security, replacement of windows, updated restrooms and redesigned Cafeteria, Computer Lab and Library spaces.. These expansions and updates will help to ensure security and efficiency in the master schedule. All classrooms are equipped with Smartboards, mobile devices such a laptops, chromebooks or Kindles. Last year we designed and built an outdoor classroom space to infuse lessons in our natural environment.
School Safety:	A robust security plan are developed in collaboration with the Mountain Lakes Police Department. Our School Safety and Security Team meet regularly to update and revise plans as necessary. The team meets after each drill to debrief and discuss. The team also observes drills to gain a deeper understanding of procedures.

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	Technology and STEM:	Our Library and Computer Lab were redesigned to allow for Maker Space projects, coding opportunities and long term STEM activities. Chromebooks, ipads, kindles, smart tv/smartboards are accessible to all students.
	Early Childhood Education:	In collaboration with all preschool and early intervention schools in the area, we are able to align skills and curriculum to ensure Kindergarten readiness.