NJ SCHOOL PERFORMANCE REPORT

VALLEY MIDDLE SCHOOL
(03-3760-080)
Grades Offered: 06-08
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	OAKLAND BORO
Principal Name	MR. DESIDERIO
Address	71 OAK ST OAKLAND, NJ 07436-1944
Phone Number	(201)337-8185
Email Address	DESIDERIO@OAKLANDSCHOOLSNJ.ORG
Website	https://www.oaklandschoolsnj.org

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	217	166	174
7	187	217	163
8	199	183	216
Total	603	566	553

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	54.9%	54.6%	51.4%
Male	45.1%	45.4%	48.6%
Economically Disadvantaged Students	4.8%	5.1%	5.1%
Students with Disabilities	15.4%	17.7%	17.0%
English Learners	0.7%	0.7%	0.2%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.2%	0.7%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	85.2%	84.8%	84.6%
Hispanic	6.6%	7.1%	6.3%
Black or African American	0.7%	1.1%	1.3%
Asian	2.7%	2.7%	2.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	4.8%	4.4%	4.7%

Enrollment by Home Language

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

Home Language	% of Students
English	94.9%
Spanish	1.4%
Polish	1.3%
Other Languages	2.4%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	39	41	50	Not Met	57	49	50	Met Standard
White	39	41	50	Not Met	55.5	48	51	Met Standard
Hispanic	41	45	49	Met Standard	56.5	45.5	48	Met Standard
Black or African American	*	*	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	53	60	61	**	*	56	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	34.5	41.5	49	Not Met	68.5	62.5	51	**
Economically Disadvantaged	42	54	48	**	*	50.5	47	**
Students with Disabilities	41	41	41	Met Standard	56	44	43	Met Standard
English Learners	*	60	54	**	*	61.5	51	**

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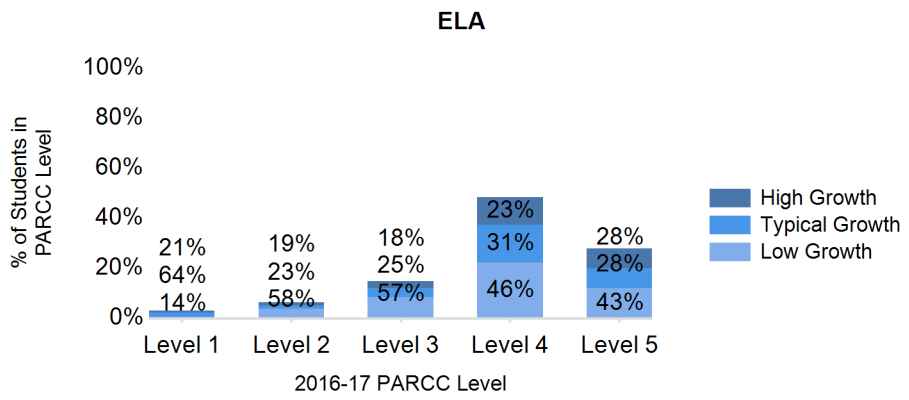
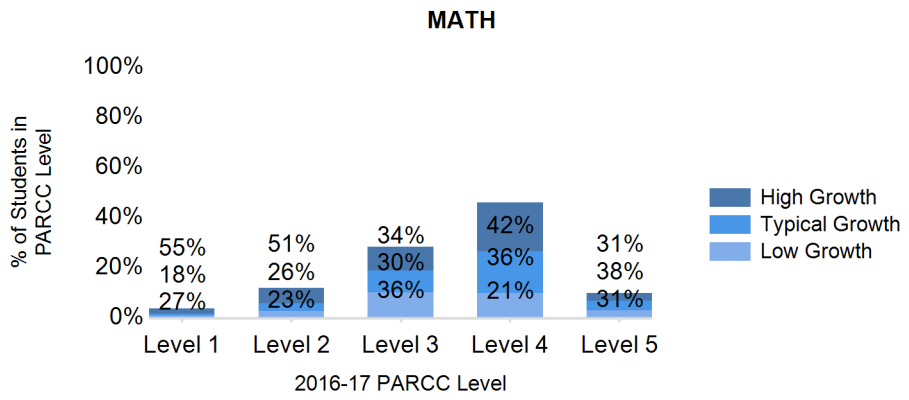
Student Growth by Performance Level

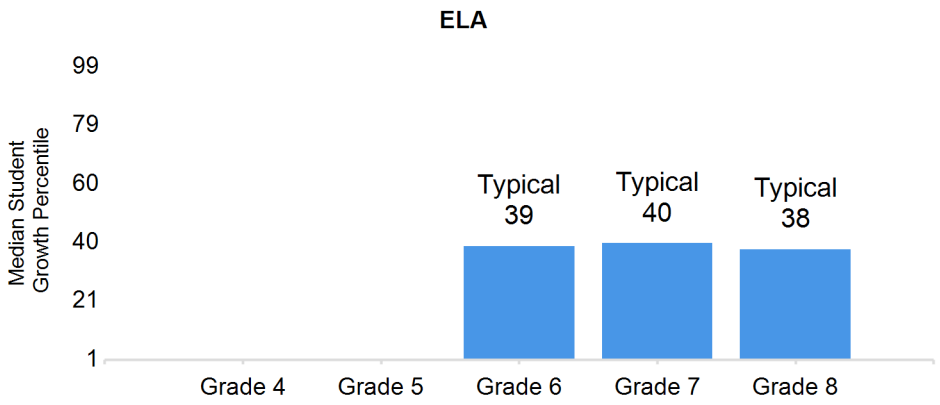
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

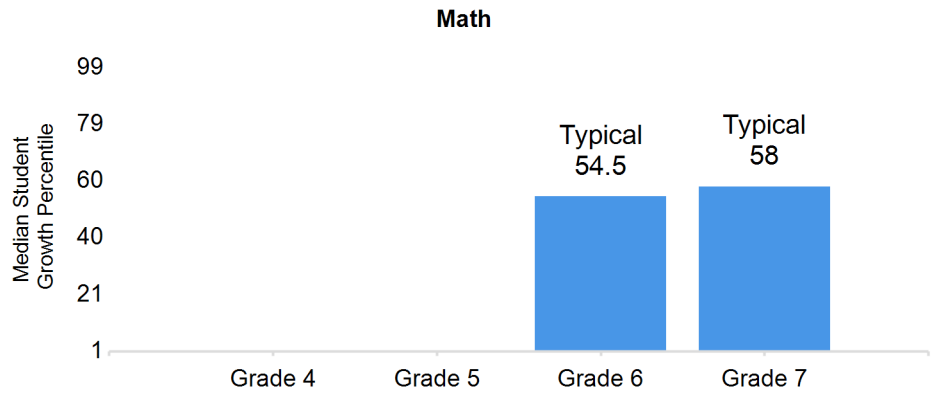




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	532	94.3	70.7	75.1	56.7	70.5	73.1	Met Target†
White	448	94.1	70.5	74.7	65.6	70.2	72.1	Met Target†
Hispanic	34	91.9	53.0	65.7	42.5	51.2	67.3	Not Met
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	93.8	95.4	82.3	93.8	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	26	96.3	84.6	87.8	63.4	84.6	80	Met Goal
Female	273	94.8	82.1	83.6	64.5	82.1		
Male	259	93.8	58.6	66.7	49.4	58.3		
Economically Disadvantaged Students	19	76.0	42.1	51.2	38.5	33.6	47.7	Met Target†
Non-Economically Disadvantaged Students	513	95.2	71.7	76.3	67.5	71.7		
Students with Disabilities	96	90.6	21.9	35.0	21.6	21.4	28.6	Not Met
Students without Disabilities	436	95.2	81.4	85.2	63.9	81.4		
English Learners	*	*	*	55.6	27.3	*	**	**
Non-English Learners	*	*	*	75.5	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	161	764	764	754	*	*	23%	48%	19%	67%	56%
White	137	764	764	761	*	*	23%	47%	19%	66%	66%
Hispanic	10	749	749	742	*	0%	*	*	*	40%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	72	771	771	761	*	*	*	53%	22%	75%	64%
Male	89	758	758	748	*	*	*	45%	16%	61%	48%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	68%
Students with Disabilities	31	727	727	723	*	*	45%	*	*	16%	18%
Students without Disabilities	130	773	773	760	*	*	18%	*	*	79%	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	161	764	764	755	*	*	23%	48%	19%	67%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	157	770	770	760	*	*	16%	34%	39%	74%	63%
White	133	769	769	768	*	*	16%	35%	38%	73%	72%
Hispanic	10	772	772	746	0%	0%	*	*	*	70%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	76	783	783	769	*	*	*	36%	54%	89%	72%
Male	81	759	759	752	*	*	*	33%	26%	59%	54%
Economically Disadvantaged Students	*	*	*	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	22	736	736	721	*	*	*	*	*	27%	22%
Students without Disabilities	135	776	776	768	*	*	*	*	*	81%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	157	770	770	762	*	*	16%	34%	39%	74%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	209	771	771	759	5%	10%	13%	40%	32%	72%	60%
White	174	771	771	767	*	*	13%	41%	32%	72%	70%
Hispanic	13	757	757	744	*	*	*	*	*	54%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	14	781	781	766	*	0%	*	*	*	79%	66%
Female	123	781	781	768	*	*	*	44%	38%	82%	69%
Male	86	756	756	751	*	*	*	35%	22%	57%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	*	*	*	769	*	*	*	*	*	*	71%
Students with Disabilities	38	724	724	719	*	*	*	*	*	21%	19%
Students without Disabilities	171	781	781	766	*	*	*	*	*	83%	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	209	771	771	761	5%	10%	13%	40%	32%	72%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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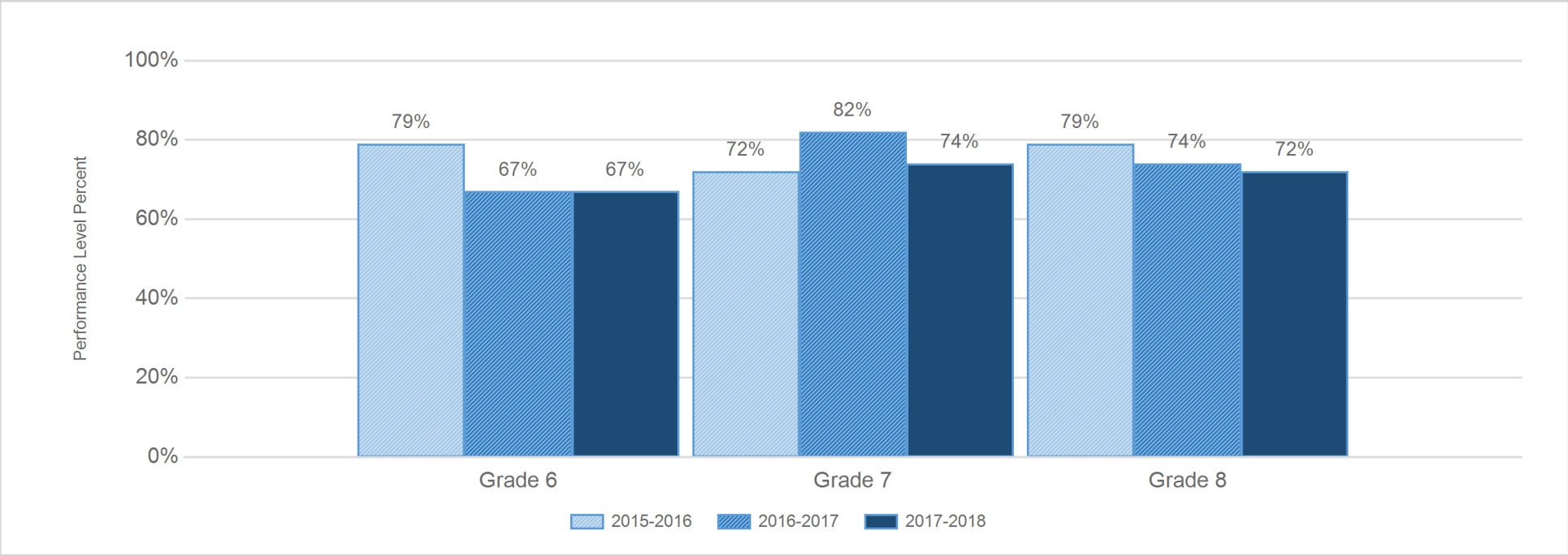
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	532	94.3	60.8	61.8	45.0	60.6	57.9	Met Target
White	448	94.1	59.4	60.9	54.1	59.1	56.3	Met Target
Hispanic	34	91.9	55.9	56.7	29.2	54.0	49.7	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	75.0	77.3	77.0	75.0	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	26	96.3	80.7	78.0	53.0	80.7	73.3	Met Goal
Female	272	94.4	65.4	63.6	46.0	65.3		
Male	260	94.2	55.7	60.1	43.9	55.7		
Economically Disadvantaged Students	19	76.0	36.9	41.9	26.6	29.4	32.5	Met Target†
Non-Economically Disadvantaged Students	513	95.2	61.6	62.8	55.9	61.6		
Students with Disabilities	96	90.6	16.6	25.3	17.1	16.3	12.7	Met Target
Students without Disabilities	436	95.2	70.4	71.1	50.5	70.4		
English Learners	*	*	*	38.9	24.6	*	**	**
Non-English Learners	*	*	*	62.3	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

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

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	163	751	751	744	*	13%	28%	*	*	54%	44%
White	139	750	750	751	*	14%	27%	*	*	53%	54%
Hispanic	10	742	742	731	*	0%	*	*	*	40%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	72	752	752	745	*	14%	29%	*	*	53%	45%
Male	91	750	750	742	*	12%	26%	*	*	55%	42%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	753	*	*	*	*	*	*	56%
Students with Disabilities	31	719	719	717	*	*	*	*	*	16%	13%
Students without Disabilities	132	759	759	748	*	*	*	*	*	63%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

VALLEY MIDDLE SCHOOL
(03-3760-080)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

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

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	147	754	754	743	*	*	31%	47%	12%	59%	43%
White	125	753	753	750	*	*	33%	44%	12%	56%	54%
Hispanic	10	759	759	732	*	0%	*	*	*	80%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	74	758	758	745	*	*	26%	*	*	68%	45%
Male	73	750	750	741	*	*	36%	*	*	51%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	55%
Students with Disabilities	22	731	731	717	*	*	*	*	*	27%	12%
Students without Disabilities	125	759	759	748	*	*	*	*	*	65%	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	147	754	754	744	*	*	31%	47%	12%	59%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

VALLEY MIDDLE SCHOOL
(03-3760-080)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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	160	750	750	728	9%	16%	19%	*	*	56%	28%
White	138	753	753	736	7%	14%	21%	*	*	57%	36%
Hispanic	10	726	726	722	*	*	0%	*	*	40%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	93	754	754	731	*	14%	16%	*	*	63%	31%
Male	67	745	745	725	*	19%	22%	*	*	46%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	38	715	715	705	*	32%	*	*	*	13%	*
Students without Disabilities	122	761	761	735	*	11%	*	*	*	70%	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	160	750	750	729	9%	16%	19%	*	*	56%	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

VALLEY MIDDLE SCHOOL
(03-3760-080)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	800	800	746	0%	0%	0%	63%	38%	100%	46%
White	37	799	799	755	0%	0%	0%	65%	35%	100%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	27	796	796	748	0%	0%	0%	*	*	100%	48%
Male	21	805	805	745	0%	0%	0%	*	*	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	13%
Students without Disabilities	48	800	800	752	0%	0%	0%	63%	38%	100%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	48	800	800	749	0%	0%	0%	63%	38%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

VALLEY MIDDLE SCHOOL
(03-3760-080)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	10	794	794	735	0%	0%	0%	0%	100%	100%	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	N	N	N	723	N	N	N	N	N	N	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	N	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	10	794	794	741	0%	0%	0%	0%	100%	100%	38%
Students with Disabilities	N	N	N	713	N	N	N	N	N	N	*
Students without Disabilities	10	794	794	738	0%	0%	0%	0%	100%	100%	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	10	794	794	736	0%	0%	0%	0%	100%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

VALLEY MIDDLE SCHOOL
(03-3760-080)
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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	727	N	N	N	N	N	N	30%
White	N	N	N	733	N	N	N	N	N	N	35%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	N	N	N	728	N	N	N	N	N	N	30%
Male	N	N	N	727	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	N	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	37%
Students with Disabilities	N	N	N	693	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	732	N	N	N	N	N	N	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	N	N	N	729	N	N	N	N	N	N	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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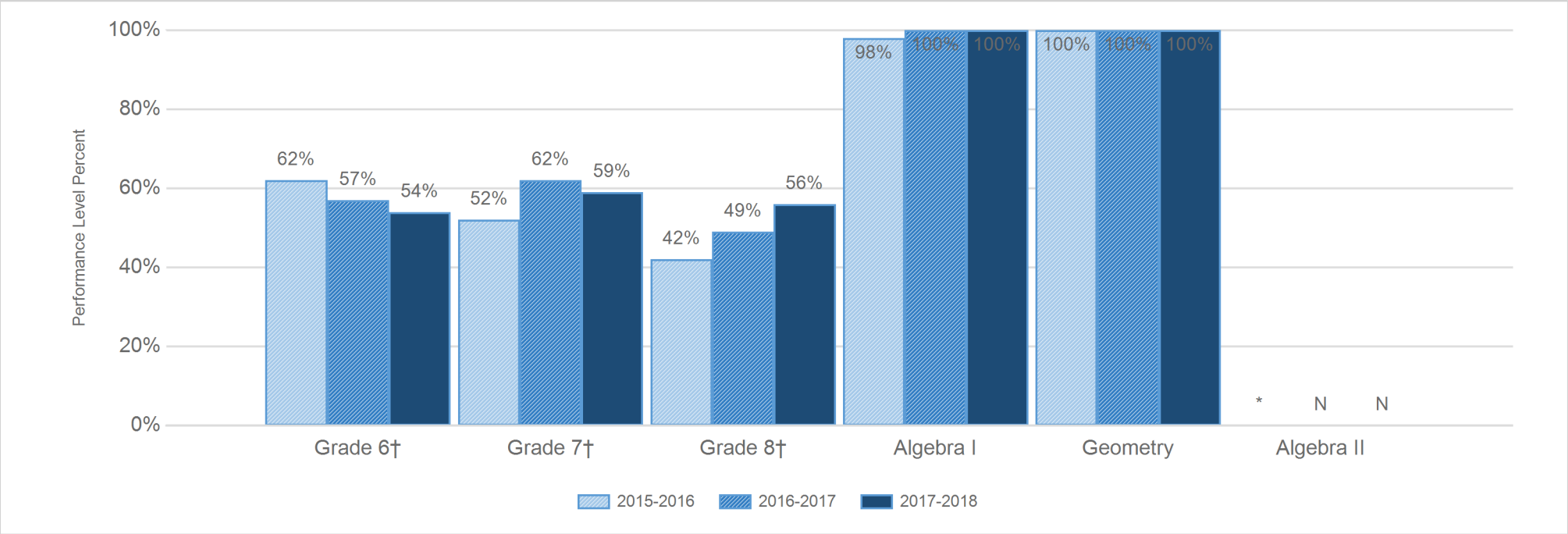
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† 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	N	N	N
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 grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

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

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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	175
7	10	0	155
8	40	10	166
Total	50	10	496

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	173	171	171	0	0	0	0
7	102	26	27	0	0	0	0
8	125	24	60	0	0	0	0
Total	400	221	258	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

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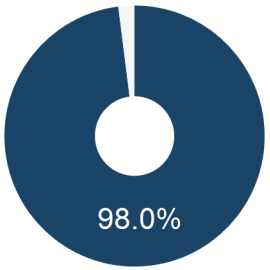
Visual and Performing Arts – Course Participation

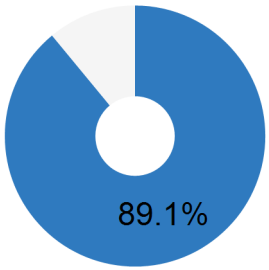
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

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

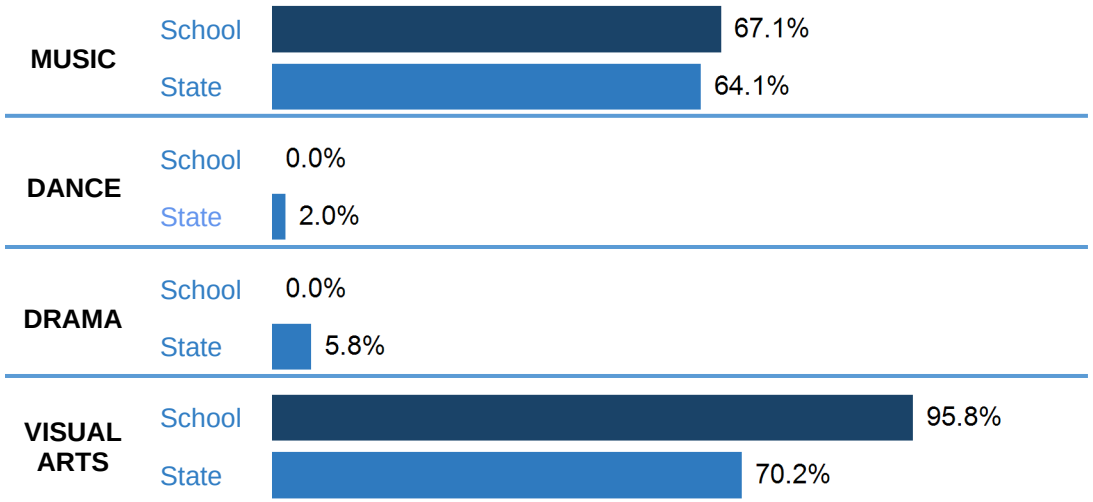


School



State

Students enrolled in one or more classes by discipline:



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

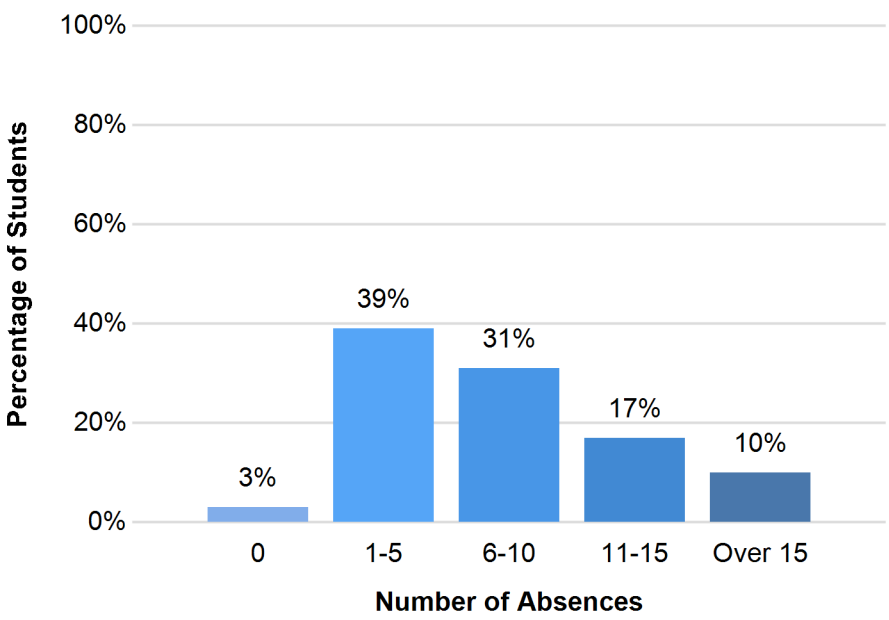
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	37	6.6	9.5	Met
White	31	6.5	9.5	Met
Hispanic	2	5.4	9.5	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	7.4	9.5	Met
Economically Disadvantaged Students	5	17.9	9.5	Not Met
Students with Disabilities	13	12.4	9.5	Not Met
English Learners	N	N	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.



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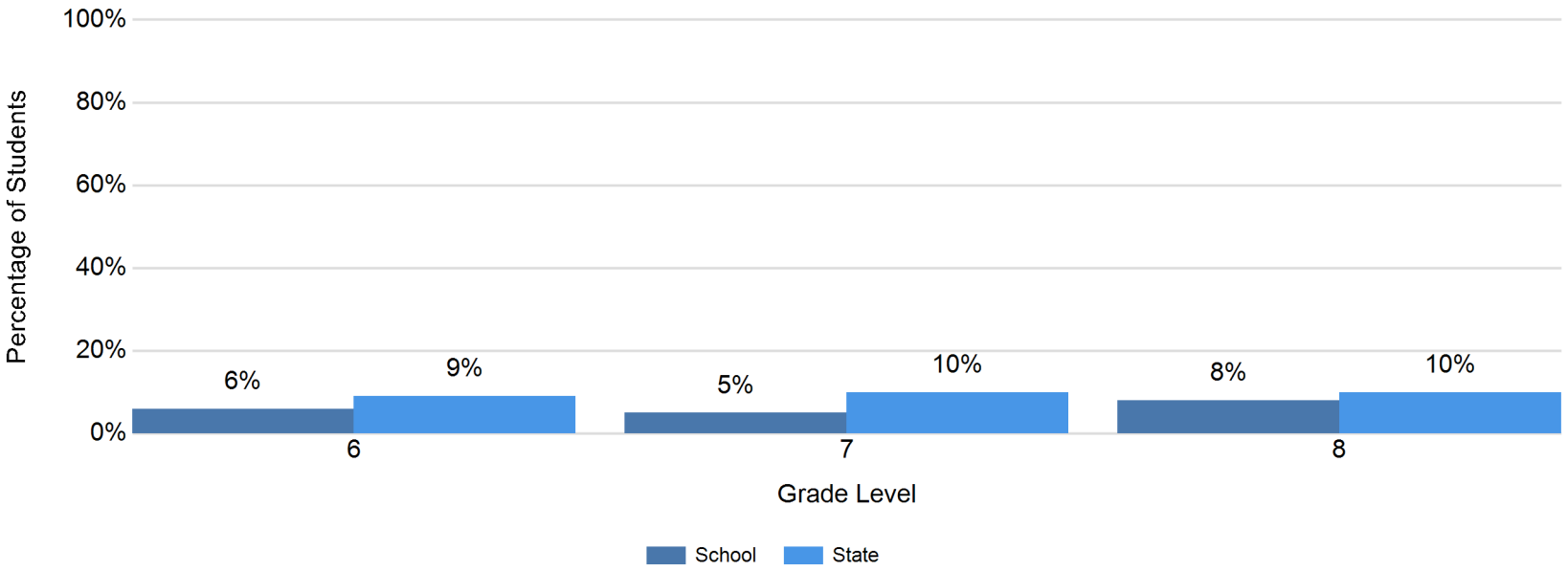
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	0
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	2.71

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	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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VALLEY MIDDLE SCHOOL
(03-3760-080)
Grades Offered: 06-08
2017-2018

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	12	2.2%
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	8:00 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$265	$17,574	$17,839

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	53	117,464
Average years experience in public schools	10.8	12.0
Average years experience in district	8.9	10.7
Teachers in district for 4 or more years	62.3%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,374
Average years experience in public schools	21.5	16.0
Average years experience in district	9.5	12.0
Administrators in district for 4 or more years	72.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	79:1	126:1
Teachers to Administrators	8:1	12:1
Students to Librarians/Media Specialists		347:1
Students to Nurses		347:1
Students to Counselors		277:1
Students to Child Study Team		231:1

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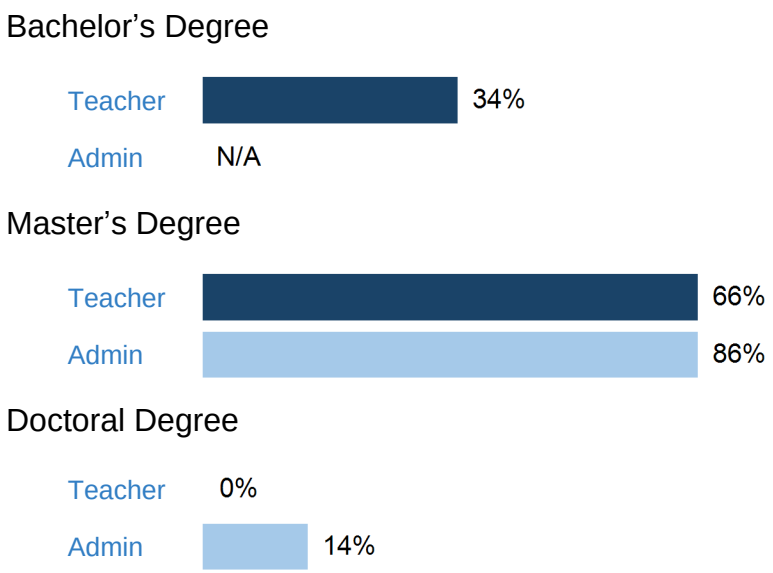
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.6%	90.2%
2016-17 Administrators: Same district 2017-18	90.9%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.3%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	75.5%	85.7%
Male	24.5%	14.3%
White	92.5%	100.0%
Hispanic	5.7%	0.0%
Black or African American	0.0%	0.0%
Asian	1.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	63.68	17.5%
Mathematics Proficiency	66.65	17.5%
English Language Arts Growth	15.64	25.0%
Mathematics Growth	74.30	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	49.10	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	52.66	n/a
Summative Rating: Percentile Rank of Summative Score	53.50	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Met Target	Not Met	Met Standard	N	Met	No
White	46.18	14.08	No	Met Target†	Met Target	Not Met	Met Standard	n/a	Met	No
Hispanic	63.75	14.08	No	Not Met	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	54.28	14.08	No	Met Goal	Met Goal	Not Met	**	n/a	Met	No
Economically Disadvantaged Students	**	**	No	Met Target†	Met Target†	**	**	n/a	Not Met	No
Students with Disabilities	58.99	14.08	No	Not Met	Met Target	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Award-winning Character Education Program • School-wide one to one Chrome Books for all students enhances all areas of curriculum instruction.
Mission, Vision, Theme:	This year our theme is ?Choose to be Extraordinary?! Throughout the year our students and staff will be using this theme to motivate and guide our academic efforts, our social interactions, and our efforts to improve our community and the world around us.Being extraordinary is a choice. It?s an attitude. It?s about connecting scholarly knowledge with practical life skills. It?s about leading, serving, and living a life in balance. During the 2018-2019 school year, our staff and students will be using this theme to reinforce in each other the importance of having an extraordinary work ethic, an extraordinarily positive attitude, and being extraordinarily kind to others.
Awards, Recognition, Accomplishments:	Three out of the past 4 years VMS has earned a Promising Practices recognition from Character.org for our work in building student character through our community partnerships. Grade 8:Law Adventure sponsored by the New Jersey State Bar Foundation - VMS - First Place in NJNational History Day - VMS - First place in regional and state competition; advanced to Nationals Grade 7: Foundation for Free Enterprise recognized our business presentations as two of their best (students earned trophies)Grade 6:New Jersey Consortium for Gifted and Talented Programs (NJCGTP) Annual Debate - Third PlaceMathematical Olympiads - Highest Team Achievement Award, scoring in the top 10% of all schoolsGrades 6-8NJCGTP Annual Spelling Bee - VMS students took 4th, 5th, 7th and 9th place out of 120 students.

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Courses, Curriculum, Instruction:	Valley Middle School provides a strong academic curriculum that is aligned to the New Jersey Student Learning Standards (NJSLS). The foundation on which our curriculum is delivered is our solid core of character education and the development of a positive school climate. The core of the academic program is based on a solid foundation of Balanced Literacy using the Readers and Writers Workshop model. Our math program uses the Math in Focus program as a base and our science curriculum is aligned to the NGSS and promotes a hands-on learning experience. The social studies program emphasizes a common theme of study for each grade level. These themes focus on history, diversity, and our role in our responsibility to be good citizens. Each grade level has a full day to study and celebrate these themes through cross-curricular lessons and activities.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls) Valley Middle School offers the following sports teams:Basketball, Cheerleading, Cross Country, Spring Track and starting in the 2019-2020 school year we will offer girls and boys soccer.
Clubs and Activities:	Athletic Clubs - Tennis, Volleyball, Bowling

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Before and After School Programs:	Valley Middle School is dedicated to providing a large variety of after-school activities, clubs, and, athletic events, to care for the unique needs of young adolescents. We provide 4 athletic teams for both girls and boys. Our theater/drama club put on wonderful performances every spring. The Choir, Band, Jazz Band, and Orchestra perform concerts multiple times throughout the year. Additionally, we provide over 30 clubs for any student to join.
Staff and Professional Learning:	The Oakland Public schools offer a professional development program that provides opportunities for teachers to expand their professional repertoire to ensure their daily instruction reflects current best practices and cutting-edge theory. Teachers often attend PD seminars outside of the district. The district is also commented to bringing in experts in such areas as balanced literacy, dyslexia, anxiety, wellness, and general curriculum delivery and development.

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Student Supports and Services:	English language learners and students with learning disabilities are afforded various accommodations designed to help them meet or exceed the NJ Student Learning Standards. Students experiencing academic, health-related or social challenges may be referred to the Intervention and Referral Service Committee (I&RS) for assistance. Various clubs also provide students with academic and social support/services.
Student Health and Wellness:	Our school nurse, counselors, and teachers work collaboratively to promote the health and wellness of students and staff. While our counselors meet with individuals, small groups and whole classes to address social and emotional issues, our nurse addresses the overall health and wellness of all members of the school community.
Parent and Community Involvement:	Valley Middle School is extremely fortunate to have a strong collaborative partnership with our school's PTO. Through the support of our PTO, we have several dances and socials that are created to include all students and to include a large variety of interests they may have. Our PTO also runs a yearly Valley Middle School 5K that provides funding for student assemblies and activities. Through the tireless efforts of our parents and school community, we are able to offer these healthy activities during the school day as well as several evenings throughout the school year.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	The original schoolhouse in Oakland was built in 1907. The charm and unique character of that time period can be seen at Valley Middle School. As our town grew, so did Valley. Major additions were done in the 1930s, 1950s and in 1969. Our STEAM room, created in 2013, has opened new doors to discovery learning, team building, and STEAM initiatives.
School Safety:	The Oakland Public School's have a collaborative and effective working relationship with local, state, and federal emergency management representatives.