NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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	ESSEX
District	SOUTH ORANGE-MAPLEWOOD
Principal Name	MS. JACOBS
Address	444 WEST SOUTH ORANGE AVE S ORANGE, NJ 07079-1234
Phone Number	(973)378-5216
Email Address	AJACOBS@SOMSD.K12.NJ.US
Website	https://www.somsd.k12.nj.us/site/Default.aspx?PageID=2471

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	0	0	0
KG	106	98	108
1	89	106	94
2	96	83	106
3	105	95	80
4	107	108	98
5	100	105	106
Total	603	595	592

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.4%	49.9%	47.3%
Male	51.6%	50.1%	52.7%
Economically Disadvantaged Students	4.5%	5.7%	4.7%
Students with Disabilities	9.6%	11.6%	10.8%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.2%

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	64.2%	63.7%	64.5%
Hispanic	6.3%	7.1%	7.9%
Black or African American	16.7%	16.0%	14.0%
Asian	4.5%	4.5%	4.4%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	8.0%	8.4%	9.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	106	98	108

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	98.0%
Other Languages	2.0%

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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	46	45	50	Met Standard	53	51	50	Met Standard
White	50	49	50	Met Standard	57	52	51	Met Standard
Hispanic	*	43	49	**	*	51	48	**
Black or African American	46	38	44	Met Standard	37	44	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	61	61	**	*	66	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	28	49	49	Not Met	54	54	51	Met Standard
Economically Disadvantaged	52	34	48	**	68	43	47	**
Students with Disabilities	45	36	41	Met Standard	35.5	44	43	Not Met
English Learners	*	43.5	54	**	*	50	51	**

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

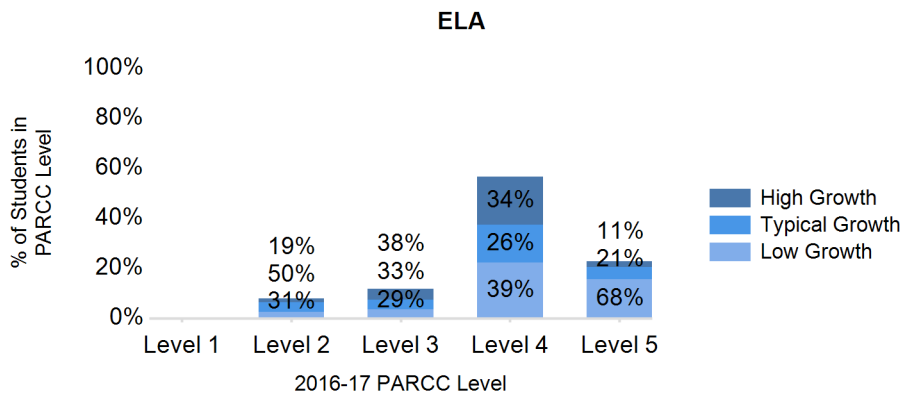
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same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

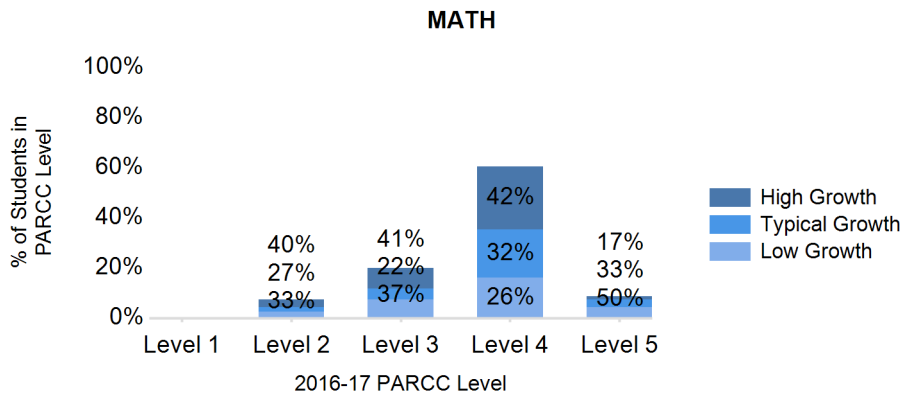
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

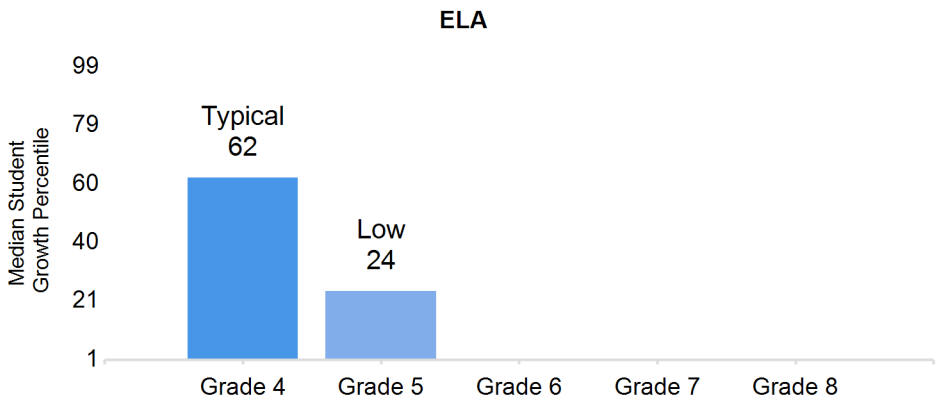
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

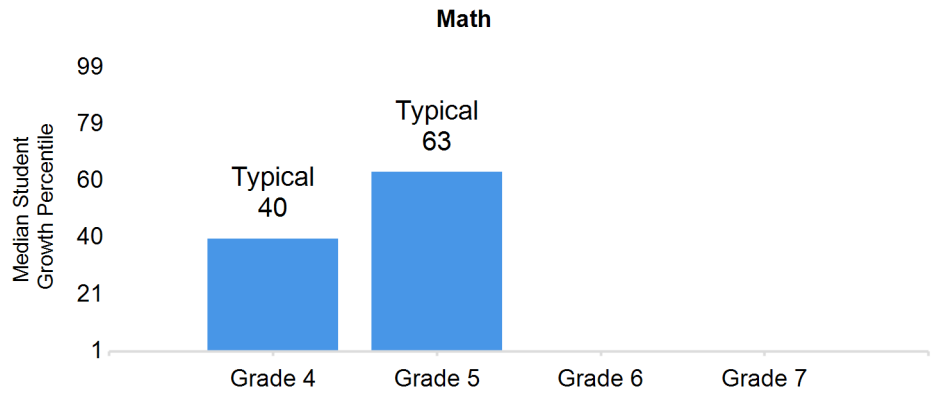




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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	298	97.4	74.5	67.6	56.7	74.5	77.7	Met Target†
White	187	97.4	84.5	*	65.6	84.5	80	Met Goal
Hispanic	*	*	*	44.3	42.5	*	**	**
Black or African American	50	96.2	36.0	41.0	37.3	36.0	52.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	41	97.6	78.1	*	63.4	78.1	80	Met Target†
Female	150	99.3	82.0	75.5	64.5	82.0		
Male	148	95.5	66.9	60.2	49.4	66.9		
Economically Disadvantaged Students	20	95.2	35.0	34.0	38.5	35.0	42	Met Target†
Non-Economically Disadvantaged Students	278	97.6	77.3	74.2	67.5	77.3		
Students with Disabilities	40	87.2	27.5	25.7	21.6	25.2	29.5	Met Target†
Students without Disabilities	258	99.2	81.8	75.1	63.9	81.8		
English Learners	*	*	*	27.8	27.3	*	**	**
Non-English Learners	*	*	*	68.4	59.4	*		
Homeless Students	N	N	N	41.7	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	*	*	*	62.6	30.1	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	762	765	750	*	*	15%	*	*	66%	52%
White	48	769	*	759	*	*	*	*	*	77%	61%
Hispanic	*	*	741	736	*	*	*	*	*	*	38%
Black or African American	12	738	744	733	*	*	*	*	*	42%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	12	746	767	758	*	*	*	*	*	42%	58%
Female	38	767	769	756	*	*	*	*	*	68%	57%
Male	42	758	761	744	*	*	*	*	*	64%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	12	719	*	719	*	*	*	*	*	17%	24%
Students without Disabilities	68	770	*	756	*	*	*	*	*	75%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	*	*	758	741	*	*	*	*	*	*	48%

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	773	772	756	*	*	15%	47%	32%	79%	58%
White	60	780	*	764	0%	*	*	52%	38%	90%	68%
Hispanic	*	*	753	744	*	*	*	*	*	*	44%
Black or African American	23	746	746	739	*	*	*	*	*	43%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	14	776	*	763	0%	*	*	*	*	86%	63%
Female	55	774	776	762	*	*	*	53%	31%	84%	63%
Male	48	770	768	751	*	*	*	40%	33%	73%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	70%
Students with Disabilities	13	738	733	726	*	*	*	*	*	31%	25%
Students without Disabilities	90	778	778	762	*	*	*	*	*	86%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	*	732	N	N	N	N	N	N	33%

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	770	771	755	*	*	15%	61%	17%	77%	58%
White	78	776	*	763	0%	*	*	67%	18%	85%	68%
Hispanic	*	*	752	743	*	*	*	*	*	*	43%
Black or African American	14	731	749	738	*	*	*	*	*	21%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	15	782	784	763	0%	0%	0%	*	*	100%	65%
Female	58	782	778	762	*	*	*	*	*	90%	66%
Male	56	758	763	749	*	*	*	*	*	64%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	71%
Students with Disabilities	13	734	738	724	*	*	*	*	*	31%	22%
Students without Disabilities	101	775	776	762	*	*	*	*	*	83%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	114	770	*	757	*	*	15%	61%	17%	77%	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

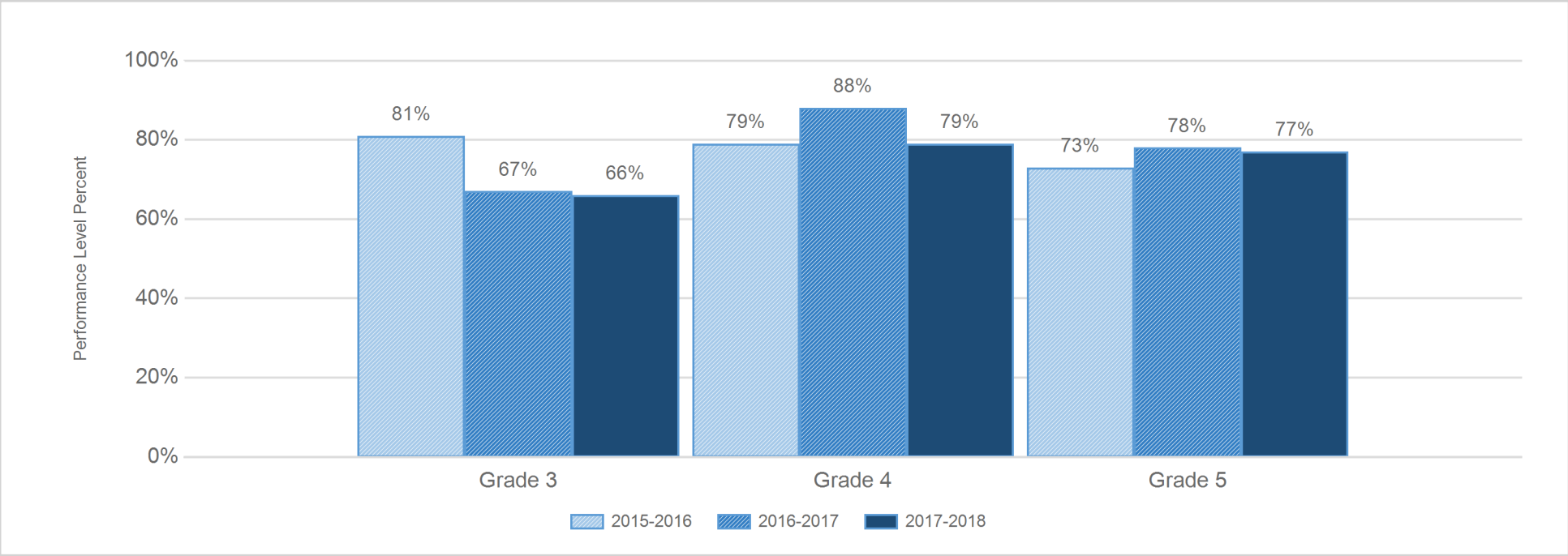
NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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.



NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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	298	97.4	64.8	58.0	45.0	64.8	71.2	Not Met
White	187	97.4	74.3	*	54.1	74.3	78.3	Met Target†
Hispanic	*	*	*	32.3	29.2	*	**	**
Black or African American	50	96.2	26.0	28.6	23.4	26.0	43.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	41	97.6	68.3	69.9	53.0	68.3	80	Met Target†
Female	150	99.3	65.3	60.1	46.0	65.3		
Male	148	95.5	64.2	56.0	43.9	64.2		
Economically Disadvantaged Students	20	95.2	25.0	22.9	26.6	25.0	23	Met Target
Non-Economically Disadvantaged Students	278	97.6	67.7	65.1	55.9	67.7		
Students with Disabilities	40	87.2	22.5	20.5	17.1	20.6	29.5	Met Target†
Students without Disabilities	258	99.2	71.3	64.7	50.5	71.3		
English Learners	*	*	*	23.6	24.6	*	**	**
Non-English Learners	*	*	*	58.8	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	*	*	*	53.1	23.7	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	751	762	752	*	15%	19%	*	*	58%	53%
White	48	759	*	760	0%	*	*	*	*	69%	64%
Hispanic	*	*	738	739	*	*	*	*	*	*	38%
Black or African American	12	724	739	734	*	*	*	*	*	17%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	12	737	761	757	*	*	*	*	*	50%	59%
Female	38	749	758	752	*	*	*	*	*	55%	53%
Male	42	753	765	751	*	*	*	*	*	60%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	12	711	*	730	*	*	*	*	*	17%	29%
Students without Disabilities	68	758	*	756	*	*	*	*	*	65%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	*	*	750	737	*	*	*	*	*	*	46%

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	748	753	748	*	15%	27%	*	*	54%	49%
White	60	753	*	755	*	*	25%	*	*	63%	60%
Hispanic	*	*	741	737	*	*	*	*	*	*	34%
Black or African American	23	733	732	730	*	*	*	*	*	26%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	14	749	*	752	0%	*	*	*	*	50%	55%
Female	55	745	751	748	*	*	29%	*	*	51%	50%
Male	48	752	756	748	*	*	25%	*	*	58%	49%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	13	724	727	725	*	*	*	*	*	15%	22%
Students without Disabilities	90	752	758	753	*	*	*	*	*	60%	55%
English Learners	*	*	715	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	754	750	*	*	*	*	*	*	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	*	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	768	761	748	*	*	13%	60%	20%	80%	49%
White	78	773	*	756	*	*	*	65%	21%	86%	60%
Hispanic	*	*	746	736	*	*	*	*	*	*	32%
Black or African American	14	729	736	730	*	*	*	*	*	36%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	15	778	770	754	0%	0%	0%	*	*	100%	55%
Female	58	771	762	749	*	*	*	64%	22%	86%	50%
Male	56	765	759	747	*	*	*	55%	18%	73%	48%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	13	730	731	726	*	*	*	*	*	31%	20%
Students without Disabilities	101	773	765	752	*	*	*	*	*	86%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	114	768	*	750	*	*	13%	60%	20%	80%	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

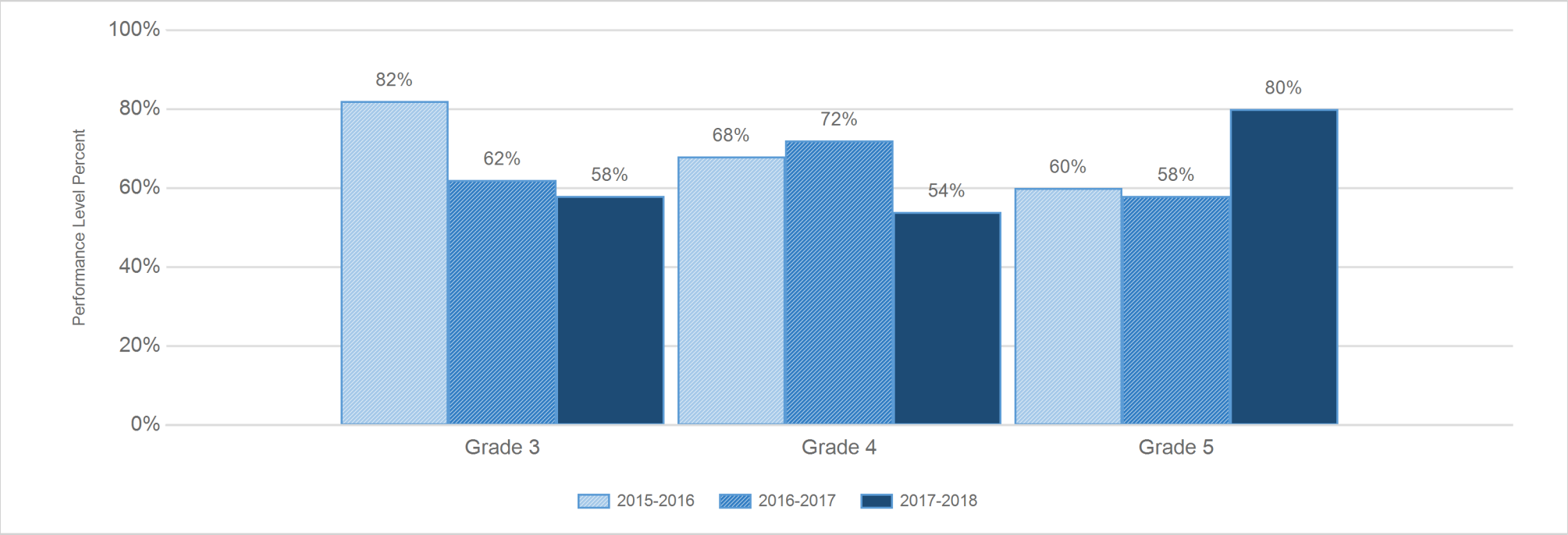
NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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.

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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.

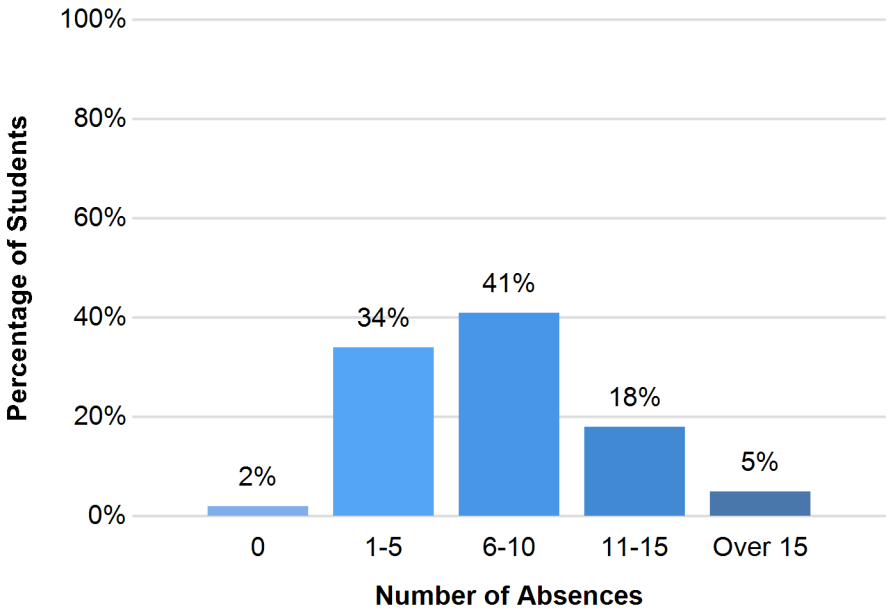
Chronic Absenteeism

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	17	2.8	8.9	Met
White	10	2.6	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	7	8.0	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	8.9	Met
Economically Disadvantaged Students	3	10.7	8.9	Not Met
Students with Disabilities	4	5.6	8.9	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.



NJ SCHOOL PERFORMANCE REPORT

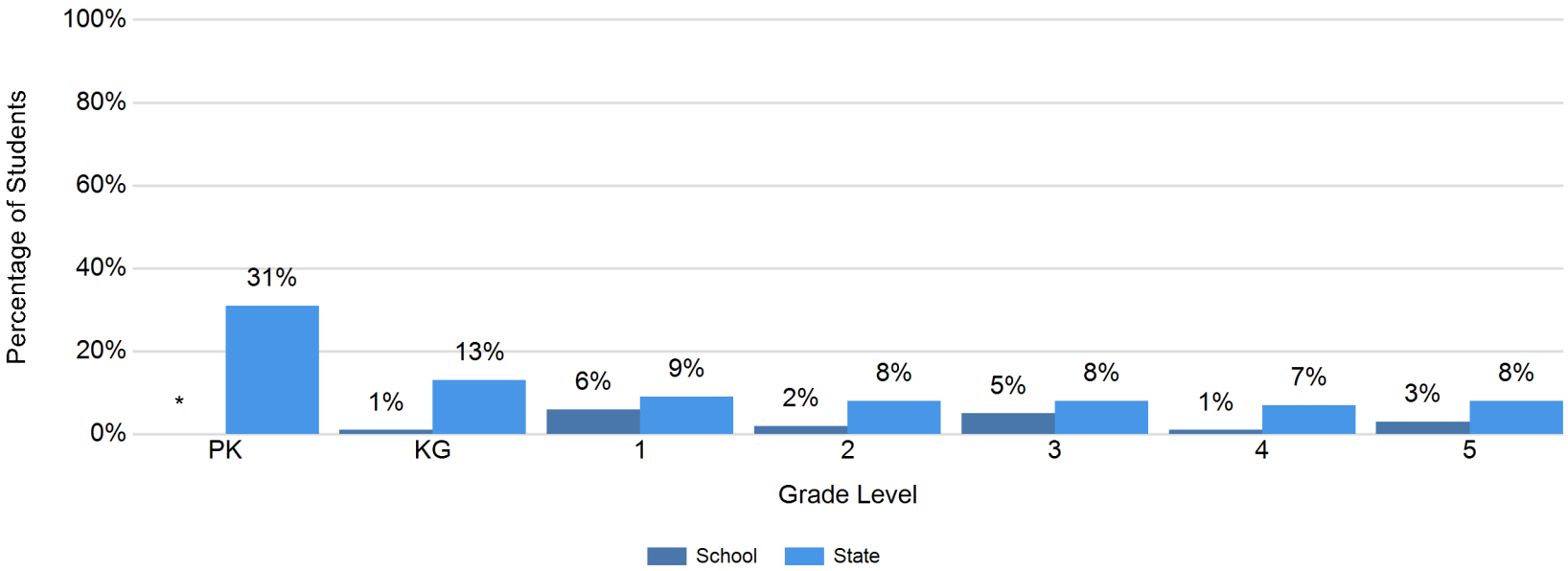
SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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 by Grade

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



NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

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

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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.

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	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	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	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
*

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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	8:10 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 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	3.8:1

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)	$378	$13,881	$14,259

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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	49	117,464
Average years experience in public schools	10.3	12.0
Average years experience in district	10.2	10.7
Teachers in district for 4 or more years	73.5%	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	40	9,374
Average years experience in public schools	8.8	16.0
Average years experience in district	8.8	12.0
Administrators in district for 4 or more years	57.5%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	296:1	176:1
Teachers to Administrators	25:1	14:1
Students to Librarians/Media Specialists		781:1
Students to Nurses		540:1
Students to Counselors		502:1
Students to Child Study Team		190:1

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

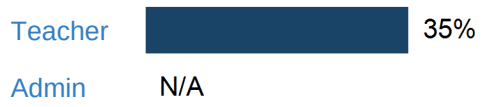
Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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 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.

Bachelor's Degree



Master's Degree

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 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	90.7%	90.2%
2016-17 Administrators: Same district 2017-18	89.7%	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	97.9%

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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

Category	Teachers	Administrators
Female	87.8%	100.0%
Male	12.2%	0.0%
White	91.8%	100.0%
Hispanic	0.0%	0.0%
Black or African American	6.1%	0.0%
Asian	2.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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		

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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	68.78	17.5%
Mathematics Proficiency	67.48	17.5%
English Language Arts Growth	33.95	25.0%
Mathematics Growth	49.55	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	91.55	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	58.45	n/a
Summative Rating: Percentile Rank of Summative Score	63.39	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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†	Not Met	Met Standard	Met Standard	N	Met	No
White	74.58	14.08	No	Met Goal	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	No	**	**	**	**	n/a	Met	No
Black or African American	50.45	14.08	No	Not Met	Not Met	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	54.22	14.08	No	Met Target†	Met Target†	Not Met	Met Standard	n/a	Met	No
Economically Disadvantaged Students	**	**	No	Met Target†	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	56.26	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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:	• South Mountain is a CATCH school, committed to healthy eating and physical exercise in and out of the classroom. • We use the Responsive Classroom approach to instill strong character traits and personal responsibility in every child. • We are a Teacher's College Reading & Writing Project School.
Mission, Vision, Theme:	The mission of South Mountain School to ensure that every child whose life we have the opportunity to touch receives the highest quality instruction, resources and support to discover their passions and interests, expand their potential, and ultimately achieve their ambitions. We seek to understand the complexity that each student represents and invest the time it takes to get to know every student we serve.
Awards, Recognition, Accomplishments:	South Mountain School was honored at the 2017 Sustainable Jersey for Schools Awards Ceremony on October 24, 2017 (New Jersey School Boards Association - Atlantic City).

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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.

Courses, Curriculum, Instruction:	Our curriculum consists of the four main content areas: ELA, Math, Science and Social Studies. In addition to these we also offer Physical Education, Arts and Music programs. The language arts curriculum emphasizes a literature-based workshop approach to reading and writing. Our program fuses phonics into the language arts instruction, using Fundations, Word Study and the Fountas and Pinnell Literacy curriculum in the younger grades. We use the Math in Focus curriculum throughout the school.
Clubs and Activities:	We have an annual school musical, musical concert and art show. We host after school enrichment programs for students in all grades, including sports, arts and STEAM.

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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.

Before and After School Programs:	We have a Before Care and After Care program that is operated by the YMCA for our students and families who need an extended day. Our district also offers a Beyond the Bell Program which gives our students the opportunity to participate in and/or explore an activity, such as cooking, writing, sports, Lego building etc. We have a pilot program called SOMA Citizens which partners 5th graders with middle school mentors in order to prepare and empower kids as they transition to middle school.
Staff and Professional Learning:	We are a Teacher's College Reading & Writing Project School and work with their on-site staff developers. We also have meetings of Professional Learning Communities that discuss data, content and pedagogy, as well as several professional book studies on teaching and learning. Our school is implementing practices inspired by the book "A Mindset for Learning," which support teachers in developing the mindsets of flexibility, resilience, persistence, empathy and optimism.

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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.

Student Supports and Services:	We have an I&RS committee, 504 Coordinator, Academic Intervention Program, Achieve Tutoring and Social Work Interns, and work with high school mentors to support struggling students. Under our Special Services Department we work closely with our Child Study Team and provide inclusion classes, resource center, evidenced based reading, and related services for students with IEPs.
Student Health and Wellness:	South Mountain is a CATCH school, committed to healthy eating and physical exercise in and out of the classroom. Teachers provide frequent “Brain Interventions” that provide physical breaks throughout the day. Our PE teachers sponsor a year long recess running club in which the students keep a record of the distance they run in a year. In addition, several times during the year we have special days that celebrate the physical development of our students.
Parent and Community Involvement:	Our PTA helps to sponsor assemblies, special student activities, fundraisers, and parent information meetings.The PTA also offers mini grants to teachers to support our curriculum. Parents and staff members are encouraged to contribute to our online newsletter. Evening parent workshops with the principal gives all parents the opportunity to ask questions, and bring up topics for discussion, as well as giving the principal an opportunity to share information directly with the parent community.

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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.

Facilities:	State of the art broadcast booths and televisions in each classroom. Our building is wireless. Smart Boards are located in every third, fourth and fifth-grade classroom, and ELMOs in the K-2 classrooms. In partnership with our PTA, teachers and parent volunteers, we have begun to transform the landscape of the Annex to develop more interactive, natural play and teaching spaces.

NJ SCHOOL PERFORMANCE REPORT

SOUTH MOUNTAIN ELEMENTARY SCHOOL
(13-4900-140)
Grades Offered: PK-05
2017-2018

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

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.

Other Information:	We are committed to ensuring that students are engaged in meaningful and complex work that not only provides opportunities to engage in real-world problem solving and productive struggle, but also nurtures flexible thinkers who can learn from and with each other. South Mountain is a place where we strive to instill in our children a love of learning and a deep respect for each other. The school uses the Responsive Classroom approach to instill strong character traits and personal responsibility in every child. Every morning begins with a Morning Meeting, during which time the children develop their interpersonal and intrapersonal intelligences. We have a trained group of fourth-and fifth-grade students who are our Peer Mediators. Under the supervision of a trained staff member, they mediate many conflicts between peers. The children also vote for their student council. The process helps them understand our democratic process in a very real way. The council takes their responsibility very seriously. We have a student run newspaper, The Scoop, which is published several times a year. South Mountain has successfully launched a flexible seating pilot in twelve classrooms, transforming the traditional "desk and chair" model into one that promotes student choice, independence, and alternative options such as floor seating, standing desks, and furniture that permits physical movement. One of our priorities at South Mountain is the search for and hiring of new staff. It is our goal to hire excellent teachers who are highly qualified in their field. We have a strong, diverse teaching staff who are life-long learners, willing to take on new challenges in curriculum and instruction. They are committed to helping every single student in their classrooms reach their full potential.