NJ SCHOOL PERFORMANCE Report

State of New Jersey
2015-2016

Grade Span 06-08

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: Survey
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com

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2015-2016

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03-4430-050
BERGEN
RIVER VALE TWP
Holdrum Middle School
393 RIVERVALE ROAD
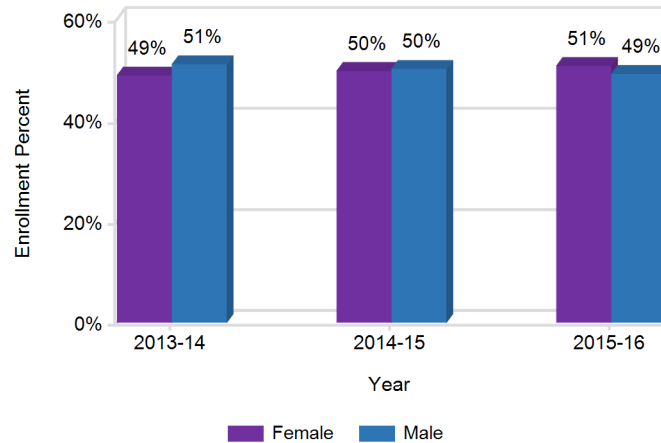**RIVER VALE, NJ 07675**

Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

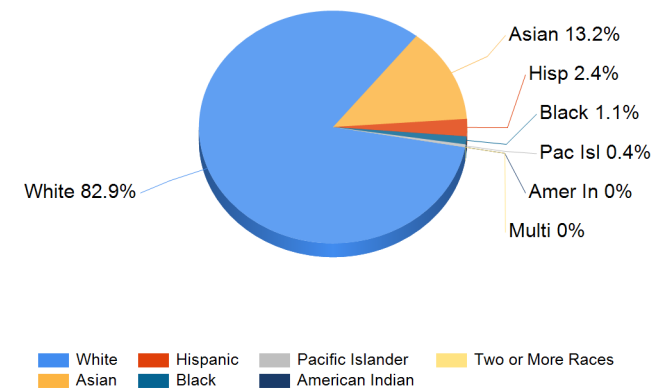|	2013-14	2014-15	2015-16
Grade 06	163	150	136
Grade 07	152	165	153
Grade 08	162	151	166
UG	2	0	0
Total	479	466	455

Enrollment by Gender

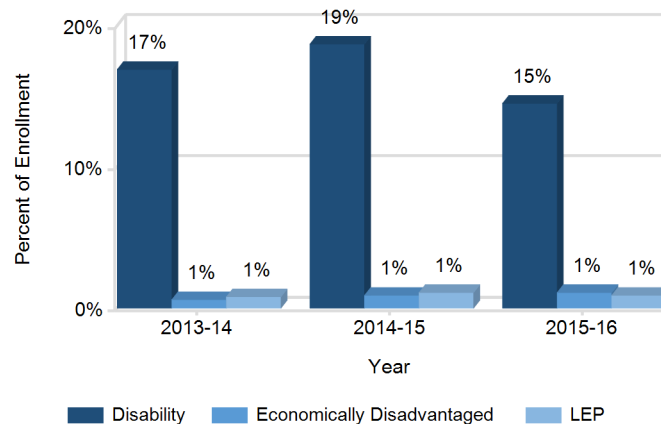This graph displays the percentage of students by gender for the past three school years.

Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.

Asian 13.2%
Hisp 2.4%
Black 1.1%
Pac Isl 0.4%
Amer In 0%
Multi 0%
White 82.9%

White   Hispanic   Pacific Islander   Two or More Races
Asian   Black   American Indian

Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.

Disability   Economically Disadvantaged   LEP

Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	90.3%
Korean	3.5%
Chinese	1.3%
Spanish	1.3%
Russian	0.9%
Other	2.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	70%	S	78
Mathematics Met or Exceeded Expectations	66%	S	80

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education.√*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	430	70%	78	97%	√	431	66%	80	97%	√
White	359	67%	64	97%	√	359	64%	69	97%	√
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	57	90%	71	100%	√	57	82%	59	100%	√
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	62	34%	79	97%	√	62	26%	68	97%	√
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	135	765	765	750	1%	4%	22%	55%	18%	73%	52%
White	114	763	763	756	1%	4%	22%	59%	14%	73%	61%
African American	S	S	S	732	S	S	S	S	S	S	31%
Hispanic	S	S	S	738	S	S	S	S	S	S	37%
Asian	13	790	790	772	N	8%	8%	23%	62%	85%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	22	748	748	719	5%	18%	27%	46%	5%	50%	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	33%
PARCC MATH											
Schoolwide	135	762	762	743	N	6%	22%	56%	17%	73%	43%
White	114	760	760	750	N	7%	20%	59%	14%	73%	53%
African American	S	S	S	724	S	S	S	S	S	S	20%
Hispanic	S	S	S	730	S	S	S	S	S	S	26%
Asian	13	781	781	768	N	N	23%	31%	46%	77%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	22	745	745	717	N	23%	32%	41%	5%	46%	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	N	N	N	728	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations	■ Partially Met Expectations	■ Approached Expectations	■ Met Expectations	■ Exceeded Expectations

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	146	764	764	753	5%	10%	18%	40%	27%	68%	56%
White	114	759	759	760	4%	11%	19%	45%	20%	65%	65%
African American	S	S	S	733	S	S	S	S	S	S	35%
Hispanic	S	S	S	739	S	S	S	S	S	S	41%
Asian	28	791	791	781	4%	4%	7%	25%	61%	86%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	21	720	720	716	24%	38%	24%	10%	5%	14%	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	S	735	S	S	S	S	S	S	37%
PARCC MATH											
Schoolwide	147	758	758	740	2%	8%	29%	45%	16%	61%	39%
White	114	754	754	747	2%	10%	30%	47%	11%	59%	47%
African American	S	S	S	724	S	S	S	S	S	S	19%
Hispanic	S	S	S	729	S	S	S	S	S	S	23%
Asian	28	776	776	763	4%	4%	14%	39%	39%	79%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	S	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	S	727	S	S	S	S	S	S	21%

🟥 Did Not Yet Meet Expectations 🟧 Partially Met Expectations 🟨 Approached Expectations 🟩 Met Expectations 🟩 Exceeded Expectations

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	158	764	764	753	2%	11%	17%	49%	22%	70%	55%
White	136	761	761	759	2%	13%	19%	48%	18%	65%	63%
African American	S	S	S	732	S	S	S	S	S	S	34%
Hispanic	S	S	S	740	S	S	S	S	S	S	43%
Asian	19	788	788	780	N	N	N	53%	47%	100%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	19	735	735	715	5%	42%	16%	37%	N	37%	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	736	S	S	S	S	S	S	38%
**PARCC MATH											
Schoolwide	96	743	743	726	5%	14%	37%	44%	1%	45%	26%
White	88	741	741	732	6%	15%	36%	42%	1%	43%	32%
African American	S	S	S	712	S	S	S	S	S	S	14%
Hispanic	S	S	S	721	S	S	S	S	S	S	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	18	723	723	704	22%	22%	39%	17%	N	17%	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	718	S	S	S	S	S	S	18%

- 🟥 Did Not Yet Meet Expectations
- 🟧 Partially Met Expectations
- 🟨 Approached Expectations
- 🟩 Met Expectations
- 🟢 Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

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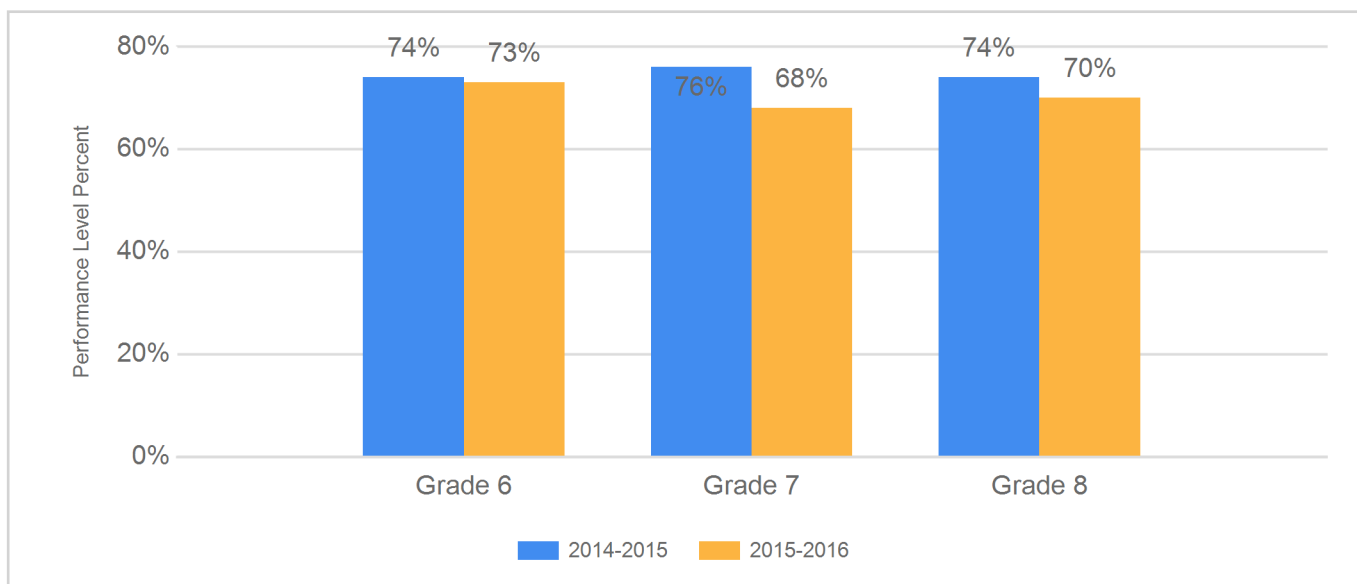
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.

Bar chart — Performance Level Percent by grade:
- Grade 6: 2014-2015 = 74%, 2015-2016 = 73%
- Grade 7: 2014-2015 = 76%, 2015-2016 = 68%
- Grade 8: 2014-2015 = 74%, 2015-2016 = 70%

Legend: ■ 2014-2015 ■ 2015-2016

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	**62**	**787**	**787**	**769**	**N**	**N**	**2%**	**82%**	**16%**	**98%**	**41%**
White	48	784	784	772	N	N	2%	85%	13%	98%	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	S	746	S	S	S	S	S	S	25%
Asian	S	S	S	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	S	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations   ■ Partially Met Expectations   ■ Approached Expectations   ■ Met Expectations   ■ Exceeded Expectations
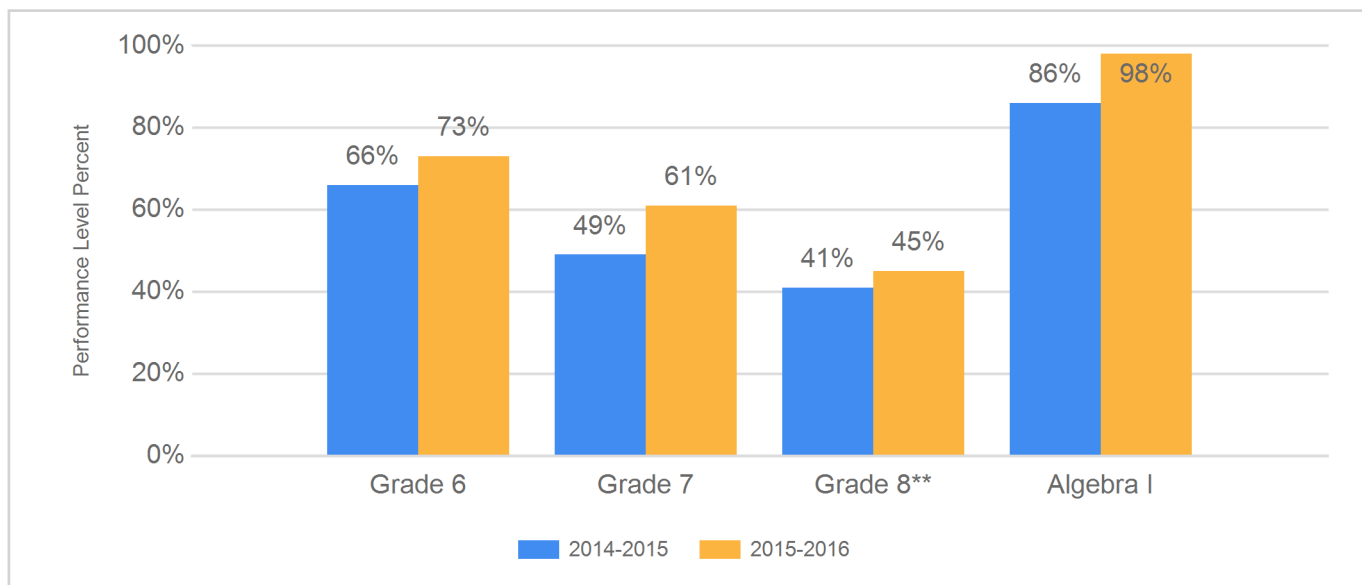
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.

Performance Level Percent

	Grade 6	Grade 7	Grade 8**	Algebra I
2014-2015	66%	49%	41%	86%
2015-2016	73%	61%	45%	98%

**Grade 8 does not include students who took an Algebra test.

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category , as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	39%	48%	13%
White	36%	50%	15%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	65%	35%	N
Two or More Races	N	N	N
Students with Disability	N	67%	33%
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.
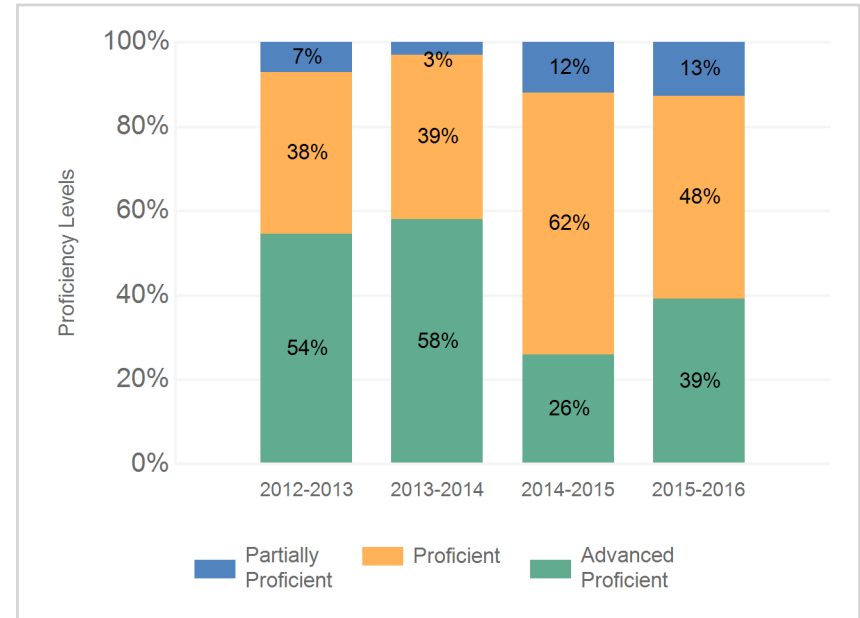
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing.
The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	28	S	50
Student Growth on Math	51	S	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	0%
Partially Met (L2)	8%	0%	0%
Approached (L3)	16%	3%	0%
Met (L4)	28%	13%	7%
Exceeded (L5)	4%	8%	11%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	0%
Partially Met (L2)	7%	1%	1%
Approached (L3)	12%	9%	7%
Met (L4)	11%	16%	21%
Exceeded (L5)	1%	4%	8%

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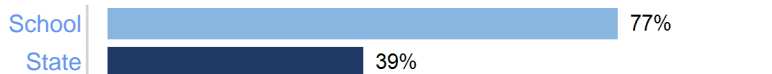**RIVER VALE TWP**
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.
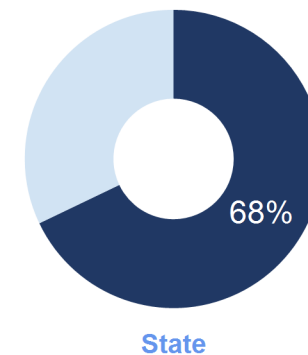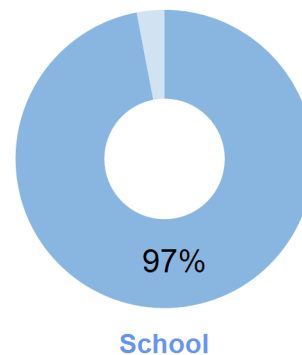
MUSIC
- School: 77%
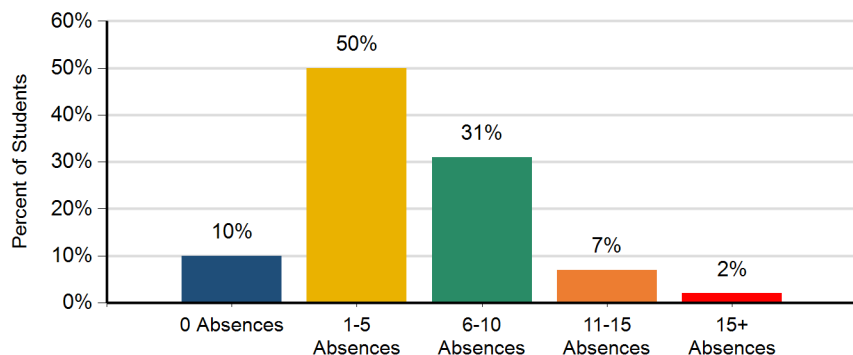- State: 39%

DRAMA
- School: 0%
- State: 4%

DANCE
- School: 0%
- State: 2%

VISUAL ARTS
- School: 88%
- State: 49%

Any Visual and Performing Arts
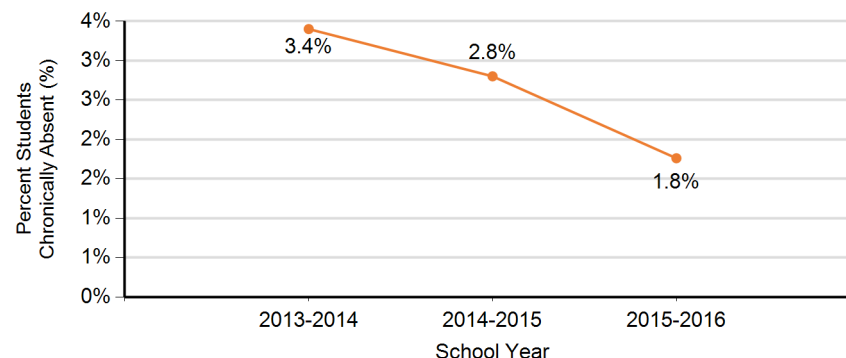
School: 97%

State: 68%

Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.

Percent of Students
- 0 Absences: 10%
- 1-5 Absences: 50%
- 6-10 Absences: 31%
- 11-15 Absences: 7%
- 15+ Absences: 2%

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.

Percent Students Chronically Absent (%)
- 2013-2014: 3.4%
- 2014-2015: 2.8%
- 2015-2016: 1.8%

School Year

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Grade Span 06-08

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 50 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 26 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	228:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	100%

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NJ SCHOOL PERFORMANCE Report

State of New Jersey
2015-2016

Grade Span KF-05

03-4430-060
BERGEN
RIVER VALE TWP
Roberge Elementary School
617 WESTWOOD AVE
RIVER VALE, NJ 07675-6241

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: Survey
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com

NJ SCHOOL PERFORMANCE Report

State of New Jersey
2015-2016

Grade Span KF-05

03-4430-060
BERGEN
RIVER VALE TWP
Roberge Elementary School
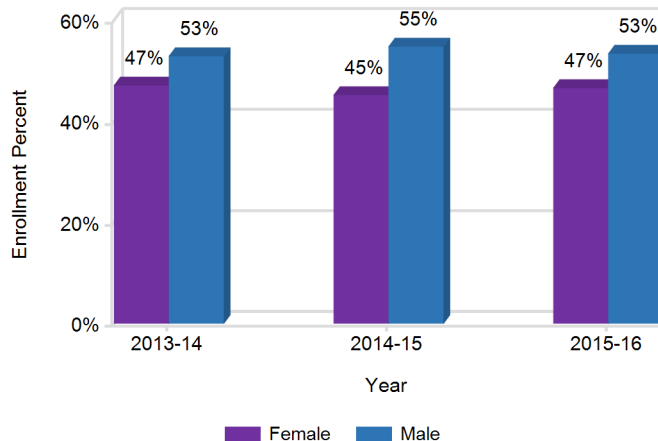617 WESTWOOD AVE
RIVER VALE, NJ 07675-6241

Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

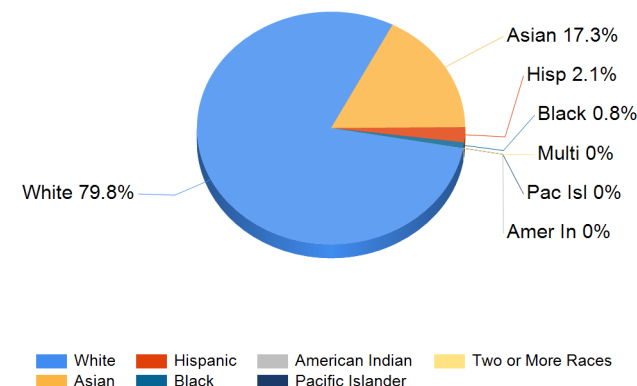|	2013-14	2014-15	2015-16
Grade KG	60	59	54
Grade 01	74	63	61
Grade 02	60	78	63
Grade 03	63	57	81
Grade 04	54	60	59
Grade 05	88	61	64
UG	0	0	0
Total	399	378	382

Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.

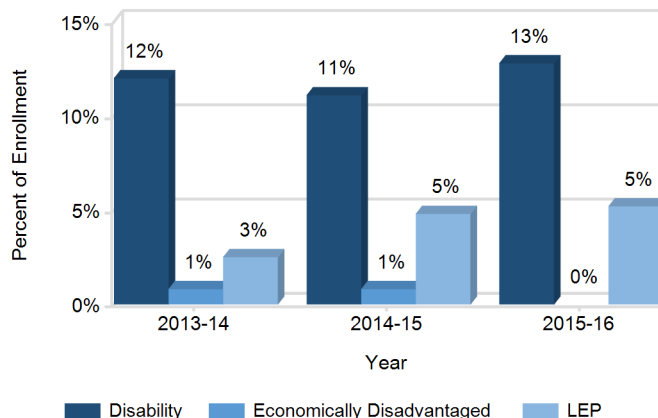## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.

Asian 17.3%
Hisp 2.1%
Black 0.8%
Multi 0%
Pac Isl 0%
Amer In 0%
White 79.8%

White   Hispanic   American Indian   Two or More Races
Asian   Black   Pacific Islander

Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.

Disability   Economically Disadvantaged   LEP

Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	84.0%
Korean	7.1%
Chinese	2.4%
Russian	0.8%
Tagalog	0.8%
Other	5.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	81%	S	94
Mathematics Met or Exceeded Expectations	69%	S	85

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education.√*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	191	81%	94	97%	√	190	69%	85	97%	√
White	157	78%	84	97%	√	156	65%	71	96%	√
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	N	N	N	N		N	N	N	N	

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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	768	769	746	8%	6%	17%	54%	15%	69%	48%
White	S	S	766	756	S	S	S	S	S	S	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	N	N	N	730	N	N	N	N	N	N	31%
Asian	S	S	785	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	15	721	721	718	27%	27%	27%	20%	N	20%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	28%
PARCC MATH											
Schoolwide	78	760	765	749	3%	13%	22%	41%	22%	63%	52%
White	S	S	762	757	S	S	S	S	S	S	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	N	N	N	736	N	N	N	N	N	N	35%
Asian	S	S	781	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	15	732	734	727	7%	47%	27%	20%	N	20%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	32%

🟥 Did Not Yet Meet Expectations　　🟧 Partially Met Expectations　　🟨 Approached Expectations　　🟩 Met Expectations　　🟩 Exceeded Expectations

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NJ SCHOOL PERFORMANCE Report

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Grade Span KF-05

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
PARCC ELA											
Schoolwide	58	777	772	750	N	N	9%	64%	28%	91%	54%
White	46	778	771	759	N	N	9%	59%	33%	91%	64%
African American	S	S	S	733	S	S	S	S	S	S	33%
Hispanic	S	S	768	737	S	S	S	S	S	S	37%
Asian	S	S	783	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	744	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	33%
PARCC MATH											
Schoolwide	58	773	767	745	N	2%	21%	57%	21%	78%	47%
White	46	773	765	752	N	2%	22%	54%	22%	76%	57%
African American	S	S	S	727	S	S	S	S	S	S	24%
Hispanic	S	S	755	733	S	S	S	S	S	S	30%
Asian	S	S	S	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	748	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	27%

🟥 Did Not Yet Meet Expectations 🟧 Partially Met Expectations 🟨 Approached Expectations 🟩 Met Expectations 🟩 Exceeded Expectations

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NJ SCHOOL PERFORMANCE Report

State of New Jersey
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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	777	770	751	N	2%	13%	60%	25%	86%	53%
White	49	774	767	758	N	2%	14%	63%	20%	84%	64%
African American	S	S	772	733	S	S	S	S	S	S	32%
Hispanic	S	S	800	738	S	S	S	S	S	S	37%
Asian	12	783	780	773	N	N	8%	50%	42%	92%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	740	723	S	S	S	S	S	S	20%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	33%

PARCC MATH

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	62	764	759	747	N	5%	23%	57%	16%	73%	47%
White	48	759	755	753	N	6%	27%	60%	6%	67%	57%
African American	S	S	753	728	S	S	S	S	S	S	24%
Hispanic	S	S	761	735	S	S	S	S	S	S	31%
Asian	12	784	782	774	N	N	8%	33%	58%	92%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	728	725	S	S	S	S	S	S	19%
English Language Learners	S	S	S	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	28%

■ Did Not Yet Meet Expectations   ■ Partially Met Expectations   ■ Approached Expectations   ■ Met Expectations   ■ Exceeded Expectations

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State of New Jersey
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Grade Span KF-05
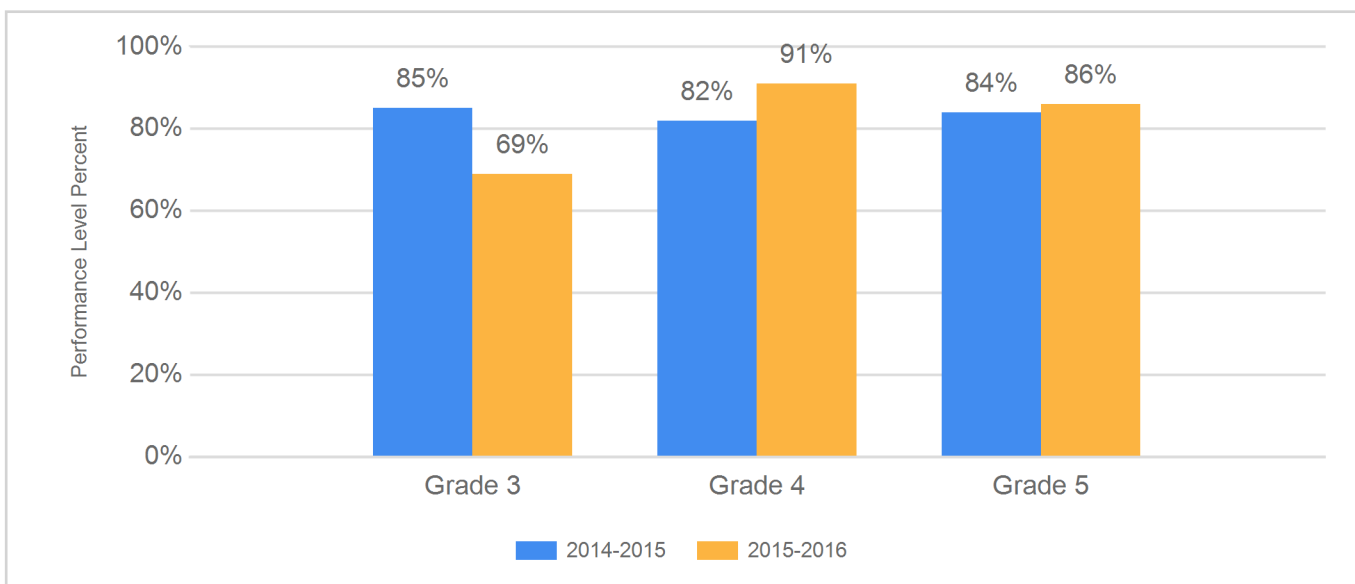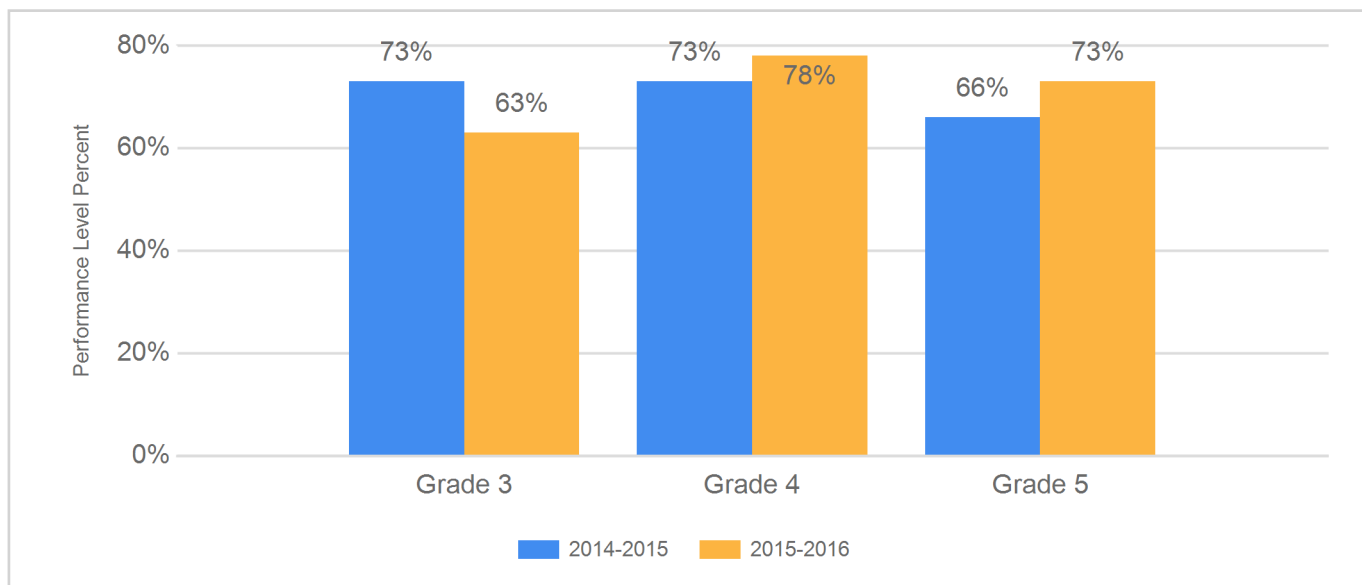
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.

Grade 3: 2014-2015 = 85%, 2015-2016 = 69%
Grade 4: 2014-2015 = 82%, 2015-2016 = 91%
Grade 5: 2014-2015 = 84%, 2015-2016 = 86%

Legend: 2014-2015, 2015-2016

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.

Grade 3: 2014-2015 = 73%, 2015-2016 = 63%
Grade 4: 2014-2015 = 73%, 2015-2016 = 78%
Grade 5: 2014-2015 = 66%, 2015-2016 = 73%

Legend: 2014-2015, 2015-2016

State of New Jersey
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Grade Span KF-05

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course
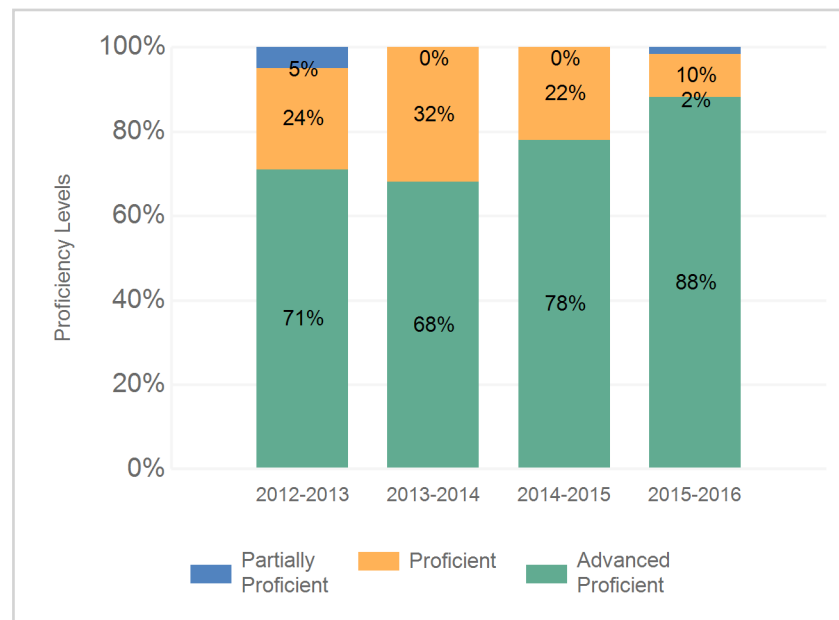
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category , as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	88%	10%	2%
White	92%	6%	2%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	N	N	N

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.

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State of New Jersey
2015-2016

Grade Span KF-05

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing.
The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:
Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2

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State of New Jersey
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Grade Span KF-05

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	51	S	50
Student Growth on Math	39	S	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	1%	0%	0%
Approached (L3)	6%	4%	0%
Met (L4)	25%	20%	16%
Exceeded (L5)	1%	8%	19%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	4%	0%	0%
Approached (L3)	15%	7%	0%
Met (L4)	22%	16%	18%
Exceeded (L5)	3%	6%	10%

State of New Jersey
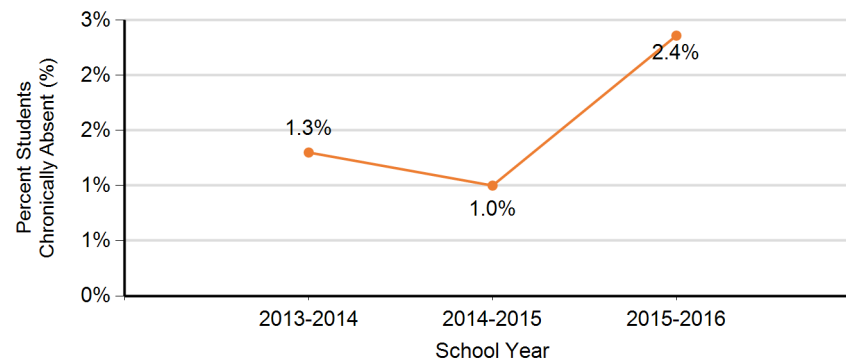**2015-2016**

Grade Span KF-05

Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.

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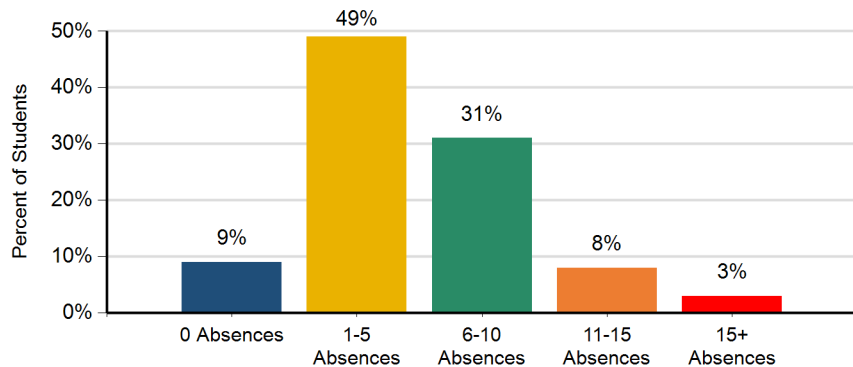
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State of New Jersey
2015-2016

Grade Span KF-05

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 20 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	382:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	100%

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NJ SCHOOL PERFORMANCE Report

State of New Jersey
2015-2016

Grade Span 3H-05

03-4430-070
BERGEN
RIVER VALE TWP
Woodside Elementary School
801 RIVERVALE RD
RIVER VALE, NJ 07675-6148

2015-2016 School Performance Reports

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NJ SCHOOL PERFORMANCE Report

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2015-2016

Grade Span 3H-05

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RIVER VALE TWP
Woodside Elementary School
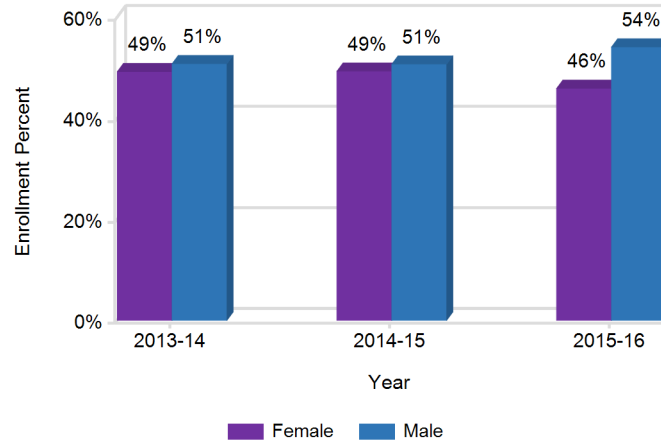801 RIVERVALE RD
RIVER VALE, NJ 07675-6148

Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

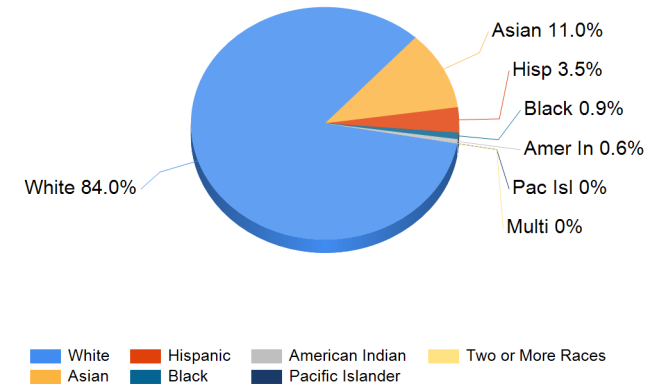|	2013-14	2014-15	2015-16
Grade PK	8	10	15
Grade KG	58	43	33
Grade 01	57	61	45
Grade 02	53	60	61
Grade 03	69	59	61
Grade 04	73	69	56
Grade 05	59	74	69
UG	9	3	4
Total	386	379	344

Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.

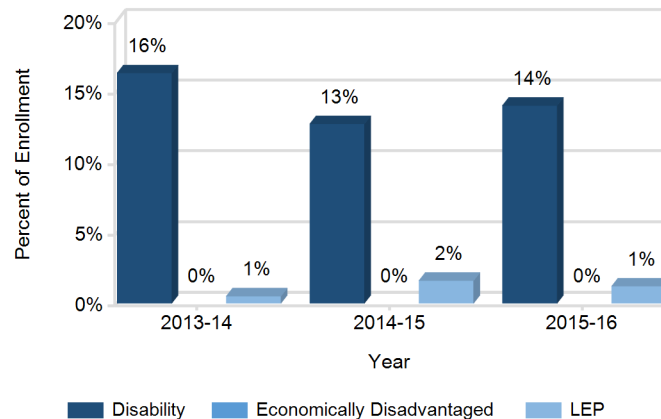## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.

Asian 11.0%
Hisp 3.5%
Black 0.9%
Amer In 0.6%
Pac Isl 0%
Multi 0%
White 84.0%

White | Hispanic | American Indian | Two or More Races
Asian | Black | Pacific Islander

Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.

Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	92.7%
Spanish	1.5%
Japanese	0.6%
Korean	0.6%
Moldovan	0.6%
Other	4.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	74%	S	87
Mathematics Met or Exceeded Expectations	67%	S	83

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education.√*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	174	74%	87	95%	√	174	67%	83	95%	√
White	147	72%	76	94%	√	147	65%	73	94%	√
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	N	N	N	N		N	N	N	N	

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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	61	770	769	746	2%	3%	15%	71%	10%	80%	48%
White	50	769	766	756	2%	4%	16%	66%	12%	78%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	S	S	S	730	S	S	S	S	S	S	31%
Asian	S	S	785	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	S	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	28%
PARCC MATH											
Schoolwide	61	772	765	749	N	2%	16%	62%	20%	82%	52%
White	50	772	762	757	N	2%	14%	66%	18%	84%	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	S	S	S	736	S	S	S	S	S	S	35%
Asian	S	S	781	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	734	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	32%

■ Did Not Yet Meet Expectations	■ Partially Met Expectations	■ Approached Expectations	■ Met Expectations	■ Exceeded Expectations	

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	50	766	772	750	N	10%	14%	54%	22%	76%	54%
White	42	762	771	759	N	12%	14%	60%	14%	74%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	768	737	S	S	S	S	S	S	37%
Asian	S	S	783	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	744	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	33%

PARCC MATH

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	51	760	767	745	N	12%	26%	53%	10%	63%	47%
White	43	757	765	752	N	12%	30%	54%	5%	58%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	755	733	S	S	S	S	S	S	30%
Asian	S	S	782	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	748	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	27%

🟥 Did Not Yet Meet Expectations   🟧 Partially Met Expectations   🟨 Approached Expectations   🟩 Met Expectations   🟩 Exceeded Expectations

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	763	770	751	3%	3%	23%	62%	9%	71%	53%
White	57	761	767	758	4%	4%	25%	61%	7%	68%	64%
African American	S	S	772	733	S	S	S	S	S	S	32%
Hispanic	S	S	800	738	S	S	S	S	S	S	37%
Asian	S	S	780	773	S	S	S	S	S	S	80%
American Indian	S	S	S	750	S	S	S	S	S	S	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	740	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	33%

PARCC MATH

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	64	753	759	747	3%	8%	30%	50%	9%	59%	47%
White	56	751	755	753	4%	9%	30%	48%	9%	57%	57%
African American	S	S	753	728	S	S	S	S	S	S	24%
Hispanic	S	S	761	735	S	S	S	S	S	S	31%
Asian	S	S	782	774	S	S	S	S	S	S	80%
American Indian	S	S	S	747	S	S	S	S	S	S	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	728	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	28%

- 🟥 Did Not Yet Meet Expectations
- 🟧 Partially Met Expectations
- 🟨 Approached Expectations
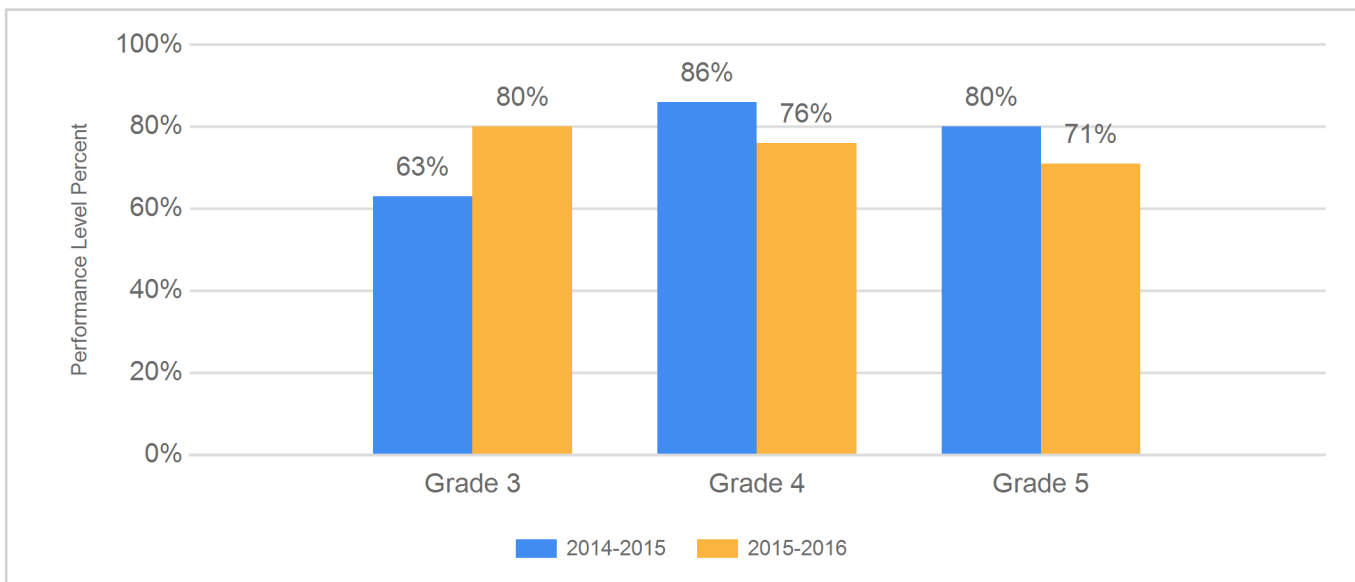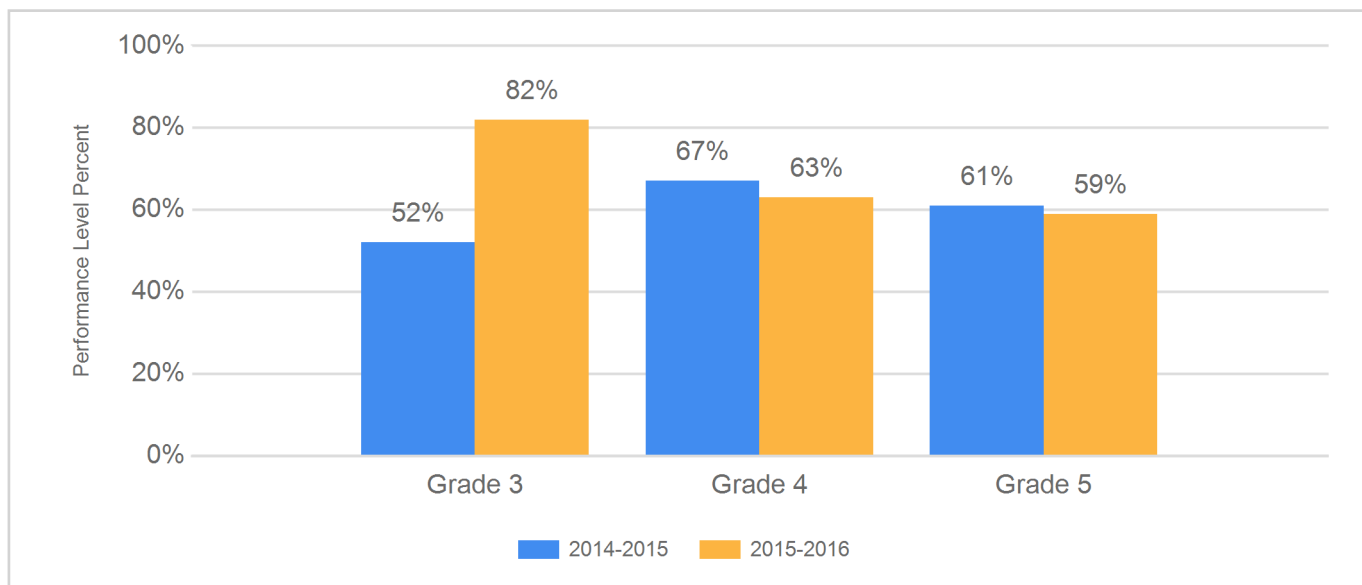- 🟩 Met Expectations
- 🟩 Exceeded Expectations

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course
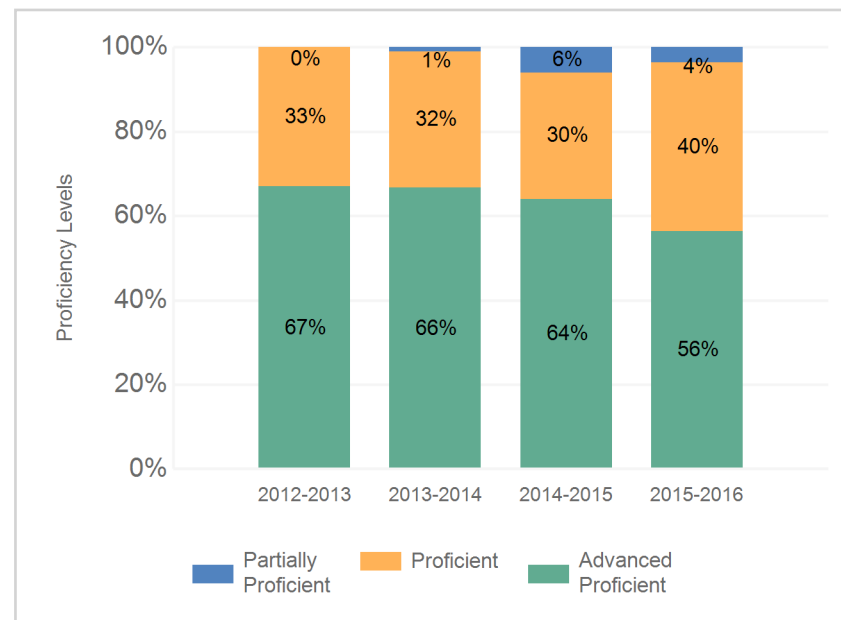
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category , as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	56%	40%	4%
White	55%	40%	4%
African American	N	N	N
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	15%	77%	8%
English Language Learners	N	N	N
Economically Disadvantaged Students	N	N	N

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing.
The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:
Reading Grade 4   http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8   http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4   http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8   http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4   http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8   http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	37	S	50
Student Growth on Math	41	S	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	4%	1%	1%
Approached (L3)	13%	4%	3%
Met (L4)	26%	18%	15%
Exceeded (L5)	1%	4%	10%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	6%	3%	1%
Approached (L3)	15%	11%	3%
Met (L4)	22%	17%	13%
Exceeded (L5)	0%	4%	6%

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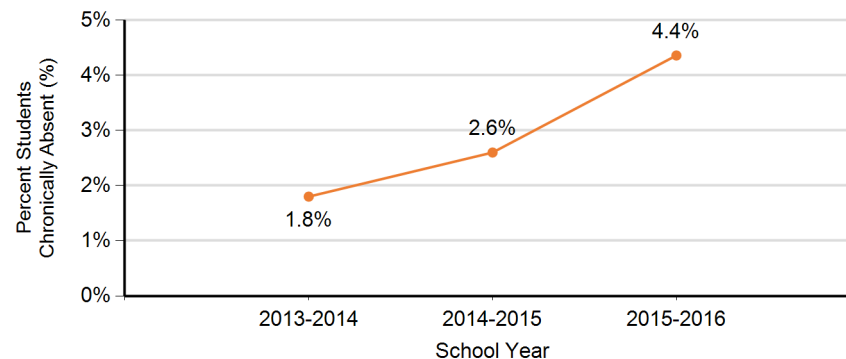
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.

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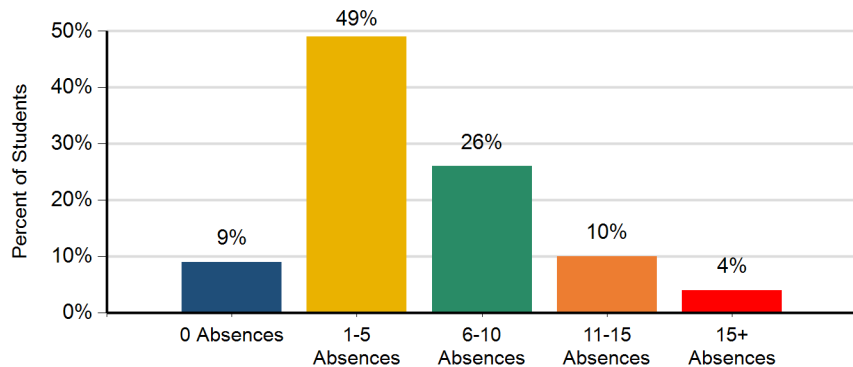
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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 20 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	14:1
Administrator	344:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	100%

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