




Valley View School
2016-2017
Grade Span 3H-05

27-3340-055
MORRIS
MONTVILLE TWP
30 MONTGOMERY AVENUE
MONTVILLE TOWNSHIP, NJ 07045

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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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.

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

Grade	2014-15	2015-16	2016-17
PK	0	66	77
KG	47	42	38
1	60	47	48
2	60	71	43
3	59	62	69
4	61	67	64
5	61	60	67
Ungraded	42	3	21
Total	390	418	427

Student Group	2014-15	2015-16	2016-17
Female	48%	46%	45%
Male	52%	54%	55%
Economically Disadvantaged Students	4%	1%	1%
Students with Disabilities	30%	29%	31%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	63.2%
Asian	26.0%
Hispanic	7.0%
Black or African American	0.9%
Native Hawaiian or Pacific Islander	0.7%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	2.1%

PreK and K - Full Day and Half Day

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

Enrollment by Home Language

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	37	64	73
PK - Full Day	0	2	4
KG - Half Day	0	0	0
KG - Full Day	48	42	38

Home Language	% of Students
English	76.3%
Chinese	4.7%
Telugu	2.8%
Hindi	2.1%
Arabic	1.9%
<i>Other</i>	12.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	190	99.0	70.00	70.60	54.90	70	72.3	Met Target†
White	133	98.6	65.40	66.00	63.90	65.4	72.1	Met Target†
Hispanic	*	*	*	57.80	39.80	*	**	**
Black or African American	*	*	*	64.90	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	42	100.0	88.10	87.60	80.70	88.1	79.5	Met Goal
American Indian or Alaska Native	N	N	*	50.00	53.70	*	**	**
Two or More Races	*	*	*	67.90	54.90	*	**	**
Female	94	99.0	78.70	77.60	62.20	78.7		
Male	96	99.0	61.50	64.30	48.10	61.5		
Economically Disadvantaged Students	*	*	*	45.80	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	71.40	65.80	*		
Students with Disabilities	48	98.0	41.70	31.80	20.50	41.7	37.9	Met Target
Students without Disabilities	142	99.4	79.60	80.60	61.90	79.6		
English Learners	*	*	*	57.10	25.20	*	**	**
Non-English Learners	*	*	*	71.00	57.40	*		
Homeless Students	N	N	*	0.00	26.40	*		
Students In Foster Care	N	N	*	0.00	24.80	*		
Military-Connected Students	N	N	*	100.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	764	767	749	*	*	34%	46%	*	57%	50%
White	48	763	762	759	0%	*	38%	40%	*	54%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	14	775	785	775	0%	*	*	71%	*	79%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	33	771	769	753	*	*	*	52%	*	67%	55%
Male	35	756	764	744	*	*	*	40%	*	49%	46%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	68	764	767	761	*	*	34%	46%	*	57%	63%
Students with Disabilities	13	746	*	720	*	*	*	*	*	23%	24%
Students without Disabilities	55	768	*	754	*	*	*	*	*	66%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	68	764	767	752	*	*	34%	46%	*	57%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	733	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	774	774	753	*	*	16%	36%	41%	77%	56%
White	41	766	769	762	0%	*	*	39%	29%	68%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	736	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	18	796	*	777	0%	0%	*	*	72%	94%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	31	783	783	758	*	*	*	32%	52%	84%	61%
Male	33	767	768	748	*	*	*	39%	30%	70%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	64	774	775	764	*	*	16%	36%	41%	77%	69%
Students with Disabilities	17	757	745	724	0%	*	*	*	*	53%	25%
Students without Disabilities	47	780	782	759	0%	*	*	*	*	85%	62%
English Learners	N	N	N	710	N	N	N	N	N	N	10%
Non-English Learners	64	774	775	755	*	*	16%	36%	41%	77%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	778	777	755	*	*	16%	48%	31%	80%	59%
White	44	778	775	763	*	*	*	43%	34%	77%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	15	784	790	778	0%	0%	*	67%	*	93%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	756	*	*	*	*	*	*	60%
Female	34	789	785	761	*	*	*	44%	*	88%	66%
Male	30	765	768	749	*	*	*	53%	*	70%	53%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	64	778	778	765	*	*	16%	48%	31%	80%	71%
Students with Disabilities	13	736	740	724	*	*	*	*	0%	31%	22%
Students without Disabilities	51	789	787	761	*	*	*	*	39%	92%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	64	778	777	756	*	*	16%	48%	31%	80%	60%
Homeless Students	N	N	N	732	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%

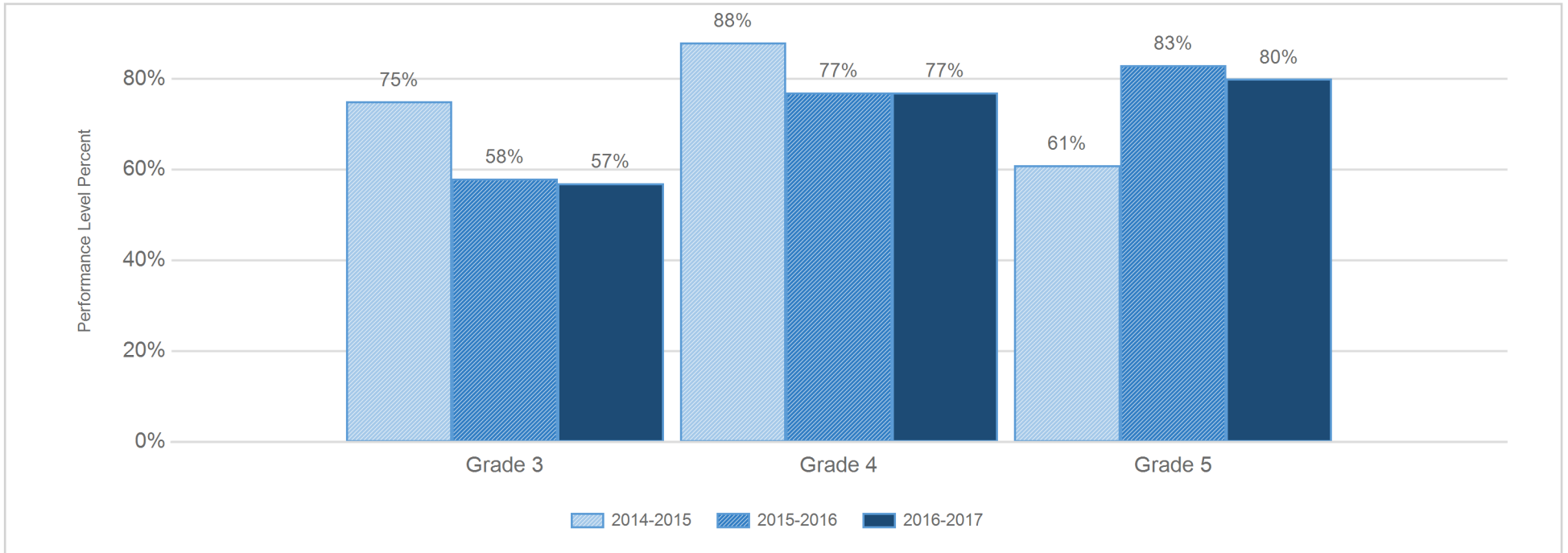


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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Schoolwide	190	99.0	74.70	66.60	43.50	74.7	72.3	Met Target
White	133	98.6	70.70	61.30	52.40	70.7	69.1	Met Target
Hispanic	*	*	*	52.40	27.60	*	**	**
Black or African American	*	*	*	63.90	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	42	100.0	92.90	85.80	75.60	92.9	80	Met Goal
American Indian or Alaska Native	N	N	*	50.00	42.50	*	**	**
Two or More Races	*	*	*	64.30	44.90	*	**	**
Female	94	99.0	79.80	66.10	44.10	79.8		
Male	96	99.0	69.80	67.10	42.90	69.8		
Economically Disadvantaged Students	*	*	*	45.80	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	67.30	54.30	*		
Students with Disabilities	48	98.1	39.60	28.60	16.50	39.6	44.8	Met Target†
Students without Disabilities	142	99.4	86.60	76.30	48.80	86.6		
English Learners	*	*	*	71.50	23.30	*	**	**
Non-English Learners	*	*	*	66.50	45.20	*		
Homeless Students	N	N	*	0.00	16.40	*		
Students In Foster Care	N	N	*	0.00	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	775	774	750	*	*	16%	42%	35%	77%	53%
White	48	773	770	758	0%	*	*	42%	31%	73%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	15	790	791	778	0%	0%	*	*	*	93%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	33	781	773	751	*	*	*	39%	42%	82%	52%
Male	36	770	775	750	*	*	*	44%	28%	72%	53%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	69	775	775	761	*	*	16%	42%	35%	77%	65%
Students with Disabilities	14	747	*	728	*	*	*	*	*	36%	29%
Students without Disabilities	55	782	*	754	*	*	*	*	*	87%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	773	769	746	0%	*	*	41%	34%	75%	47%
White	41	765	763	754	0%	*	*	39%	27%	66%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	18	799	*	773	*	*	*	*	61%	100%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	31	780	773	746	0%	*	*	36%	*	81%	47%
Male	33	767	766	746	0%	*	*	46%	*	70%	48%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	64	773	769	756	0%	*	*	41%	34%	75%	61%
Students with Disabilities	17	755	739	724	0%	*	*	*	*	47%	22%
Students without Disabilities	47	780	777	751	0%	*	*	*	*	85%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	64	773	770	748	0%	*	*	41%	34%	75%	49%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	766	762	746	*	*	17%	56%	17%	73%	46%
White	44	764	757	754	0%	*	*	61%	*	73%	57%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	728	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	15	780	782	774	0%	*	*	*	*	87%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	746	*	*	*	*	*	*	47%
Female	34	770	762	747	0%	*	*	65%	*	79%	47%
Male	30	762	761	746	0%	*	*	47%	*	67%	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	64	766	763	756	*	*	17%	56%	17%	73%	59%
Students with Disabilities	13	733	730	724	*	*	*	*	0%	15%	19%
Students without Disabilities	51	775	770	751	*	*	*	*	22%	88%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	64	766	*	748	*	*	17%	56%	17%	73%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%

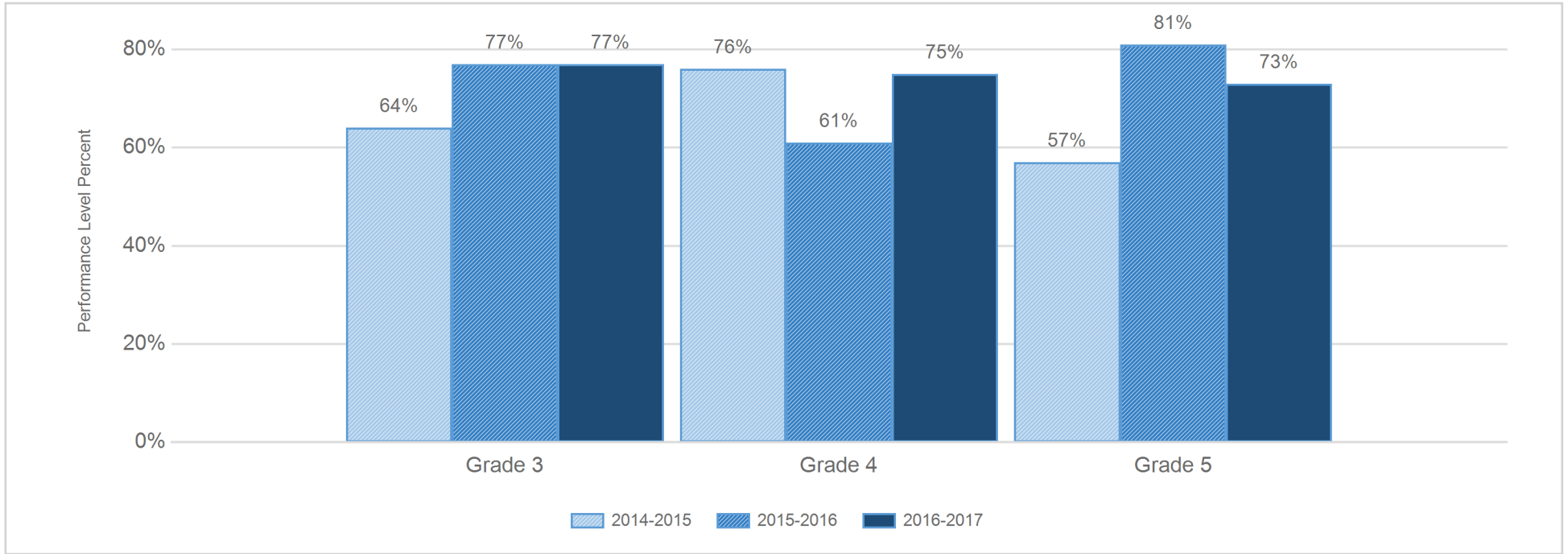


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

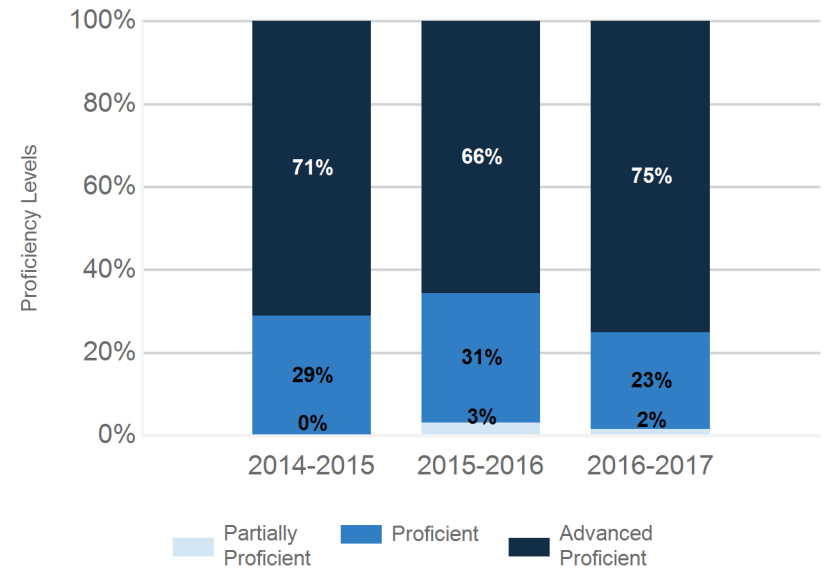
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	75%	23%	2%
White	68%	29%	2%
Hispanic	*	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	94%	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	50%	44%	6%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	67.5	53	50	Exceeds Target	68.5	62	50	Exceeds Target
White	62.5	50	50	Exceeds Target	70.5	59	52	Exceeds Target
Hispanic	*	44	49	**	*	57	47	**
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	74.5	63	60	Exceeds Target	67	68	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	54	39.5	41	Met Target	61	47	43	Exceeds Target
English Learners	*	60	53	**	*	67	51	**

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



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

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

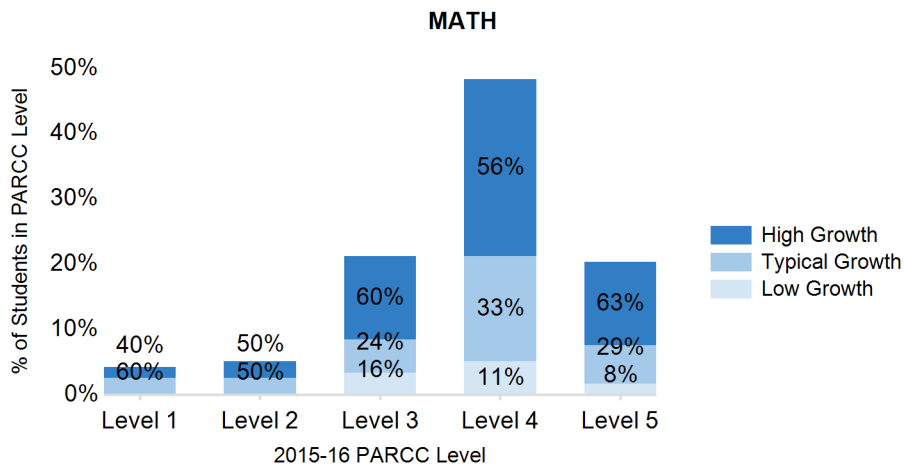
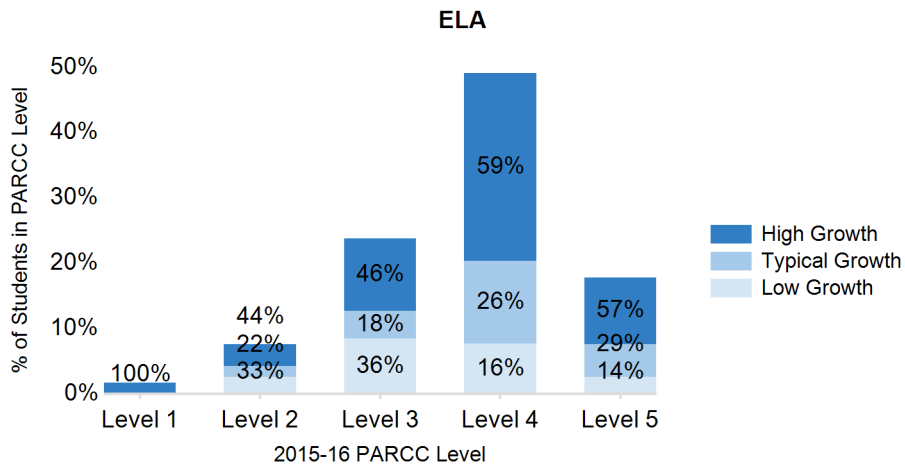
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

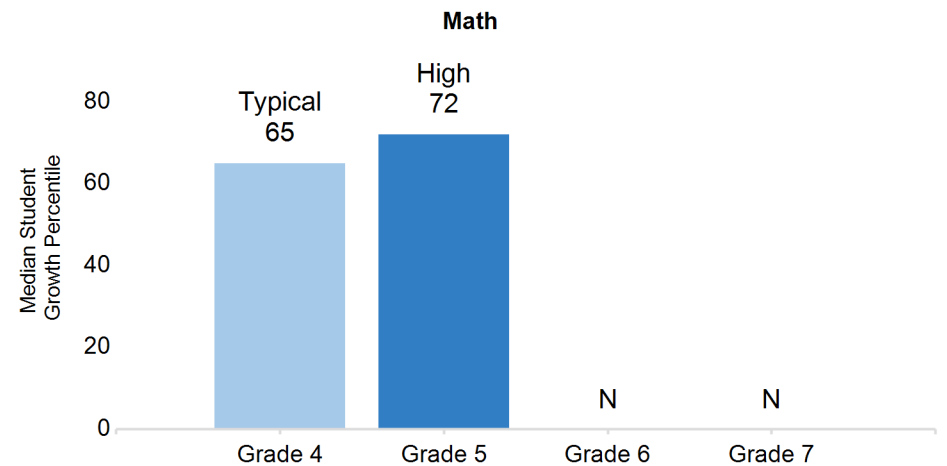
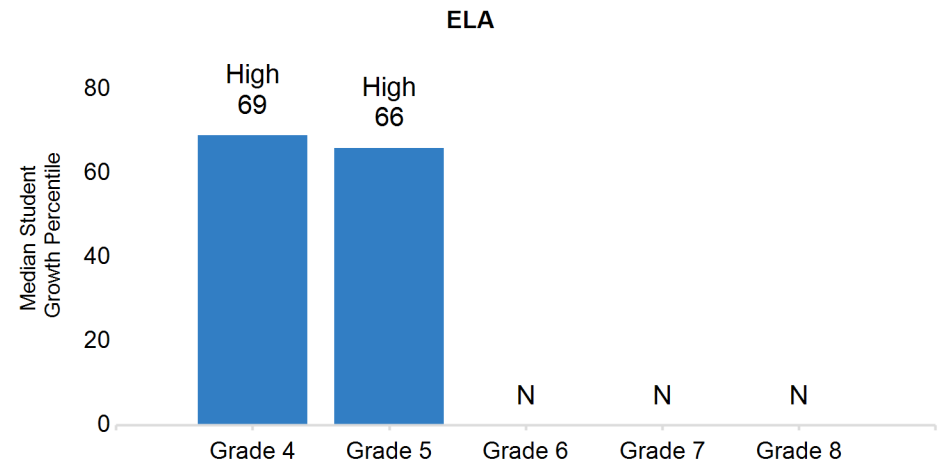
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

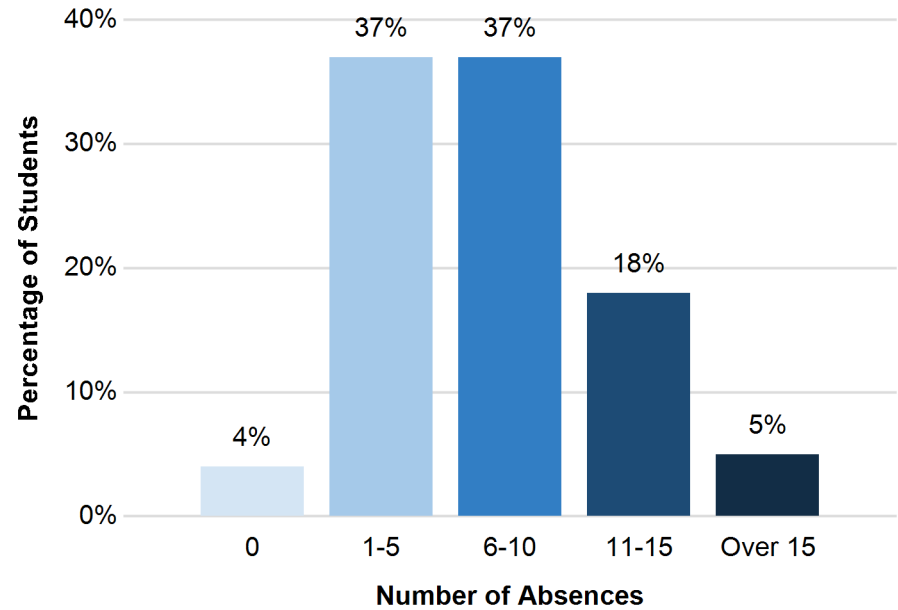
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.50	8.40	Met Target
White	5.50	8.40	Met Target
Hispanic	0	8.40	Met Target
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	0	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	0	**	**
Students with Disabilities	4.90	8.40	Met Target
English Learners	0	**	**

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

Days Absent

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





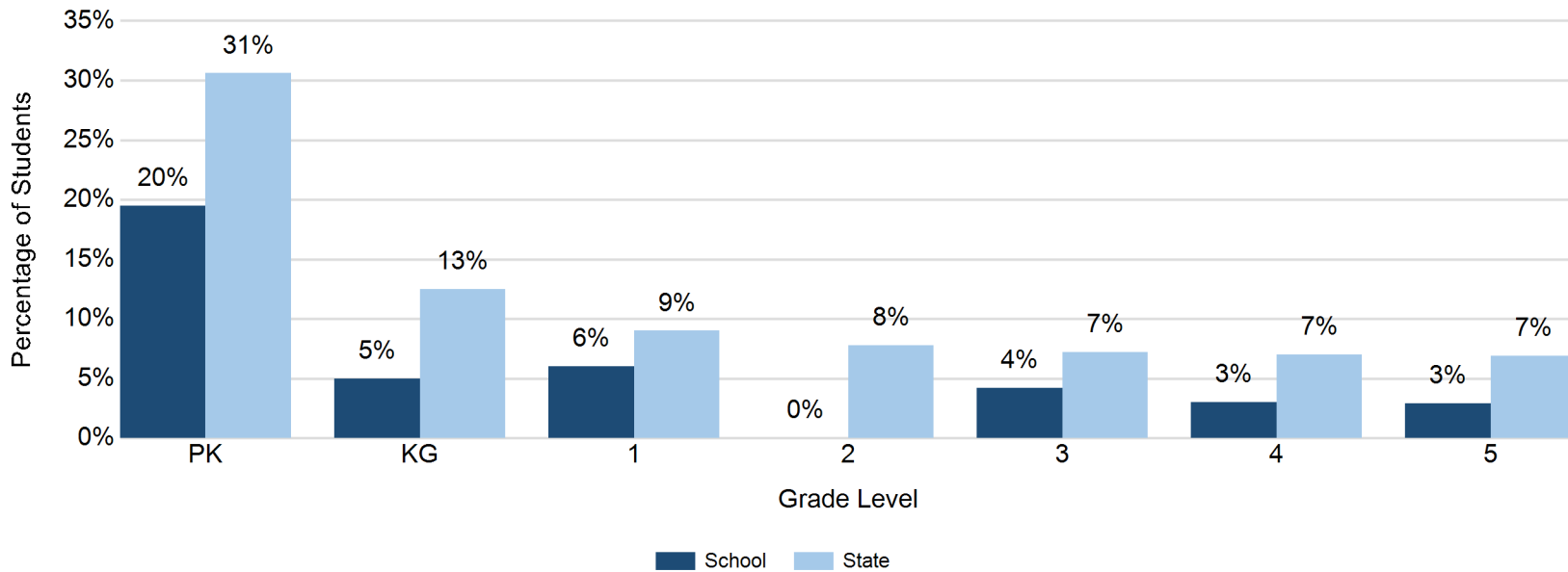
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:0.7	537.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$274	\$16,219	\$16,493



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	1	115,100
Average years experience in public schools	31.0	11.8
Average years experience in district	29.0	10.5
Teachers in district for 4 or more years	100%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	23	9,476
Average years experience in public schools	10.2	15.7
Average years experience in district	7.0	11.5
Administrators in district for 4 or more years	65%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	427:1	10:1
Administrators	N	162:1
Librarian/Media Specialists		621:1
Nurses		466:1
Counselors		219:1
Child Study Team		207:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	80%	77%
2015-16 Administrators: Same district 2016-17	95%	85%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	73	17.5%
Mathematics Proficiency	90	17.5%
English Language Arts Growth	92	25%
Mathematics Growth	92	25%
Chronic Absenteeism	89	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		87.9
Summative Rating: Percentile rank of Summative Score		97 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	88	12	No	Met Target†	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	76	12	No	Met Target†	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	83	12	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	88	12	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Kennedy	Email Address:	patricia.kennedy@montville.net
Address:	30 MONTGOMERY AVENUE MONTVILLE TOWNSHIP, NJ 07045	Website:	https://www.montville.net
Phone:	(973)331-7100	Facebook:	N/A
		Twitter:	N/A

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Embracing Diversity, student written and produced videos, has been recognized as a Promising Practice by character.org. • Valley View has been recognized by NJ as a High Performing Reward School. • A technology infused curricula includes Balanced Literacy, enVision Math, Inspire Science, Spanish, and Social Studies.
 <p>Mission, Vision, Theme:</p>	<p>The Valley View Community believes educational excellence empowers children to become critical thinkers and life-long learners. Excellent education also encourages students to take personal and civic responsibility. Educators and parents strive to motivate children to do their personal best in a nurturing environment where they feel respected, understood, and valued. Students are guided to embrace diversity and appreciate the contributions of various cultures represented in our school.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Valley View School has been recognized by NJ as a High Performing Reward School. Valley View's student video productions, Embracing Diversity, have received a Promising Practice award from character.org. An annual Physical Education initiative, A.C.E.S (All Children Exercising Simultaneously), which promotes healthy lifestyles, has been featured in the awarding-winning NJTV/NJEA Classroom CloseupNJ.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>The NJ Student Learning Standards and assessment data inform instruction and lay the groundwork for differentiated lessons. Programs include Balanced Literacy, Foundations, Words Their Way, Just Words, Wilson, Lucy Calkins' Units of Study in Writing, Inspire Science, enVision Math, Social Studies, World Language, the Fine and Performing Arts, Basic Skills, and Special Education expand learning opportunities for all children.</p>
 <p>Clubs and Activities:</p>	<p>Author visits, Math 24, Mock Trial, Peacemakers, Power Save Schools, the annual Science Fair, TREP\$, Safety Patrol, Reading Challenges, Project A.C.E.S., and Exercise US complement the curriculum. Pathways for Exceptional Children trains students as mentors for special needs children. Student Council members organize fundraisers contributing food and monetary donations to shelters and food pantries. The annual Mathathon raises approximately \$10,000 per year to benefit St. Jude's Hospital.</p>
 <p>Before and After School Programs:</p>	<p>MEDLC (Montville Extended Day Learning Center), a before and after care K - 5 program (7:00 - 7:55 am and 2:45 - 6:00 pm), is staffed by highly qualified teachers and paraprofessionals. The PTA-sponsored weekly after school Enrichment Program features Wild Science K - 2, Wild Science 3 -5, Chess, and Art Club. TREP\$, a six week entrepreneurial program, results in students (3 - 5) bringing an original product to our annual spring market place.</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Valley View educators champion academic excellence and life-long learning. Monthly professional development to include district PD, grade level team meetings, and two - three annual district professional days provide opportunities for networking and learning new programs and strategies. Teachers also attend out-of-district workshops and take courses to earn advanced degrees and certifications.</p>
 <p>Student Supports and Services:</p>	<p>Valley View hosts an integrated 3 and 4 year old Pre-School and K - 5 LLD classes. Programs include approved curricula taught by dually certified teachers. Speech, Physical and Occupational Therapists enhance language skills and fine motor development. Our ESL teacher attends to the needs of second language learners. The LDTC, school psychologist, social worker, school counselor, reading specialist, and BSI teachers provide services for at-risk children.</p>
 <p>Student Health and Wellness:</p>	<p>Physical Education occurs two times per week in grades 4 and 5 and one time per week in grades K - 3. Recess occurs daily for all grades. Exercise US and A.C.E.S., along with Field Day, are annual initiatives that promote exercise and healthy lifestyles. A daily PTA hot lunch program encourages good nutrition. Students have a snack break each morning and keep water bottles on their desks for optimal hydration.</p>
 <p>Parent and Community Involvement:</p>	<p>Valley View's PTA is an integral part of the success of Valley View. Their generous donation of time, creativity, and expertise in fund raising support numerous initiatives. Our School Culture and Climate Committee meets four times a year and includes parents, police officers and community members who advise on safety and climate. A recent Youth Empowerment Alliance school survey recognized our families' positive views of Valley View's programs, culture and climate.</p>





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Grade Span 3H-05

27-3340-055
 MORRIS
 MONTVILLE TWP
 30 MONTGOMERY AVENUE
 MONTVILLE TOWNSHIP, NJ 07045

School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>YEA/CSE Climate Survey included constituents' views of school climate. Survey Summary Report scores for all constituents (students, parents and staff), reflected "strongly positive" ratings in the areas of Support from Staff, Students' Feelings of School Connectedness, Students' Learning about Dealing with Bullying, Students Having a Place to Run Around, Students' Perceptions of the Utility of Learning, Teachers' Caring About Students, Helpful Adults, and Satisfaction with Teachers and Climate.</p>
 <p>Facilities:</p>	<p>Valley View School was built in 1973 with a kindergarten wing added shortly thereafter. The facility is a two story structure equipped with an elevator, Media Center, Computer Lab, Music Room, Art Room, a Gymnasium with a full size stage for Concerts and Musicals, an All Purpose Room utilized as a Lunchroom, an OT/PT Room, and a Balanced Literacy Bookroom. The Media Center and second floor rooms are air-conditioned with plans to equip the first floor classrooms with air conditioning.</p>



Valley View School
2016-2017
Grade Span 3H-05

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Other Information:

Valley View School, ideally seated atop a scenic hill overlooking a spectacular view of surrounding communities, is the largest elementary school in Montville Township. It is from this vantage point that children are welcomed into a nurturing environment that focuses upon the whole child and encourages each youngster to do his/her personal best. Our parents, teachers, and administrator are committed to working collaboratively to optimize the academic, social, and emotional development of our children. Valley View serves approximately 400 students in a Pre K - Grade Five setting. The school day begins at 8:10 am with students arriving between 7:55 am and 8:05 am. Dismissal begins at 2:45 pm. Instruction throughout the day includes lessons conducted in a modified block schedule (120 minutes of English Language Arts, 60 minutes of Math, 40 minutes of Science and Social Studies and 40 minutes of Spanish one time per week). Special area instruction includes Music, Art, Physical Education, and Media. Three lunch/recess periods occur in 60 minute blocks with a hot lunch available daily. School Safety and Crisis Management Committees plan/conduct monthly drills in preparation for potential emergencies. Technology is infused into instruction daily. Valley View students have access to iPads and Chromebooks. Classrooms are equipped with Smart Boards and Document Cameras. Communication between home and school is considered vital. Via the Genesis Parent Access Portal, parents review school report cards. Teachers and parents correspond via email, phone calls and student logs. Teachers post Homework/Project assignments on their School Wires Teacher Pages. The PTA publishes a Monday Memo apprising parents of upcoming events. The administration posts "school happenings" on our School Web Page. Valley View's motto guides daily practice. Our Learning Community trusts that Valley View is a school "where all children can learn!"