



Valley View School  
(27-3340-055)  
Grades Offered: PK-05  
2018-2019

**Report Key:**

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- \*\* Accountability calculations require 20 or more students
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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**

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School Contact Information

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

Type	Contact Information
County	Morris
District	Montville Township School District
Principal Name	Dr. Patricia Kennedy
Address	30 MONTGOMERY AVENUE MONTVILLE TOWNSHIP, NJ 07045
Phone Number	973-331-7100
Email Address	<a href="mailto:patricia.kennedy@montville.net">patricia.kennedy@montville.net</a>
Website	<a href="https://www.montvilletwpps.nj.schools.bz/5/home">https://www.montvilletwpps.nj.schools.bz/5/home</a>
Facebook	<a href="http://www.facebook.com/montvilletownshippublicschools">http://www.facebook.com/montvilletownshippublicschools</a>
Twitter	<a href="https://twitter.com/montvilletwpsch">https://twitter.com/montvilletwpsch</a>



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

**Enrollment Trends by Grade**

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

Grade	2016-17	2017-18	2018-19
PK	82	49	45
KG	40	41	44
1	49	41	50
2	49	53	45
3	72	50	56
4	66	73	53
5	69	68	76
Total	427	375	369

**Enrollment Trends by Student Group**

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

Student Group	2016-17	2017-18	2018-19
Female	45.4%	46.4%	44.4%
Male	54.6%	53.6%	55.6%
Economically Disadvantaged Students	0.9%	0.5%	1.4%
Students with Disabilities	31.1%	25.9%	23.6%
English Learners	1.2%	1.1%	0.5%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.5%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	63.2%	59.5%	60.4%
Hispanic	7.0%	6.1%	6.0%
Black or African American	0.9%	1.1%	1.1%
Asian	26.0%	29.9%	29.3%
Native Hawaiian or Pacific Islander	0.7%	0.8%	0.8%
American Indian or Alaska Native	0.0%	0.3%	0.3%
Two or More Races	2.1%	2.4%	2.2%

**Enrollment Trends by Full/Half Day PK and KG**

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	73	49	45
PK - Full Day	9	0	0
KG - Half Day	0	0	0
KG - Full Day	40	41	44

**Enrollment by Home Language**

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

Home Language	% of Students
English	70.5%
Chinese	4.3%
Telugu	3.0%
Spanish	2.7%
Hindi	2.7%
Other Languages	16.8%

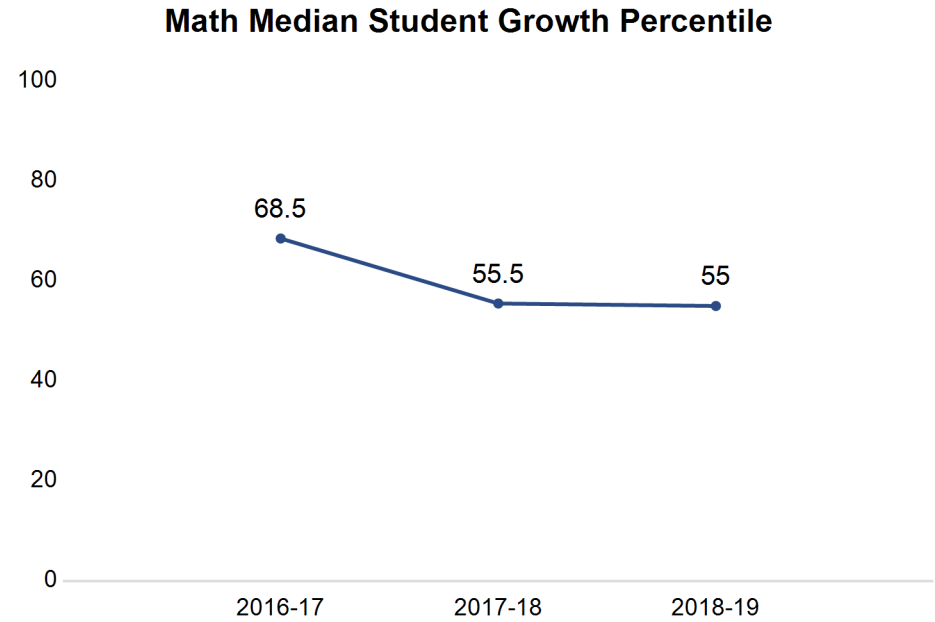
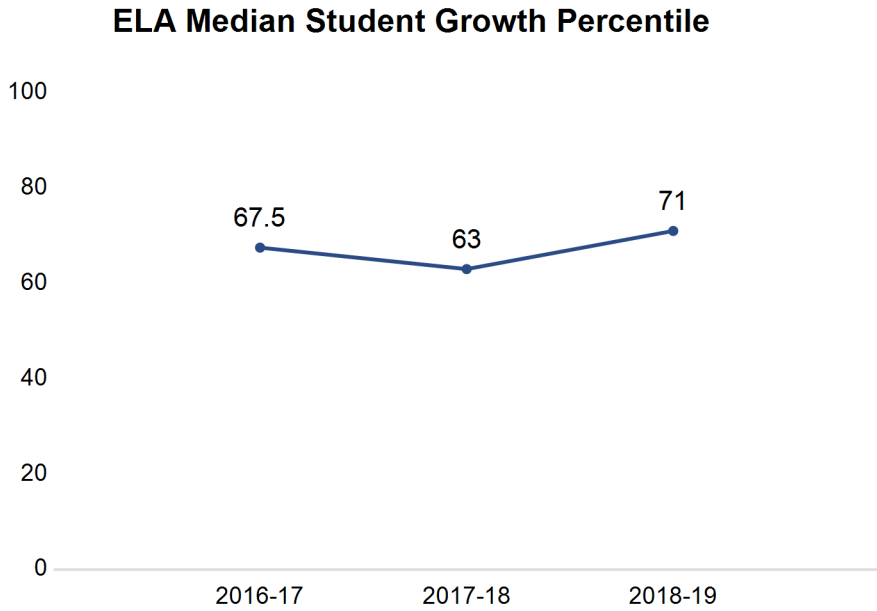


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**Student Growth Trends and Progress**

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	67.5	63	71	68.5	55.5	55
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	71	55	50	Exceeds Standard	55	57	50	Met Standard
White	71	52	50	Exceeds Standard	54.5	58	52	Met Standard
Hispanic	*	50	49	**	*	48	47	**
Black or African American	*	37	45	**	*	29	43	**
Asian, Native Hawaiian, or Pacific Islander	74.5	61.5	59	Exceeds Standard	55	60	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	56	49	**	*	62	52	**
Female	71.5	61	53	N	55	55	50	N
Male	69	48	47	N	56	59	51	N
Economically Disadvantaged Students	*	42	48	**	*	45.5	46	**
Students with Disabilities	47	47	43	**	60	54	45	**
English Learners	*	48.5	52	**	*	49	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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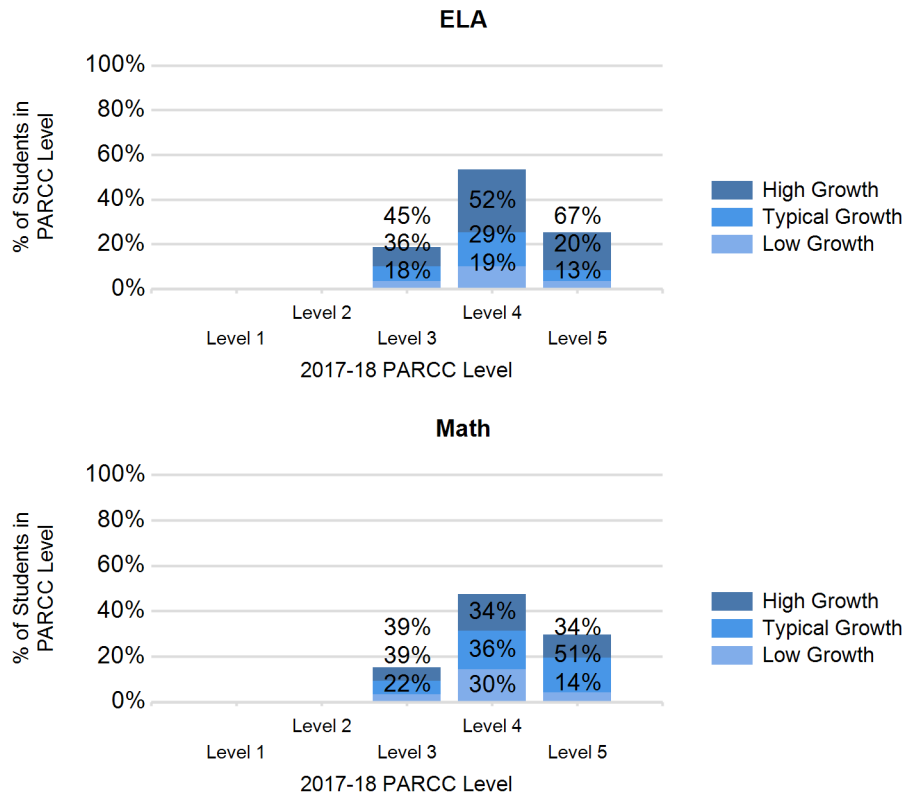
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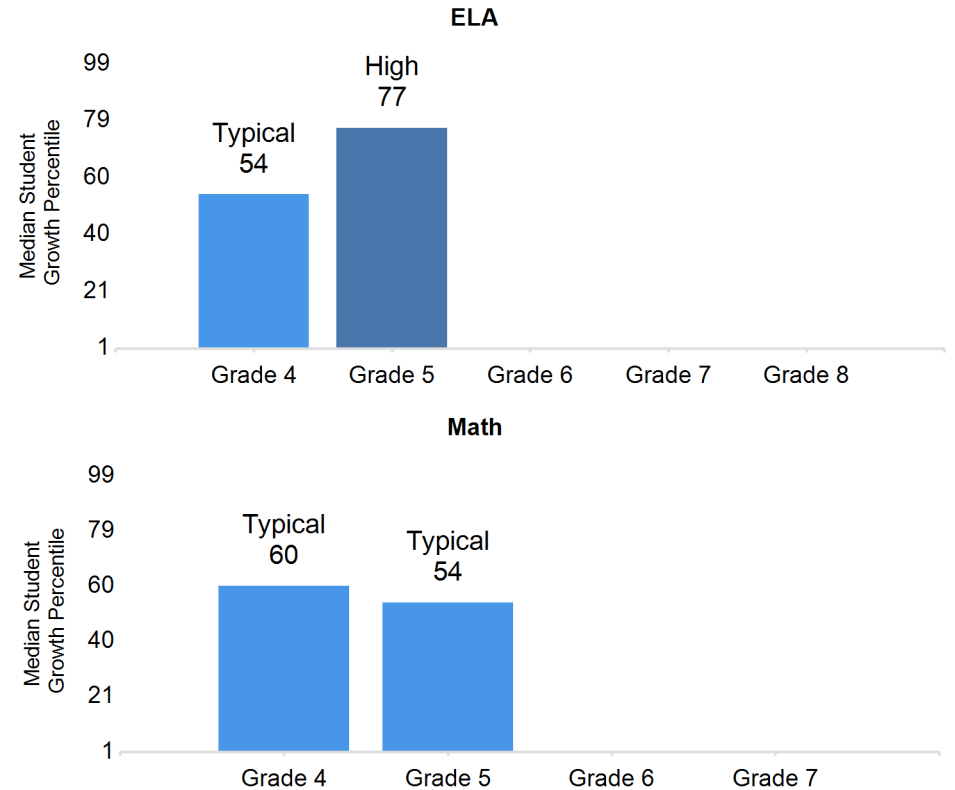
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





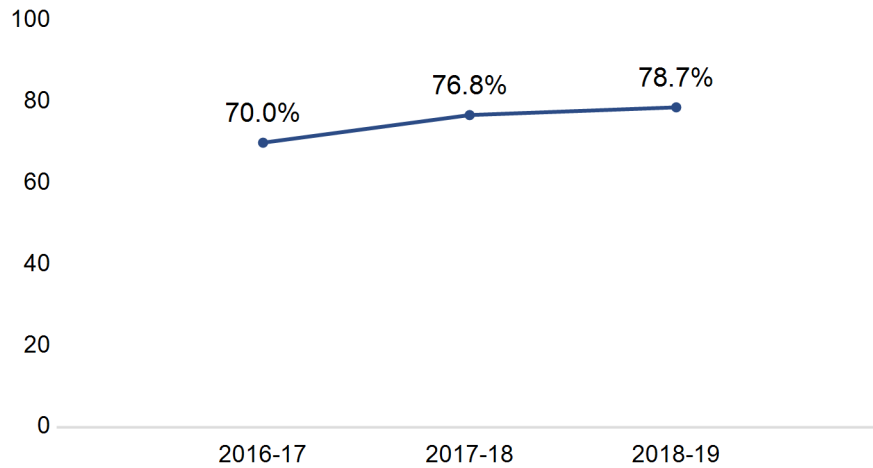
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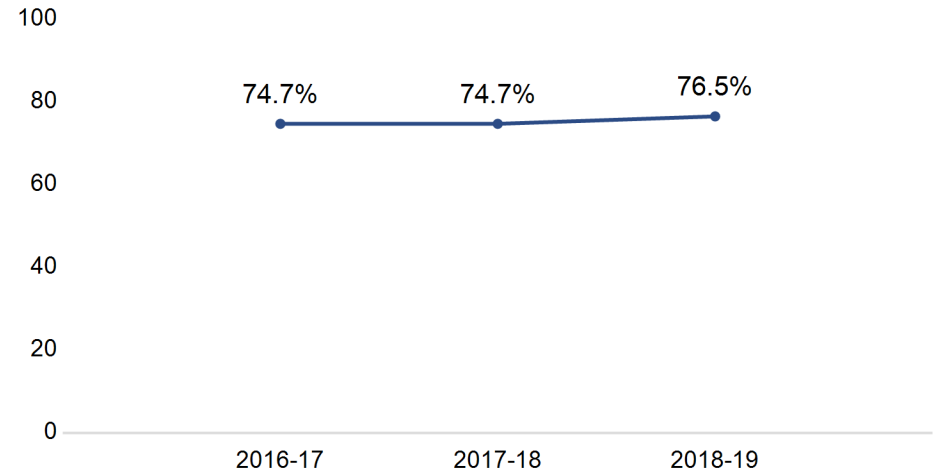
### English Language Arts and Mathematics Performance Trends

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

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	100.0%	100.0%	99.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	70.0%	76.8%	78.7%	74.7%	74.7%	76.5%
Annual Target	72.3%	72.7%	73.1%	72.3%	72.7%	73.1%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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### English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	183	100.0	78.7	78.5	57.9	78.7	73.1	Met Target
White	110	100.0	78.2	76.5	66.9	78.2	72.9	Met Target
Hispanic	15	100.0	73.3	67.5	43.9	73.3	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	51	100.0	80.4	88.5	82.9	80.4	79.6	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	80.0	64.4	*	**	**
Female	86	100.0	83.7	86.2	64.8	83.7		
Male	97	100.0	74.2	71.5	51.3	74.2		
Economically Disadvantaged Students	*	*	*	52.6	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	79.2	67.9	*		
Students with Disabilities	39	100.0	41.0	39.5	22.7	41.0	42.3	Met Target†
Students without Disabilities	144	100.0	88.9	88.2	65.1	88.9		
English Learners	*	*	*	69.2	29.3	*	**	**
Non-English Learners	*	*	*	78.8	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



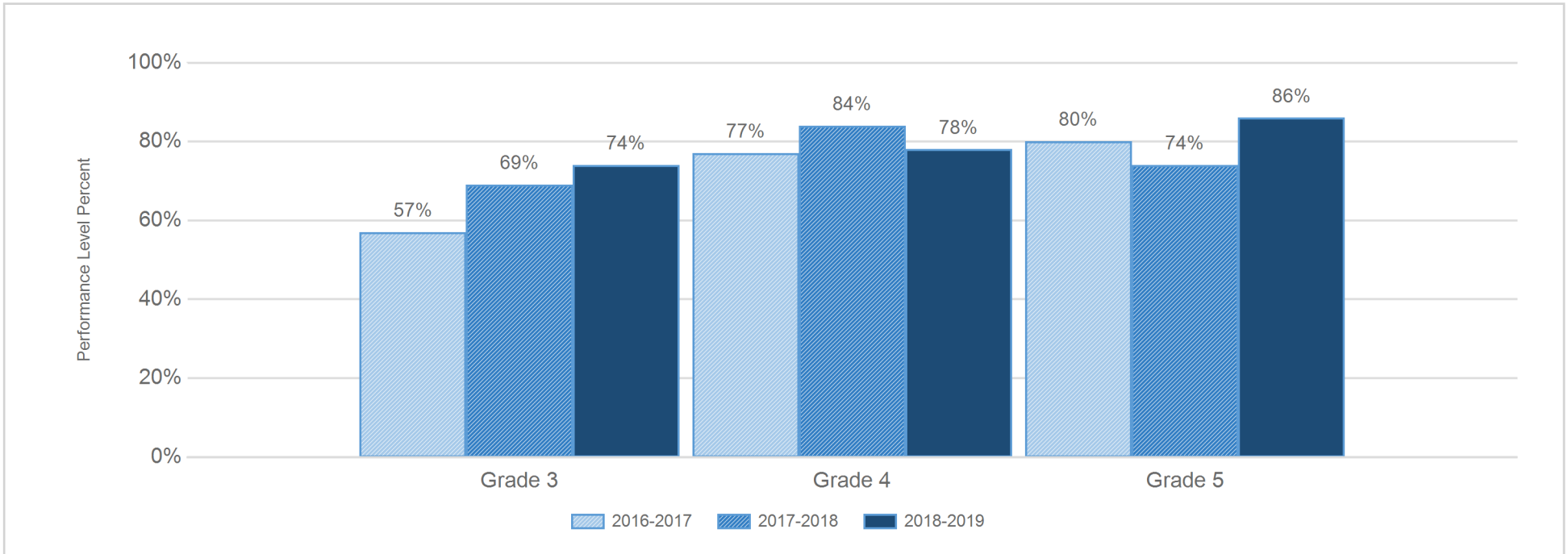


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### English Language Arts Assessment - Performance Trends

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





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**English Language Arts Assessment - Performance by Grade: Grade 3**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	54	770	775	748	*	*	*	56%	19%	74%	50%
White	29	767	770	757	0%	*	*	*	*	76%	60%
Hispanic	*	*	756	734	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	18	781	790	773	0%	*	*	*	*	72%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	22	775	779	753	*	*	*	*	*	77%	55%
Male	32	767	771	743	*	*	*	*	*	72%	46%
Economically Disadvantaged Students	N	N	*	731	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	54	770	*	759	*	*	*	56%	19%	74%	61%
Students with Disabilities	11	748	753	719	*	*	*	*	*	55%	24%
Students without Disabilities	43	776	779	754	*	*	*	*	*	79%	56%
English Learners	N	N	N	713	N	N	N	N	N	N	17%
Non-English Learners	54	770	775	751	*	*	*	56%	19%	74%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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**English Language Arts Assessment - Performance by Grade: Grade 4**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	775	779	755	0%	*	*	45%	33%	78%	57%
White	31	771	774	763	0%	*	*	*	*	71%	67%
Hispanic	*	*	765	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	795	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	788	762	*	*	*	*	*	*	64%
Female	25	778	787	760	0%	*	*	*	*	80%	62%
Male	24	773	771	750	0%	*	*	*	*	75%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	743	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	787	761	*	*	*	*	*	*	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	49	775	779	758	0%	*	*	45%	33%	78%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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**English Language Arts Assessment - Performance by Grade: Grade 5**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	785	782	756	0%	*	*	51%	35%	86%	58%
White	48	785	777	764	0%	*	*	48%	38%	85%	68%
Hispanic	*	*	766	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	20	791	800	781	0%	0%	*	*	*	90%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	37	790	786	761	0%	*	*	*	*	89%	64%
Male	37	781	777	750	0%	*	*	*	*	84%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	11	745	*	724	0%	*	*	*	*	45%	23%
Students without Disabilities	63	792	*	762	0%	*	*	*	*	94%	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	74	785	782	758	0%	*	*	51%	35%	86%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	183	100.0	76.5	72.1	44.5	76.5	73.1	Met Target
White	110	100.0	74.5	69.3	54.1	74.5	70.2	Met Target
Hispanic	15	100.0	66.7	46.4	28.8	66.7	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	51	100.0	84.3	89.8	76.5	84.3	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	73.3	53.3	*	**	**
Female	86	100.0	77.9	74.1	44.9	77.9		
Male	97	100.0	75.3	70.2	44.2	75.3		
Economically Disadvantaged Students	*	*	*	35.1	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	73.1	54.9	*		
Students with Disabilities	39	100.0	38.5	30.0	17.4	38.5	48.5	Met Target†
Students without Disabilities	144	100.0	86.8	82.5	50.0	86.8		
English Learners	*	*	*	62.1	25.0	*	**	**
Non-English Learners	*	*	*	72.4	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

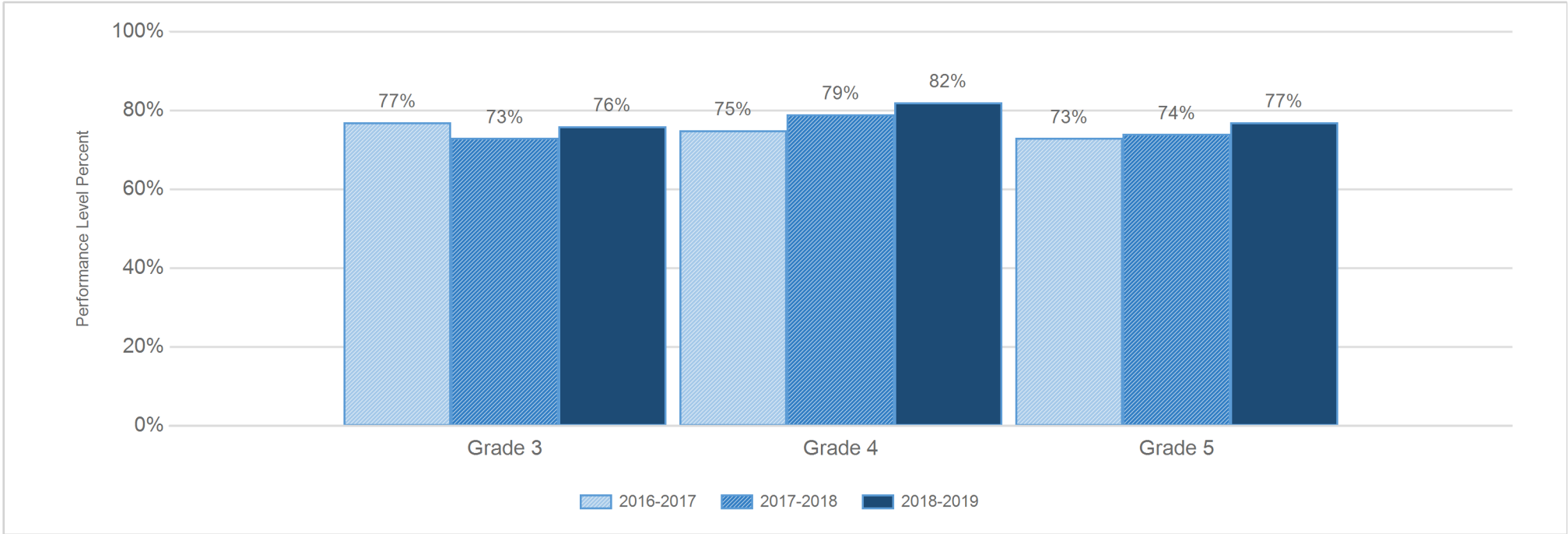


**Valley View School**  
 (27-3340-055)  
 Grades Offered: PK-05  
 2018-2019

**Report Key:**  
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**Mathematics Assessment – Performance Trends**

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



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



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**Mathematics Assessment - Performance by Grade: Grade 3**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	54	773	776	752	*	*	19%	46%	30%	76%	55%
White	29	769	774	760	0%	*	*	*	*	76%	66%
Hispanic	*	*	752	739	*	*	*	*	*	*	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	18	788	791	778	0%	0%	*	*	*	83%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	22	765	773	751	*	*	*	*	*	82%	54%
Male	32	779	779	752	*	*	*	*	*	72%	56%
Economically Disadvantaged Students	N	N	*	737	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	54	773	*	761	*	*	19%	46%	30%	76%	67%
Students with Disabilities	11	744	749	731	*	*	*	*	*	45%	31%
Students without Disabilities	43	781	782	756	*	*	*	*	*	84%	60%
English Learners	N	N	N	728	N	N	N	N	N	N	26%
Non-English Learners	54	773	776	754	*	*	19%	46%	30%	76%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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**Mathematics Assessment - Performance by Grade: Grade 4**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	49	771	772	749	0%	*	*	*	*	82%	51%
White	31	765	769	757	0%	*	*	*	*	77%	62%
Hispanic	*	*	759	737	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	790	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	773	754	*	*	*	*	*	*	58%
Female	25	765	773	749	0%	*	*	*	*	72%	50%
Male	24	776	772	749	0%	*	*	*	*	92%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	740	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	780	754	*	*	*	*	*	*	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	49	771	*	751	0%	*	*	*	*	82%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%





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**Mathematics Assessment - Performance by Grade: Grade 5**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	74	771	771	747	*	*	18%	45%	32%	77%	47%
White	48	767	765	755	*	0%	*	44%	29%	73%	58%
Hispanic	*	*	753	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	20	786	793	775	0%	*	0%	*	*	90%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	37	774	769	747	*	*	*	43%	38%	81%	47%
Male	37	768	772	747	*	*	*	46%	27%	73%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	11	735	*	725	*	*	*	*	*	27%	19%
Students without Disabilities	63	777	*	752	*	*	*	*	*	86%	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	74	771	771	749	*	*	18%	45%	32%	77%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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**DLM Alternate Assessment - Participation**

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

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

**English Language Progress to Proficiency**

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

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

† Target was met within one standard deviation

**English Language Proficiency Test - Participation and Performance**

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

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



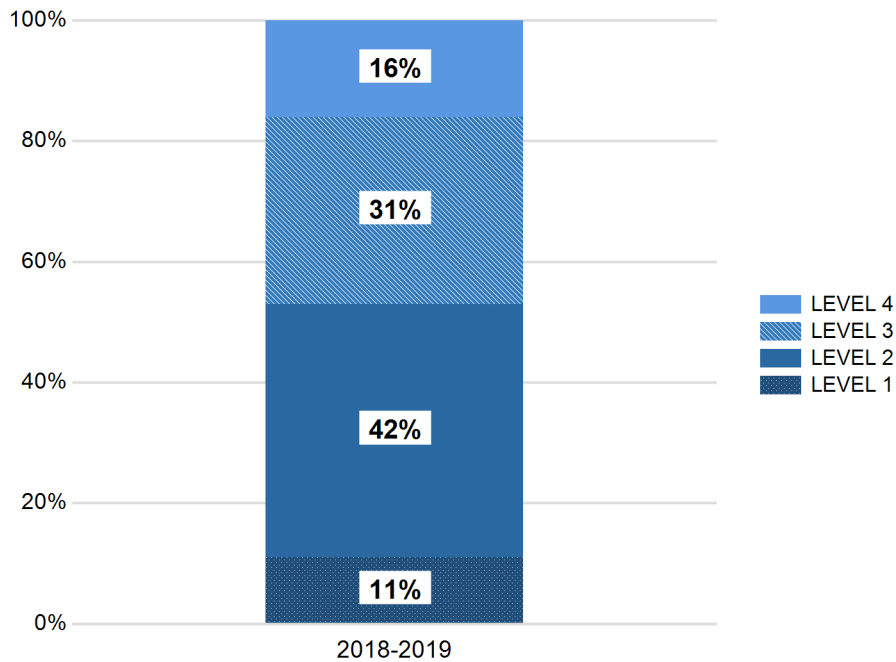
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

**NJSLA Science Assessment: Grade 5 Summary**

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



**NJSLA Science Assessment: Grade 5**

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	11	42	31	16
White	10	50	27	13
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	5	25	40	30
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	8	41	32	19
Male	14	43	30	14
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	36	55	9	0
Students without Disabilities	6	40	35	19
English Learners	N	N	N	N
Non-English Learners	11	42	31	16
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

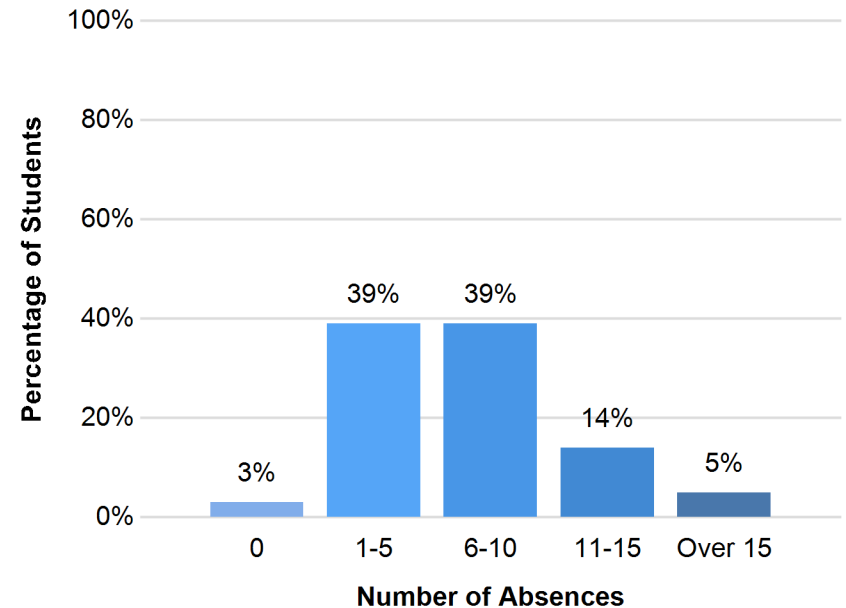
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	7	2.2	8.9	Met
White	4	2.1	8.9	Met
Hispanic	2	10.5	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	1.1	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	3	2.1		
Male	4	2.3		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	3	5.7	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





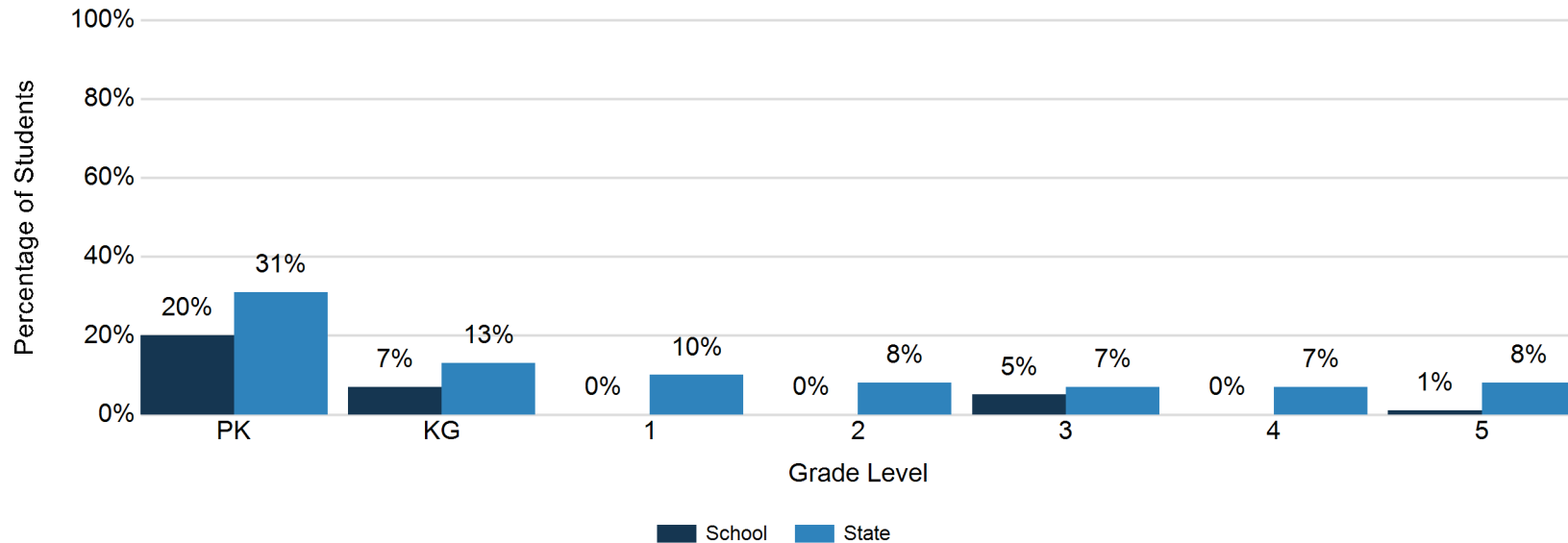
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### Chronic Absenteeism by Grade

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





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

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.08

### Police Notifications

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

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



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**Harassment, Intimidation, and Bullying (HIB) Investigations**

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	4	6
No Identified Nature	1		1

**Student Disciplinary Removals**

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

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

School Days Missed due to Out-of-School Suspensions
0



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### School Day

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

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

### Device Ratios

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

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





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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	39	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	10.9	10.8
Percentage of Teachers with 4 or more years experience in the district	76.9%	75.3%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,530
Average years experience in public schools	8.7	16.0
Average years experience in district	7.5	12.0
Percentage of Administrators with 4 or more years experience in the district	79.2%	76.9%

**Student and Staff Ratios**

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	10:1
Students to Administrators	369:1	149:1
Teachers to Administrators	39:1	15:1
Students to Librarians/Media Specialists		511:1
Students to Nurses		397:1
Students to Counselors		223:1
Students to Child Study Team Members		199:1



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**Teachers:** All classroom teachers

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

**Teachers and Administrators – Demographics**

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.4%	89.7%	89.7%	48.4%	77.1%	54.9%
Male	55.6%	10.3%	10.3%	51.6%	22.9%	45.1%
White	60.4%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	6.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	29.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.8%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.2%	0.0%	0.0%	2.1%	0.2%	0.2%



**Valley View School**  
 (27-3340-055)  
 Grades Offered: PK-05  
 2018-2019

**Report Key:**

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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.5%	90.5%
2017-18 Administrators: Same district 2018-19	91.7%	87.9%

**Faculty Attendance**

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

School Year	% Days Present
2018-19	96.8%



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### Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	70.0%	76.8%	78.7%
Math Proficiency	74.7%	74.7%	76.5%
ELA Growth	68	63	71
Math Growth	68	56	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.5%	4.0%	2.2%

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



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

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

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

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Exceeds Standard	Met Standard	**	Met	No
White	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	**	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target†	Met Target†	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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








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### School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Valley View received a Promising Practice and an Honorable Mention award from character.org.</li> <li>Valley View, a High Performing NJ Reward School, achieved Sustainable Jersey Bronze Certification.</li> <li>A technology infused curricula includes Balanced Literacy, enVision Math, Inspire Science, Spanish, and Social Studies.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The Valley View Community believes educational excellence empowers children to become critical thinkers and life-long learners. Students are challenged 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 taught to exhibit kindness, to embrace diversity and to appreciate the contributions of various cultures represented in our school.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Valley View has been recognized as a NJ High Performing Reward School and has achieved Bronze Certification from Sustainable Jersey. 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 Exercise Simultaneously), which promotes healthy lifestyles, has been featured in the awarding-winning NJTV/NJEA Classroom CloseupNJ.</p>



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**Courses, Curriculum, Instruction:**

The NJ Student Learning Standards and assessment data inform instruction and lay the groundwork for differentiated lessons. Programs to include Balanced Literacy, SchoolWide, Foundations, Words Their Way, Just Words, Wilson, Lucy Calkins' Units of Study in Writing, Inspire Science, enVision 2.0 Math, Social Studies, World Language, the Fine and Performing Arts, Basic Skills, and Special Education expand learning opportunities for all children.



**Clubs and Activities:**

Author visits, Math 24, Math Olympiad, Mock Trial, Peacemakers, Power Save Schools, Girls on the Run, Science Fair, TREP\$, Safety Patrol, Project A.C.E.S., and Exercise US complement the curriculum. Pathways for Exceptional Children trains students to mentor special needs children. Student Council fundraises for shelters and food pantries. Mathathon raises approximately \$10,000 per year to benefit St. Jude's Hospital. Pajama Day contributes money to the Children's Hospital of Philadelphia.





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 <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 K - 5 Enrichment Program features Wild Science, Chess, Coding, Sewing, and Art. TREP\$, a six week PTA supported entrepreneurial program, results in students (3 - 5) bringing an original product to our annual spring market place.</p>
 <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>






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 <p><b>Student Supports and Services:</b></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/gross 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 comprise the I&amp;RS team and design interventions for students at risk.</p>
 <p><b>Student Health and Wellness:</b></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/gross 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 comprise the I&amp;RS Team and design interventions for students at risk.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>An energetic and involved Parent Teacher Association supports academic and social initiatives within our school. Monthly curricular related assemblies encourage students to appreciate the arts, to stand up to bullies, and to share their talents with others. Harvest Festivals, Gaming and Movie Nights, Dances and Ice Cream Socials promote community involvement and family fun. A new outdoor classroom donated by the PTA will provide an out-of-doors setting for STEAM and environmental lessons.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The 2015 &amp; 2018 YEA Climate Survey were shared with our Learning Community. 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 two stories equipped with an elevator, Media Center, Music Room, Art Room, Gym with a full size stage for concerts and musicals, an All Purpose Room utilized as a lunchroom, an OT/PT therapy room, 3 speech therapy rooms, a Literacy Bookroom and an Outdoor Classroom. All rooms are air conditioned. Renovations to the Media Center, Gym and bathrooms were completed this summer.</p>



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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 360 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 includes personalized/targeted 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. Valley View students have daily access to iPads and Chromebooks. Classrooms are equipped with Smart Boards and Document Cameras. Communication between home and school is considered vital. Parents review report cards via the Genesis Parent Access Portal. Teachers and parents correspond via email, phone calls and student logs. Teachers post homework/project assignments on Schoology Teacher Pages. The PTA publishes a Monday Memo apprising parents of upcoming events. The administration posts "school happenings" on our Schoolpointe Home Page. Valley View's motto guides daily practice. Our Learning Community trusts that "Valley View is a School Where All Children Can Learn!"