




Memorial Elementary School
2016-2017
Grade Span KF-04

31-3640-060
PASSAIC
NORTH HALEDON BORO
201 SQUAW BROOK RD.
NORTH HALEDON, NJ 07508-2720

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](#) 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](#).
- 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

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.

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	82	68	69
1	66	71	65
2	89	66	69
3	82	82	67
4	73	75	81
Ungraded	22	21	24
Total	414	383	375

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	44%	42%
Male	53%	56%	58%
Economically Disadvantaged Students	18%	16%	14%
Students with Disabilities	16%	17%	17%
English Learners	1%	1%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	85.1%
Hispanic	12.0%
Black or African American	1.3%
Asian	0.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.8%

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.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	82	68	69

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.

Home Language	% of Students
English	93.9%
Spanish	2.9%
Arabic	1.6%
Other	1.6%



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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	144	98.7	66.60	66.40	54.90	66.6	57.3	Met Target
White	115	100.0	72.20	71.40	63.90	72.2	59.4	Met Target
Hispanic	25	93.3	40.00	46.00	39.80	38.9	N	N
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	*	0.00	53.70	*	**	**
Two or More Races	*	*	*	66.70	54.90	*	**	**
Female	72	100.0	62.50	68.50	62.20	62.5		
Male	72	97.5	70.90	64.20	48.10	70.9		
Economically Disadvantaged Students	29	100.0	41.30	36.80	36.20	41.3	41.5	Met Target†
Non-Economically Disadvantaged Students	115	98.4	73.10	72.30	65.80	73.1		
Students with Disabilities	24	96.0	25.00	15.70	20.50	25	16.3	Met Target
Students without Disabilities	120	99.2	75.00	76.80	61.90	75		
English Learners	*	*	*	33.30	25.20	*	**	**
Non-English Learners	*	*	*	66.50	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	*	0.00	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	763	763	749	*	*	22%	47%	16%	63%	50%
White	49	768	768	759	*	*	*	53%	*	69%	61%
Hispanic	17	746	746	734	*	*	*	*	*	41%	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	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	775	775	753	*	*	*	42%	*	67%	55%
Male	35	752	752	744	*	*	*	51%	*	60%	46%
Economically Disadvantaged Students	14	743	743	730	*	*	*	*	*	43%	31%
Non-Economically Disadvantaged Students	54	768	768	761	*	*	*	*	*	69%	63%
Students with Disabilities	10	712	712	720	*	*	*	*	0%	20%	24%
Students without Disabilities	58	772	772	754	*	*	*	*	19%	71%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	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

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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	81	764	764	753	*	*	17%	46%	25%	70%	56%
White	68	766	766	762	*	*	15%	49%	27%	75%	67%
Hispanic	11	749	749	740	*	*	*	*	*	46%	40%
Black or African American	*	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	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	39	761	761	758	*	*	*	33%	26%	59%	61%
Male	42	767	767	748	*	*	*	57%	24%	81%	51%
Economically Disadvantaged Students	15	745	745	737	*	*	*	*	0%	47%	36%
Non-Economically Disadvantaged Students	66	768	768	764	*	*	*	*	30%	76%	69%
Students with Disabilities	13	736	736	724	*	*	*	*	*	31%	25%
Students without Disabilities	68	769	769	759	*	*	*	*	*	78%	62%
English Learners	N	N	N	710	N	N	N	N	N	N	10%
Non-English Learners	81	764	764	755	*	*	17%	46%	25%	70%	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%

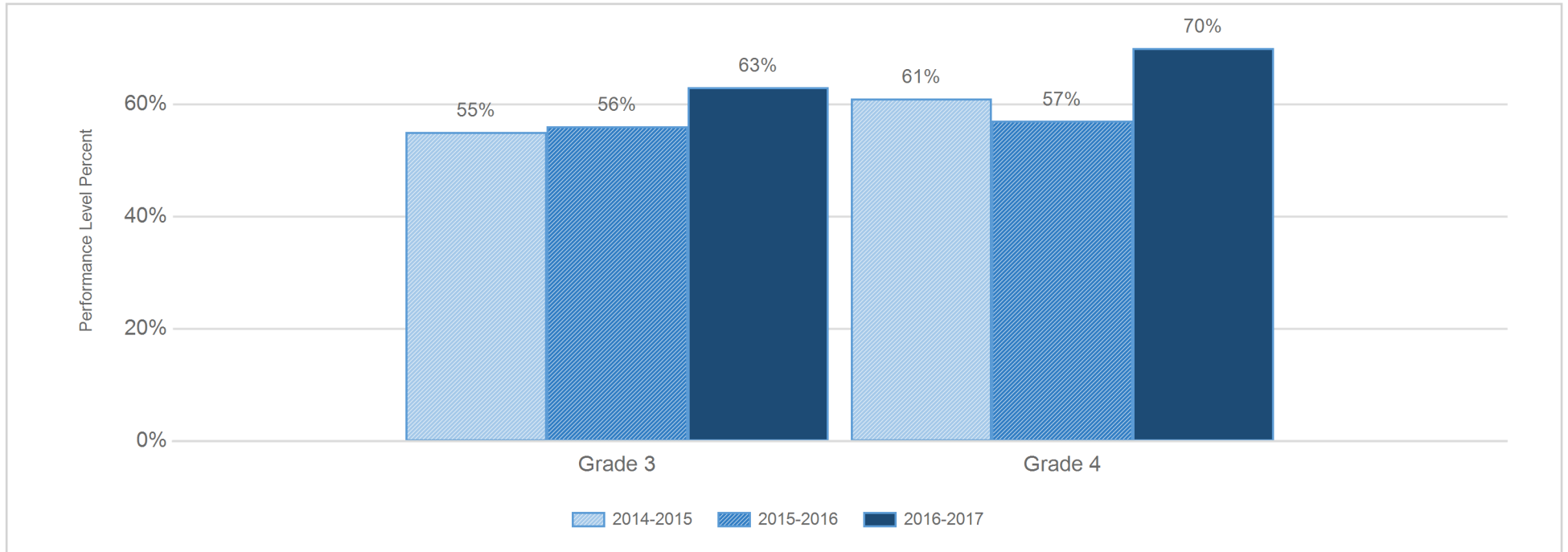


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English Language Arts/Literacy Assessment - Performance Trends

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	144	98.7	50.70	48.30	43.50	50.7	50.6	Met Target
White	115	100.0	51.30	50.90	52.40	51.3	52.6	Met Target†
Hispanic	25	93.3	44.00	33.30	27.60	42.8	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	66.60	44.90	*	**	**
Female	72	100.0	47.20	47.50	44.10	47.2		
Male	72	97.5	54.20	49.00	42.90	54.2		
Economically Disadvantaged Students	29	100.0	24.10	23.60	25.10	24.1	26.5	Met Target†
Non-Economically Disadvantaged Students	115	98.4	57.40	53.20	54.30	57.4		
Students with Disabilities	24	96.0	12.50	*	16.50	12.5	13.2	Met Target†
Students without Disabilities	120	99.2	58.30	*	48.80	58.3		
English Learners	*	*	*	33.30	23.30	*	**	**
Non-English Learners	*	*	*	48.30	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	68	753	753	750	*	*	25%	47%	*	57%	53%
White	49	755	755	758	*	*	29%	47%	*	59%	63%
Hispanic	17	739	739	738	*	*	*	*	0%	47%	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	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	757	757	751	*	*	*	49%	*	61%	52%
Male	35	748	748	750	*	*	*	46%	*	54%	53%
Economically Disadvantaged Students	14	735	735	735	*	*	*	*	*	36%	34%
Non-Economically Disadvantaged Students	54	757	757	761	*	*	*	*	*	63%	65%
Students with Disabilities	10	719	719	728	*	*	*	*	*	10%	29%
Students without Disabilities	58	758	758	754	*	*	*	*	*	66%	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	81	747	747	746	*	20%	28%	43%	*	47%	47%
White	68	748	748	754	*	19%	29%	43%	*	47%	59%
Hispanic	11	741	741	734	*	*	*	*	0%	46%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	773	N	N	N	N	N	N	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	39	743	743	746	*	*	*	31%	*	36%	47%
Male	42	751	751	746	*	*	*	55%	*	57%	48%
Economically Disadvantaged Students	15	731	731	731	*	*	*	*	*	20%	27%
Non-Economically Disadvantaged Students	66	751	751	756	*	*	*	*	*	53%	61%
Students with Disabilities	13	720	720	724	*	*	*	*	*	15%	22%
Students without Disabilities	68	752	752	751	*	*	*	*	*	53%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	81	747	747	748	*	20%	28%	43%	*	47%	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%

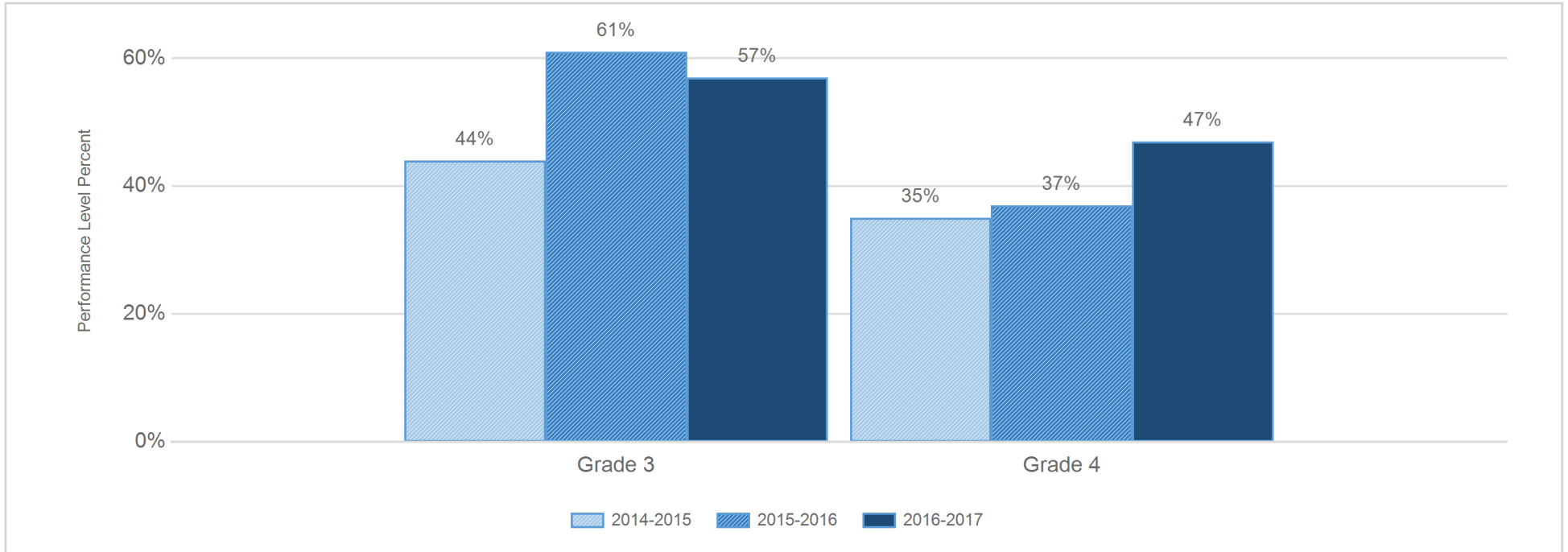


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Mathematics Assessment – Performance Trends

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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	N	N

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	*	*	*
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.

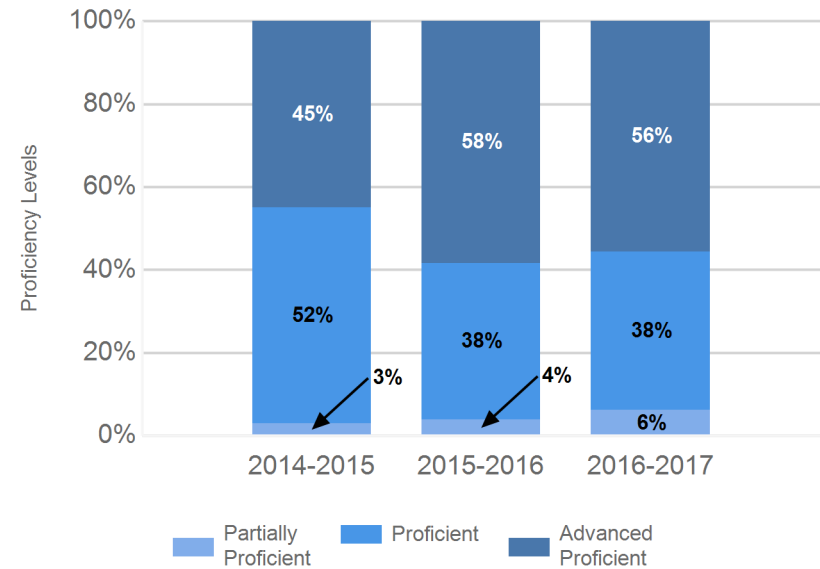
NJASK Science Assessment Performance: Grade 4

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	56%	38%	6%
White	59%	35%	6%
Hispanic	*	*	9%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	27%	53%	20%
Students with Disabilities	31%	62%	8%
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	59	51	50	Met Target	38	51.5	50	Not Met
White	59	52	50	Met Target	36.5	51	52	Not Met
Hispanic	*	*	49	**	*	*	47	**
Black or African American	*	*	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	46	44	47	**	38	43	46	**
Students with Disabilities	46	45	41	**	32	41	43	**
English Learners	N	N	N	N	N	N	N	N

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



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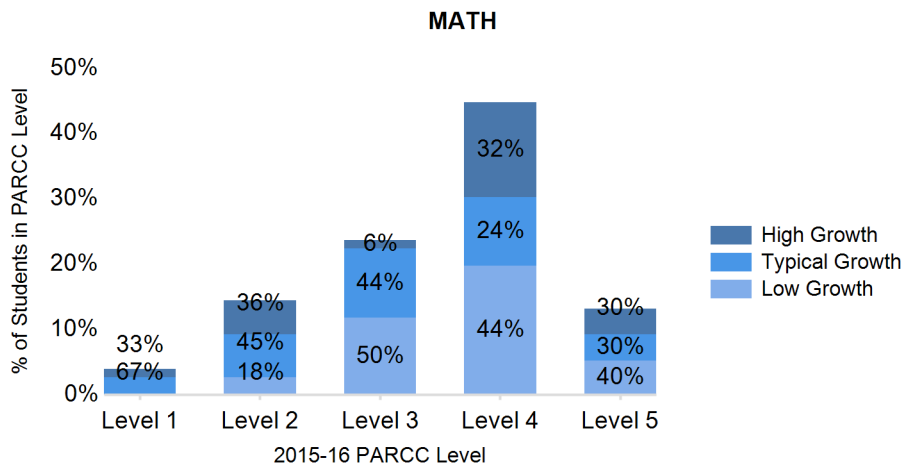
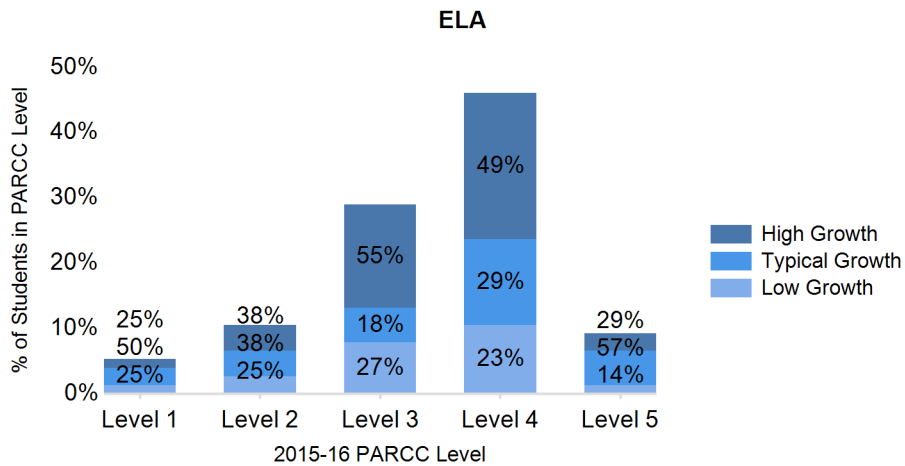
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

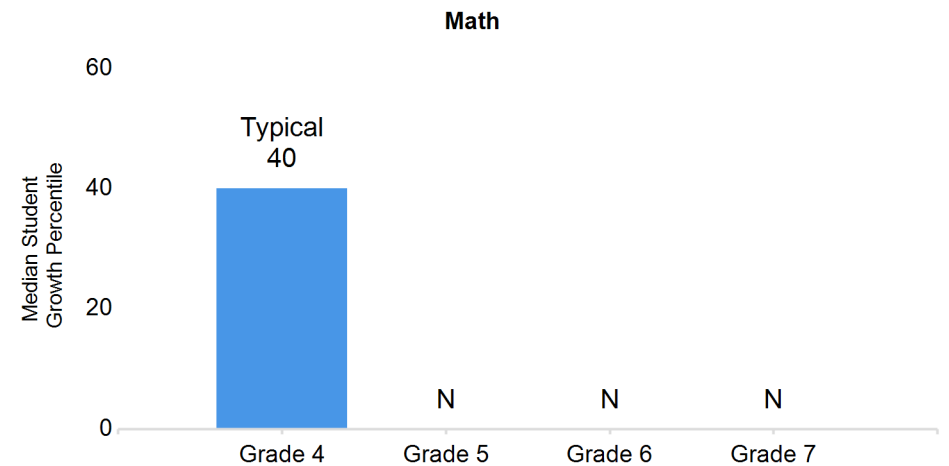
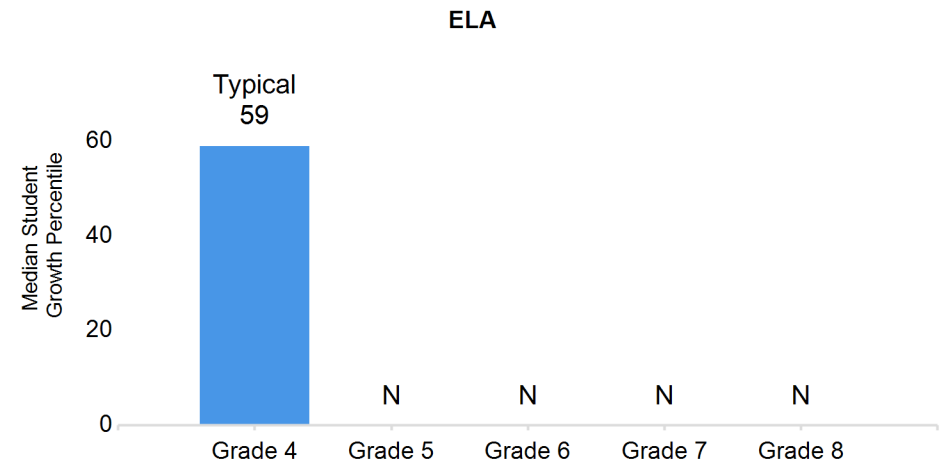
Student Growth by Performance Level

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

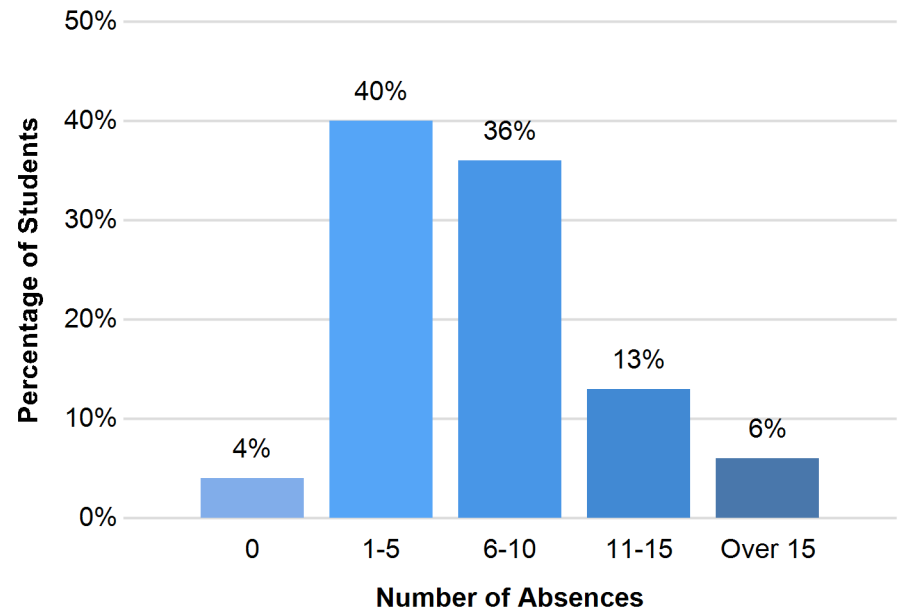
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.80	8.70	Met Target
White	3.20	8.70	Met Target
Hispanic	6.80	8.70	Met Target
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	0	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	5.90	8.70	Met Target
Students with Disabilities	12.50	8.70	Not Met
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.



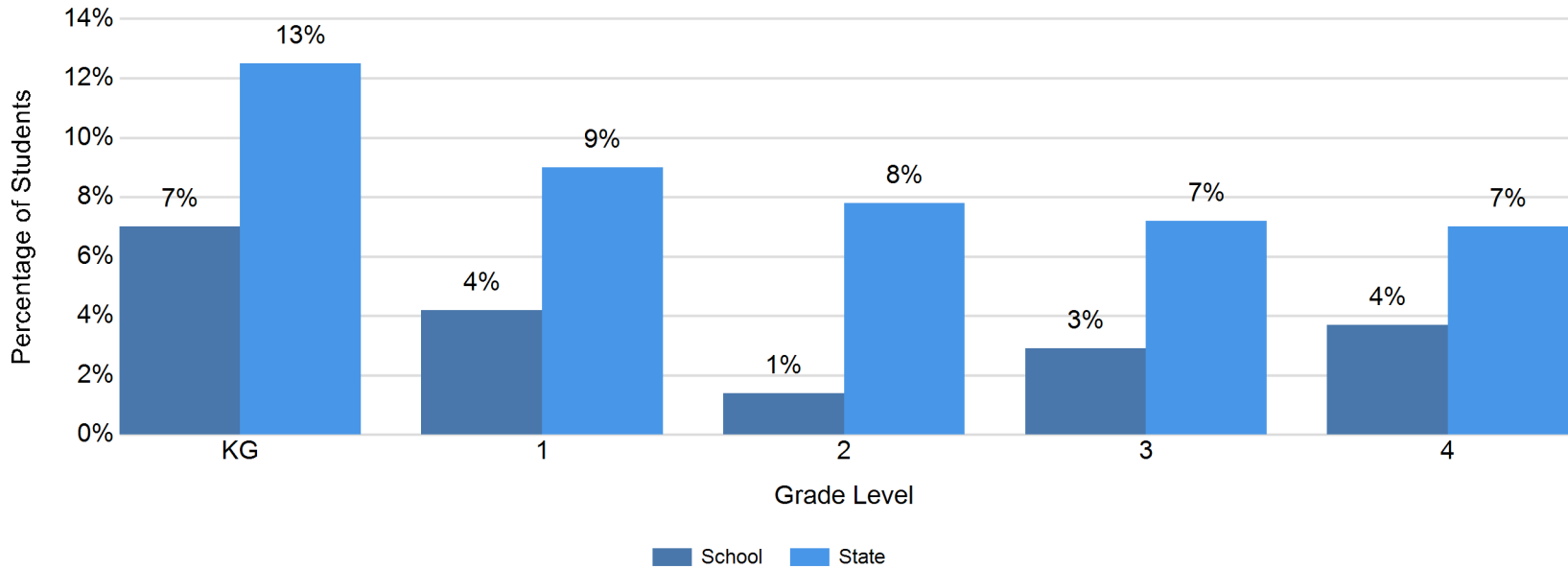


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Chronic Absenteeism by Grade

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	8:35AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 44 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	1
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.53

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	1.1%
Any Suspension	1.1%

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	1:0.6	155.5 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	\$424	\$12,180	\$12,604



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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	30	121,048
Average years experience in public schools	10.3	11.8
Average years experience in district	9.2	10.5
Teachers in district for 4 or more years	70%	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	5	9,533
Average years experience in public schools	18.8	15.9
Average years experience in district	9.8	11.6
Administrators in district for 4 or more years	40%	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	13:1	12:1
Administrators	94:1	129:1
Librarian/Media Specialists		643:1
Nurses		322:1
Counselors		643:1
Child Study Team		214:1



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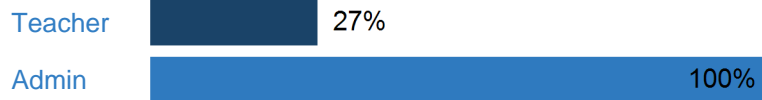
Teachers and Administrators - Level of Education

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	78%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

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	95%



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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	59	17.5%
Mathematics Proficiency	47	17.5%
English Language Arts Growth	79	25%
Mathematics Growth	9	25%
Chronic Absenteeism	77	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		52.1
Summative Rating: Percentile rank of Summative Score		53 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	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	N/A	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
White	52	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Hispanic	**	No	N	N	Met Target	**	**	No
Black or African American	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	No	Met Target†	Met Target†	Met Target	**	**	No
Students with Disabilities	**	No	Met Target	Met Target†	Not Met	**	**	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:	Mrs. Tait	Email Address:	mtait@nhschools.net
Address:	201 SQUAW BROOK RD. NORTH HALEDON, NJ 07508-2720	Website:	www.nhschools.net
Phone:	(973)427-8993	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"> • Curriculum includes EnVision Math, Balanced Literacy, NGSS with technology infused through SmartBoards, laptops, Ipads. • Character Education promoted, Caught Doing The Right Thing, Celebration Assemblies highlighting student success. • Honored to welcome actress/author Julianne Moore! Author Matthew Cody. Literacy promoted with reading challenge.
	<p>Mission, Vision, Theme:</p> <p>The mission of Memorial School is to promote academic excellence in a caring environment, fostering independence and responsibility. Focus on the whole child and address the academic, social, and emotional needs of all learners. Goals focus on teaching children to think, communicate effectively, work well with others, be creative, and to use their knowledge to problem solve. Classroom experiences designed to ensure students develop necessary skills and strategies to become lifelong learners.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>The NJSLS and the NGSS are the foundation of instruction for our academic programs. EnVision Mathematics Program, Balanced Literacy, and Discovery Education Techbook are utilized. Students attend regularly scheduled music, art, PE and technology classes. All students receive Enrichment as well as a Math Literacy Skills class to further enrich their learning. A Gifted and Talented Program is offered to those achieving this area of study.</p>
 <p>Clubs and Activities:</p>	<p>Students are offered opportunities to participate in various extra-curricular activities including a Talent Show, a STEM and Robotics after school program run by Little Ivy Program. Variety of author visits including Oscar-winning actress and author Julianne Moore in addition to author Matthew Cody.</p>
 <p>Before and After School Programs:</p>	<p>A Before and After School Program is offered to all students in the building. The program is run by Little Steps for Learning.</p>







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 <p>Staff and Professional Learning:</p>	<p>Faculty and staff provided opportunities for in-district and out-of-district professional learning. Teachers take part in weekly team meetings with their grade level team or department, as well as PLC's for collaboration. Training focused on newly adopted NGSS and implementation of Discovery Education Techbook. Technology training provided to enhance teaching and learning. New teacher orientation to prepare for the opening of the school year.</p>
 <p>Student Supports and Services:</p>	<p>Services and support for students with disabilities for students from the age of three through grade eight that are identified with special needs. ELL program for students needing support and services. An I&RS team designs, implements, and monitors intervention plans for students identified as experiencing difficulties. Title I/Basic Skills Instruction available for students to provide support and instruction as well as Intensive Reading Program. New Beginnings Program housed in building.</p>
 <p>Student Health and Wellness:</p>	<p>Students receive physical education, Life Skills, as well as daily outdoor/indoor recess. Additionally, a variety of programs are coordinated during the school year to provide and promote physical activity including Jump Rope For Heart and the annual Move-a-thon. The BABES program is utilized in First Grade to teach concepts of health and wellness. School-wide Officer Phil Program is offered through an assembly to reinforce everyday safety. Red Ribbon Week and Week of Respect.</p>
 <p>Parent and Community Involvement:</p>	<p>A supportive PTO coordinates many annual fundraising events and funds programs, activities and clubs. The active North Haledon Education Foundation raises funds to purchase educational materials to promote educational excellence. Various community organizations attend the annual "Meet and Greet" where parents have an opportunity to meet individuals in the community to further involvement. Supportive and involved Police and Fire Departments.</p>




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School Narrative

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

 <p>Facilities:</p>	<p>Memorial School built in 2008, large classrooms for instruction, Health office, OT/PT room, Media Center, technology lab, art room, music room, Gymnasium and a stage. Three floors with an elevator, cafeteria, kitchen, and is fully air conditioned. There is an upgraded playground and a back-up generator that powers the building when in need.</p>
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