

**CLOSTER BORO**

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

How to use this report:

- **Learn more** about this district 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 at the top left of the screen to move between pages of the report

Other Resources:

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



CLOSTER BORO
(03-0930)
Grades Offered: PK-08
2017-2018

Report Key:

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

District Contact Info

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

Type	Contact Information
County	BERGEN
District	CLOSTER BORO
Superintendent Name	JOANNE NEWBERRY
Address	340 HOMANS AVENUE CLOSTER, NJ 07624-2907
Phone Number	(201)768-3001 Ext. 41116
Email Address	NEWBERRY@NVNET.ORG
Website	https://www.closterschools.org
Twitter	https://twitter.com/@ClosterSchools

**CLOSTER BORO**

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Served
HILLSIDE ELEMENTARY SCHOOL	PK-04
TENAKILL MIDDLE SCHOOL	05-08

**CLOSTER BORO**

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	54	43	45
KG	105	113	126
1	118	114	113
2	113	130	121
3	117	130	136
4	121	122	129
5	112	127	127
6	132	116	126
7	113	136	119
8	140	110	135
Total	1,125	1,141	1,177

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.4%	47.9%	48.0%
Male	51.6%	52.1%	52.0%
Economically Disadvantaged Students	0.0%	1.3%	0.9%
Students with Disabilities	15.2%	14.8%	15.6%
English Learners	7.5%	8.1%	8.6%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.1%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		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	2015-16	2016-17	2017-18
White	48.6%	48.4%	49.1%
Hispanic	5.3%	6.3%	6.5%
Black or African American	0.8%	0.4%	0.6%
Asian	43.3%	42.6%	41.3%
Native Hawaiian or Pacific Islander	0.7%	0.7%	0.7%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	1.1%	1.4%	1.6%

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

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	12	6	2
PK - Full Day	42	37	43
KG - Half Day	0	0	0
KG - Full Day	105	113	126

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	61.9%
Korean	17.8%
Hebrew	11.5%
Russian	1.8%
Spanish	1.7%
Other Languages	5.4%



CLOSTER BORO
(03-0930)
Grades Offered: PK-08
2017-2018

Report Key:

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

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

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

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

Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	67	50	Exceeds Standard	64	50	Exceeds Standard
White	61	50	Exceeds Standard	56.5	51	Met Standard
Hispanic	61	49	Exceeds Standard	59	48	Met Standard
Black or African American	*	44	**	*	44	**
Asian, Native Hawaiian, or Pacific Islander	72	61	Exceeds Standard	72	61	Exceeds Standard
American Indian or Alaska Native	*	52	**	*	53	**
Two or More Races	*	49	**	*	51	**
Economically Disadvantaged	*	48	**	*	47	**
Students with Disabilities	55	41	Met Standard	37.5	43	Not Met
English Learners	74	54	Exceeds Standard	76	51	Exceeds Standard



CLOSTER BORO

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

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

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

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

Low Growth: Less than 35

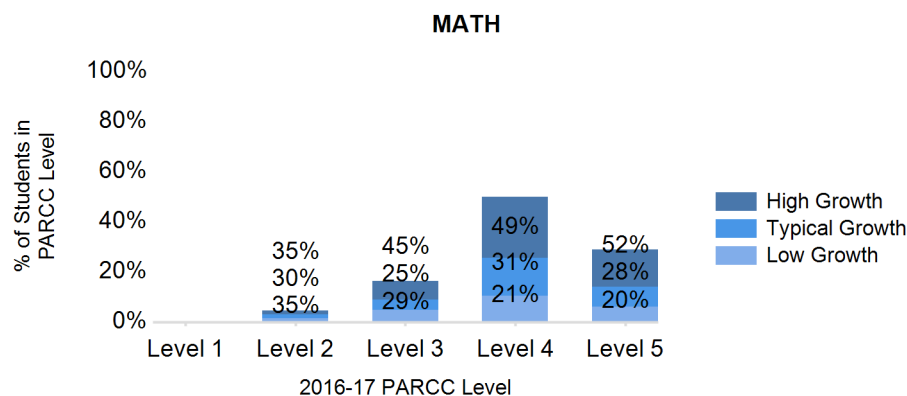
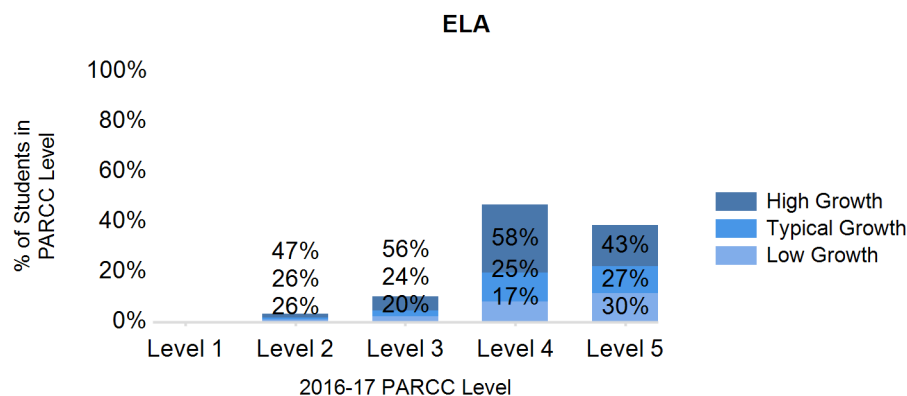
Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

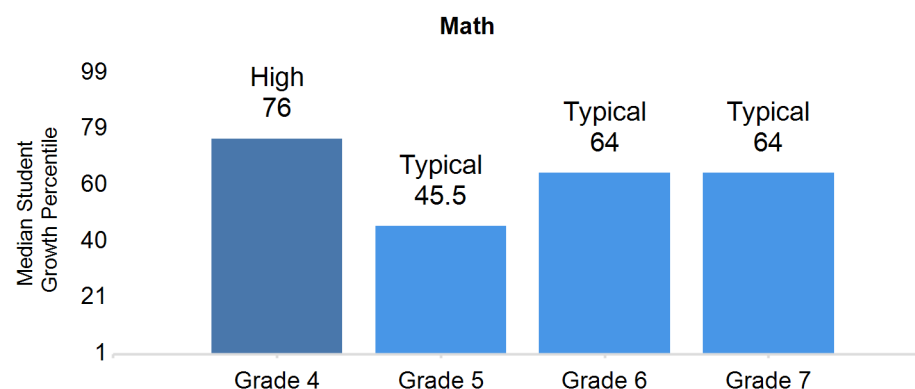
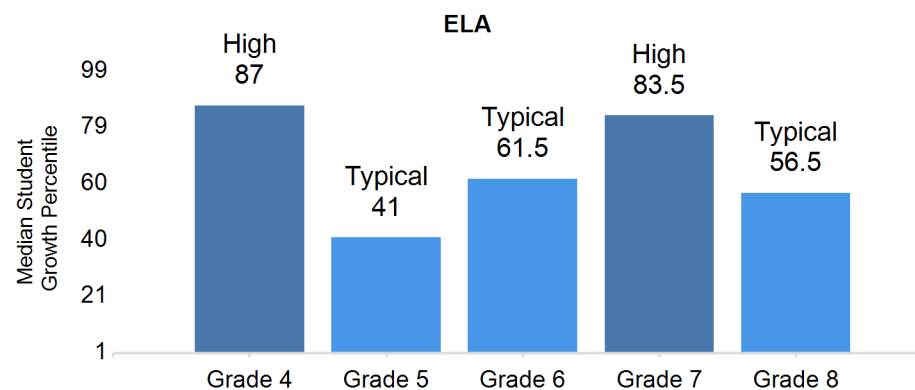
Student Growth by Performance Level

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



Student Growth by Grade

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





CLOSTER BORO
(03-0930)
Grades Offered: PK-08
2017-2018

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

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Districtwide	745	98.9	87.2	56.7	87.2	80	Met Goal
White	358	98.4	84.6	65.6	84.6	79.1	Met Goal
Hispanic	49	98.1	71.5	42.5	71.5	72.7	Met Target†
Black or African American	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	319	99.7	92.2	82.3	92.2	80	Met Goal
American Indian or Alaska Native	*	*	*	52.7	*	**	**
Two or More Races	12	100.0	91.7	63.4	91.7	**	**
Female	357	99.4	91.0	64.5	91.0		
Male	388	98.5	83.7	49.4	83.7		
Economically Disadvantaged Students	*	*	*	38.5	*	**	**
Non-Economically Disadvantaged Students	*	*	*	67.5	*		
Students with Disabilities	115	95.0	49.6	21.6	49.6	48	Met Target
Students without Disabilities	630	99.7	94.2	63.9	94.2		
English Learners	62	100.0	75.8	27.3	75.8	73.5	Met Target
Non-English Learners	683	98.9	88.3	59.4	88.3		
Homeless Students	N	N	N	27.7	N		
Students In Foster Care	N	N	N	26.3	N		
Military-Connected Students	N	N	N	57.4	N		
Migrant Students	N	N	N	30.1	N		

† Target was met within a confidence interval.



CLOSTER BORO
(03-0930)
Grades Offered: PK-08
2017-2018

Report Key:

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

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

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	128	788	750	*	*	11%	55%	30%	86%	52%
White	61	781	759	*	*	16%	52%	25%	77%	61%
Hispanic	*	*	736	*	*	*	*	*	*	38%
Black or African American	N	N	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	57	799	777	0%	0%	*	*	*	96%	77%
American Indian or Alaska Native	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	758	*	*	*	*	*	*	58%
Female	61	791	756	*	*	*	51%	34%	85%	57%
Male	67	786	744	*	*	*	60%	27%	87%	46%
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	17	763	719	*	*	*	*	*	53%	24%
Students without Disabilities	111	792	756	*	*	*	*	*	91%	57%
English Learners	10	768	712	*	*	*	*	*	80%	15%
Non-English Learners	118	790	753	*	*	*	*	*	86%	55%
Homeless Students	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	741	N	N	N	N	N	N	48%



CLOSTER BORO

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

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

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	125	795	756	0%	*	*	28%	60%	88%	58%
White	52	785	764	0%	*	*	37%	48%	85%	68%
Hispanic	*	*	744	*	*	*	*	*	*	44%
Black or African American	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	60	807	782	0%	*	*	20%	75%	95%	83%
American Indian or Alaska Native	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	763	*	*	*	*	*	*	63%
Female	59	797	762	0%	*	*	*	*	93%	63%
Male	66	793	751	0%	*	*	*	*	83%	53%
Economically Disadvantaged Students	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	767	*	*	*	*	*	*	70%
Students with Disabilities	14	765	726	0%	*	*	*	*	71%	25%
Students without Disabilities	111	798	762	0%	*	*	*	*	90%	64%
English Learners	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	732	N	N	N	N	N	N	33%



CLOSTER BORO

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

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

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	124	774	755	*	*	12%	65%	19%	84%	58%
White	63	771	763	*	0%	*	67%	16%	83%	68%
Hispanic	*	*	743	*	*	*	*	*	*	43%
Black or African American	N	N	738	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	763	N	N	N	N	N	N	65%
Female	52	779	762	*	*	*	*	*	87%	66%
Male	72	771	749	*	*	*	*	*	82%	51%
Economically Disadvantaged Students	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	766	*	*	*	*	*	*	71%
Students with Disabilities	22	739	724	*	*	*	*	*	41%	22%
Students without Disabilities	102	782	762	*	*	*	*	*	93%	65%
English Learners	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	732	N	N	N	N	N	N	33%



CLOSTER BORO
(03-0930)
Grades Offered: PK-08
2017-2018

Report Key:

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

English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	119	780	754	*	*	*	43%	44%	87%	56%
White	48	778	761	0%	*	*	48%	38%	85%	66%
Hispanic	12	749	742	*	*	*	*	*	58%	42%
Black or African American	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	55	790	779	*	*	*	33%	60%	93%	83%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	59	783	761	*	*	*	44%	44%	88%	64%
Male	60	778	748	*	*	*	42%	43%	85%	48%
Economically Disadvantaged Students	*	*	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	764	*	*	*	*	*	*	68%
Students with Disabilities	14	730	723	*	*	*	*	*	21%	18%
Students without Disabilities	105	787	760	*	*	*	*	*	95%	63%
English Learners	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	732	N	N	N	N	N	N	36%



CLOSTER BORO

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	117	807	760	*	0%	*	15%	79%	93%	63%
White	53	794	768	*	0%	*	25%	64%	89%	72%
Hispanic	*	*	746	*	*	*	*	*	*	49%
Black or African American	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	51	819	790	*	0%	*	*	*	96%	87%
American Indian or Alaska Native	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	767	*	*	*	*	*	*	68%
Female	57	817	769	*	0%	*	*	*	100%	72%
Male	60	797	752	*	0%	*	*	*	87%	54%
Economically Disadvantaged Students	*	*	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	16	759	721	*	0%	*	*	*	63%	22%
Students without Disabilities	101	814	768	*	0%	*	*	*	98%	71%
English Learners	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	716	N	N	N	N	N	N	21%



CLOSTER BORO

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	131	794	759	*	*	*	37%	53%	90%	60%
White	77	790	767	*	*	*	45%	45%	91%	70%
Hispanic	*	*	744	*	*	*	*	*	*	45%
Black or African American	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	44	805	789	*	0%	*	*	*	91%	86%
American Indian or Alaska Native	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	766	*	*	*	*	*	*	66%
Female	67	802	768	*	*	*	37%	60%	97%	69%
Male	64	786	751	*	*	*	36%	47%	83%	52%
Economically Disadvantaged Students	N	N	740	N	N	N	N	N	N	42%
Non-Economically Disadvantaged Students	131	794	769	*	*	*	37%	53%	90%	71%
Students with Disabilities	23	750	719	*	*	*	*	*	52%	19%
Students without Disabilities	108	804	766	*	*	*	*	*	98%	68%
English Learners	N	N	703	N	N	N	N	N	N	*
Non-English Learners	131	794	761	*	*	*	37%	53%	90%	*
Homeless Students	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	718	N	N	N	N	N	N	21%

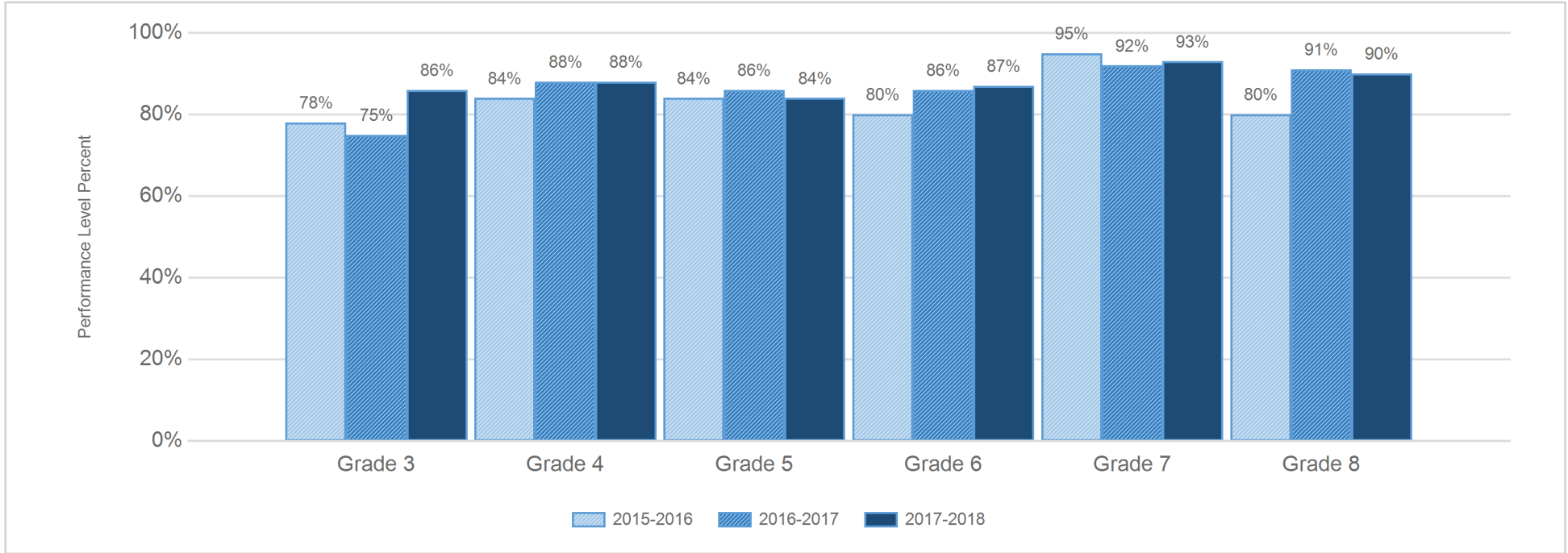


CLOSTER BORO
 (03-0930)
 Grades Offered: PK-08
 2017-2018

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

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.





CLOSTER BORO

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the district and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Districtwide	754	99.0	78.0	45.0	78.0	78.1	Met Target†
White	365	98.1	70.9	54.1	70.9	72.3	Met Target†
Hispanic	49	98.1	53.1	29.2	53.1	53	Met Target
Black or African American	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	321	100.0	89.1	77.0	89.1	80	Met Goal
American Indian or Alaska Native	*	*	*	42.5	*	**	**
Two or More Races	12	100.0	91.7	53.0	91.7	**	**
Female	361	99.2	77.9	46.0	77.9		
Male	393	98.8	78.1	43.9	78.1		
Economically Disadvantaged Students	*	*	*	26.6	*	**	**
Non-Economically Disadvantaged Students	*	*	*	55.9	*		
Students with Disabilities	115	95.0	32.2	17.1	32.2	36.3	Met Target†
Students without Disabilities	639	99.7	86.2	50.5	86.2		
English Learners	72	100.0	82.0	24.6	82.0	74.7	Met Goal
Non-English Learners	682	98.9	77.6	46.9	77.6		
Homeless Students	N	N	N	17.3	N		
Students In Foster Care	N	N	N	16.2	N		
Military-Connected Students	N	N	N	45.8	N		
Migrant Students	N	N	N	23.7	N		

† Target was met within a confidence interval.



CLOSTER BORO
(03-0930)
Grades Offered: PK-08
2017-2018

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	134	782	752	*	*	12%	46%	38%	84%	53%
White	65	775	760	0%	*	*	45%	32%	77%	64%
Hispanic	*	*	739	*	*	*	*	*	*	38%
Black or African American	N	N	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	58	793	780	0%	0%	*	*	*	95%	83%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	64	780	752	*	*	*	44%	38%	81%	53%
Male	70	784	751	*	*	*	47%	39%	86%	53%
Economically Disadvantaged Students	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	17	772	730	*	*	*	*	*	76%	29%
Students without Disabilities	117	783	756	*	*	*	*	*	85%	57%
English Learners	16	759	726	*	*	*	*	*	56%	23%
Non-English Learners	118	785	754	*	*	*	*	*	87%	56%
Homeless Students	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	737	N	N	N	N	N	N	46%



CLOSTER BORO

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	129	779	748	0%	*	*	57%	26%	83%	49%
White	54	766	755	0%	*	*	*	*	76%	60%
Hispanic	*	*	737	*	*	*	*	*	*	34%
Black or African American	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	62	793	774	0%	0%	*	*	*	92%	80%
American Indian or Alaska Native	*	*	748	*	*	*	*	*	*	46%
Two or More Races	*	*	752	*	*	*	*	*	*	55%
Female	62	774	748	0%	*	*	65%	19%	84%	50%
Male	67	783	748	0%	*	*	49%	33%	82%	49%
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	14	753	725	0%	*	*	*	*	50%	22%
Students without Disabilities	115	782	753	0%	*	*	*	*	87%	55%
English Learners	10	762	722	0%	*	*	*	*	70%	16%
Non-English Learners	119	780	750	0%	*	*	*	*	84%	52%
Homeless Students	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	731	N	N	N	N	N	N	32%



CLOSTER BORO

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	127	769	748	*	*	15%	48%	28%	76%	49%
White	66	765	756	*	*	17%	50%	23%	73%	60%
Hispanic	*	*	736	*	*	*	*	*	*	32%
Black or African American	N	N	730	N	N	N	N	N	N	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	754	N	N	N	N	N	N	55%
Female	54	764	749	*	*	*	*	*	76%	50%
Male	73	772	747	*	*	*	*	*	77%	48%
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	22	733	726	*	*	*	*	*	27%	20%
Students without Disabilities	105	776	752	*	*	*	*	*	87%	55%
English Learners	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	728	N	N	N	N	N	N	29%



CLOSTER BORO
(03-0930)
Grades Offered: PK-08
2017-2018

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	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
Districtwide	121	773	744	*	*	14%	46%	33%	79%	44%
White	48	762	751	*	*	23%	*	*	69%	54%
Hispanic	12	738	731	*	*	*	*	*	42%	27%
Black or African American	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	57	791	771	0%	*	*	37%	58%	95%	78%
American Indian or Alaska Native	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	749	*	*	*	*	*	*	52%
Female	59	768	745	*	*	*	44%	32%	76%	45%
Male	62	778	742	*	*	*	48%	34%	82%	42%
Economically Disadvantaged Students	*	*	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	753	*	*	*	*	*	*	56%
Students with Disabilities	14	719	717	*	*	*	*	*	*	13%
Students without Disabilities	107	780	748	*	*	*	*	*	*	49%
English Learners	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	717	N	N	N	N	N	N	18%



CLOSTER BORO
(03-0930)
Grades Offered: PK-08
2017-2018

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	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
Districtwide	117	773	743	*	*	18%	44%	35%	79%	43%
White	55	762	750	*	*	27%	47%	20%	67%	54%
Hispanic	*	*	732	*	*	*	*	*	*	27%
Black or African American	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	49	788	767	0%	*	*	35%	57%	92%	75%
American Indian or Alaska Native	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	748	*	*	*	*	*	*	51%
Female	56	775	745	*	*	20%	43%	38%	80%	45%
Male	61	772	741	*	*	16%	44%	33%	77%	42%
Economically Disadvantaged Students	*	*	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	751	*	*	*	*	*	*	55%
Students with Disabilities	16	734	717	*	*	*	*	*	13%	12%
Students without Disabilities	101	780	748	*	*	*	*	*	89%	50%
English Learners	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	718	N	N	N	N	N	N	11%



CLOSTER BORO
(03-0930)
Grades Offered: PK-08
2017-2018

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

Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	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
Districtwide	75	746	728	13%	*	31%	*	*	44%	28%
White	50	746	736	*	*	32%	*	*	44%	36%
Hispanic	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	17	744	747	*	0%	*	*	*	41%	51%
American Indian or Alaska Native	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	729	*	*	*	*	*	*	28%
Female	41	751	731	*	*	27%	*	*	54%	31%
Male	34	739	725	*	*	35%	*	*	32%	26%
Economically Disadvantaged Students	N	N	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	75	746	735	13%	*	31%	*	*	44%	35%
Students with Disabilities	19	718	705	*	*	*	*	*	16%	*
Students without Disabilities	56	755	735	*	*	*	*	*	54%	*
English Learners	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	703	N	N	N	N	N	N	10%



CLOSTER BORO

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Test: Algebra I

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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	58	813	746	0%	0%	0%	34%	66%	100%	46%
White	*	*	755	*	*	*	*	*	*	57%
Hispanic	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	29	817	779	0%	0%	0%	34%	66%	100%	79%
American Indian or Alaska Native	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	755	N	N	N	N	N	N	54%
Female	26	812	748	0%	0%	0%	*	*	100%	48%
Male	32	813	745	0%	0%	0%	*	*	100%	44%
Economically Disadvantaged Students	N	N	729	N	N	N	N	N	N	25%
Non-Economically Disadvantaged Students	58	813	756	0%	0%	0%	34%	66%	100%	57%
Students with Disabilities	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	710	N	N	N	N	N	N	*
Non-English Learners	58	813	749	0%	0%	0%	34%	66%	100%	*
Homeless Students	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	720	N	N	N	N	N	N	11%



CLOSTER BORO

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Test: Geometry

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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	N	N	735	N	N	N	N	N	N	30%
White	N	N	740	N	N	N	N	N	N	37%
Hispanic	N	N	723	N	N	N	N	N	N	14%
Black or African American	N	N	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	741	N	N	N	N	N	N	39%
Female	N	N	736	N	N	N	N	N	N	30%
Male	N	N	734	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	741	N	N	N	N	N	N	38%
Students with Disabilities	N	N	713	N	N	N	N	N	N	*
Students without Disabilities	N	N	738	N	N	N	N	N	N	*
English Learners	N	N	711	N	N	N	N	N	N	*
Non-English Learners	N	N	736	N	N	N	N	N	N	*
Homeless Students	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	709	N	N	N	N	N	N	11%

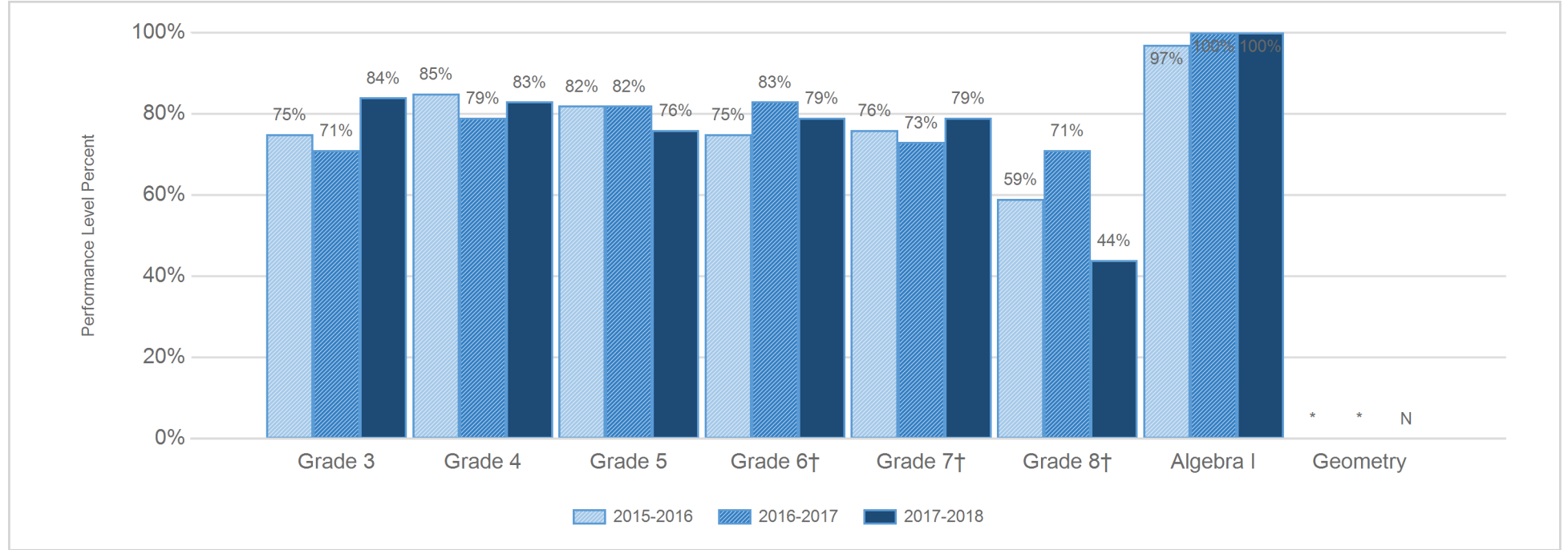


CLOSTER BORO
(03-0930)
Grades Offered: PK-08
2017-2018

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

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.





NJ SCHOOL PERFORMANCE REPORT

CLOSTER BORO

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

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

DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N
6	*	*
7	N	N
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	74.6	56.6%	Exceeds Target

† 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	75	68.0%	32.0%
3-4	19	36.8%	63.2%
5 or more	*	*	*

**CLOSTER BORO**

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

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

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.



CLOSTER BORO
(03-0930)
Grades Offered: PK-08
2017-2018

Report Key:

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

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in **Mathematics** courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	125
7	2	0	116
8	56	0	76
Total	58	0	317

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	110	0	0	0	0	113	0
7	46	0	0	0	0	57	0
8	87	0	0	0	0	25	0
Total	243	0	0	0	0	195	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0



CLOSTER BORO
(03-0930)
Grades Offered: PK-08
2017-2018

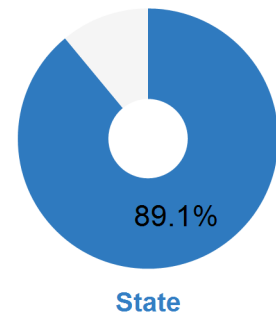
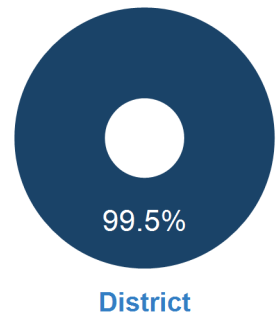
Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

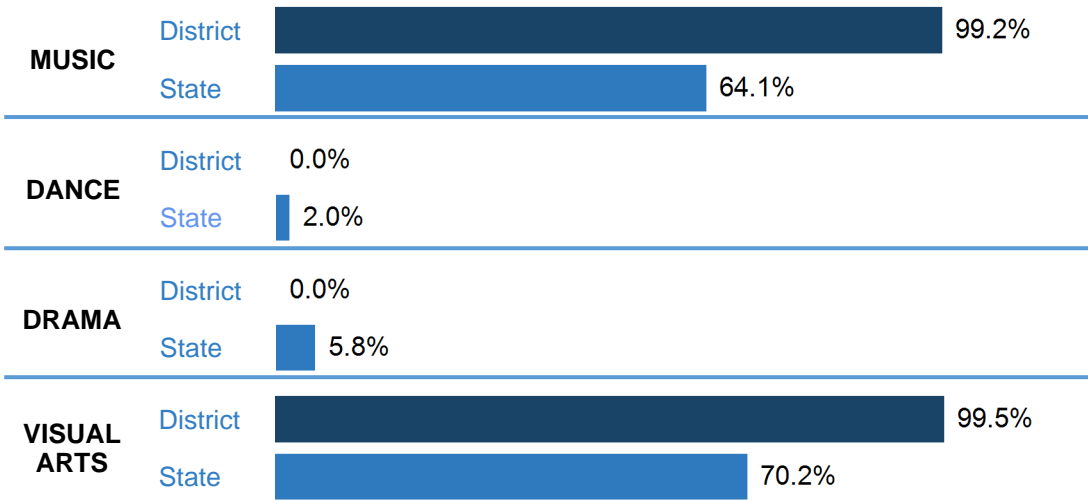
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the district and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the district and across the state.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:





CLOSTER BORO
(03-0930)
Grades Offered: PK-08
2017-2018

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

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

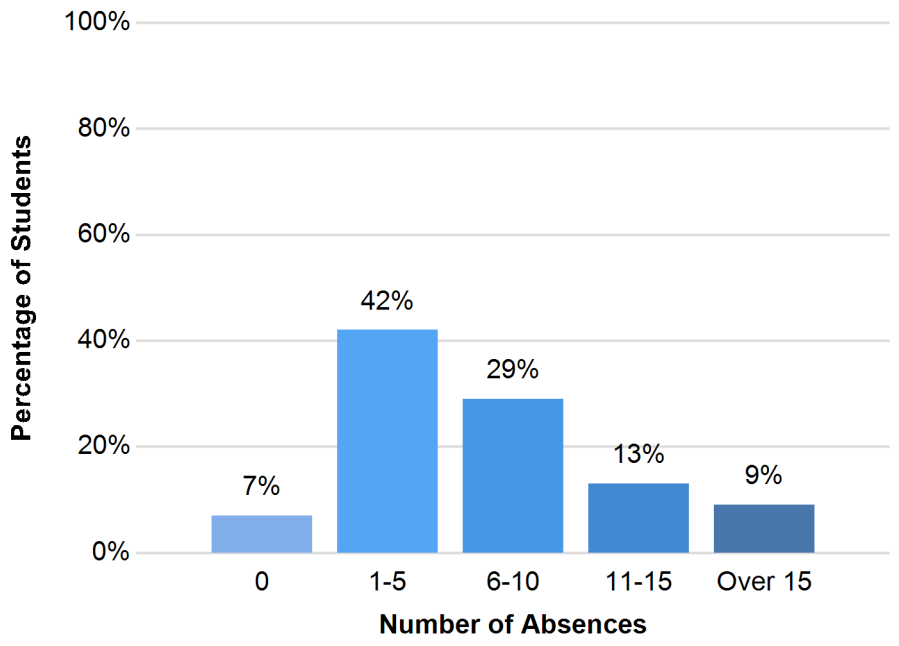
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Districtwide	50	4.4	9.1	Met
White	33	6.0	9.1	Met
Hispanic	3	3.8	9.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	2.7	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	**	**
Economically Disadvantaged Students	0	0	**	**
Students with Disabilities	13	7.5	9.1	Met
English Learners	12	11.9	9.1	Not Met

Days Absent

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





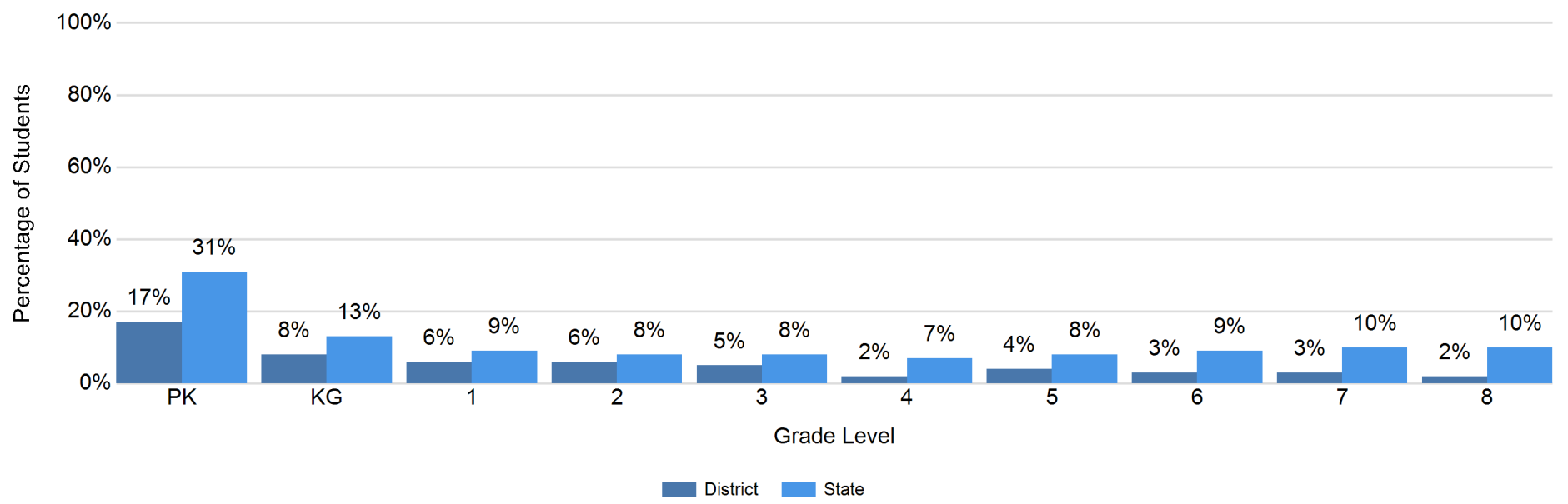
CLOSTER BORO
 (03-0930)
 Grades Offered: PK-08
 2017-2018

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

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

Chronic Absenteeism by Grade

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





CLOSTER BORO
(03-0930)
Grades Offered: PK-08
2017-2018

Report Key:

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

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	0.59

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)	1
Other Incidents Leading to Removal	0

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	1	2	3
Religion	1	0	1
Ancestry	1	1	2
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	1	1
Other	0	1	1
No Identified Nature	6		6

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	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

**CLOSTER BORO**

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

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

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$229	\$15,196	\$15,425



CLOSTER BORO
(03-0930)
Grades Offered: PK-08
2017-2018

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

Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	95	117,464
Average years experience in public schools	13.5	12.0
Average years experience in district	11.7	10.7
Teachers in district for 4 or more years	74.7%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	7	9,374
Average years experience in public schools	20.0	16.0
Average years experience in district	5.4	12.0
Administrators in district for 4 or more years	42.9%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the district.

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	168:1
Teachers to Administrators	14:1
Students to Librarian/Media Specialists	589:1
Students to Nurses	589:1
Students to Counselors	589:1
Students to Child Study Team	294:1



CLOSTER BORO
 (03-0930)
 Grades Offered: PK-08
 2017-2018

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

Key terms for staff data:

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

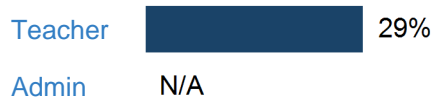
Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

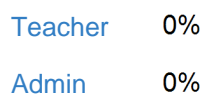
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	89.1%	90.2%
2016-17 Administrators: Same district 2017-18	75.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.7%

**CLOSTER BORO**

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Key terms for staff data:**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)**Teachers:** All classroom teachers**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators**Teachers and Administrators – Demographics**

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

Category	Teachers	Administrators
Female	86.3%	57.1%
Male	13.7%	42.9%
White	90.5%	100.0%
Hispanic	4.2%	0.0%
Black or African American	0.0%	0.0%
Asian	5.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



CLOSTER BORO
 (03-0930)
 Grades Offered: PK-08
 2017-2018

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

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Schools Identified as Requiring Comprehensive or Targeted Support - Districtwide

The table below shows the list of schools in the district that are identified as requiring Comprehensive or Targeted Support and Improvement during the 2019-20 school year. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. Schools where any student group has a summative score that would be in the bottom 5% of schools or where any student group missed annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. If a school requires Targeted Support and Improvement, the last column of the table lists the student groups that were identified. The schools below may have been identified based on either data from the 2016-17 or 2017-18 school year. See school level performance reports for more details.

There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2019-20 school year.



CLOSTER BORO

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Accountability Summary by Student Group

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator. Annual targets for proficiency and graduation rate were set based on a district or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given district. For more details on accountability targets, see these [accountability resources](#).

Student Group	ELA Proficiency: Met Target?	Math Proficiency: Met Target?	4-Year Graduation Rate: Met Target?	ELA Student Growth: Met Standard?	Math Student Growth: Met Standard?	Progress Towards English Language Proficiency: Met Annual Target?	Chronic Absenteeism: Met State Average?
Districtwide	Met Goal	Met Target†	N	Exceeds Standard	Exceeds Standard	Exceeds Target	Met
White	Met Goal	Met Target†	N	Exceeds Standard	Met Standard	n/a	Met
Hispanic	Met Target†	Met Target	N	Exceeds Standard	Met Standard	n/a	Met
Black or African American	**	**	N	**	**	n/a	**
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	N	Exceeds Standard	Exceeds Standard	n/a	Met
American Indian or Alaska Native	**	**	N	**	**	n/a	**
Two or More Races	**	**	N	**	**	n/a	**
Economically Disadvantaged Students	**	**	N	**	**	n/a	**
Students with Disabilities	Met Target	Met Target†	N	Met Standard	Not Met	n/a	Met
English Learners	Met Target	Met Goal	N	Exceeds Standard	Exceeds Standard	Exceeds Target	Not Met

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

**CLOSTER BORO**

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

District 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.



Mission, Vision,
Theme:

In partnership with the family, staff & community, the District is committed to the educational needs of each child by providing programs & an environment necessary to 1) Enable every child to reach full potential 2) Promote self-esteem, respect, responsibility and appreciation of diversity 3) Develop knowledge, skills & academic achievement as per the New Jersey Learning Standards 4) Prepare each child for continued education & responsible citizenship 5) Instill a lifelong passion for learning.



Awards, Recognition,
Accomplishments:

Closter Schools are regularly recognized as a leader in academic programs. Closter was awarded the Teachers of Critical Languages Program grant from the State Department to begin a Mandarin program in 2016-2017. The music program has received the NAMM Community Music Award annually since 2015. The elementary school uses NJ Trout in the Classroom to teach cold water conservation.

**CLOSTER BORO**

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

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

District Narrative

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



Courses, Curriculum, Instruction:

Closter added courses recently: Mandarin, Robotics, Coding, a full range of art electives, Digital Media Literacy, Music & Movement (PreK-K), STEM K-4, & World Cultures. We use the Phonics First Program & provide Orton-Gillingham Reading & Gifted Education push-in/pullout programs for qualified students; Grades 3-4 receive Chess; Technology is available at all levels & is integrated within the curriculum. iPods/iPads/laptops are available for students in K-7. Grade 8 has a computer for every student.

**CLOSTER BORO**

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

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

District 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.



Staff and Professional Learning:

The Closter School District provides daily opportunities for teachers to participate in professional learning. Teachers meet in PLCs before the school day. Grade level and department teams collaborate on lessons, ensure unit pacing, discuss student concerns, analyze assessment data or organize trips. In addition, administrators also lead professional learning throughout the year. Closter also belongs to the Northern Valley Curriculum Center, a consortium that offers over 200 workshops each year.

**CLOSTER BORO**

(03-0930)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

District Narrative

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



Student Supports and Services:

Nearly 14% of the Closter population receives a continuum of services from the Special Ed department. This includes physical, speech, occupational and behavioral therapies, multisensory reading, small group instruction, cooperative teaching in the classroom, and study skills in the older grades. English Language Learners, about 7% of total, receive pull-out and push-in services. The Plus Program during the year and a summer program also provide extra support for students who may need it.



Student Health and Wellness:

Closter students engage in physical fitness and health on a regular basis. Yoga and meditation were added to the activities. All students participate in recess every day. In 6th grade, the students took a Northern Valley Criterion Reference Test on Health. Closter had the highest passing rate in the consortium of schools. In the middle school, the health classroom was converted into a fitness center.



Parent and Community Involvement:

Closter has a supportive PTO. For example, the organization runs the daily lunch programs provided by local restaurants and serves as a fundraiser. The PTO sponsors cultural events like the Veteran's Day and Lunar New Year assemblies, the spring musical, and school dances. In addition, parents may join the superintendent's advisory group. Parents are informed about student progress through a parent portal that not only displays grades but contacts parents about district events.



CLOSTER BORO
 (03-0930)
 Grades Offered: PK-08
 2017-2018

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

District Narrative

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



Other Information:

Closter is a high-performing district, with a diverse student body. Many students speak a second language at home. Parents, students and staff have high expectations and perform at every level. For example, the middle school art program is featured at the Belskie Museum every year, the third grade performs at Carnegie Hall in New York City, and the 6th-8th grade band received an Excellent Rating while the middle school orchestra earned a Superior Rating at a recent music festival. Teachers work on their craft with extensive professional development featuring activities like book clubs and workshops, but also lead their own workshops for other out of district staff. At the early education level, the integrated preschool program is designed to maximize growth and development for those who qualify for special services in the presence of typical peers. Teachers in kindergarten through 2nd grade have been trained in Phonics First, to improve phonemic awareness using multisensory techniques. Additionally, much of the language arts program from kindergarten through middle school is based on Teachers College Readers and Writers Workshop model. The elementary science program is held as a model in NJ, with other districts choosing to adopt the program. Finally, students perform well on standardized tests. To keep the parent community informed, in addition to emails, the district uses Twitter, newsletters and open meetings with the Superintendent. The district is committed to service, sponsoring a 5K Color Run for those touched by cancer and raising support for organizations like the local food bank and American Heart Association.