



**Bradford Elementary School**  
(13-3310-100)  
Grades Offered: PK-05  
2018-2019

**Report Key:**

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### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

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



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### School Contact Information

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

Type	Contact Information
County	Essex
District	Montclair Public School District
Principal Name	Mrs. Naomi Kirkman
Address	87 MT HEBRON RD UPPER MONTCLAIR, NJ 07042
Phone Number	973-509-4155
Email Address	<a href="mailto:nkirkman@montclair.k12.nj.us">nkirkman@montclair.k12.nj.us</a>
Website	<a href="https://bradford.montclair.k12.nj.us/">https://bradford.montclair.k12.nj.us/</a>
Twitter	<a href="https://twitter.com/@BradfordSchool">https://twitter.com/@BradfordSchool</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	6	6	0
KG	66	70	71
1	66	67	74
2	71	67	67
3	76	76	69
4	75	76	73
5	75	74	71
Total	435	436	425

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	44.4%	43.6%	40.5%
Male	55.6%	56.4%	59.5%
Economically Disadvantaged Students	12.4%	10.3%	8.7%
Students with Disabilities	19.1%	20.2%	22.6%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.2%	0.7%	0.2%
Students in Foster Care	0.0%	0.2%	0.0%
Military-Connected Students	0.2%	0.5%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	61.1%	60.1%	59.5%
Hispanic	9.2%	9.4%	8.7%
Black or African American	15.9%	13.8%	12.5%
Asian	7.6%	8.9%	10.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	6.2%	7.8%	8.5%

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

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	6	6	0
KG - Half Day	0	0	0
KG - Full Day	66	70	71

### 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	94.8%
Other Languages	5.2%



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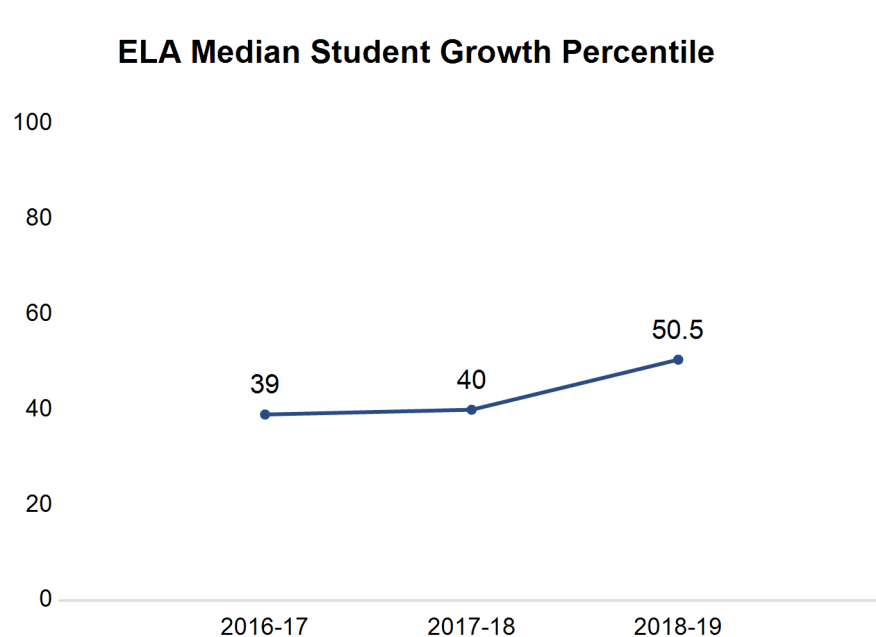
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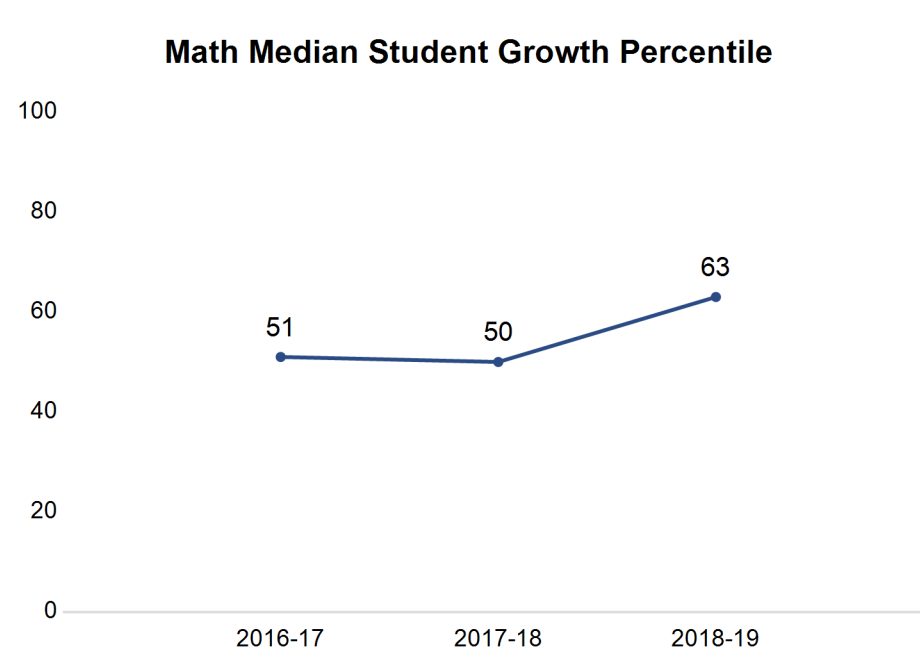
### Student Growth Trends and Progress

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

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	39	40	50.5	51	50	63
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	50.5	48	50	Met Standard	63	53	50	Exceeds Standard
White	52.5	50	50	Met Standard	63	55	52	Exceeds Standard
Hispanic	*	53	49	**	*	58.5	47	**
Black or African American	24	40	45	**	64	43	43	**
Asian, Native Hawaiian, or Pacific Islander	46	47	59	**	78	53	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	50	49	**	*	50	52	**
Female	51	51	53	N	65.5	52	50	N
Male	50.5	44	47	N	57.5	54	51	N
Economically Disadvantaged Students	35.5	35	48	**	64	40	46	**
Students with Disabilities	52.5	47	43	Met Standard	55	46	45	Met Standard
English Learners	N	54	52	**	N	66	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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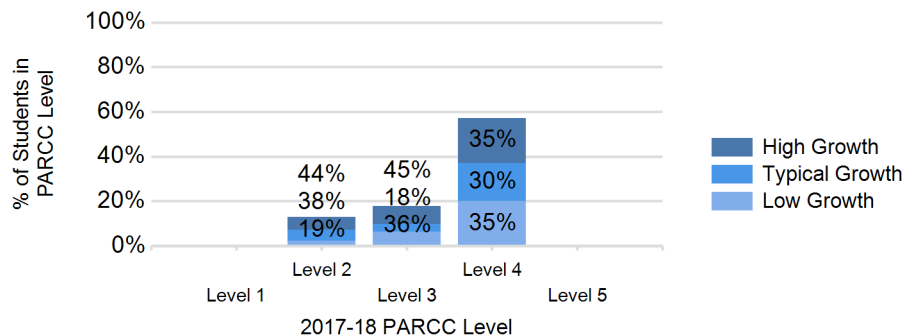
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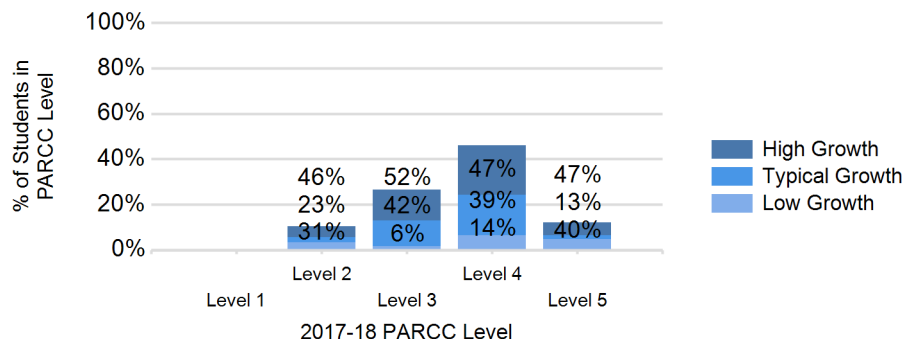
**Student Growth by Performance Level**

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

**ELA**



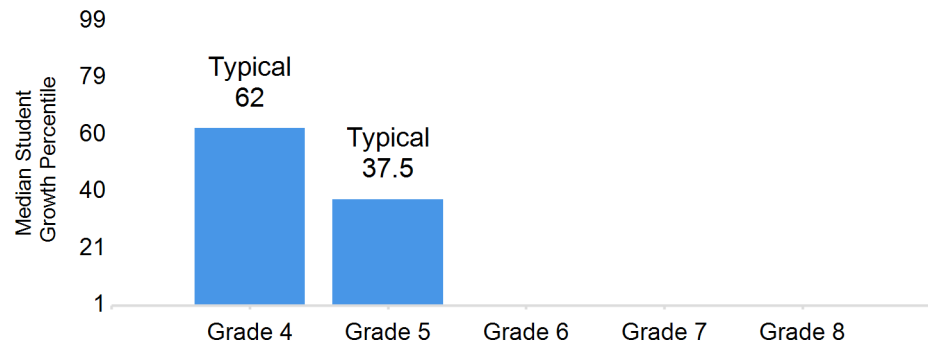
**Math**



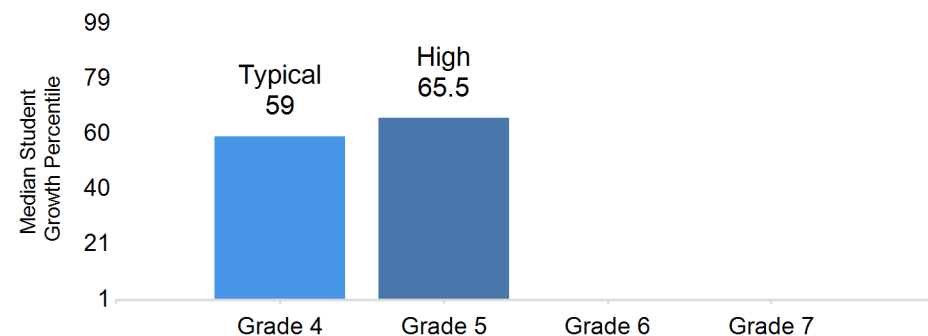
**Student Growth by Grade**

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

**ELA**



**Math**





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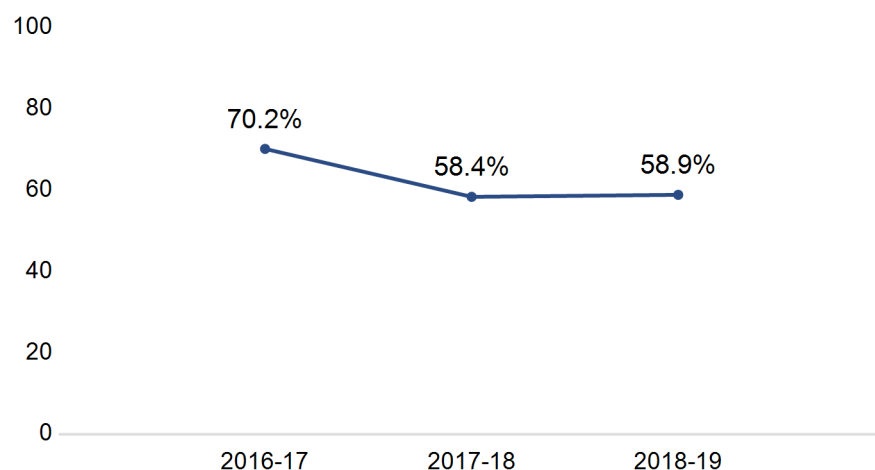
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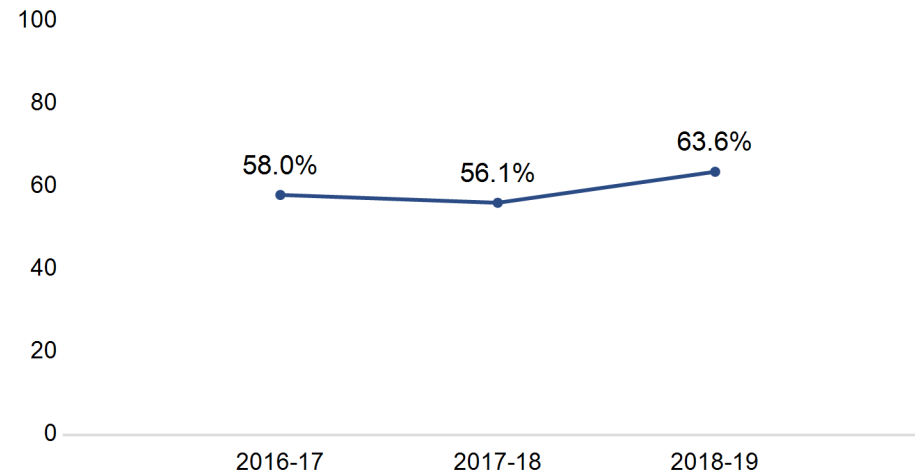
### English Language Arts and Mathematics Performance Trends

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

#### ELA Proficiency Rate for Federal Accountability



#### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	92.5%	92.1%	95.9%	92.5%	92.1%	95.9%
Proficiency Rate for Federal Accountability	70.2%	58.4%	58.9%	58.0%	56.1%	63.6%
Annual Target	65.7%	66.5%	67.3%	59.2%	60.3%	61.4%
Met Annual Target?	Met Target	Not Met	Not Met	Met Target†	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	209	95.9	58.9	67.8	57.9	58.9	67.3	Not Met
White	121	94.5	71.1	79.2	66.9	70.7	75.4	Met Target†
Hispanic	21	95.5	33.3	58.2	43.9	33.3	54.9	Not Met
Black or African American	32	97.0	21.9	44.3	38.5	21.9	39.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	22	100.0	77.3	*	82.9	77.3	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	13	100.0	46.2	74.4	64.4	46.2	**	**
Female	88	95.7	78.4	77.9	64.8	78.4		
Male	121	96.0	44.6	58.3	51.3	44.6		
Economically Disadvantaged Students	22	100.0	22.7	34.1	40.0	22.7	29.1	Met Target†
Non-Economically Disadvantaged Students	187	95.4	63.1	73.5	67.9	63.1		
Students with Disabilities	53	93.0	28.3	32.4	22.7	27.7	36.1	Met Target†
Students without Disabilities	156	96.9	69.2	75.3	65.1	69.2		
English Learners	N	N	N	39.5	29.3	N	**	**
Non-English Learners	209	95.9	58.9	68.2	60.6	58.9		
Homeless Students	N	N	N	13.3	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.





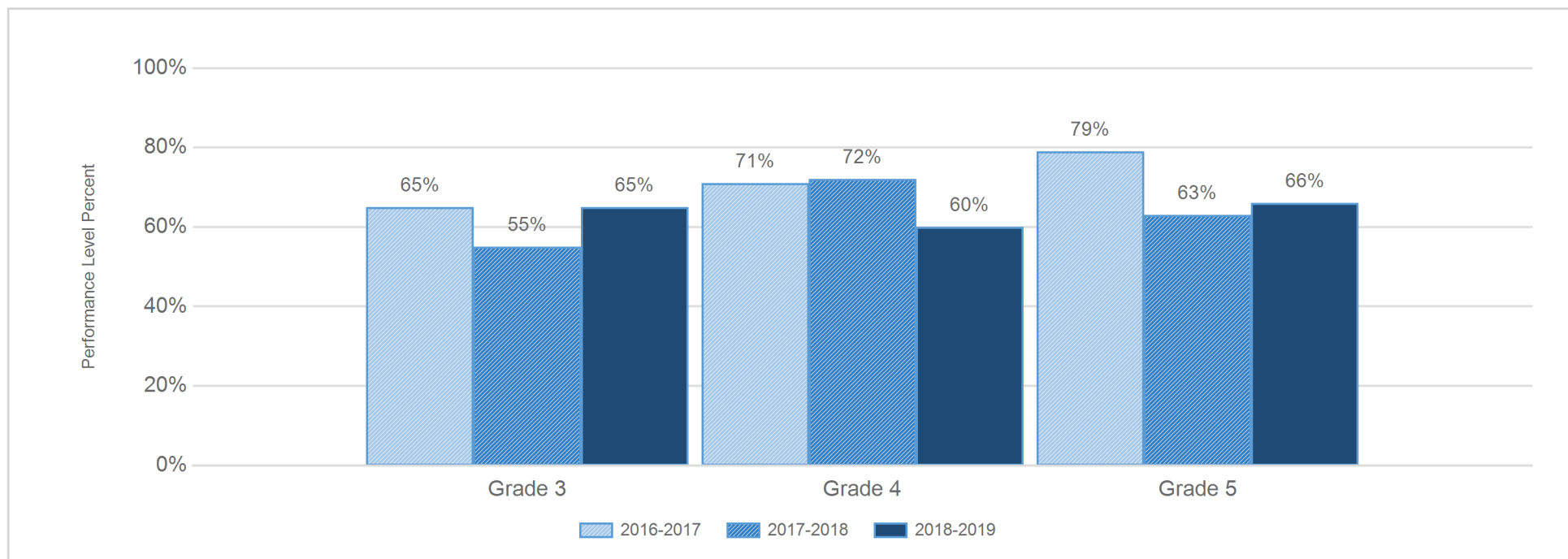
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### English Language Arts Assessment - Performance Trends

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





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	62	762	759	748	*	*	23%	*	*	65%	50%
White	32	766	769	757	0%	*	*	*	*	75%	60%
Hispanic	*	*	748	734	*	*	*	*	*	*	36%
Black or African American	*	*	735	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	760	756	*	*	*	*	*	*	58%
Female	29	772	766	753	*	*	*	*	*	79%	55%
Male	33	753	753	743	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	*	*	722	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	765	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	725	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	766	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	62	762	*	751	*	*	23%	*	*	65%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	68	757	763	755	*	*	25%	44%	16%	60%	57%
White	47	766	774	763	0%	*	21%	*	*	74%	67%
Hispanic	*	*	755	743	*	*	*	*	*	*	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	768	762	*	*	*	*	*	*	64%
Female	27	767	770	760	*	*	*	*	*	74%	62%
Male	41	751	757	750	*	*	*	*	*	51%	53%
Economically Disadvantaged Students	*	*	731	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	769	765	*	*	*	*	*	*	69%
Students with Disabilities	19	727	731	725	*	*	*	*	*	26%	25%
Students without Disabilities	49	768	770	761	*	*	*	*	*	73%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	68	757	*	758	*	*	25%	44%	16%	60%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	64	759	765	756	*	*	25%	*	*	66%	58%
White	39	761	772	764	0%	*	26%	*	*	69%	68%
Hispanic	*	*	766	743	*	*	*	*	*	*	44%
Black or African American	11	742	750	739	*	*	*	*	*	36%	38%
Asian, Native Hawaiian, or Pacific Islander	10	776	765	781	0%	*	0%	*	*	90%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	29	772	771	761	*	*	*	*	*	90%	64%
Male	35	749	759	750	*	*	*	*	*	46%	52%
Economically Disadvantaged Students	*	*	738	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	769	766	*	*	*	*	*	*	69%
Students with Disabilities	12	750	739	724	*	*	*	*	*	67%	23%
Students without Disabilities	52	761	771	762	*	*	*	*	*	65%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	64	759	*	758	*	*	25%	*	*	66%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	209	95.9	63.6	55.1	44.5	63.6	61.4	Met Target
White	121	94.5	76.0	68.0	54.1	75.7	68.8	Met Target
Hispanic	21	95.5	33.3	46.8	28.8	33.3	54.9	Not Met
Black or African American	32	97.0	28.1	*	23.0	28.1	29.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	22	100.0	77.3	*	76.5	77.3	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	13	100.0	61.5	59.7	53.3	61.5	**	**
Female	88	95.7	70.5	56.8	44.9	70.5		
Male	121	96.0	58.7	53.5	44.2	58.7		
Economically Disadvantaged Students	22	100.0	22.7	21.9	26.3	22.7	24.8	Met Target†
Non-Economically Disadvantaged Students	187	95.4	68.4	61.1	54.9	68.4		
Students with Disabilities	53	93.0	26.4	*	17.4	25.8	36.1	Not Met
Students without Disabilities	156	96.9	76.3	*	50.0	76.3		
English Learners	N	N	N	40.8	25.0	N	**	**
Non-English Learners	209	95.9	63.6	55.3	46.5	63.6		
Homeless Students	N	N	N	13.3	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



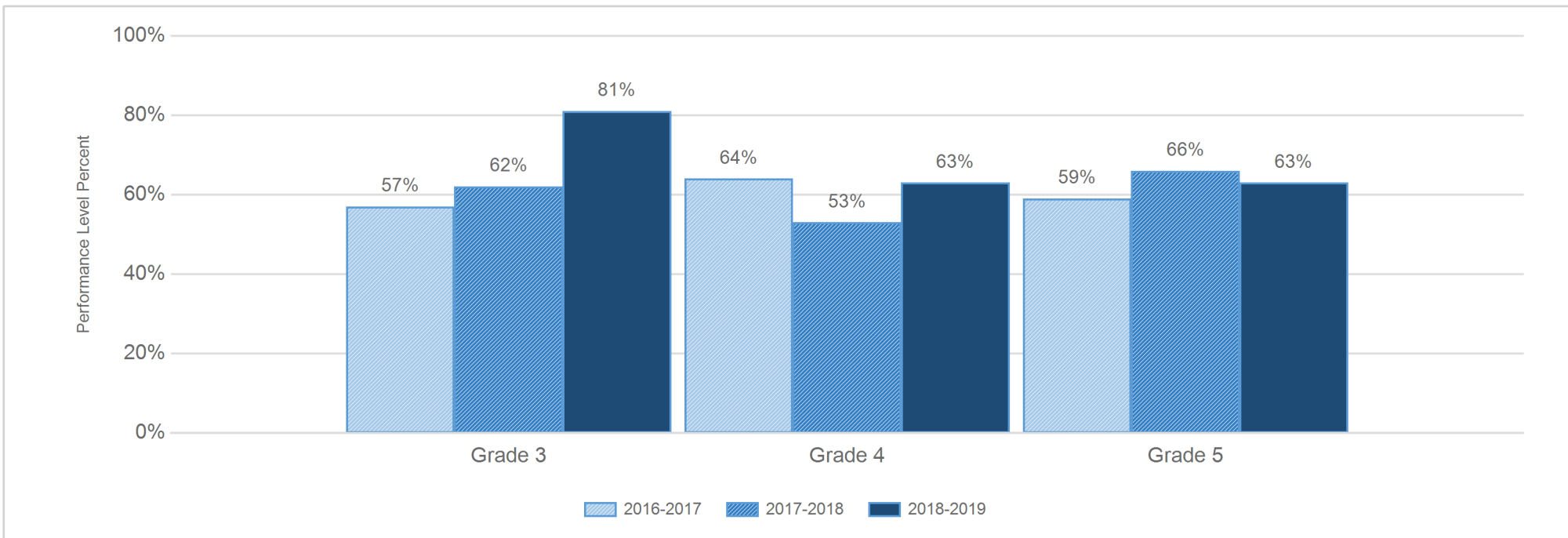
**Bradford Elementary School**  
(13-3310-100)  
Grades Offered: PK-05  
2018-2019

**Report Key:**

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### Mathematics Assessment – Performance Trends

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



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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	62	774	763	752	*	*	*	52%	29%	81%	55%
White	32	782	771	760	0%	0%	*	*	*	91%	66%
Hispanic	*	*	755	739	*	*	*	*	*	*	40%
Black or African American	*	*	742	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	767	758	*	*	*	*	*	*	62%
Female	29	776	764	751	*	*	*	*	*	86%	54%
Male	33	772	763	752	*	*	*	*	*	76%	56%
Economically Disadvantaged Students	*	*	729	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	769	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	739	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	768	756	*	*	*	*	*	*	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	62	774	*	754	*	*	*	52%	29%	81%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	68	756	756	749	*	*	19%	*	*	63%	51%
White	47	768	770	757	0%	*	*	*	*	79%	62%
Hispanic	*	*	747	737	*	*	*	*	*	*	36%
Black or African American	*	*	731	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	759	754	*	*	*	*	*	*	58%
Female	27	758	754	749	*	*	*	*	*	67%	50%
Male	41	754	757	749	*	*	*	*	*	61%	52%
Economically Disadvantaged Students	*	*	726	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	762	759	*	*	*	*	*	*	63%
Students with Disabilities	19	727	725	726	*	*	*	*	*	21%	25%
Students without Disabilities	49	767	763	754	*	*	*	*	*	80%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	68	756	*	751	*	*	19%	*	*	63%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	64	760	758	747	*	*	25%	45%	17%	63%	47%
White	39	762	765	755	0%	*	28%	*	*	67%	58%
Hispanic	*	*	756	735	*	*	*	*	*	*	30%
Black or African American	11	737	740	729	*	*	*	*	*	36%	23%
Asian, Native Hawaiian, or Pacific Islander	10	788	770	775	*	0%	0%	*	*	90%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	29	768	756	747	*	*	*	*	*	66%	47%
Male	35	754	759	747	*	*	*	*	*	60%	47%
Economically Disadvantaged Students	*	*	731	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	762	757	*	*	*	*	*	*	59%
Students with Disabilities	12	740	732	725	*	*	*	*	*	42%	19%
Students without Disabilities	52	765	763	752	*	*	*	*	*	67%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	64	760	*	749	*	*	25%	45%	17%	63%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

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

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

† 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	N	N	N
3-4	N	N	N
5 or more	N	N	N



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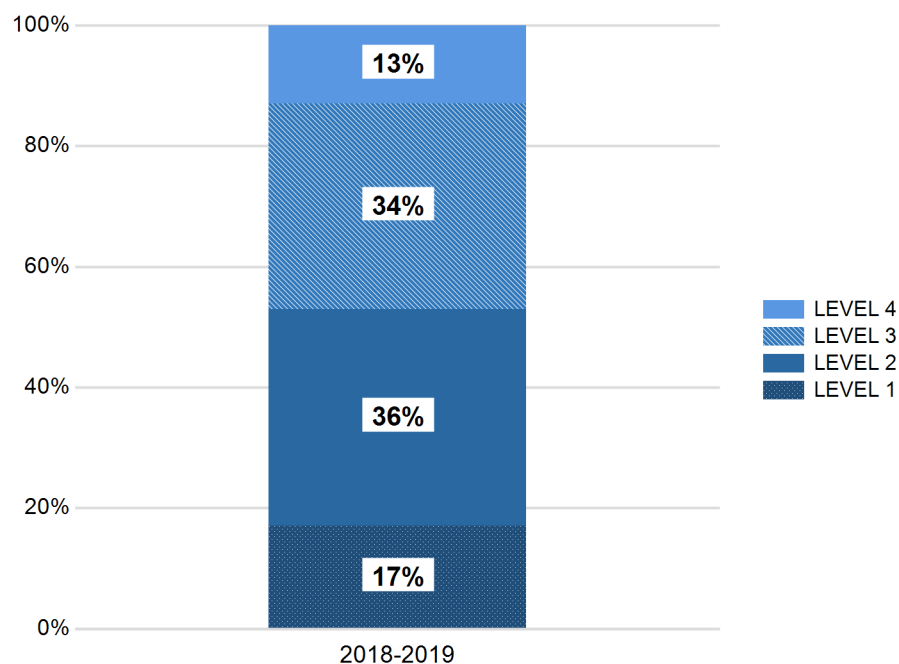
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	17	36	34	13
White	5	49	33	13
Hispanic	*	*	*	*
Black or African American	45	36	18	0
Asian, Native Hawaiian, or Pacific Islander	10	0	60	30
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	7	34	45	14
Male	26	37	26	11
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	33	50	17	0
Students without Disabilities	13	33	38	15
English Learners	N	N	N	N
Non-English Learners	17	36	34	13
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

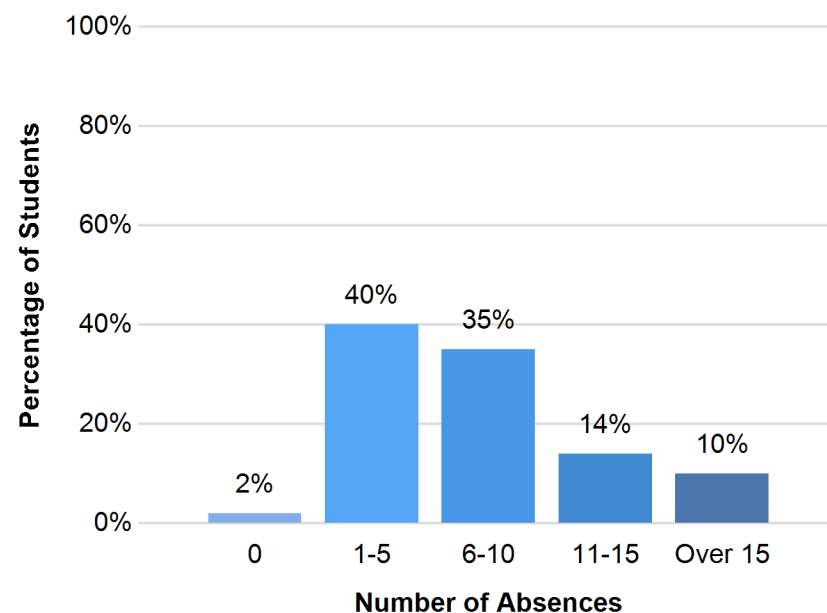
#### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	24	5.6	8.9	Met
White	7	2.7	8.9	Met
Hispanic	8	21.1	8.9	Not Met
Black or African American	6	10.9	8.9	Not Met
Asian, Native Hawaiian, or Pacific	2	4.3	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	2.6	8.9	Met
Female	10	5.7		
Male	14	5.4		
Economically Disadvantaged Students	4	10.8	8.9	Not Met
Students with Disabilities	17	16.5	8.9	Not Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

#### Days Absent

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





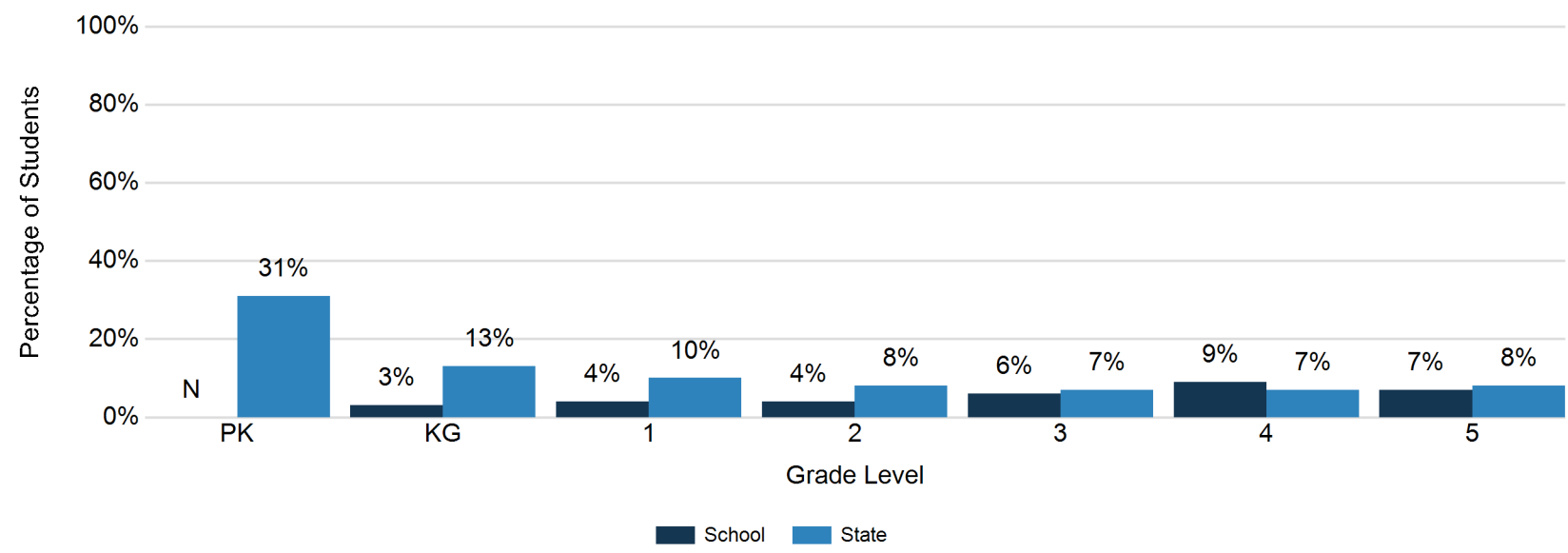
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**Chronic Absenteeism by Grade**

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





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

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

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.18

### 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)	2
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	0	4	4
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	5	5
No Identified Nature	1		1

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	0	0.0%
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
0



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#### School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 Mins.

#### Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.5:1



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### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	36	118,214
Average years experience in public schools	18.3	12.1
Average years experience in district	12.8	10.8
Percentage of Teachers with 4 or more years experience in the district	91.7%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	33	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.5	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	425:1	201:1
Teachers to Administrators	36:1	17:1
Students to Librarians/Media Specialists		1329:1
Students to Nurses		511:1
Students to Counselors		511:1
Students to Child Study Team Members		148:1





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**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	40.5%	88.9%	100.0%	48.4%	77.1%	54.9%
Male	59.5%	11.1%	0.0%	51.6%	22.9%	45.1%
White	59.5%	86.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	12.5%	11.1%	0.0%	15.0%	6.6%	13.9%
Asian	10.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	2.8%	0.0%	0.2%	0.1%	0.1%
Two or More Races	8.5%	0.0%	0.0%	2.1%	0.2%	0.2%



**Bradford Elementary School**  
(13-3310-100)  
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2018-2019

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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.0%	90.5%
2017-18 Administrators: Same district 2018-19	84.4%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	95.2%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	70.2%	58.4%	58.9%
Math Proficiency	58.0%	56.1%	63.6%
ELA Growth	39	40	50
Math Growth	51	50	63
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.8%	5.5%	5.6%

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



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

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

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

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

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

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



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

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Met Target	Met Standard	Exceeds Standard	N	Met	No
White	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	Not Met	Not Met	**	**	n/a	Not Met	No
Black or African American	Not Met	Met Target†	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	N	N	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target†	Met Target†	**	**	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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## School Narrative

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



### Highlights:

- Bradford School is the University Magnet; we have a dynamic partnership with Montclair State University.
- Parent and caregiver involvement in and out of the classrooms is welcomed.
- Character education is taught through the Responsive Classroom and the Bradford CARES program.



### Mission, Vision, Theme:

Bradford is dedicated to cultivating confident, curious and kindhearted citizens capable of asking thoughtful questions, navigating complex challenges, and connecting with the world around them. Through our rigorous university-backed academic and social-emotional curriculum and our deeply invested faculty, we are committed to building a diverse and inclusive community of life-long learners.





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### Courses, Curriculum, Instruction:

English Language Arts, Math, Science, and Social studies, comprise the basic curriculum, which is based on the New Jersey Learning Standards. Art, music, physical education, library, and Spanish are also offered. Technology is integrated into all subject areas. Bradford students may participate in accelerated learning opportunities or RTI (Response to Intervention), which provides additional academic support for students in need.



### Clubs and Activities:

We have an Art Club, Running Club, Technology Club, and Debate Club.



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 <p>Before and After School Programs:</p>	<p>The PTA runs a before school and after school enrichment program with a variety of course offerings. The YMCA also runs before and after school programs.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional learning opportunities are available for staff members via grade level professional learning communities and through school-wide faculty meetings. Our partnership with MSU also grants us professional development opportunities with university professors, such as work in the areas of diversity in children's literature and social justice education.</p>



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#### Student Supports and Services:

The Intervention & Referral Service Process or I&RS is a system designed to assist when a concern, either academic, behavioral or both, has been identified to be impacting a student's ability to succeed in the classroom. Students may be placed on a tier as part of the Response to Intervention (RTI) system, which provides increasing layers of support. The 504 process may also review a student's eligibility for a 504 plan, which can provide a variety of accommodations for students.



#### Student Health and Wellness:

A Health and Wellness program is organized by parents and faculty, emphasizing nutrition and exercise. Bradford hosts monthly Walk-to-School days and healthy breakfasts for each grade.



#### Parent and Community Involvement:

Parent and caregiver involvement in the classrooms is welcomed. Supported by an active and enthusiastic PTA, the extended Bradford community gathers for many occasions throughout the year, including a Family Movie Night, Pancake Breakfast, a STEAM Carnival, music concerts, book fairs, a Science Fair, a community service day, and food and toy drives.



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### Facilities:

The current building was dedicated in 1925. A wing was added in 2002 to accommodate our growing student body. State of the art technology and art classrooms were added, in addition to a beautiful library. The building has a mix of central air and window units.