NJ SCHOOL PERFORMANCE REPORT

BRIGANTINE ELEMENTARY SCHOOL
(01-0570-010)
Grades Offered: PK-04
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	ATLANTIC
District	BRIGANTINE CITY
Principal Name	DR. LUFF
Address	301 E EVANS BOULEVARD BRIGANTINE, NJ 08203
Phone Number	(609)264-9501
Email Address	JLUFF@BRIGANTINESCHOOLS.ORG
Website	http://www.brigantineschools.org
Facebook	https://www.facebook.com/BrigSchools-611160075744513/
Twitter	https://twitter.com/brigschools

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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	48	43	38
KG	59	57	58
1	55	55	51
2	74	60	51
3	70	72	58
4	72	62	73
Total	378	349	329

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%	48.1%	49.5%
Male	51.6%	51.9%	50.5%
Economically Disadvantaged Students	51.9%	48.1%	53.2%
Students with Disabilities	15.6%	17.5%	21.3%
English Learners	5.6%	6.9%	6.1%
Homeless Students		0.0%	0.3%
Students in Foster Care		1.7%	1.2%
Military-Connected Students		2.6%	4.6%
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	69.8%	69.3%	68.1%
Hispanic	16.4%	14.6%	15.2%
Black or African American	4.8%	5.4%	4.6%
Asian	8.7%	10.6%	12.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

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	48	43	38
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	59	57	58

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	83.9%
Spanish	7.6%
Urdu	2.7%
Bengali	1.5%
Chinese	1.2%
Other Languages	3.0%

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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/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 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/Literacy (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	49.5	44	50	Met Standard	29	45	50	Not Met
White	40	40	50	Met Standard	30	43	51	Not Met
Hispanic	*	44	49	**	*	53	48	**
Black or African American	*	47	44	**	*	63	44	**
Asian, Native Hawaiian, or Pacific Islander	*	65	61	**	*	43.5	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	51	46	48	Met Standard	26	44.5	47	Not Met
Students with Disabilities	*	55	41	**	*	45	43	**
English Learners	*	49.5	54	**	*	42	51	**

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

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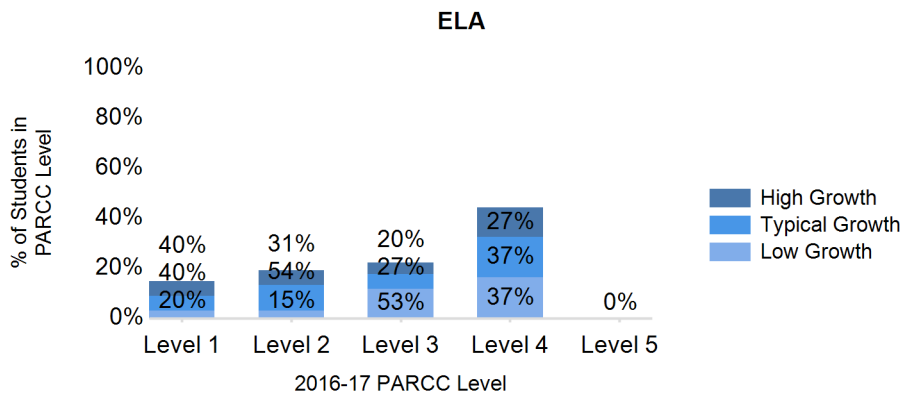
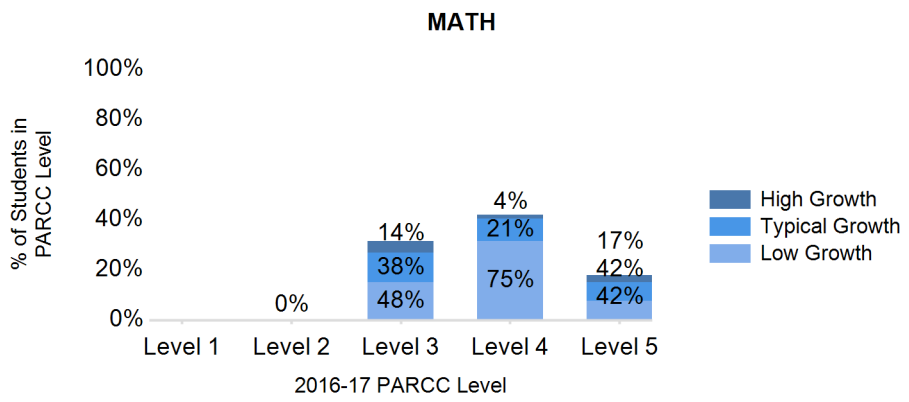
Student Growth by Performance Level

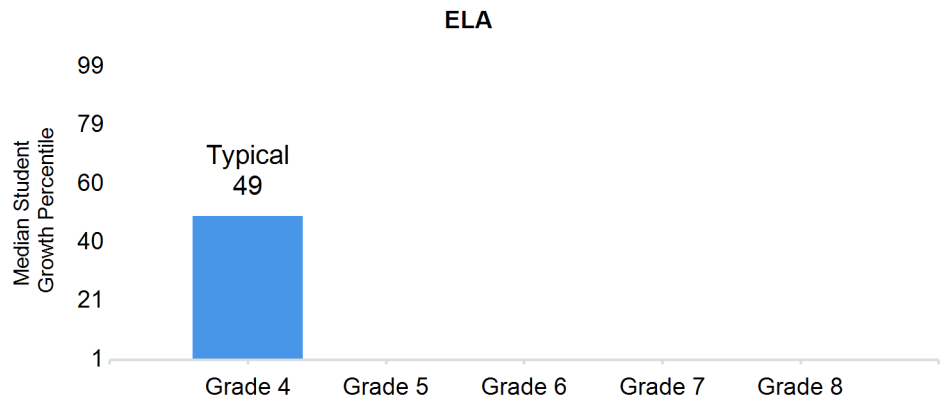
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

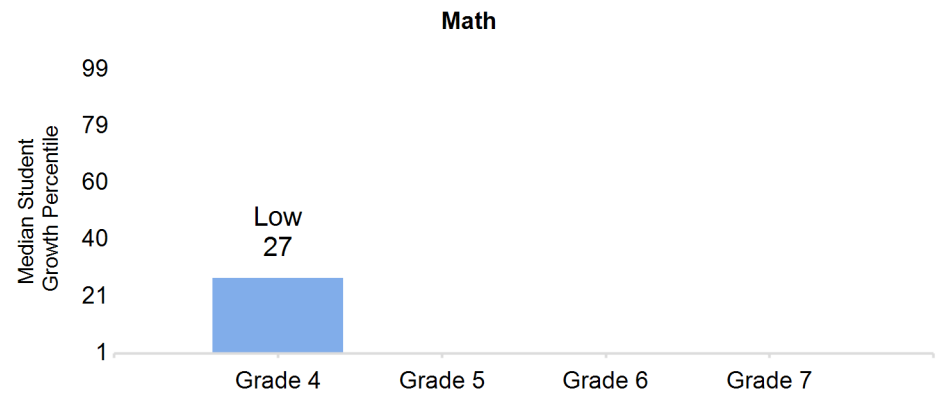




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment 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 school, 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	School: % of Testers Met/Exceeded Expectations	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
Schoolwide	121	96.2	44.6	45.9	56.7	44.6	43.5	Met Target
White	83	95.5	47.0	47.0	65.6	47.0	50	Met Target†
Hispanic	*	*	*	*	42.5	*	**	**
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	47	97.9	59.6	58.7	64.5	59.6		
Male	74	95.1	35.1	33.5	49.4	35.1		
Economically Disadvantaged Students	60	95.3	40.0	38.0	38.5	40.0	28.7	Met Target
Non-Economically Disadvantaged Students	61	97.0	49.2	52.3	67.5	49.2		
Students with Disabilities	17	78.3	17.6	22.5	21.6	14.4	17	Met Target†
Students without Disabilities	104	100.0	49.0	49.3	63.9	49.0		
English Learners	*	*	*	28.6	27.3	*	**	**
Non-English Learners	*	*	*	46.7	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	741	741	750	*	*	29%	38%	0%	38%	52%
White	40	745	745	759	*	*	28%	43%	0%	43%	61%
Hispanic	*	*	*	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	20	757	757	756	*	*	*	*	*	60%	57%
Male	35	731	731	744	*	*	*	*	*	26%	46%
Economically Disadvantaged Students	26	732	732	733	*	*	*	*	*	35%	34%
Non-Economically Disadvantaged Students	29	749	749	762	*	*	*	*	*	41%	64%
Students with Disabilities	12	718	718	719	*	*	*	*	*	*	24%
Students without Disabilities	43	747	747	756	*	*	*	*	*	*	57%
English Learners	N	N	N	712	N	N	N	N	N	N	15%
Non-English Learners	55	741	741	753	*	*	29%	38%	0%	38%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	749	749	756	*	17%	31%	*	*	49%	58%
White	45	753	753	764	*	*	29%	*	*	51%	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	27	761	761	762	*	*	*	*	*	59%	63%
Male	43	742	742	751	*	*	*	*	*	42%	53%
Economically Disadvantaged Students	35	746	746	740	*	*	*	*	*	43%	40%
Non-Economically Disadvantaged Students	35	752	752	767	*	*	*	*	*	54%	70%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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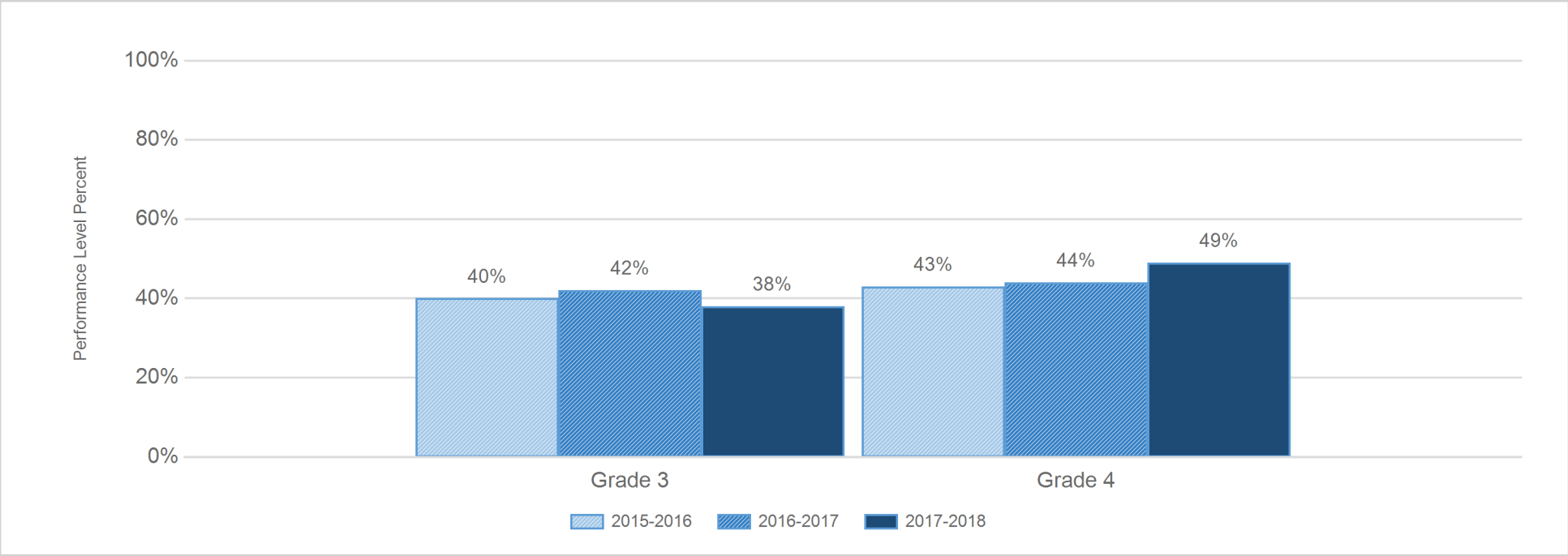
English Language Arts/Literacy Assessment - Performance Trends

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.



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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 school, 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.

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Schoolwide	121	96.2	47.9	39.3	45.0	47.9	39.9	Met Target
White	83	95.5	53.0	40.9	54.1	53.0	42.2	Met Target
Hispanic	*	*	*	*	29.2	*	**	**
Black or African American	*	*	*	10.5	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	56.3	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	47	98.0	46.8	42.0	46.0	46.8		
Male	74	95.1	48.6	36.6	43.9	48.6		
Economically Disadvantaged Students	60	95.5	40.0	31.7	26.6	40.0	30.2	Met Target
Non-Economically Disadvantaged Students	61	97.0	55.8	45.4	55.9	55.8		
Students with Disabilities	17	78.3	41.2	25.0	17.1	33.5	17	Met Target
Students without Disabilities	104	100.0	49.0	41.3	50.5	49.0		
English Learners	*	*	*	28.6	24.6	*	**	**
Non-English Learners	*	*	*	39.7	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	753	753	752	*	*	20%	*	*	62%	53%
White	40	757	757	760	*	*	*	*	*	68%	64%
Hispanic	*	*	*	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	20	768	768	752	*	*	*	*	*	70%	53%
Male	35	745	745	751	*	*	*	*	*	57%	53%
Economically Disadvantaged Students	26	746	746	736	*	*	*	*	*	50%	35%
Non-Economically Disadvantaged Students	29	760	760	762	*	*	*	*	*	72%	66%
Students with Disabilities	12	738	738	730	*	*	*	*	*	50%	29%
Students without Disabilities	43	758	758	756	*	*	*	*	*	65%	57%
English Learners	N	N	N	726	N	N	N	N	N	N	23%
Non-English Learners	55	753	753	754	*	*	20%	*	*	62%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	741	741	748	*	17%	43%	*	*	35%	49%
White	45	745	745	755	*	*	42%	*	*	40%	60%
Hispanic	11	720	720	737	*	*	*	*	*	*	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	29	740	740	748	*	*	48%	*	*	28%	50%
Male	43	742	742	748	*	*	40%	*	*	40%	49%
Economically Disadvantaged Students	37	736	736	733	*	*	43%	*	*	30%	30%
Non-Economically Disadvantaged Students	35	747	747	758	*	*	43%	*	*	40%	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

BRIGANTINE ELEMENTARY SCHOOL
(01-0570-010)
Grades Offered: PK-04
2017-2018

Report Key:
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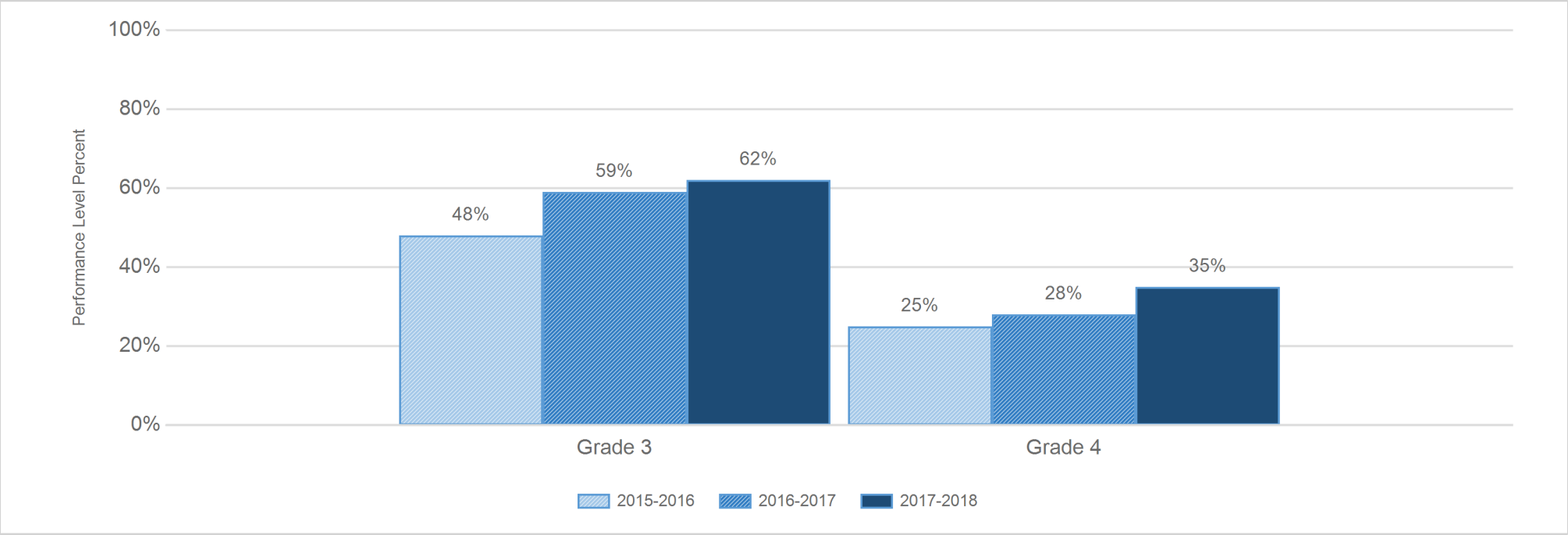
Mathematics Assessment – Performance Trends

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



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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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	N	N
4	N	N

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 school'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	56.3%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	11	72.7%	27.3%
5 or more	*	*	*

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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 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.

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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.

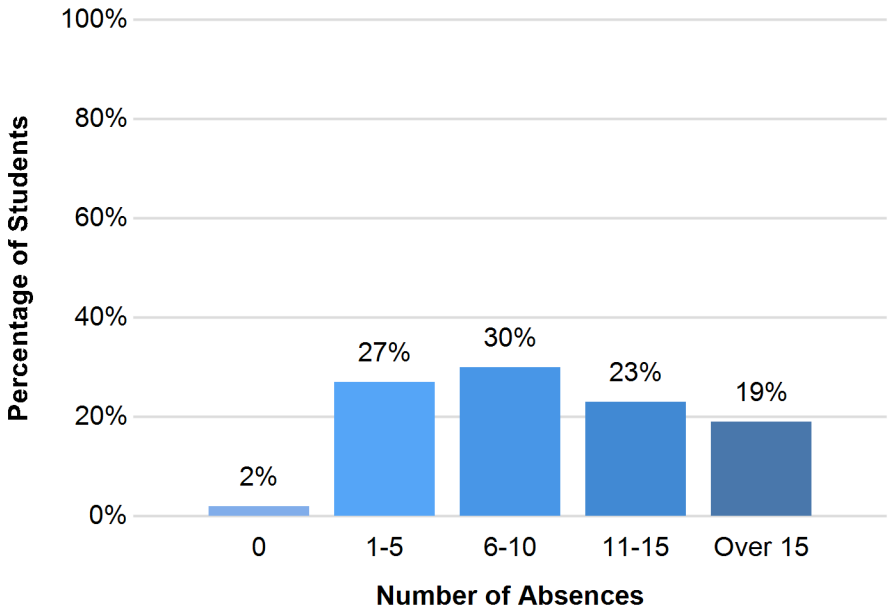
Chronic Absenteeism

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	42	14.4	9.1	Not Met
White	34	16.8	9.1	Not Met
Hispanic	5	11.9	9.1	Not Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific Islander	3	9.1	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	27	17.5	9.1	Not Met
Students with Disabilities	12	19.0	9.1	Not Met
English Learners	1	5.0	9.1	Met

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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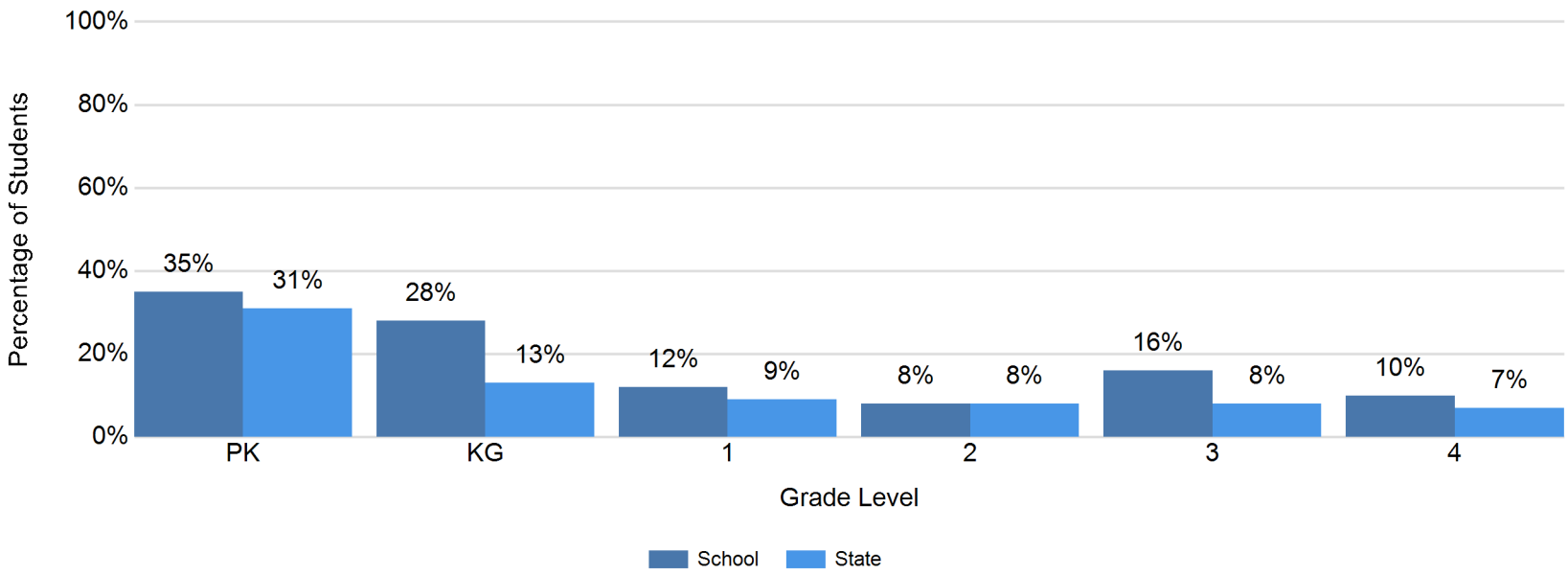
Chronic Absenteeism by Grade

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



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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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.91

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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
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 Bulling (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	0	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	2		2

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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
11

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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	9:00 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 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 3-11. 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
2017-18	1:1

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)	$878	$21,951	$22,829

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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 experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	37	117,464
Average years experience in public schools	20.3	12.0
Average years experience in district	20.3	10.7
Teachers in district for 4 or more years	94.6%	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	6	9,374
Average years experience in public schools	16.0	16.0
Average years experience in district	13.8	12.0
Administrators in district for 4 or more years	83.3%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	8:1
Students to Administrators	165:1	96:1
Teachers to Administrators	19:1	11:1
Students to Librarians/Media Specialists		N
Students to Nurses		287:1
Students to Counselors		287:1
Students to Child Study Team		144:1

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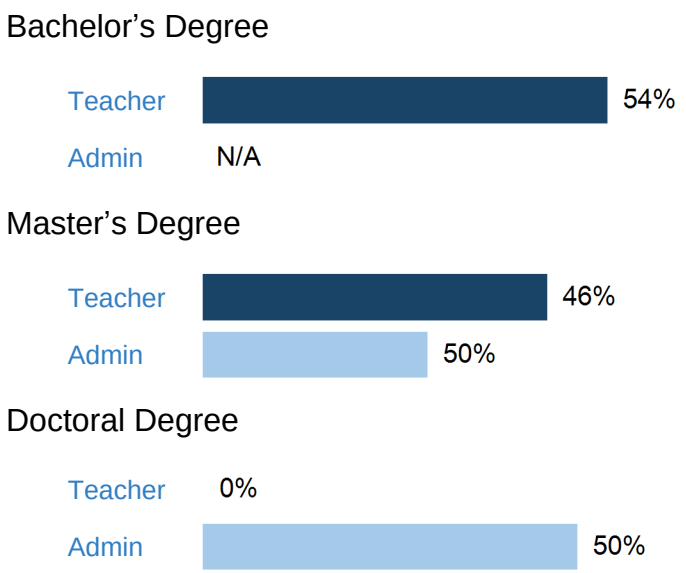
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. 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.



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	92.9%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	94.9%

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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	94.6%	50.0%
Male	5.4%	50.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	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%

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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). 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.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. 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.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	Yes	Yes	No
White	Yes		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative 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. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	22.57	17.5%
Mathematics Proficiency	54.56	17.5%
English Language Arts Growth	39.81	25.0%
Mathematics Growth	2.49	25.0%
Progress Towards English Language Proficiency (coming 2018)	**	**
Chronic Absenteeism	13.73	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	26.13	n/a
Summative Rating: Percentile rank of Summative Score	13.86	n/a
Requires Comprehensive Support: Summative Score is in the bottom 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school 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 school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing 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	n/a	n/a	Yes	Met Target	Met Target	Met Standard	Not Met	**	Not Met	No
White	13.94	14.08	Yes	Met Target†	Met Target	Met Standard	Not Met	n/a	Not Met	No
Hispanic	**	**	No	**	**	**	**	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	43.42	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	**	**	No	Met Target†	Met Target	**	**	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	Met	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 your school directly.

Highlights:	• A positive future-ready learning environment & strong community connections foster a whole-child approach to success. • Arts Night is the culmination of a year-long study that fosters a love of the arts while teaching cultural diversity. • Curriculum: Balanced literacy with Writer's Workshop & leveled reading. Math/science are inquiry-based & tech infused.
Mission, Vision, Theme:	The Brigantine School District mission is to create world-class public schools that nurture the development of productive citizens who will be prepared to take their places as contributing members of 21st Century society with the skills and knowledge necessary to perpetuate and support the principles of American democracy. At Brigantine Elementary School we enable all students to capitalize on their unique abilities and succeed in becoming independent thinkers and creative problem-solvers.
Awards, Recognition, Accomplishments:	Our positive future-ready learning environment, strong connections to the community at-large, and supportive Board of Education along with a committed PTA have fostered the continued excellence of our schools. We have been recognized with New Jersey Schools' Best Practice Awards, National School of Character Recognition, Governor's School of Excellence, and as a New Jersey Star School. The School is awarded grants from AtlantiCare Healthy Schools Initiative to provide programing to promote healthy and happy students.

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School Narrative

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Courses, Curriculum, Instruction:	Instructional programs include balanced literacy with writer's workshop and leveled reading. Math activities are aligned to standards and include hands-on experiences, technology integration, and small group work. Science activities focus on inquiry and real-world applications. Social Studies supports an understanding of the community and students' role within all levels of our society. The specials curriculum are designed to showcase skills in technology, athletics, and the arts.
Clubs and Activities:	Clubs include: Student Council, Computer Club, Before and After School Academic Enrichment, Guitar Club, Ukulele Club, Morning Get Yourself Moving GYM Program, Safety Patrol, Arts Club, Running Club, STEM Club. Each grade level takes an annual field trip designed to broaden their knowledge of the world around them and includes environmental and/or historical perspectives.

NJ SCHOOL PERFORMANCE REPORT

BRIGANTINE ELEMENTARY SCHOOL
(01-0570-010)
Grades Offered: PK-04
2017-2018

Report Key:
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Before and After School Programs:	Brigantine Elementary School offers an after school Homework Club for identified students. The Homework Club is administered by teaching staff members two days a week and transportation is provided to eligible students. Extended day and extended year programs are available for targeted students. The Before and After Care Program offers wrap around care for students in preschool through fourth grade.
Staff and Professional Learning:	Our professional development goals provide for excellence in teaching and leadership strategies and supports the areas identified through a comprehensive needs assessment. Initiatives are developed and professional development helps to insure successful implementation. Summer workshops and curriculum development enhance teachers' work. Common planning allows for growth focused on improved instruction. Teachers attend workshops aligned with their individual professional development plans.

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Student Supports and Services:	The Brigantine Elementary School continues to offer programs to meet the needs of our student population. Special education services, gifted and talented offerings, English Language Learner, as well as a schoolwide Title I program enable us to provide targeted interventions for all our learners. The Intervention and Referral Services Committee meets to provide teachers support in meeting students' needs.
Student Health and Wellness:	Students receive varied opportunities to engage in activities that promote health and wellness. School lunch and before and after the bell breakfast program offer students access to balanced meals. Recess, physical education, as well as daily brain breaks capitalize on the benefits of physical activity. A partnership with AtlantiCare has helped us bring farm to table food and a yoga/mindfulness program to students. Community connections and community service projects promote citizenship.
Parent and Community Involvement:	Strong connections to the community at-large, supportive Board of Education, along with a committed PTA have fostered the continued excellence of our schools. The parent portal, website and social media outlets help us to provide families with information about the school and their child's progress. Arts Night, the Environmental Fair and many PTA sponsored events offer opportunities for parent and community involvement.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Brigantine Elementary School annually surveys staff, students and parents with the NJ School Climate Survey. The School Safety Team and the staff as a whole reviews the results in order to drive future programming. Olweus Bully Prevention, Character Education, and Strengthening Families are all programs that contribute to a positive school climate. Our schoolwide theme, GRIT, celebrates positive behaviors while we teach students to have a growth mindset and work to build resiliency.
Facilities:	The Schools' facilities remain an area of pride within the school community. Rehabilitation of existing spaces through flooring upgrades, new HVAC installation, building control systems, plumbing projects and updating of alarm systems have extended the life-span of our buildings. We continue to rely on the Long Range Facilities Plan to map out our efforts to sustain the campus and buildings while staying committed to student, staff, and community safety and security.
School Safety:	Our school takes proactive measures to protect the safety and security of all students, staff members and visitors, while fostering a safe and secure school culture and climate. Our measures consist of an active School Security Specialist, armed School Resource & Attendance Officer, strong School Safety and Security Plan / EOPs that address all-hazards and follows the recommended phases of crisis management. Additionally, we conduct annual reviews, vulnerability assessments, continuing crisis response trainings, crisis team meetings, monthly security newsletters, monthly fire and security drills, scaled-exercises with first-responders, and continued stakeholder feedback. We are currently in the final construction phase of new single point-of-enter with new lockable foyer/lobby space, pass-through window and enhanced CCTV monitoring in an attempt to improve our target hardening protocols. Safety and security is at the forefront of everyday!

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Technology and STEM:	In STEM, students are focusing on the engineering design process. Third grade students recently worked as problem-solving engineers to design and test parachutes. Second grade students use their understanding of the engineering design process to complete various magnet stations. Kindergarten and first grade students have been introduced to the engineering design process by completing four different fairy tale STEM units. These units incorporate a literature component, as well as, materials to design, build and complete the STEM challenge.
Early Childhood Education:	Brigantine Elementary School is pleased to offer Brigantine families access to a high quality, full day preschool program for three and four year old children. Highly qualified early childhood educators and instructional aides provide students with a hands-on, discovery, and play-based experience using the Creative Curriculum. The focus of our program is to meet each child where they are and help them grow confidence, social skills, strong foundations in literacy and math, and critical thinking aptitudes. In addition, the Early Childhood Program is centered on making connections with families and the community to provide a comprehensive, whole-child approach to the development of our students.

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Other Information:	The Brigantine Elementary School is a comprehensive, Preschool-Grade 4 public school with an enrollment of approximately 330 students serving the island community Brigantine, New Jersey. Brigantine is a barrier island located just north of Atlantic City on the New Jersey Coast. Our community prides itself on the passion for teaching and learning within our schools. There are many factors that can showcase a school district's effectiveness. For the Brigantine Public Schools, our focus is on children and creating for them an educational experience that prepares them for their future. With a whole-child approach and a supportive focus on positive climate and culture, our school offers a wide variety of educational, social and emotional, and physical learning opportunities. Curriculum and instruction is developed and carried out to insure that we meet each student at their level and then foster growth within academic, social, and emotional domains. Choice, authentic experiences, and an integrated learning design enable students to take ownership of their learning. Staff members are committed to their own professional growth and continually add strategies and skills to their repertoire. Students receive varied opportunities to engage in activities that promote citizenship and becoming supportive active members of society. These include, community connections with local organizations, fundraising for local, state, and national drives, school and community service projects, and more. The implementation of Google Apps for Education coupled with our Chromebook initiative has cemented our commitment to student learning and access to technology. Supported with the installation of 68 wireless access points throughout the District, our school has untethered students and teachers with technological application opportunities throughout the campus.