NJ SCHOOL PERFORMANCE REPORT

Clark Mills School
(25-2920-050)
Grades Offered: KG-05
2018-2019

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

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	Monmouth
District	Manalapan-Englishtown Regional Schools School District
Principal Name	Mrs. Jayme Orlando
Address	34 GORDONS CORNER ROAD MANALAPAN, NJ 07726-3798
Phone Number	732-786-2720
Email Address	jorlando@mersnj.us
Website	http://www.mersnj.us/cm

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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
KG	0	0	0
1	84	107	96
2	102	86	104
3	107	106	88
4	119	117	105
5	107	122	118
Total	519	538	511

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	50.1%	51.1%	49.9%
Male	49.9%	48.9%	50.1%
Economically Disadvantaged Students	6.7%	6.1%	7.2%
Students with Disabilities	15.2%	16.0%	16.2%
English Learners	0.6%	0.2%	0.4%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.4%	0.2%	0.0%
Military-Connected Students	0.6%	0.2%	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	82.9%	80.7%	79.5%
Hispanic	8.5%	10.4%	10.4%
Black or African American	1.0%	0.9%	1.0%
Asian	6.4%	6.3%	6.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	1.2%	1.5%	2.3%

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
KG - Half Day	N	N	N
KG - Full Day	N	N	N

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	92.8%
Russian	2.7%
Other Languages	4.5%

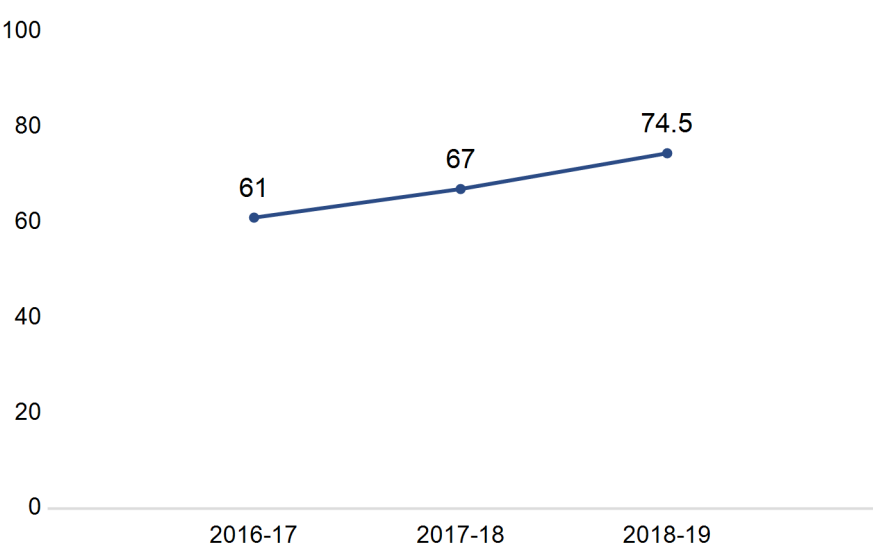**NJ SCHOOL PERFORMANCE REPORT**

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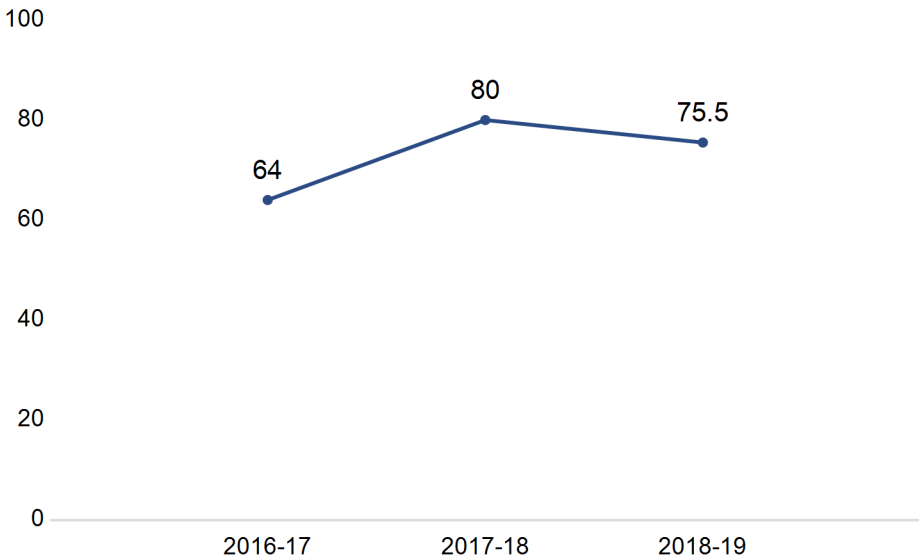† This indicates a table specific note, see note below table

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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

- 2016-17: 61
- 2017-18: 67
- 2018-19: 74.5

Math Median Student Growth Percentile

- 2016-17: 64
- 2017-18: 80
- 2018-19: 75.5

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	61	67	74.5	64	80	75.5
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds 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	74.5	63	50	Exceeds Standard	75.5	61	50	Exceeds Standard
White	73	62.5	50	Exceeds Standard	74.5	60	52	Exceeds Standard
Hispanic	86	67	49	**	75.5	62	47	**
Black or African American	*	44	45	**	*	40.5	43	**
Asian, Native Hawaiian, or Pacific Islander	80	67	59	**	86	68.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	67	49	**	*	55	52	**
Female	74.5	67	53	N	77.5	60	50	N
Male	74.5	60	47	N	74.5	61	51	N
Economically Disadvantaged Students	83	63	48	**	75	59	46	**
Students with Disabilities	59	48.5	43	Met Standard	74	54.5	45	Exceeds Standard
English Learners	*	75	52	**	*	72	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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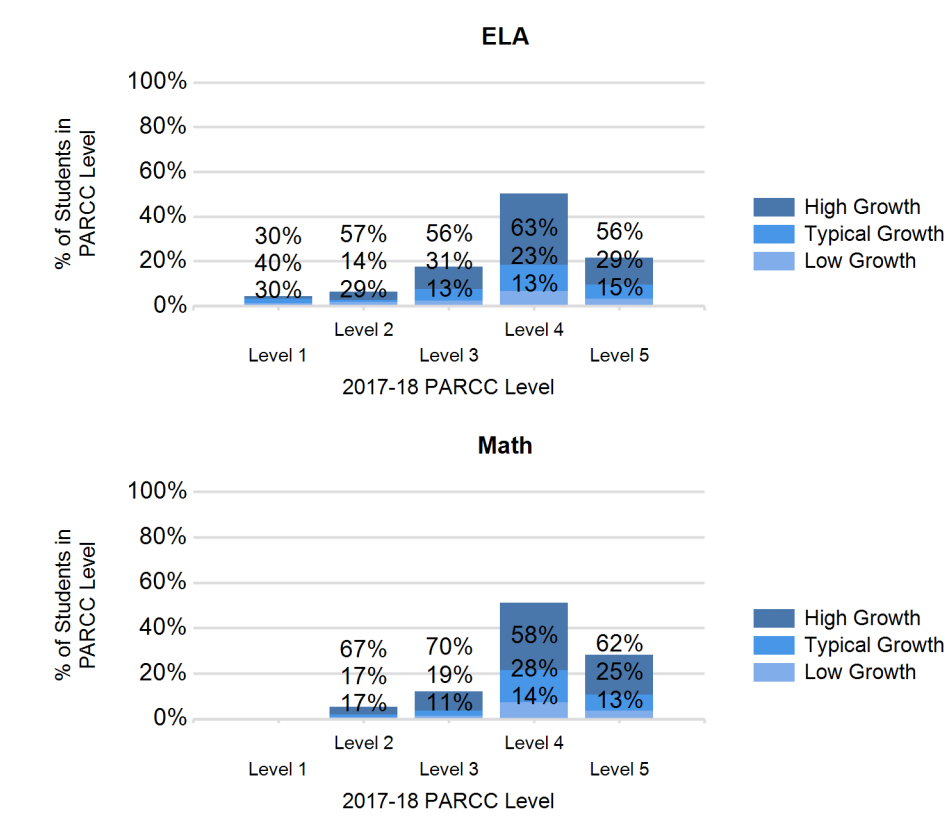
A student's SGP falls between 1 and 99 and can be grouped into three levels:
| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

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.
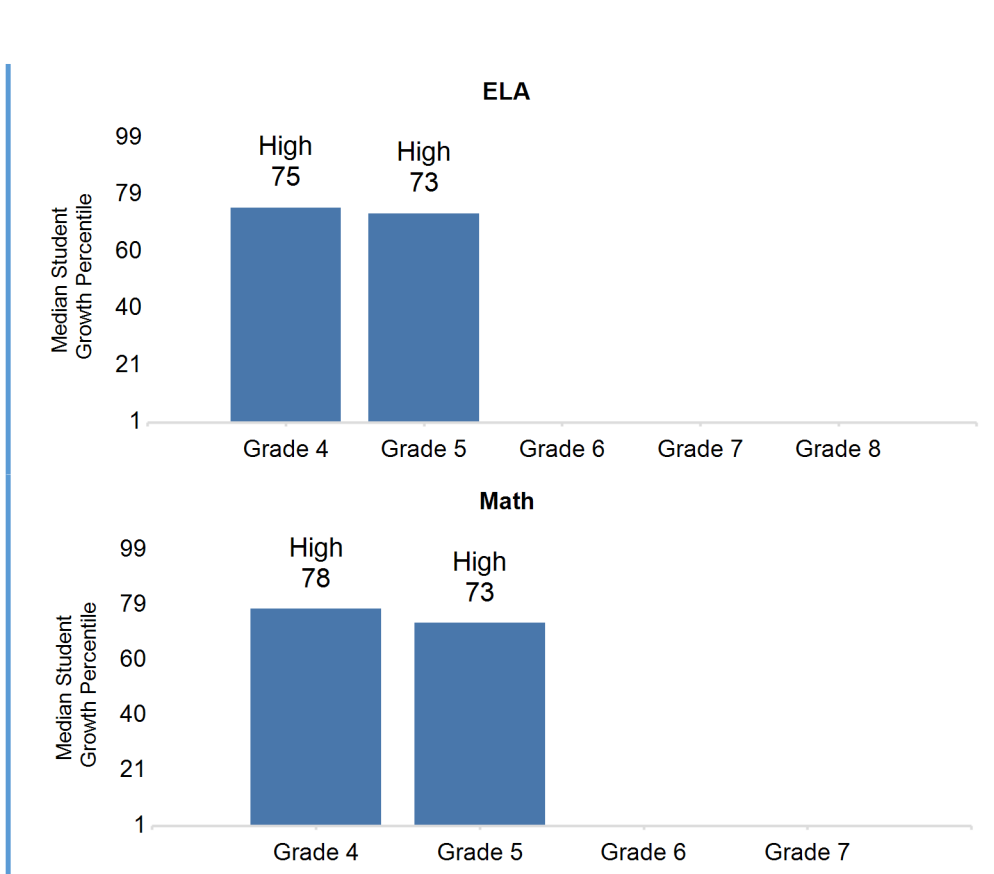
Student Growth by Performance Level

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

Student Growth by Grade

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

ELA — % of Students in PARCC Level by 2017-18 PARCC Level

Level	High Growth	Typical Growth	Low Growth
Level 1	30%	40%	30%
Level 2	57%	14%	29%
Level 3	56%	31%	13%
Level 4	63%	23%	13%
Level 5	56%	29%	15%

Math — % of Students in PARCC Level by 2017-18 PARCC Level

Level	High Growth	Typical Growth	Low Growth
Level 2	67%	17%	17%
Level 3	70%	19%	11%
Level 4	58%	28%	14%
Level 5	62%	25%	13%

ELA — Median Student Growth Percentile

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
High 75	High 73			

Math — Median Student Growth Percentile

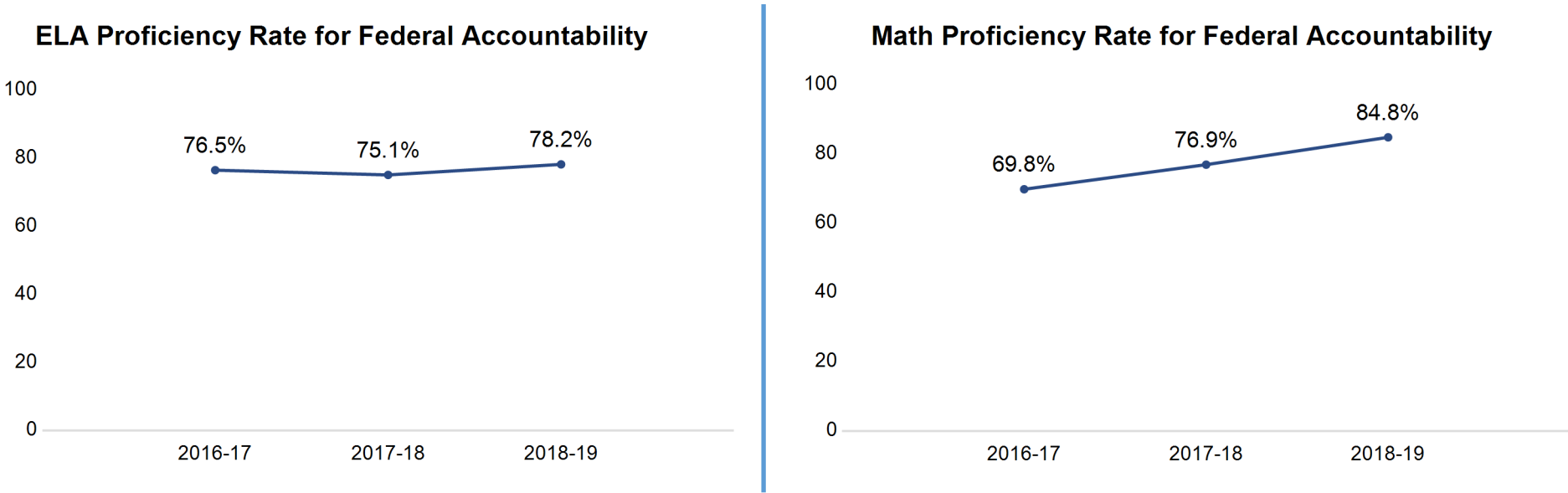| Grade 4	Grade 5	Grade 6	Grade 7
High 78	High 73		

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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

Year	Rate
2016-17	76.5%
2017-18	75.1%
2018-19	78.2%

Math Proficiency Rate for Federal Accountability

Year	Rate
2016-17	69.8%
2017-18	76.9%
2018-19	84.8%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	98.6%	98.5%	98.6%	98.4%	98.5%
Proficiency Rate for Federal Accountability	76.5%	75.1%	78.2%	69.8%	76.9%	84.8%
Annual Target	70.7%	71.2%	71.7%	68.6%	69.2%	69.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Goal
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.

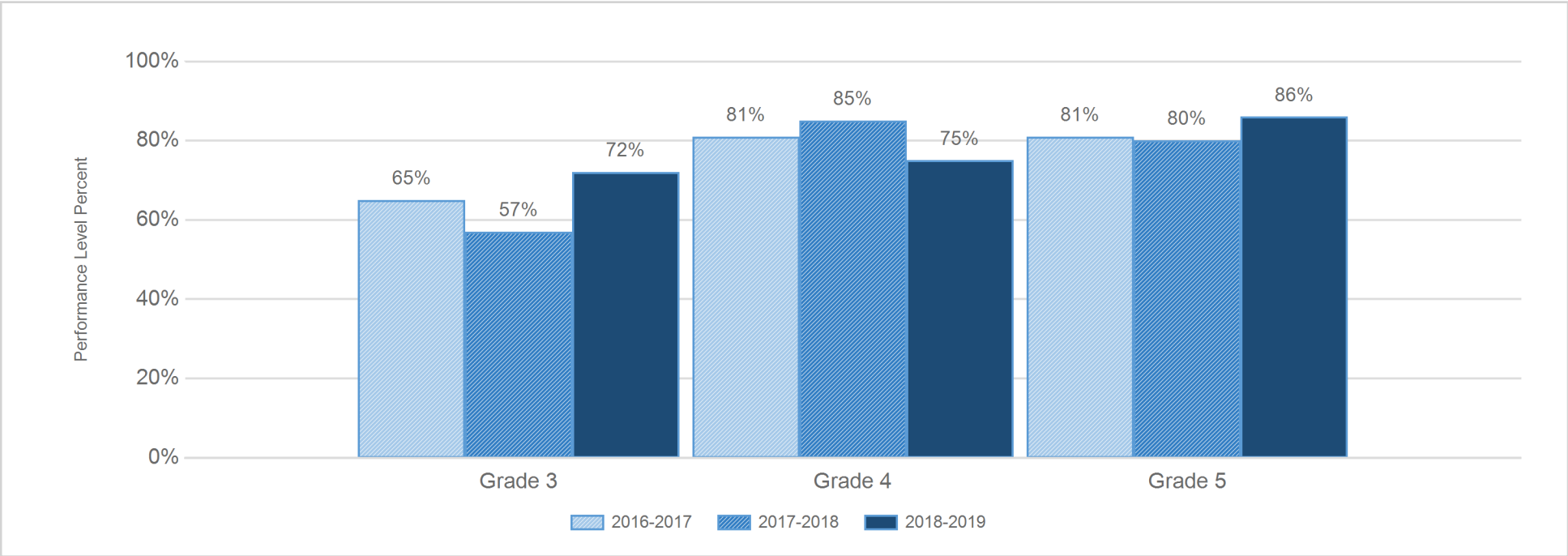| Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	330	98.5	78.2	78.1	57.9	78.2	71.7	Met Target
White	270	98.5	77.8	77.4	66.9	77.8	69.5	Met Target
Hispanic	30	96.8	80.0	72.9	43.9	80.0	80	Met Goal
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	78.3	89.4	82.9	78.3	80	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	77.8	64.4	*	**	**
Female	167	98.8	80.8	84.1	64.8	80.8		
Male	163	98.2	75.5	72.6	51.3	75.5		
Economically Disadvantaged Students	25	100.0	68.0	*	40.0	68.0	43.3	Met Target
Non-Economically Disadvantaged Students	305	98.4	79.0	*	67.9	79.0		
Students with Disabilities	55	93.3	34.5	30.2	22.7	33.9	36.6	Met Target†
Students without Disabilities	275	99.6	86.9	86.7	65.1	86.9		
English Learners	*	*	*	62.8	29.3	*	**	**
Non-English Learners	*	*	*	78.5	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	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
Schoolwide	104	768	768	748	*	*	16%	56%	16%	72%	50%
White	82	769	769	757	*	*	15%	62%	13%	76%	60%
Hispanic	12	763	759	734	*	*	*	*	*	67%	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	56	775	773	753	*	*	*	*	*	75%	55%
Male	48	761	762	743	*	*	*	*	*	69%	46%
Economically Disadvantaged Students	*	*	745	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	769	759	*	*	*	*	*	*	61%
Students with Disabilities	13	714	728	719	*	*	*	*	*	23%	24%
Students without Disabilities	91	776	773	754	*	*	*	*	*	79%	56%
English Learners	N	N	729	713	N	N	N	N	N	N	17%
Non-English Learners	104	768	769	751	*	*	16%	56%	16%	72%	54%
Homeless Students	N	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
Schoolwide	106	775	775	755	*	*	14%	38%	38%	75%	57%
White	88	771	771	763	*	*	15%	40%	33%	73%	67%
Hispanic	*	*	774	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	801	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	53	777	779	760	*	*	*	38%	40%	77%	62%
Male	53	773	770	750	*	*	*	38%	36%	74%	53%
Economically Disadvantaged Students	*	*	756	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	776	765	*	*	*	*	*	*	69%
Students with Disabilities	18	723	*	725	*	*	*	*	*	17%	25%
Students without Disabilities	88	786	*	761	*	*	*	*	*	88%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	106	775	*	758	*	*	14%	38%	38%	75%	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	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

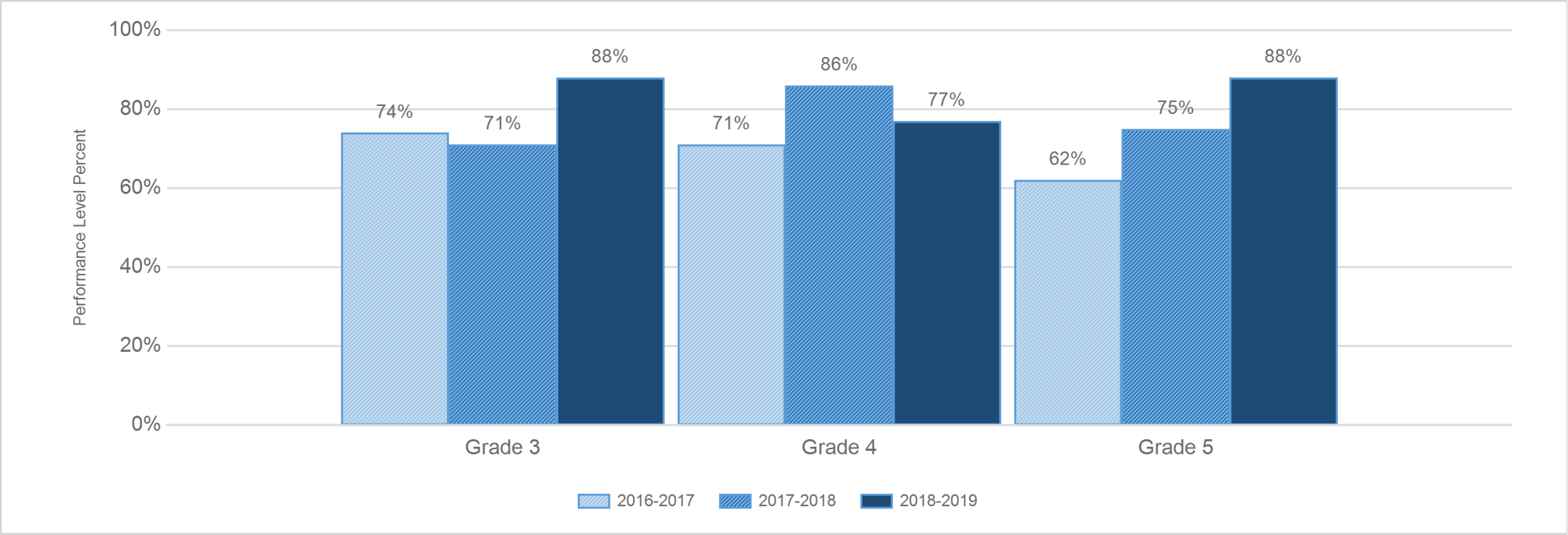| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	784	777	756	*	*	10%	52%	34%	86%	58%
White	100	781	774	764	*	*	11%	53%	31%	84%	68%
Hispanic	*	*	770	743	*	*	*	*	*	*	44%
Black or African American	*	*	750	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	798	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	794	762	*	*	*	*	*	*	65%
Female	60	791	785	761	*	*	*	43%	45%	88%	64%
Male	61	777	771	750	*	*	*	61%	23%	84%	52%
Economically Disadvantaged Students	11	788	763	740	*	*	*	*	*	82%	39%
Non-Economically Disadvantaged Students	110	783	779	766	*	*	*	*	*	86%	69%
Students with Disabilities	24	749	738	724	*	*	*	*	*	54%	23%
Students without Disabilities	97	792	785	762	*	*	*	*	*	94%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	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	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	330	98.5	84.8	73.7	44.5	84.8	69.8	Met Goal
White	270	98.5	84.1	72.3	54.1	84.1	67.7	Met Goal
Hispanic	30	96.8	80.0	68.6	28.8	80.0	59.4	Met Goal
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	95.7	89.2	76.5	95.7	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	81.5	53.3	*	**	**
Female	167	98.8	85.0	75.6	44.9	85.0		
Male	163	98.2	84.7	72.0	44.2	84.7		
Economically Disadvantaged Students	25	100.0	76.0	*	26.3	76.0	43.3	Met Target
Non-Economically Disadvantaged Students	305	98.4	85.6	*	54.9	85.6		
Students with Disabilities	55	93.3	49.1	26.6	17.4	48.2	43.6	Met Target
Students without Disabilities	275	99.6	92.0	82.2	50.0	92.0		
English Learners	*	*	*	66.3	25.0	*	**	**
Non-English Learners	*	*	*	73.9	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Clark Mills School

(25-2920-050)

Grades Offered: KG-05

2018-2019

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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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Clark Mills School

(25-2920-050)

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2018-2019

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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.

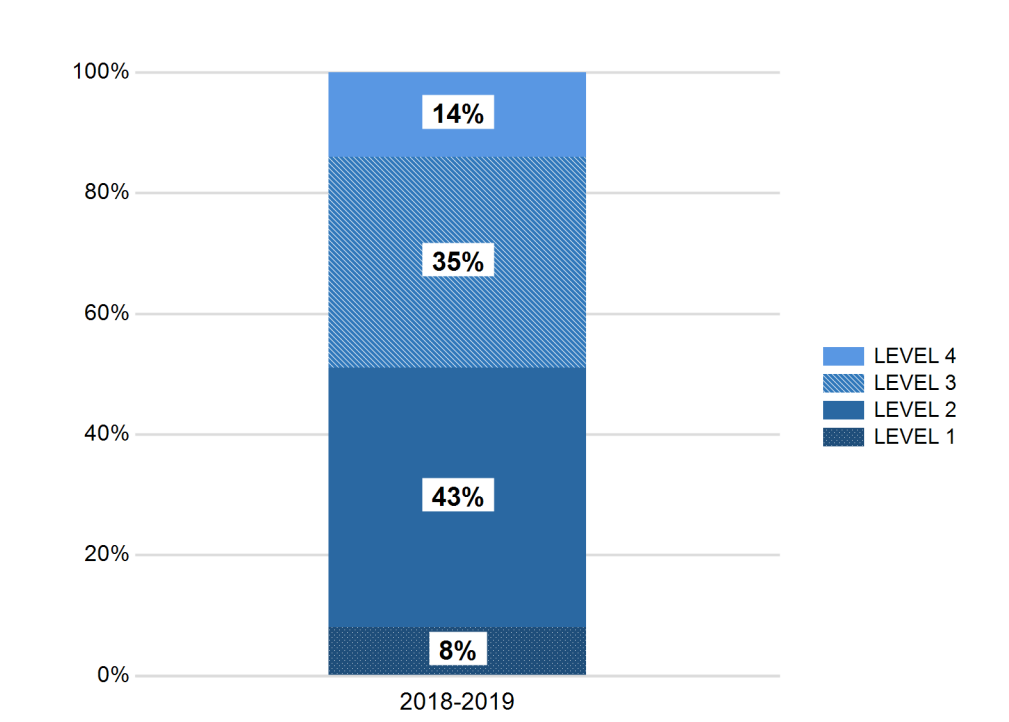| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	779	776	752	*	*	*	51%	37%	88%	55%
White	82	779	776	760	*	*	*	56%	32%	88%	66%
Hispanic	12	776	766	739	0%	*	*	*	*	83%	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	56	780	776	751	*	*	*	50%	38%	88%	54%
Male	48	778	776	752	*	*	*	52%	35%	88%	56%
Economically Disadvantaged Students	*	*	751	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	778	761	*	*	*	*	*	*	67%
Students with Disabilities	13	739	746	731	*	*	*	*	*	46%	31%
Students without Disabilities	91	785	781	756	*	*	*	*	*	93%	60%
English Learners	N	N	742	728	N	N	N	N	N	N	26%
Non-English Learners	104	779	777	754	*	*	*	51%	37%	88%	58%
Homeless Students	N	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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Clark Mills School

(25-2920-050)

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2018-2019

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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
Schoolwide	106	776	774	749	*	*	13%	43%	34%	77%	51%
White	88	773	772	757	*	*	13%	45%	31%	76%	62%
Hispanic	*	*	764	737	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	800	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	53	773	774	749	*	*	*	43%	32%	75%	50%
Male	53	779	775	749	*	*	*	43%	36%	79%	52%
Economically Disadvantaged Students	*	*	761	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	776	759	*	*	*	*	*	*	63%
Students with Disabilities	18	727	*	726	*	*	*	*	*	28%	25%
Students without Disabilities	88	786	*	754	*	*	*	*	*	88%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	106	776	*	751	*	*	13%	43%	34%	77%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Clark Mills School

(25-2920-050)

Grades Offered: KG-05

2018-2019

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
Schoolwide	121	779	774	747	*	*	8%	55%	33%	88%	47%
White	100	776	772	755	*	*	*	58%	29%	87%	58%
Hispanic	*	*	757	735	*	*	*	*	*	*	30%
Black or African American	*	*	743	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	798	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	781	753	*	*	*	*	*	*	55%
Female	60	780	775	747	*	*	*	53%	37%	90%	47%
Male	61	777	773	747	*	*	*	57%	30%	87%	47%
Economically Disadvantaged Students	11	768	752	732	*	*	*	*	*	82%	27%
Non-Economically Disadvantaged Students	110	780	776	757	*	*	*	*	*	89%	59%
Students with Disabilities	24	752	741	725	*	*	*	*	*	63%	19%
Students without Disabilities	97	785	780	752	*	*	*	*	*	95%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Clark Mills School
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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	N	N
5	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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

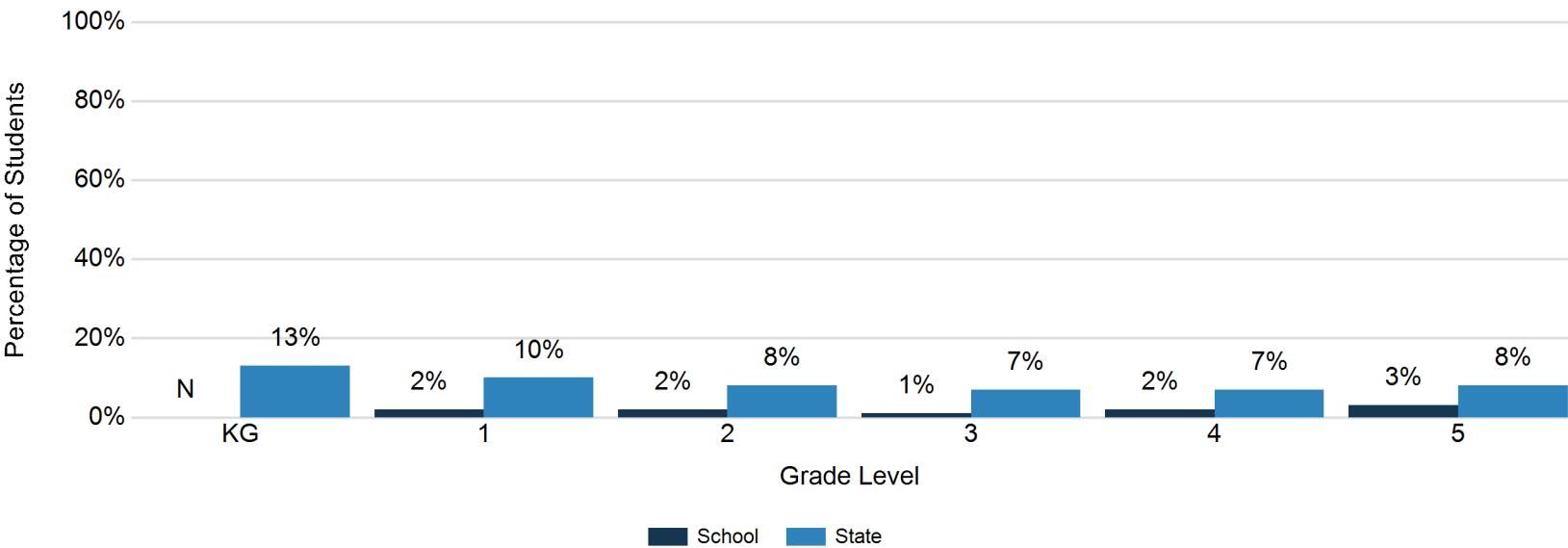| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	*	*	*
5 or more	*	*	*

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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 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
Schoolwide	8	43	35	14
White	10	43	37	11
Hispanic	0	70	10	20
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	8	45	32	15
Male	8	41	38	13
Economically Disadvantaged Students	18	45	27	9
Non-Economically Disadvantaged Students	7	43	36	14
Students with Disabilities	28	52	16	4
Students without Disabilities	3	41	40	16
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
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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2018-2019

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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	11	2.1	8.9	Met
White	9	2.2	8.9	Met
Hispanic	1	1.8	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	2.9	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	5	1.9		
Male	6	2.3		
Economically Disadvantaged Students	2	5.1	8.9	Met
Students with Disabilities	4	4.2	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Clark Mills School

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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	0.98

Police Notifications

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

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

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

Student Disciplinary Removals

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

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

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

Clark Mills School
(25-2920-050)
Grades Offered: KG-05
2018-2019

School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

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

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

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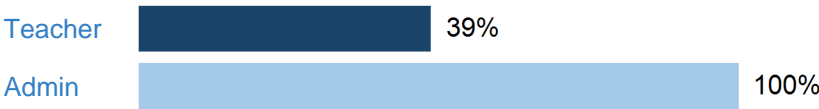
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	41	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	12.0	10.8
Percentage of Teachers with 4 or more years experience in the district	80.5%	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	28	9,530
Average years experience in public schools	14.0	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	82.1%	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	256:1	179:1
Teachers to Administrators	21:1	14:1
Students to Librarians/Media Specialists		1001:1
Students to Nurses		501:1
Students to Counselors		715:1
Students to Child Study Team Members		238:1

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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 – 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	49.9%	90.2%	100.0%	48.4%	77.1%	54.9%
Male	50.1%	9.8%	0.0%	51.6%	22.9%	45.1%
White	79.5%	97.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.4%	2.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.8%	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%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%

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2018-2019

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

Teacher 61%

Admin N/A

Master's Degree

Teacher 39%

Admin 100%

Doctoral Degree

Teacher 0%

Admin 0%

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	92.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.5%

Clark Mills School

(25-2920-050)

Grades Offered: KG-05

2018-2019

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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.

NJ SCHOOL PERFORMANCE REPORT

Clark Mills School
(25-2920-050)
Grades Offered: KG-05
2018-2019

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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.

Clark Mills School

(25-2920-050)

Grades Offered: KG-05

2018-2019

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	76.5%	75.1%	78.2%
Math Proficiency	69.8%	76.9%	84.8%
ELA Growth	61	67	74
Math Growth	64	80	76
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	2.9%	3.1%	2.1%

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

Clark Mills School

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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.

Clark Mills School

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Clark Mills School
(25-2920-050)
Grades Offered: KG-05
2018-2019

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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:
- Curriculum includes Envision 2.0 Math, Balanced Literacy, and Units of Study Writers Workshop model
- Technology , such as smartboards, chromebooks, ipads, and educational websites are integrated into instruction.
- Media Makerspace allows students to create, tinke, build and design collaboratively with peers.

Mission, Vision, Theme:
Clark Mills School is a first through fifth grade school committed to providing an outstanding educational program for all students so that they will be prepared to help lead our country in an ever-changing, global society. Our teachers place students at the center of the learning process and the staff regards our 21st century learners as their primary focus. A bond between home and school has been established in order to champion common goals and educational advancements.

Awards, Recognition, Accomplishments:
Recognized as a Future Ready School; Recognized as one of the top 25 schools in New Jersey based on the School Performance Report

Clark Mills School

(25-2920-050)

Grades Offered: KG-05

2018-2019

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Courses, Curriculum, Instruction:	In grades 1-5 we use the Envision 2.0 math program and utilize a variety of resources in language arts such as Project Read, Making Meaning and TC Units of Study for writing during our balanced literacy block. A variety of technology programs and websites are utilized to enhance lessons and engage learners. RTI is used to remediate struggling learners' needs and special subject enrichment is available to qualified students in grades 2-5.
Clubs and Activities:	Clark Mills School offers a variety of school clubs for our students. Students engage in coding activities during our after school Coding Club. Student Council participates in community-based learning experiences and promotes a positive school culture. Other after school activities include band, chorus, orchestra, and STEAMTank Challenge. We offer are a plethora of activities for our students.

NJ SCHOOL PERFORMANCE REPORT

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Before and After School Programs:	Response to Intervention groups for reading and math are offered before and after school to students who need additional support in these areas. Project Achievement, a program focused on close reading of informational text, is also offered for students needing additional support in this specific area. Targeted intervention plans are created for students and interventions run for 12 weeks. Data is collected to assess student growth from these programs.
Staff and Professional Learning:	Professional development needs are obtained through a survey developed by our ScIP Committee. Teachers are a part of Professional Learning Communities where they get to discuss professional literature, student data, and instructional strategies, which assists them in meeting the diverse needs of our students. Developing teacher leaders was an area of continued focus through the implementation of Pineapple Charts, Lesson Studies and Microteaching. Profesional development also focused on High Effect Size Instructional Strategies.

NJ SCHOOL PERFORMANCE REPORT

Clark Mills School
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Student Supports and Services:	At Clark Mills, we offer a variety of support services to meet the academic and social well being of our students. We utilize a problem-solving approach to identify students' needs and create intervention plans to target areas of focus. A school counselor, school psychologist and school social worker offer guidance on the emotional, social and behavioral needs of our students. A variety of special education programs and intervention services are available to students when necessary.
Student Health and Wellness:	Our students participate in physical education class twice during a six day cycle and also participate in recess daily. In many classes, brain breaks are also incorporated during transition times. Family Life lessons are taught and the teachers and counselor work together to teach students lessons about character education, anti-bullying, and social thinking. The counselor and school psychologist also offer small social groups on a variety of topics to assist students.
Parent and Community Involvement:	A collaborative bond between home and school has been established by parents, teachers, and the administration. We have an extremely active PTO who offers parents a lot of ways to get involved in our school community. They also provide a variety of fun events for our students. In addition, parents are also a part of our School Safety Team where we review procedures and programs for anti-bullying. Parents have the opportunity to participate in workshops during our Parent University.

Clark Mills School

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2018-2019

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Facilities:	Clark Mill School has been educating students since its opening in 1957. Since its opening, the school has had four major additions including a new cafetorium in 2002 and the addition of the John I Dawes Early Learning Center in 2007. The two classrooms in our new wing have air conditioning as well as the cafetorium, gym, media center and computer labs.
School Safety:	At Clark Mills, safety is our number one priority. We use a visitor management system so that we are aware of who is visiting our school at all times. Safety drills and procedures are built in as part of the classroom/school routine each month; and we continue to practice the required schools drills so that our staff and students know how to respond calmly and more efficiently

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Technology and STEM:	Technology is integrated into all aspects of the curriculum. Students in grades 3, 4 and 5 have their own chromebook that they frequently use throughout the day. Google Classroom is utilized as a way for teachers and students to communicate with each other regarding assignments and lessons. Clark Mills School has two Apple computer labs and the students are provided with technology instruction every other week by a technology teacher. A variety of technology such as ipads, Smartboards, document cameras, and educational websites are utilized to enhance lessons. Technology is also used for parent communication. We use an electronic backpack and a school website to provide information to parents and the community. In addition, the Media Makerspace offers students the opportunity to participate in STEAM lessons and to tinker and explore.

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Other Information	Clark Mills School is a first through fifth grade school, which houses approximately 511students. Students enter our building every day ready to "Step up to Learning." The atmosphere at Clark Mills School is one in which learning is a challenging, rewarding, and exciting experience for our students. We want our students to view Clark Mills as their home away from home. At Clark Mills School, we recognize that we have a responsibility to set challenging goals, design innovative lessons, and engage students in meaningful, relevant instruction. It is throughthis process that we continue to develop motivated students who understand that, with hard work, determination, a growth mindset, and perseverance they have the ability to achieve high levels of success. In addition, our Response to Intervention model affords us the opportunity to identify students who need further language arts, math, and behavioral supports early on. We have an active Problem Solving Committee who works closely with school administration, teachers, students, and parents to reinforce the elements of good character and conflict resolution strategies. Students are recognized each month from each class for being an outstanding role model. Through a united effort of staff, parents, and administration, all of our expertise and resources are utilized to provide each child with a first rate education in order to prepare them for college and career readiness.

NJ SCHOOL PERFORMANCE REPORT

John I. Dawes Early Learning Center
(25-2920-120)
Grades Offered: PK-KG
2018-2019

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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

Notes from the New Jersey Department of Education:

John I. Dawes Early Learning Center
(25-2920-120)
Grades Offered: PK-KG
2018-2019

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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	Monmouth
District	Manalapan-Englishtown Regional Schools School District
Principal Name	Mrs. Melissa Foy
Address	38 GORDONS CORNER ROAD MANALAPAN, NJ 07726
Phone Number	732-786-2830
Email Address	melissafoy@mersnj.us
Website	http://www.mersnj.us/elc

John I. Dawes Early Learning Center

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2018-2019

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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	109	114	113
KG	328	321	259
Total	437	435	372

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.1%	43.2%	45.4%
Male	54.9%	56.8%	54.6%
Economically Disadvantaged Students	7.1%	6.9%	7.3%
Students with Disabilities	28.4%	29.4%	33.3%
English Learners	3.7%	2.3%	5.1%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.7%	0.8%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	72.1%	71.5%	77.7%
Hispanic	9.6%	10.3%	8.9%
Black or African American	2.1%	1.1%	0.8%
Asian	12.4%	12.4%	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	3.9%	4.6%	1.9%

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	72	79	74
PK - Full Day	37	35	39
KG - Half Day	0	0	0
KG - Full Day	328	321	259

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	89.5%
Russian	3.8%
Spanish	1.6%
Telugu	1.1%
Other Languages	4.0%

John I. Dawes Early Learning Center
(25-2920-120)
Grades Offered: PK-KG
2018-2019

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	*	*	*

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	19	68.4%	31.6%
3-4	N	N	N
5 or more	N	N	N

John I. Dawes Early Learning Center

(25-2920-120)

Grades Offered: PK-KG

2018-2019

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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	20	7.9	13.1	Met
White	12	5.7	13.1	Met
Hispanic	2	20.0	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	5	17.9	13.1	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	7	5.8		
Male	13	9.9		
Economically Disadvantaged Students	1	9.1	**	**
Students with Disabilities	9	22.5	13.1	Not Met
English Learners	1	7.7	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

John I. Dawes Early Learning Center

(25-2920-120)
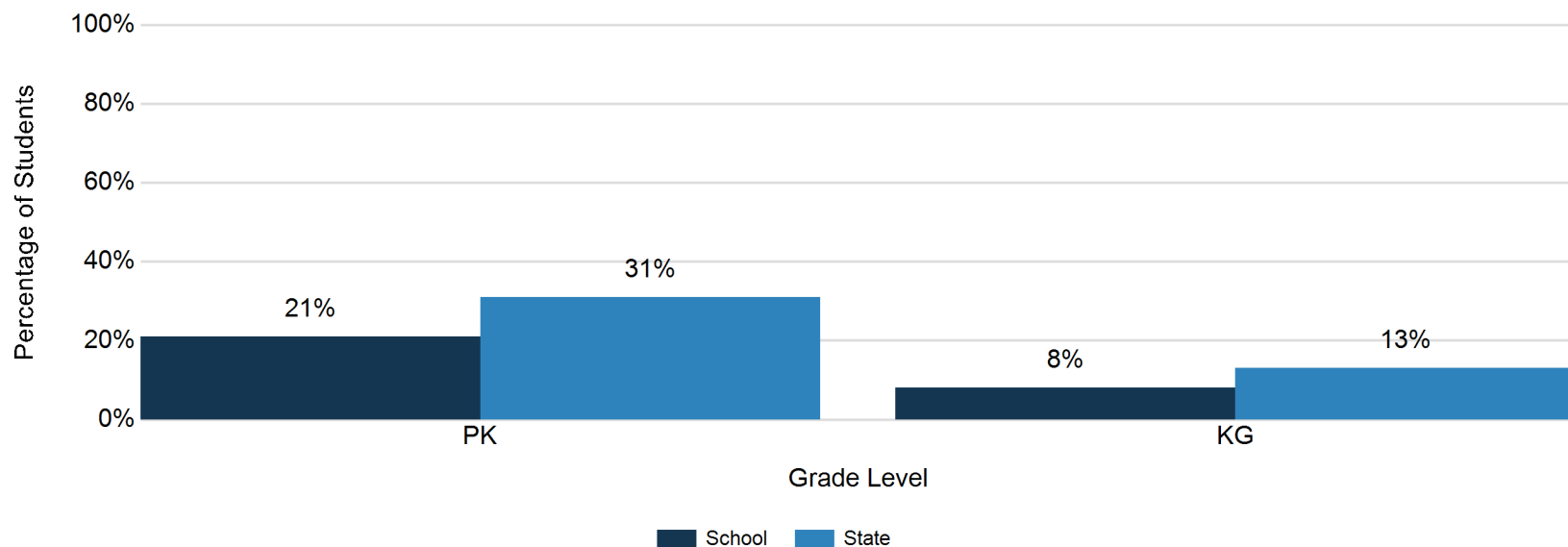
Grades Offered: PK-KG

2018-2019

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 by Grade

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

Chronic Absenteeism by Grade chart. PK: School 21%, State 31%. KG: School 8%, State 13%. Legend: School (dark), State (light blue). Y-axis: Percentage of Students. X-axis: Grade Level.

John I. Dawes Early Learning Center

(25-2920-120)

Grades Offered: PK-KG

2018-2019

Report Key:
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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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

John I. Dawes Early Learning Center
(25-2920-120)
Grades Offered: PK-KG
2018-2019

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	9:20 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

John I. Dawes Early Learning Center
(25-2920-120)
Grades Offered: PK-KG
2018-2019

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	35	118,214
Average years experience in public schools	9.5	12.1
Average years experience in district	9.3	10.8
Percentage of Teachers with 4 or more years experience in the district	71.4%	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	28	9,530
Average years experience in public schools	14.0	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	82.1%	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	11:1	12:1
Students to Administrators	186:1	179:1
Teachers to Administrators	18:1	14:1
Students to Librarians/Media Specialists		1001:1
Students to Nurses		501:1
Students to Counselors		715:1
Students to Child Study Team Members		238:1

John I. Dawes Early Learning Center

(25-2920-120)

Grades Offered: PK-KG

2018-2019

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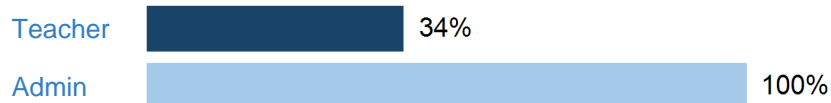
Teachers and Administrators – Demographics

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	45.4%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	54.6%	0.0%	0.0%	51.6%	22.9%	45.1%
White	77.7%	94.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.9%	5.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.8%	0.0%	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%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	0.0%	2.1%	0.2%	0.2%

John I. Dawes Early Learning Center
(25-2920-120)
Grades Offered: PK-KG
2018-2019

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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 - 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

Teacher 66%
Admin N/A

Master's Degree

Teacher 34%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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	92.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%

John I. Dawes Early Learning Center
(25-2920-120)
Grades Offered: PK-KG
2018-2019

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.

John I. Dawes Early Learning Center
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2018-2019

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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:	• The preschool program utilizes the Tools of the Mind Curriculum. • The kindergarten curriculum includes Envision Math 2.0, Units of Study for Writing, Project Read, and Making Meaning. • Technology such as Smartboards, iPads and document cameras are integrated into instruction.
	Mission, Vision, Theme:	The John I. Dawes Early Learning Center is home to the district's preschool program and the majority of the district's kindergarten classes. The ELC provides a safe, secure and nurturing environment that promotes active learning with high expectations for each student. Our caring staff is committed to the development of each child academically, emotionally, socially and physically. We work collaboratively with parents and students to establish a solid foundation for lifelong learning.

John I. Dawes Early Learning Center

(25-2920-120)

Grades Offered: PK-KG

2018-2019

School Narrative

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Courses, Curriculum, Instruction:	The preschool program utilizes the Tools of the Mind Curriculum. Play is the central teaching tool of the curriculum which focuses on giving children the tools they need to develop academic and self-regulation skills. The kindergarten curriculum includes the use of Project Read, Making Meaning, Units of Study for Writing and guided reading. Small group instruction is provided through the Daily 5 structure. Envision Mathematics 2.0 is utilized through the Daily 3 structure. Technology enhances our programs.
Clubs and Activities:	The ELC Cares Buddy Program allows kindergarten students to visit our preschool disabled classes during activities that promote socialization to provide peer modeling. Kindergarten teachers are asked to nominate students who they feel are warm, patient and nurturing and who have a desire to help others. The buddies spend time in their assigned preschool classroom weekly, where they are paired with a specific child.

John I. Dawes Early Learning Center

(25-2920-120)

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2018-2019

School Narrative

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	Staff and Professional Learning:	Professional development is provided regularly at both the district and school levels. The school ScIP Committee determines professional development needs yearly based on feedback from the staff. Developing teacher leaders was an area of focus through the implementation of pineapple charts and lesson study. In addition, many teachers present workshops and participate in teacher-led book clubs. Teachers collaborate in their PLC's to analyze student data in order to increase student achievement.

NJ SCHOOL PERFORMANCE REPORT

John I. Dawes Early Learning Center
(25-2920-120)
Grades Offered: PK-KG
2018-2019

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Student Supports and Services:	A Child Study Team, comprised of a school psychologist and a learning disabilities teacher consultant, as well as a social worker are on site for case management and to provide academic and behavioral supports. Additional support services such as speech, occupational therapy, and an English Language Learners program are available for students. The school social worker also supports children with their social and emotional needs. A reading interventionist provides academic support as needed.
Student Health and Wellness:	Students participate in physical education twice weekly and recess daily. The school social worker and classroom teachers provide character education and anti-bullying lessons monthly, as well as Family Life lessons. The school nurse provides lessons on topics such as germs and handwashing. In addition, the school social worker provides social groups and social skills lessons as needed.
Parent and Community Involvement:	A partnership among students, staff, parents and the community is very important. The help of daily classroom volunteers and an active Parent Teacher Association are important components to the success of our school. The PTA sponsors many events for the children and families such as educational assemblies and an end of the year Fun Day. In addition, monthly birthday celebrations and school-wide special events help to promote school spirit in the school community.

John I. Dawes Early Learning Center
(25-2920-120)
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2018-2019

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	Facilities:	The Early Learning Center was opened in 2007 and is air conditioned. The community room is a spacious room in the center of the building. Assemblies, physical education and parent workshops are held there.
	School Safety:	Safety and security are extremely important at the ELC. We use a visitor management system so we are aware of who is visiting the school at all times. In addition, safety drills are run monthly to ensure that our students and staff know how to respond to a variety of situations. The local police department conducts walk-throughs regularly.

17

John I. Dawes Early Learning Center

(25-2920-120)

Grades Offered: PK-KG

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	Technology and STEM:	Technology is integrated into all areas of the curriculum. Teachers utilize Smartboards and the document camera to enhance instruction. Students use iPads daily. All kindergarten students have a STEM class weekly. STEM lessons include the use of technology and hands-on activities with a plethora of materials and cooperative learning. Students are learning the real-world skills of the using the engineering process, communicating with one another, and collaborating to solve problems.Lessons include the use of technology, hands-on activities with a plethora of materials and cooperative learning. Students are learning the real-world skills of the using the engineering process, communicating with one another, and collaborating to solve problems. Technology is also used for parent communication. We use an electronic backpack and a school website to provide information to the parents and community.
	Early Childhood Education:	The John I. Dawes Early Learning Center houses the district's preschool program and the majority of the district's kindergarten classes. These young learners have the opportunity to learn and grow together in a child-centered, developmentally appropriate environment. Providing rich academic experiences and tailoring instruction to meet the needs of all learners helps children establish strong foundational skills as they begin their educational journey. The Tools of the Mind curriculum is utilized in all preschool classrooms. The ELC is a great place to learn!

NJ SCHOOL PERFORMANCE REPORT

Pine Brook School
(25-2920-075)
Grades Offered: 06-06
2018-2019

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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

Notes from the New Jersey Department of Education:

Pine Brook School

(25-2920-075)

Grades Offered: 06-06

2018-2019

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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	Monmouth
District	Manalapan-Englishtown Regional Schools School District
Principal Name	Ms. Julie Szustowicz
Address	155 PEASE ROAD Manalapan, NJ 07726-3598
Phone Number	732-786-2800
Email Address	jszustowicz@mersnj.us
Website	https://www.mersnj.us/Domain/9
Twitter	https://twitter.com/pbprincipal6

NJ SCHOOL PERFORMANCE REPORT

Pine Brook School
(25-2920-075)
Grades Offered: 06-06
2018-2019

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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
6	612	617	565
Total	612	617	565

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	50.0%	47.3%	47.3%
Male	50.0%	52.7%	52.7%
Economically Disadvantaged Students	9.6%	9.2%	4.8%
Students with Disabilities	14.7%	14.6%	13.5%
English Learners	0.3%	0.5%	0.4%
Homeless Students	0.5%	0.2%	0.0%
Students in Foster Care	0.2%	0.2%	0.0%
Military-Connected Students	0.0%	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	75.8%	78.8%	77.7%
Hispanic	8.0%	8.6%	9.7%
Black or African American	2.3%	1.1%	1.4%
Asian	11.4%	9.1%	9.6%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	2.3%	2.3%	1.4%

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.

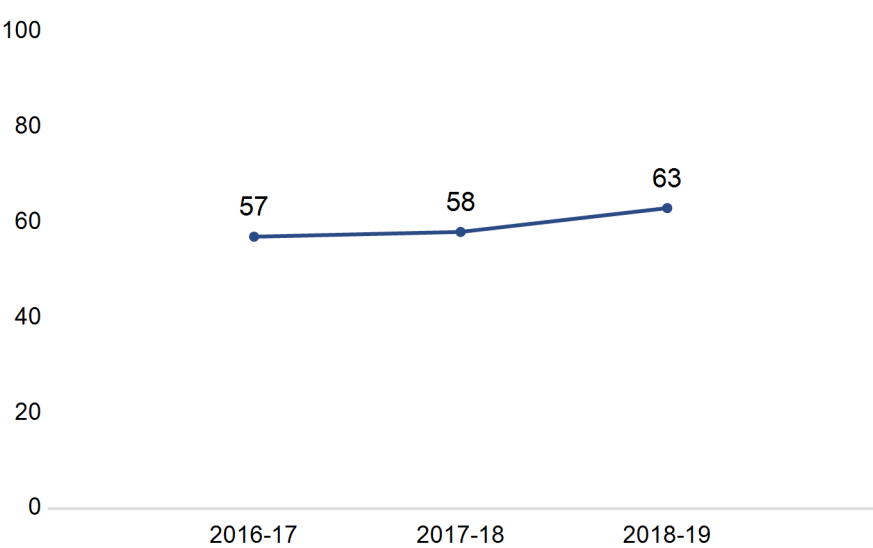| Home Language	% of Students
English	88.0%
Russian	3.4%
Spanish	1.8%
Chinese	1.2%
Other Languages	5.7%

NJ SCHOOL PERFORMANCE REPORT

Pine Brook School
(25-2920-075)
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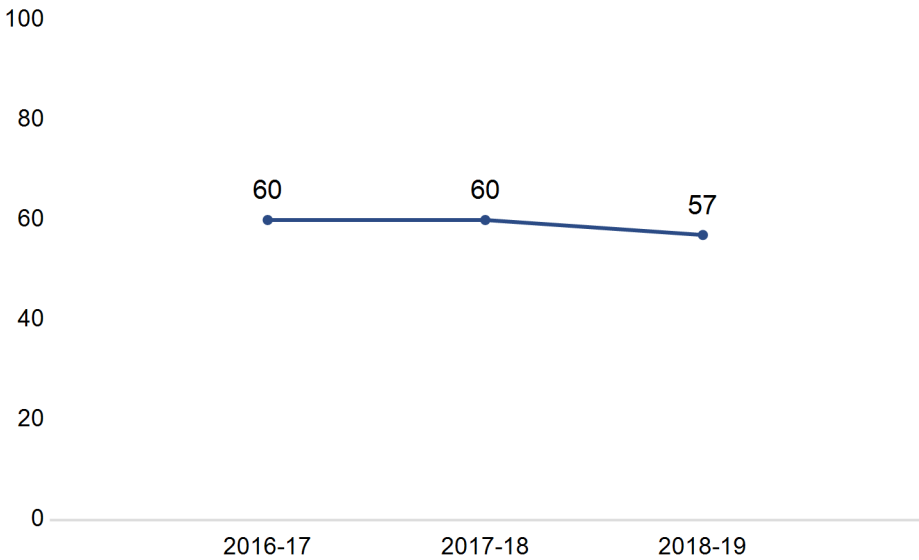† This indicates a table specific note, see note below table

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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	57	58	63	60	60	57
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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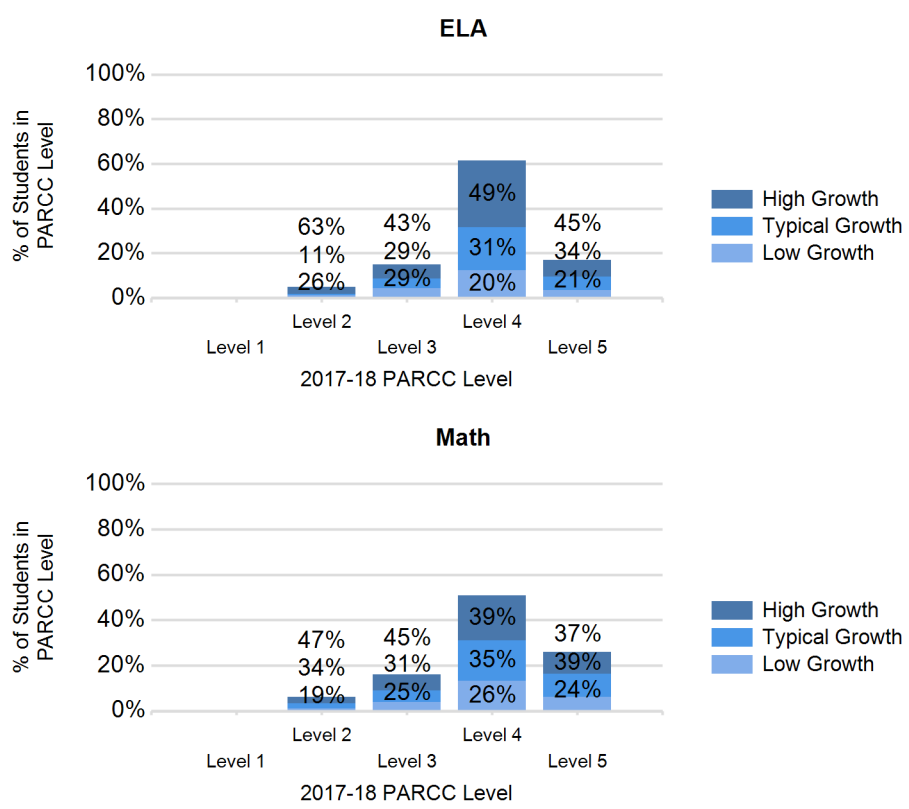† This indicates a table specific note, see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (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	63	63	50	Exceeds Standard	57	61	50	Met Standard
White	62	62.5	50	Exceeds Standard	56	60	52	Met Standard
Hispanic	64	67	49	Exceeds Standard	62	62	47	Exceeds Standard
Black or African American	*	44	45	**	*	40.5	43	**
Asian, Native Hawaiian, or Pacific Islander	65.5	67	59	Exceeds Standard	56	68.5	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	67	49	**	*	55	52	**
Female	67	67	53	N	58	60	50	N
Male	61	60	47	N	55.5	61	51	N
Economically Disadvantaged Students	81	63	48	Exceeds Standard	56	59	46	Met Standard
Students with Disabilities	41	48.5	43	Met Standard	51	54.5	45	Met Standard
English Learners	78	75	52	**	67	72	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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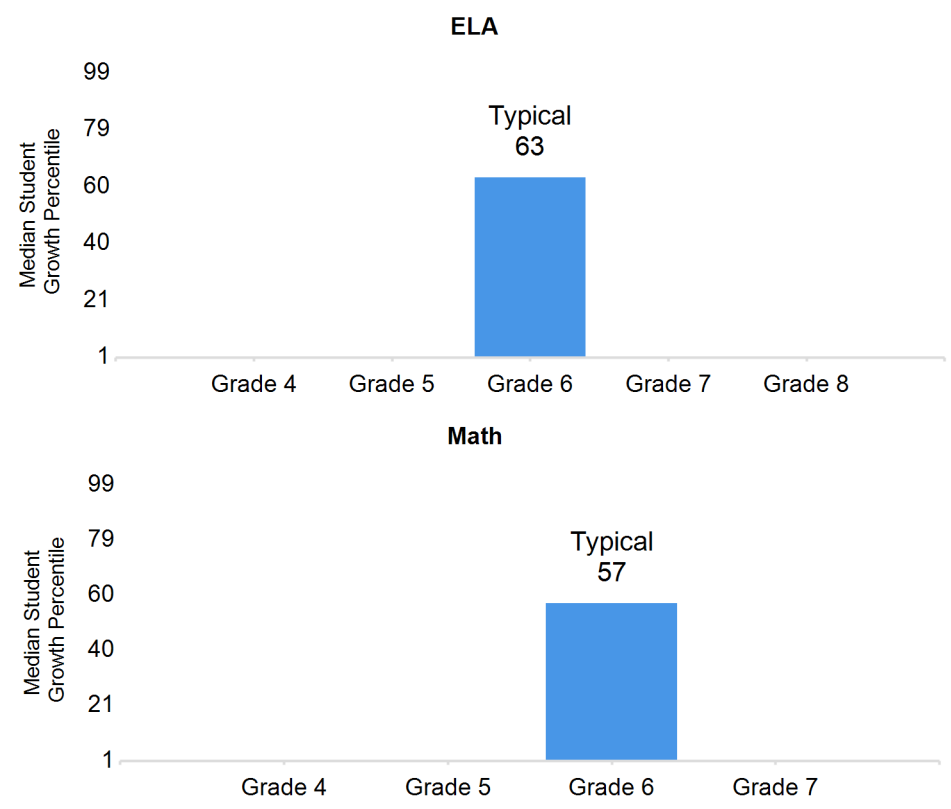
Student Growth by Performance Level

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

Student Growth by Grade

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

ELA

Math

Math

6
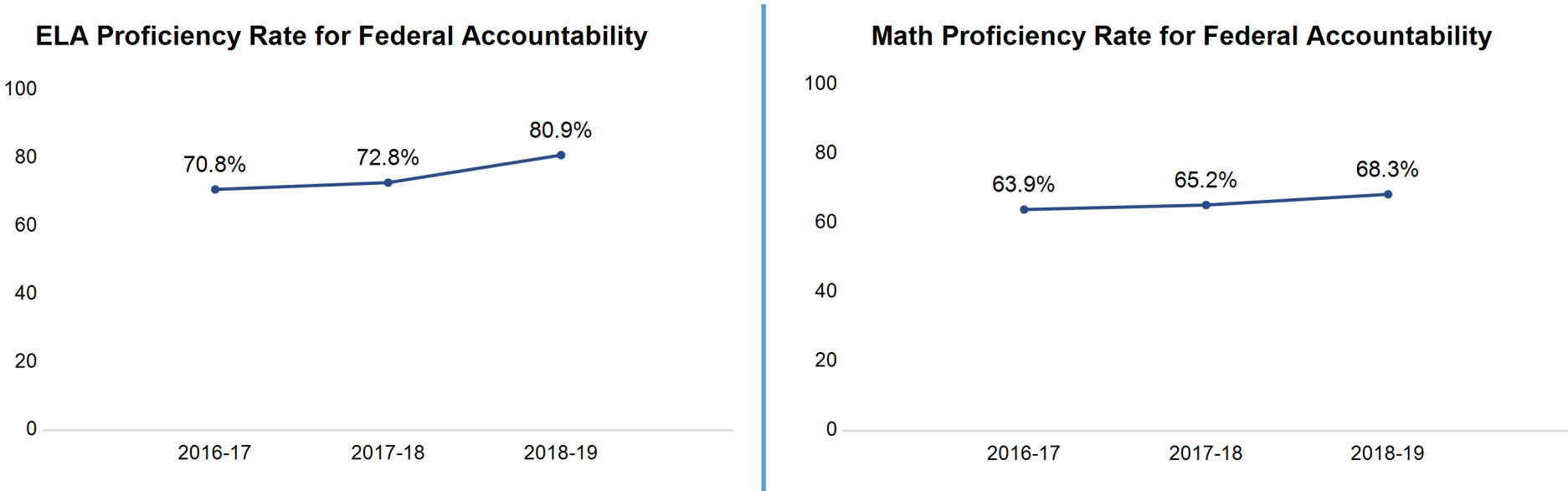
NJ SCHOOL PERFORMANCE REPORT

Pine Brook School
(25-2920-075)
Grades Offered: 06-06
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note, see note below table

English Language Arts 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

	2016-17	2017-18	2018-19
	70.8%	72.8%	80.9%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	63.9%	65.2%	68.3%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.6%	97.0%	98.4%	94.7%	97.0%	98.3%
Proficiency Rate for Federal Accountability	70.8%	72.8%	80.9%	63.9%	65.2%	68.3%
Annual Target	68.9%	69.5%	70.1%	62.7%	63.6%	64.5%
Met Annual Target?	Met Target	Met Target	Met Goal	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.

7

NJ SCHOOL PERFORMANCE REPORT

Pine Brook School

(25-2920-075)

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2018-2019

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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	555	98.4	80.9	78.1	57.9	80.9	70.1	Met Goal
White	429	98.0	79.7	77.4	66.9	79.7	67.9	Met Target
Hispanic	55	100.0	81.8	72.9	43.9	81.8	70.9	Met Goal
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	54	100.0	90.7	89.4	82.9	90.7	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	77.8	64.4	*	**	**
Female	264	98.9	87.5	84.1	64.8	87.5		
Male	291	98.0	74.9	72.6	51.3	74.9		
Economically Disadvantaged Students	25	96.2	72.0	*	40.0	72.0	59.9	Met Target
Non-Economically Disadvantaged Students	530	98.5	81.3	*	67.9	81.3		
Students with Disabilities	80	96.5	26.3	30.2	22.7	26.3	25.8	Met Target
Students without Disabilities	475	98.8	90.1	86.7	65.1	90.1		
English Learners	12	100.0	83.3	62.8	29.3	83.3	**	**
Non-English Learners	543	98.4	80.8	78.5	60.6	80.8		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.
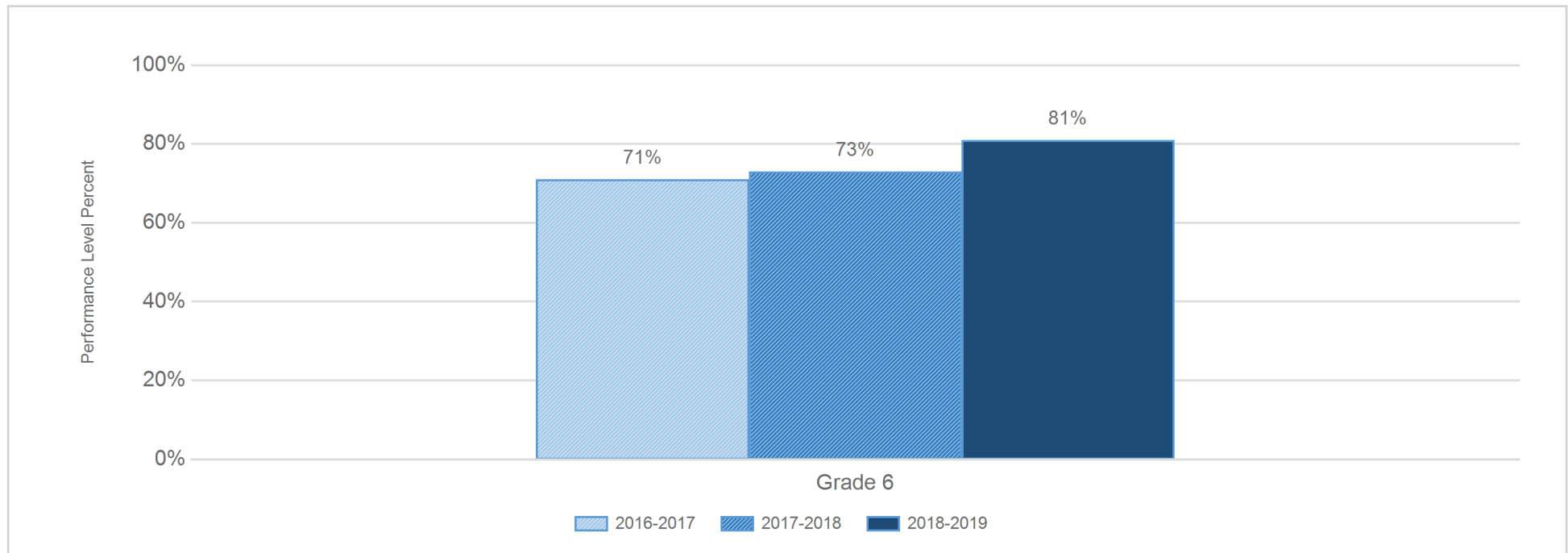
NJ SCHOOL PERFORMANCE REPORT

Pine Brook School
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Grades Offered: 06-06
2018-2019

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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.

NJ SCHOOL PERFORMANCE REPORT

Pine Brook School
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English Language Arts Assessment - Performance by Grade: Grade 6

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

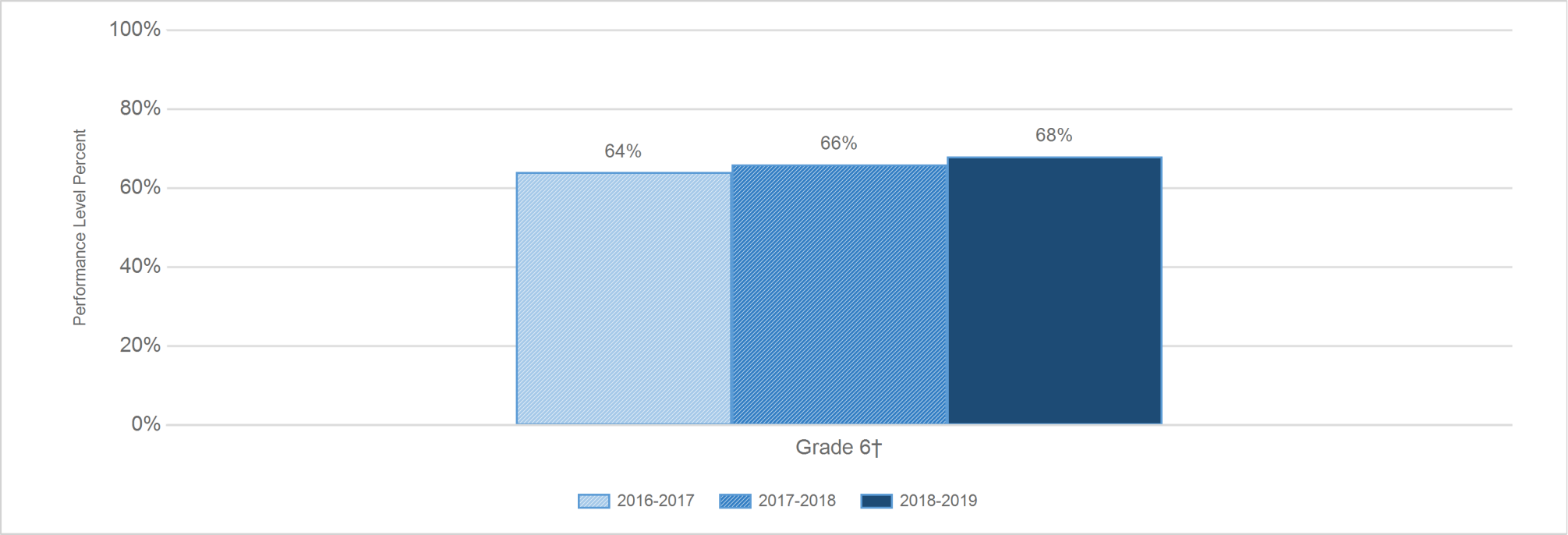| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	557	776	776	754	*	*	14%	52%	29%	81%	56%
White	432	773	773	762	*	*	15%	53%	27%	80%	65%
Hispanic	54	776	776	743	0%	*	*	57%	26%	83%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	54	792	792	780	0%	*	*	43%	48%	91%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	264	782	782	762	*	*	9%	52%	36%	88%	64%
Male	293	769	769	748	*	*	18%	53%	23%	75%	48%
Economically Disadvantaged Students	24	762	762	740	*	*	*	*	*	75%	39%
Non-Economically Disadvantaged Students	533	776	776	763	*	*	*	*	*	82%	67%
Students with Disabilities	77	734	734	722	*	*	*	*	*	26%	19%
Students without Disabilities	480	782	782	761	*	*	*	*	*	90%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Pine Brook School
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2018-2019

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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	555	98.3	68.3	73.7	44.5	68.3	64.5	Met Target
White	429	97.8	65.3	72.3	54.1	65.3	63.3	Met Target
Hispanic	55	100.0	78.2	68.6	28.8	78.2	53.5	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	54	100.0	83.3	89.2	76.5	83.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	81.5	53.3	*	**	**
Female	264	98.9	67.8	75.6	44.9	67.8		
Male	291	97.7	68.7	72.0	44.2	68.7		
Economically Disadvantaged Students	26	96.3	42.3	*	26.3	42.3	54.4	Met Target†
Non-Economically Disadvantaged Students	529	98.4	69.6	*	54.9	69.6		
Students with Disabilities	80	96.5	16.3	26.6	17.4	16.3	25.8	Not Met
Students without Disabilities	475	98.6	77.1	82.2	50.0	77.1		
English Learners	13	100.0	38.5	66.3	25.0	38.5	**	**
Non-English Learners	542	98.2	69.0	73.9	46.5	69.0		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Pine Brook School
(25-2920-075)
Grades Offered: 06-06
2018-2019

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.

Grade 6†

Legend: 2016-2017, 2017-2018, 2018-2019

Values: 64% (2016-2017), 66% (2017-2018), 68% (2018-2019)

† 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.

NJ SCHOOL PERFORMANCE REPORT

Pine Brook School

(25-2920-075)

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Mathematics Assessment - Performance by Grade: Grade 6

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.

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

Student Group	Valid Scores	Mean Scale Score	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	555	763	763	741	*	*	22%	49%	19%	68%	41%
White	430	761	761	749	*	*	24%	48%	17%	65%	51%
Hispanic	54	762	762	729	0%	*	*	*	*	80%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	54	784	784	769	0%	*	*	37%	46%	83%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	264	763	763	742	*	*	23%	49%	19%	68%	42%
Male	291	763	763	740	*	*	21%	49%	20%	69%	40%
Economically Disadvantaged Students	25	742	742	726	*	*	*	*	*	44%	21%
Non-Economically Disadvantaged Students	530	764	764	750	*	*	*	*	*	70%	53%
Students with Disabilities	77	728	728	716	*	*	32%	*	*	17%	12%
Students without Disabilities	478	769	769	746	*	*	20%	*	*	77%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Test: Algebra I

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, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

| 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	*	*	788	744	*	*	*	*	*	*	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	N	N	782	728	N	N	N	N	N	N	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	797	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	783	745	N	N	N	N	N	N	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	N	N	*	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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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
6	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

Pine Brook School
(25-2920-075)
Grades Offered: 06-06
2018-2019

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 Summary

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

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1
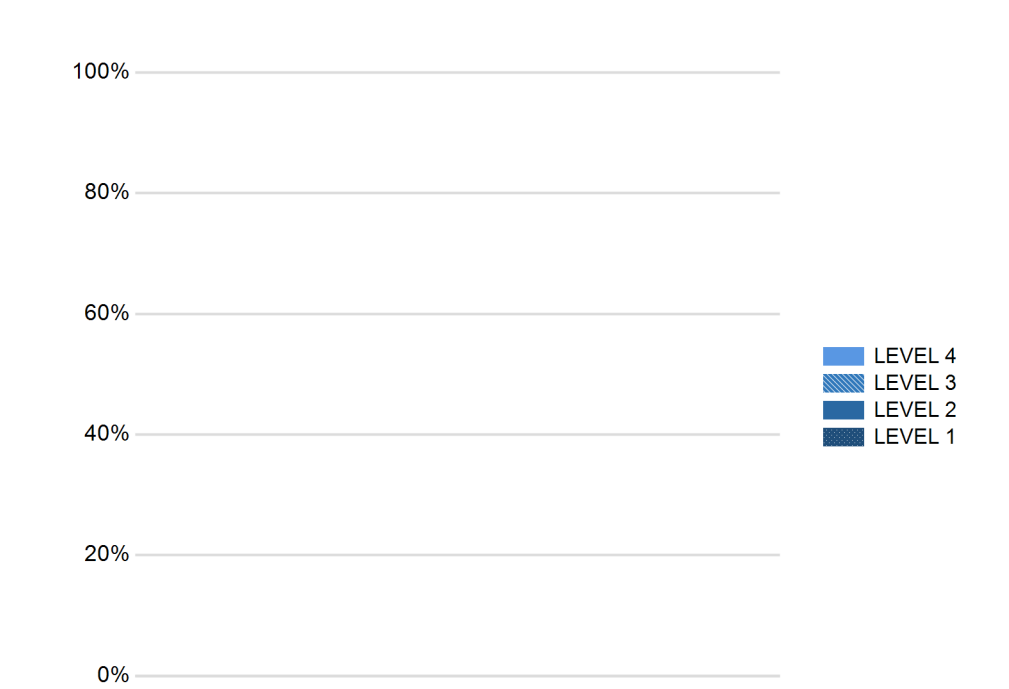
NJSLA Science Assessment: Grade

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.

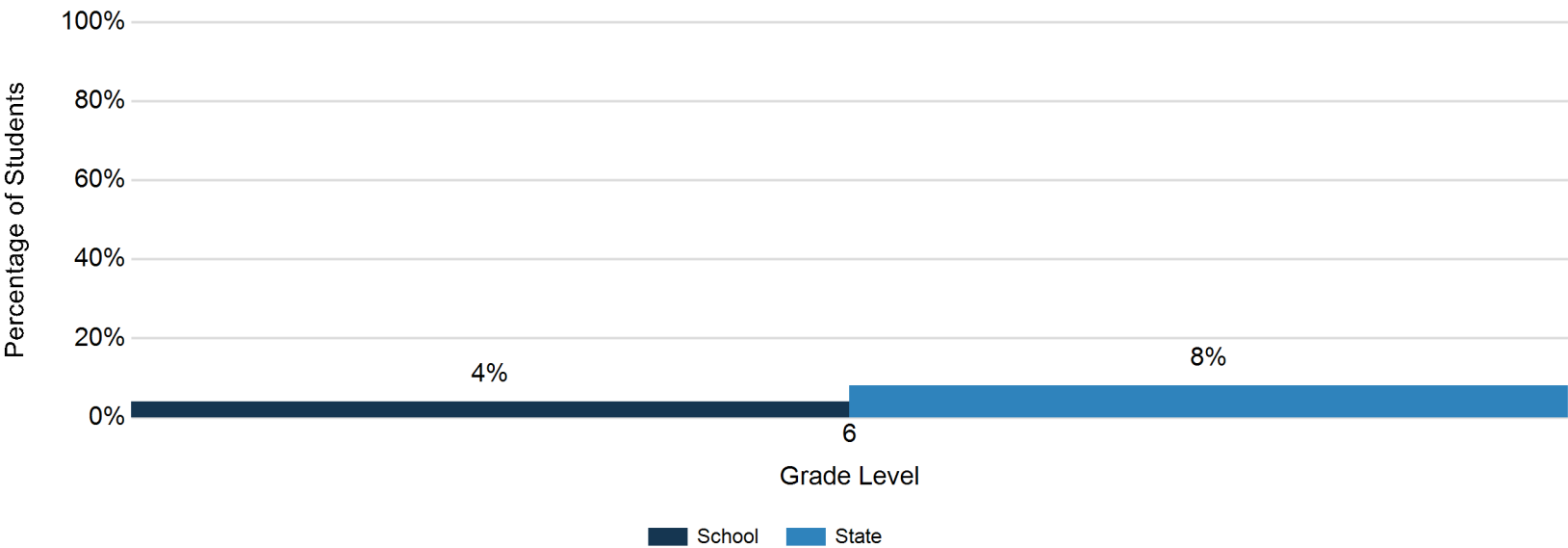| Student Group	% Level 1	% Level 2	% Level 3	% Level 4

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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	21	3.7	8.4	Met
White	19	4.3	8.4	Met
Hispanic	1	1.8	8.4	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	8.4	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	7	2.6		
Male	14	4.6		
Economically Disadvantaged Students	1	3.6	8.4	Met
Students with Disabilities	6	7.1	8.4	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Pine Brook School

(25-2920-075)

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2018-2019

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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 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)	9
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.59

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	8	8
No Identified Nature	0		0

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

Pine Brook School
(25-2920-075)
Grades Offered: 06-06
2018-2019

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	3:10 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

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

NJ SCHOOL PERFORMANCE REPORT

Pine Brook School
(25-2920-075)
Grades Offered: 06-06
2018-2019

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N No Data is available to display
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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	50	118,214
Average years experience in public schools	10.8	12.1
Average years experience in district	10.5	10.8
Percentage of Teachers with 4 or more years experience in the district	72.0%	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	28	9,530
Average years experience in public schools	14.0	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	82.1%	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	11:1	12:1
Students to Administrators	283:1	179:1
Teachers to Administrators	25:1	14:1
Students to Librarians/Media Specialists		1001:1
Students to Nurses		501:1
Students to Counselors		715:1
Students to Child Study Team Members		238:1

Pine Brook School

(25-2920-075)

Grades Offered: 06-06

2018-2019

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Teachers: All classroom teachers
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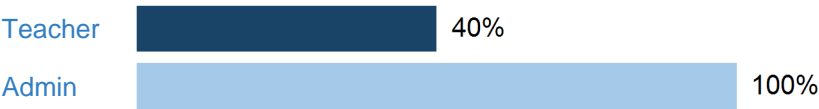
Teachers and Administrators – Demographics

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	47.3%	86.0%	100.0%	48.4%	77.1%	54.9%
Male	52.7%	14.0%	0.0%	51.6%	22.9%	45.1%
White	77.7%	94.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.7%	4.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.4%	2.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%

Pine Brook School
(25-2920-075)
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2018-2019

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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

Teacher — 60%
Admin — N/A

Master's Degree

Teacher — 40%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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	92.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.5%

Pine Brook School

(25-2920-075)

Grades Offered: 06-06

2018-2019

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.

NJ SCHOOL PERFORMANCE REPORT

Pine Brook School

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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.

25

Pine Brook School

(25-2920-075)

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2018-2019

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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 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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	70.8%	72.8%	80.9%
Math Proficiency	63.9%	65.2%	68.3%
ELA Growth	57	58	63
Math Growth	60	60	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.3%	10.5%	3.7%

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

Pine Brook School

(25-2920-075)

Grades Offered: 06-06

2018-2019

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

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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.

NJ SCHOOL PERFORMANCE REPORT

Pine Brook School
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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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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:	• Curriculum includes implementation of NGSS and NJSLS, and offers With Distinction program and Honors Math courses. • Identified as a Future Ready School, technology is a part of each school day, with all students utilizing 1:1 Chromebooks, utilizing Virtual Reality components, and participating in MakerSpace. • Extra-curricular activities ranging from the Arts, Academic Enrichment and Athletics.
Mission, Vision, Theme:	We provide a high-quality education by promoting academic, emotional, and cultural development in a nurturing setting that prepares students for an interconnected world. Our motto is Sail to Success by Being Respectful, Responsible, and Ready to Learn. Students strive in an active environment that recognizes individual differences, encourages growth and celebrates achievements. High expectations strengthen our students' content area knowledge, as well as social development. Due to the high effect size research based instructional strategies, our students leave us as global citizens prepared to engage as 21st century learners.
Awards, Recognition, Accomplishments:	Pine Brook was identified as a Future Ready School. Pine Brook was also instrumental in MERS being named a Google Reference District, as lessons include G Suite for Education, Apps and digital learning daily. Previously, Pine Brook has presented at Techspo and hosted a Summer Technology Institute attended by numerous area districts. Pine Brook's Science Department was also a participant in the NGSS District Partnership Program. Pine Brook has been acknowledged by the NJDOE for our continued efforts in school improvement.

Pine Brook School

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Courses, Curriculum, Instruction:	Our curriculum aligns to NGSS and NJSLS. Pine Brook offers three levels of math classes: Pre-Algebra A, Pre-Algebra B, and Mathematics 6. Students also have opportunities for enrichment in Language Arts through our With Distinction program. To support our instruction, Pine Brook utilizes Houghton Mifflin Harcourt Collections (2015) and Achieve 3000 in Language Arts, EnVision 2.0 and IXL for Mathematics, Holt Ancient Civilizations(2006) for Social Studies and Amplify for Science. We also maintain a wide range of District approved online resources to support the implementation of a rigorous sixth grade curriculum.
Clubs and Activities:	Students can select a multitude of before or after school clubs and activities including, Student Council, Band, Jazz Band, Orchestra, Chorus, Math Club, Garden Club, Homework Club, Talent Show, Pine Brook Television, Young Scientists, Battle of the Books, With Distinction In Language Arts and National History Day. Our Student Council has been honored by CJBC for hosting record-setting annual Blood Drives. The Garden Club donates their crop to area food banks. In recent years, students in National History Day advanced to both State and National levels.

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Before and After School Programs:	Various academic programs are available before and after school. In Project Achievement, District teachers provide research based, data-driven instruction to students identified as in need of additional support in Language Arts and Mathematics. Additionally, we partner with Fairleigh Dickinson University to offer Orton-Gillingham multisensory reading instruction to students with decoding difficulties. District teachers earn certification while participating in the program. Pine Brook also offers homework support to students who need support while reinforcing daily lesson objectives.
Staff and Professional Learning:	Teachers engage in an array of professional development opportunities. All participate in monthly PLC and department meetings and create individualized professional learning plans. Book clubs, independent studies, lesson studies and peer observations are encouraged. Attendance at conferences, including those hosted by Rutgers Literacy Consortium and Model Schools is common. The Science department has participated in a partnership with the RVCC Science Institute. We also offer online learning opportunities through programs such as Mobile Mind. Numerous teachers have become Google certified, presented with the building or District, as well as to surrounding districts, on topics ranging from their use of technology in the classroom to differentiation. Pine Brook continues to grow in its ability to provide 21st learning opportunities to students through teacher self-motivation, District provided support, and utilizing resources beyond the school to ensure our teachers are well equipped

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School Narrative

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Student Supports and Services:	Pine Brook delivers support programs including ESL and Special Education programs as well as related services including: OT, PT, and Speech. Supplemental support services for students include researched-based, targeted, and tiered interventions through RTI. Weekly team meetings following a problem solving model. PBSIS, Homework Club, Project Achievement, personalized digital learning programs, and counseling services support the various academic, social, and emotional needs of our students.
Student Health and Wellness:	Pine Brook provides physical education classes to students twice a week and health once a week for the entire year. We deliver informative presentations on wellness including John Halligan's presentation on bullying and suicide prevention. A partnership with NJSP offers the Top Physical Challenge and provides internet safety education opportunities. Our counselor conducts lessons focusing on esteem building, HIB, stress and time management and runs support groups for students who struggle in these areas.
Parent and Community Involvement:	Pine Brook maintains a positive relationship with families and the community through the PTA, the District SEPAG, Back to School Night, Conferences, Parent University, and Parent Orientations. We host various events to include families in long term learning opportunities, ranging from a STEM Fair to National HIstory Day. Family members are invited to support the financial literacy program available to students through NJ Biztown. Communication regarding student progress is key, so families are encouraged to use Genesis's Parent Portal and to attend team meetings to discuss their child's progress.

Pine Brook School

(25-2920-075)

Grades Offered: 06-06

2018-2019

School Narrative

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Climate Surveys:	In recent years, Pine Brook has administered PBSIS climate surveys to our staff, students and families. The findings are reviewed by the School Safety Team/PBSIS committee and areas of strength and growth are identified. Pine Brook prides itself on high levels of student, staff and parent satisfaction regarding the school community.
Facilities:	53 years young, Pine Brook features lockers for each student, two full-size gymnasiums, two acoustically-insulated music rooms, a state-of-the-art computer lab, two science labs with wireless Smart Technology, a MakerSpace with 3-D Printers, magnetic circuitry, makey-makey, lego construction, engineering, and a video editing lab. Pine Brook also maintains an outdoor garden complete with a greenhouse. SmartBoards and Document Cameras are located in all classrooms. High-speed internet access is provided through our secure network.
School Safety:	Pine Brook collaborates with the Manalapan Police Department, and has a school security officer present each day. Additionally, routine security drills are held, visitor procedures are established, and facility safeguards are in place to ensure the safety of all. Our School Safety Team meets regularly to ensure a safe and positive school climate.

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Technology and STEM:	As a Future Ready School, Pine Brook has been acknowledged for its dedication to preparing students for 21st century learning. Pine Brook provides each student with a chromebook and access to G-Suite for Education. Pine Brook offers students daily lessons highlighting various STEM opportunities, ranging from our MakerSpace class, our greenhouse, our virtual reality and augmented reality headsets, art projects, and personalized learning opportunities including interior design models and game programming.

Pine Brook School

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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.

Other Information	Pine Brook is comprised of about 600 sixth grade students following a modified Middle School schedule. Each student is a member of one of six different teams, each of which follows one of three building schedules. In this unique setting, we bring together students from five community- based elementary schools for the first time. We initiate numerous school-wide programs such as Character Education, a PBSIS kickoff, motivational end of year events, and The Week of Respect, to support team building activities that provide students with various effective means of working out conflicts, overcoming peer pressure, and developing a strong sense of community.

NJ SCHOOL PERFORMANCE REPORT

Lafayette Mills School
(25-2920-055)
Grades Offered: 01-05
2018-2019

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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

Notes from the New Jersey Department of Education:

Lafayette Mills School

(25-2920-055)

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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	Monmouth
District	Manalapan-Englishtown Regional Schools School District
Principal Name	Mr. Gregory Duffy
Address	66 MAXWELL LANE Manalapan, NJ 07726-2710
Phone Number	732-786-2700
Email Address	gduffy@mersnj.us
Website	https://www.mersnj.us/Domain/11

NJ SCHOOL PERFORMANCE REPORT

Lafayette Mills School

(25-2920-055)

Grades Offered: 01-05

2018-2019

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
1	82	102	82
2	81	80	108
3	116	101	98
4	109	118	104
5	139	114	123
Total	527	515	515

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	48.8%	48.9%	49.1%
Male	51.2%	51.1%	50.9%
Economically Disadvantaged Students	4.4%	3.3%	1.9%
Students with Disabilities	12.3%	13.6%	13.0%
English Learners	0.0%	0.0%	0.2%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.2%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	79.3%	76.3%	75.9%
Hispanic	8.0%	8.7%	8.9%
Black or African American	1.1%	0.2%	0.4%
Asian	9.5%	11.5%	11.3%
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	2.1%	3.3%	3.5%

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	94.0%
Chinese	1.6%
Russian	1.6%
Other Languages	2.9%

Lafayette Mills School

(25-2920-055)

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2018-2019

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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	58.5	62	67.5	64	71	63
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

4

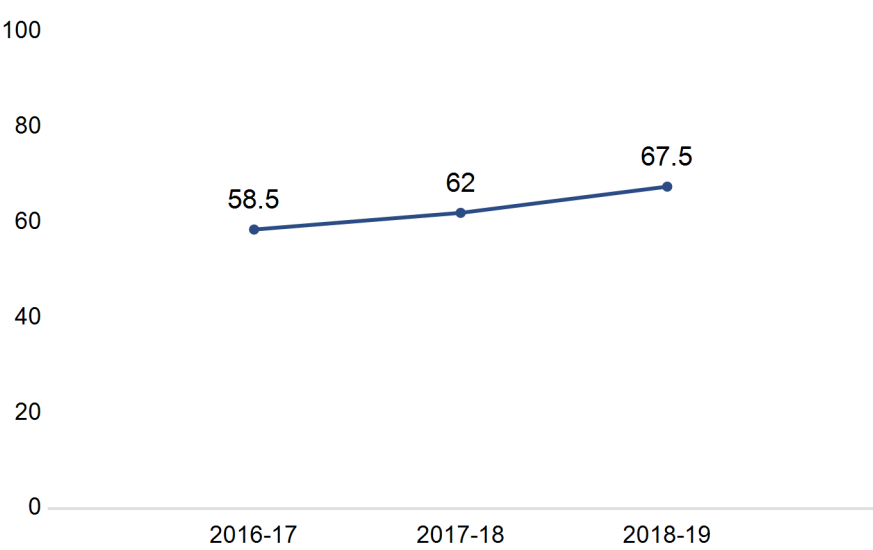**NJ SCHOOL PERFORMANCE REPORT**

Lafayette Mills School

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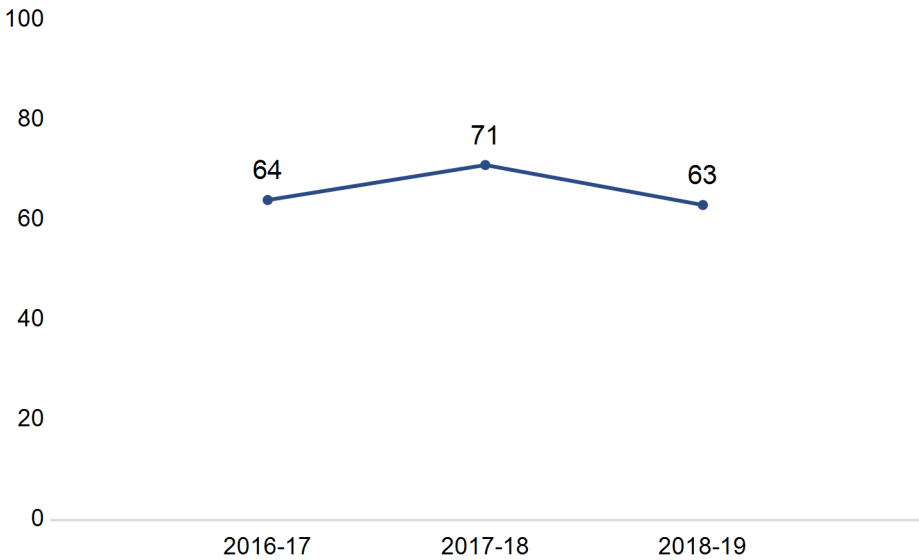- **†** This indicates a table specific note, see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (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	67.5	63	50	Exceeds Standard	63	61	50	Exceeds Standard
White	66	62.5	50	Exceeds Standard	62	60	52	Exceeds Standard
Hispanic	70	67	49	**	62	62	47	**
Black or African American	N	44	45	**	N	40.5	43	**
Asian, Native Hawaiian, or Pacific Islander	73	67	59	**	79	68.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	67	49	**	*	55	52	**
Female	69.5	67	53	N	62	60	50	N
Male	66	60	47	N	65.5	61	51	N
Economically Disadvantaged Students	*	63	48	**	*	59	46	**
Students with Disabilities	56	48.5	43	Met Standard	55	54.5	45	Met Standard
English Learners	*	75	52	**	*	72	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

Lafayette Mills School

(25-2920-055)

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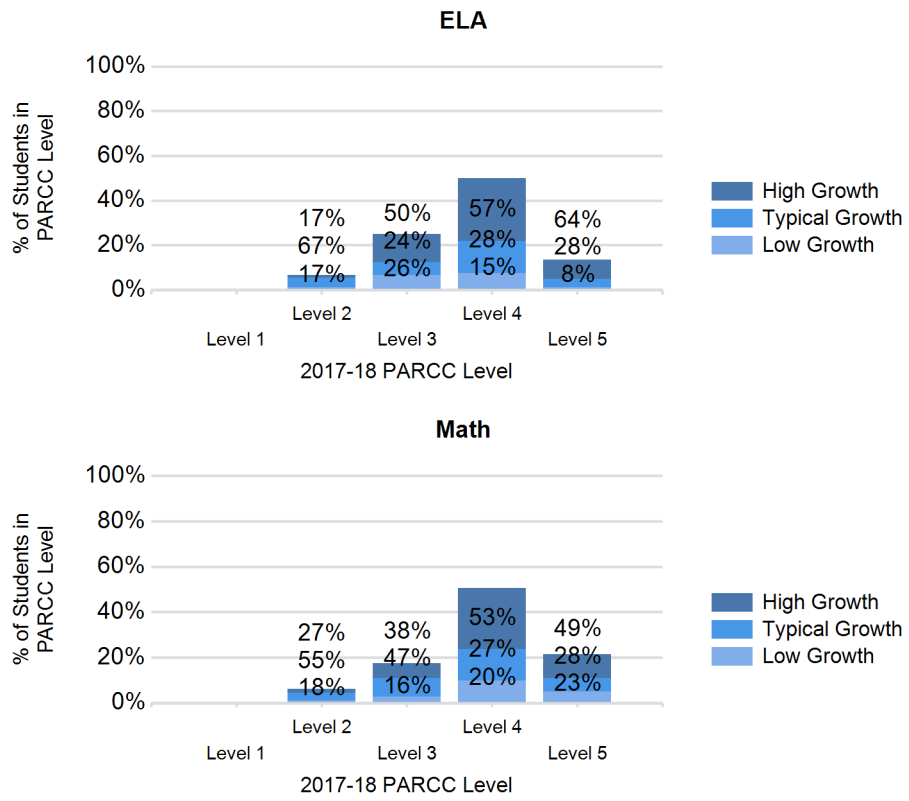* **†** This indicates a table specific note, see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (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 by Performance Level

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

Student Growth by Grade

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

ELA — Student Growth by Performance Level

2017-18 PARCC Level	Low Growth	Typical Growth	High Growth
Level 2	17%	67%	17%
Level 3	26%	24%	50%
Level 4	15%	28%	57%
Level 5	8%	28%	64%

Math — Student Growth by Performance Level

2017-18 PARCC Level	Low Growth	Typical Growth	High Growth
Level 2	18%	55%	27%
Level 3	16%	47%	38%
Level 4	20%	27%	53%
Level 5	23%	28%	49%

ELA — Student Growth by Grade (Median Student Growth Percentile)

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Typical 63	High 70			

Math — Student Growth by Grade (Median Student Growth Percentile)

Grade 4	Grade 5	Grade 6	Grade 7
High 69	Typical 62		

6

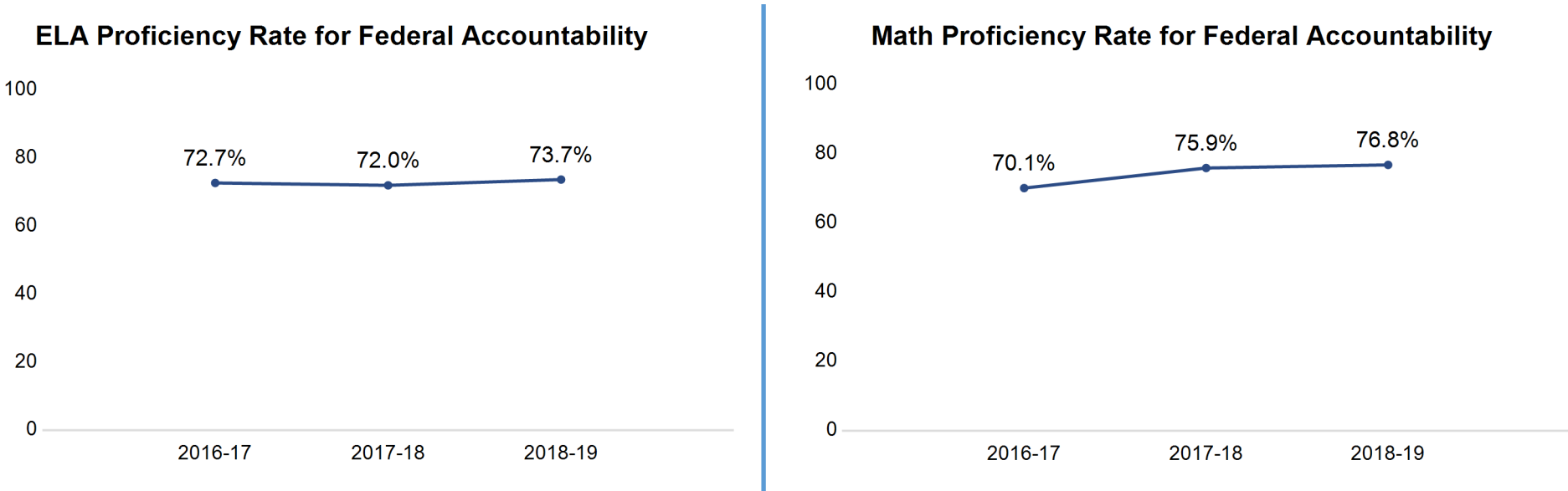**NJ SCHOOL PERFORMANCE REPORT**

Lafayette Mills School

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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

72.7%   72.0%   73.7%

2016-17   2017-18   2018-19

Math Proficiency Rate for Federal Accountability

70.1%   75.9%   76.8%

2016-17   2017-18   2018-19

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.4%	98.6%	99.3%	96.4%	98.3%	98.9%
Proficiency Rate for Federal Accountability	72.7%	72.0%	73.7%	70.1%	75.9%	76.8%
Annual Target	72.3%	72.7%	73.1%	71.9%	72.3%	72.8%
Met Annual Target?	Met Target	Met Target†	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

7

NJ SCHOOL PERFORMANCE REPORT

Lafayette Mills School

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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	281	99.3	73.7	78.1	57.9	73.7	73.1	Met Target
White	223	99.1	74.9	77.4	66.9	74.9	72.9	Met Target
Hispanic	27	100.0	48.1	72.9	43.9	48.1	73.1	Not Met
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	100.0	89.4	82.9	100.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	77.8	64.4	*	**	**
Female	136	99.3	77.2	84.1	64.8	77.2		
Male	145	99.3	70.3	72.6	51.3	70.3		
Economically Disadvantaged Students	*	*	*	*	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	52	96.3	32.7	30.2	22.7	32.7	40.6	Met Target†
Students without Disabilities	229	100.0	83.0	86.7	65.1	83.0		
English Learners	*	*	*	62.8	29.3	*	**	**
Non-English Learners	*	*	*	78.5	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.
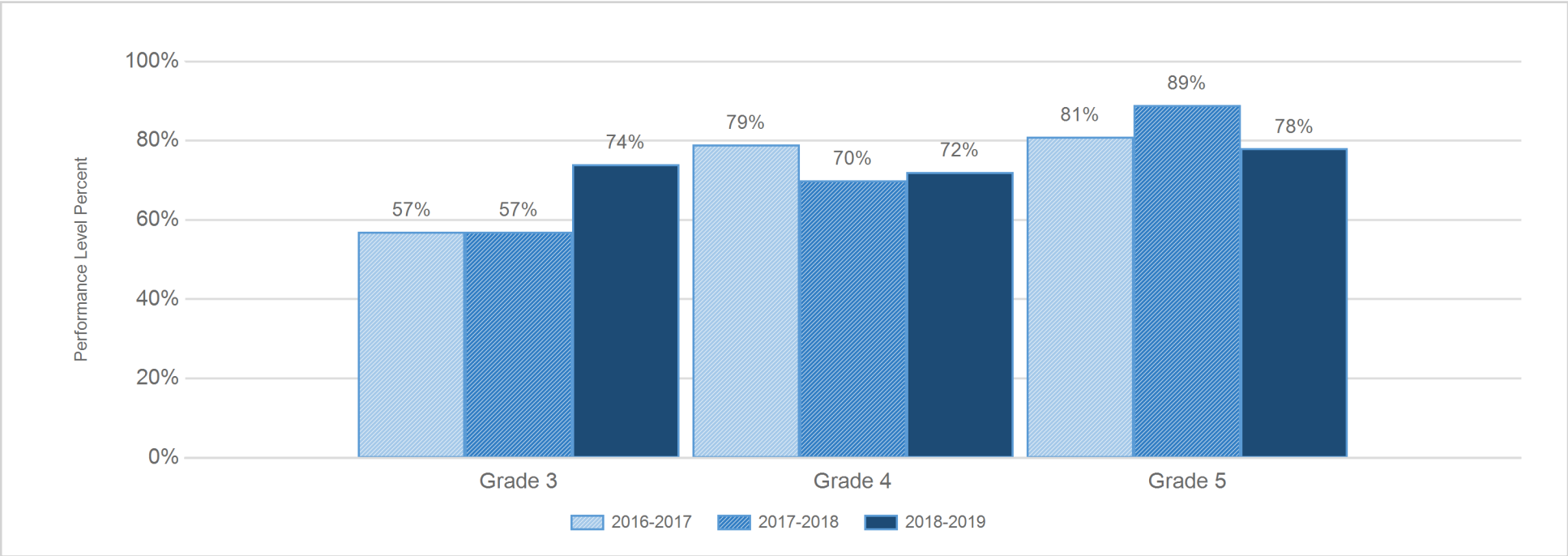
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Lafayette Mills School
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English Language Arts Assessment - Performance Trends

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
Schoolwide	91	770	768	748	*	*	18%	63%	11%	74%	50%
White	67	771	769	757	*	*	15%	*	*	78%	60%
Hispanic	11	750	759	734	*	*	*	*	*	45%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	40	770	773	753	*	*	*	*	*	80%	55%
Male	51	769	762	743	*	*	*	*	*	69%	46%
Economically Disadvantaged Students	N	N	745	731	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	91	770	769	759	*	*	18%	63%	11%	74%	61%
Students with Disabilities	11	739	728	719	*	*	*	*	*	45%	24%
Students without Disabilities	80	774	773	754	*	*	*	*	*	78%	56%
English Learners	*	*	729	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	769	751	*	*	*	*	*	*	54%
Homeless Students	N	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
Schoolwide	88	766	775	755	*	*	16%	47%	25%	72%	57%
White	73	762	771	763	*	*	16%	49%	21%	70%	67%
Hispanic	*	*	774	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	801	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	45	772	779	760	*	*	*	*	*	76%	62%
Male	43	760	770	750	*	*	*	*	*	67%	53%
Economically Disadvantaged Students	*	*	756	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	776	765	*	*	*	*	*	*	69%
Students with Disabilities	21	734	*	725	*	*	*	*	*	29%	25%
Students without Disabilities	67	777	*	761	*	*	*	*	*	85%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	88	766	*	758	*	*	16%	47%	25%	72%	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	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Lafayette Mills School

(25-2920-055)

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2018-2019

English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	776	777	756	*	*	13%	55%	23%	78%	58%
White	81	776	774	764	0%	*	*	56%	23%	79%	68%
Hispanic	*	*	770	743	*	*	*	*	*	*	44%
Black or African American	N	N	750	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	798	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	794	762	N	N	N	N	N	N	65%
Female	50	780	785	761	*	*	*	*	*	78%	64%
Male	49	771	771	750	*	*	*	*	*	78%	52%
Economically Disadvantaged Students	*	*	763	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	779	766	*	*	*	*	*	*	69%
Students with Disabilities	17	736	738	724	*	*	*	*	*	35%	23%
Students without Disabilities	82	784	785	762	*	*	*	*	*	87%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	99	776	*	758	*	*	13%	55%	23%	78%	60%
Homeless Students	N	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	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	280	98.9	76.8	73.7	44.5	76.8	72.8	Met Target
White	222	98.7	77.0	72.3	54.1	77.0	74.1	Met Target
Hispanic	27	100.0	63.0	68.6	28.8	63.0	57.1	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	100.0	89.2	76.5	100.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	81.5	53.3	*	**	**
Female	135	98.5	80.0	75.6	44.9	80.0		
Male	145	99.3	73.8	72.0	44.2	73.8		
Economically Disadvantaged Students	*	*	*	*	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	52	96.3	36.5	26.6	17.4	36.5	42.4	Met Target†
Students without Disabilities	228	99.6	86.0	82.2	50.0	86.0		
English Learners	*	*	*	66.3	25.0	*	**	**
Non-English Learners	*	*	*	73.9	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.
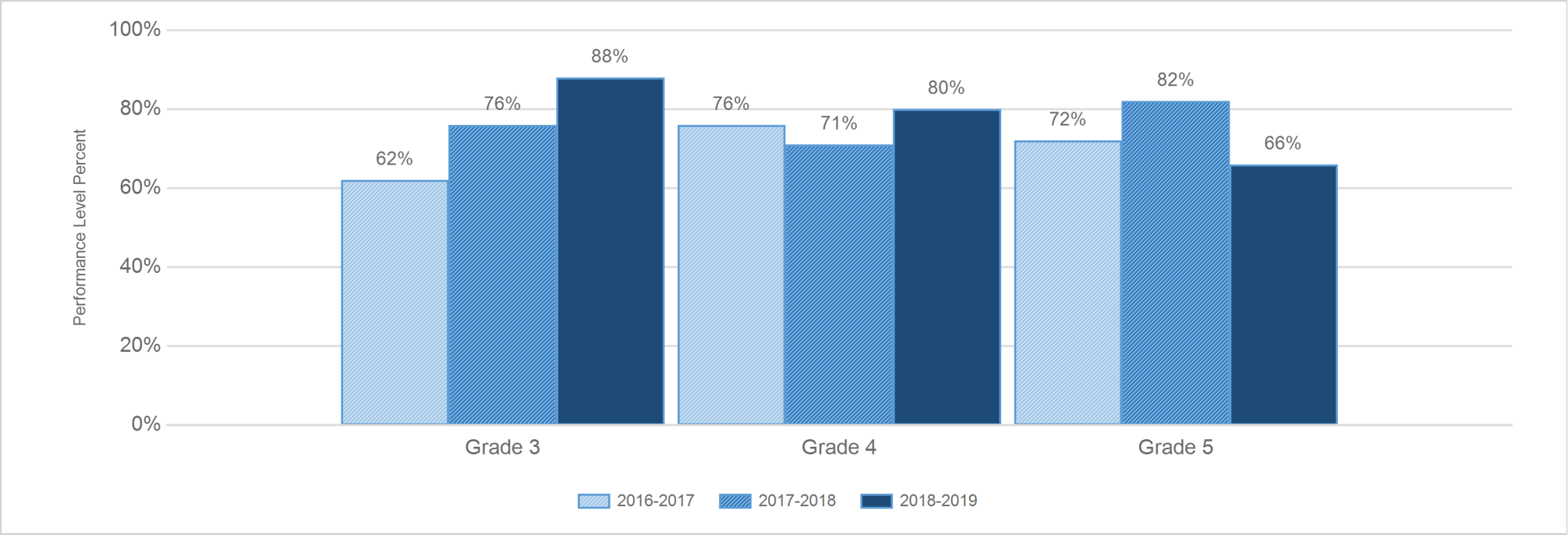
NJ SCHOOL PERFORMANCE REPORT

Lafayette Mills School
(25-2920-055)
Grades Offered: 01-05
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.

Grade	2016-2017	2017-2018	2018-2019
Grade 3	62%	76%	88%
Grade 4	76%	71%	80%
Grade 5	72%	82%	66%

† 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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Lafayette Mills School

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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
Schoolwide	91	780	776	752	0%	*	*	54%	34%	88%	55%
White	67	780	776	760	0%	*	*	57%	34%	91%	66%
Hispanic	11	764	766	739	0%	*	*	*	*	73%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	40	772	776	751	0%	*	*	*	*	95%	54%
Male	51	785	776	752	0%	*	*	*	*	82%	56%
Economically Disadvantaged Students	N	N	751	737	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	91	780	778	761	0%	*	*	54%	34%	88%	67%
Students with Disabilities	11	758	746	731	0%	*	*	*	*	73%	31%
Students without Disabilities	80	783	781	756	0%	*	*	*	*	90%	60%
English Learners	*	*	742	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	777	754	*	*	*	*	*	*	58%
Homeless Students	N	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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2018-2019

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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
Schoolwide	87	770	774	749	*	*	11%	61%	20%	80%	51%
White	72	766	772	757	*	*	*	68%	14%	82%	62%
Hispanic	*	*	764	737	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	800	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	44	774	774	749	*	*	*	*	*	86%	50%
Male	43	767	775	749	*	*	*	*	*	74%	52%
Economically Disadvantaged Students	*	*	761	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	776	759	*	*	*	*	*	*	63%
Students with Disabilities	21	736	*	726	*	*	*	*	*	38%	25%
Students without Disabilities	66	781	*	754	*	*	*	*	*	94%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	87	770	*	751	*	*	11%	61%	20%	80%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	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.

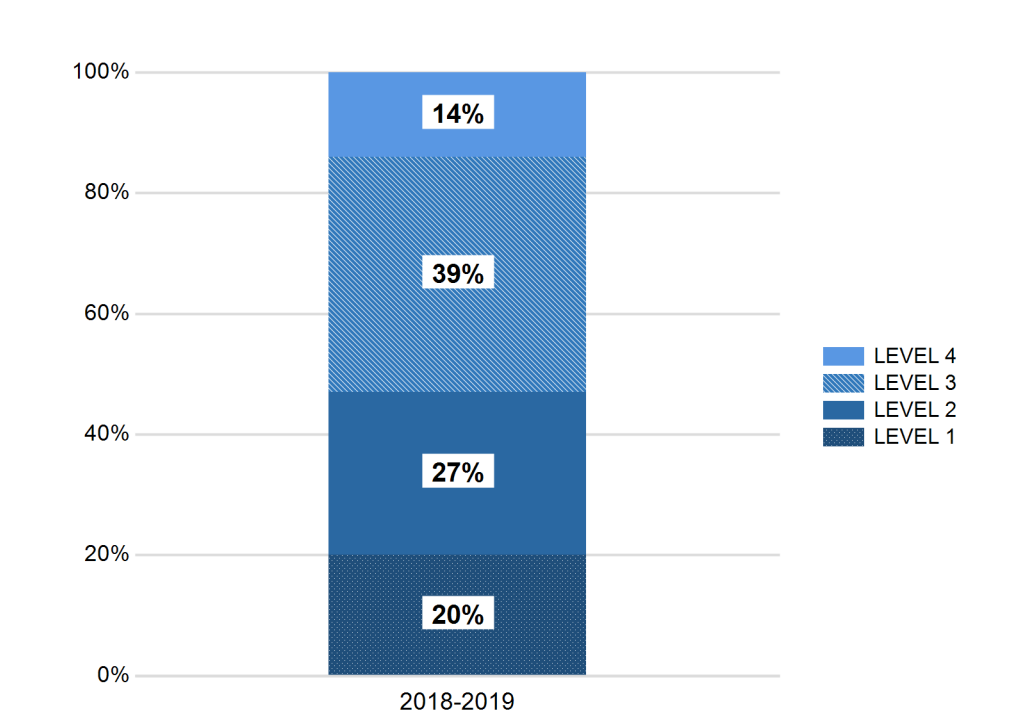| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	765	774	747	*	*	19%	35%	30%	66%	47%
White	81	765	772	755	*	*	22%	32%	31%	63%	58%
Hispanic	*	*	757	735	*	*	*	*	*	*	30%
Black or African American	N	N	743	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	798	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	781	753	N	N	N	N	N	N	55%
Female	50	764	775	747	*	*	*	38%	26%	64%	47%
Male	49	766	773	747	*	*	*	33%	35%	67%	47%
Economically Disadvantaged Students	*	*	752	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	776	757	*	*	*	*	*	*	59%
Students with Disabilities	17	726	741	725	*	*	*	*	*	18%	19%
Students without Disabilities	82	773	780	752	*	*	*	*	*	76%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	99	765	*	749	*	*	19%	35%	30%	66%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Lafayette Mills School

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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	N	N
4	*	*
5	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

Lafayette Mills School
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2018-2019

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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.

2018-2019

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

14%
39%
27%
20%

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
Schoolwide	20	27	39	14
White	20	27	39	15
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	20	24	38	18
Male	20	30	40	10
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	61	33	6	0
Students without Disabilities	11	26	46	17
English Learners	N	N	N	N
Non-English Learners	20	27	39	14
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

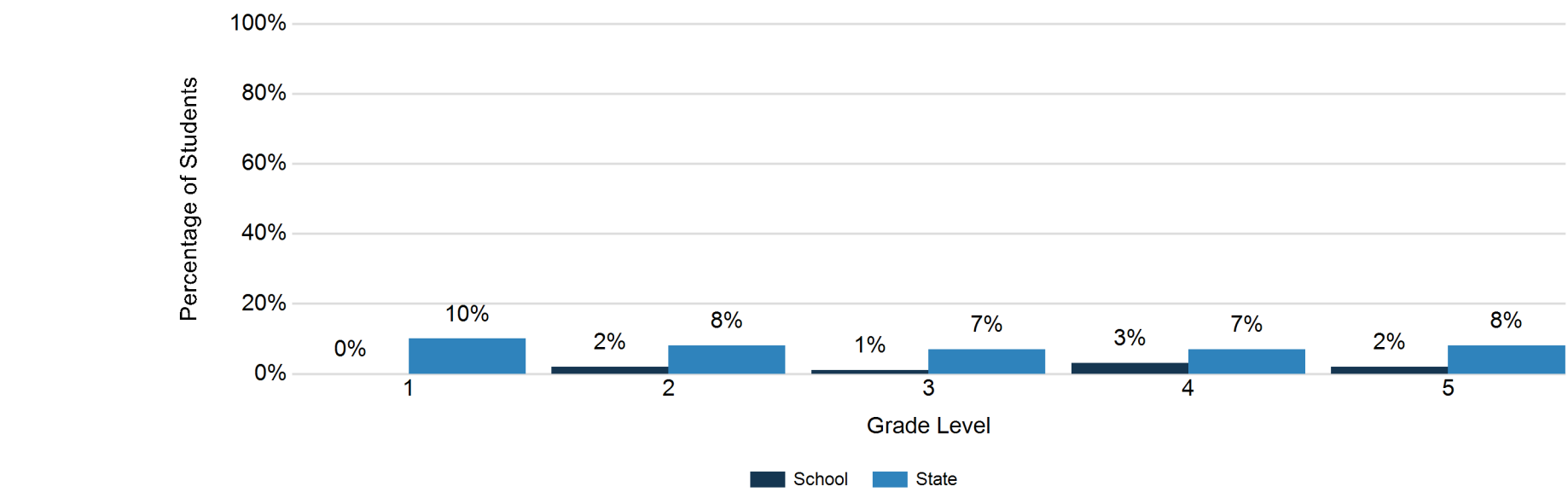**NJ SCHOOL PERFORMANCE REPORT**

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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	9	1.7	8.1	Met
White	7	1.7	8.1	Met
Hispanic	2	4.0	8.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	8.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	6	2.3		
Male	3	1.1		
Economically Disadvantaged Students	2	16.7	**	**
Students with Disabilities	3	3.6	8.1	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

20

Lafayette Mills School

(25-2920-055)

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2018-2019

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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.

NJ SCHOOL PERFORMANCE REPORT

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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)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.58

Police Notifications

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

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

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

Student Disciplinary Removals

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

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

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

Lafayette Mills School
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Grades Offered: 01-05
2018-2019

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	8:45 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

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

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	13.8	12.1
Average years experience in district	13.8	10.8
Percentage of Teachers with 4 or more years experience in the district	90.2%	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	28	9,530
Average years experience in public schools	14.0	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	82.1%	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	258:1	179:1
Teachers to Administrators	21:1	14:1
Students to Librarians/Media Specialists		1001:1
Students to Nurses		501:1
Students to Counselors		715:1
Students to Child Study Team Members		238:1

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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	49.1%	85.7%	50.0%	48.4%	77.1%	54.9%
Male	50.9%	14.3%	50.0%	51.6%	22.9%	45.1%
White	75.9%	95.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.9%	2.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.4%	2.4%	0.0%	15.0%	6.6%	13.9%
Asian	11.3%	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%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.5%	0.0%	0.0%	2.1%	0.2%	0.2%

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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 - 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

Teacher 46%

Admin N/A

Master's Degree

Teacher 54%

Admin 100%

Doctoral Degree

Teacher 0%

Admin 0%

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	92.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.3%	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	97.8%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

NJ SCHOOL PERFORMANCE REPORT

Lafayette Mills School
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Grades Offered: 01-05
2018-2019

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.

Lafayette Mills School

(25-2920-055)

Grades Offered: 01-05

2018-2019

Report Key:

  * Data is not displayed in order to protect student privacy

  ** Accountability calculations require 20 or more students

  N No Data is available to display

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

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

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

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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 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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	72.7%	72.0%	73.7%
Math Proficiency	70.1%	75.9%	76.8%
ELA Growth	58	62	68
Math Growth	64	71	63
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	4.2%	5.8%	1.7%

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

Lafayette Mills School

(25-2920-055)

Grades Offered: 01-05

2018-2019

NJ SCHOOL PERFORMANCE REPORT

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.

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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.

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.

NJ SCHOOL PERFORMANCE REPORT

Lafayette Mills School

(25-2920-055)

Grades Offered: 01-05

2018-2019

Report Key:
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- **N** No Data is available to display
- **†** This indicates a table specific note, see note below table

Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

Lafayette Mills School
(25-2920-055)
Grades Offered: 01-05
2018-2019

Report Key:
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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:	• Our monthly Choose Kindness Day, Hello Week, the Week of Respect, weekly school spirit activities and community projects were conducted. • Basketball and Movie Night, involved families and brightened the winter months. • On LMTV students broadcast daily, On Friday students that earned Eagle Slips are recognized.
Mission, Vision, Theme:	Our misssion is for each student to attain their personal best. The vision is to have students receive the necessary instruction and coaching from all staff to maintain high performance.
Awards, Recognition, Accomplishments:	Lafayette Mills School is a Professional Development School and as such works closely with Monmouith University. Our students and staff benefit from the activities supported by hosting teacher candidates.

Lafayette Mills School

(25-2920-055)

Grades Offered: 01-05

2018-2019

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.

Courses, Curriculum, Instruction:	All staff members collaboratively provide instruction in both core and encore subjects. Our schedule is crafted to allow each child to enjoy an effective learning environment. We utilize both a School improvement Panel and Professional Learning Communities to make grade level and buidling-wide decisions.

NJ SCHOOL PERFORMANCE REPORT

Manalapan-Englishtown Middle School
(25-2920-060)
Grades Offered: 07-08
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 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

Notes from the New Jersey Department of Education:

Manalapan-Englishtown Middle School

(25-2920-060)

Grades Offered: 07-08

2018-2019

School Contact Information

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

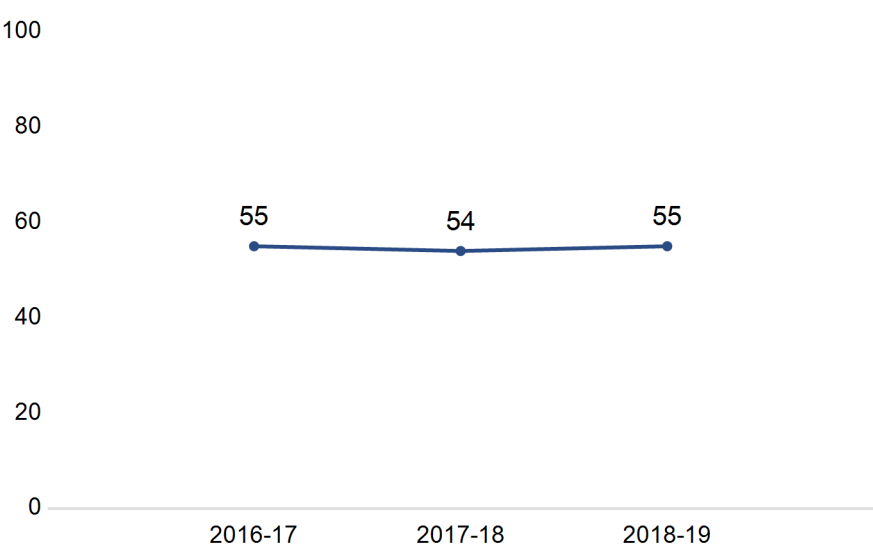| Type	Contact Information
County	Monmouth
District	Manalapan-Englishtown Regional Schools School District
Principal Name	Dr. Michael Fiorillo
Address	155 MILLHURST ROAD Manalapan, NJ 07726-4006
Phone Number	732-786-2650
Email Address	michaelfiorillo@mersnj.us
Website	https://www.mersnj.us/mems

Manalapan-Englishtown Middle School

(25-2920-060)

Grades Offered: 07-08

2018-2019

Report Key:

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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
7	579	623	627
8	614	592	625
Total	1,198	1,224	1,255

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	47.7%	48.0%	48.2%
Male	52.3%	52.0%	51.8%
Economically Disadvantaged Students	9.3%	8.3%	7.2%
Students with Disabilities	14.6%	15.9%	15.6%
English Learners	0.4%	0.3%	0.3%
Homeless Students	0.0%	0.3%	0.1%
Students in Foster Care	0.3%	0.1%	0.1%
Military-Connected Students	0.1%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	77.6%	75.2%	76.9%
Hispanic	8.0%	8.8%	8.7%
Black or African American	1.9%	1.9%	1.4%
Asian	9.8%	11.4%	10.6%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	2.4%	2.5%	2.2%

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	88.4%
Russian	2.6%
Spanish	1.7%
Telugu	1.0%
Other Languages	6.2%

NJ SCHOOL PERFORMANCE REPORT

Manalapan-Englishtown Middle School
(25-2920-060)
Grades Offered: 07-08
2018-2019

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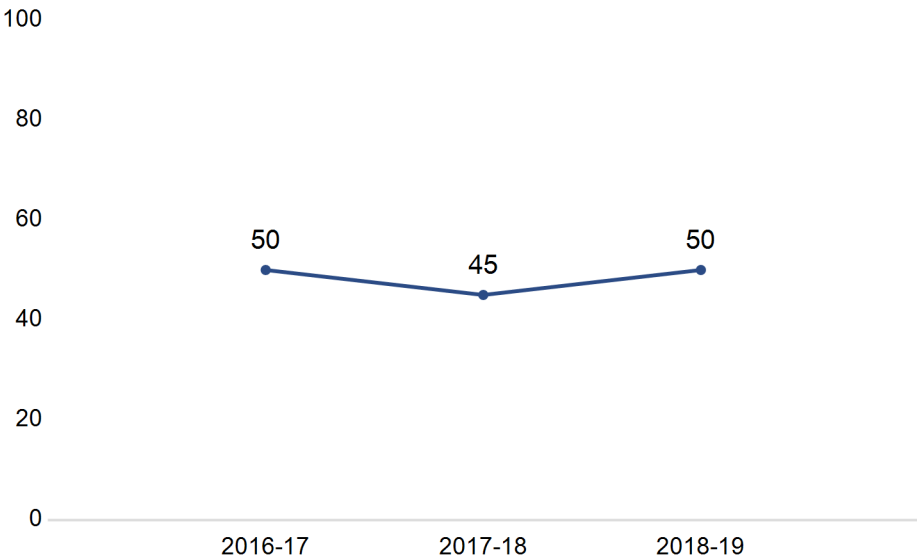† This indicates a table specific note, see note below table

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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	55	54	55	50	45	50
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

4

Manalapan-Englishtown Middle School

(25-2920-060)

Grades Offered: 07-08

2018-2019

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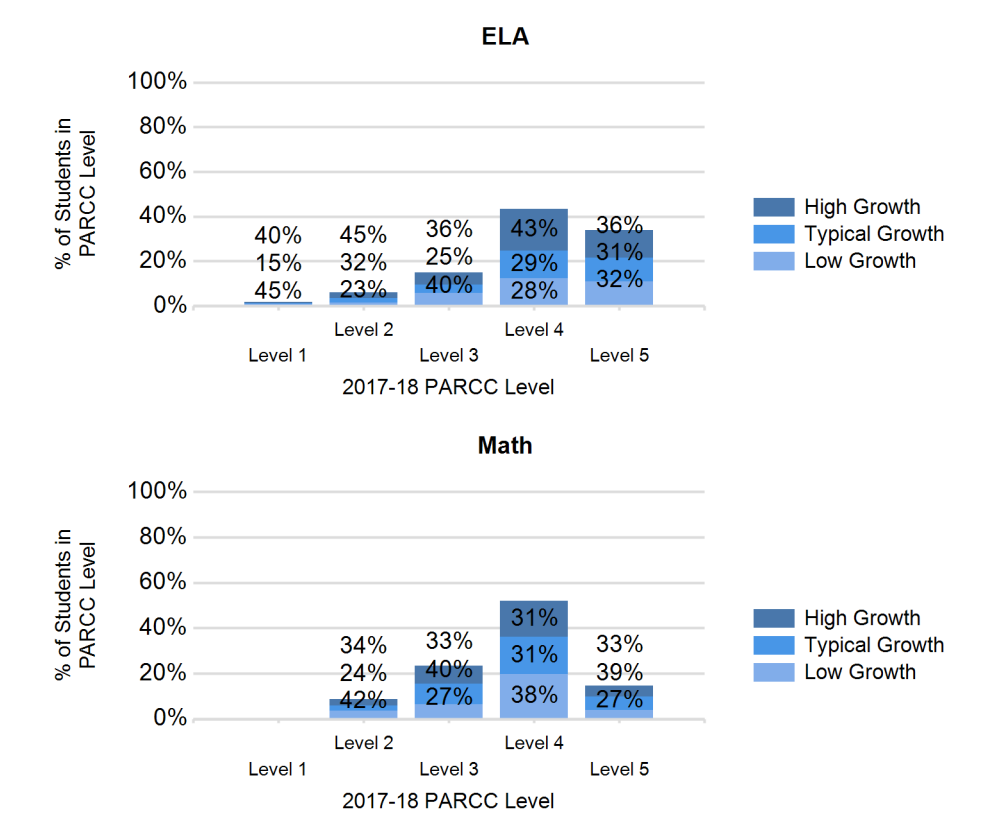**†** This indicates a table specific note, see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (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.
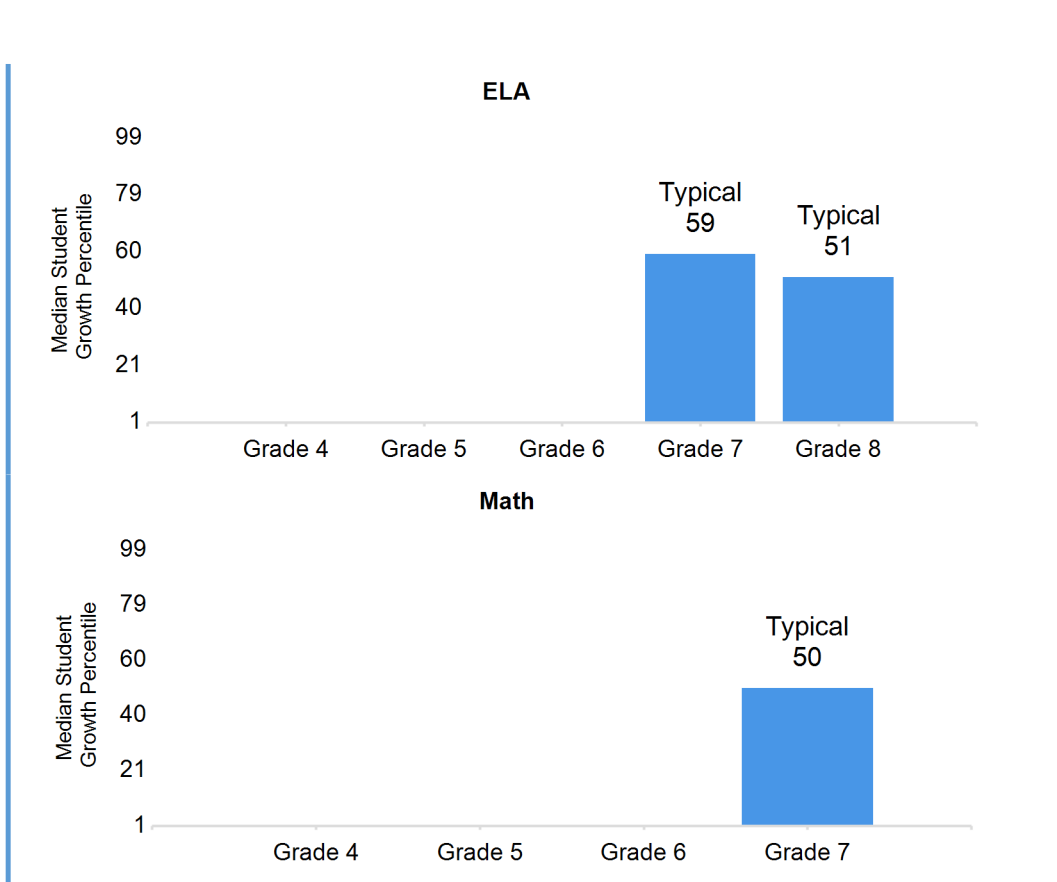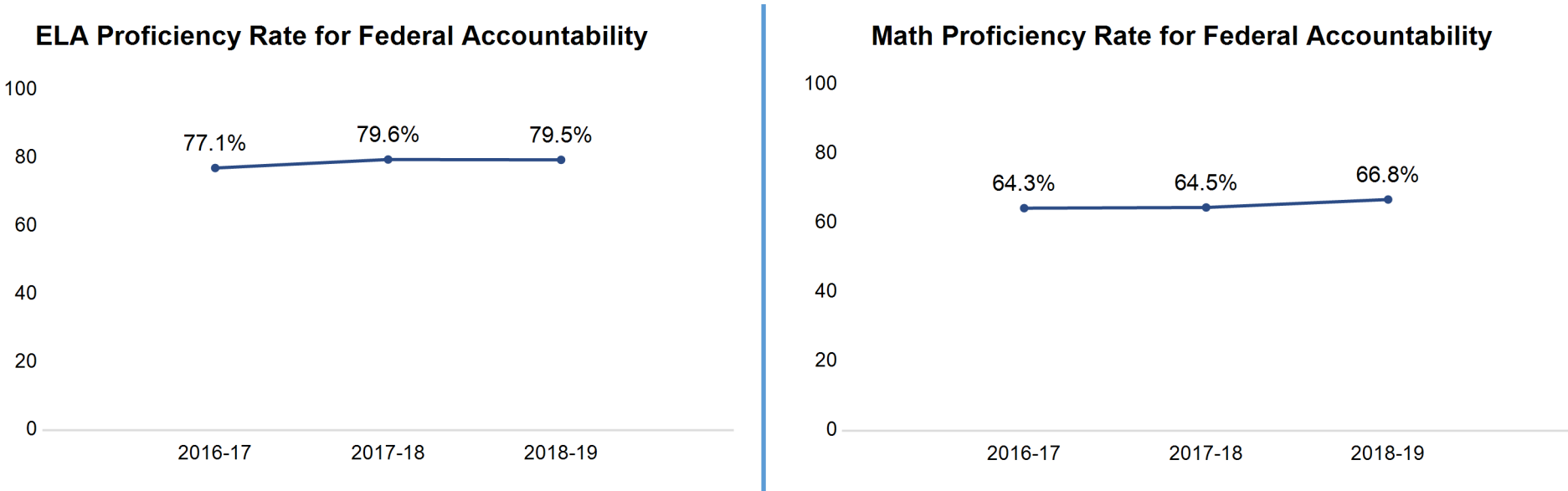
Student Growth

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	55	63	50	Met Standard	50	61	50	Met Standard
White	54	62.5	50	Met Standard	48	60	52	Met Standard
Hispanic	60	67	49	Exceeds Standard	52.5	62	47	Met Standard
Black or African American	24	44	45	**	*	40.5	43	**
Asian, Native Hawaiian, or Pacific Islander	55	67	59	Met Standard	59	68.5	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	65	67	49	Exceeds Standard	48	55	52	**
Female	60	67	53	N	46	60	50	N
Male	50	60	47	N	52	61	51	N
Economically Disadvantaged Students	62	63	48	Exceeds Standard	43	59	46	Met Standard
Students with Disabilities	37	48.5	43	Not Met	43.5	54.5	45	Met Standard
English Learners	61.5	75	52	**	*	72	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

Manalapan-Englishtown Middle School
(25-2920-060)
Grades Offered: 07-08
2018-2019

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 by Performance Level

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

Student Growth by Grade

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

NJ SCHOOL PERFORMANCE REPORT

Manalapan-Englishtown Middle School
(25-2920-060)
Grades Offered: 07-08
2018-2019

Report Key:
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N No Data is available to display
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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

77.1%   79.6%   79.5%
2016-17   2017-18   2018-19

Math Proficiency Rate for Federal Accountability

64.3%   64.5%   66.8%
2016-17   2017-18   2018-19

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.7%	94.1%	93.9%	95.3%	94.4%	94.0%
Proficiency Rate for Federal Accountability	77.1%	79.6%	79.5%	64.3%	64.5%	66.8%
Annual Target	66.9%	67.6%	68.3%	58.5%	59.7%	60.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
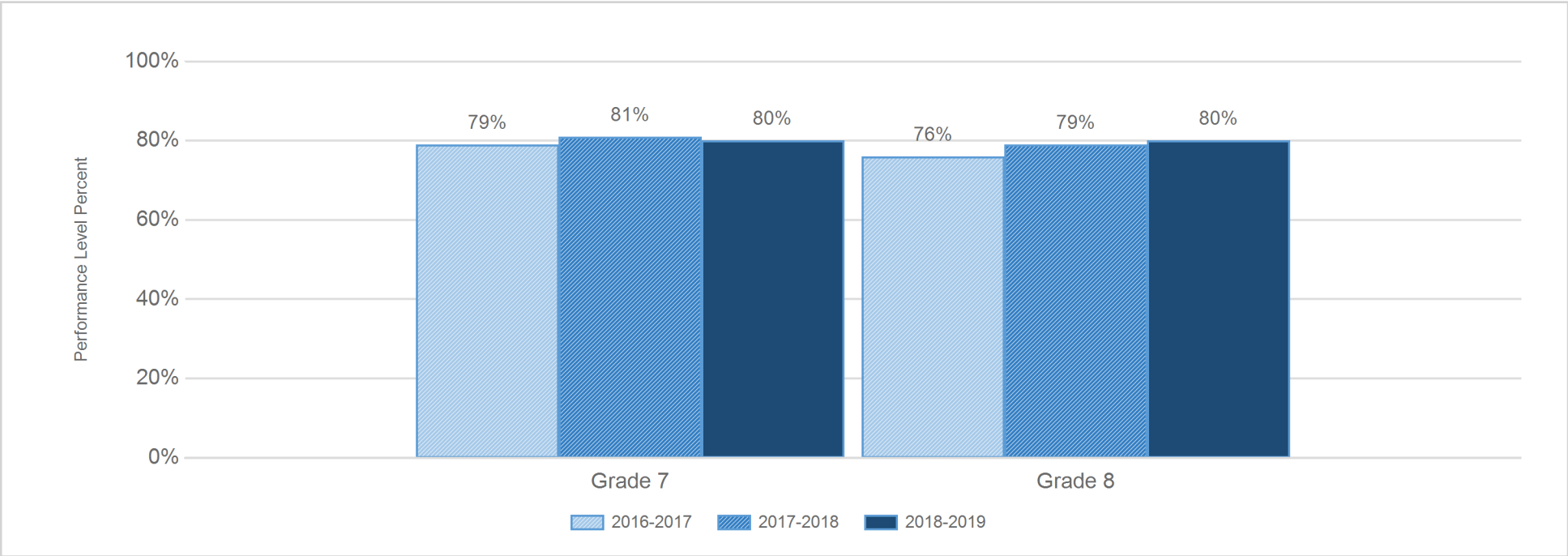
7

NJ SCHOOL PERFORMANCE REPORT

Manalapan-Englishtown Middle School

(25-2920-060)

Grades Offered: 07-08

2018-2019

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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	1172	93.9	80.1	78.1	57.9	79.5	68.3	Met Target
White	903	93.8	79.2	77.4	66.9	78.3	68.2	Met Target
Hispanic	98	92.7	75.5	72.9	43.9	74.9	53	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	128	96.3	91.4	89.4	82.9	91.4	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	27	96.4	85.2	77.8	64.4	85.2	58.5	Met Goal
Female	568	94.2	87.5	84.1	64.8	87.0		
Male	604	93.6	73.2	72.6	51.3	72.4		
Economically Disadvantaged Students	74	86.5	66.2	*	40.0	*	47.2	Met Target
Non-Economically Disadvantaged Students	1098	94.4	81.1	*	67.9	*		
Students with Disabilities	173	89.4	29.5	30.2	22.7	28.1	24.8	Met Target
Students without Disabilities	999	94.7	88.9	86.7	65.1	88.8		
English Learners	10	100.0	40.0	62.8	29.3	40.0	**	**
Non-English Learners	1162	93.8	80.5	78.5	60.6	79.8		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

8

Manalapan-Englishtown Middle School

(25-2920-060)

Grades Offered: 07-08

2018-2019

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.

NJ SCHOOL PERFORMANCE REPORT

Manalapan-Englishtown Middle School

(25-2920-060)

Grades Offered: 07-08

2018-2019

English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	593	782	782	761	3%	7%	10%	30%	50%	80%	63%
White	466	781	781	769	3%	7%	9%	31%	50%	81%	72%
Hispanic	51	770	770	747	*	*	*	37%	33%	71%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	58	801	801	790	0%	*	*	*	*	88%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	13	783	783	768	0%	*	*	*	*	85%	68%
Female	279	793	793	769	*	*	8%	25%	62%	87%	71%
Male	314	772	772	753	*	*	11%	35%	39%	74%	55%
Economically Disadvantaged Students	42	757	757	743	*	*	*	29%	24%	52%	45%
Non-Economically Disadvantaged Students	551	784	784	771	*	*	*	30%	52%	83%	73%
Students with Disabilities	88	726	726	720	*	*	23%	*	*	23%	22%
Students without Disabilities	505	791	791	769	*	*	8%	*	*	90%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Manalapan-Englishtown Middle School

(25-2920-060)

Grades Offered: 07-08

2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 8

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

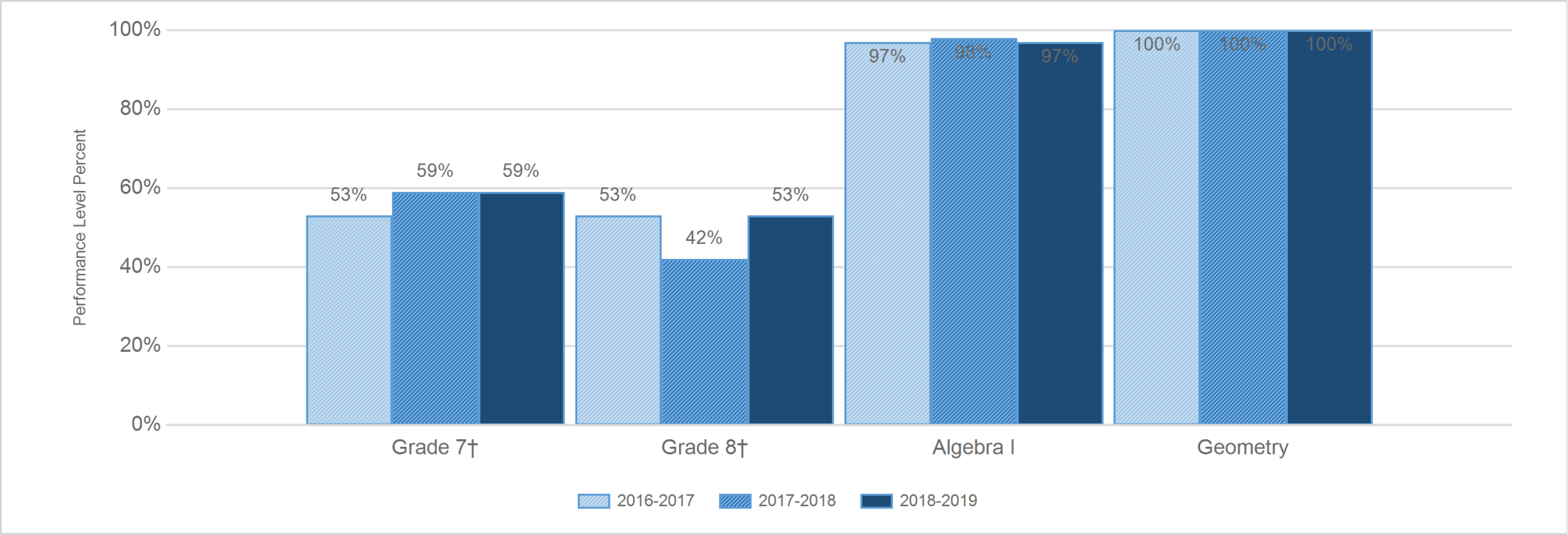| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	573	779	779	762	3%	4%	12%	41%	39%	80%	63%
White	431	778	778	770	3%	4%	14%	42%	37%	78%	72%
Hispanic	50	770	770	747	*	*	*	50%	28%	78%	49%
Black or African American	10	762	762	741	*	*	*	*	*	60%	43%
Asian, Native Hawaiian, or Pacific Islander	68	795	795	794	*	0%	*	34%	62%	96%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	14	783	783	769	0%	0%	*	*	*	86%	69%
Female	286	789	789	771	*	*	8%	40%	49%	88%	71%
Male	287	770	770	753	*	*	16%	43%	29%	72%	55%
Economically Disadvantaged Students	30	772	772	743	*	*	*	*	*	83%	45%
Non-Economically Disadvantaged Students	543	780	780	772	*	*	*	*	*	80%	72%
Students with Disabilities	72	731	731	721	*	*	26%	*	*	33%	22%
Students without Disabilities	501	786	786	770	*	*	10%	*	*	87%	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	573	779	779	764	3%	4%	12%	41%	39%	80%	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Manalapan-Englishtown Middle School

(25-2920-060)

Grades Offered: 07-08

2018-2019

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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	1173	94.0	67.3	73.7	44.5	66.8	60.8	Met Target
White	903	93.8	65.4	72.3	54.1	64.8	60.4	Met Target
Hispanic	98	92.7	60.2	68.6	28.8	59.7	47.6	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	129	97.0	86.8	89.2	76.5	86.8	78.1	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	27	96.4	74.1	81.5	53.3	74.1	62.1	Met Target
Female	567	94.1	69.5	75.6	44.9	69.0		
Male	606	93.9	65.3	72.0	44.2	64.8		
Economically Disadvantaged Students	75	87.6	52.0	*	26.3	*	43	Met Target
Non-Economically Disadvantaged Students	1098	94.5	68.4	*	54.9	*		
Students with Disabilities	173	89.4	14.5	26.6	17.4	13.8	19.6	Not Met
Students without Disabilities	1000	94.8	76.5	82.2	50.0	76.5		
English Learners	10	100.0	20.0	66.3	25.0	20.0	**	**
Non-English Learners	1163	93.9	67.8	73.9	46.5	67.2		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Manalapan-Englishtown Middle School

(25-2920-060)

Grades Offered: 07-08

2018-2019

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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.

NJ SCHOOL PERFORMANCE REPORT

Manalapan-Englishtown Middle School

(25-2920-060)

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Mathematics Assessment - Performance by Grade: Grade 7

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.

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

Student Group	Valid Scores	Mean Scale Score	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	520	754	754	744	3%	10%	28%	49%	10%	59%	42%
White	419	754	754	751	3%	9%	30%	48%	10%	58%	53%
Hispanic	48	745	745	733	*	*	29%	*	*	48%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	36	767	767	768	0%	*	*	*	*	81%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	249	756	756	744	*	*	27%	51%	11%	62%	42%
Male	271	753	753	743	*	*	29%	48%	8%	56%	42%
Economically Disadvantaged Students	41	743	743	731	*	*	37%	*	*	37%	24%
Non-Economically Disadvantaged Students	479	755	755	751	*	*	27%	*	*	61%	53%
Students with Disabilities	88	725	725	718	*	*	*	*	*	*	13%
Students without Disabilities	432	760	760	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Manalapan-Englishtown Middle School

(25-2920-060)

Grades Offered: 07-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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.

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

Student Group	Valid Scores	Mean Scale Score	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	329	748	748	728	6%	13%	27%	*	*	53%	29%
White	258	748	748	737	5%	14%	28%	*	*	53%	38%
Hispanic	33	746	746	722	*	*	30%	48%	0%	48%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	22	755	755	747	*	*	*	68%	0%	68%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	157	750	750	731	*	12%	28%	*	*	55%	31%
Male	172	746	746	726	*	14%	27%	*	*	51%	27%
Economically Disadvantaged Students	26	752	752	719	*	*	*	*	*	69%	20%
Non-Economically Disadvantaged Students	303	747	747	735	*	*	*	*	*	52%	36%
Students with Disabilities	70	723	723	707	*	31%	24%	*	*	20%	10%
Students without Disabilities	259	754	754	734	*	8%	28%	*	*	62%	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	329	748	748	730	6%	13%	27%	*	*	53%	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Manalapan-Englishtown Middle School

(25-2920-060)

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Mathematics Assessment - Performance by Test: Algebra I

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, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	261	788	788	744	0%	*	*	76%	21%	97%	42%
White	188	786	*	752	0%	*	*	78%	18%	96%	53%
Hispanic	17	782	782	728	0%	0%	*	*	*	94%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	49	797	797	775	0%	0%	*	*	*	98%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	128	783	783	745	0%	*	*	*	*	96%	44%
Male	133	792	*	743	0%	*	*	*	*	97%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	261	788	*	745	0%	*	*	76%	21%	97%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

**NJ SCHOOL PERFORMANCE REPORT**

Manalapan-Englishtown Middle School

(25-2920-060)

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Mathematics Assessment - Performance by Test: Geometry

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, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	59	787	787	737	0%	0%	0%	39%	61%	100%	35%
White	33	781	781	743	0%	0%	0%	52%	48%	100%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	N	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	20	796	796	762	0%	0%	0%	*	*	100%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	31	787	787	738	0%	0%	0%	35%	65%	100%	36%
Male	28	787	787	736	0%	0%	0%	43%	57%	100%	34%
Economically Disadvantaged Students	N	N	N	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	59	787	787	743	0%	0%	0%	39%	61%	100%	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	59	787	787	738	0%	0%	0%	39%	61%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

17

NJ SCHOOL PERFORMANCE REPORT

Manalapan-Englishtown Middle School
(25-2920-060)
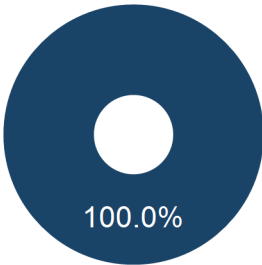Grades Offered: 07-08
2018-2019

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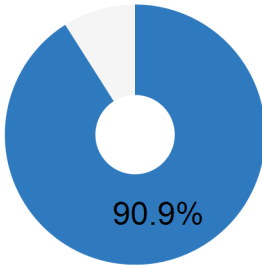
DLM Alternate Assessment - Participation

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
7	11	10
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

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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 8 Summary

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

2018-2019

- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1
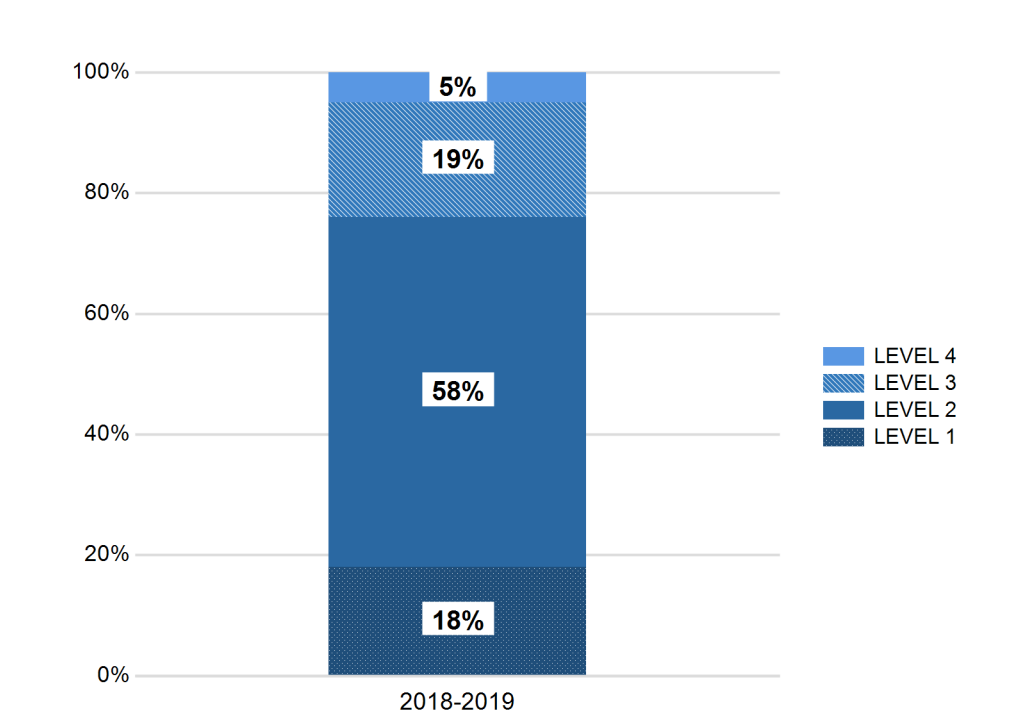
NJSLA Science Assessment: Grade 8

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
Schoolwide	18	58	19	5
White	19	60	18	3
Hispanic	20	57	18	4
Black or African American	40	40	20	0
Asian, Native Hawaiian, or Pacific Islander	6	51	26	16
American Indian or Alaska Native	N	N	N	N
Two or More Races	14	64	7	14
Female	15	62	19	4
Male	21	55	18	6
Economically Disadvantaged Students	10	77	7	7
Non-Economically Disadvantaged Students	19	57	19	5
Students with Disabilities	58	38	4	0
Students without Disabilities	12	61	21	6
English Learners	N	N	N	N
Non-English Learners	18	58	19	5
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

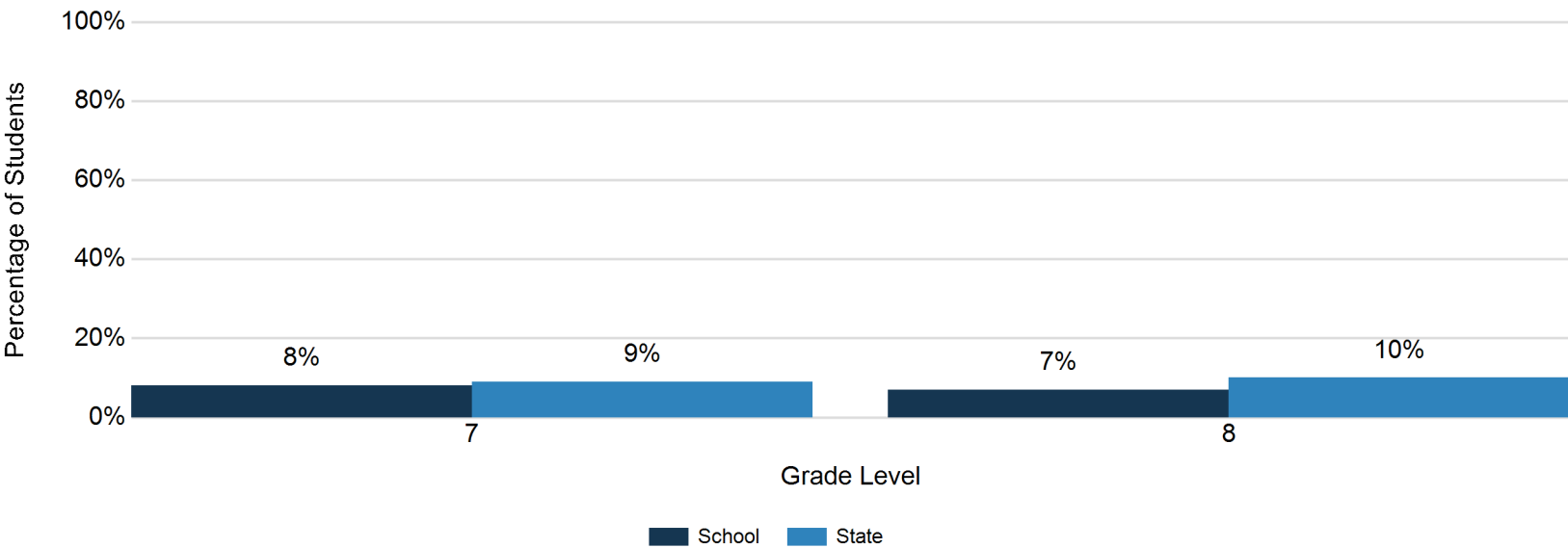**NJ SCHOOL PERFORMANCE REPORT**

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
7	74	0	553
8	194	64	367
Total	268	64	920

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	416	0	160	0	0	0	0
8	435	0	159	0	0	0	0
Total	851	0	319	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

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Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

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

100.0% **School**

90.9% **State**

Students enrolled in one or more classes by discipline:

MUSIC	School	99.7%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	100.0%
	State	70.0%

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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	91	7.2	9.5	Met
White	67	6.9	9.5	Met
Hispanic	15	13.8	9.5	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	0.7	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	4	14.3	9.5	Not Met
Female	40	6.6		
Male	51	7.8		
Economically Disadvantaged Students	19	21.3	9.5	Not Met
Students with Disabilities	27	13.3	9.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
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.

Manalapan-Englishtown Middle School

(25-2920-060)

Grades Offered: 07-08

2018-2019

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 by Grade

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

Grade Level 7: School 8%, State 9%
Grade Level 8: School 7%, State 10%

Legend: School, State

NJ SCHOOL PERFORMANCE REPORT

Manalapan-Englishtown Middle School

(25-2920-060)

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2018-2019

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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)	7
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	0.56

Police Notifications

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

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

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

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

Manalapan-Englishtown Middle School
(25-2920-060)
Grades Offered: 07-08
2018-2019

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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	7:20 AM
Typical End Time	1:50 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

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

Manalapan-Englishtown Middle School
(25-2920-060)
Grades Offered: 07-08
2018-2019

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
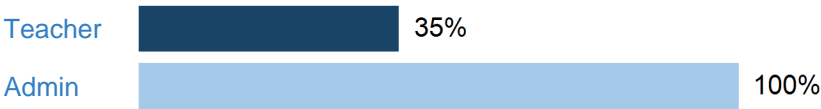
Teachers – Experience

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	101	118,214
Average years experience in public schools	11.8	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	81.2%	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	28	9,530
Average years experience in public schools	14.0	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	82.1%	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	418:1	179:1
Teachers to Administrators	34:1	14:1
Students to Librarians/Media Specialists		1001:1
Students to Nurses		501:1
Students to Counselors		715:1
Students to Child Study Team Members		238:1

Manalapan-Englishtown Middle School

(25-2920-060)

Grades Offered: 07-08

2018-2019

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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	48.2%	80.2%	0.0%	48.4%	77.1%	54.9%
Male	51.8%	19.8%	100.0%	51.6%	22.9%	45.1%
White	76.9%	96.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.7%	2.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	10.6%	2.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.2%	0.0%	0.0%	2.1%	0.2%	0.2%

Manalapan-Englishtown Middle School
(25-2920-060)
Grades Offered: 07-08
2018-2019

Key terms for staff data:
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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 - 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

Teacher — 65%
Admin — N/A

Master's Degree

Teacher — 35%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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	92.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.5%

NJ SCHOOL PERFORMANCE REPORT

Manalapan-Englishtown Middle School
(25-2920-060)
Grades Offered: 07-08
2018-2019

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.

Manalapan-Englishtown Middle School

(25-2920-060)

Grades Offered: 07-08

2018-2019

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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.

Manalapan-Englishtown Middle School

(25-2920-060)

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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 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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	77.1%	79.6%	79.5%
Math Proficiency	64.3%	64.5%	66.8%
ELA Growth	55	54	55
Math Growth	50	45	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	9.8%	10.1%	7.2%

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

Manalapan-Englishtown Middle School

(25-2920-060)

Grades Offered: 07-08

2018-2019

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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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Manalapan-Englishtown Middle School

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

Manalapan-Englishtown Middle School

(25-2920-060)

Grades Offered: 07-08

2018-2019

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:	• 1:1 initiative supports the appropriate use of technology and prepares students to learn and live in a digital world • MEMS takes pride in the visual/performing arts programs that highlight students' talent and promotes a positive culture • STEMbotics and STEAM classes engage and challenge students in multiple disciplines, allowing them to highlight talents
Mission, Vision, Theme:	MEMS is a progressive school that provides a safe, nurturing environment and curriculum that is rich and rigorous. Believing that all students can learn and achieve, we provide an educational environment that meets the needs of all students and facilitates their cognitive and affective growth. Our professional staff includes teachers of the core curriculum subjects, the arts and technology, teachers of special education, and student assistance personnel, works diligently toward this goal.
Awards, Recognition, Accomplishments:	New Jersey Star School, National History Day, Delaware Valley Science Fair, Asbury Park Press Student Voices Competition, CBA Math Contest, Battle of the Books

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Manalapan-Englishtown Middle School

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Courses, Curriculum, Instruction:	A Modified Block Schedule, developed by the school's educators, provides learning periods of one to two hours. The schedule encourages opportunities for the faculty to present in-depth activities and projects that meet the individual educational needs and differences of all our students. Empowered by community planning periods, teachers work together to design and implement integrated learning experiences.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) In addition to baseball, basketball, soccer, wrestling, soccer, cross country, track and field, field hockey and cheerleading the following intramural activities are offered to all students: volleyball, floor hockey, basketball and fitness center.
Clubs and Activities:	Band, Orchestra, Drama Club, spring Musical, Jazz Ensemble, Select Vocal Ensemble, Future Teachers of America, Math Challenges, Homework Club, Yearbook Committee, Paw Print Press, Battle of the Books, Geography Bee, Spelling Bee, Morning Announcers, National Junior Honor Society, Social Skills Club, National History Day, Student Council.

NJ SCHOOL PERFORMANCE REPORT

Manalapan-Englishtown Middle School
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| | Staff and Professional Learning: | A climate of intellectual development exists at the Manalapan-Englishtown Middle School. Teachers are engaged in learning opportunities to strengthen their content knowledge and enhance instruction. Faculty and staff attend district, regional and state professional development sessions. Teachers share content knowledge and strategies at department meetings. Regular and special education teachers attend workshops to facilitate co-teaching models that creates excellence for students. |

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Student Supports and Services:	The service component consists of the child study teams (psychologist, social worker, and learning disabilities teacher-consultant), school counselors, health services (nurses, physician and medical consultants) and attendance services. The instruction component consists of Special Education Programs (special education classes and resource rooms), supplemental instruction, speech correction, individual services, I&RS (Intervention and Referral Service), and basic skills programs (BSI). Our RTI program is designed to reach and support our diverse community of learners. The tiered system provides interventions, assessments and strategies to work with struggling students. RTI teams serve as the vehicle to assist teachers in putting together and monitoring individualized student intervention plans.
Student Health and Wellness:	Students at MEMS receive one hour of physical education every other day. The school has three gymnasiums and a health center. The PE/Health staff is immersed in the NJCCCS and dedicated to the students' well-being. We also offer interscholastic and intramural programs after school for students to continue with the physical education enjoyment.
Parent and Community Involvement:	The MEMS Booster Organization was created to support student programs and provide additional after school opportunities, such as school dances, Club MEMS and Pep Rallies. All parents have the opportunity to become members, attend monthly meetings, as well as Pep Rallies, school plays, become a chaperone or chair a committee to sponsor an event. The Parent Portal allows parents access to their child's academic information, attendance, schedule or other pertinent school information.

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School Narrative

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Facilities:	MEMS opened in 1992 as a 7th and 8th grade middle school. In 2006 an addition to the school was completed to address the increase in student enrollment. The school is approximately 250,000 square feet. It includes state of the art classrooms, 13 science labs, 6 world language classrooms, 2 art classrooms, 3 gymnasiums, health center, computer, STEAM, and 2 STEM robotics labs, Media Center, 3 music rooms, auditorium and student dining room.

NJ SCHOOL PERFORMANCE REPORT

Manalapan-Englishtown Middle School
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2018-2019

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.

Technology and STEM:	Students in both 7th and 8th grade are scheduled into STEM-botics. This course provides a introduction in grade 7 and continuation of the EV3 robotics program in 8th grade. EV3 makes building, designing, programming, and commanding their robots smarter, faster, and interactive for students in both grades. The STEM program also promotes essential skills such as creativity, critical thinking, collaboration, and communication. Students will extend their knowledge of BOT construction, coding and problem solving through hands-on activities based on STEM principles.

NJ SCHOOL PERFORMANCE REPORT

Manalapan-Englishtown Middle School
(25-2920-060)
Grades Offered: 07-08
2018-2019

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.

Other Information

MEMS has been recognized by the state and other educational organizations for its educational excellence and engaging programs. This recognition supports the school's community learning concept where 7th and 8th grade students work collaboratively with an interdisciplinary team of teachers to acquire the knowledge, skills and self-confidence to succeed in middle school and be ready to accept the challenges of high school. Our strong academic curriculum, state of the art technology, diverse extra-curricular activities and champion sports program provides opportunities for students to exhibit excellence in all areas. The infusion of technology is a powerful tool that stimulates learning, enhances presentation, fosters creativity and allows students to excel in their academic endeavors. With our 1:1 technology initiative, students are connected to the world of learning. Over 1200 students and staff pass through our doors each day. On a daily basis, students are actively engaged in every classroom either conducting a science experiment, role-playing a historical event, collaborating on a multimedia presentation, using manipulatives to solve math equations, conversing in a foreign language, or creatively designing a clay sculpture. Students may also participate in a variety of school-wide events, clubs and competitions such as SITES, Social Studies Fair, World Language Fair, Future Teachers of America, Battle of the Books, National History Day, Student Council, Spelling Bee, Geography Bee, Student Council and Math Challenges. As educational professionals, we continually assess our program and enhance curriculum and design programs for our students to meet the challenges as they move forward in their educational careers.

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

Report Key:
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 † This indicates a table specific note, see note below table

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

Notes from the New Jersey Department of Education:

1

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

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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	Monmouth
District	Manalapan-Englishtown Regional Schools School District
Principal Name	Mrs. Jodi Pepchinski
Address	20 GLOBAR TERRACE Manalapan, NJ 07726-1599
Phone Number	732-786-2780
Email Address	jpepchinski@mersnj.us
Website	http://www.mersnj.us/mb
Facebook	https://www.facebook.com/MERSDistrict/

NJ SCHOOL PERFORMANCE REPORT

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

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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
KG	87	80	78
1	80	107	94
2	88	81	102
3	91	86	86
4	83	93	92
5	91	87	94
Total	520	534	546

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	46.9%	48.3%	49.8%
Male	53.1%	51.7%	50.2%
Economically Disadvantaged Students	9.8%	9.0%	9.2%
Students with Disabilities	10.0%	10.9%	12.6%
English Learners	5.0%	4.5%	4.9%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.2%	0.0%	0.0%
Military-Connected Students	0.4%	0.4%	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	78.5%	75.5%	75.3%
Hispanic	10.6%	12.2%	11.4%
Black or African American	1.5%	1.9%	2.2%
Asian	6.3%	6.9%	7.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	2.9%	3.6%	4.0%

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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	87	80	78

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	85.0%
Russian	6.8%
Spanish	2.6%
Other Languages	5.7%

NJ SCHOOL PERFORMANCE REPORT

Milford Brook School

(25-2920-063)

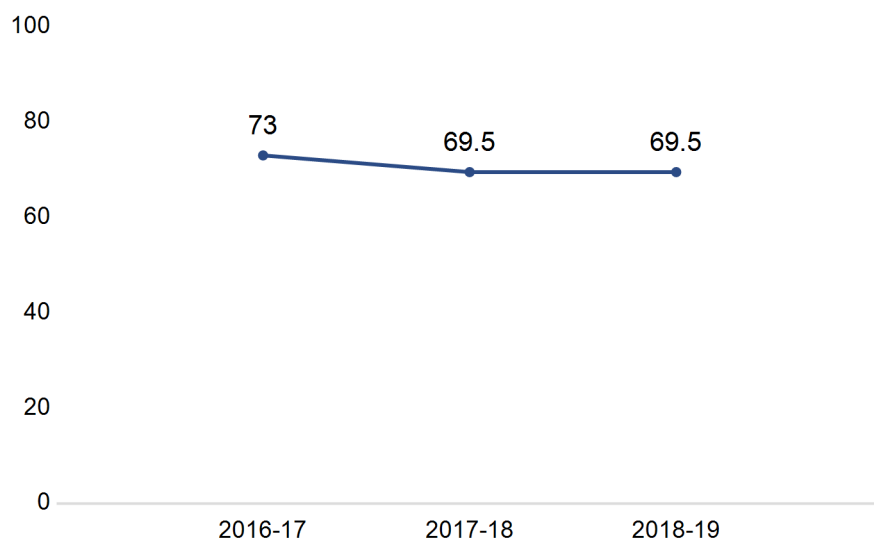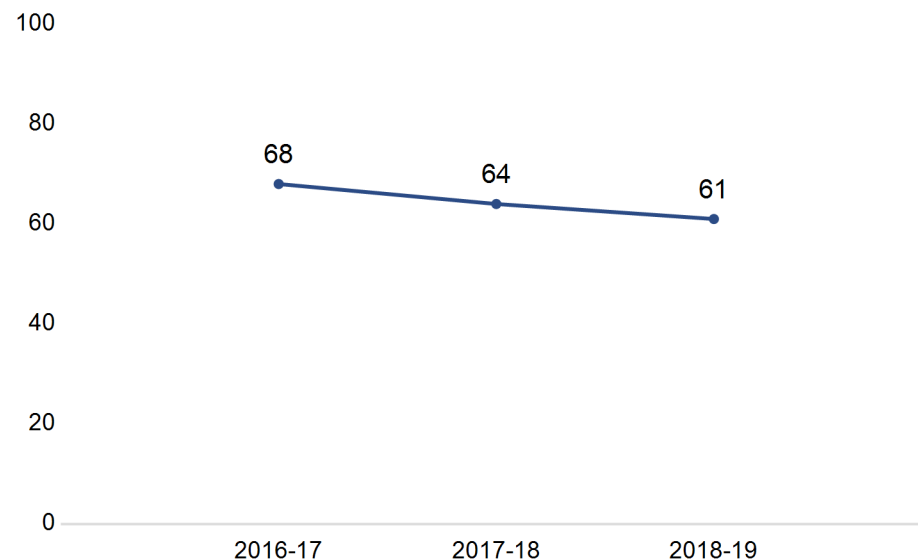Grades Offered: KG-05

2018-2019

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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

- 2016-17: 73
- 2017-18: 69.5
- 2018-19: 69.5

Math Median Student Growth Percentile

- 2016-17: 68
- 2017-18: 64
- 2018-19: 61

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	73	69.5	69.5	68	64	61
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

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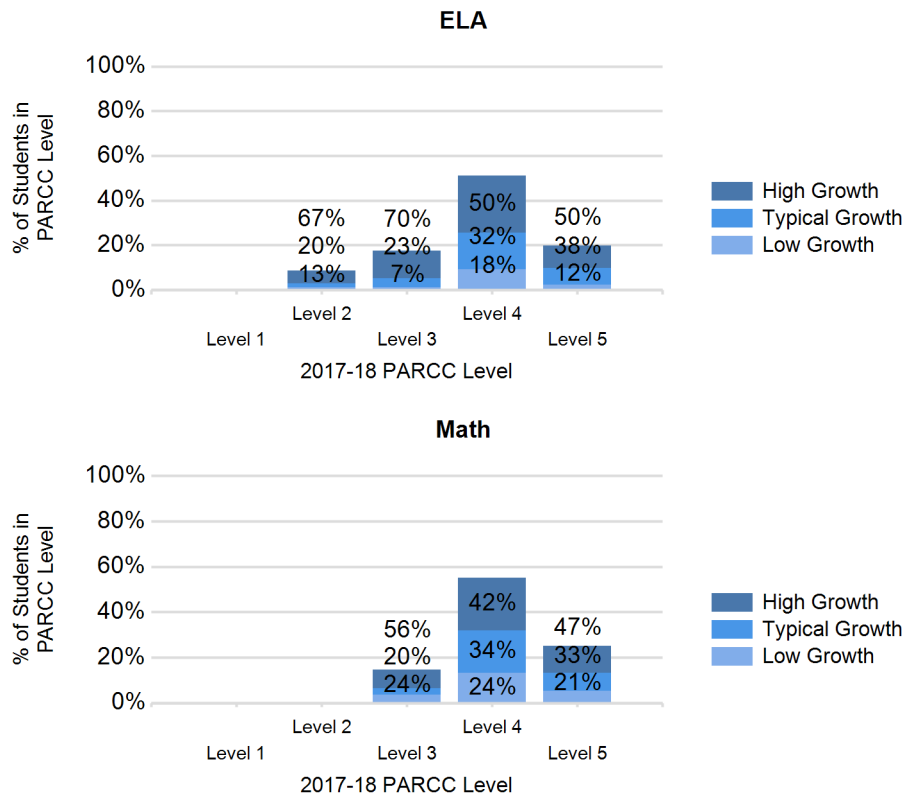† This indicates a table specific note, see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (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.

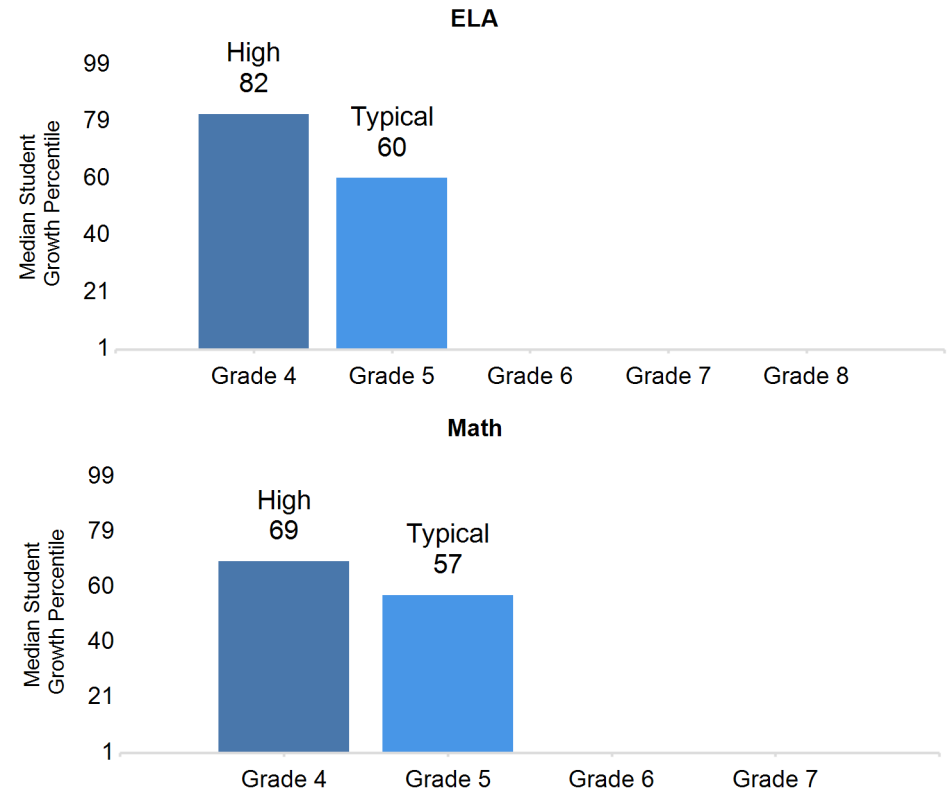## Student Growth

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	69.5	63	50	Exceeds Standard	61	61	50	Exceeds Standard
White	66	62.5	50	Exceeds Standard	61	60	52	Exceeds Standard
Hispanic	81	67	49	**	64.5	62	47	**
Black or African American	*	44	45	**	*	40.5	43	**
Asian, Native Hawaiian, or Pacific Islander	69	67	59	Exceeds Standard	57	68.5	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	67	49	**	*	55	52	**
Female	69	67	53	N	61	60	50	N
Male	70	60	47	N	61	61	51	N
Economically Disadvantaged Students	74	63	48	Exceeds Standard	64	59	46	Exceeds Standard
Students with Disabilities	49	48.5	43	**	74	54.5	45	**
English Learners	76.5	75	52	**	79.5	72	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

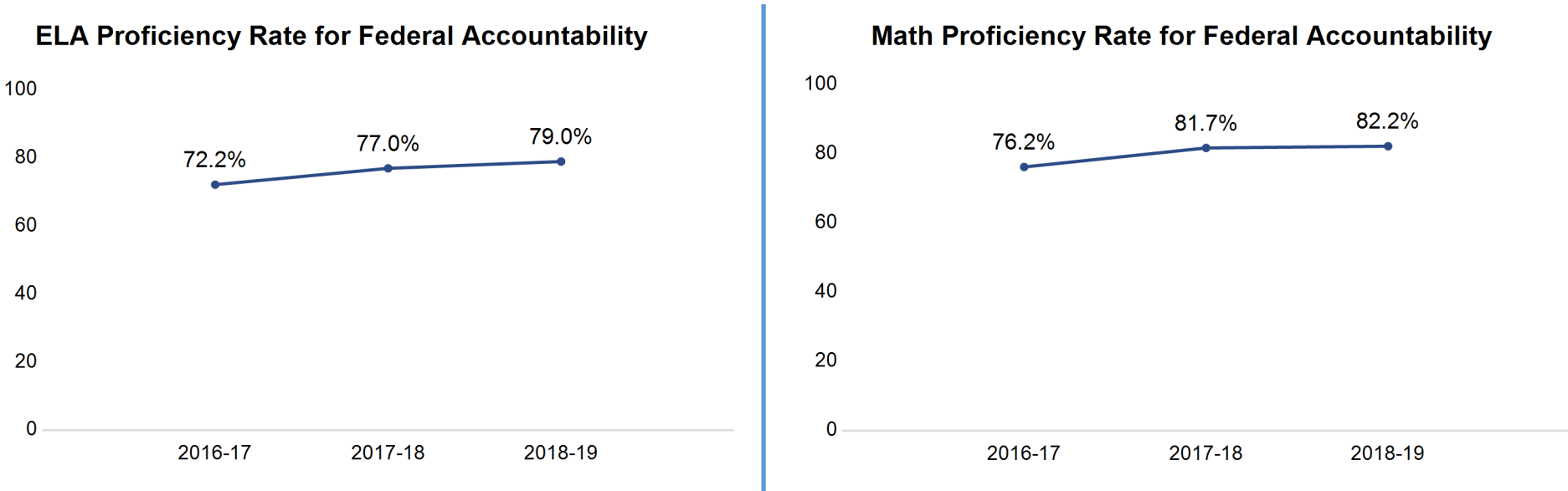**NJ SCHOOL PERFORMANCE REPORT**

Milford Brook School
(25-2920-063)
Grades Offered: KG-05
2018-2019

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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 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

6

NJ SCHOOL PERFORMANCE REPORT

Milford Brook School

(25-2920-063)

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2018-2019

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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

	2016-17	2017-18	2018-19
	72.2%	77.0%	79.0%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	76.2%	81.7%	82.2%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.3%	97.4%	97.0%	93.7%	97.1%	97.0%
Proficiency Rate for Federal Accountability	72.2%	77.0%	79.0%	76.2%	81.7%	82.2%
Annual Target	71.8%	72.3%	72.7%	68.9%	69.5%	70.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Goal	Met Goal
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.

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

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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	252	97.0	79.0	78.1	57.9	79.0	72.7	Met Target
White	188	96.0	75.0	77.4	66.9	75.0	71.2	Met Target
Hispanic	22	100.0	100.0	72.9	43.9	100.0	60.5	Met Goal
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	92.0	89.4	82.9	92.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	77.8	64.4	*	**	**
Female	117	96.0	82.9	84.1	64.8	82.9		
Male	135	97.9	75.6	72.6	51.3	75.6		
Economically Disadvantaged Students	27	96.6	77.8	*	40.0	77.8	55.3	Met Target
Non-Economically Disadvantaged Students	225	97.0	79.1	*	67.9	79.1		
Students with Disabilities	28	96.6	32.1	30.2	22.7	32.1	38.5	Met Target†
Students without Disabilities	224	97.0	84.8	86.7	65.1	84.8		
English Learners	14	100.0	78.6	62.8	29.3	78.6	**	**
Non-English Learners	238	96.8	79.0	78.5	60.6	79.0		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.
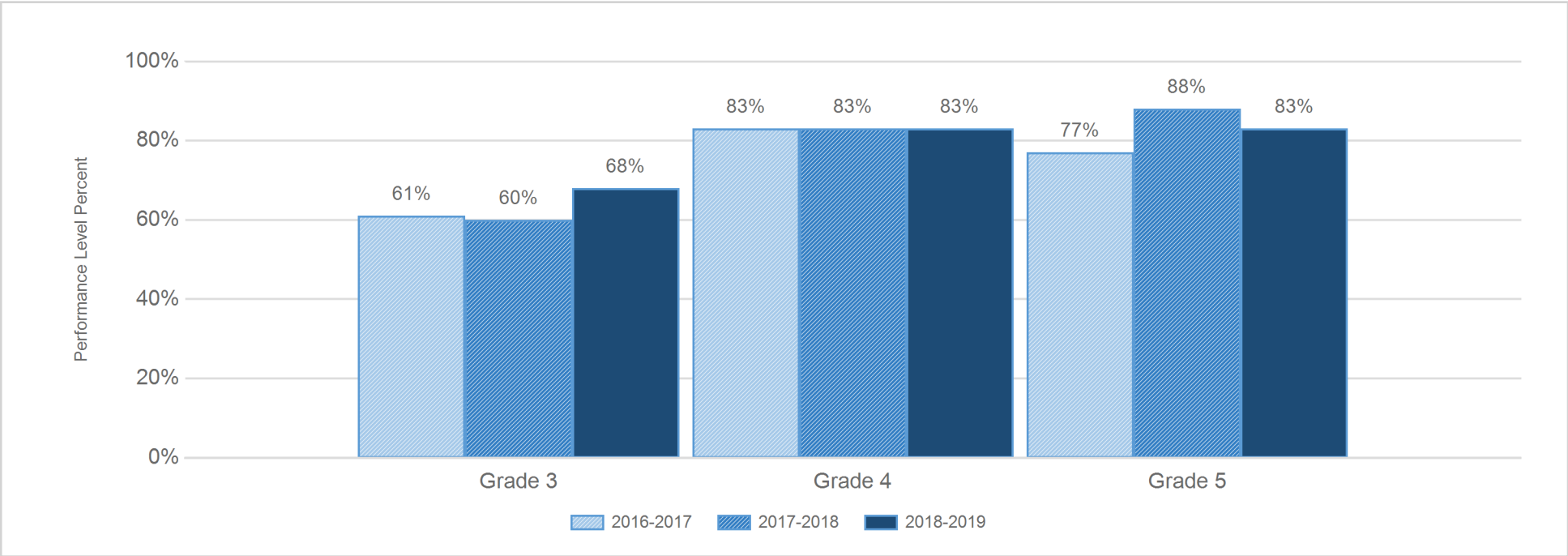
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Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

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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.

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

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
Schoolwide	78	762	768	748	*	*	21%	55%	13%	68%	50%
White	61	761	769	757	*	*	23%	*	*	66%	60%
Hispanic	*	*	759	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	36	772	773	753	*	*	*	*	*	75%	55%
Male	42	754	762	743	*	*	*	*	*	62%	46%
Economically Disadvantaged Students	*	*	745	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	769	759	*	*	*	*	*	*	61%
Students with Disabilities	10	718	728	719	*	*	*	*	*	30%	24%
Students without Disabilities	68	769	773	754	*	*	*	*	*	74%	56%
English Learners	*	*	729	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	769	751	*	*	*	*	*	*	54%
Homeless Students	N	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%

NJ SCHOOL PERFORMANCE REPORT

Milford Brook School
(25-2920-063)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	781	775	755	*	*	11%	51%	32%	83%	57%
White	62	776	771	763	*	*	16%	53%	26%	79%	67%
Hispanic	12	784	774	743	0%	*	0%	*	*	92%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	10	803	801	779	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	42	780	779	760	*	*	*	50%	33%	83%	62%
Male	48	781	770	750	*	*	*	52%	31%	83%	53%
Economically Disadvantaged Students	14	762	756	740	*	*	*	*	*	71%	40%
Non-Economically Disadvantaged Students	76	784	776	765	*	*	*	*	*	86%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	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	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	776	777	756	0%	*	*	60%	23%	83%	58%
White	66	772	774	764	0%	*	*	62%	18%	80%	68%
Hispanic	*	*	770	743	*	*	*	*	*	*	44%
Black or African American	*	*	750	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	14	789	798	781	0%	*	0%	*	*	93%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	794	762	*	*	*	*	*	*	65%
Female	41	783	785	761	0%	*	*	*	*	90%	64%
Male	47	769	771	750	0%	*	*	*	*	77%	52%
Economically Disadvantaged Students	*	*	763	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	779	766	*	*	*	*	*	*	69%
Students with Disabilities	11	739	738	724	0%	*	*	*	*	36%	23%
Students without Disabilities	77	781	785	762	0%	*	*	*	*	90%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	88	776	*	758	0%	*	*	60%	23%	83%	60%
Homeless Students	N	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	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

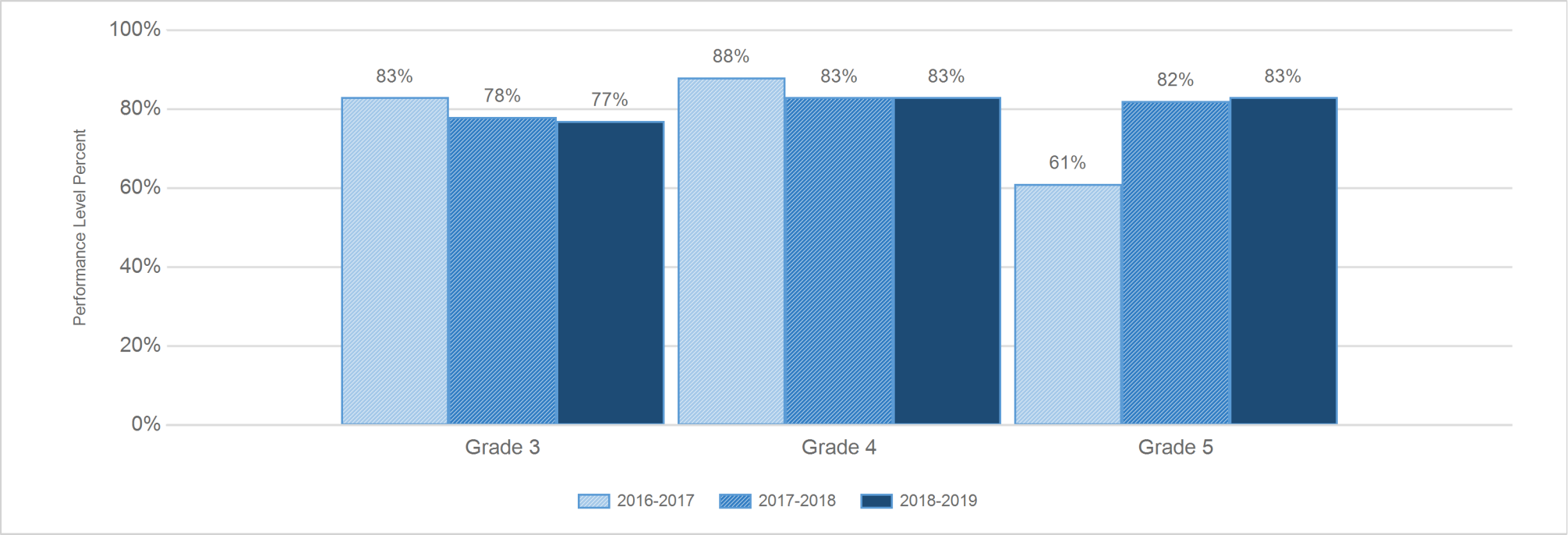**NJ SCHOOL PERFORMANCE REPORT**

Milford Brook School
(25-2920-063)
Grades Offered: KG-05
2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
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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	253	97.0	82.2	73.7	44.5	82.2	70.1	Met Goal
White	189	96.0	79.9	72.3	54.1	79.9	69.3	Met Target
Hispanic	22	100.0	90.9	68.6	28.8	90.9	63	Met Goal
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	92.0	89.2	76.5	92.0	71.5	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	81.5	53.3	*	**	**
Female	118	96.0	82.2	75.6	44.9	82.2		
Male	135	97.9	82.2	72.0	44.2	82.2		
Economically Disadvantaged Students	27	96.6	66.7	*	26.3	66.7	56.7	Met Target
Non-Economically Disadvantaged Students	226	97.1	84.1	*	54.9	84.1		
Students with Disabilities	28	96.6	46.4	26.6	17.4	46.4	30.5	Met Target
Students without Disabilities	225	97.1	86.7	82.2	50.0	86.7		
English Learners	15	100.0	86.7	66.3	25.0	86.7	**	**
Non-English Learners	238	96.8	81.9	73.9	46.5	81.9		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

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.

NJ SCHOOL PERFORMANCE REPORT

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

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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
Schoolwide	78	771	776	752	*	*	18%	50%	27%	77%	55%
White	61	769	776	760	*	*	20%	48%	26%	74%	66%
Hispanic	*	*	766	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	36	772	776	751	*	*	*	*	*	86%	54%
Male	42	770	776	752	*	*	*	*	*	69%	56%
Economically Disadvantaged Students	*	*	751	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	778	761	*	*	*	*	*	*	67%
Students with Disabilities	10	742	746	731	*	*	*	*	*	40%	31%
Students without Disabilities	68	775	781	756	*	*	*	*	*	82%	60%
English Learners	*	*	742	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	777	754	*	*	*	*	*	*	58%
Homeless Students	N	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%

NJ SCHOOL PERFORMANCE REPORT

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

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.

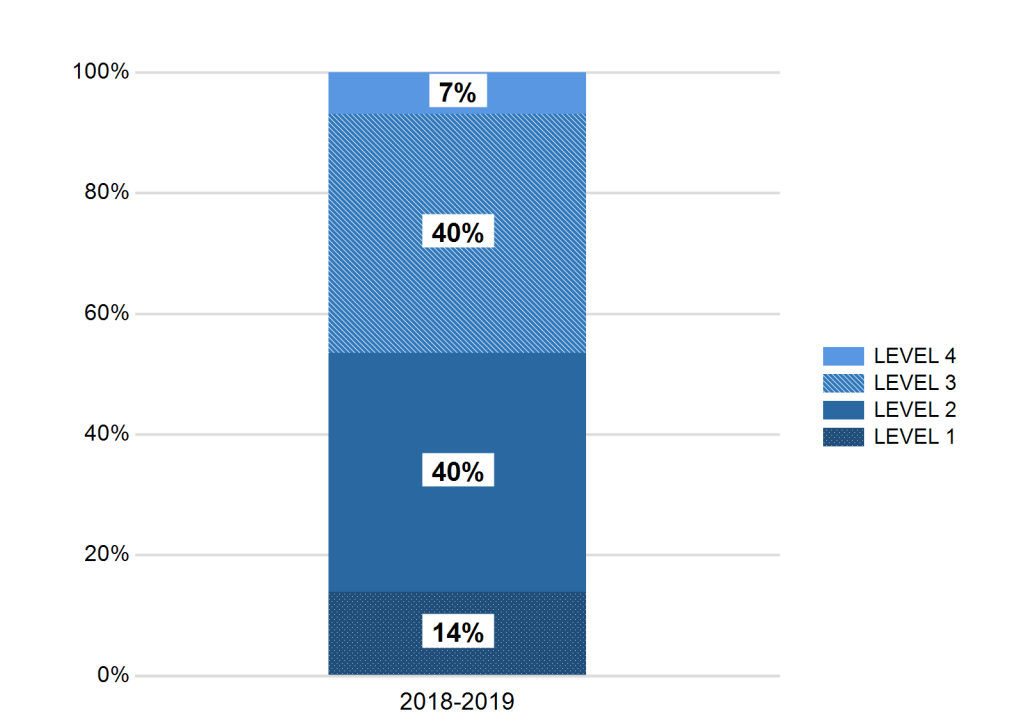| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	777	774	749	*	*	12%	57%	27%	83%	51%
White	62	776	772	757	0%	*	*	56%	24%	81%	62%
Hispanic	12	769	764	737	*	0%	*	*	*	83%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	10	791	800	776	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	42	776	774	749	*	*	*	*	*	81%	50%
Male	48	778	775	749	*	*	*	*	*	85%	52%
Economically Disadvantaged Students	14	772	761	734	*	*	*	*	*	79%	32%
Non-Economically Disadvantaged Students	76	778	776	759	*	*	*	*	*	84%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

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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
Schoolwide	90	775	774	747	*	*	*	52%	31%	83%	47%
White	67	772	772	755	0%	*	*	57%	27%	84%	58%
Hispanic	*	*	757	735	*	*	*	*	*	*	30%
Black or African American	*	*	743	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	14	794	798	775	0%	0%	*	*	*	86%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	781	753	*	*	*	*	*	*	55%
Female	42	776	775	747	*	*	*	50%	31%	81%	47%
Male	48	774	773	747	*	*	*	54%	31%	85%	47%
Economically Disadvantaged Students	*	*	752	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	776	757	*	*	*	*	*	*	59%
Students with Disabilities	11	752	741	725	*	*	*	*	*	45%	19%
Students without Disabilities	79	778	780	752	*	*	*	*	*	89%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Milford Brook School
(25-2920-063)
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2018-2019

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DLM Alternate Assessment - Participation

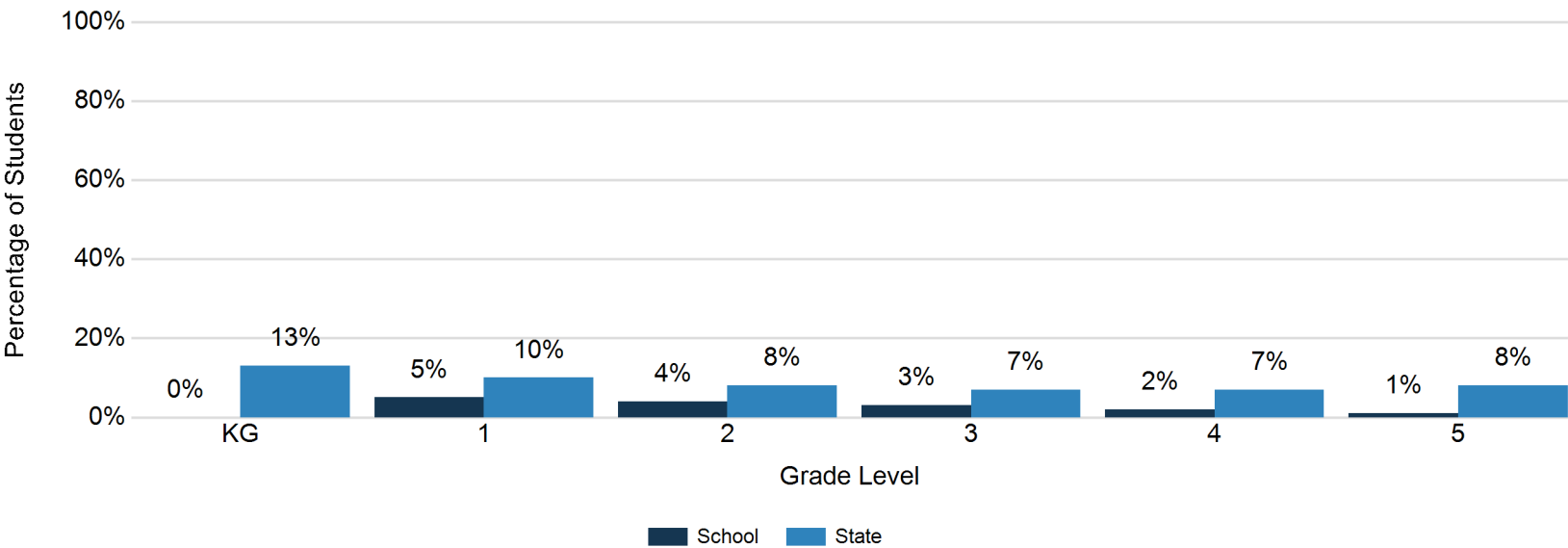This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
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	75.0%	56.6%	Exceeds

† 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	19	47.4%	52.6%
3-4	*	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

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.

2018-2019

Legend:
- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1

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
Schoolwide	14	40	40	7
White	15	41	40	4
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	7	36	36	21
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	9	44	35	12
Male	19	35	44	2
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	33	42	17	8
Students without Disabilities	11	39	43	6
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
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

NJ SCHOOL PERFORMANCE REPORT

Milford Brook School
(25-2920-063)
Grades Offered: KG-05
2018-2019

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	13	2.5	8.9	Met
White	9	2.3	8.9	Met
Hispanic	3	5.6	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	2.9	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	8.9	Met
Female	5	1.9		
Male	8	3.2		
Economically Disadvantaged Students	2	4.5	8.9	Met
Students with Disabilities	4	8.3	8.9	Met
English Learners	2	9.5	8.9	Not Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Number of Absences	Percentage of Students
0	3%
1-5	42%
6-10	39%
11-15	13%
Over 15	4%

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2018-2019

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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.

Chronic Absenteeism by Grade — Percentage of Students by Grade Level

Grade Level	School	State
KG	0%	13%
1	5%	10%
2	4%	8%
3	3%	7%
4	2%	7%
5	1%	8%

Legend: School, State

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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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

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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	9:20 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

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

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

Milford Brook School

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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	42	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	81.0%	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	28	9,530
Average years experience in public schools	14.0	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	82.1%	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	13:1	12:1
Students to Administrators	273:1	179:1
Teachers to Administrators	21:1	14:1
Students to Librarians/Media Specialists		1001:1
Students to Nurses		501:1
Students to Counselors		715:1
Students to Child Study Team Members		238:1

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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	49.8%	97.6%	50.0%	48.4%	77.1%	54.9%
Male	50.2%	2.4%	50.0%	51.6%	22.9%	45.1%
White	75.3%	97.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.4%	2.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.1%	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%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.0%	0.0%	0.0%	2.1%	0.2%	0.2%

Milford Brook School
(25-2920-063)
Grades Offered: KG-05
2018-2019

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

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

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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

| Teacher | 57% |
| Admin | N/A |

Master's Degree

| Teacher | 43% |
| Admin | 100% |

Doctoral Degree

| Teacher | 0% |
| Admin | 0% |

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	92.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.5%

26

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

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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.

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

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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.

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

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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 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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	72.2%	77.0%	79.0%
Math Proficiency	76.2%	81.7%	82.2%
ELA Growth	73	70	70
Math Growth	68	64	61
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		73.3%	75.0%
Chronic Absenteeism	3.9%	5.4%	2.5%

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

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

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

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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.

NJ SCHOOL PERFORMANCE REPORT

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Milford Brook School

(25-2920-063)

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2018-2019

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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:	• Technology-enhanced lessons are supported by use of Chromebooks, IPADS, SMARTBoards, and document cameras. • Curriculum includes EnVision 2.0 Math, Balanced Literacy, and Writing Workshop. • A Problem Solving Team approach and implementation of an RTI model for learning supports student needs.
Mission, Vision, Theme:	At Milford Brook School, we take pride in establishing a twenty-first century learning environment where students in kindergarten through grade five come together to "learn and grow" in a safe, secure, and caring setting. Our school community has embraced the following ideals into its growth mindset: "Be Respectful, Be Responsible, Be Safe, Be Kind, & Be Ready." By creating an open, communicative partnership as a school community, we can continue to achieve success by not only supporting the academic progress of ou students, but by bolstering our students' social and emotional growth as well.
Awards, Recognition, Accomplishments:	In 2017-2018, Milford Brook scored in the 98th percentile for its summative percentile rating, thus ranking it in amongst the top 50 schools, including high schools and elementary school, within the state of New Jersey. in 2018-2019, it remained above the 93rd percentile for its summative percentile rating. Â During the 18-19 school year, the school principal was recognized as a New Jersey Exemplary Elementary Educator by the New Jersey Department of Education. Future Ready Bronze Status was also awarded.

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

NJ SCHOOL PERFORMANCE REPORT

School Narrative

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Courses, Curriculum, Instruction:	Myriad resources (which include Project Read, Making Meaning, The Teachers College Units of Study, book talks, and author studies) support a balanced literacy approach. Hands-on learning, which is fostered through the use of EnVision 2.0 Math and a Daily 3 structure, is the premise of math instruction. Web and game-based technology tools, such as Achieve 3000, IXL, Reflex Math, and ST Math, further engage our learners. The creation of a WIN (What I Need) period, along with a comprehensive RTI model for academics and behavioral support, allow teachers to target the individual needs of students.
Clubs and Activities:	The Student Council makes contributions to the school and local community. The character education-based Lions Pride student ambassador program provides leadership opportunities to fifth graders. Extracurricular opportunities (such as the STEAM-based Minecraft club, coding club, school newspaper, instrumental music program, chorus, homework club, and Young Scientists) provide students an opportunity to explore their interests while enhancing social skills.

Milford Brook School

(25-2920-063)

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Before and After School Programs:	In addition to services (ELL instruction, RTI support, behavioral interventions, counseling, speech, and enrichment) offered during the day, ELL support and RTI (Tier II) instruction in mathematics is offered before school. Teachers of these programs create targeted and individualized interventions plans for each child, and growth is progress monitored for 15-18 weeks before a new plan is developed. The goal is to narrow identified gaps in learning.
Staff and Professional Learning:	Professional development is on-going and embedded in-house. The school ScIP committee distributes a staff survey to determine needs based on content areas/grade levels. The continued implementation of the ICLE's Rigor and Relevance Framework and their Rigor, Relevance, and Engagement Rubrics remains a focus. PLCs exist across the grade levels/subject areas to encourage collaboration and analysis of student data to increase academic achievement. Staff-led book clubs and trainings foster leadership, as well as the implementation of "pineapple charts," microteaching, and lesson study rounds where staff plan, observe, and reflect upon live lesson implementation.

NJ SCHOOL PERFORMANCE REPORT

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

School Narrative

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Student Supports and Services:	Milford Brook School is home to an ELL program and myriad intervention and special education services for students in grades K-5. A school counselor, school psychologist, and LDTC assist with behavioral, social, and emotional needs of students. Three intervention teachers support an RTI model during the school day for student instruction, while also coaching and modeling practices for staff. A Problem Solving model is the basis of the I&RS process.
Student Health and Wellness:	A comprehensive health and physical education program is implemented across all grade levels. In addition to bi-weekly physical education classes, recess time is built into each class schedule. Mandatory health and character education lessons are taught across each grade with emphasis in grades 4/5 on "family life." The counselor reinforces with each class concepts on social thinking and anti-bullying strategies; group and 1:1 sessions are also held as proactive measures to support students' social and emotional development.Â
Parent and Community Involvement:	A strong home-school connection is an important element that contributes to the academic, social, and emotional well-being of our children. Parent volunteers, along with participation in and support of the school PTO, are encouraged. Parents have on-going access to a child's academic information through the use of a web-based parent portal. Highlighting this area is the inclusion of parents in the intervention process. Home intervention plans are created for Tier II and III students.

Milford Brook School

(25-2920-063)

Grades Offered: KG-05

2018-2019

School Narrative

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	Facilities:	Milford Brook School opened in 1972. Recent upgrades include an electrical system upgrade throughout the building to support the addition of air-conditioning to the Media Center and cafeteria.
	School Safety:	Milford Brook School places the safety and well-being of its school community as a top priority. An Emergency Management team ensures that procedures are in place and practiced for myriad situations -- as per state law. A district security director and building administration review procedures and practices with the staff table top scenarios to further prepare. In addition, each school has implemented the use of a security software system called the Passage Point Visitor Management System which is designed to allow registered parents/guardians the ability to notify the school of an intended visit, while ensuring proper identification is submitted. The local police department also conducts regular walk-throughs.

Milford Brook School

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2018-2019

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School Narrative

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Technology and STEM:	Technology is integrated into all aspects of the curriculum. Students in grades 3, 4, and 5 have their own Chromebook that they use frequently throughout the day. Google Classroom is utilized as a way for teachers and students to communicate with each other regarding assignments and lessons. Milford Brook School has one full computer labs supported with PC technology and a Chrome Base lab in the Media Center to help acclimate students to Chrome technology; students are provided with technology once every other six-day cycle by a technology teacher. A variety of technology such as iPads, virtual reality headsets, Smartboards and document cameras are also utilized to enhance lessons. Web-based programs such as ACHIEVE 3000 and ST Math are used to personalize instruction and provide reinforcement and enrichment. technology is also used for parent communication. We use an electronic backpack and a school website to provide information to parents and the community.

NJ SCHOOL PERFORMANCE REPORT

Milford Brook School
(25-2920-063)
Grades Offered: KG-05
2018-2019

School Narrative

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Other Information	At Milford Brook School, a comprehensive Response to Intervention (RTI) model is implemented as a component of a successful educational program. It provides rapid intervention as soon as a child experiences difficulty in acquiring a particular skill in a designated subject area or behavior. A team of support staff is designated as Problem Solving Team to support the RTI process. The purpose of the Problem Solving Team is to use the expertise of our various specialists (LDTC, counselor, psychologist, speech/language therapist, administration, intervention teachers, and ELL staff) within the building to develop targeted intervention plans for students referred to the team. Decisions for research-based interventions are determined using data from assessments and progress monitoring. Student growth is continously monitored every six to eight weeks. Character education is also an important element to ensuring the well-being of our students. The counselor/anti-bullying specialist works closely with school administration, teachers, students, and parents to reinforce the elements of good character and conflict resolution strategies. Students are recognized each month from each class for being an outstanding role model. With strong support from families, the PTO, and staff, we strive to create a home-away-from-home for students.

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School
(25-2920-090)
Grades Offered: KG-05
2018-2019

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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

Notes from the New Jersey Department of Education:

Taylor Mills School

(25-2920-090)

Grades Offered: KG-05

2018-2019

School Contact Information

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

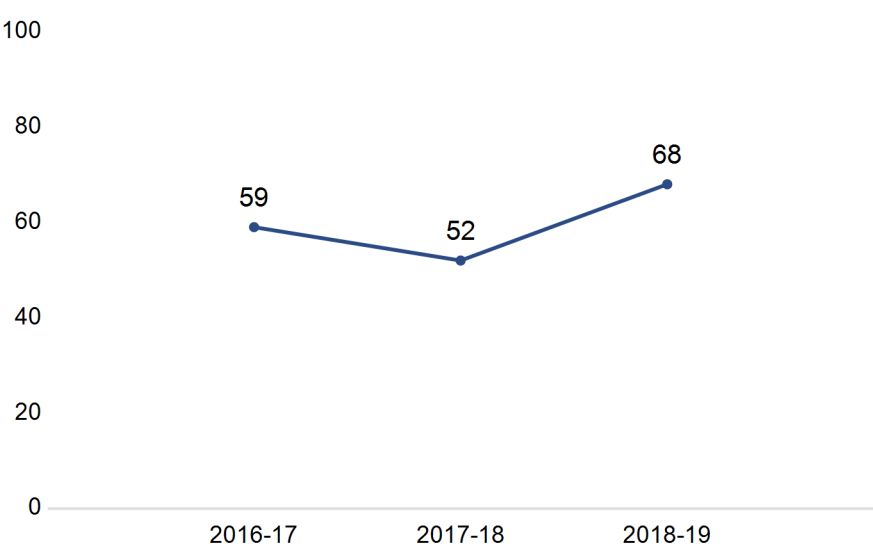| Type	Contact Information
County	Monmouth
District	Manalapan-Englishtown Regional Schools School District
Principal Name	Mrs. Kerry Marsala
Address	77 GORDONS CORNER ROAD Manalapan, NJ 07726-1599
Phone Number	732-786-2760
Email Address	kmarsala@mersnj.us
Website	https://www.mersnj.us/Domain/14
Facebook	https://www.facebook.com/Taylor-Mills-School-457571314421281/
Twitter	https://twitter.com/TM_Principal1

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School
(25-2920-090)
Grades Offered: KG-05
2018-2019

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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
KG	68	88	75
1	90	101	106
2	112	95	100
3	100	115	95
4	80	103	120
5	108	83	105
Total	558	585	603

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	47.5%	47.5%	47.8%
Male	52.5%	52.5%	52.2%
Economically Disadvantaged Students	14.9%	14.4%	15.6%
Students with Disabilities	21.9%	21.2%	19.4%
English Learners	5.4%	6.3%	5.0%
Homeless Students	0.2%	0.3%	0.2%
Students in Foster Care	0.0%	0.2%	0.0%
Military-Connected Students	0.2%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	74.4%	72.3%	72.1%
Hispanic	14.0%	15.4%	14.9%
Black or African American	2.0%	3.4%	3.6%
Asian	7.3%	6.5%	6.6%
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	2.3%	2.4%	2.7%

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
KG - Half Day	0	0	0
KG - Full Day	68	88	75

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	85.9%
Spanish	4.1%
Russian	4.0%
Polish	1.0%
Other Languages	5.0%

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School

(25-2920-090)
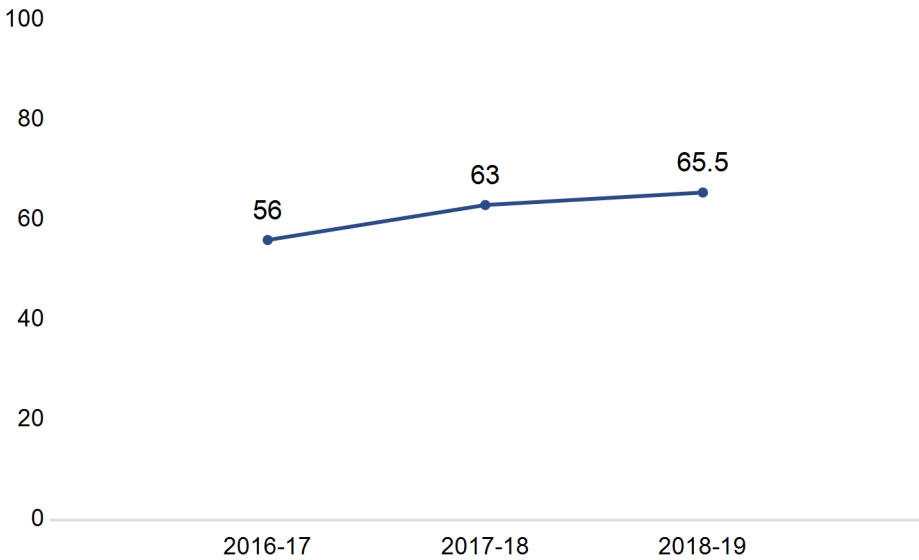
Grades Offered: KG-05

2018-2019

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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

| | 2016-17 | 2017-18 | 2018-19 |
| | 59 | 52 | 68 |

Math Median Student Growth Percentile

| | 2016-17 | 2017-18 | 2018-19 |
| | 56 | 63 | 65.5 |

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	52	68	56	63	65.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School
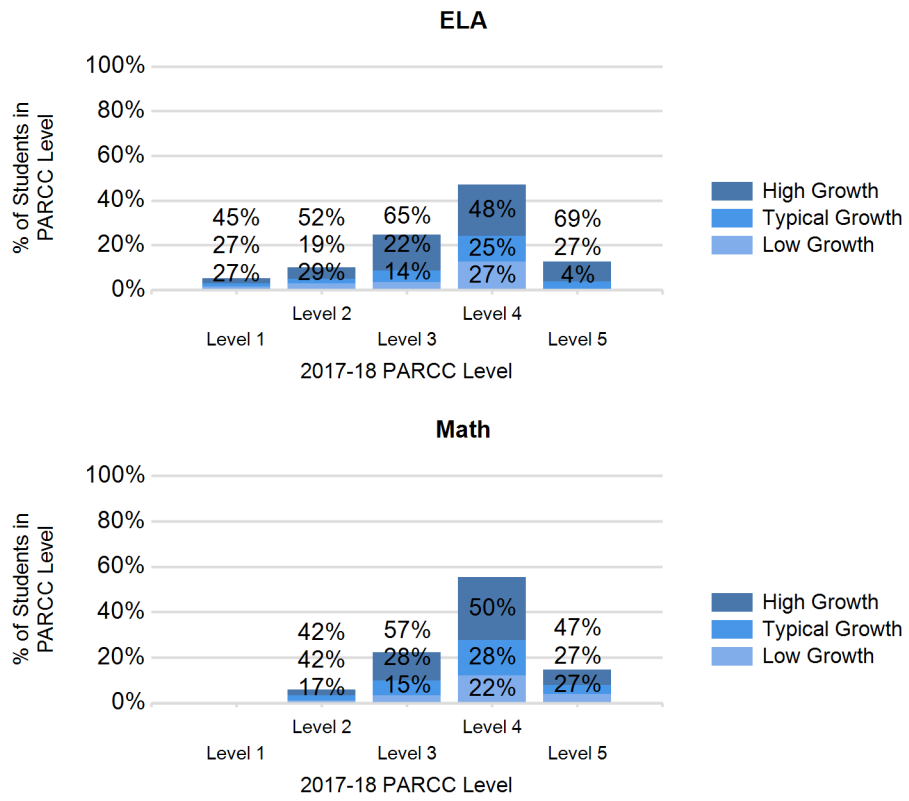(25-2920-090)
Grades Offered: KG-05
2018-2019

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.
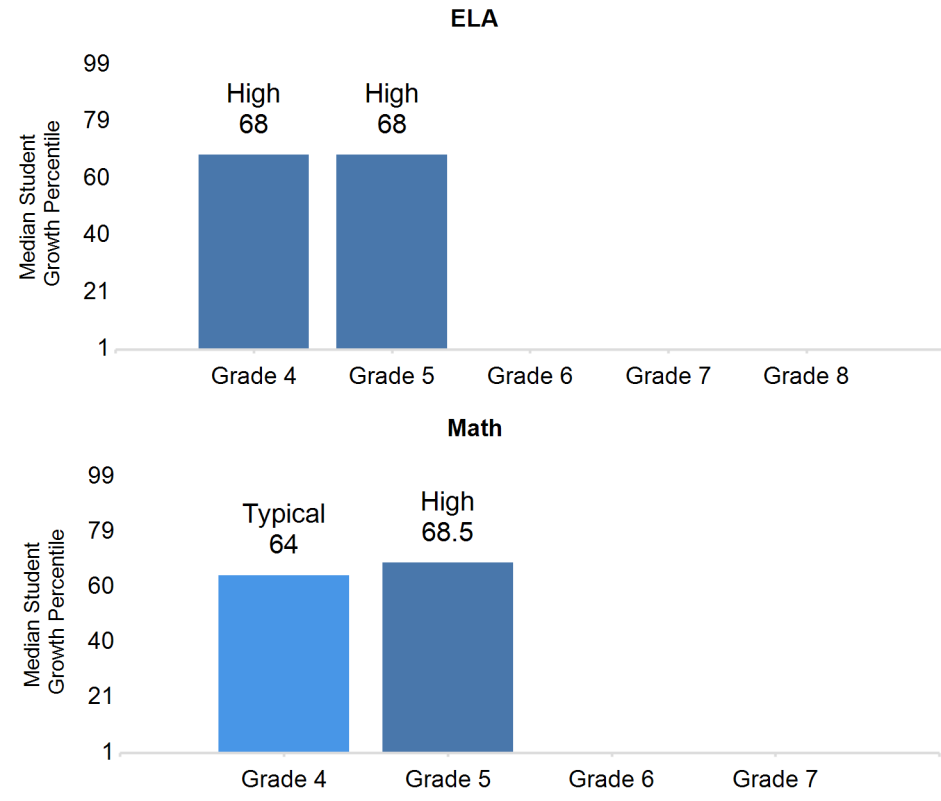
Student Growth

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	68	63	50	Exceeds Standard	65.5	61	50	Exceeds Standard
White	68	62.5	50	Exceeds Standard	65	60	52	Exceeds Standard
Hispanic	72.5	67	49	Exceeds Standard	69	62	47	Exceeds Standard
Black or African American	*	44	45	**	*	40.5	43	**
Asian, Native Hawaiian, or Pacific Islander	78.5	67	59	**	72	68.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	67	49	**	*	55	52	**
Female	74	67	53	N	61	60	50	N
Male	66	60	47	N	68	61	51	N
Economically Disadvantaged Students	46.5	63	48	Met Standard	68.5	59	46	Exceeds Standard
Students with Disabilities	44	48.5	43	Met Standard	53	54.5	45	Met Standard
English Learners	71	75	52	**	75.5	72	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School
(25-2920-090)
Grades Offered: KG-05
2018-2019

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 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

6

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School
(25-2920-090)
Grades Offered: KG-05
2018-2019

Report Key:
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 N No Data is available to display
 † This indicates a table specific note,see note below table

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

- 2016-17: 65.3%
- 2017-18: 56.7%
- 2018-19: 70.2%

Math Proficiency Rate for Federal Accountability

- 2016-17: 59.7%
- 2017-18: 67.4%
- 2018-19: 73.2%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.0%	98.3%	97.5%	98.0%	98.0%	97.5%
Proficiency Rate for Federal Accountability	65.3%	56.7%	70.2%	59.7%	67.4%	73.2%
Annual Target	61.0%	62.0%	63.0%	57.5%	58.7%	59.9%
Met Annual Target?	Met Target	Not Met	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

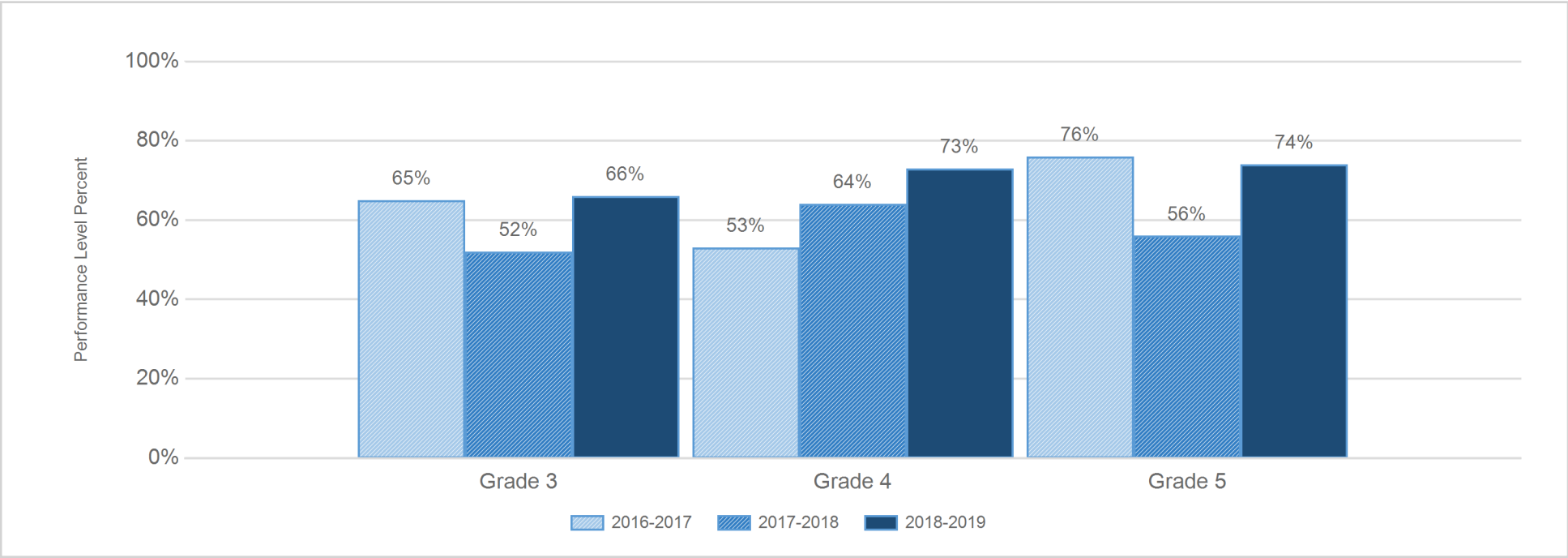† Target was met within a confidence interval.

Taylor Mills School

(25-2920-090)

Grades Offered: KG-05

2018-2019

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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	305	97.5	70.2	78.1	57.9	70.2	63	Met Target
White	219	97.3	72.6	77.4	66.9	72.6	62.3	Met Target
Hispanic	47	96.1	57.4	72.9	43.9	57.4	57.7	Met Target†
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	78.3	89.4	82.9	78.3	77.5	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	77.8	64.4	*	**	**
Female	148	96.2	79.1	84.1	64.8	79.1		
Male	157	98.8	61.8	72.6	51.3	61.8		
Economically Disadvantaged Students	53	96.4	50.9	*	40.0	50.9	41.8	Met Target
Non-Economically Disadvantaged Students	252	97.7	74.2	*	67.9	74.2		
Students with Disabilities	62	95.5	30.6	30.2	22.7	30.6	33.8	Met Target†
Students without Disabilities	243	98.0	80.2	86.7	65.1	80.2		
English Learners	24	96.0	45.8	62.8	29.3	45.8	38.5	Met Target
Non-English Learners	281	97.6	72.2	78.5	60.6	72.2		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School
(25-2920-090)
Grades Offered: KG-05
2018-2019

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.

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School
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2018-2019

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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
Schoolwide	89	772	768	748	*	*	22%	45%	21%	66%	50%
White	59	781	769	757	*	*	22%	44%	29%	73%	60%
Hispanic	20	752	759	734	*	*	*	*	*	55%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	49	780	773	753	*	*	*	*	*	71%	55%
Male	40	762	762	743	*	*	*	*	*	60%	46%
Economically Disadvantaged Students	14	745	745	731	*	*	*	*	*	43%	33%
Non-Economically Disadvantaged Students	75	777	769	759	*	*	*	*	*	71%	61%
Students with Disabilities	14	741	728	719	*	*	*	*	*	36%	24%
Students without Disabilities	75	778	773	754	*	*	*	*	*	72%	56%
English Learners	*	*	729	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	769	751	*	*	*	*	*	*	54%
Homeless Students	N	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%

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School
(25-2920-090)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	767	775	755	*	*	18%	49%	24%	73%	57%
White	88	768	771	763	*	*	17%	50%	24%	74%	67%
Hispanic	10	759	774	743	0%	*	*	*	*	60%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	801	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	59	771	779	760	*	*	*	54%	27%	81%	62%
Male	51	762	770	750	*	*	*	43%	20%	63%	53%
Economically Disadvantaged Students	15	751	756	740	*	*	*	*	*	53%	40%
Non-Economically Disadvantaged Students	95	770	776	765	*	*	*	*	*	76%	69%
Students with Disabilities	22	739	*	725	*	*	*	*	*	36%	25%
Students without Disabilities	88	774	*	761	*	*	*	*	*	82%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	110	767	*	758	*	*	18%	49%	24%	73%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

11

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School
(25-2920-090)
Grades Offered: KG-05
2018-2019

English Language Arts Assessment - Performance by Grade: Grade 5

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

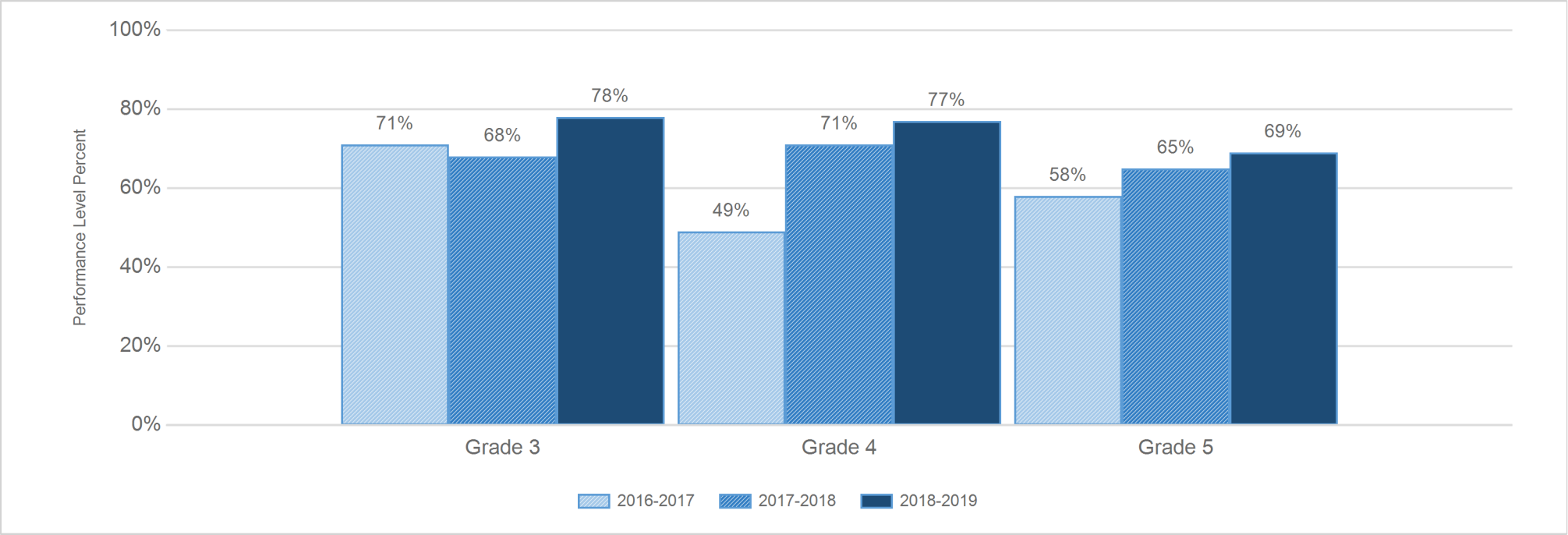| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	770	777	756	*	*	18%	53%	20%	74%	58%
White	68	768	774	764	*	*	18%	59%	16%	75%	68%
Hispanic	16	767	770	743	0%	*	*	*	*	63%	44%
Black or African American	*	*	750	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	12	793	798	781	0%	0%	*	*	*	92%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	794	762	*	*	*	*	*	*	65%
Female	41	785	785	761	*	*	*	*	*	88%	64%
Male	62	760	771	750	*	*	*	*	*	65%	52%
Economically Disadvantaged Students	21	752	763	740	*	*	*	*	*	52%	39%
Non-Economically Disadvantaged Students	82	774	779	766	*	*	*	*	*	79%	69%
Students with Disabilities	18	724	738	724	*	*	*	*	*	22%	23%
Students without Disabilities	85	779	785	762	*	*	*	*	*	85%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	103	770	*	758	*	*	18%	53%	20%	74%	60%
Homeless Students	N	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	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School
(25-2920-090)
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2018-2019

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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	306	97.5	73.2	73.7	44.5	73.2	59.9	Met Target
White	220	97.4	76.8	72.3	54.1	76.8	58.6	Met Target
Hispanic	47	96.2	61.7	68.6	28.8	61.7	52.9	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	78.3	89.2	76.5	78.3	73.5	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	81.5	53.3	*	**	**
Female	148	96.2	79.7	75.6	44.9	79.7		
Male	158	98.8	67.1	72.0	44.2	67.1		
Economically Disadvantaged Students	54	96.6	53.7	*	26.3	53.7	48.2	Met Target
Non-Economically Disadvantaged Students	252	97.7	77.4	*	54.9	77.4		
Students with Disabilities	62	95.5	30.6	26.6	17.4	30.6	29.7	Met Target
Students without Disabilities	244	98.0	84.0	82.2	50.0	84.0		
English Learners	25	96.3	72.0	66.3	25.0	72.0	60.1	Met Target
Non-English Learners	281	97.6	73.3	73.9	46.5	73.3		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School
(25-2920-090)
Grades Offered: KG-05
2018-2019

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.

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School

(25-2920-090)

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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
Schoolwide	92	771	776	752	*	*	14%	49%	29%	78%	55%
White	61	776	776	760	*	*	*	44%	39%	84%	66%
Hispanic	21	754	766	739	*	*	*	*	*	57%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	50	773	776	751	*	*	*	48%	32%	80%	54%
Male	42	768	776	752	*	*	*	50%	26%	76%	56%
Economically Disadvantaged Students	17	744	751	737	*	*	*	59%	0%	59%	37%
Non-Economically Disadvantaged Students	75	777	778	761	*	*	*	47%	36%	83%	67%
Students with Disabilities	15	748	746	731	*	*	*	*	*	40%	31%
Students without Disabilities	77	775	781	756	*	*	*	*	*	86%	60%
English Learners	*	*	742	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	777	754	*	*	*	*	*	*	58%
Homeless Students	N	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%

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School

(25-2920-090)

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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
Schoolwide	110	767	774	749	*	*	16%	65%	12%	77%	51%
White	88	768	772	757	*	*	17%	65%	13%	77%	62%
Hispanic	10	761	764	737	0%	0%	*	*	*	80%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	800	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	59	767	774	749	*	*	*	*	*	81%	50%
Male	51	768	775	749	*	*	*	*	*	73%	52%
Economically Disadvantaged Students	15	749	761	734	*	*	*	*	*	60%	32%
Non-Economically Disadvantaged Students	95	770	776	759	*	*	*	*	*	80%	63%
Students with Disabilities	22	738	*	726	*	*	*	*	*	41%	25%
Students without Disabilities	88	775	*	754	*	*	*	*	*	86%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	110	767	*	751	*	*	16%	65%	12%	77%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School

(25-2920-090)
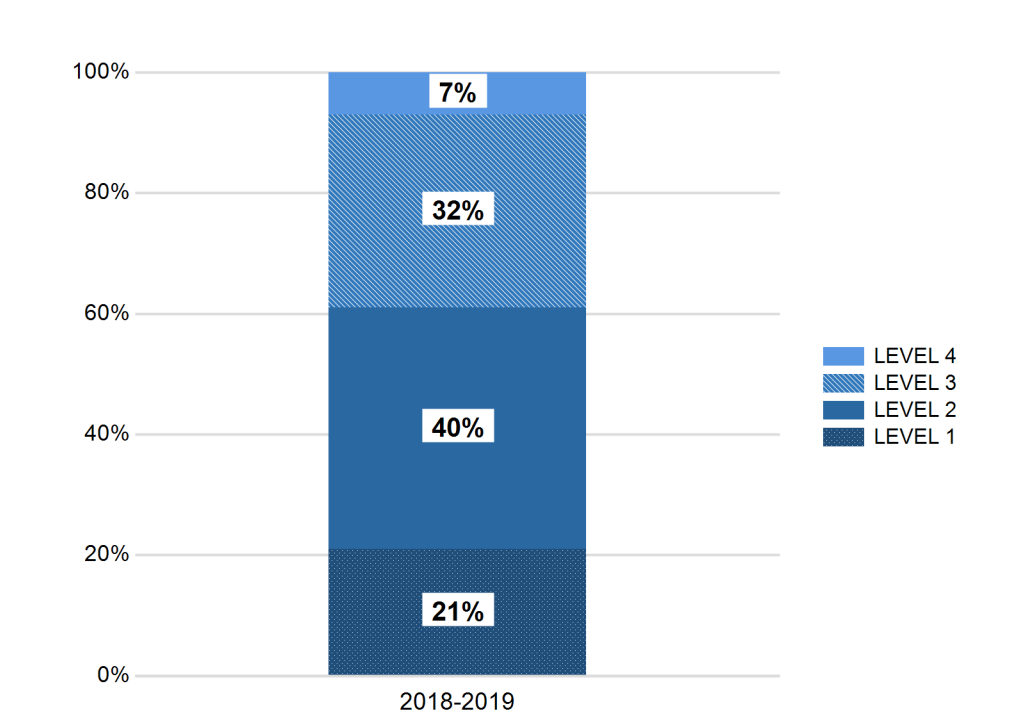
Grades Offered: KG-05

2018-2019

Report Key:
* ***** Data is not displayed in order to protect student privacy
* ****** Accountability calculations require 20 or more students
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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
Schoolwide	103	765	774	747	0%	11%	20%	47%	22%	69%	47%
White	68	767	772	755	0%	*	*	*	*	75%	58%
Hispanic	16	756	757	735	0%	*	*	*	*	63%	30%
Black or African American	*	*	743	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	12	784	798	775	0%	0%	*	*	*	75%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	781	753	*	*	*	*	*	*	55%
Female	41	771	775	747	0%	*	*	*	*	78%	47%
Male	62	761	773	747	0%	*	*	*	*	63%	47%
Economically Disadvantaged Students	21	749	752	732	0%	*	*	48%	0%	48%	27%
Non-Economically Disadvantaged Students	82	769	776	757	0%	*	*	46%	28%	74%	59%
Students with Disabilities	18	733	741	725	0%	*	*	*	*	22%	19%
Students without Disabilities	85	772	780	752	0%	*	*	*	*	79%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	103	765	*	749	0%	11%	20%	47%	22%	69%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Taylor Mills School
(25-2920-090)
Grades Offered: KG-05
2018-2019

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DLM Alternate Assessment - Participation

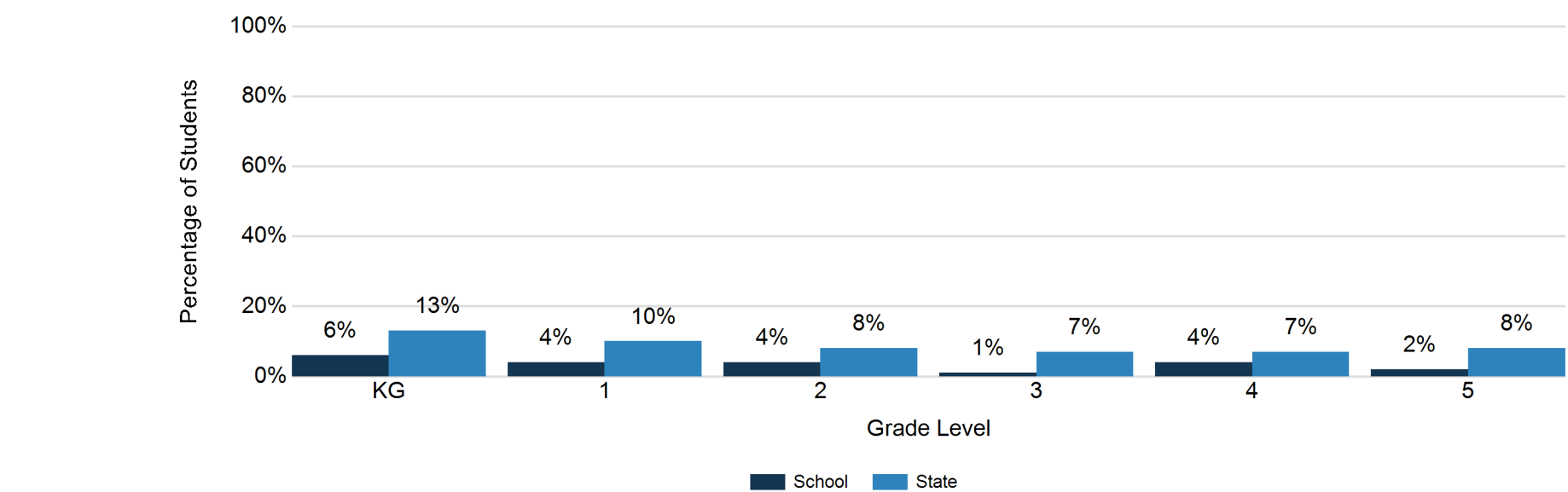This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

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	52.2%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	19	84.2%	15.8%
3-4	*	*	*
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School
(25-2920-090)
Grades Offered: KG-05
2018-2019

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
Schoolwide	21	40	32	7
White	19	40	34	7
Hispanic	25	50	25	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	17	25	42	17
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	12	44	34	10
Male	27	37	31	5
Economically Disadvantaged Students	33	43	24	0
Non-Economically Disadvantaged Students	18	39	34	9
Students with Disabilities	72	22	6	0
Students without Disabilities	11	44	38	8
English Learners	N	N	N	N
Non-English Learners	21	40	32	7
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

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School

(25-2920-090)

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2018-2019

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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	21	3.5	8.8	Met
White	13	3.1	8.8	Met
Hispanic	8	8.4	8.8	Met
Black or African American	0	0	8.8	Met
Asian, Native Hawaiian, or Pacific	0	0	8.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	11	3.8		
Male	10	3.3		
Economically Disadvantaged Students	6	6.0	8.8	Met
Students with Disabilities	8	7.4	8.8	Met
English Learners	1	3.2	8.8	Met
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.

20

Taylor Mills School

(25-2920-090)

Grades Offered: KG-05

2018-2019

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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.

Grade Level	School	State
KG	6%	13%
1	4%	10%
2	4%	8%
3	1%	7%
4	4%	7%
5	2%	8%

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School

(25-2920-090)

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2018-2019

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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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

Taylor Mills School
(25-2920-090)
Grades Offered: KG-05
2018-2019

School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

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

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

Taylor Mills School

(25-2920-090)

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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 – 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	49	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	12.1	10.8
Percentage of Teachers with 4 or more years experience in the district	81.6%	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	28	9,530
Average years experience in public schools	14.0	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	82.1%	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	302:1	179:1
Teachers to Administrators	25:1	14:1
Students to Librarians/Media Specialists		1001:1
Students to Nurses		501:1
Students to Counselors		715:1
Students to Child Study Team Members		238:1

Taylor Mills School

(25-2920-090)

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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	47.8%	95.9%	50.0%	48.4%	77.1%	54.9%
Male	52.2%	4.1%	50.0%	51.6%	22.9%	45.1%
White	72.1%	98.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.9%	2.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.6%	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%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.7%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School
(25-2920-090)
Grades Offered: KG-05
2018-2019

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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

Teacher — 57%
Admin — N/A

Master's Degree

Teacher — 43%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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	92.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.3%	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	95.8%

Taylor Mills School

(25-2920-090)

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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.

Taylor Mills School

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2018-2019

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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.

NJ SCHOOL PERFORMANCE REPORT

Taylor Mills School

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	65.3%	56.7%	70.2%
Math Proficiency	59.7%	67.4%	73.2%
ELA Growth	59	52	68
Math Growth	56	63	66
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		56.5%	52.2%
Chronic Absenteeism	5.9%	8.1%	3.5%

† 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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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.

NJ SCHOOL PERFORMANCE REPORT

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

Taylor Mills School
(25-2920-090)
Grades Offered: KG-05
2018-2019

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:	• Through the implemenation of our W.I.N. (What I Need) period and the use of technology, students participate in personalized intervention, service learning, and enrichment based on choice and need. • Our Student Government allows our first through fifth grade students to assume leadership roles in the school community and complete several service projects throughout the year. • Taylor Mills School embraces the 3 Tier RTI & Problem Solving Team Model to support the academic, emotional and social progress of all students.
Mission, Vision, Theme:	Taylor Mills School is a community of learners. The mission of Taylor Mills School is to ensure that students can meet the challenges of our changing global society by providing high quality, well-rounded educational opportunities. To that end, our goal is for our students to make progress to meet and/or exceed the NJSLS, develop the six pillars of character, and build the skills necessary to be life-long learners and productive citizens of our community and world.
Awards, Recognition, Accomplishments:	Our Student Government allows our first through fifth grade students to assume leadership roles in the school community and complete several service projects throughout the year. Food drives for the local food pantry, fundraising efforts for the American Heart Association and other student-selected charities, and providing holiday gifts/meals for families in need represent just a few of the service projects completed throughout the year.

Taylor Mills School

(25-2920-090)

Grades Offered: KG-05

2018-2019

School Narrative

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Courses, Curriculum, Instruction:	Our balanced literacy approach includes a number of programs such as Project Read, Making Meaning, and the Teachers' College Units of Study. Supplemental programs such as RAZ Kids, Achieve3000, and Study Island enhance student learning and engagement in the literacy block. The enVisions 2.0 math program is the foundation of our math instruction. Study Island, Reflex Math, IXL Math, and ST Math further engage our learners and enhance mathematics instruction. The NJSLS Science standards are addressed in a hands-on approach through Mystery Science. Individual student needs are addressed via the enrichment or intervention activities assigned to them based on multiple data points gathered throughout the year.
Clubs and Activities:	Band, chorus, and orchestra programs encourage our budding musicians to participate in the arts. Our TM TV Studio offers our children the opportunity to work with broadcasting equipment and hone their presentation skills. Our student government welcomes students in grades 1-5 to participate in community and service learning opportunities as they hone their leadership skills. Courses presented by our art, physical education, music, and media teachers during our W.I.N. period allow students to explore subject matter outside the formal curriculum based on their strengths and interests.

Taylor Mills School

(25-2920-090)

Grades Offered: KG-05

2018-2019

School Narrative

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Before and After School Programs:	Taylor Mills School offers beyond the school day reading, writing, and math intervention opportunities. Additionally, Project Achievement provides close reading analysis and writing opportunities to advance student progress in all curricular areas. After school groups include the use of technology to increase student achievement via programs such as ST Math, Reflex Math, and Study Island.
Staff and Professional Learning:	Through our Professional Learning Communities, our teachers work together to pool their collective resources to meet the challenges of the NJSLS while recognizing the unique needs of each learner. These collaborative teams work diligently to identify student needs using a variety of formal and informal data, research best practices to meet those needs, implement SMART goals, and carefully monitor student growth toward those goals. Teachers are provided time in the morning during our six day cycle to analyze student data and make actionable instructional decisions to increase student achievement.

Taylor Mills School

(25-2920-090)

Grades Offered: KG-05

2018-2019

School Narrative

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Student Supports and Services:	Taylor Mills School embraces the 3 Tier RTI & Problem Solving Team Model to support the academic progress of all students. Within each tier, student supports are designed to personalize instruction to meet each students' educational needs in the academic and social/emotional realms. As a magnet school for district ELL learners, our school operates under the SIOP model of instruction.
Parent and Community Involvement:	We encourage parental participation in the Library/Media Center and within individual classrooms. Our active and extremely supportive PTA sponsors excellent assembly programs and numerous events for the children and their families, bringing our school community even closer together. Our Parent Workshop Series helps parents to foster their children's success at home. Welcoming our police officers, firefighters, Community Alliance, and library system into our schools regularly further connects our school to our community. Finally, our annual Parent University event offers over 30 workshop opportunities in every subject to enhance parents' knowledge of our programs and curriculum. Taylor Mills teachers are regular presenters at this event.

Taylor Mills School

(25-2920-090)

Grades Offered: KG-05

2018-2019

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.

Facilities:	Opened in 1968, Taylor Mills School has evolved into a 21st century school with a state of the art computer lab, a TV studio, a budding MakerSpace within the library, a 1:1 Chromebook initiative in 3rd, 4th, 5th grade, and an air-conditioned physical education environment. Each classroom boasts SmartBoards, projectors, and document cameras. Our Learning Garden serves as an outdoor classroom space as well as a living science environment to study plant and biological life.

Taylor Mills School

(25-2920-090)

Grades Offered: KG-05

2018-2019

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.

Other Information

At Taylor Mills School, we are committed to challenging our students academically. Our students participate in Continental Math League, the National Spelling Bee, and the National Geography Bee. In addition to contest opportunities, each of our grade levels has a special unit devoted to in-depth study of a particular subject and culminating in a memorable event. Such events include Physics Day, Poetry Day, and 100th Day. We take pride in events that allow our students to share their knowledge with their peers and extend their education through meaningful research. Another source of continual pride for our school is our strong character education program designed to help our students develop an understanding of how to work cooperatively with one another and handle conflicts appropriately. An integral part of this program is our "Caught Filling a Bucket" reward system. Based on the book, Have You Filled a Bucket Today?, good student behavior and simple acts of kindness are recognized and rewarded every day, encouraging a sense of community within the school. Our Student of the Month program recognizes children's efforts to consistently demonstrate positive character traits. This message is positively reinforced in our lunchroom and throughout each classroom in our building. During this school year, we continued one of our most beloved character education initiatives with our Positive Partners program, matching our younger students with mentors from our upper grades. As it has been in the past, one of our comprehensive goals is to build self-confidence and self-assurance in the children. Through all of our character programs and the daily curricular work in each class, we strive to teach all students to believe in themselves and to learn that all goals are attainable through hard work, effort, dedication, and positive thinking. Backed by a network of caring parents, educators, and community members, our goals are well within our reach.

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School

(25-2920-110)

Grades Offered: 01-05

2018-2019

Report Key:

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

How to use this report:

- **Learn more** about this 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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School

(25-2920-110)

Grades Offered: 01-05

2018-2019

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	Monmouth
District	Manalapan-Englishtown Regional Schools School District
Principal Name	Dr. Rebecca Seery
Address	118 MILLHURST ROAD MANALAPAN, NJ 07726
Phone Number	732-786-2610
Email Address	rseery@mersnj.us
Website	https://www.mersnj.us/wb
Twitter	https://twitter.com/WemrockWildcats

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School

(25-2920-110)

Grades Offered: 01-05

2018-2019

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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
1	108	110	137
2	157	120	122
3	107	146	117
4	152	110	149
5	164	155	115
Total	688	641	640

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	49.3%	47.4%	47.3%
Male	50.7%	52.6%	52.7%
Economically Disadvantaged Students	3.9%	4.2%	3.6%
Students with Disabilities	9.9%	10.3%	10.6%
English Learners	0.1%	0.3%	0.6%
Homeless Students	0.0%	0.0%	0.2%
Students in Foster Care	0.3%	0.5%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	72.2%	70.7%	68.4%
Hispanic	5.8%	5.6%	6.3%
Black or African American	1.0%	2.3%	2.2%
Asian	17.0%	18.3%	19.8%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.8%	3.1%	3.3%

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.

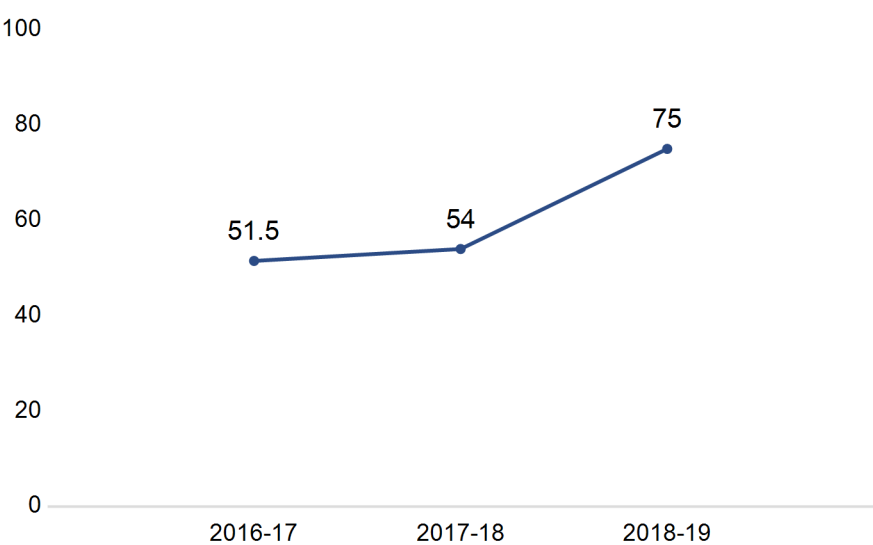| Home Language	% of Students
English	89.7%
Russian	2.5%
Chinese	1.6%
Telugu	1.4%
Spanish	1.4%
Other Languages	3.4%

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School
(25-2920-110)
Grades Offered: 01-05
2018-2019

Report Key:
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N No Data is available to display
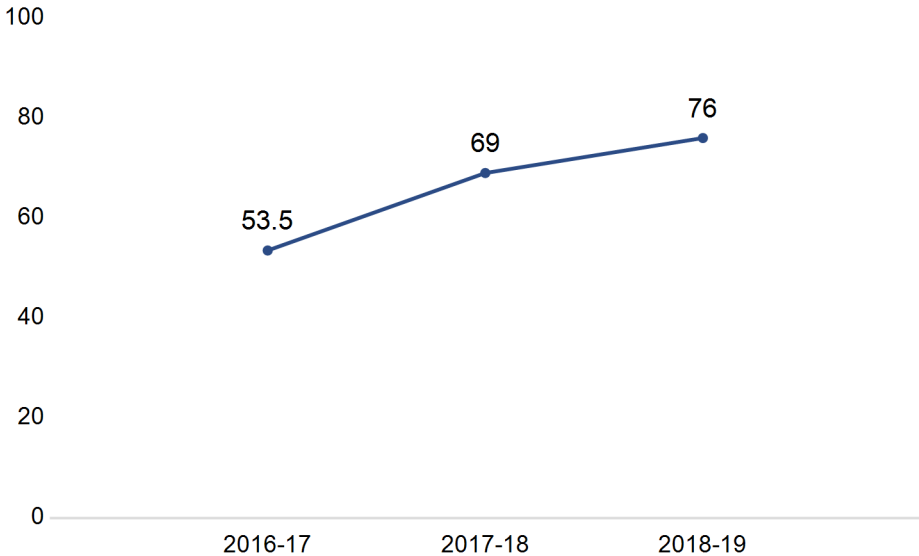† This indicates a table specific note, see note below table

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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

- 2016-17: 51.5
- 2017-18: 54
- 2018-19: 75

Math Median Student Growth Percentile

- 2016-17: 53.5
- 2017-18: 69
- 2018-19: 76

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51.5	54	75	53.5	69	76
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School
(25-2920-110)
Grades Offered: 01-05
2018-2019

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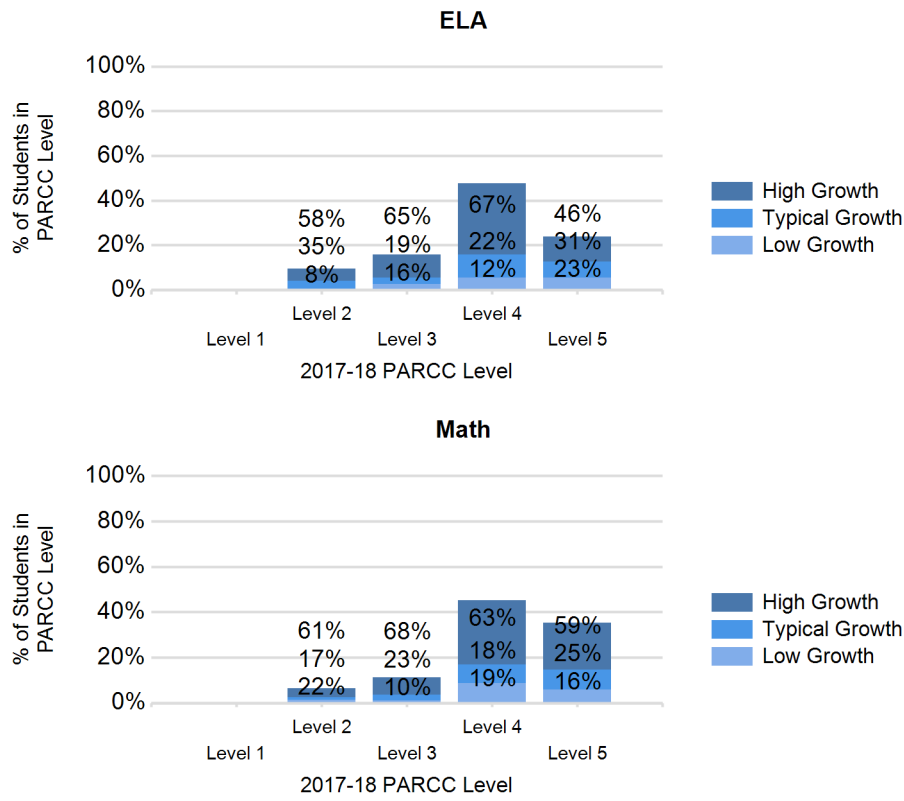
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

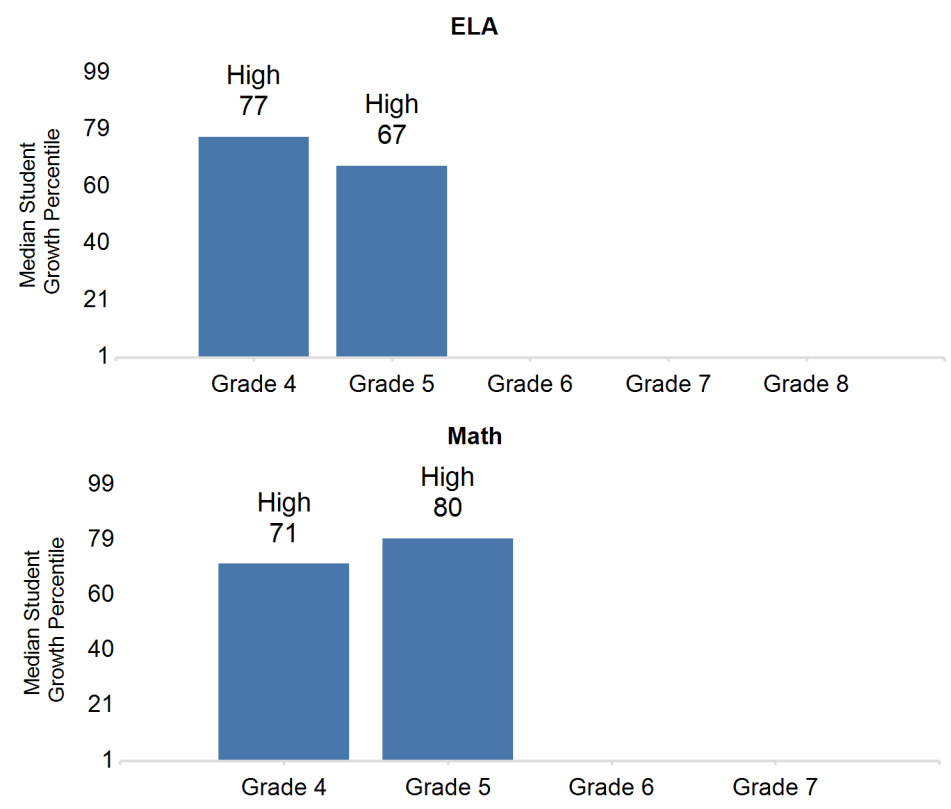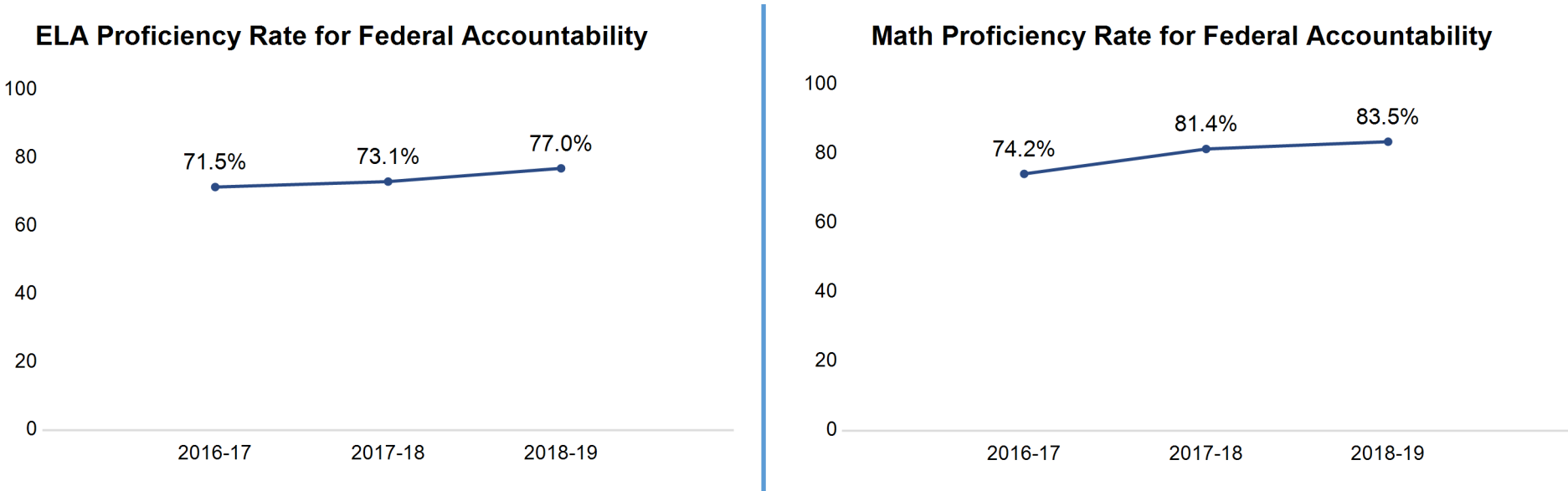## Student Growth

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	75	63	50	Exceeds Standard	76	61	50	Exceeds Standard
White	73	62.5	50	Exceeds Standard	75	60	52	Exceeds Standard
Hispanic	85	67	49	**	75	62	47	**
Black or African American	*	44	45	**	*	40.5	43	**
Asian, Native Hawaiian, or Pacific Islander	77	67	59	Exceeds Standard	84	68.5	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	67	49	**	*	55	52	**
Female	79	67	53	N	77	60	50	N
Male	68	60	47	N	75	61	51	N
Economically Disadvantaged Students	65.5	63	48	**	85.5	59	46	**
Students with Disabilities	68	48.5	43	Exceeds Standard	58	54.5	45	Met Standard
English Learners	*	75	52	**	*	72	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School
(25-2920-110)
Grades Offered: 01-05
2018-2019

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 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

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School

(25-2920-110)

Grades Offered: 01-05

2018-2019

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

2016-17: 71.5%
2017-18: 73.1%
2018-19: 77.0%

Math Proficiency Rate for Federal Accountability

2016-17: 74.2%
2017-18: 81.4%
2018-19: 83.5%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.8%	98.4%	98.3%	97.8%	98.4%	98.5%
Proficiency Rate for Federal Accountability	71.5%	73.1%	77.0%	74.2%	81.4%	83.5%
Annual Target	70.8%	71.3%	71.8%	73.3%	73.6%	74.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Goal	Met Goal
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

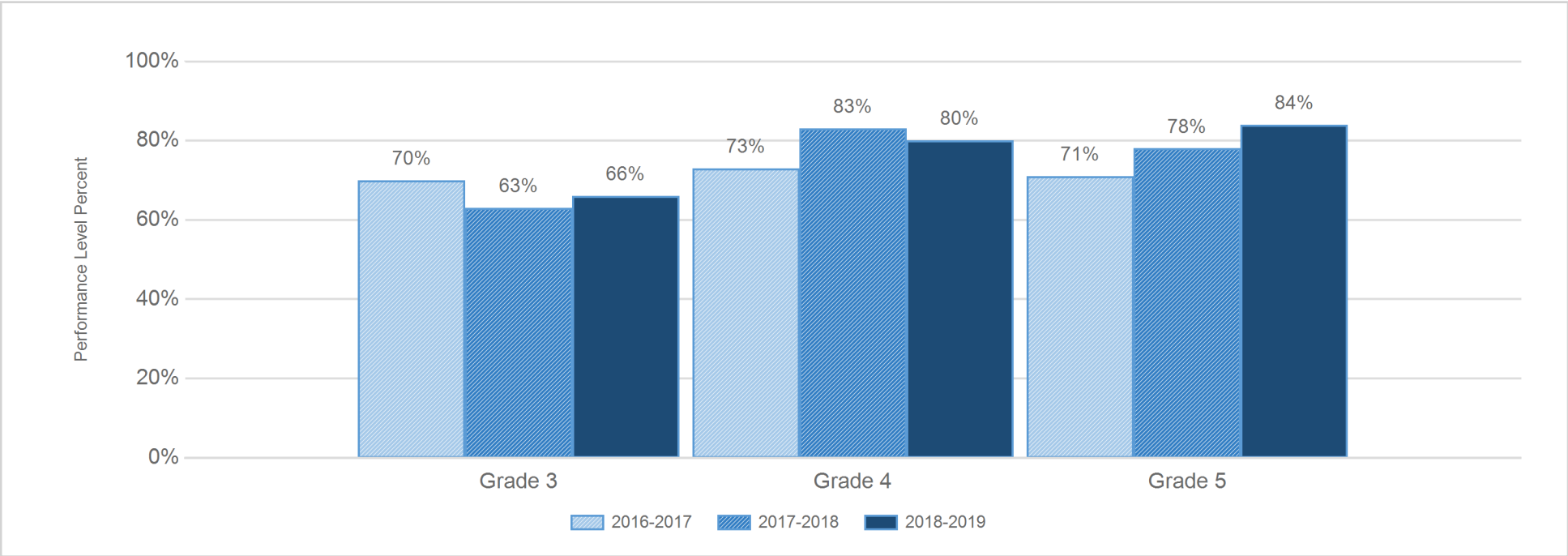† Target was met within a confidence interval.

7

Wemrock Brook School

(25-2920-110)

Grades Offered: 01-05

2018-2019

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

English Language Arts 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	400	98.3	77.0	78.1	57.9	77.0	71.8	Met Target
White	272	97.8	74.6	77.4	66.9	74.6	68.8	Met Target
Hispanic	20	95.7	65.0	72.9	43.9	65.0	56.7	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	86	100.0	88.4	89.4	82.9	88.4	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	77.8	64.4	*	**	**
Female	179	96.8	81.6	84.1	64.8	81.6		
Male	221	99.6	73.3	72.6	51.3	73.3		
Economically Disadvantaged Students	13	100.0	61.5	*	40.0	61.5	**	**
Non-Economically Disadvantaged Students	387	98.2	77.5	*	67.9	77.5		
Students with Disabilities	53	98.2	30.2	30.2	22.7	30.2	30.3	Met Target†
Students without Disabilities	347	98.3	84.1	86.7	65.1	84.1		
English Learners	10	100.0	60.0	62.8	29.3	60.0	**	**
Non-English Learners	390	98.3	77.4	78.5	60.6	77.4		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School
(25-2920-110)
Grades Offered: 01-05
2018-2019

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.

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School
(25-2920-110)
Grades Offered: 01-05
2018-2019

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
Schoolwide	114	766	768	748	*	*	24%	54%	11%	66%	50%
White	75	763	769	757	*	*	24%	*	*	64%	60%
Hispanic	*	*	759	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	22	775	771	773	0%	*	*	*	*	82%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	55	769	773	753	*	*	22%	*	*	67%	55%
Male	59	763	762	743	*	*	25%	*	*	64%	46%
Economically Disadvantaged Students	*	*	745	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	769	759	*	*	*	*	*	*	61%
Students with Disabilities	12	726	728	719	*	*	*	*	*	25%	24%
Students without Disabilities	102	770	773	754	*	*	*	*	*	71%	56%
English Learners	*	*	729	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	769	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School

(25-2920-110)

Grades Offered: 01-05

2018-2019

Report Key:
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* ** Accountability calculations require 20 or more students
* **N** No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	157	780	775	755	*	*	12%	41%	39%	80%	57%
White	117	776	771	763	*	*	11%	47%	33%	80%	67%
Hispanic	*	*	774	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	28	801	801	779	*	0%	*	*	*	86%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	72	791	779	760	*	*	*	36%	51%	88%	62%
Male	85	771	770	750	*	*	*	45%	29%	74%	53%
Economically Disadvantaged Students	*	*	756	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	776	765	*	*	*	*	*	*	69%
Students with Disabilities	20	739	*	725	*	*	*	*	*	35%	25%
Students without Disabilities	137	787	*	761	*	*	*	*	*	87%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	157	780	*	758	*	*	12%	41%	39%	80%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School

(25-2920-110)

Grades Offered: 01-05

2018-2019

Report Key:

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English Language Arts Assessment - Performance by Grade: Grade 5

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

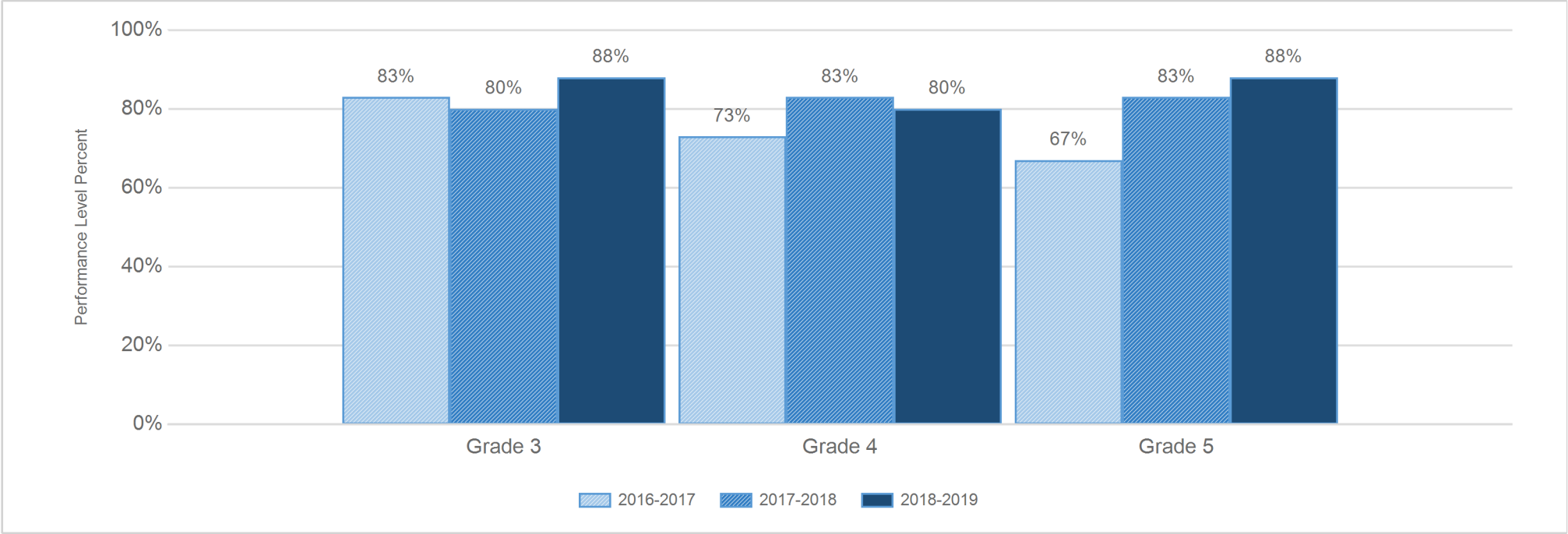| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	128	781	777	756	*	*	13%	55%	30%	84%	58%
White	79	773	774	764	*	*	16%	59%	19%	78%	68%
Hispanic	*	*	770	743	*	*	*	*	*	*	44%
Black or African American	*	*	750	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	36	801	798	781	0%	0%	*	*	*	97%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	794	762	*	*	*	*	*	*	65%
Female	51	785	785	761	*	*	*	55%	33%	88%	64%
Male	77	778	771	750	*	*	*	55%	27%	82%	52%
Economically Disadvantaged Students	*	*	763	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	779	766	*	*	*	*	*	*	69%
Students with Disabilities	17	739	738	724	*	*	*	*	*	29%	23%
Students without Disabilities	111	787	785	762	*	*	*	*	*	93%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	128	781	*	758	*	*	13%	55%	30%	84%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School
(25-2920-110)
Grades Offered: 01-05
2018-2019

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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	401	98.5	83.5	73.7	44.5	83.5	74	Met Goal
White	273	98.2	81.3	72.3	54.1	81.3	70.1	Met Goal
Hispanic	20	95.7	65.0	68.6	28.8	65.0	70.1	Met Target†
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	86	100.0	94.2	89.2	76.5	94.2	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	81.5	53.3	*	**	**
Female	180	97.3	86.1	75.6	44.9	86.1		
Male	221	99.6	81.4	72.0	44.2	81.4		
Economically Disadvantaged Students	13	100.0	61.5	*	26.3	61.5	**	**
Non-Economically Disadvantaged Students	388	98.5	84.3	*	54.9	84.3		
Students with Disabilities	53	98.2	34.0	26.6	17.4	34.0	39.4	Met Target†
Students without Disabilities	348	98.6	91.1	82.2	50.0	91.1		
English Learners	10	100.0	90.0	66.3	25.0	90.0	**	**
Non-English Learners	391	98.5	83.4	73.9	46.5	83.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

13

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School
(25-2920-110)
Grades Offered: 01-05
2018-2019

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.

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School
(25-2920-110)
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2018-2019

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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
Schoolwide	114	778	776	752	*	*	9%	49%	39%	88%	55%
White	75	775	776	760	*	*	*	52%	32%	84%	66%
Hispanic	*	*	766	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	22	791	789	778	0%	0%	*	*	*	95%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	55	779	776	751	*	*	*	51%	38%	89%	54%
Male	59	778	776	752	*	*	*	47%	39%	86%	56%
Economically Disadvantaged Students	*	*	751	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	778	761	*	*	*	*	*	*	67%
Students with Disabilities	12	743	746	731	*	*	*	*	*	50%	31%
Students without Disabilities	102	783	781	756	*	*	*	*	*	92%	60%
English Learners	*	*	742	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	777	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School
(25-2920-110)
Grades Offered: 01-05
2018-2019

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
Schoolwide	158	779	774	749	*	*	16%	52%	28%	80%	51%
White	118	776	772	757	*	*	18%	59%	20%	80%	62%
Hispanic	*	*	764	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	28	802	800	776	*	0%	*	*	*	89%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	73	780	774	749	*	*	*	58%	25%	82%	50%
Male	85	778	775	749	*	*	*	47%	31%	78%	52%
Economically Disadvantaged Students	*	*	761	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	776	759	*	*	*	*	*	*	63%
Students with Disabilities	20	735	*	726	*	*	*	*	*	25%	25%
Students without Disabilities	138	785	*	754	*	*	*	*	*	88%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	158	779	*	751	*	*	16%	52%	28%	80%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School

(25-2920-110)

Grades Offered: 01-05

2018-2019

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.

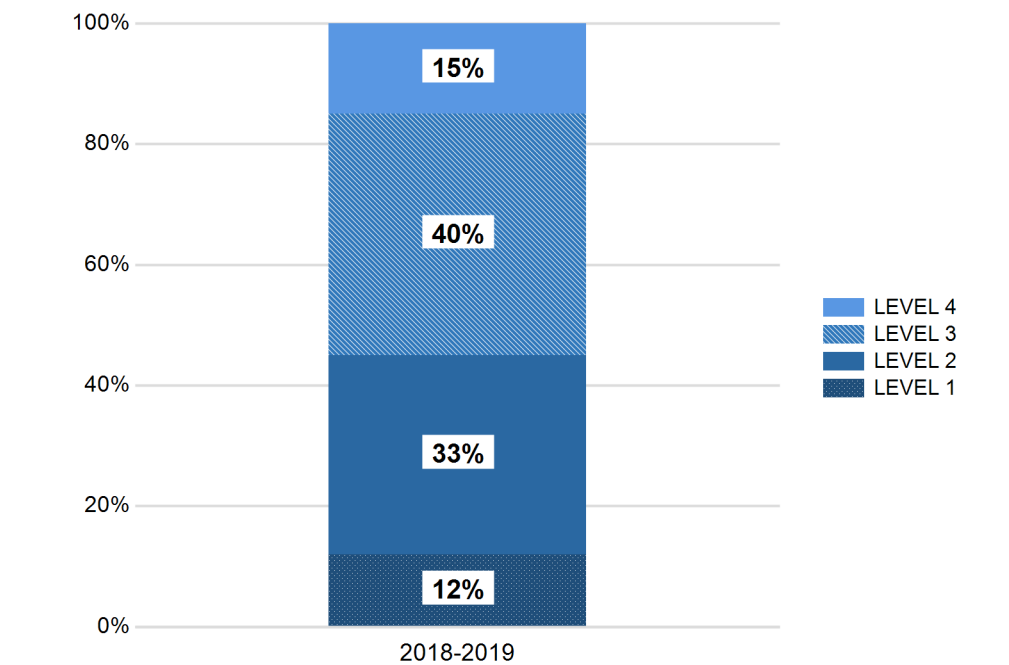| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	128	782	774	747	*	*	8%	48%	39%	88%	47%
White	79	776	772	755	*	*	*	51%	33%	84%	58%
Hispanic	*	*	757	735	*	*	*	*	*	*	30%
Black or African American	*	*	743	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	36	805	798	775	0%	0%	0%	36%	64%	100%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	781	753	*	*	*	*	*	*	55%
Female	51	783	775	747	*	*	*	55%	37%	92%	47%
Male	77	782	773	747	*	*	*	44%	40%	84%	47%
Economically Disadvantaged Students	*	*	752	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	776	757	*	*	*	*	*	*	59%
Students with Disabilities	17	741	741	725	*	*	*	*	*	47%	19%
Students without Disabilities	111	789	780	752	*	*	*	*	*	94%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	128	782	*	749	*	*	8%	48%	39%	88%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Wemrock Brook School
(25-2920-110)
Grades Offered: 01-05
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School
(25-2920-110)
Grades Offered: 01-05
2018-2019

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.

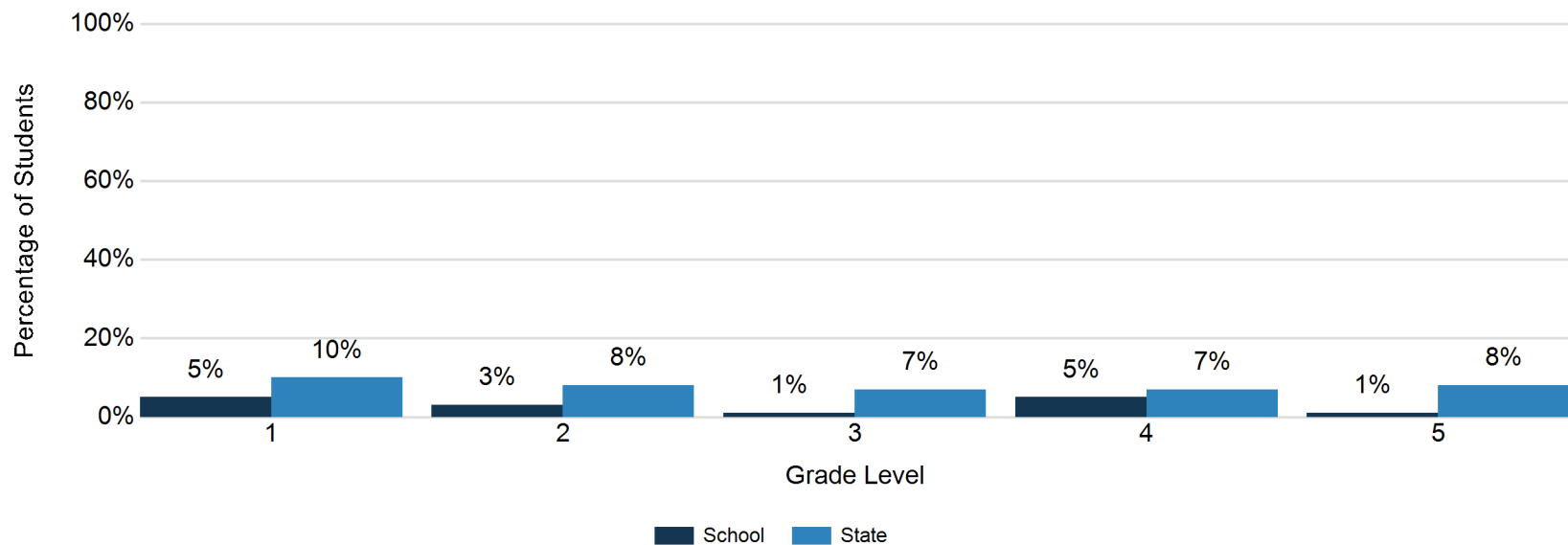| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	12	33	40	15
White	16	43	29	13
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	3	6	67	25
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	16	35	39	10
Male	9	31	41	19
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	27	60	7	7
Students without Disabilities	10	29	45	16
English Learners	N	N	N	N
Non-English Learners	12	33	40	15
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
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	20	3.1	8.1	Met
White	12	2.7	8.1	Met
Hispanic	2	5.1	8.1	Met
Black or African American	2	11.1	**	**
Asian, Native Hawaiian, or Pacific	4	3.1	8.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	8.1	Met
Female	9	3.0		
Male	11	3.1		
Economically Disadvantaged Students	1	4.3	8.1	Met
Students with Disabilities	2	2.4	8.1	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
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.

20

Wemrock Brook School

(25-2920-110)

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2018-2019

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 by Grade

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

Grade Level	School	State
1	5%	10%
2	3%	8%
3	1%	7%
4	5%	7%
5	1%	8%

21

NJ SCHOOL PERFORMANCE REPORT

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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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.16

Police Notifications

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

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

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

Student Disciplinary Removals

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

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

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

Wemrock Brook School
(25-2920-110)
Grades Offered: 01-05
2018-2019

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School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	1:30 PM
Length of School Day	5 Hrs 20 Mins
Full Time - Instructional Time	N
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 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

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

Wemrock Brook School
(25-2920-110)
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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 – 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	47	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	87.2%	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	28	9,530
Average years experience in public schools	14.0	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	82.1%	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	14:1	12:1
Students to Administrators	320:1	179:1
Teachers to Administrators	24:1	14:1
Students to Librarians/Media Specialists		1001:1
Students to Nurses		501:1
Students to Counselors		715:1
Students to Child Study Team Members		238:1

Wemrock Brook School

(25-2920-110)

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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	47.3%	89.4%	100.0%	48.4%	77.1%	54.9%
Male	52.7%	10.6%	0.0%	51.6%	22.9%	45.1%
White	68.4%	95.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	6.3%	4.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	19.8%	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%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.3%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School
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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

Teacher — 51%
Admin — N/A

Master's Degree

Teacher — 49%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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	92.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.5%

Wemrock Brook School
(25-2920-110)
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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.

Wemrock Brook School

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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.

Wemrock Brook School

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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 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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	71.5%	73.1%	77.0%
Math Proficiency	74.2%	81.4%	83.5%
ELA Growth	52	54	75
Math Growth	54	69	76
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.1%	4.4%	3.1%

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

Wemrock Brook School

(25-2920-110)

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2018-2019

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.

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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.

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.

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Our curriculum is aligned to the NJ Student Learning Standards. Additionally, teachers differentiate their instruction and help students set individual goals. • ‡Wemrock Brook offers intervention in mathematics and reading instruction through our Response to Intervention (RtI) program. Students participate in tiered levels of support based on their needs. • ‡Technology-enhanced lessons are supported by use of Chromebooks, iPads, SMARTBoards, and document cameras, including a 1:1 learning enironment for all third, fourth, and fifth graders.
Mission, Vision, Theme:	Wemrock Brook promotes the mantra, "We Believe in Success!" We Believe in building a strong educational foundation where students have the opportunity to become the best they can be. We Believe in enhancing students' creative and critical thinking skills by providing a solid foundation of instruction. We Believe that students will develop a strong sense of character, citizenship, and confidence that will propel them throughout the course of their lives. We Believe in working hand-in-hand with our staff and parents to create a safe and nurturing environment where students will want to discover and overcome new challenges. We Believe in the necessity of the qualities of commitment, teamwork, and excellence to help students navigate the complexities of their lives, the community, and the world. As such, students engage in a rigorous curriculum that focuses on critical thinking and hands-on learning.
Awards, Recognition, Accomplishments:	In 2018, Wemrock Brook was awarded the Bronze Level Future Ready certification.

32

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School

(25-2920-110)

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Courses, Curriculum, Instruction:	Our curriculum is aligned to the NJ Student Learning Standards. For reading, teachers use a balanced literacy approach, a workshop model, and a variety of printed and digital texts to meet the individual needs of their readers. Essential writing skills and strategies are also taught through a workshop model using the Teachers College Writing Units of Study. Mathematics is taught using the Envision 2.0 curriculum in a workshop model to meet the various needs of their learners. Students also practice their skills through a variety of online programs. Science instruction is aligned to the Next Generation Science Standards. Students study phenomenons by creating and analyzing models cooperatively. All curricular programs are enhanced by our prevalent use of technology.
Clubs and Activities:	Wemrock Brook strongly believes in educating the whole child. As such, we offer the following after school clubs: Young Scientists, Choir, Orchestra, and Band. Students participate in Spelling and Geography Bees, Continental Math, and Student Council. We have an intergenerational lunch program, where senior members of our community teach our students how to play Chess. Wemrock Brook also features a state of the art student run TV studio producing a daily news segment that is broadcast each morning to the entire school. Our Student Council runs several drives to help provide for those less fortunate. Additionally, students raise money for the American Cancer Society and work to raise awareness for animal abuse. Through their participation in these community partnerships, our students are learning to become global citizens who contribute positively to the world around them.

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Before and After School Programs:	In addition to services (RTI support, behavioral interventions, counseling, and speech)offered during the day, RTI (Tier II) instruction in mathematics and reading are offered before school.Teachers of these programs create targeted and individualized interventions plans for each child, and growth is progress monitored for 6-8 weeks before a new plan is developed. The goal is to narrow identified gaps in learning. We also offera homework club for those students who need support in completing their homework assignments.
Staff and Professional Learning:	Professional development is on-going and embedded in-house. The school ScIP committee distributes a staff survey todetermine needs based on content areas/grade levels. The implementation of the ICLE's Rigor and RelevanceFramework has been a focus. PLC's exist across the gradelevels/subject areas to encourage collaboration and to increase academic achievement. Staff members also participate in school-wide book clubs and committee work to grow and develop professionally.
Postsecondary Information:	Wemrock Brook is part of a Pre-K through 8 District. After eighth grade graduation, our students attend the FreeholdRegional High School District.

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Student Supports and Services:	Wemrock Brook offers intervention during the school day in both mathematics and reading instruction through our Response to Intervention (RtI) program. Students participate in tiered levels of support based on their individual needs. We also offer a homework club for those students who lack home support in completing outside assignments. For those students who need additional support, we offer a continuum of services through our special education programs. Our school counselor also offers multiple social-emotional supports groups, including the use of the Super Flex program to teach students flexible thinking strategies.
Student Health and Wellness:	A comprehensive health and physical education program is implemented across all grade levels. In addition to physical education classes, recess time is built into each class schedule. Mandatory health and charactereducation lessons are taught across each grade with emphasis in grades 4/5 on "family life." The counselor meetswith each class every other week to review concepts related to Social Thinking and character eduation; small group and 1:1 sessions are also held as needed.
Parent and Community Involvement:	A strong home-school connection contributes to the academic, social, and emotional wellbeingof our children. We are proud of our active PTA with its widespread membership. Parent volunteers are integral in many events, such as the Halloween Spooktacular and Valentine's Day Bingo. In addition, parent volunteers are invited to help in our classrooms, the media center, and at events, such as Field Day. Parents have on-going access to a child's academic information through the use of a web-based parent portal.Additionally, parents are included in the intervention process through the use of home intervention plans for Tier II and III students. Overall, Wemrock Brook is a true team of parents, administrators, teachers, and students.

NJ SCHOOL PERFORMANCE REPORT

Wemrock Brook School
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	Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Y
	Facilities:	Constructed in 2001, Wemrock Brook houses first through fifth grades students in a two story, fully air-conditioned facility. Students have access to three computer labs, an outdoor playground, an outdoor courtyard, a Gymnasium, and a Media Center.
	School Safety:	Wemrock Brook employs multiple measures to ensure student safety. An EmergencyManagement team ensures that procedures are in place and practiced for a multitude of situations -- as per state law. A districtsecurity director and building administrators review procedures with the staff to further prepare for an emergency situation. In addition, we have implemented the use of a software system called the Passage Point Visitor Management System which is designed to allow registered parents/guardians the ability to notify the school of a visit. We also have a full time armed security officer.

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Wemrock Brook School
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Technology and STEM:	All curricular programs are enhanced by our prevalent use of technology, including but not limited to the use of ST Math, IXL, Moby Max, Study Island, RAZ Kids, Achieve 3000, Gizmos, Reflex Math, and Google Classroom. Additionally, all students participate in a technology class twice a month in which students practice their computer literacy skills, including but not limited to: building a Google site, coding through Code Monkey, and typing via Typing Pal. Students in grades four and five are immersed in a 1:1 environment as each student is provided with a Chromebook and GAFE account. Students in grades 1-3 use electronic learning platforms via their classroom computers, shared iPADS, or by signing out one of the three computer labs.

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2018-2019

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Other Information	Working collaboratively with all stakeholders, Wemrock Brook prepares our students to be global, democratic citizens. Our students participate in a rigorous educational program that meets their own specific learning needs. Student;s social-emotional learning needs are also addressed through school-wide programs. Students participate in our Student of the Month program that recognizes the character of each of our students. School events such as Field Day and our Walk-a-Thon promote collaboration and teamwork. Furthermore, our Student Council runs several drives to help provide for those less fortunate including the Gifts in Kind Drive which donates much needed personal items to victims of domestic violence, an annual book drive to provide reading material for underprivileged children, and a Hearts for Heroes Drive that collects candy to send to our troops overseas. Additionally, students raise money for the American Cancer Society and work to raise awareness for animal abuse. Through their participation in these community partnerships and school-wide initiatives, our students are learning to become global citizens who contribute positively to the world around them.