




Ashbrook Elementary School  
2016-2017  
Grade Span 02-03

05-2850-010  
BURLINGTON  
LUMBERTON TWP  
33 MUNICIPAL DRIVE  
LUMBERTON, NJ 08048

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

**Navigating through the reports:**

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

**Other Resources:**

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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**Enrollment Trends by Grade**

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
2	137	123	135
3	148	142	128
Ungraded	12	6	13
<b>Total</b>	<b>297</b>	<b>271</b>	<b>276</b>

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	53%
Male	52%	51%	48%
Economically Disadvantaged Students	26%	28%	25%
Students with Disabilities	23%	23%	18%
English Learners	1%	2%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			4%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
White	53.6%
Black or African American	24.6%
Hispanic	10.9%
Asian	3.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	7.6%

**Enrollment by Home Language**

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	95.3%
Arabic	1.4%
<i>Other</i>	3.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	118	98.5	48.30	57.70	54.90	48.3	47.7	Met Target
White	62	98.5	54.80	64.90	63.90	54.8	53.4	Met Target
Hispanic	15	94.4	33.30	45.20	39.80	32.9	**	**
Black or African American	31	100.0	41.90	42.20	35.20	41.9	23	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	66	98.7	48.40	62.80	62.20	48.4		
Male	52	98.3	48.10	52.90	48.10	48.1		
Economically Disadvantaged Students	33	100.0	30.30	31.10	36.20	30.3	27.8	Met Target
Non-Economically Disadvantaged Students	85	97.9	55.30	63.70	65.80	55.3		
Students with Disabilities	23	100.0	21.70	21.20	20.50	21.7	32.6	Met Target†
Students without Disabilities	95	98.2	54.80	68.60	61.90	54.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	129	746	746	749	*	19%	24%	46%	*	48%	50%
White	63	751	751	759	*	16%	22%	52%	*	56%	61%
Hispanic	17	742	742	734	*	*	*	*	0%	35%	35%
Black or African American	37	738	738	731	*	*	*	41%	0%	41%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	74	749	749	754	*	*	26%	43%	*	47%	55%
Male	55	740	740	745	*	*	22%	49%	*	49%	46%
Economically Disadvantaged Students	38	729	729	731	*	29%	*	29%	*	29%	31%
Non-Economically Disadvantaged Students	91	753	753	762	*	14%	*	53%	*	56%	63%
Students with Disabilities	20	713	713	720	*	*	*	*	*	20%	24%
Students without Disabilities	109	751	751	755	*	*	*	*	*	53%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	129	746	746	752	*	19%	24%	46%	*	48%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

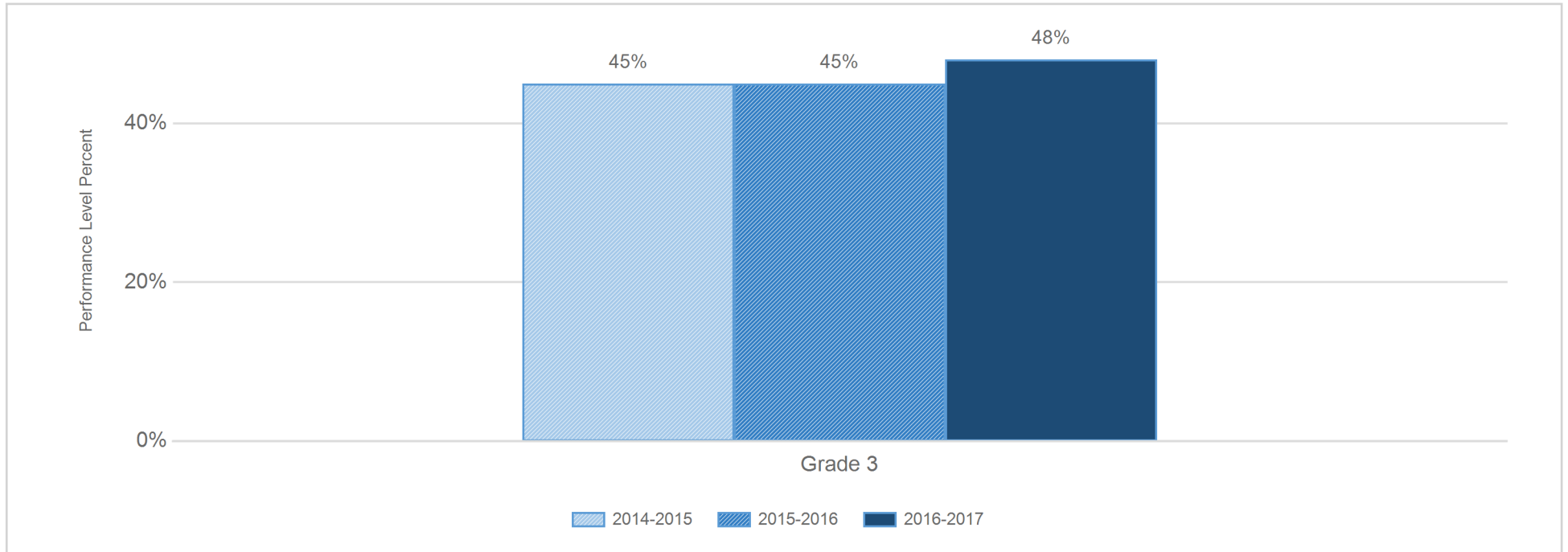


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	118	98.5	56.80	45.70	43.50	56.8	58.7	Met Target†
White	62	98.5	61.30	53.10	52.40	61.3	66	Met Target†
Hispanic	15	94.4	46.70	34.80	27.60	46.1	**	**
Black or African American	31	100.0	51.60	29.20	21.70	51.6	27.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	66	98.7	59.10	44.70	44.10	59.1		
Male	52	98.3	53.80	46.60	42.90	53.8		
Economically Disadvantaged Students	34	100.0	29.40	20.80	25.10	29.4	36.8	Met Target†
Non-Economically Disadvantaged Students	84	97.9	67.80	51.40	54.30	67.8		
Students with Disabilities	23	100.0	26.00	*	16.50	26	35.4	Met Target†
Students without Disabilities	95	98.2	64.20	*	48.80	64.2		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	*	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	751	751	751	*	12%	29%	47%	*	55%	53%
White	63	759	759	759	*	*	29%	49%	*	62%	63%
Hispanic	17	742	742	738	0%	*	*	*	0%	47%	37%
Black or African American	37	741	741	733	*	*	35%	41%	*	43%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	74	751	751	751	*	*	31%	51%	*	57%	52%
Male	55	751	751	751	*	*	26%	40%	*	53%	53%
Economically Disadvantaged Students	38	736	736	736	*	*	47%	*	*	24%	34%
Non-Economically Disadvantaged Students	91	757	757	761	*	*	21%	*	*	68%	65%
Students with Disabilities	20	729	729	729	*	*	*	*	*	20%	29%
Students without Disabilities	109	755	755	755	*	*	*	*	*	62%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	129	751	751	753	*	12%	29%	47%	*	55%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

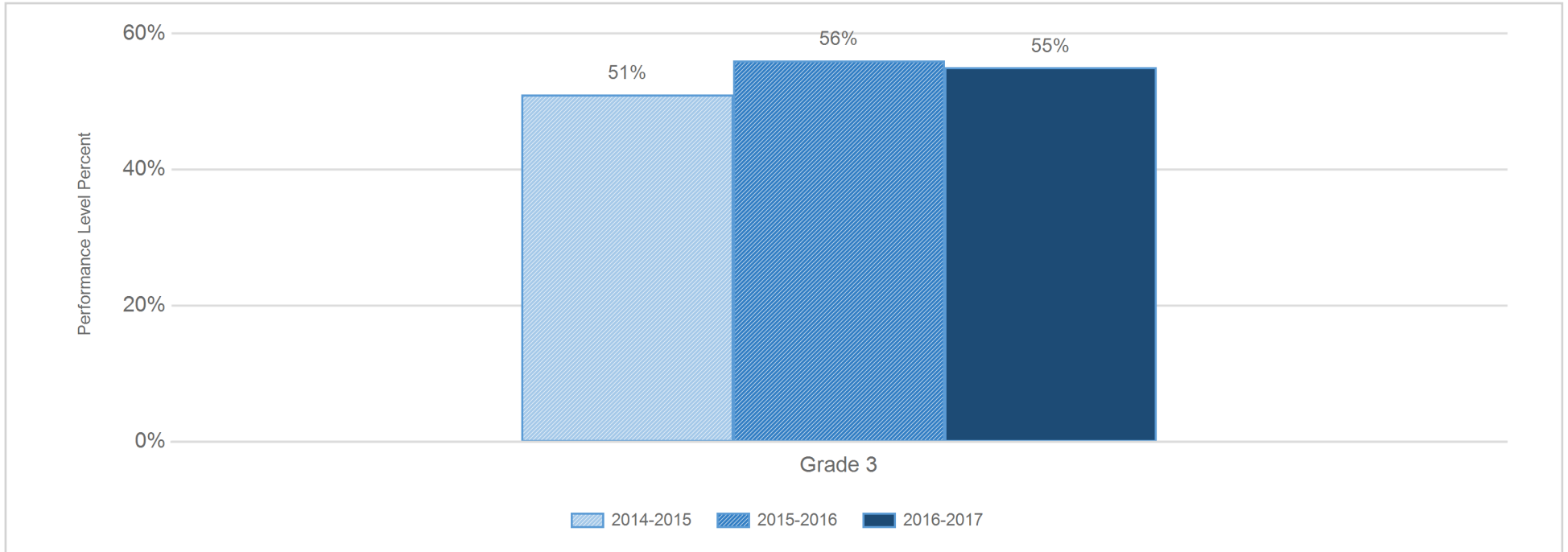


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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**Alternate Assessments - Participation**

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

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

**English Language Proficiency Test - Participation and Performance**

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N

An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

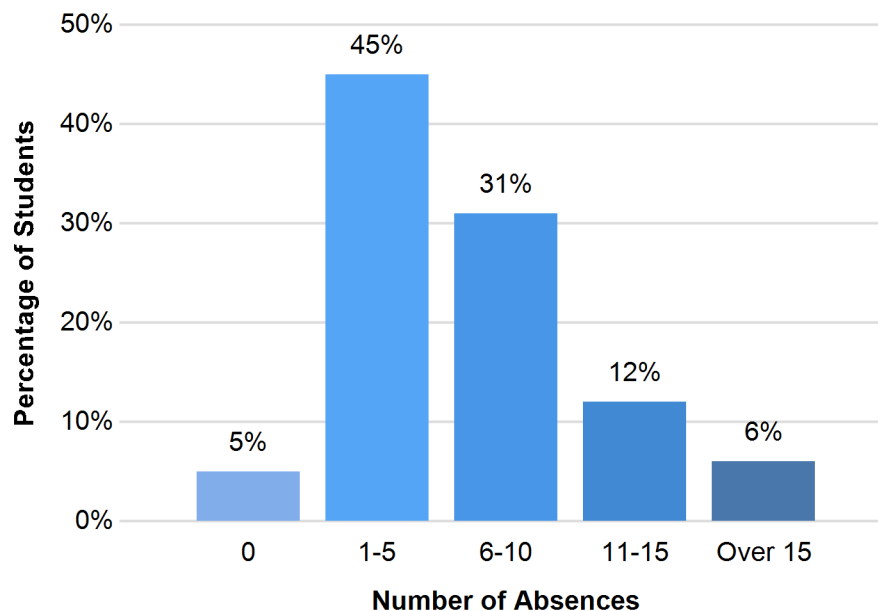
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.00	7.50	Met Target
White	4.00	7.50	Met Target
Hispanic	20.70	7.50	Not Met
Black or African American	1.40	7.50	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	5.00	7.50	Met Target
Economically Disadvantaged Students	11.80	7.50	Not Met
Students with Disabilities	7.50	7.50	Met Target
English Learners	N	**	**

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





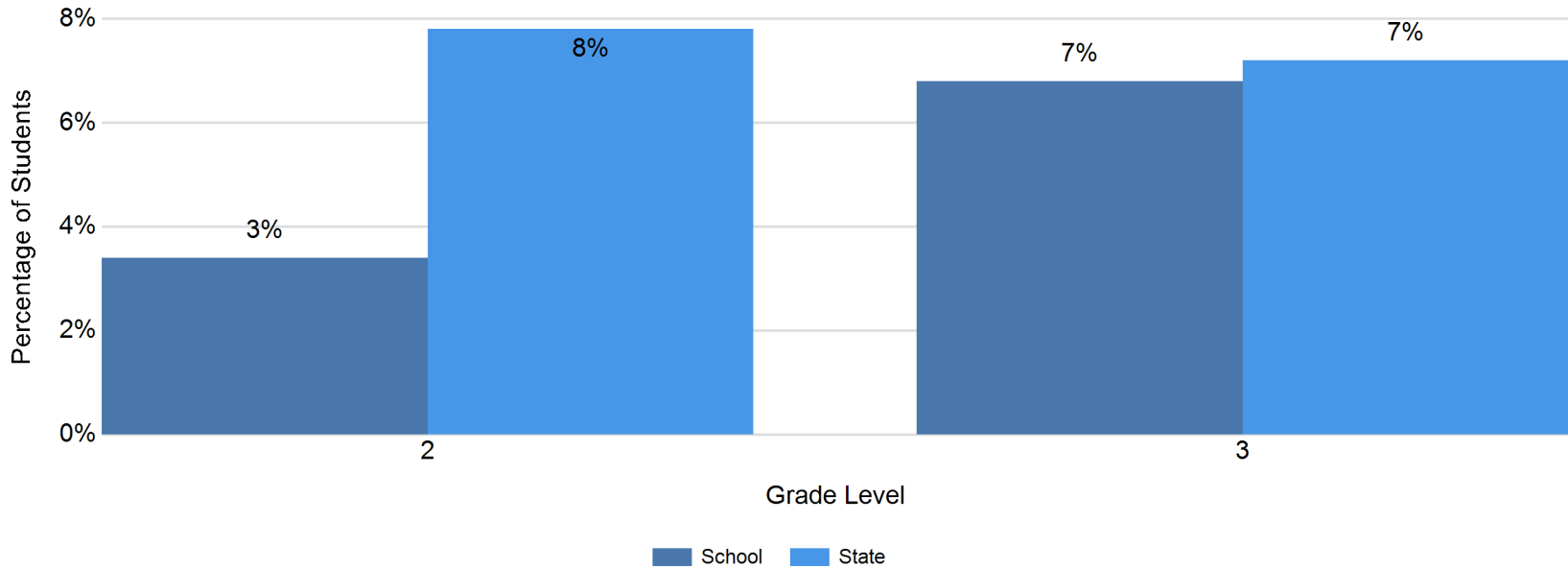
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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**School Day**

**Violence, Vandalism, HIB, and Substance Offenses**

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.

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Category	School
Typical Start Time	8:20AM
Typical End Time	3:20PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	7 Hrs. 0 Mins.
Shared Time - Instructional Time	*

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.36

**Student Suspension Rate**

**Student Expulsions**

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	3.6%
Any Suspension	3.6%

Category	Number of Students
Expulsions	0



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**Technology Readiness**

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.9:1	744.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$483	\$14,209	\$14,692



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

**Teachers:** All classroom teachers

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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	26	120,724
Average years experience in public schools	16.4	11.8
Average years experience in district	13.3	10.5
Teachers in district for 4 or more years	85%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,506
Average years experience in public schools	13.0	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	56%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	55:1	149:1
Librarian/Media Specialists		448:1
Nurses		336:1
Counselors		269:1
Child Study Team		192:1



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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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

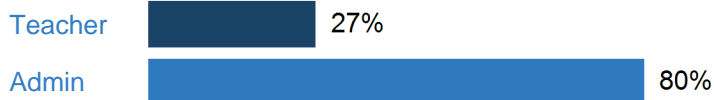
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	84%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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**Accountability Indicator Scores and Summative Rating**

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	N	N
<b>Summative Rating:</b> Percentile rank of Summative Score	N	N
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile	N	N

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Wawrzyniak	<b>Email Address:</b>	<a href="mailto:hwawrzyniak@lumberton.k12.nj.us">hwawrzyniak@lumberton.k12.nj.us</a>
<b>Address:</b>	33 MUNICIPAL DRIVE LUMBERTON, NJ 08048	<b>Website:</b>	<a href="http://www.lumberton.k12.nj.us">www.lumberton.k12.nj.us</a>
<b>Phone:</b>	(609)518-0030		

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Ashbrook Elementary School educates students in grades two and three.</li> <li>• This year's theme highlights our goal of recognizing individual talents.</li> <li>• Ashbrook Elementary School provides a differentiated approach that prepares all learners for academic success.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Ashbrook Elementary School educates students in grades two and three. This year's theme, "Everyone is a Star at Ashbrook" highlights our goal of recognizing individual talents and providing our students with an exemplary education through various learning activities. Staff members take pride in providing all students with a rigorous curriculum that requires students to reach their potential in a supportive environment that prepares them for academic success.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Ashbrook School provides quality character education and is a participant in the No Place for Hate initiative. Students also have monthly character assemblies to learn important character traits that are reinforced with Celebration Ceremonies that recognize star students.</p>





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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Ashbrook School is committed to delivering quality, research-based programs based on best practices. Balanced literacy provides learners with Readers' and Writers' Workshop enabling them to build a strong reading foundation through the development of word strategies, fluency and comprehension. Engage NY Math Program provides a progression of learning with a focus on concept development and application.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Second and third grade students have the opportunity to participate in after school flag football, chorus club or fitness club. Students also participate in coding during computer instruction and Makerspace activities during March. A FREE after school tutoring program is provided for student that qualify for support.</p>






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**School Narrative**

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

 <p><b>Staff and Professional Learning:</b></p>	<p>Our highly-qualified staff members continually work to improve their knowledge base, teaching practices, and curriculum offerings through involvement in curriculum committees, in-district and off-site workshops, and graduate-level courses. Their commitment to their students, and to each other, is apparent in their collaborative teaching methods and their collective responsibility for student growth.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Other outstanding programs that support learning at Ashbrook include small group or individual counseling, mediation, gifted and talented enrichment, small group instruction for students with limited English proficiency, supplemental reading and support classes for students in need, and information literacy in the media center.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>We are proud to maintain a close, cooperative relationship with the Lumberton PTA, who assists the school through: fund-raising activities; volunteering in the classrooms, office and media center; and providing assembly programs, student recognition programs, book and curriculum fairs, and more.</p>



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School Narrative

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

Classroom teachers provide differentiated instruction that supports students needing remedial, enrichment, and/or supplemental support. The instructional programs at Ashbrook are also supported by the integration of science, technology, engineering and math (STEM) infused with a rich arts program that includes formal instruction in art, music, physical education, computers, and library. Students at Ashbrook grow academically, socially and emotionally with the support of our curriculum and character education programs. It is the philosophy of the Lumberton Township School District that students build upon previous understanding through self-discovery. Our programs help encourage the development of individual learners and responsible citizens in a global society. Ashbrook Elementary School offers abundant opportunities for our students to learn about themselves and each other, to find success, to learn from challenges, and to grow as human beings.



Other Information:



**Bobby's Run Elementary School  
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

#### **Navigating through the reports:**

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

#### **Other Resources:**

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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**Grade Span 04-05**

**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

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

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

Grade	2014-15	2015-16	2016-17
4	167	162	153
5	152	170	163
Ungraded	14	0	0
<b>Total</b>	<b>333</b>	<b>332</b>	<b>316</b>

Student Group	2014-15	2015-16	2016-17
Female	49%	48%	43%
Male	51%	52%	57%
Economically Disadvantaged Students	20%	19%	23%
Students with Disabilities	23%	23%	20%
English Learners	1%	1%	0%
Homeless Students			3%
Students in Foster Care			0%
Military-Connected Students			5%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	55.1%
Black or African American	20.9%
Hispanic	12.0%
Asian	4.7%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	7.0%

**Enrollment by Home Language**

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	94.9%
Arabic	1.3%
<i>Other</i>	3.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	288	96.3	63.90	57.70	54.90	63.9	61.3	Met Target
White	162	97.1	73.50	64.90	63.90	73.5	67	Met Target
Hispanic	31	92.3	54.90	45.20	39.80	52.6	49.7	Met Target
Black or African American	58	95.7	44.80	42.20	35.20	44.8	46.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.00	80.70	72.4	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	21	100.0	52.30	55.10	54.90	52.3	61.9	Met Target†
Female	133	96.6	66.20	62.80	62.20	66.2		
Male	155	96.0	61.90	52.90	48.10	61.9		
Economically Disadvantaged Students	62	93.2	32.30	31.10	36.20	31.4	31.2	Met Target
Non-Economically Disadvantaged Students	226	97.2	72.60	63.70	65.80	72.6		
Students with Disabilities	70	97.3	24.30	21.20	20.50	24.3	20	Met Target
Students without Disabilities	218	96.0	76.60	68.60	61.90	76.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	13	100.0	76.90	*	53.50	76.9		
Migrant Students	*	*	*	*	23.00	*		

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

† Target was met within a confidence interval.



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**Grade Span 04-05**

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	150	759	759	753	*	*	24%	45%	18%	63%	56%
White	88	763	763	762	*	*	18%	46%	24%	69%	67%
Hispanic	17	755	755	740	0%	*	*	*	*	53%	40%
Black or African American	27	744	744	737	*	*	37%	41%	*	44%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	10	758	758	755	*	*	*	*	*	50%	56%
Female	63	761	761	758	*	*	19%	43%	21%	64%	61%
Male	87	758	758	749	*	*	28%	46%	16%	62%	51%
Economically Disadvantaged Students	35	739	739	737	*	*	43%	34%	0%	34%	36%
Non-Economically Disadvantaged Students	115	765	765	764	*	*	18%	48%	24%	71%	69%
Students with Disabilities	36	737	737	725	*	*	50%	*	*	22%	25%
Students without Disabilities	114	766	766	759	*	*	16%	*	*	75%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	150	759	759	755	*	*	24%	45%	18%	63%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	158	763	763	756	*	*	25%	46%	17%	63%	59%
White	82	772	772	763	*	*	20%	55%	21%	76%	69%
Hispanic	18	760	760	743	0%	*	*	*	*	50%	44%
Black or African American	38	747	747	740	*	*	29%	34%	*	45%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	12	754	754	757	*	0%	*	*	*	58%	60%
Female	75	769	769	761	*	*	27%	47%	21%	68%	66%
Male	83	758	758	750	*	*	23%	46%	13%	59%	53%
Economically Disadvantaged Students	30	733	733	740	*	*	43%	*	0%	27%	40%
Non-Economically Disadvantaged Students	128	770	770	765	*	*	20%	*	21%	72%	71%
Students with Disabilities	33	728	728	725	*	*	36%	*	0%	24%	22%
Students without Disabilities	125	772	772	762	*	*	22%	*	22%	74%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	*	*	*	731	*	*	*	*	*	*	36%

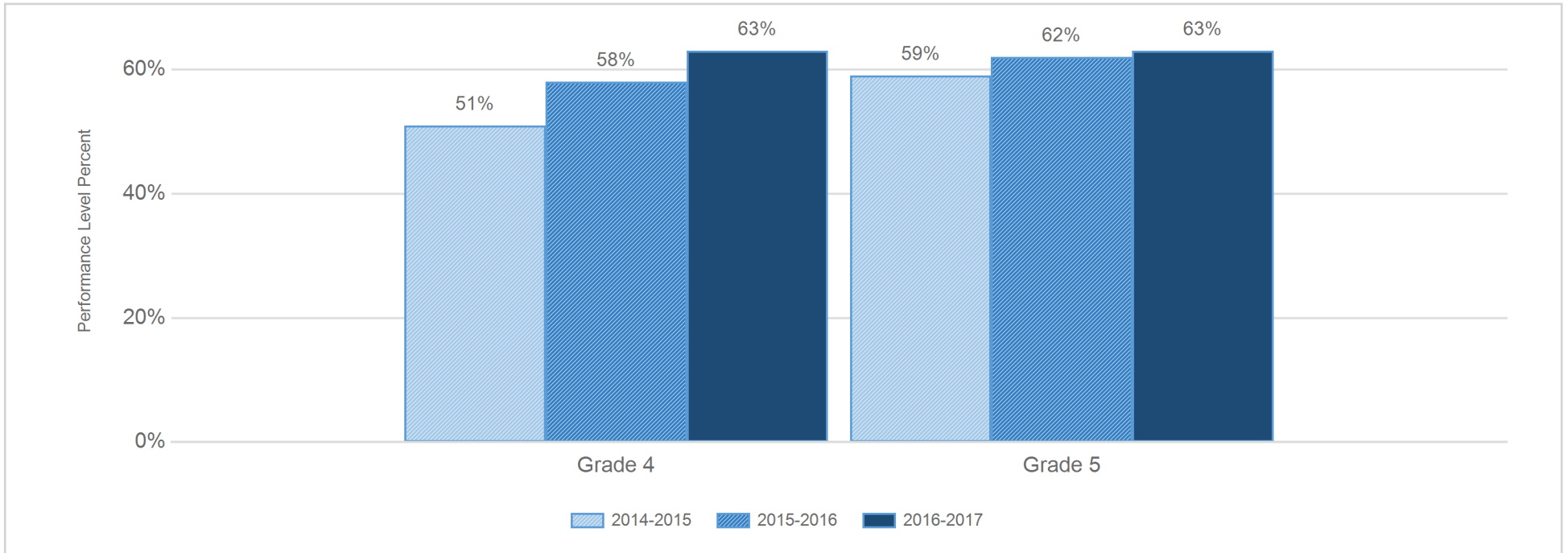


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**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	288	96.3	44.10	45.70	43.50	44.1	53.7	Not Met
White	162	97.2	53.10	53.10	52.40	53.1	63.2	Not Met
Hispanic	31	92.3	32.30	34.80	27.60	31	35.6	Met Target†
Black or African American	58	95.7	25.80	29.20	21.70	25.8	33.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.30	75.60	65.8	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	21	100.0	28.60	34.00	44.90	28.6	32.9	Met Target†
Female	133	96.6	40.60	44.70	44.10	40.6		
Male	155	96.1	47.10	46.60	42.90	47.1		
Economically Disadvantaged Students	62	93.3	16.10	20.80	25.10	15.7	24.3	Not Met
Non-Economically Disadvantaged Students	226	97.2	51.80	51.40	54.30	51.8		
Students with Disabilities	70	97.3	18.60	*	16.50	18.6	27.2	Not Met
Students without Disabilities	218	96.0	52.30	*	48.80	52.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	13	100.0	53.80	*	39.90	53.8		
Migrant Students	*	*	*	*	18.20	*		

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

† Target was met within a confidence interval.



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**Grade Span 04-05**

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

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	150	745	745	747	*	20%	27%	40%	*	46%	47%
White	88	751	751	755	*	11%	27%	46%	*	53%	59%
Hispanic	17	738	738	734	0%	*	*	*	*	29%	30%
Black or African American	27	727	727	729	*	37%	*	*	*	26%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	10	737	737	747	*	*	*	*	0%	40%	48%
Female	63	744	744	747	*	24%	24%	40%	*	46%	47%
Male	87	746	746	747	*	17%	29%	40%	*	46%	48%
Economically Disadvantaged Students	35	723	723	732	*	49%	*	*	*	20%	27%
Non-Economically Disadvantaged Students	115	752	752	757	*	11%	*	*	*	54%	61%
Students with Disabilities	36	719	719	724	*	42%	*	*	*	17%	22%
Students without Disabilities	114	753	753	751	*	13%	*	*	*	55%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	150	745	745	749	*	20%	27%	40%	*	46%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	159	745	745	747	*	20%	35%	29%	*	40%	46%
White	83	753	753	754	*	*	35%	31%	17%	48%	57%
Hispanic	18	739	739	735	0%	*	*	*	*	28%	30%
Black or African American	38	734	734	729	*	26%	40%	*	*	26%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	12	730	730	747	*	*	*	*	0%	25%	47%
Female	75	745	745	747	*	19%	43%	24%	*	35%	47%
Male	84	746	746	746	*	20%	29%	33%	*	44%	46%
Economically Disadvantaged Students	31	724	724	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	128	750	750	756	*	*	*	*	*	*	59%
Students with Disabilities	33	727	727	725	*	30%	*	*	*	21%	19%
Students without Disabilities	126	750	750	751	*	17%	*	*	*	44%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	*	*	*	716	*	*	*	*	*	*	18%

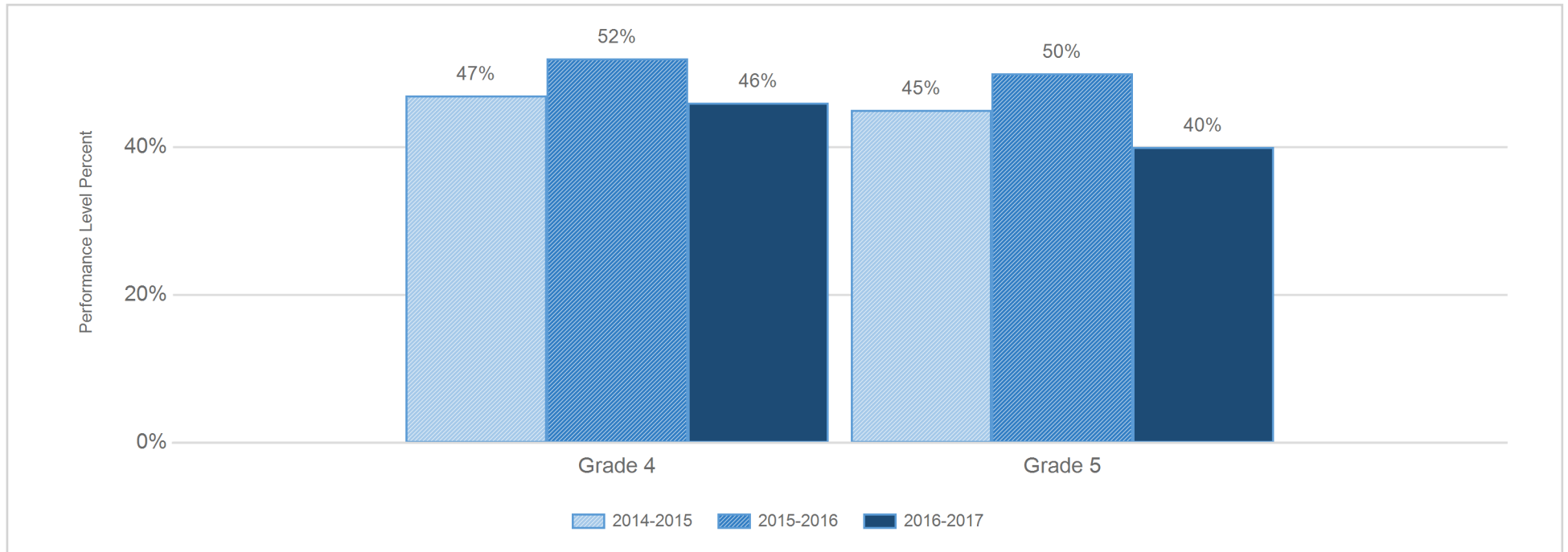


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**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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**Alternate Assessments - Participation**

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

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

**English Language Proficiency Test - Participation and Performance**

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

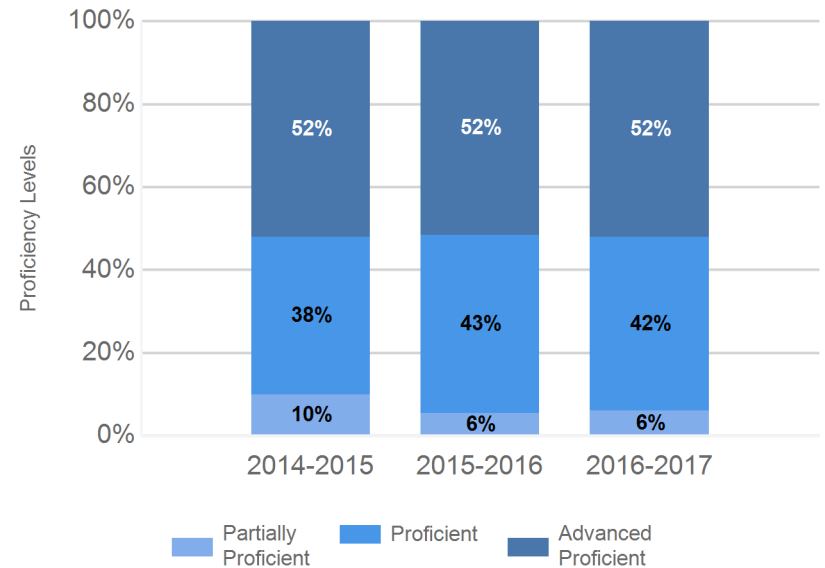
**NJASK Science Assessment Performance: Grade 4**

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	52%	42%	6%
White	59%	36%	4%
Hispanic	44%	50%	*
Black or African American	22%	70%	7%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	22%	63%	16%
Students with Disabilities	34%	55%	11%
English Learners	N	N	N

**NJASK Science Assessment Performance Trends: Grade 4**

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

**Student Growth**

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	62	51	50	Exceeds Target	39	41	50	Not Met
White	72	54	50	Exceeds Target	41	40	52	Met Target
Hispanic	53.5	53	49	Met Target	35	42	47	Not Met
Black or African American	44	43	45	Met Target	47	46	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	32	*	51	Not Met	23	28	52	Not Met
Economically Disadvantaged	43	39	47	Met Target	31	36	46	Not Met
Students with Disabilities	45	45	41	Met Target	33	41	43	Not Met
English Learners	*	*	53	**	*	*	51	**

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



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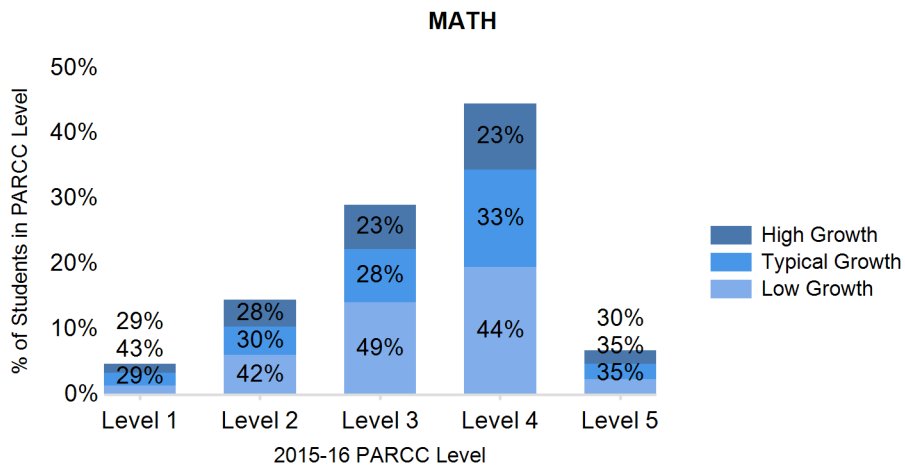
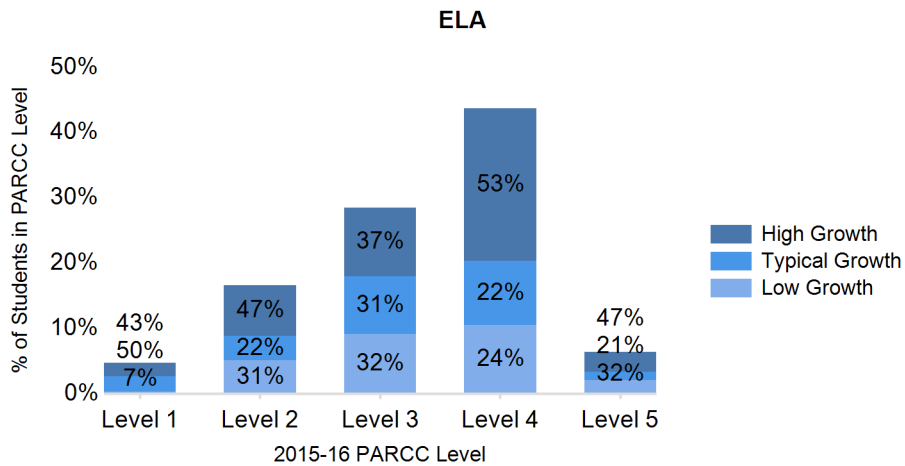
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

**Low Growth: Less than 35**      **Typical Growth: Between 35 and 65**      **High Growth: Greater than 65**

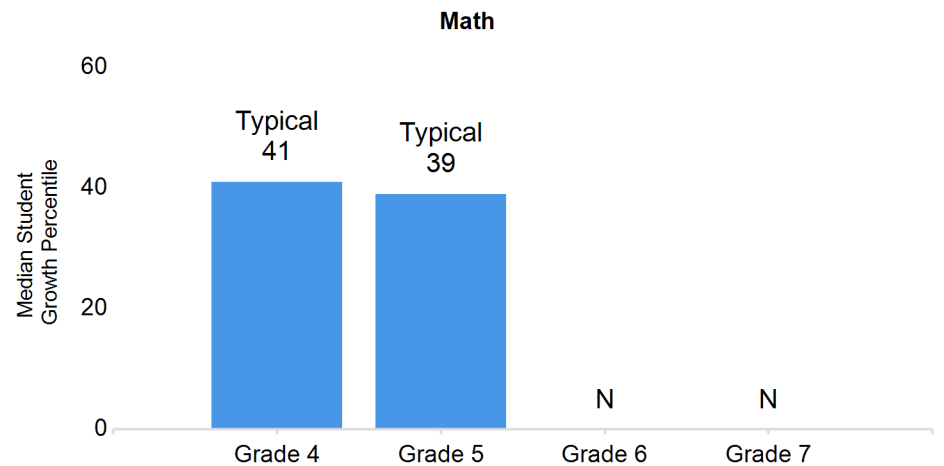
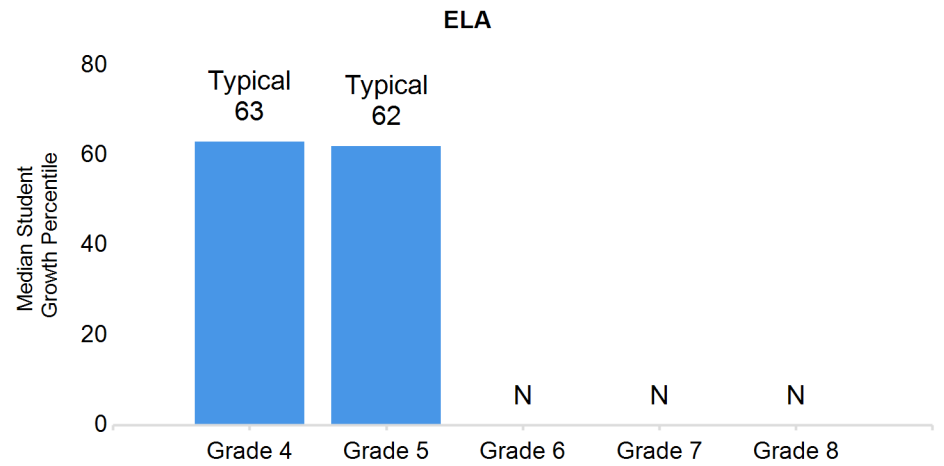
**Student Growth by Performance Level**

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



**Student Growth by Grade**

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

**Chronic Absenteeism**

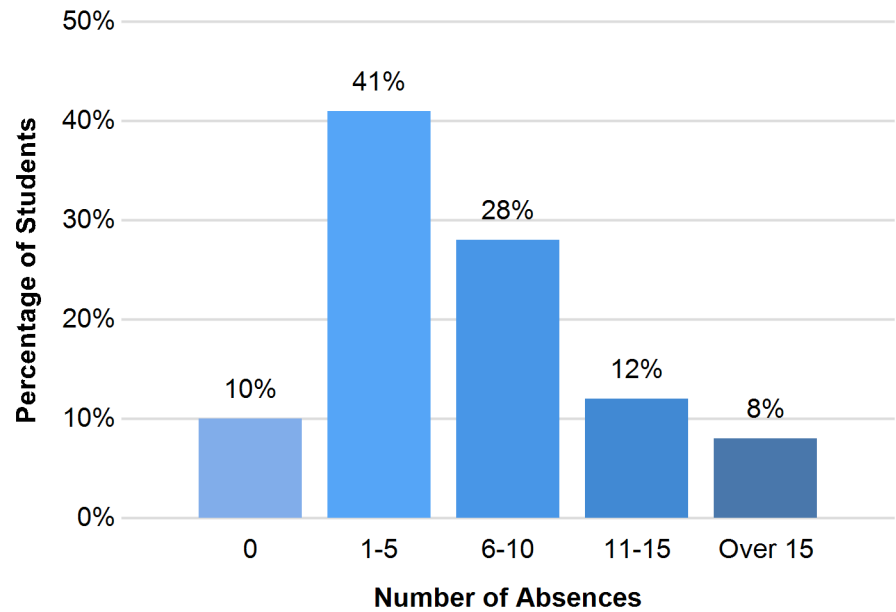
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.30	7.00	Met Target
White	4.00	7.00	Met Target
Hispanic	7.70	7.00	Not Met
Black or African American	7.40	7.00	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	4.30	7.00	Met Target
Economically Disadvantaged Students	15.30	7.00	Not Met
Students with Disabilities	8.70	7.00	Not Met
English Learners	N	**	**

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

**Days Absent**

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



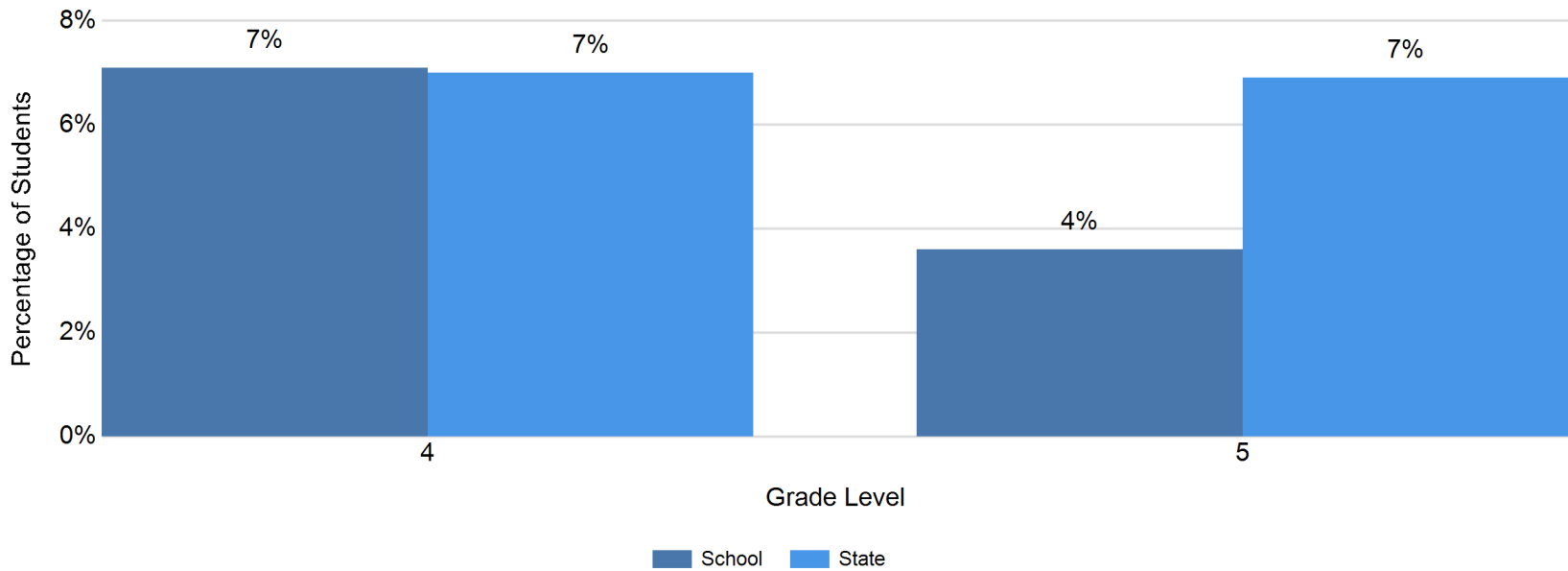


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**Chronic Absenteeism by Grade**

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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**School Day**

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:45AM
Typical End Time	2:55PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	6 Hrs. 50 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	1
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	3.16

**Student Suspension Rate**

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.5%
Any Suspension	2.5%

**Student Expulsions**

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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**Technology Readiness**

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	744.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$483	\$14,209	\$14,692



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

**Teachers:** All classroom teachers

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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	33	120,724
Average years experience in public schools	16.1	11.8
Average years experience in district	13.8	10.5
Teachers in district for 4 or more years	79%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,506
Average years experience in public schools	13.0	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	56%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	316:1	149:1
Librarian/Media Specialists		448:1
Nurses		336:1
Counselors		269:1
Child Study Team		192:1



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**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	84%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	97%



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**Accountability Indicator Scores and Summative Rating**

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	56.2	17.5%
Mathematics Proficiency	38.5	17.5%
English Language Arts Growth	73.4	25.0%
Mathematics Growth	13.2	25.0%
Chronic Absenteeism	61.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		47.4
<b>Summative Rating:</b> Percentile rank of Summative Score		45.5
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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**Accountability Summary by Student Group**

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	47.4	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Not Met	No
White	59.0	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Met Target	No
Hispanic	49.6	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Black or African American	61.9	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	23.2	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
Economically Disadvantaged Students	22.6	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	50.8	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



**Bobby's Run Elementary School  
2016-2017**

**Grade Span 04-05**



05-2850-020  
BURLINGTON  
LUMBERTON TWP  
32 DIMSDALE DRIVE  
LUMBERTON, NJ 08048

School General Info

<b>Principal:</b>	Mrs. Hofstrom	<b>Email Address:</b>	<a href="mailto:thofstrom@lumberton.k12.nj.us">thofstrom@lumberton.k12.nj.us</a>
<b>Address:</b>	32 DIMSDALE DRIVE LUMBERTON, NJ 08048	<b>Website:</b>	<a href="http://www.lumberton.k12.nj.us">www.lumberton.k12.nj.us</a>
<b>Phone:</b>	(609)702-5555		

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Technology is embedded into every lesson with our 1:1 technology initiative for every student.</li> <li>• Curriculum includes the Eureka math curriculum, Readers and Writers workshop and NGSS.</li> <li>• Strings program available to 4th and 5th grade students. Band program for fifth grade.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Our mission is to provide all students a safe, nurturing learning environment that encourages risk-taking, celebrates diversity, embraces a variety of learning styles and reflects high, attainable standards. In partnership with families and the Lumberton community, our student-centered, research based curriculum allows us to help our students develop into well-prepared, socially skilled, and highly productive members of society.</p>





**Bobby's Run Elementary School  
2016-2017**

05-2850-020  
BURLINGTON  
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**Grade Span 04-05**

**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Reading and writing instruction is delivered utilizing a workshop model and focuses on developing the students' critical thinking skills and ability to communicate clearly and expressively. Bobby's Run students receive Math instruction from the Eureka Math Program which focuses on developing a strong conceptual understanding of mathematical principles and reasoning. Our science curriculum has recently been updated to ensure alignment with the Next Generation Science Standards.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Bobby's Run School is proud to offer a variety of after school programs that enrich and enhance the learning experiences of our students. Some of the after school clubs we offer include: a Health and Fitness club, Talent Show, Lumbertones (a select chorus) and a Homework club. Our goal is to provide students the opportunity to continue to grow in areas where they have a unique talent or interest.</p>







**Bobby's Run Elementary School  
2016-2017**

05-2850-020  
BURLINGTON  
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**Grade Span 04-05**

**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Teachers have enjoyed substantial professional development and have been integrating more technology into teaching and learning. Technology is an important part of the educational experience in both fourth grade and fifth grade.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The curriculum at Bobby's Run School is diverse and differentiated to meet the learning needs of all students. For those students who require additional instruction, Bobby's Run School has English as a Second Language Program, a Basic Skills Math and Literacy Program. For those students with special talents and abilities, we offer a Gifted and Talented program as well as the popular strings program for both fourth and fifth grade students and band for fifth grade students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Bobby's Run School also has a highly-effective character education program that focuses on the values of Peace, Unity and Respect. We are committed to educating the whole child and feel that helping students to develop into caring members of our community is an important part of their overall educational experience.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Complementing the efforts of our highly skilled, dedicated professional staff is an extremely involved community. The PTA provides students with enriching, memorable experiences. Our parents and community are strong partners in the educational process. The staff at Bobby's Run school believe that the students of Lumberton deserve nothing less than the highest quality education and we are privileged and proud to serve the families, students and the community of Lumberton.</p>



Florence L. Walther School  
2016-2017


Grade Span KG-01

05-2850-050  
BURLINGTON  
LUMBERTON TWP  
56 CHESTNUT STREET  
LUMBERTON, NJ 08048-0008

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- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
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**Florence L. Walther School  
2016-2017**

**Grade Span KG-01**

05-2850-050  
BURLINGTON  
LUMBERTON TWP  
56 CHESTNUT STREET  
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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	125	89	107
1	126	131	87
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	40	36	26
Total	291	256	220

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	125	89	107

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	47%	46%
Male	54%	53%	54%
Economically Disadvantaged Students	29%	27%	22%
Students with Disabilities	23%	25%	22%
English Learners	1%	0%	1%
Homeless Students			3%
Students in Foster Care			1%
Military-Connected Students			6%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	50.5%
Black or African American	20.0%
Hispanic	14.1%
Asian	3.6%
American Indian or Alaska Native	0.5%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	11.4%

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	95.5%
Spanish	1.4%
Other	3.4%



Florence L. Walther School  
2016-2017

Grade Span KG-01

05-2850-050  
BURLINGTON  
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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

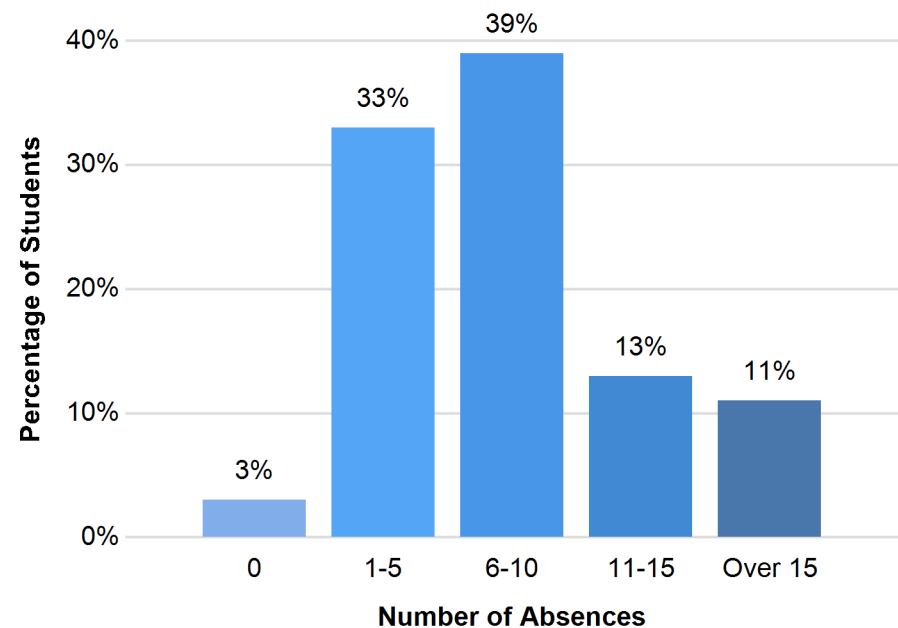
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.70	10.80	Met Target
White	5.60	10.80	Met Target
Hispanic	21.40	10.80	Not Met
Black or African American	2.40	10.80	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	8.70	10.80	Met Target
Economically Disadvantaged Students	11.10	10.80	Not Met
Students with Disabilities	7.90	10.80	Met Target
English Learners	N	**	**

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

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





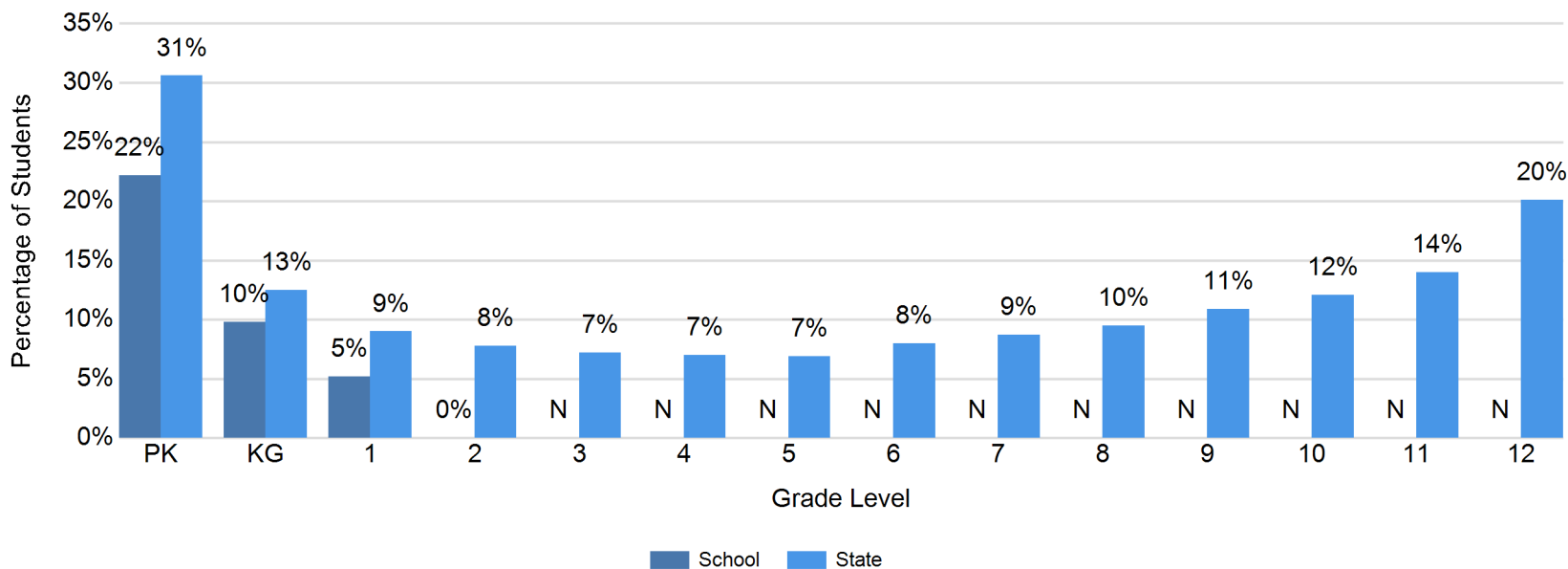
Florence L. Walther School  
2016-2017

Grade Span KG-01

05-2850-050  
BURLINGTON  
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LUMBERTON, NJ 08048-0008

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Florence L. Walther School  
2016-2017

Grade Span KG-01

05-2850-050  
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### School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:40PM
Length of School Day	7 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.5%
Any Suspension	0.5%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



**Florence L. Walther School  
2016-2017**

**Grade Span KG-01**

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### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$483	\$14,209	\$14,692



Florence L. Walther School  
2016-2017

Grade Span KG-01

05-2850-050  
BURLINGTON  
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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

**Teachers:** All classroom teachers

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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	22	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	11.2	10.5
Teachers in district for 4 or more years	73%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,506
Average years experience in public schools	13.0	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	56%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	220:1	149:1
Librarian/Media Specialists		448:1
Nurses		336:1
Counselors		269:1
Child Study Team		192:1



Florence L. Walther School  
2016-2017

Grade Span KG-01

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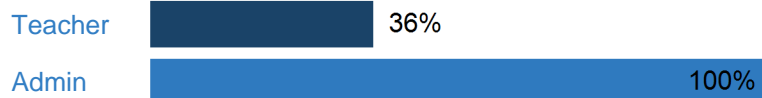
### Teachers and Administrators - Level of Education

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

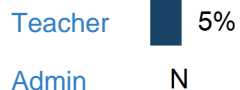
#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	84%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	98%



**Florence L. Walther School  
2016-2017**

**Grade Span KG-01**



05-2850-050  
BURLINGTON  
LUMBERTON TWP  
56 CHESTNUT STREET  
LUMBERTON, NJ 08048-0008

### School General Info

<b>Principal:</b>	Ms. Black	<b>Email Address:</b>	<a href="mailto:cblack@lumberton.k12.nj.us">cblack@lumberton.k12.nj.us</a>
<b>Address:</b>	56 CHESTNUT STREET LUMBERTON, NJ 08048-0008	<b>Website:</b>	<a href="http://www.lumberton.k12.nj.us">www.lumberton.k12.nj.us</a>
<b>Phone:</b>	(609)267-1404		

### School Narrative

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 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Balanced literacy program, Readers' and Writers' Workshop, Engage NY Math</li> <li>• There is a computer lab with direct instruction.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The goal of Florence L. Walther School is to recognize the individual needs of each student and to provide a love of learning and high academic expectation for every student. The staff at our school provides an environment that supports each student's ability to meet the daily challenges of learning, while building a strong foundation of confidence and skills.</p>



**Florence L. Walther School  
2016-2017**

**Grade Span KG-01**

**05-2850-050  
BURLINGTON  
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## School Narrative

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### Courses, Curriculum, Instruction:

The curriculum and programs we provide are carefully researched, planned, and implemented to meet the needs of our student population. Our balanced literacy program provides our young learners with Readers' and Writers' Workshop enabling them to build a strong foundation in phonemic awareness, word study, comprehension, fluency and writing. Our Engage NY Math Program provides a progression from concrete to more abstract numeracy concepts with a focus on concept development and application.







**Florence L. Walther School  
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 <p><b>Staff and Professional Learning:</b></p>	<p>Our teachers dedicate themselves to continual learning. Teachers are involved in many professional development opportunities, such as district in-service training, graduate courses, and other professional course work. Teachers have received training in a number of areas, including Reader's and Writer's Workshop and technology related areas. The staff is also given the opportunity to share their knowledge as they lead professional development classes in district.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Classroom teachers provide remedial, enrichment, and supplemental lessons. We offer support for ELL and students with disabilities. Additional areas of support are provided in speech and language services, occupational and physical thereapy services. Academic areas of support consists of tutoring instruction, basic skills instruction and first grade students may qualify for the Reading Recovery Program.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Florence L. Walther School participates in the breakfast program. Students are able to receive a breakfast and eat breakfast in the classrooms during morning preparations. The students partake in health and physical education programs and participate in daily recess activities.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our parents are an integral part of our school community. Parents volunteer on a regular basis at Walther School as "Partners in Pride" to assist throughout the school to support the education of the students. Our PTA provides many opportunities for the students to enjoy social events organized in a safe school environment. Through the positive parent/school partnership we are able to enrich and expand our academic and social opportunities for students at Walther School.</p>



**Florence L. Walther School  
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Florence L. Walther School  
2016-2017

Grade Span KG-01

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## School Narrative

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The instructional programs at Walther School are supported by the infusion of technology into the classrooms. Classroom teachers have Smart Boards and computers in the classrooms where different content areas are enhanced through technology to support learning. The school also has a computer lab and a Stem lab in the school equipped with Smart Boards to support learning. Our preschool disabilities program provides top-notch education and support services for 3-4 year old students who qualify for the preschool disabilities program. In this morning or afternoon program students will receive additional support services and resources to meet individual needs.



Other Information:



Lumberton Middle School  
2016-2017


Grade Span 06-08

05-2850-060  
BURLINGTON  
LUMBERTON TWP  
30 DIMSDALE DRIVE  
LUMBERTON, NJ 08048

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**Lumberton Middle School  
2016-2017**

**Grade Span 06-08**

05-2850-060  
BURLINGTON  
LUMBERTON TWP  
30 DIMSDALE DRIVE  
LUMBERTON, NJ 08048

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	184	160	179
7	156	187	163
8	209	166	188
Ungraded	0	0	0
<b>Total</b>	<b>549</b>	<b>513</b>	<b>530</b>

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	50%	49%
Male	49%	50%	51%
Economically Disadvantaged Students	21%	21%	16%
Students with Disabilities	21%	25%	22%
English Learners	1%	1%	1%
Homeless Students			2%
Students in Foster Care			0%
Military-Connected Students			4%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	56.8%
Black or African American	20.9%
Hispanic	10.4%
Asian	6.2%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.2%
<i>Two or More Races</i>	5.1%

### Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	93.6%
Spanish	1.1%
Arabic	1.1%
<i>Other</i>	4.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	497	97.8	56.40	57.70	54.90	56.4	49.4	Met Target
White	291	97.4	62.20	64.90	63.90	62.2	53.5	Met Target
Hispanic	49	96.5	42.90	45.20	39.80	42.9	49.7	Met Target†
Black or African American	103	99.1	40.80	42.20	35.20	40.8	32	Met Target
Asian, Native Hawaiian, or Pacific Islander	31	100.0	71.00	72.00	80.70	71	60.1	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	55.10	54.90	63.6	N	N
Female	236	96.6	64.90	62.80	62.20	64.9		
Male	261	98.9	48.60	52.90	48.10	48.6		
Economically Disadvantaged Students	72	97.6	30.60	31.10	36.20	30.6	26.7	Met Target
Non-Economically Disadvantaged Students	425	97.8	60.70	63.70	65.80	60.7		
Students with Disabilities	114	95.9	19.30	21.20	20.50	19.3	17.5	Met Target
Students without Disabilities	383	98.3	67.40	68.60	61.90	67.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	18	95.2	44.50	*	53.50	44.5		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	179	753	753	752	*	11%	26%	47%	*	58%	54%
White	106	756	756	758	*	*	25%	51%	11%	62%	63%
Hispanic	15	747	747	740	*	*	*	*	*	47%	38%
Black or African American	34	743	743	736	*	*	35%	32%	*	41%	32%
Asian, Native Hawaiian, or Pacific Islander	11	768	768	776	0%	0%	*	*	*	73%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	13	745	745	753	*	0%	*	*	0%	62%	56%
Female	82	757	757	758	*	*	26%	45%	*	61%	61%
Male	97	749	749	746	*	*	27%	49%	*	55%	46%
Economically Disadvantaged Students	22	740	740	737	*	*	*	*	*	36%	34%
Non-Economically Disadvantaged Students	157	755	755	761	*	*	*	*	*	61%	65%
Students with Disabilities	37	730	730	722	*	*	27%	27%	*	30%	17%
Students without Disabilities	142	759	759	758	*	*	26%	52%	*	65%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	179	753	753	753	*	11%	26%	47%	*	58%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	162	756	756	756	*	*	25%	36%	22%	58%	59%
White	83	761	761	764	*	*	25%	39%	24%	63%	69%
Hispanic	22	747	747	742	*	*	*	*	*	46%	44%
Black or African American	39	745	745	737	*	*	*	28%	*	49%	38%
Asian, Native Hawaiian, or Pacific Islander	11	774	774	784	0%	*	*	*	*	73%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	79	766	766	764	*	*	18%	44%	*	73%	68%
Male	83	747	747	749	*	*	33%	29%	*	43%	51%
Economically Disadvantaged Students	35	733	733	739	*	*	34%	*	*	29%	40%
Non-Economically Disadvantaged Students	127	763	763	766	*	*	23%	*	*	66%	70%
Students with Disabilities	40	723	723	719	*	*	33%	*	0%	20%	19%
Students without Disabilities	122	767	767	763	*	*	23%	*	29%	71%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	162	756	756	758	*	*	25%	36%	22%	58%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	187	748	748	757	15%	11%	23%	42%	10%	52%	59%
White	109	755	755	764	*	*	23%	48%	13%	61%	68%
Hispanic	18	734	734	742	*	*	*	*	0%	33%	44%
Black or African American	41	730	730	738	27%	*	*	24%	*	29%	39%
Asian, Native Hawaiian, or Pacific Islander	12	766	766	786	*	0%	*	*	*	75%	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	92	757	757	766	*	*	23%	45%	*	60%	68%
Male	95	738	738	749	*	*	22%	40%	*	44%	50%
Economically Disadvantaged Students	24	726	726	739	*	*	*	*	*	29%	40%
Non-Economically Disadvantaged Students	163	751	751	766	*	*	*	*	*	55%	69%
Students with Disabilities	40	704	704	718	*	*	*	*	*	*	18%
Students without Disabilities	147	759	759	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

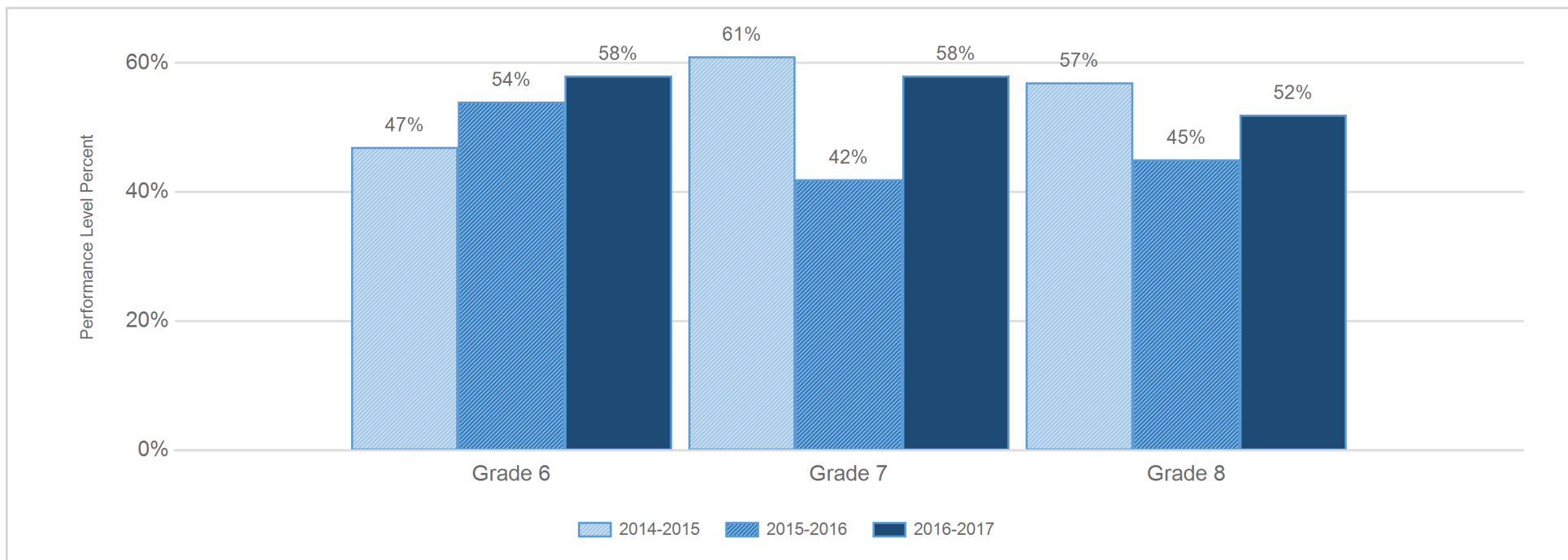


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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### Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	496	97.2	43.90	45.70	43.50	43.9	38.5	Met Target
White	290	96.8	51.40	53.10	52.40	51.4	44.1	Met Target
Hispanic	49	96.5	32.60	34.80	27.60	32.6	30.1	Met Target
Black or African American	103	99.1	24.30	29.20	21.70	24.3	20	Met Target
Asian, Native Hawaiian, or Pacific Islander	30	97.1	63.40	67.30	75.60	63.4	53.6	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	34.00	44.90	39.1	N	N
Female	235	96.2	42.90	44.70	44.10	42.9		
Male	261	98.2	44.80	46.60	42.90	44.8		
Economically Disadvantaged Students	72	96.6	20.80	20.80	25.10	20.8	18.6	Met Target
Non-Economically Disadvantaged Students	424	97.4	47.90	51.40	54.30	47.9		
Students with Disabilities	114	95.2	*	*	16.50	*	8.2	Met Target†
Students without Disabilities	382	97.9	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	18	95.2	50.00	*	39.90	50		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	178	742	742	743	*	20%	33%	38%	*	42%	44%
White	105	746	746	751	*	17%	31%	46%	*	50%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	11	761	761	771	0%	*	*	*	*	55%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	13	734	734	745	*	*	*	*	0%	31%	46%
Female	81	741	741	745	*	25%	37%	33%	*	36%	45%
Male	97	743	743	742	*	16%	29%	42%	*	47%	43%
Economically Disadvantaged Students	22	726	726	728	*	*	50%	*	*	18%	24%
Non-Economically Disadvantaged Students	156	744	744	752	*	*	30%	*	*	46%	56%
Students with Disabilities	37	718	718	717	*	*	*	*	*	*	13%
Students without Disabilities	141	748	748	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	178	742	742	745	*	20%	33%	38%	*	42%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

\*\*Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 7\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	164	743	743	741	9%	14%	35%	36%	6%	42%	40%
White	85	749	749	748	*	*	41%	40%	*	47%	49%
Hispanic	22	729	729	730	*	*	*	*	0%	27%	23%
Black or African American	39	731	731	726	*	*	39%	*	*	23%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	81	744	744	743	*	14%	38%	35%	*	41%	41%
Male	83	742	742	740	*	15%	31%	37%	*	43%	38%
Economically Disadvantaged Students	37	723	723	729	*	27%	27%	*	*	22%	22%
Non-Economically Disadvantaged Students	127	749	749	749	*	10%	37%	*	*	48%	50%
Students with Disabilities	40	717	717	716	*	*	*	*	*	*	11%
Students without Disabilities	124	751	751	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 8\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	144	725	725	728	24%	23%	26%	27%	0%	27%	28%
White	72	731	731	736	14%	28%	28%	31%	0%	31%	35%
Hispanic	17	721	721	721	*	*	*	*	0%	35%	21%
Black or African American	38	711	711	715	40%	26%	*	*	0%	13%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	69	726	726	730	25%	20%	23%	32%	0%	32%	30%
Male	75	723	723	725	24%	25%	28%	23%	0%	23%	26%
Economically Disadvantaged Students	23	711	711	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	121	727	727	734	*	*	*	*	*	*	34%
Students with Disabilities	41	694	694	705	*	*	*	*	*	*	*
Students without Disabilities	103	737	737	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	777	777	743	*	*	*	93%	*	100%	42%
White	37	777	777	751	*	*	*	92%	*	100%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	23	779	779	744	*	*	*	91%	*	100%	43%
Male	21	776	776	741	*	*	*	95%	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	44	777	777	747	*	*	*	93%	*	100%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	44	777	777	745	*	*	*	93%	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

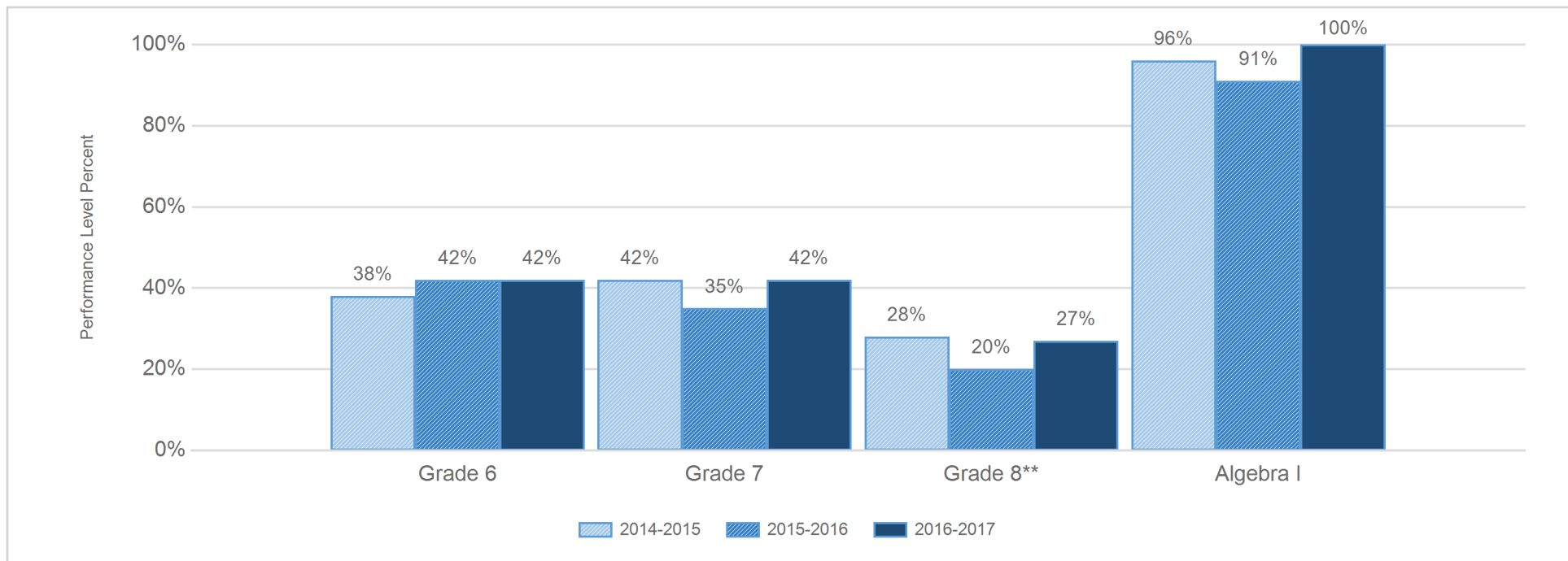


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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**Alternate Assessments - Participation**

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
7	N	N
8	N	N

**English Language Proficiency Test - Participation and Performance**

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	N	N	N
3	N	N	N
4	*	*	*
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

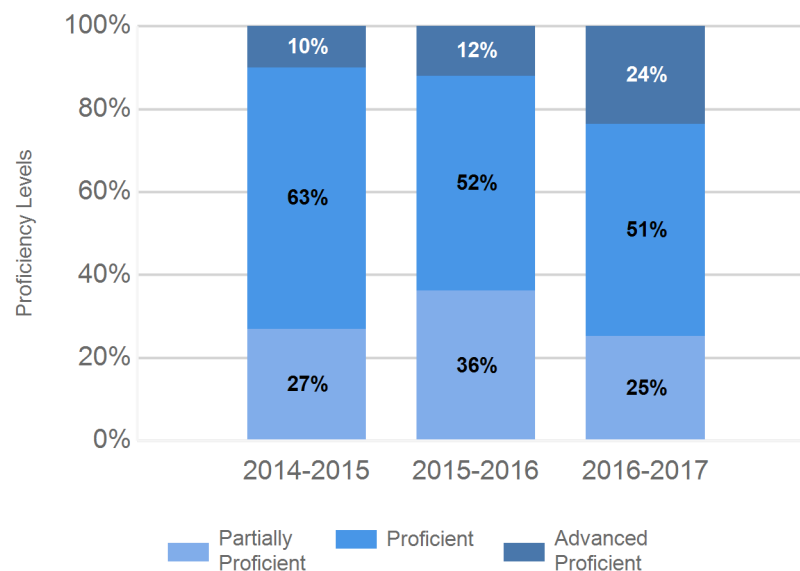
### NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	24%	51%	25%
White	31%	54%	15%
Hispanic	16%	47%	37%
Black or African American	8%	49%	44%
Asian, Native Hawaiian, or Pacific Islander	*	*	31%
American Indian or Alaska Native	N	N	*
Two or More Races	*	*	*
Economically Disadvantaged Students	9%	41%	50%
Students with Disabilities	5%	39%	56%
English Learners	N	N	*

### NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

### Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	44	51	50	Met Target	41	41	50	Met Target
White	45	54	50	Met Target	39	40	52	Not Met
Hispanic	42	53	49	Met Target	45	42	47	Met Target
Black or African American	41	43	45	Met Target	44.5	46	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	50.5	*	60	Met Target	49.5	*	59	**
American Indian or Alaska Native	*	*	51	**	N	N	N	N
Two or More Races	*	*	51	Not Met	36	28	52	**
Economically Disadvantaged	35	39	47	Not Met	42.5	36	46	Met Target
Students with Disabilities	45	45	41	Met Target	43	41	43	Met Target
English Learners	*	*	53	**	*	*	51	**

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



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

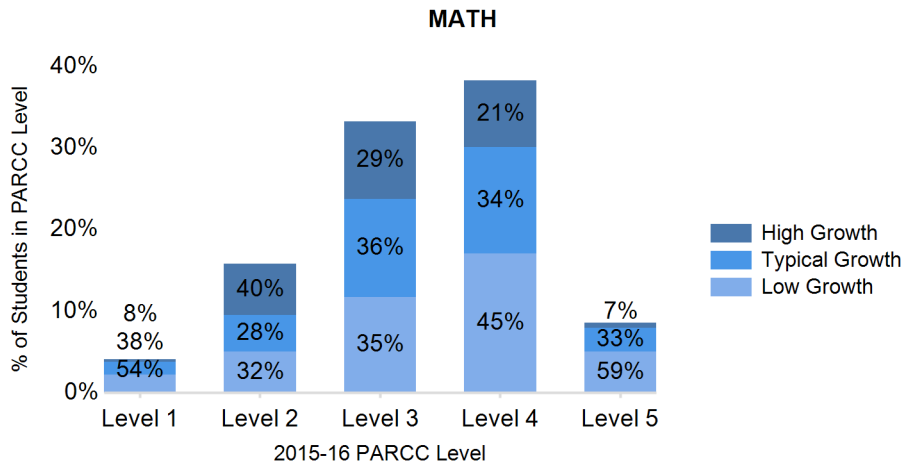
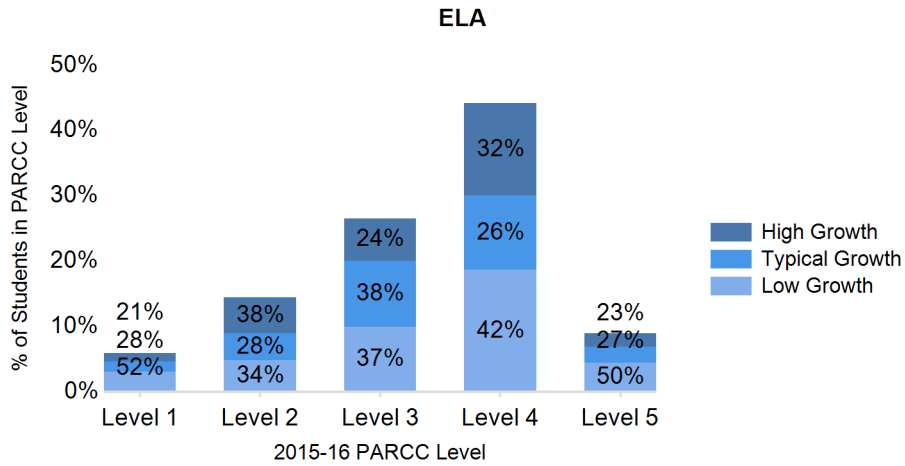
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

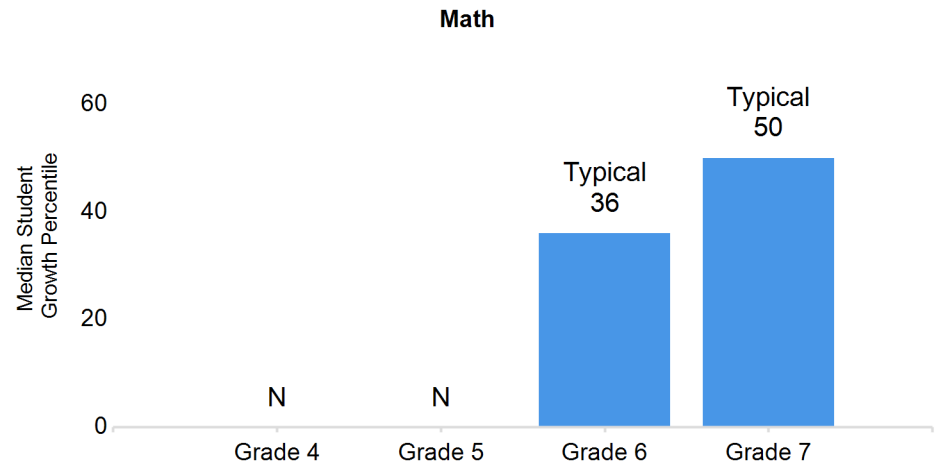
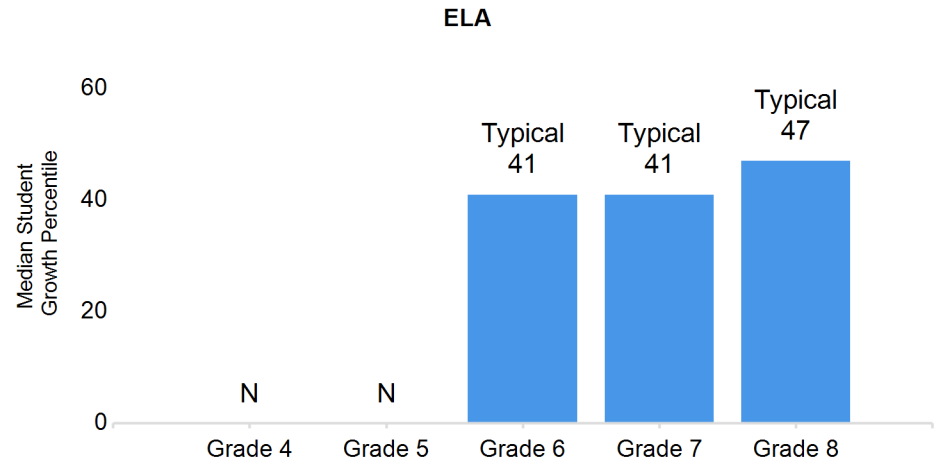
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	182
7	0	0	168
8	47	0	150
Schoolwide	47	0	500

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	107	0	0	0	0	0	0
7	98	0	0	0	0	0	0
8	131	0	0	0	0	0	0
Schoolwide	336	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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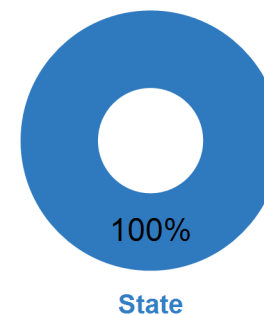
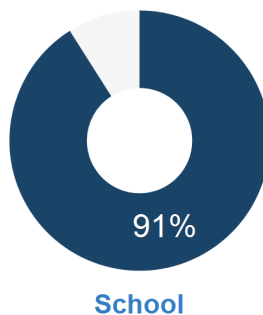
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## Visual and Performing Arts – Course Participation

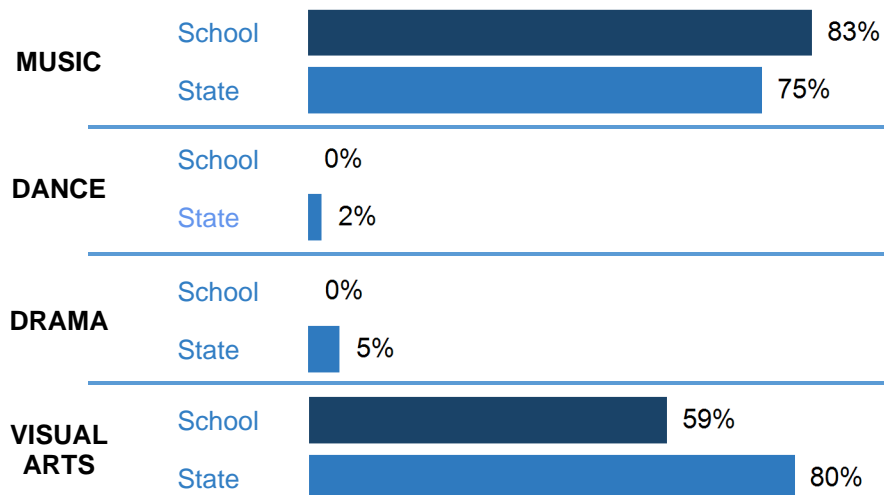
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

### Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

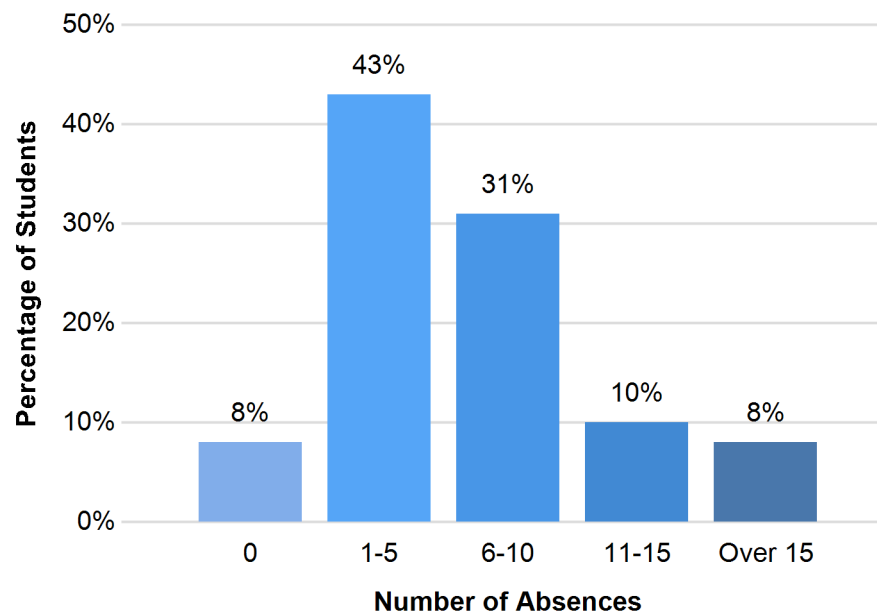
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.60	8.70	Met Target
White	4.50	8.70	Met Target
Hispanic	14.30	8.70	Not Met
Black or African American	5.30	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.90	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	3.70	8.70	Met Target
Economically Disadvantaged Students	15.10	8.70	Not Met
Students with Disabilities	5.70	8.70	Met Target
English Learners	N	**	**

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

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



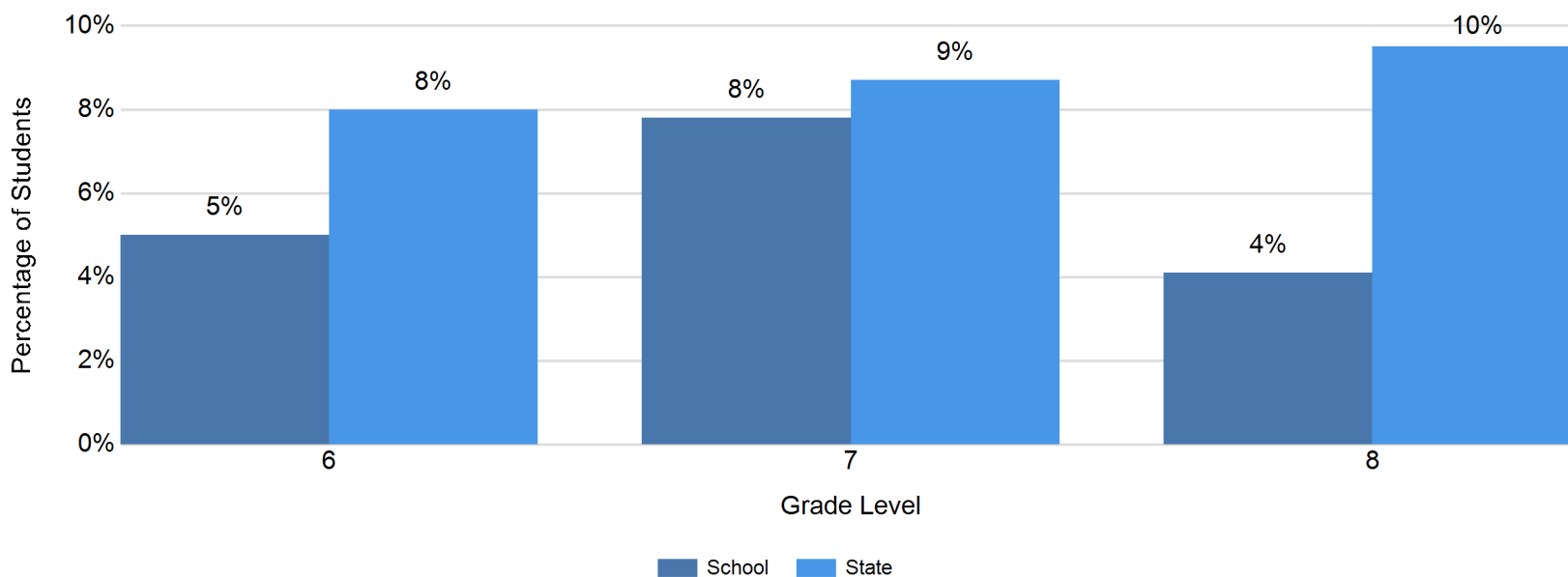


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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### School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:45AM
Typical End Time	2:50PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs. 24 Mins.
Shared Time - Instructional Time	*

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

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	3
Vandalism	1
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	27
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	6.23

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	7.7%
Out-of-School Suspensions	7.2%
Any Suspension	14.9%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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### Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	744.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$483	\$14,209	\$14,692



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

**Teachers:** All classroom teachers

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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	46	120,724
Average years experience in public schools	16.4	11.8
Average years experience in district	14.5	10.5
Teachers in district for 4 or more years	89%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,506
Average years experience in public schools	13.0	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	56%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	265:1	149:1
Librarian/Media Specialists		448:1
Nurses		336:1
Counselors		269:1
Child Study Team		192:1



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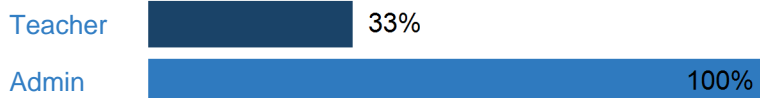
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	84%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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### Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	43.3	17.5%
Mathematics Proficiency	36.3	17.5%
English Language Arts Growth	22.9	25.0%
Mathematics Growth	25.7	25.0%
Chronic Absenteeism	58.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		34.8
<b>Summative Rating:</b> Percentile rank of Summative Score		25.9
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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### Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	34.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	33.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Hispanic	37.9	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Black or African American	57.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	22.5	11.9	No	Met Target	Met Target	Met Target	Met Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	41.1	11.9	No	N	N	Met Target	Not Met	**	No
Economically Disadvantaged Students	25.2	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	51.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Wrigley	<b>Email Address:</b>	<a href="mailto:jwrigley@lumberton.k12.nj.us">jwrigley@lumberton.k12.nj.us</a>
<b>Address:</b>	30 DIMSDALE DRIVE LUMBERTON, NJ 08048	<b>Website:</b>	<a href="http://www.lumberton.k12.nj.us">www.lumberton.k12.nj.us</a>
<b>Phone:</b>	(609)265-0123	<b>Facebook:</b>	<a href="https://www.facebook.com/lumberton.schools/">https://www.facebook.com/lumberton.schools/</a>

School Narrative

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

	<p><b>Highlights:</b></p> <ul style="list-style-type: none"> <li>• New Science Program, IQWST, led to substantial increases in science scores for students</li> <li>• For the 17-18 school year, we are implementing a 1-to-1 take home model for all grades at LMS</li> <li>• The 16-17 school year saw the re-introduction of our drama program which will continue in 17-18</li> </ul>
	<p><b>Mission, Vision, Theme:</b></p> <p>The Mission of the Lumberton School District is to provide an educational program which promotes adaptability, safety awareness, respect for cultural differences, and the learning skills necessary to meet the challenges of the 21st century. One example of this is our state recognized Best Practices 6th Grade Orientation Program.</p>







**Lumberton Middle School**  
**2016-2017**  
**Grade Span 06-08**

05-2850-060  
 BURLINGTON  
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 30 DIMSDALE DRIVE  
 LUMBERTON, NJ 08048

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>We are proud of the curriculum work our teachers have been active in developing. Our Language Arts classes utilize the Reader's and Writer's Workshop Models. In math we are piloting a new Open Source math program which is extensively online. Our science curriculum utilizes the IQWST program which has proven to be very successful after its first year of implementation. We are very happy to offer a life skills program this year as an addition to our special education program.</p>
 <p><b>Sports and Athletics:</b></p>	<p>We offer the following sports for boys: soccer, basketball, and baseball and track and field. For girls we offer: soccer, basketball, cheerleading, softball, and track and field</p>
 <p><b>Clubs and Activities:</b></p>	<p>We are proud of our expanding offerings. In the arts we offer band, orchestra, chorus and drama. We also offer Girls in Action, Young Republic, LMS Spirit Squad, and Environmental Club.</p>
 <p><b>Before and After School Programs:</b></p>	<p>We offer Homework Club after school in addition to peer tutoring.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>Our staff is involved in numerous professional development opportunities. The first is our district in-service program. This year we resumed a regional in-service day in which we cooperated with the regional high school and all the sending districts. We also offer many staff training opportunities after school monthly and we provide professional development on selected topics such as instruction, differentiation and technology in the classroom.</p>
 <p><b>Student Supports and Services:</b></p>	<p>At LMS, we offer instruction for ELL students in language arts. We also have a complete special education program and Basic Skills which involves both in school enrichment as well as after school tutoring.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students participate in Physical Education classes daily at LMS. One marking period of the year, the students receive grade level instruction in Health and Wellness. We also offer both breakfast and lunch programs in the cafeteria with the students having multiple choices at each meal.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Lumberton has a very active PTA which works very hard to support the students and teachers of the district and sponsors many programs in our school. We offer a Meet Your Teacher Night in the Fall as well as parent conferences, including night appointments, in November. We believe the home/school relationship is very important to help our children develop into the best young men and young ladies they can be.</p>



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Facilities:

Our building was originally built in 1991 and a wing with ten more rooms was added in 1996. Then, in 1997, the auditorium and two music classrooms were added. The building is air conditioned in all classrooms, library and offices.



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Other Information:

Lumberton Middle School provides an educational atmosphere which promotes academic excellence, social development, cultural tolerance, and the opportunity to explore a wide range of extra-curricular experiences. Our goal is to produce well-rounded students who know how to make good choices, demonstrate strong citizenship, and are equipped to succeed in high school. We offer many outstanding programs to maximize Developing the whole student includes engaging their mind, body, and spirit; an endeavor which extends beyond the classroom. LMS students are invited to participate in a wide range of extra-curricular athletic and club activities. We offer eight interscholastic competitive team programs, a variety of vocal and instrumental music programs, and several club activities including Gifted & Talented, student government functions, and environmental issues. Our students showcase their talents through district, county and state exhibitions and competitions. All these programs and efforts celebrate cultural differences, contribute to a positive school atmosphere, and produce a cohesive school environment student learning opportunities, including our state acknowledged Best Practices 6th grade Orientation Program. Our curricular lessons focus on meeting the needs of all students through intervention and differentiated instructional strategies. In addition, we emphasize the power of our diversity through our Pride Time Advisory Program. This program is infused throughout the school environment with monthly themes (Leadership, Maturity, and Sensitivity) that focus on helping our young adolescents grow into responsible young adults who understand how to make appropriate choices, demonstrate responsible character traits, and participate in a variety of service leaning activities which positively impact their lives and the lives of others.