NJ SCHOOL PERFORMANCE REPORT

PINE BROOK SCHOOL
(25-2920-075)
Grades Offered: 06-06
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MONMOUTH
District	MANALAPAN-ENGLISHTOWN REG
Principal Name	MS. SZUSTOWICZ
Address	155 PEASE ROAD MANALAPAN, NJ 07726-3598
Phone Number	(732)786-2800
Email Address	JSZUSTOWICZ@MERSNJ.US
Website	https://www.mersnj.us/Domain/9
Twitter	https://twitter.com/pbprincipal6

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	565	612	617
Total	565	612	617

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.4%	50.0%	47.3%
Male	52.6%	50.0%	52.7%
Economically Disadvantaged Students	11.2%	9.6%	9.2%
Students with Disabilities	14.0%	14.7%	14.6%
English Learners	0.4%	0.3%	0.5%
Homeless Students		0.5%	0.2%
Students in Foster Care		0.2%	0.2%
Military-Connected Students		0.0%	0.5%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	76.5%	75.8%	78.8%
Hispanic	8.1%	8.0%	8.6%
Black or African American	1.6%	2.3%	1.1%
Asian	10.8%	11.4%	9.1%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.2%
Two or More Races	2.7%	2.3%	2.3%

Enrollment by Home Language

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

Home Language	% of Students
English	86.9%
Russian	3.7%
Spanish	1.9%
Telugu	1.1%
Other Languages	6.3%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	58	58	50	Met Standard	60	62	50	Exceeds Standard
White	57	57	50	Met Standard	58	60	51	Met Standard
Hispanic	46.5	54	49	Met Standard	56	61.5	48	Met Standard
Black or African American	*	53	44	**	*	47.5	44	**
Asian, Native Hawaiian, or Pacific Islander	72	65	61	Exceeds Standard	73	73	61	Exceeds Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	76.5	70	49	**	65	71	51	**
Economically Disadvantaged	58.5	51	48	Met Standard	67.5	57	47	Exceeds Standard
Students with Disabilities	44	47.5	41	Met Standard	49	49	43	Met Standard
English Learners	48	70	54	**	56	70	51	**

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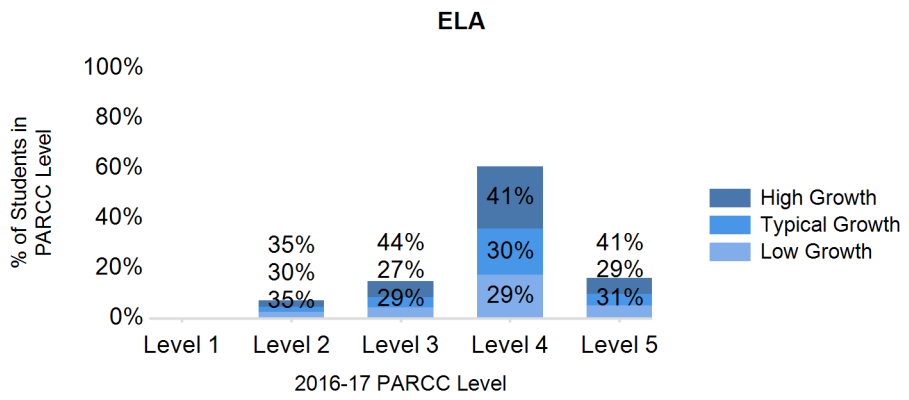
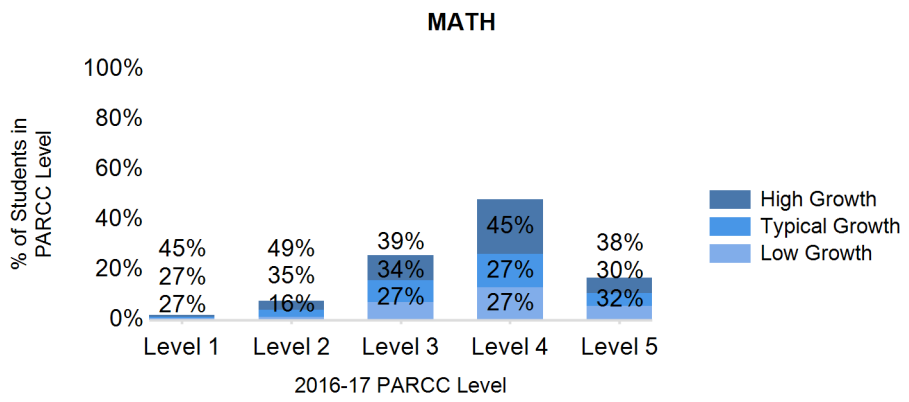
Student Growth by Performance Level

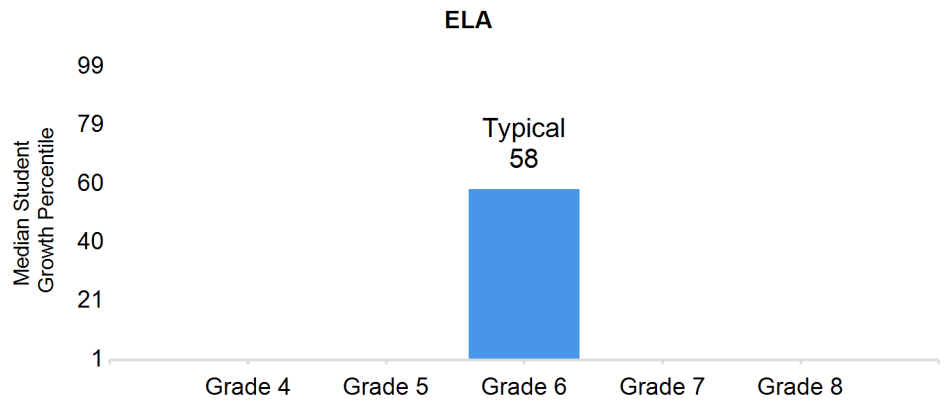
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

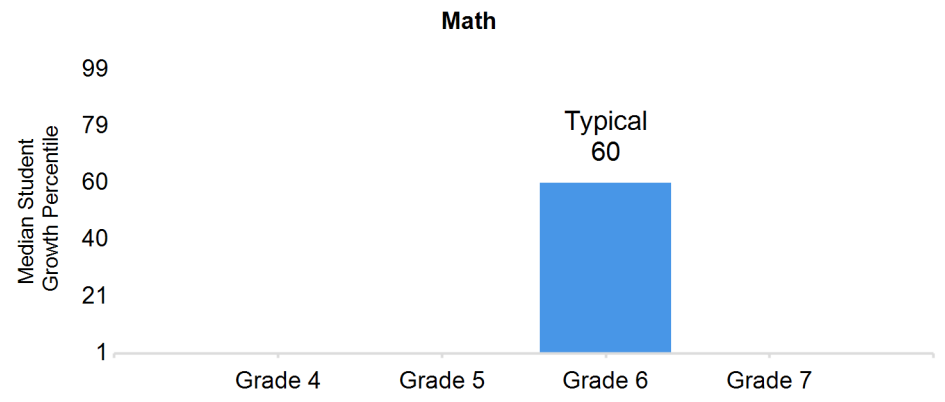




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	606	97.0	72.8	74.5	56.7	72.8	69.5	Met Target
White	475	96.2	71.6	73.1	65.6	71.6	67.2	Met Target
Hispanic	53	100.0	62.2	69.8	42.5	62.2	70.4	Met Target†
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	55	100.0	92.7	89.9	82.3	92.7	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	14	100.0	71.4	75.3	63.4	71.4	**	**
Female	283	96.3	79.5	81.6	64.5	79.5		
Male	323	97.6	66.8	68.0	49.4	66.8		
Economically Disadvantaged Students	58	98.3	58.6	55.5	38.5	58.6	58.7	Met Target†
Non-Economically Disadvantaged Students	548	96.8	74.2	76.2	67.5	74.2		
Students with Disabilities	98	96.2	18.4	25.5	21.6	18.4	22.6	Met Target†
Students without Disabilities	508	97.2	83.2	83.2	63.9	83.2		
English Learners	11	100.0	36.4	52.8	27.3	36.4	**	**
Non-English Learners	595	96.9	73.4	75.0	59.4	73.4		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	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	601	769	769	754	2%	7%	18%	49%	25%	73%	56%
White	470	768	768	761	*	*	20%	48%	24%	72%	66%
Hispanic	53	757	757	742	0%	*	21%	*	*	62%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	56	791	791	779	0%	*	*	41%	54%	95%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	14	765	765	761	*	*	*	*	*	71%	64%
Female	280	776	776	761	*	*	16%	48%	32%	80%	64%
Male	321	763	763	748	*	*	21%	49%	18%	67%	48%
Economically Disadvantaged Students	57	754	754	739	*	*	25%	*	*	58%	37%
Non-Economically Disadvantaged Students	544	770	770	764	*	*	18%	*	*	75%	68%
Students with Disabilities	89	727	727	723	11%	*	*	*	*	15%	18%
Students without Disabilities	512	776	776	760	0%	*	*	*	*	83%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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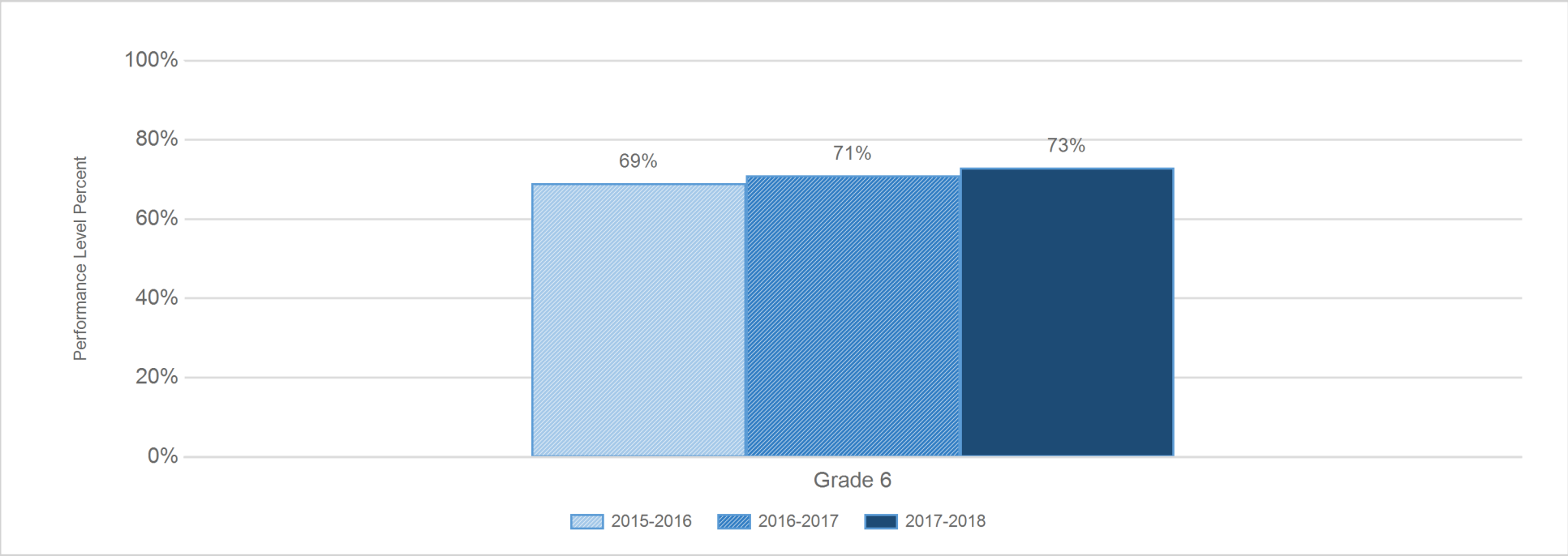
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	606	97.0	65.2	70.7	45.0	65.2	63.6	Met Target
White	475	96.2	64.6	69.7	54.1	64.6	62.3	Met Target
Hispanic	53	100.0	52.8	60.7	29.2	52.8	51.9	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	55	100.0	83.7	88.8	77.0	83.7	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	14	100.0	71.4	70.4	53.0	71.4	**	**
Female	283	96.3	69.6	72.4	46.0	69.6		
Male	323	97.6	61.3	69.1	43.9	61.3		
Economically Disadvantaged Students	58	98.3	43.1	53.4	26.6	43.1	52.9	Met Target†
Non-Economically Disadvantaged Students	548	96.8	67.5	72.3	55.9	67.5		
Students with Disabilities	98	96.2	13.2	24.7	17.1	13.2	22.6	Not Met
Students without Disabilities	508	97.2	75.2	78.9	50.5	75.2		
English Learners	11	100.0	45.5	55.4	24.6	45.5	**	**
Non-English Learners	595	96.9	65.6	71.2	46.9	65.6		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	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	601	761	761	744	*	*	24%	52%	14%	66%	44%
White	470	760	760	751	*	*	24%	53%	13%	66%	54%
Hispanic	53	750	750	731	*	*	30%	*	*	53%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	56	782	782	771	0%	0%	*	*	*	86%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	14	755	755	749	0%	*	0%	*	*	71%	52%
Female	280	762	762	745	*	*	22%	56%	14%	70%	45%
Male	321	759	759	742	*	*	25%	49%	14%	63%	42%
Economically Disadvantaged Students	57	747	747	729	*	*	39%	*	*	44%	24%
Non-Economically Disadvantaged Students	544	762	762	753	*	*	22%	*	*	69%	56%
Students with Disabilities	89	725	725	717	*	44%	34%	*	*	13%	13%
Students without Disabilities	512	767	767	748	*	3%	22%	*	*	75%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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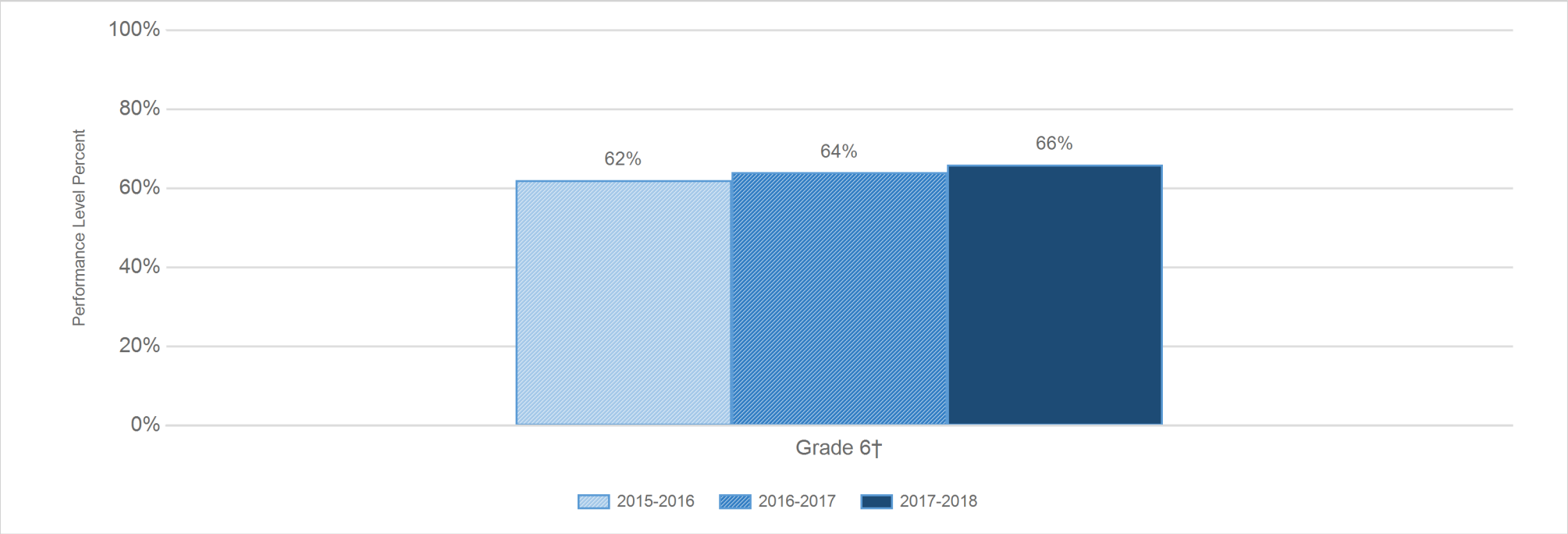
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	11	11

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

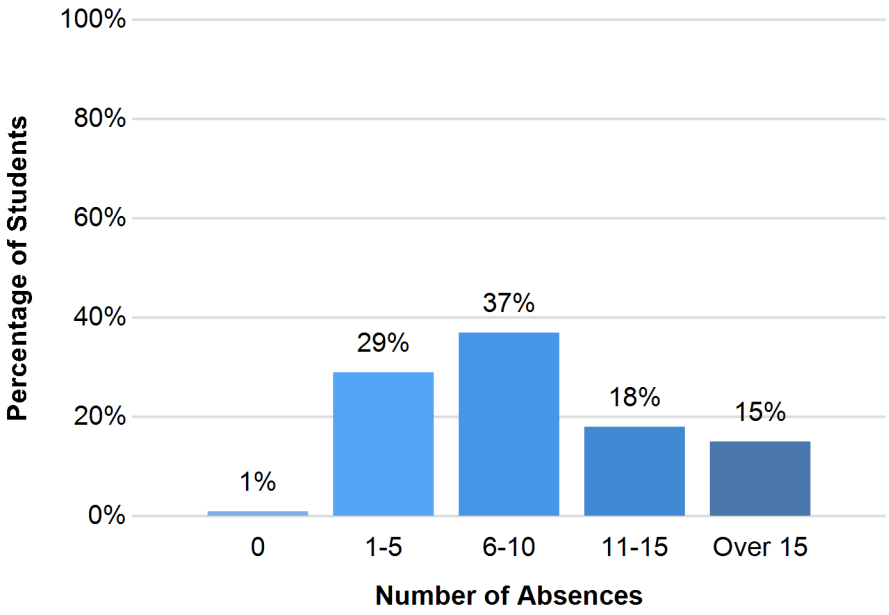
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	66	10.5	8.6	Not Met
White	54	10.8	8.6	Not Met
Hispanic	5	9.4	8.6	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	1.8	8.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	3	21.4	**	**
Economically Disadvantaged Students	14	24.1	8.6	Not Met
Students with Disabilities	14	13.5	8.6	Not Met
English Learners	*	*	**	**

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

PINE BROOK SCHOOL
(25-2920-075)
Grades Offered: 06-06
2017-2018

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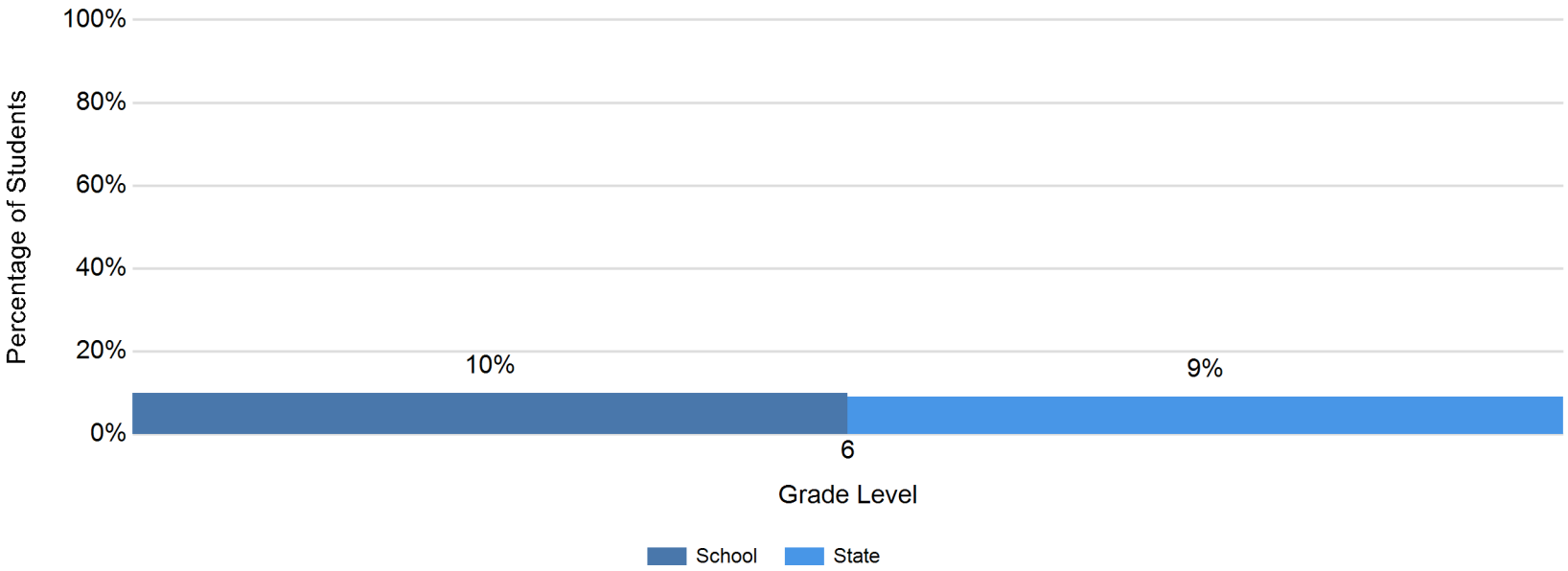
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.97

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	3	3
No Identified Nature	0		0

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$327	$13,726	$14,053

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	54	117,464
Average years experience in public schools	10.6	12.0
Average years experience in district	10.1	10.7
Teachers in district for 4 or more years	68.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,374
Average years experience in public schools	15.1	16.0
Average years experience in district	14.1	12.0
Administrators in district for 4 or more years	92.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	309:1	182:1
Teachers to Administrators	27:1	15:1
Students to Librarians/Media Specialists		848:1
Students to Nurses		565:1
Students to Counselors		636:1
Students to Child Study Team		268:1

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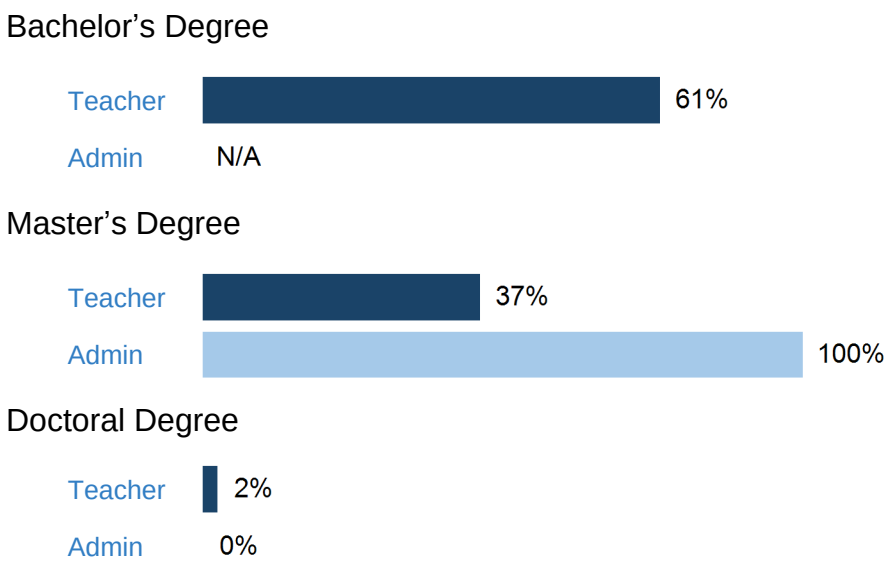
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.2%	90.2%
2016-17 Administrators: Same district 2017-18	96.4%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.3%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	83.3%	100.0%
Male	16.7%	0.0%
White	96.3%	100.0%
Hispanic	1.9%	0.0%
Black or African American	1.9%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

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

Targeted Status

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

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

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

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	72.51	17.5%
Mathematics Proficiency	71.09	17.5%
English Language Arts Growth	73.40	25.0%
Mathematics Growth	82.67	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	26.50	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	68.12	n/a
Summative Rating: Percentile Rank of Summative Score	77.84	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Exceeds Standard	**	Not Met	No
White	61.34	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	66.77	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	78.15	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	77.16	14.08	No	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	53.61	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Curriculum includes implementation of NGSS and NJSLS, and offers With Distinction program and Honors Math courses. • Identified as a Future Ready School, technology is a part of each school day, with all students utilizing 1:1 Chromebooks, utilizing Virtual Reality components, and participating in MakerSpace. • Extra-curricular activities ranging from the Arts, Academic Enrichment and Athletics.
Mission, Vision, Theme:	We provide a high-quality education by promoting academic, emotional, and cultural development in a nurturing setting that prepares students for an interconnected world. Our motto is Sail to Success by Being Respectful, Responsible, and Ready to Learn. Students strive in an active environment that recognizes individual differences, encourages growth and celebrates achievements. High expectations strengthen our students' content area knowledge, as well as social development. Due to the high effect size research based instructional strategies, our students leave us as global citizens prepared to engage as 21st century learners.
Awards, Recognition, Accomplishments:	In 2018, Pine Brook was identified as a Future Ready School. Pine Brook was also instrumental in MERS being named a Google Reference District, as lessons include G Suite for Education, Apps and digital learning daily. Pine Brook has presented at Techspo and hosted a Summer Technology Institute attended by numerous area districts. Pine Brook's Science Dpartment was also a participant in the NGSS District Partnership Program. Pine Brook has been acknowledged by the NJDOE for our continued efforts in school improvement.

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Courses, Curriculum, Instruction:	Our curriculum aligns to NGSS and NJSLS. Pine Brook offers three levels of math classes: Pre-Algebra A, Pre-Algebra B, and Mathematics 6. Students also have opportunities for enrichment in Language Arts through our With Distinction program. To support our instruction, Pine Brook utilizes Houghton Mifflin Harcourt Collections (2015) and Achieve 3000 in Language Arts, Big Ideas Math (2014) and IXL for Mathematics, Holt Ancient Civilizations(2006) for Social Studies and Amplify for Science. We also maintain a wide range of District approved online resources to support the implementation of a rigorous sixth grade curriculum.
Sports and Athletics:	Sports Offered: Basketball (Coed), Soccer (Coed), Volleyball (Coed) All students are invited to participate in three non-competitive intramural sports activities after school during the year. We offer five week sessions of co-ed basketball, soccer and volleyball.
Clubs and Activities:	Students can select a multitude of before or after school clubs and activities including, Student Council, Band, Jazz Band, Orchestra, Chorus, Math Club, Garden Club, Homework Club, Talent Show, Pine Brook Television, Young Scientists, Battle of the Books, With Distinction In Language Arts and National History Day. Our Student Council has been honored by CJBC for hosting record-setting annual Blood Drives. The Garden Club donates their crop to area food banks. In recent years, students in National History Day advanced to both State and National levels.

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

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

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Climate Surveys:	Is a Climate Survey Used: Yes In recent years, Pine Brook has administered PBSIS climate surveys to our staff, students and families. The findings are reviewed by the School Safety Team/PBSIS committee and areas of strength and growth are identified. Pine Brook prides itself on high levels of student, staff and parent satisfaction regarding the school community.
Facilities:	52 years young, Pine Brook features lockers for each student, two full-size gymnasiums, two acoustically-insulated music rooms, a state-of-the-art computer lab, two science labs with wireless Smart Technology, a MakerSpace with 3-D Printers, magnetic circuitry, makey-makey, lego construction, engineering, and a video editing lab. Pine Brook also maintains an outdoor garden complete with a greenhouse. SmartBoards and Document Cameras are located in all classrooms. High-speed internet access is provided through our secure network.
School Safety:	Pine Brook collaborates with the Manalapan Police Department, and has a uniformed officer present each day. Additionally, routine security drills are held, visitor procedures are established, and facility safeguards are in place to ensure the safety of all. Our School Safety Team meets regularly to ensure a safe and positive school climate.

NJ SCHOOL PERFORMANCE REPORT

PINE BROOK SCHOOL
(25-2920-075)
Grades Offered: 06-06
2017-2018

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

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.

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

NJ SCHOOL PERFORMANCE REPORT

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(25-2920-075)
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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.

Other Information:	Pine Brook is comprised of about 600 sixth grade students following a modified Middle School schedule. Each student is a member of one of six different teams, each of which follows one of three building schedules. In this unique setting, we bring together students from five community- based elementary schools for the first time. We initiate numerous school-wide programs such as Character Education, a PBSIS kickoff, motivational end of year events, and The Week of Respect, to support team building activities that provide students with various effective means of working out conflicts, overcoming peer pressure, and developing a strong sense of community. Pine Brook facilitates educational opportunities that are rigorous and relevant to the 21st century learner through discovery based learning. Learning tasks require critical thinking by students in order to synthesize, analyze and apply knowledge in real world, unpredictable situations. As an identified Future Ready School, Pine Brook strives to be on the cutting edge of educational technology, and routinely engages in staff development opportunities to enhance the incorporation of technology into all lessons and introduce new schoolwide technology investments. Pine Brook has a long history of excellence in building lifelong learners with character and inquisitiveness; it is a reputation that we enhance every day with the collaborative efforts of parents, teachers, support staff, building administration, the Superintendent, and Board of Education.