NJ SCHOOL PERFORMANCE REPORT

MILFORD BROOK SCHOOL
(25-2920-063)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MONMOUTH
District	MANALAPAN-ENGLISHTOWN REG
Principal Name	MRS. PEPCHINSKI
Address	20 GLOBAR TERRACE MANALAPAN, NJ 07726-1599
Phone Number	(732)786-2780
Email Address	JPEPCHINSKI@MERSNJ.US
Website	http://www.mersnj.us/mb
Facebook	https://www.facebook.com/MERSDistrict/

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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
KG	44	87	80
1	84	80	107
2	93	88	81
3	81	91	86
4	87	83	93
5	119	91	87
Total	508	520	534

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%	46.9%	48.3%
Male	52.6%	53.1%	51.7%
Economically Disadvantaged Students	12.4%	9.8%	9.0%
Students with Disabilities	12.4%	10.0%	10.9%
English Learners	4.7%	5.0%	4.5%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.2%	0.0%
Military-Connected Students		0.4%	0.4%
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	78.3%	78.5%	75.5%
Hispanic	9.3%	10.6%	12.2%
Black or African American	1.4%	1.5%	1.9%
Asian	7.5%	6.3%	6.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	3.3%	2.9%	3.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	44	87	80

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	84.8%
Russian	6.9%
Spanish	2.4%
Other Languages	5.8%

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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	69.5	58	50	Exceeds Standard	64	62	50	Exceeds Standard
White	69	57	50	Exceeds Standard	63	60	51	Exceeds Standard
Hispanic	69.5	54	49	**	72	61.5	48	**
Black or African American	*	53	44	**	*	47.5	44	**
Asian, Native Hawaiian, or Pacific Islander	78	65	61	**	65	73	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	70	49	**	*	71	51	**
Economically Disadvantaged	58	51	48	**	53	57	47	**
Students with Disabilities	65	47.5	41	**	50	49	43	**
English Learners	72	70	54	**	73	70	51	**

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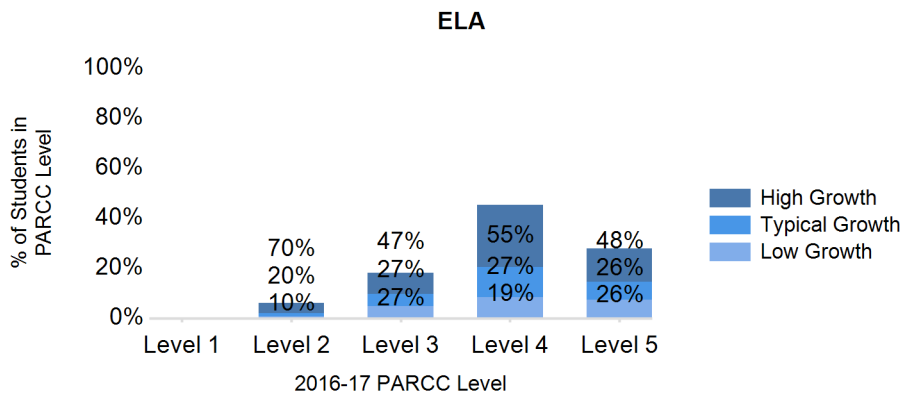
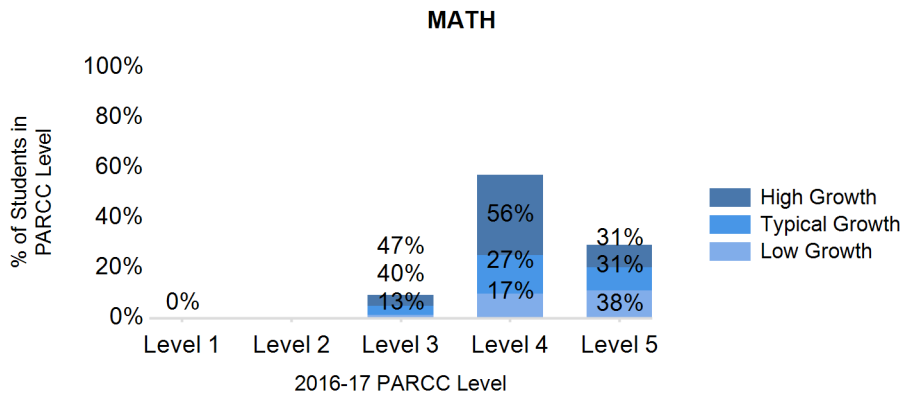
Student Growth by Performance Level

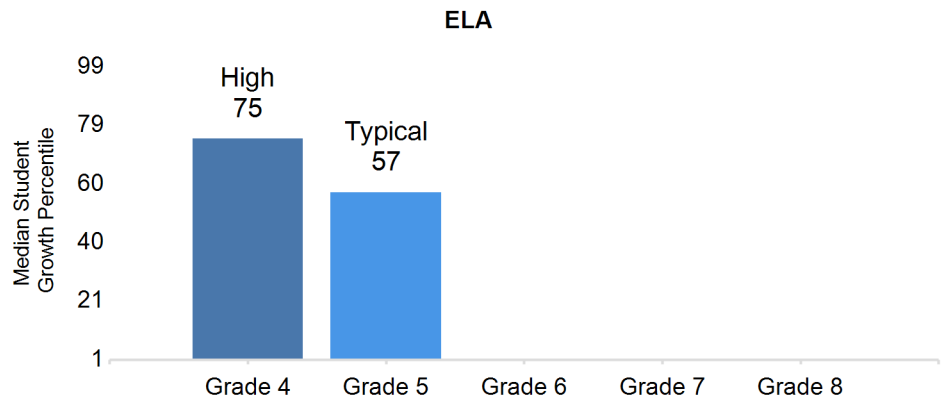
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

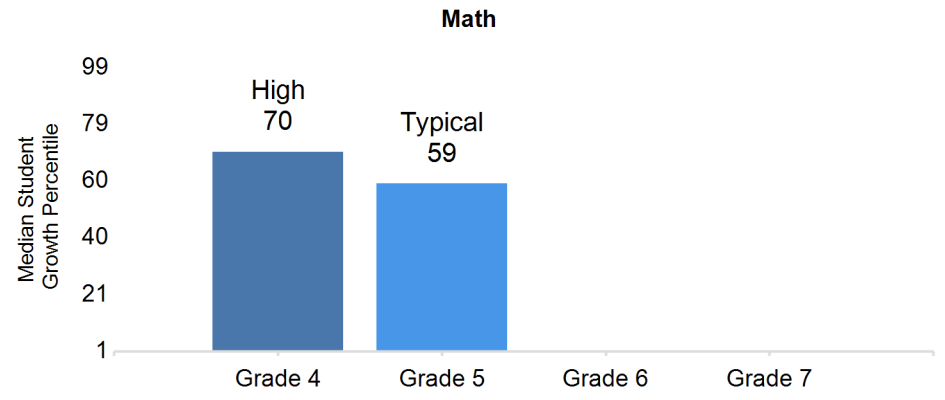




Student Growth by Grade

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	261	97.4	77.0	74.5	56.7	77.0	72.3	Met Target
White	196	96.6	77.0	73.1	65.6	77.0	70.7	Met Target
Hispanic	29	100.0	72.4	69.8	42.5	72.4	59.4	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	24	100.0	91.7	89.9	82.3	91.7	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	75.3	63.4	*	**	**
Female	116	97.5	81.1	81.6	64.5	81.1		
Male	145	97.4	73.8	68.0	49.4	73.8		
Economically Disadvantaged Students	30	100.0	40.0	55.5	38.5	40.0	53.8	Met Target†
Non-Economically Disadvantaged Students	231	97.1	81.8	76.2	67.5	81.8		
Students with Disabilities	21	96.0	23.8	25.5	21.6	23.8	36.1	Met Target†
Students without Disabilities	240	97.6	81.7	83.2	63.9	81.7		
English Learners	19	100.0	63.2	52.8	27.3	63.2	**	**
Non-English Learners	242	97.2	78.1	75.0	59.4	78.1		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	761	758	750	*	*	25%	*	*	60%	52%
White	62	758	755	759	*	*	29%	*	*	58%	61%
Hispanic	11	772	755	736	0%	*	*	*	*	64%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	42	769	765	756	*	*	*	*	*	71%	57%
Male	46	753	751	744	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	17	741	746	733	*	*	*	*	*	29%	34%
Non-Economically Disadvantaged Students	71	765	759	762	*	*	*	*	*	68%	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	775	774	756	0%	*	*	55%	28%	83%	58%
White	69	771	771	764	0%	*	*	57%	26%	83%	68%
Hispanic	*	*	760	744	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	12	791	797	782	0%	*	0%	*	*	92%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	39	781	780	762	0%	*	*	*	*	85%	63%
Male	50	770	768	751	0%	*	*	*	*	82%	53%
Economically Disadvantaged Students	*	*	754	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	776	767	*	*	*	*	*	*	70%
Students with Disabilities	11	739	*	726	0%	*	*	*	*	36%	25%
Students without Disabilities	78	780	*	762	0%	*	*	*	*	90%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance 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 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	84	784	772	755	0%	*	*	58%	30%	88%	58%
White	66	782	770	763	0%	*	*	61%	27%	88%	68%
Hispanic	13	783	*	743	0%	*	0%	*	*	85%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	35	791	778	762	0%	*	*	49%	40%	89%	66%
Male	49	779	767	749	0%	*	*	65%	22%	88%	51%
Economically Disadvantaged Students	*	*	748	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	774	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	84	784	*	757	0%	*	*	58%	30%	88%	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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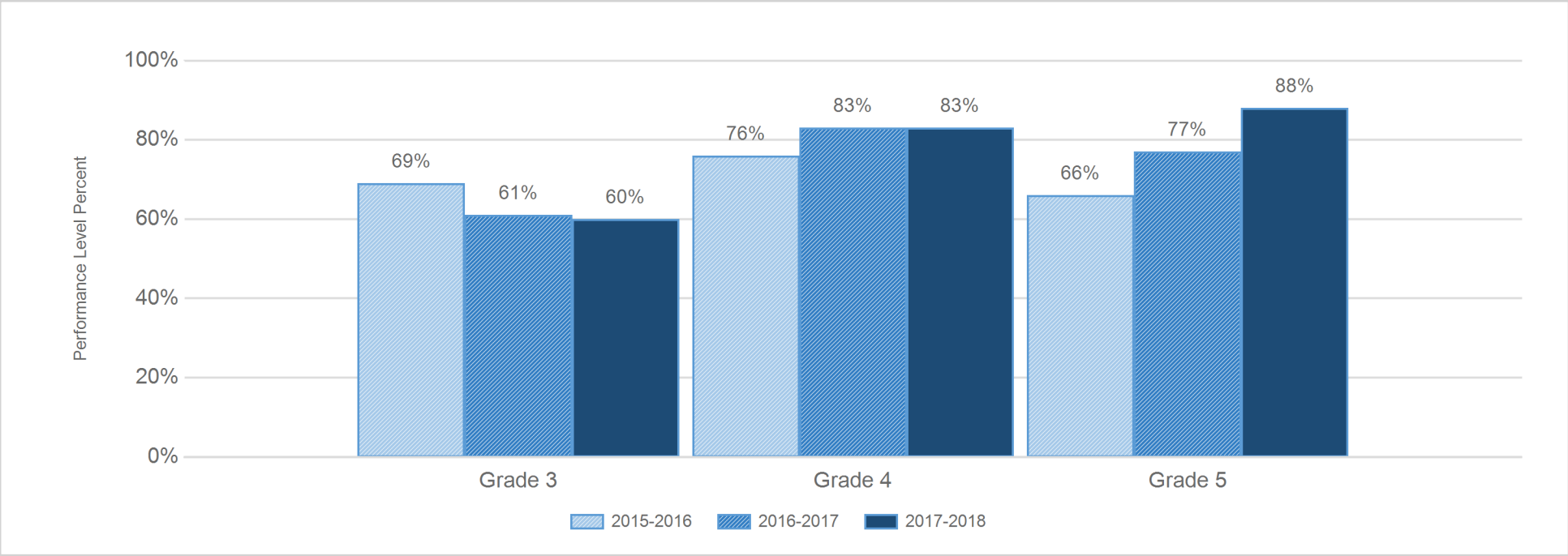
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

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	262	97.1	81.7	70.7	45.0	81.7	69.5	Met Goal
White	196	96.1	81.1	69.7	54.1	81.1	68.7	Met Goal
Hispanic	29	100.0	79.3	60.7	29.2	79.3	62	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	92.0	88.8	77.0	92.0	71	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	70.4	53.0	*	**	**
Female	117	96.7	80.3	72.4	46.0	80.3		
Male	145	97.4	82.7	69.1	43.9	82.7		
Economically Disadvantaged Students	31	100.0	61.3	53.4	26.6	61.3	55.3	Met Target
Non-Economically Disadvantaged Students	231	96.7	84.4	72.3	55.9	84.4		
Students with Disabilities	21	96.0	38.1	24.7	17.1	38.1	27.6	Met Target
Students without Disabilities	241	97.2	85.5	78.9	50.5	85.5		
English Learners	21	100.0	57.1	55.4	24.6	57.1	68.8	Met Target†
Non-English Learners	241	96.8	83.8	71.2	46.9	83.8		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	777	772	752	0%	*	*	42%	36%	78%	53%
White	62	775	769	760	0%	*	*	42%	34%	76%	64%
Hispanic	11	779	765	739	0%	0%	*	*	*	82%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	799	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	42	777	773	752	0%	*	*	40%	40%	81%	53%
Male	46	778	771	751	0%	*	*	43%	33%	76%	53%
Economically Disadvantaged Students	17	763	759	736	0%	*	*	*	*	65%	35%
Non-Economically Disadvantaged Students	71	781	773	762	0%	*	*	*	*	82%	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

MILFORD BROOK SCHOOL
(25-2920-063)
Grades Offered: KG-05
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
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	773	771	748	*	*	11%	67%	16%	83%	49%
White	69	771	769	755	*	*	*	*	*	83%	60%
Hispanic	*	*	755	737	*	*	*	*	*	*	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	12	785	791	774	0%	0%	*	*	*	92%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	39	772	772	748	*	*	*	*	*	74%	50%
Male	50	773	769	748	*	*	*	*	*	90%	49%
Economically Disadvantaged Students	10	759	750	733	*	*	*	*	*	60%	30%
Non-Economically Disadvantaged Students	79	775	773	758	*	*	*	*	*	86%	62%
Students with Disabilities	11	743	*	725	*	*	*	*	*	45%	22%
Students without Disabilities	78	777	*	753	*	*	*	*	*	88%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

MILFORD BROOK SCHOOL
(25-2920-063)
Grades Offered: KG-05
2017-2018

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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 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	85	775	772	748	*	*	14%	52%	31%	82%	49%
White	66	775	769	756	*	*	*	55%	29%	83%	60%
Hispanic	13	772	*	736	0%	*	*	*	*	77%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	795	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	36	781	772	749	*	*	*	*	*	86%	50%
Male	49	772	771	747	*	*	*	*	*	80%	48%
Economically Disadvantaged Students	*	*	750	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	773	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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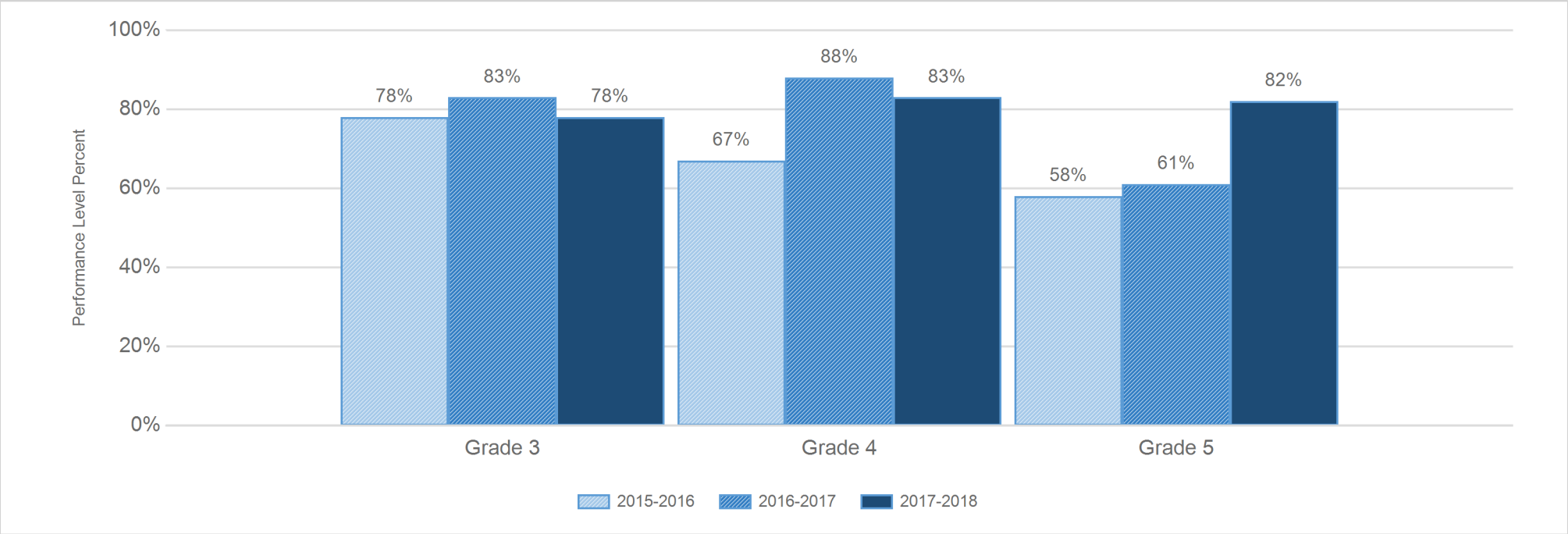
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	73.3%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	15	60.0%	40.0%
3-4	*	*	*
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.

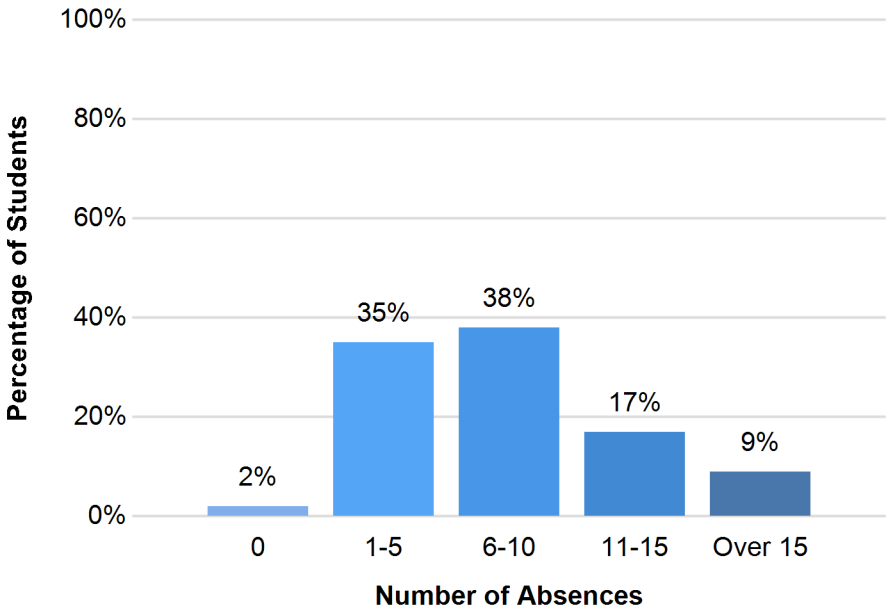
Chronic Absenteeism

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	29	5.4	8.9	Met
White	18	4.5	8.9	Met
Hispanic	6	9.2	8.9	Not Met
Black or African American	1	10.0	**	**
Asian, Native Hawaiian, or Pacific Islander	3	8.1	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.3	**	**
Economically Disadvantaged Students	3	6.3	8.9	Met
Students with Disabilities	12	20.3	8.9	Not Met
English Learners	3	12.5	8.9	Not Met

Days Absent

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



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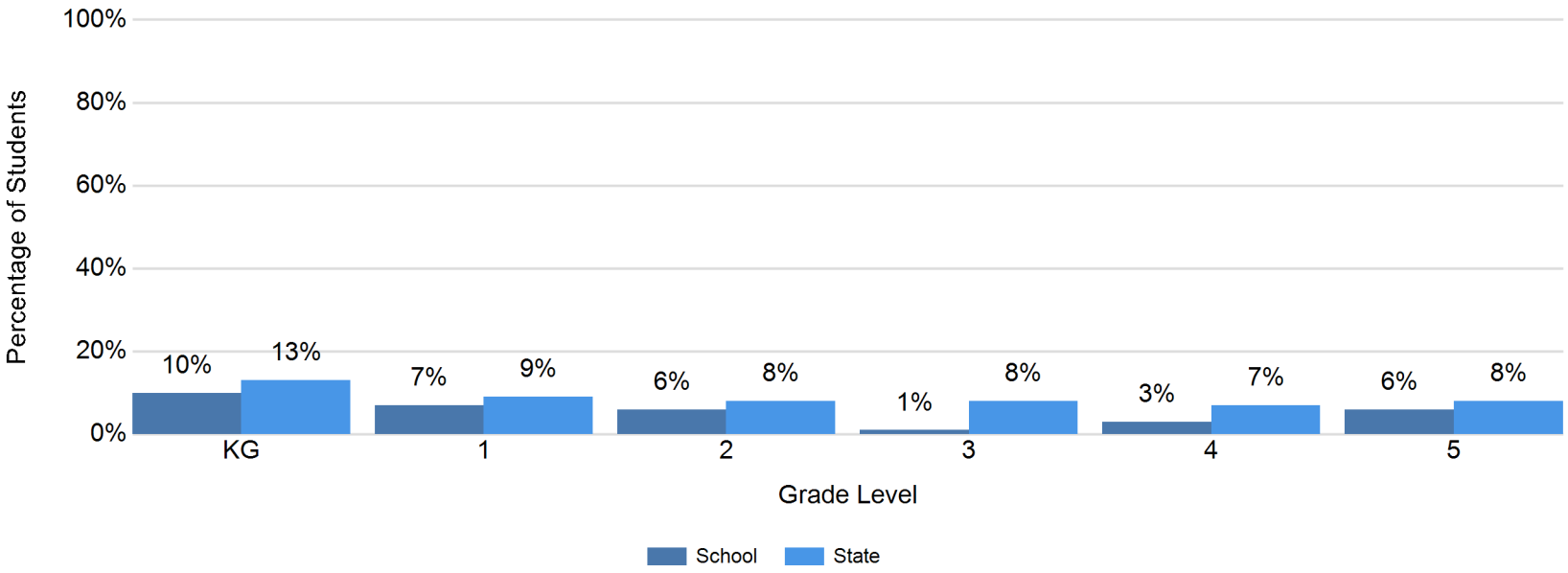
Chronic Absenteeism by Grade

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



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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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.37

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	9:20 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	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	42	117,464
Average years experience in public schools	10.3	12.0
Average years experience in district	10.1	10.7
Teachers in district for 4 or more years	78.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	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	13:1	12:1
Students to Administrators	267:1	182:1
Teachers to Administrators	21:1	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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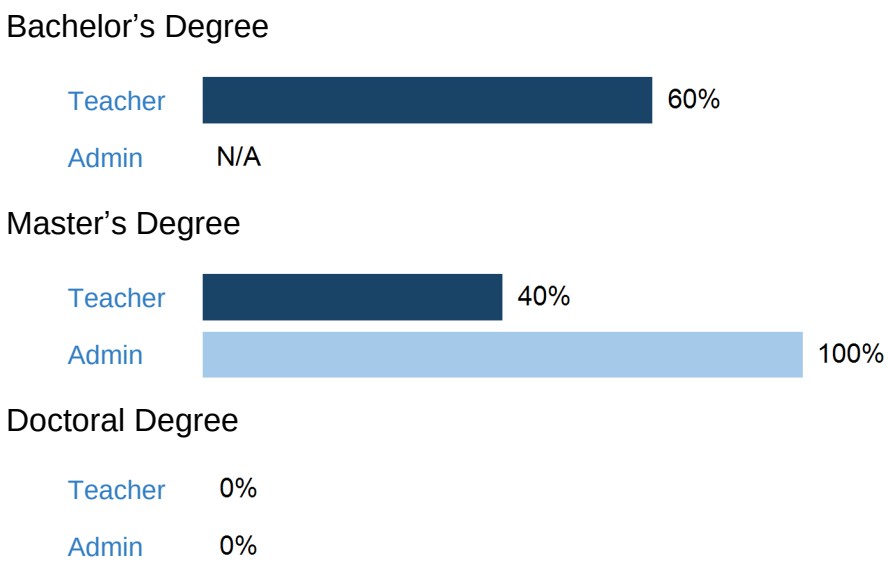
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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	97.5%

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Key terms for staff data:
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Teachers: All classroom teachers
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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	95.2%	50.0%
Male	4.8%	50.0%
White	97.6%	100.0%
Hispanic	2.4%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	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	76.24	17.5%
Mathematics Proficiency	96.15	17.5%
English Language Arts Growth	95.97	25.0%
Mathematics Growth	87.72	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	49.04	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	83.45	n/a
Summative Rating: Percentile Rank of Summative Score	93.72	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 Goal	Exceeds Standard	Exceeds Standard	**	Met	No
White	85.60	14.08	No	Met Target	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Met Target	**	**	n/a	Met	No
Students with Disabilities	**	**	No	Met Target†	Met Target	**	**	n/a	Not Met	No
English Learners	**	**	No	**	Met Target†	**	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• Technology-enhanced lessons are supported by use of Chromebooks, IPADS, SMARTBoards, and document cameras. • Curriculum includes EnVision 2.0 Math, Balanced Literacy, and Writing Workshop. • A Problem Solving Team approach and implementation of an RTI model for learning supports student needs.
Mission, Vision, Theme:	At Milford Brook School, we take pride in establishing a twenty-first century learning environment where students in kindergarten through grade five can come together and "learn and grow" in a safe, secure, and caring setting. Our school community has embraced the following ideals into its growth mindset: "Be Respectful, Be Responsible, Be Safe, Be Kind, & Be Ready." In addition, by creating an open, communicative partnership as a school community, we can continue to achieve success.
Awards, Recognition, Accomplishments:	Milford Brook scored in the 98th percentile for its summative percentile rating, thus ranking it in amongst the top 50 schools, including high schools and elementary school, within the state of New Jersey.

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

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

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

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

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

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