NJ SCHOOL PERFORMANCE REPORT

WEMROCK BROOK SCHOOL
(25-2920-110)
Grades Offered: 01-05
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	MS. SEERY
Address	118 MILLHURST ROAD MANALAPAN, NJ 07726
Phone Number	(732)786-2610
Email Address	RSEERY@MERSNJ.US
Website	https://www.mersnj.us/wb
Twitter	https://twitter.com/WemrockWildcats

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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
1	135	108	110
2	112	157	120
3	145	107	146
4	154	152	110
5	137	164	155
Total	683	688	641

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	47.9%	49.3%	47.4%
Male	52.1%	50.7%	52.6%
Economically Disadvantaged Students	5.6%	3.9%	4.2%
Students with Disabilities	8.3%	9.9%	10.3%
English Learners	0.6%	0.1%	0.3%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.3%	0.5%
Military-Connected Students		0.0%	0.0%
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	72.9%	72.2%	70.7%
Hispanic	4.8%	5.8%	5.6%
Black or African American	1.3%	1.0%	2.3%
Asian	18.0%	17.0%	18.3%
Native Hawaiian or Pacific Islander	0.3%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.6%	3.8%	3.1%

Enrollment by Home Language

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

Home Language	% of Students
English	89.9%
Russian	2.2%
Chinese	1.7%
Telugu	1.6%
Other Languages	4.7%

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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	54	58	50	Met Standard	69	62	50	Exceeds Standard
White	50	57	50	Met Standard	67	60	51	Exceeds Standard
Hispanic	30	54	49	**	55	61.5	48	**
Black or African American	*	53	44	**	*	47.5	44	**
Asian, Native Hawaiian, or Pacific Islander	64	65	61	Exceeds Standard	80	73	61	Exceeds Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	69.5	70	49	**	70.5	71	51	**
Economically Disadvantaged	*	51	48	**	*	57	47	**
Students with Disabilities	46	47.5	41	Met Standard	68	49	43	Exceeds Standard
English Learners	*	70	54	**	*	70	51	**

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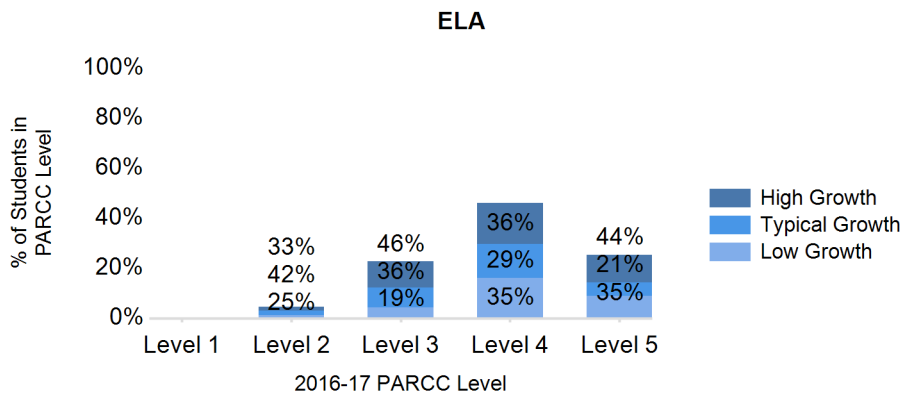
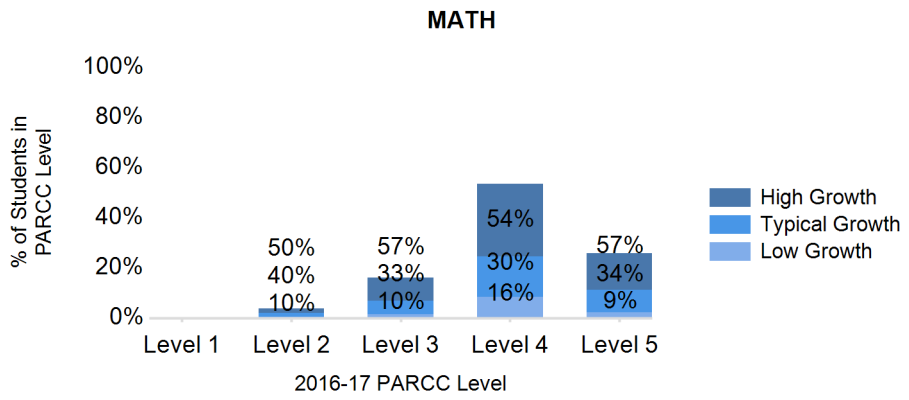
Student Growth by Performance Level

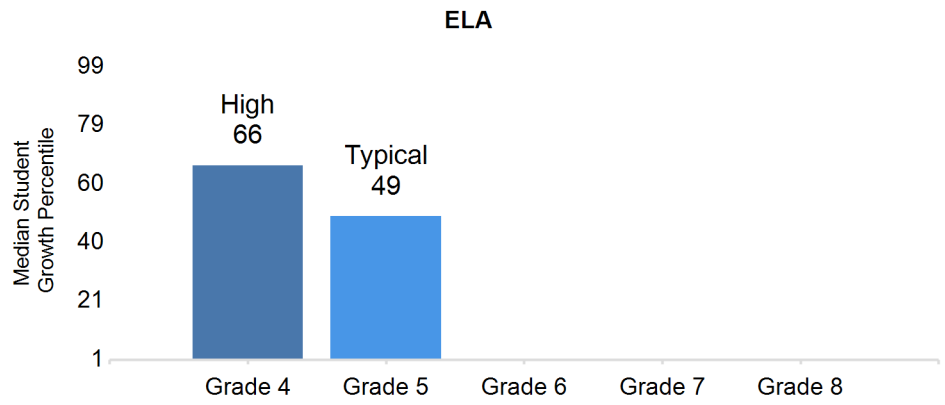
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

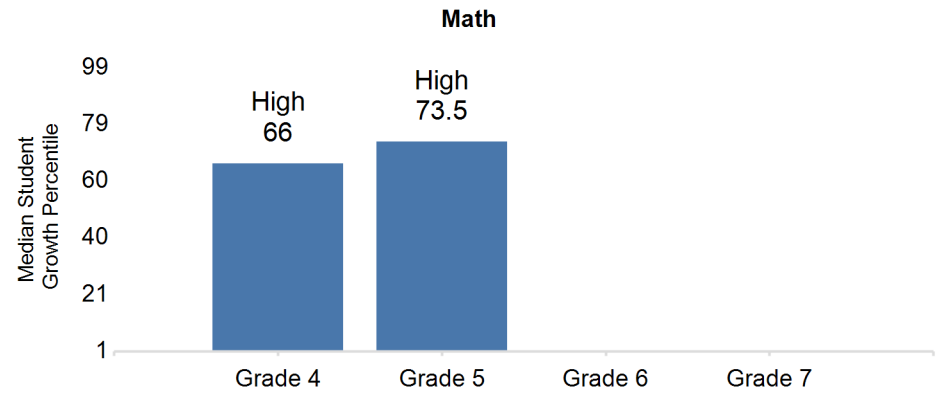




Student Growth by Grade

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	435	98.4	73.1	74.5	56.7	73.1	71.3	Met Target
White	302	98.4	69.5	73.1	65.6	69.5	68.1	Met Target
Hispanic	21	91.3	61.9	69.8	42.5	59.4	55.3	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	91	100.0	88.0	89.9	82.3	88.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	75.3	63.4	*	**	**
Female	199	97.6	81.9	81.6	64.5	81.9		
Male	236	99.2	65.6	68.0	49.4	65.6		
Economically Disadvantaged Students	15	93.7	46.6	55.5	38.5	46.1	**	**
Non-Economically Disadvantaged Students	420	98.6	74.0	76.2	67.5	74.0		
Students with Disabilities	51	98.1	19.6	25.5	21.6	19.6	27.3	Met Target†
Students without Disabilities	384	98.5	80.3	83.2	63.9	80.3		
English Learners	10	100.0	70.0	52.8	27.3	70.0	**	**
Non-English Learners	425	98.4	73.2	75.0	59.4	73.2		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	160	761	758	750	*	11%	21%	*	*	63%	52%
White	118	760	755	759	*	12%	24%	*	*	61%	61%
Hispanic	*	*	755	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	27	780	785	777	*	*	*	*	*	78%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	75	769	765	756	*	*	17%	*	*	75%	57%
Male	85	755	751	744	*	*	24%	*	*	53%	46%
Economically Disadvantaged Students	*	*	746	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	759	762	*	*	*	*	*	*	64%
Students with Disabilities	20	713	*	719	*	*	*	*	*	20%	24%
Students without Disabilities	140	768	*	756	*	*	*	*	*	69%	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	160	761	*	753	*	11%	21%	*	*	63%	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	115	781	774	756	*	*	10%	43%	40%	83%	58%
White	70	773	771	764	*	*	14%	46%	31%	77%	68%
Hispanic	*	*	760	744	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	34	801	797	782	0%	*	0%	*	*	97%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	50	788	780	762	*	*	*	40%	50%	90%	63%
Male	65	777	768	751	*	*	*	46%	32%	78%	53%
Economically Disadvantaged Students	*	*	754	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	776	767	*	*	*	*	*	*	70%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	115	781	*	759	*	*	10%	43%	40%	83%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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	161	770	772	755	0%	6%	16%	60%	17%	78%	58%
White	117	766	770	763	0%	*	18%	*	*	74%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	30	787	789	780	0%	0%	*	*	*	90%	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	75	778	778	762	0%	*	*	*	*	87%	66%
Male	86	764	767	749	0%	*	*	*	*	70%	51%
Economically Disadvantaged Students	*	*	748	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	774	766	*	*	*	*	*	*	71%
Students with Disabilities	19	744	*	724	0%	*	*	*	*	32%	22%
Students without Disabilities	142	774	*	762	0%	*	*	*	*	84%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	161	770	*	757	0%	6%	16%	60%	17%	78%	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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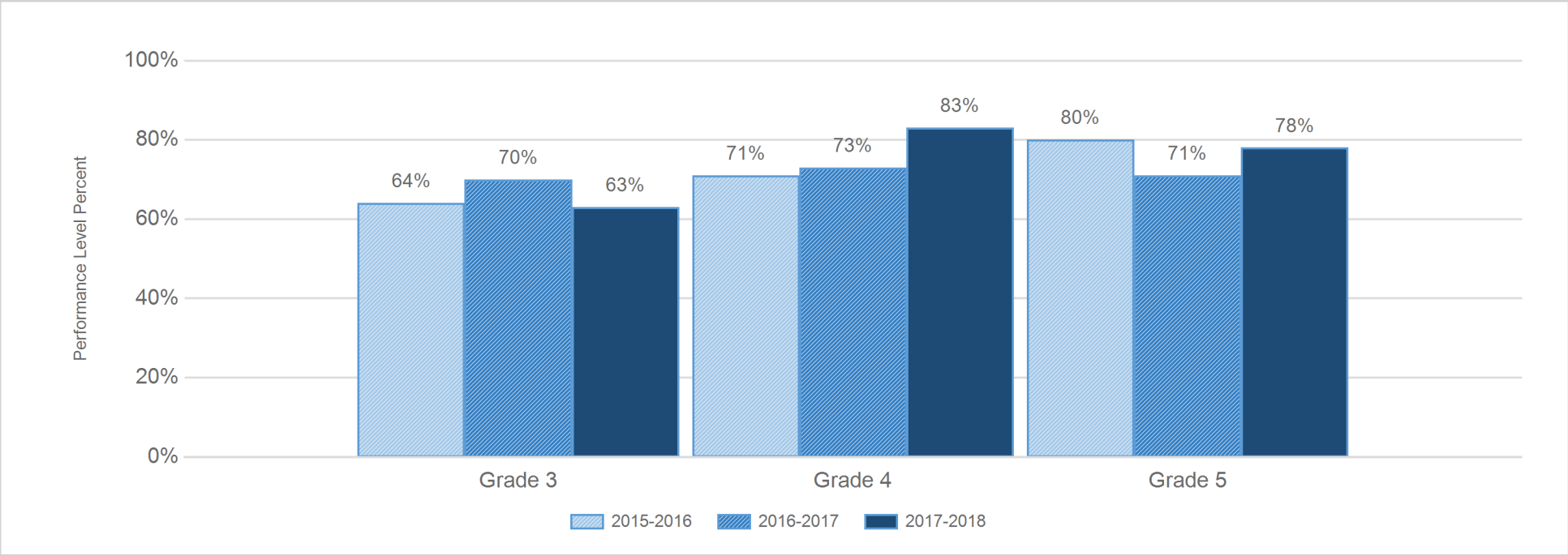
English Language Arts/Literacy Assessment - Performance Trends

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	435	98.4	81.4	70.7	45.0	81.4	73.6	Met Goal
White	302	98.4	79.8	69.7	54.1	79.8	69.6	Met Target
Hispanic	21	91.3	61.9	60.7	29.2	59.3	69.6	Met Target†
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	91	100.0	91.2	88.8	77.0	91.2	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	70.4	53.0	*	**	**
Female	199	97.6	82.4	72.4	46.0	82.4		
Male	236	99.2	80.5	69.1	43.9	80.5		
Economically Disadvantaged Students	15	93.7	73.3	53.4	26.6	72.4	**	**
Non-Economically Disadvantaged Students	420	98.6	81.6	72.3	55.9	81.6		
Students with Disabilities	51	98.1	37.2	24.7	17.1	37.2	37	Met Target
Students without Disabilities	384	98.5	87.2	78.9	50.5	87.2		
English Learners	10	100.0	70.0	55.4	24.6	70.0	**	**
Non-English Learners	425	98.4	81.6	71.2	46.9	81.6		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
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	160	778	772	752	*	*	11%	40%	40%	80%	53%
White	118	775	769	760	*	*	12%	47%	33%	81%	64%
Hispanic	*	*	765	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	27	801	799	780	0%	*	*	*	*	89%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	75	782	773	752	*	*	*	40%	41%	81%	53%
Male	85	774	771	751	*	*	*	40%	39%	79%	53%
Economically Disadvantaged Students	*	*	759	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	773	762	*	*	*	*	*	*	66%
Students with Disabilities	20	738	*	730	*	*	*	*	*	35%	29%
Students without Disabilities	140	783	*	756	*	*	*	*	*	86%	57%
English Learners	N	N	*	726	N	N	N	N	N	N	23%
Non-English Learners	160	778	*	754	*	*	11%	40%	40%	80%	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

WEMROCK BROOK SCHOOL
(25-2920-110)
Grades Offered: 01-05
2017-2018

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

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	115	775	771	748	*	*	11%	53%	30%	83%	49%
White	70	768	769	755	*	*	17%	54%	21%	76%	60%
Hispanic	*	*	755	737	*	*	*	*	*	*	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	34	793	791	774	0%	0%	*	*	*	97%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	50	775	772	748	*	*	*	66%	24%	90%	50%
Male	65	776	769	748	*	*	*	43%	34%	77%	49%
Economically Disadvantaged Students	*	*	750	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	773	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	753	*	*	*	*	*	*	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	115	775	*	750	*	*	11%	53%	30%	83%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	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

WEMROCK BROOK SCHOOL
(25-2920-110)
Grades Offered: 01-05
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	161	776	772	748	0%	*	*	50%	33%	83%	49%
White	117	771	769	756	0%	*	*	57%	24%	81%	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	30	798	795	777	0%	*	*	*	*	90%	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	75	778	772	749	0%	*	*	47%	33%	80%	50%
Male	86	775	771	747	0%	*	*	53%	33%	86%	48%
Economically Disadvantaged Students	*	*	750	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	773	758	*	*	*	*	*	*	62%
Students with Disabilities	19	750	*	726	0%	*	*	*	*	58%	20%
Students without Disabilities	142	780	*	752	0%	*	*	*	*	87%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	161	776	*	750	0%	*	*	50%	33%	83%	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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WEMROCK BROOK SCHOOL
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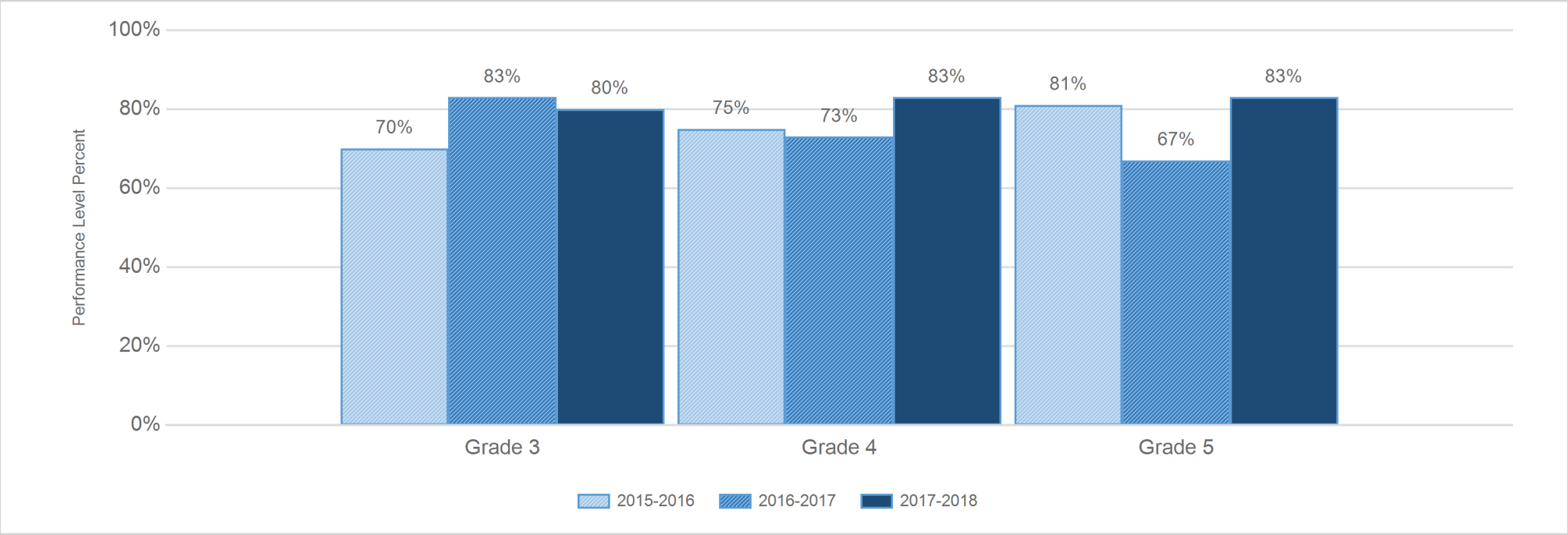
Mathematics Assessment – Performance Trends

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	*	*
4	*	*
5	*	*

English Language Progress to Proficiency

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

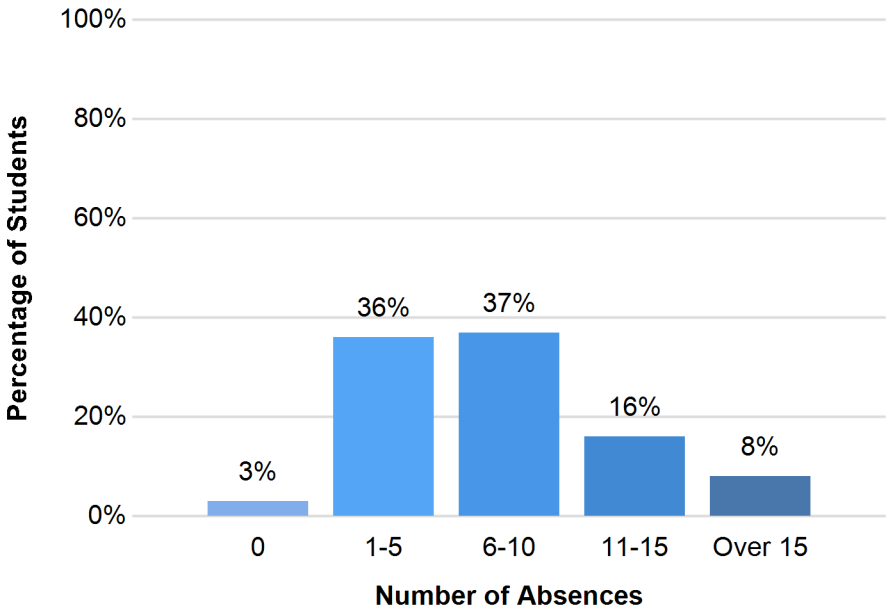
Chronic Absenteeism

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	28	4.4	8.1	Met
White	21	4.6	8.1	Met
Hispanic	2	5.6	8.1	Met
Black or African American	2	14.3	**	**
Asian, Native Hawaiian, or Pacific Islander	2	1.8	8.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.0	8.1	Met
Economically Disadvantaged Students	3	11.1	8.1	Not Met
Students with Disabilities	3	4.3	8.1	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.



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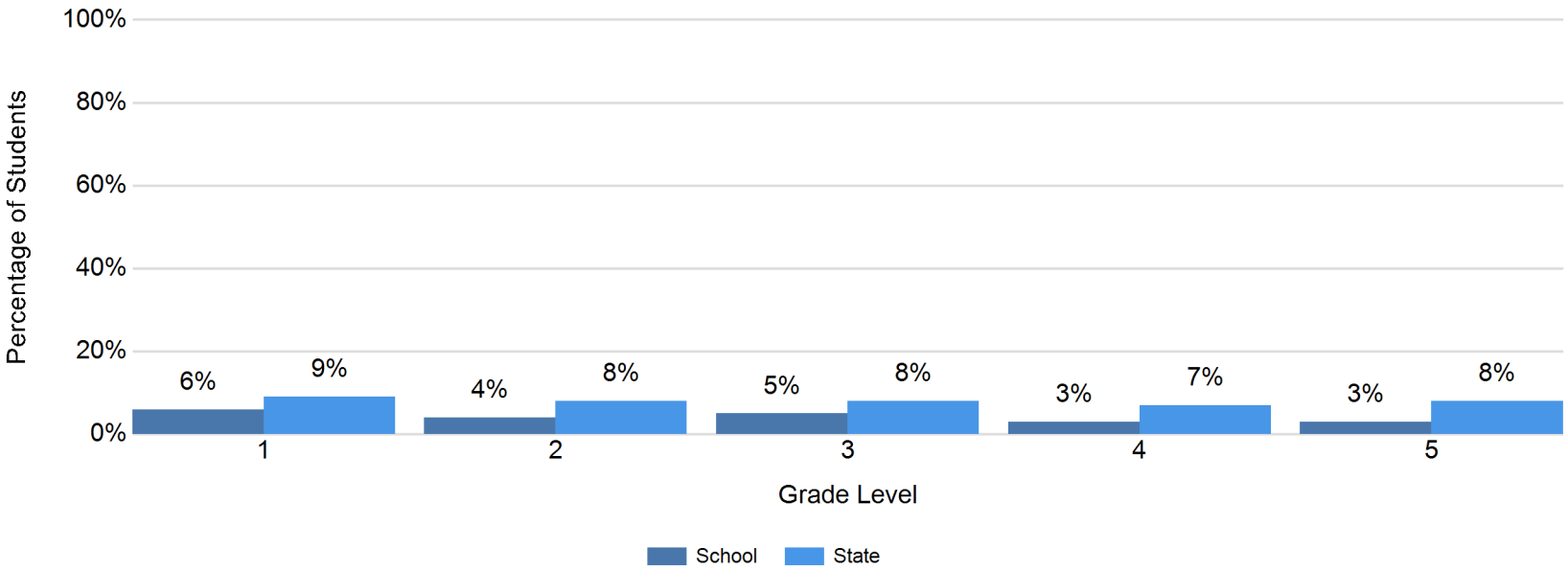
Chronic Absenteeism by Grade

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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0	0
Disability	0	0	0
Other	1	0	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	0	0.0%
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	8:10 AM
Typical End Time	1:30 PM
Length of School Day	5 Hrs 20 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 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	1.7:1

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	48	117,464
Average years experience in public schools	11.3	12.0
Average years experience in district	11.1	10.7
Teachers in district for 4 or more years	83.3%	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	321:1	182:1
Teachers to Administrators	24:1	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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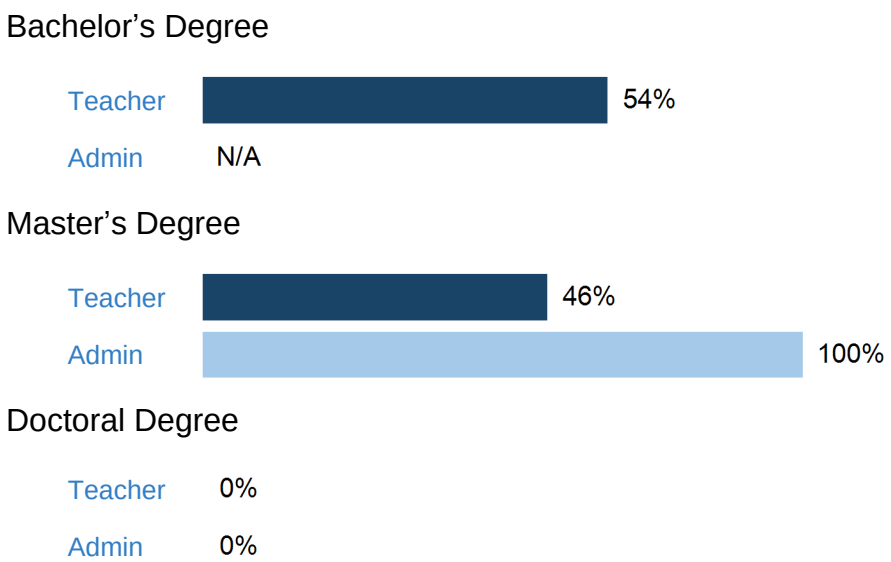
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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	96.8%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	91.7%	100.0%
Male	8.3%	0.0%
White	95.8%	100.0%
Hispanic	4.2%	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		

NJ SCHOOL PERFORMANCE REPORT

WEMROCK BROOK SCHOOL
(25-2920-110)
Grades Offered: 01-05
2017-2018

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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	67.83	17.5%
Mathematics Proficiency	93.36	17.5%
English Language Arts Growth	59.83	25.0%
Mathematics Growth	95.79	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	77.10	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	78.68	n/a
Summative Rating: Percentile Rank of Summative Score	89.69	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	Met Standard	Exceeds Standard	**	Met	No
White	71.86	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	No	Met Target	Met Target†	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	74.97	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	Met	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	Not Met	No
Students with Disabilities	78.32	14.08	No	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	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:	• Our curriculum is aligned to the NJ Student Learning Standards. Additionally, teachers differentiate their instruction and help students set individual goals. • ‡Wemrock Brook offers intervention in mathematics and reading instruction through our Response to Intervention (RtI) program. Students participate in tiered levels of support based on their needs. • ‡Technology-enhanced lessons are supported by use of Chromebooks, iPads, SMARTBoards, and document cameras, including a 1:1 learning enivronment for all fourth and fifth graders.
Mission, Vision, Theme:	Wemrock Brook promotes the mantra, "We Believe in Success!" We Believe in building a strong educational foundation where students have the opportunity to become the best they can be. We Believe in enhancing students' creative and critical thinking skills by providing a solid foundation of instruction. We Believe that students will develop a strong sense of character, citizenship, and confidence that will propel them throughout the course of their lives. We Believe in working hand-in-hand with our staff and parents to create a safe and nurturing environment where students will want to discover and overcome new challenges. We Believe in the necessity of the qualities of commitment, teamwork, and excellence to help students navigate the complexities of their lives, the community, and the world. As such, students engage in a rigorous curriculum that focuses on critical thinking and hands-on learning.
Awards, Recognition, Accomplishments:	In 2018, Wemrock Brook was awarded the Bronze Level Future Ready certification.

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

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

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

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

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

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