NJ SCHOOL PERFORMANCE REPORT

NELLIE F. BENNETT ELEMENTARY SCHOOL
(29-4210-055)
Grades Offered: PK-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	OCEAN
District	POINT PLEASANT BORO
Principal Name	MR. KARABA
Address	RIVIERA PARKWAY POINT PLEASANT, NJ 08742
Phone Number	(732)701-1900
Email Address	JKARABA@POINTPLEASANT.K12.NJ.US
Website	https://www.pointpleasant.k12.nj.us/
Twitter	https://twitter.com/ptboroschools?lang=en

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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
PK	19	21	23
KG	104	116	116
1	113	105	125
2	125	113	110
3	121	124	121
4	116	128	130
5	139	115	131
Total	737	722	756

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	51.7%	51.0%	50.9%
Male	48.3%	49.0%	49.1%
Economically Disadvantaged Students	12.6%	11.4%	10.1%
Students with Disabilities	13.6%	13.9%	14.2%
English Learners	2.8%	1.4%	1.6%
Homeless Students		0.4%	0.3%
Students in Foster Care		0.6%	0.4%
Military-Connected Students		0.0%	0.3%
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	91.5%	91.0%	90.3%
Hispanic	6.1%	6.4%	7.1%
Black or African American	0.7%	0.7%	0.8%
Asian	0.9%	0.4%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.5%	1.2%	1.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	17	21	23
PK - Full Day	2	0	0
KG - Half Day	0	0	0
KG - Full Day	104	116	116

Enrollment by Home Language

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

Home Language	% of Students
English	94.4%
Spanish	4.2%
Other Languages	1.3%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	48	49	50	Met Standard	57	56.5	50	Met Standard
White	48	49	50	Met Standard	57	57	51	Met Standard
Hispanic	36.5	48	49	**	43.5	54	48	**
Black or African American	*	*	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	*	45	61	**	*	*	61	**
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	52	48	48	Met Standard	43	49	47	Met Standard
Students with Disabilities	44	42	41	Met Standard	71	43	43	Exceeds Standard
English Learners	*	59	54	**	*	65	51	**

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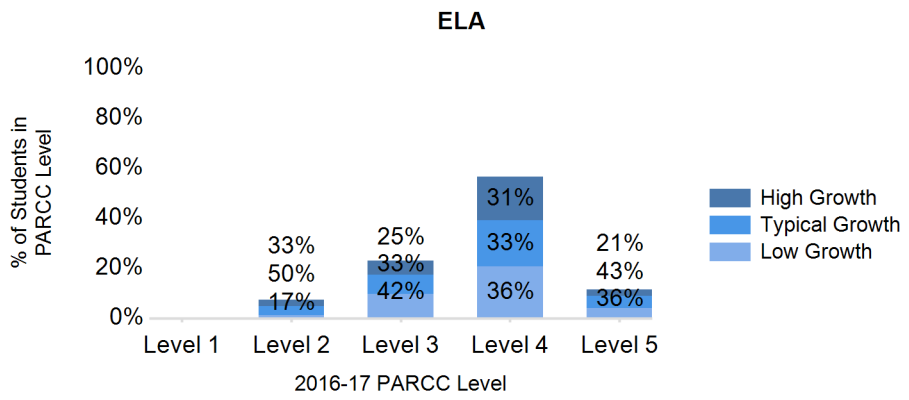
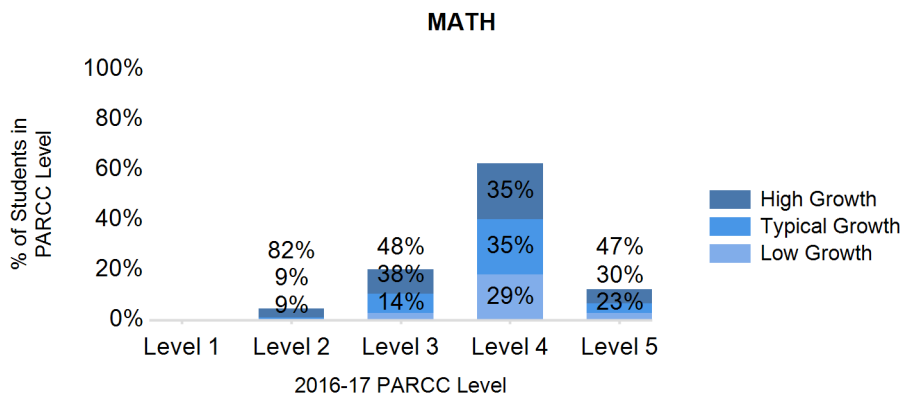
Student Growth by Performance Level

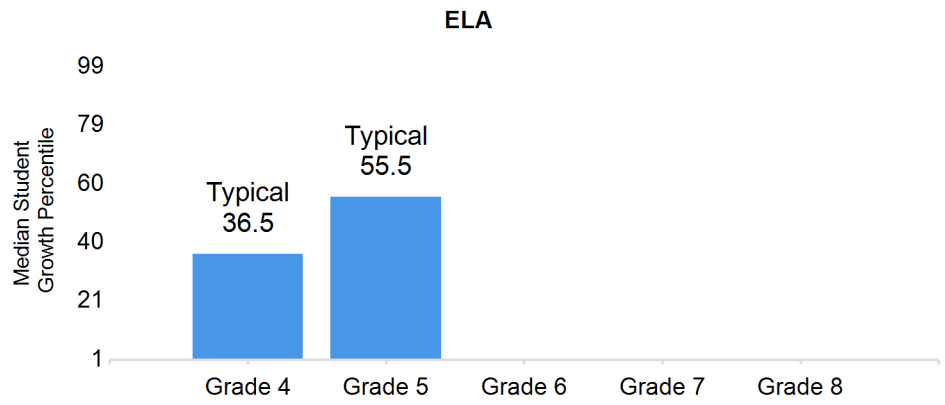
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

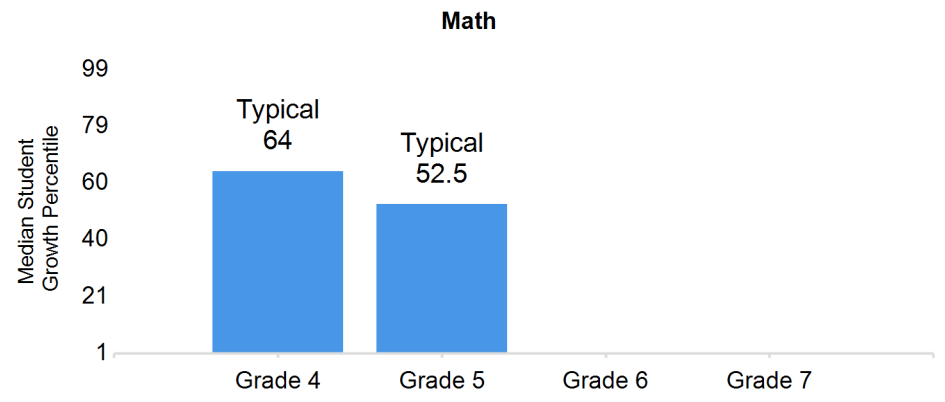




Student Growth by Grade

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	372	96.9	67.8	64.8	56.7	67.8	63.2	Met Target
White	344	97.5	70.0	66.8	65.6	70.0	64.5	Met Target
Hispanic	19	90.5	42.1	50.0	42.5	42.1	N	N
Black or African American	*	*	*	25.0	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.0	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	184	95.9	73.9	71.4	64.5	73.9		
Male	188	97.9	61.7	58.3	49.4	61.7		
Economically Disadvantaged Students	34	94.6	38.3	39.0	38.5	38.0	34.5	Met Target
Non-Economically Disadvantaged Students	338	97.2	70.7	68.2	67.5	70.7		
Students with Disabilities	52	94.5	23.0	25.5	21.6	22.9	38.4	Not Met
Students without Disabilities	320	97.3	75.0	72.6	63.9	75.0		
English Learners	10	90.9	30.0	*	27.3	30.0	**	**
Non-English Learners	362	97.1	68.8	*	59.4	68.8		
Homeless Students	*	*	*	20.0	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	40.0	57.4	*		
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	121	759	752	750	*	12%	16%	*	*	67%	52%
White	111	761	755	759	*	10%	14%	*	*	71%	61%
Hispanic	*	*	*	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	62	765	755	756	*	*	*	*	*	77%	57%
Male	59	752	749	744	*	*	*	*	*	56%	46%
Economically Disadvantaged Students	13	737	731	733	*	*	*	*	*	38%	34%
Non-Economically Disadvantaged Students	108	762	756	762	*	*	*	*	*	70%	64%
Students with Disabilities	13	728	719	719	*	*	*	*	*	15%	24%
Students without Disabilities	108	763	757	756	*	*	*	*	*	73%	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	121	759	*	753	*	12%	16%	*	*	67%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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	124	760	757	756	*	*	29%	46%	16%	62%	58%
White	111	760	758	764	*	*	25%	49%	16%	65%	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	62	760	761	762	*	*	32%	*	*	58%	63%
Male	62	760	754	751	*	*	26%	*	*	66%	53%
Economically Disadvantaged Students	13	753	746	740	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	111	761	759	767	*	*	*	*	*	65%	70%
Students with Disabilities	19	733	733	726	*	*	*	*	*	21%	25%
Students without Disabilities	105	765	763	762	*	*	*	*	*	70%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	124	760	*	759	*	*	29%	46%	16%	62%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	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	130	769	764	755	*	*	19%	61%	13%	74%	58%
White	124	770	765	763	*	*	19%	60%	14%	74%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	62	778	770	762	*	*	*	*	*	87%	66%
Male	68	761	759	749	*	*	*	*	*	62%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	71%
Students with Disabilities	19	734	730	724	*	*	*	*	*	32%	22%
Students without Disabilities	111	775	770	762	*	*	*	*	*	81%	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	130	769	764	757	*	*	19%	61%	13%	74%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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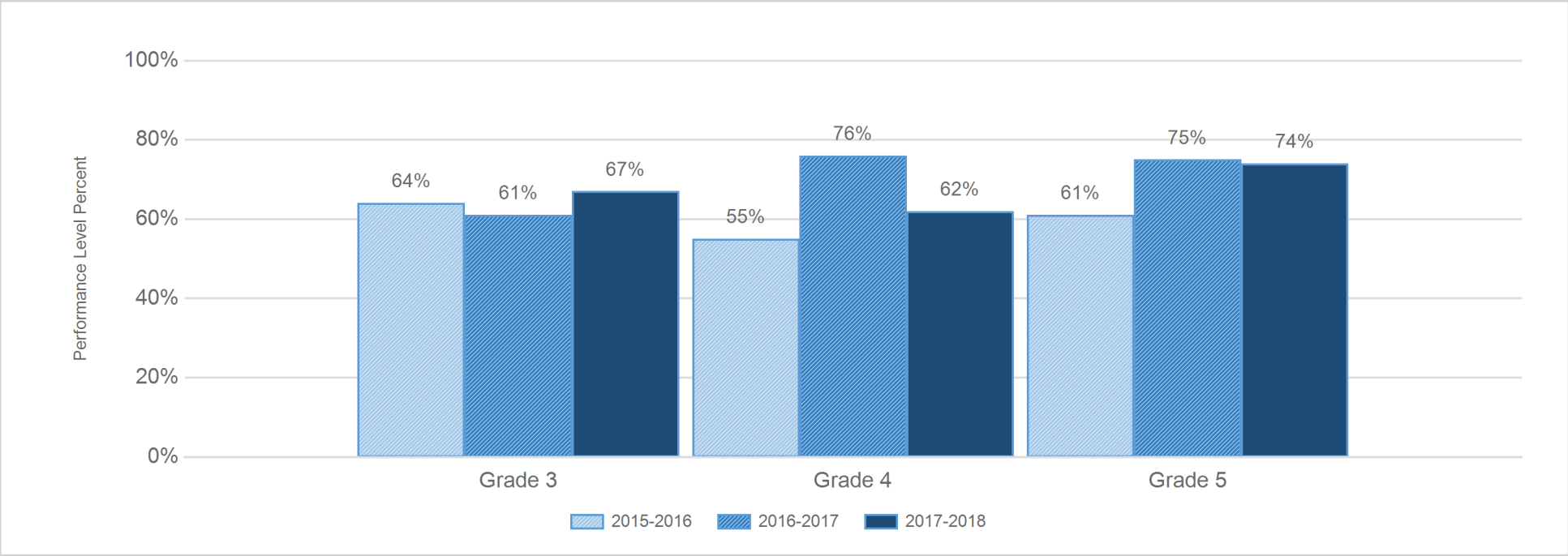
English Language Arts/Literacy Assessment - Performance Trends

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	373	97.4	70.2	59.7	45.0	70.2	72.1	Met Target†
White	344	97.5	71.2	61.7	54.1	71.2	73.8	Met Target†
Hispanic	19	95.2	52.6	40.6	29.2	52.6	N	N
Black or African American	*	*	*	42.9	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.0	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	184	96.4	69.6	58.7	46.0	69.6		
Male	189	98.5	70.9	60.8	43.9	70.9		
Economically Disadvantaged Students	35	97.3	42.8	34.7	26.6	42.8	47.7	Met Target†
Non-Economically Disadvantaged Students	338	97.4	73.1	63.1	55.9	73.1		
Students with Disabilities	53	96.4	39.6	25.3	17.1	39.6	58	Not Met
Students without Disabilities	320	97.6	75.3	66.4	50.5	75.3		
English Learners	10	100.0	50.0	*	24.6	50.0	**	**
Non-English Learners	363	97.3	70.8	*	46.9	70.8		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	30.0	45.8	*		
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	121	762	758	752	*	*	24%	43%	21%	64%	53%
White	111	764	761	760	*	*	23%	43%	23%	67%	64%
Hispanic	*	*	*	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	62	761	755	752	*	*	24%	*	*	63%	53%
Male	59	763	762	751	*	*	24%	*	*	66%	53%
Economically Disadvantaged Students	13	741	735	736	*	*	*	*	*	31%	35%
Non-Economically Disadvantaged Students	108	765	762	762	*	*	*	*	*	69%	66%
Students with Disabilities	13	736	728	730	*	*	*	*	*	23%	29%
Students without Disabilities	108	765	763	756	*	*	*	*	*	69%	57%
English Learners	N	N	*	726	N	N	N	N	N	N	23%
Non-English Learners	121	762	*	754	*	*	24%	43%	21%	64%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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

NELLIE F. BENNETT ELEMENTARY SCHOOL
(29-4210-055)
Grades Offered: PK-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	125	764	761	748	*	*	23%	61%	11%	72%	49%
White	111	765	763	755	*	*	23%	60%	13%	73%	60%
Hispanic	*	*	*	737	*	*	*	*	*	*	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	62	761	758	748	*	*	24%	*	*	69%	50%
Male	63	766	763	748	*	*	22%	*	*	75%	49%
Economically Disadvantaged Students	14	749	744	733	*	*	*	*	*	57%	30%
Non-Economically Disadvantaged Students	111	766	764	758	*	*	*	*	*	74%	62%
Students with Disabilities	20	746	738	725	*	*	*	*	*	55%	22%
Students without Disabilities	105	767	766	753	*	*	*	*	*	75%	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	125	764	*	750	*	*	23%	61%	11%	72%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	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

NELLIE F. BENNETT ELEMENTARY SCHOOL
(29-4210-055)
Grades Offered: PK-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	131	765	762	748	*	*	22%	63%	12%	75%	49%
White	124	766	763	756	*	*	23%	62%	13%	75%	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	63	765	760	749	*	*	22%	*	*	76%	50%
Male	68	764	762	747	*	*	22%	*	*	74%	48%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	19	743	740	726	*	*	58%	*	*	37%	20%
Students without Disabilities	112	768	766	752	*	*	16%	*	*	81%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

NELLIE F. BENNETT ELEMENTARY SCHOOL
(29-4210-055)
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2017-2018

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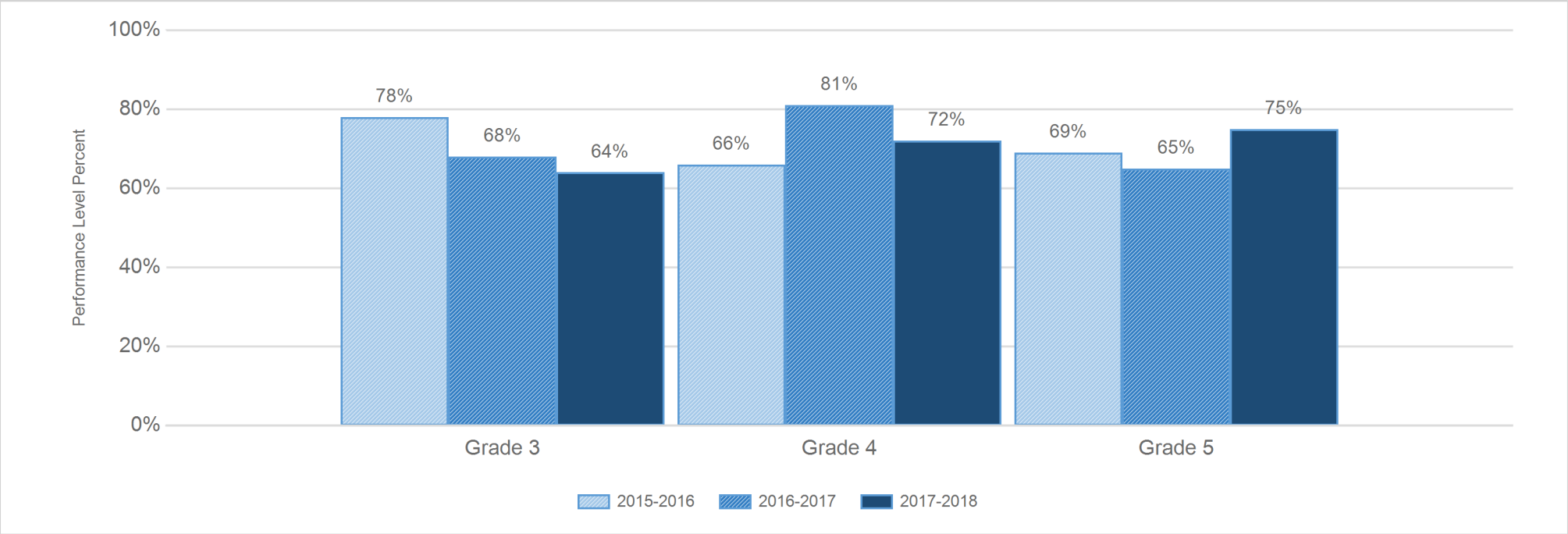
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

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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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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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.

NJ SCHOOL PERFORMANCE REPORT

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

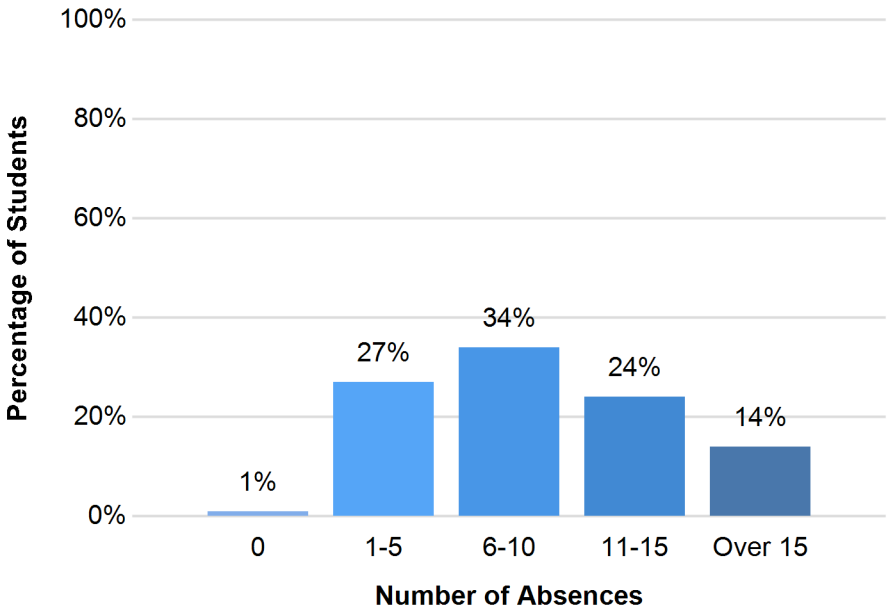
Chronic Absenteeism

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	68	9.2	8.9	Not Met
White	66	9.9	8.9	Not Met
Hispanic	2	4.0	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	6	8.2	8.9	Met
Students with Disabilities	13	13.5	8.9	Not Met
English Learners	0	0	**	**

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

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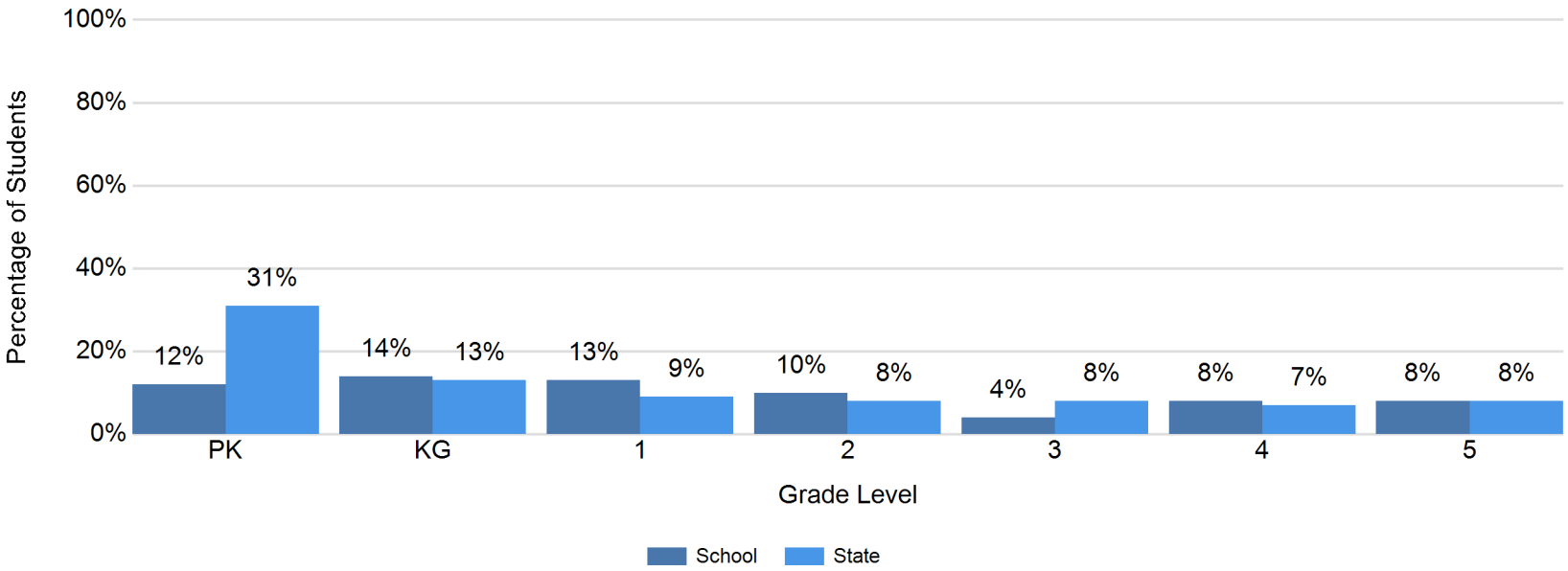
Chronic Absenteeism by Grade

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

NJ SCHOOL PERFORMANCE REPORT

NELLIE F. BENNETT ELEMENTARY SCHOOL
(29-4210-055)
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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	0	0	0
No Identified Nature	2		2

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

NJ SCHOOL PERFORMANCE REPORT

NELLIE F. BENNETT ELEMENTARY SCHOOL
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Grades Offered: PK-05
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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	8:45 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 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	1.3:1

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)	$368	$13,047	$13,415

NJ SCHOOL PERFORMANCE REPORT

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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	58	117,464
Average years experience in public schools	10.8	12.0
Average years experience in district	10.6	10.7
Teachers in district for 4 or more years	74.1%	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	19	9,374
Average years experience in public schools	14.2	16.0
Average years experience in district	14.2	12.0
Administrators in district for 4 or more years	100.0%	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	11:1
Students to Administrators	378:1	145:1
Teachers to Administrators	29:1	13:1
Students to Librarians/Media Specialists		687:1
Students to Nurses		687:1
Students to Counselors		344:1
Students to Child Study Team		344:1

NJ SCHOOL PERFORMANCE REPORT

NELLIE F. BENNETT ELEMENTARY SCHOOL
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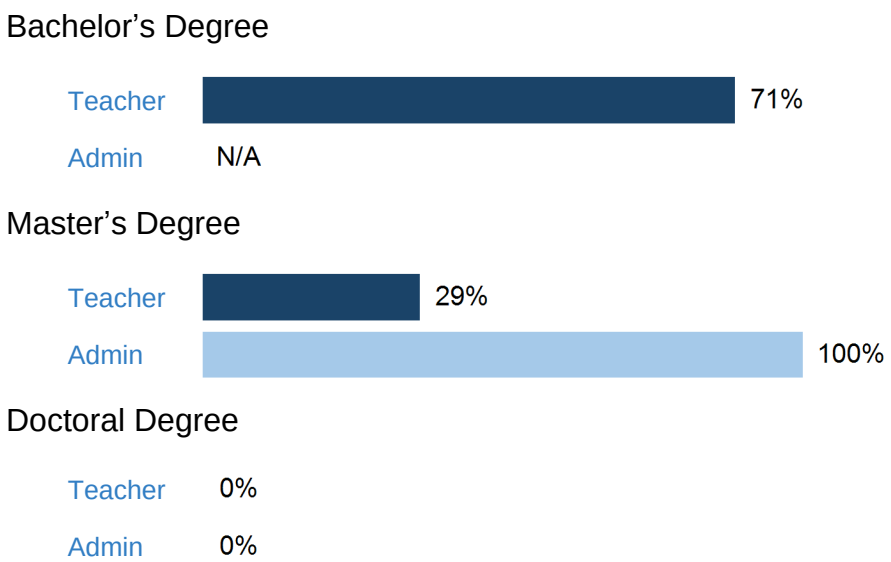
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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	100.0%	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	96.7%

NJ SCHOOL PERFORMANCE REPORT

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Key terms for staff data:
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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	94.8%	0.0%
Male	5.2%	100.0%
White	100.0%	100.0%
Hispanic	0.0%	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

NELLIE F. BENNETT ELEMENTARY SCHOOL
(29-4210-055)
Grades Offered: PK-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	56.16	17.5%
Mathematics Proficiency	83.89	17.5%
English Language Arts Growth	46.45	25.0%
Mathematics Growth	76.20	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	42.87	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	61.60	n/a
Summative Rating: Percentile Rank of Summative Score	69.25	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Standard	Met Standard	**	Not Met	No
White	54.96	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	**	**	No	N	N	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	60.84	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	72.07	14.08	No	Not Met	Not Met	Met Standard	Exceeds Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Technology is a part of students' daily activities ranging from iPads to Chromebooks. Our District is Google oriented with students and teacher utilizing Google Classroom for projects and assignments. • One of our fifth grade students was named 2018 NJ Safety Patroller of the Year- one of only ten selected statewide. • Nellie F. Bennett has been a consistent winner of Target Field Trip Grants over the last eight years.
Mission, Vision, Theme:	The entire Nellie F. Bennett School community is committed to providing learning experiences that encourage all students to engage in successful academic and social behaviors. Our dedicated teachers embody excellence, exemplify professionalism and exude enthusiasm for their craft. You can trust that each member of our staff role models what it means to have a devoted work ethic and demonstrates an ever-present commitment to caring for every child. As such, we fervently believe in the value of leading by example and our faculty and staff continually promote caring, exude compassion and instill honesty and integrity. As a school community, we believe it is necessary for our students to model positive peer relationships and promote respect in every aspect of the school day.
Awards, Recognition, Accomplishments:	Over recent years, Nellie F. Bennett can boast that it has been the recipient of a $10,000 OceanFirst Foundation Grant, the winner of the AAA Mid-Atlantic Safety Patrol Enhancement Grant (Nationwide) and multiple Target Field Trip Grants. Additionally, one of our teachers was name a Milken Educator for the State of New Jersey with two additional educators being named Exemplary Elementary Educators.

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Courses, Curriculum, Instruction:	Reader's & Writer's Workshop is our K-5, comprehensive Reading Language Arts program that consists of lessons infused with opportunities for guided and independent reading, literature circles, teacher-student conferring and differentiated skill instruction in both reading and writing. Our Everyday Math 4 curriculum teaches students to problem solve using real life situations and offers balanced instruction through whole group, small group and individualized activities.
Clubs and Activities:	Grade 3-5 students are selected to participate in our Gifted & Talented programs after school. Additionally, our fifth grade students can perform in chorus and band, compete as part of our Academic Bowl team and serve as members of the Safety Patrol and Tech Teams. Multiple volunteer opportunities are available to serve the school and the community through our active PTO.

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Before and After School Programs:	Grade 5 Band: Takes place before school with small group lessons during the day. Grade 5 Chorus: Takes place after school two days a week. Grade 5 Academic Bowl: Takes place after school once a week culminating in an area competition. Grade 3-5 Think Tank: Enrichment program meeting once a week after school. Grades 3-5 Voyager: Enrichment program meeting twice a week after school.
Staff and Professional Learning:	All staff participate in varied workshops and trainings throughout the year. Usually taking place during our three in-service days, administrators, teachers, paraprofessionals, and other staff members participate in related education opportunities ranging from SafeSchools trainings, curriculum workshops and interactive presentations in support of our District Mindfulness initiative. Furthermore, teachers meet monthly as a group for faculty meetings and break out into Professional Learning Communities (PLCs) for staff collaboration.

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Student Supports and Services:	Our building houses an impressive group of related services professionals consisting of a Learning Disability Teacher Consultant, school psychologist, counselor, ESL and speech teachers, occupational and physical therapists as well as a reading specialist. Our I&RS team assists with creating and implementing action plans designed to assist with educational struggles and homework assistance is available through our childcare program.
Student Health and Wellness:	Our Physical Education teachers, along with our school nurse, promote the values of a healthy lifestyle. Students in grades 1-5 participate in gym classes twice a week and enjoy the benefits of recess every day. Nutrition, mindfulness, exercise and family life lessons are taught throughout the school year and our food services department provides and promotes eating a healthy breakfast and lunch.
Parent and Community Involvement:	Our active PTO helps to organize bi-annual book fairs, coordinates character education assemblies and provides specialty items such as playground equipment. Special community events include our Holiday Fair and NB Fun Run. Our District Special Education Parent Advisory Committee (SEPAC) hosts events as well. Information is provided through our District Website, Virtual Backpack and Parent Portal.

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Facilities:	Nellie F. Bennett was constructed in 1968 with an extensive addition completed in 2000. The school boasts space for a preschool program, full day Kindergarten and special area classrooms consisting of music, art, physical education, media studies and technology. Additionally, our building houses an OT, PT and Speech room and a designated space for morning and afternoon childcare.
School Safety:	At Nellie F. Bennett Elementary School, the safety of our entire staff and student body is paramount. As such, we routinely practice an array of school security procedures as well fire drills. Members of our police department monitor and adjudicate our procedures and are routinely on site to patrol our campus. Our building has only one check-in point that requires visitors to show valid identification before being allowed into the school building. Furthermore, all of our procedures are monitored by a digital camera system housed within the borough police department.

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Technology and STEM:	Our entire student body receives technology instruction within our computer lab. Additionally, we house several mobile Chromebook and iPad carts for all students to utilize- in regular education, special education and special area classes. Furthermore, STEM instruction is incorporated into the Science curriculum and is bolstered as part of our afterschool Voyager and Think Tank enrichment clubs.
Early Childhood Education:	Nellie F. Bennett supports both an AM Preschool Disabled program and a PM Preschool Integrated program for students beginning at age 3. Students receive daily instruction in Fundations mirroring District curriculums, participate in special areas of study (technology, music, art, physical education and library) and receive related services as needed ranging form OT, PT, and Speech.

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Other Information:	Nellie F. Bennett School is a Pre K through 5th grade elementary school nestled in the seashore town of Point Pleasant Borough, Ocean County. The over 730 students in our school are provided with an exemplary educational program enhanced by a supportive community focused on compassion and learning. Our highly qualified faculty epitomize the true meaning of excellence, role model a strong work ethic and greatly contribute to the positive and productive atmosphere found on our campus. The safe and encouraging climate of our school is noticeable from the moment you enter the building and a productive and enthusiastic atmosphere abounds in each of our classrooms. This is a direct result of an enthusiastic faculty, a supportive Central Office Administration and a conscientious Board of Education who together promote the six pillars of character education: Trustworthiness, Respect, Responsibility, Fairness, Citizenship and Caring. Utilizing this team approach, the results can be surmised in our District Mission Statement that reads: “To assure that all students are equipped with essential skills necessary to acquire knowledge and understanding; To instill the desire to question and look for truth that students may become critical thinkers and life-long learners; and To assure that all students practice self-discipline, perseverance, fairness, and judicious decision making.”