NJ SCHOOL PERFORMANCE REPORT

Brigantine Elementary School
(01-0570-010)
Grades Offered: PK-04
2018-2019

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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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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Atlantic
District	Brigantine Public School District
Principal Name	Dr. Luff
Address	301 E EVANS BOULEVARD BRIGANTINE, NJ 08203
Phone Number	609-264-9501
Email Address	jluff@brigantineschools.org
Website	http://www.brigantineschools.org
Facebook	https://www.facebook.com/BrigSchools-611160075744513
Twitter	https://www.twitter.com/brigschools

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	43	38	64
KG	57	58	52
1	55	51	46
2	60	51	50
3	72	58	45
4	62	73	50
Total	349	329	307

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.1%	49.5%	52.4%
Male	51.9%	50.5%	47.6%
Economically Disadvantaged Students	48.1%	53.2%	46.6%
Students with Disabilities	17.5%	21.3%	18.6%
English Learners	6.9%	6.1%	4.2%
Homeless Students	0.0%	0.3%	0.7%
Students in Foster Care	1.7%	1.2%	2.3%
Military-Connected Students	2.6%	4.6%	4.2%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	69.3%	68.1%	69.7%
Hispanic	14.6%	15.2%	14.3%
Black or African American	5.4%	4.6%	3.9%
Asian	10.6%	12.2%	12.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

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	2016-17	2017-18	2018-19
PK - Half Day	43	38	0
PK - Full Day	0	0	64
KG - Half Day	0	0	0
KG - Full Day	57	58	52

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.

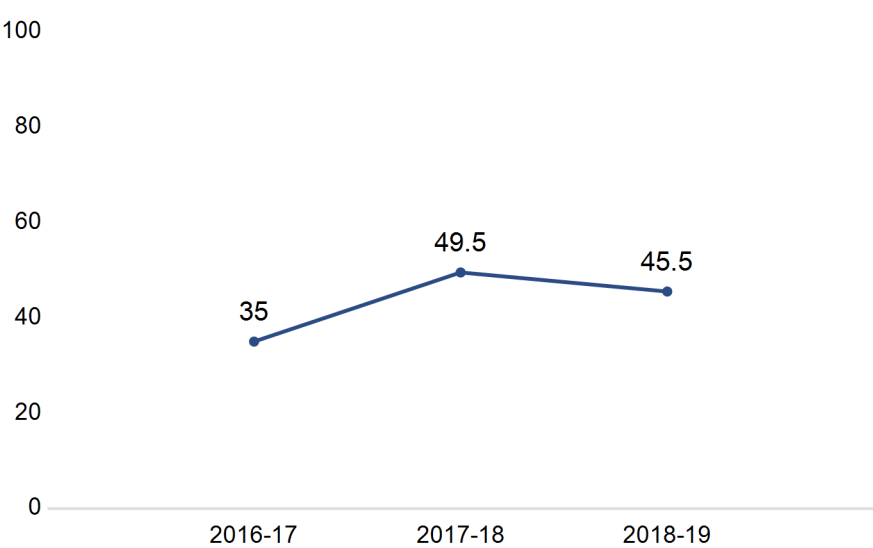| Home Language	% of Students
English	87.0%
Spanish	5.9%
Urdu	2.9%
Pashto	1.0%
Chinese	1.0%
Other Languages	2.3%

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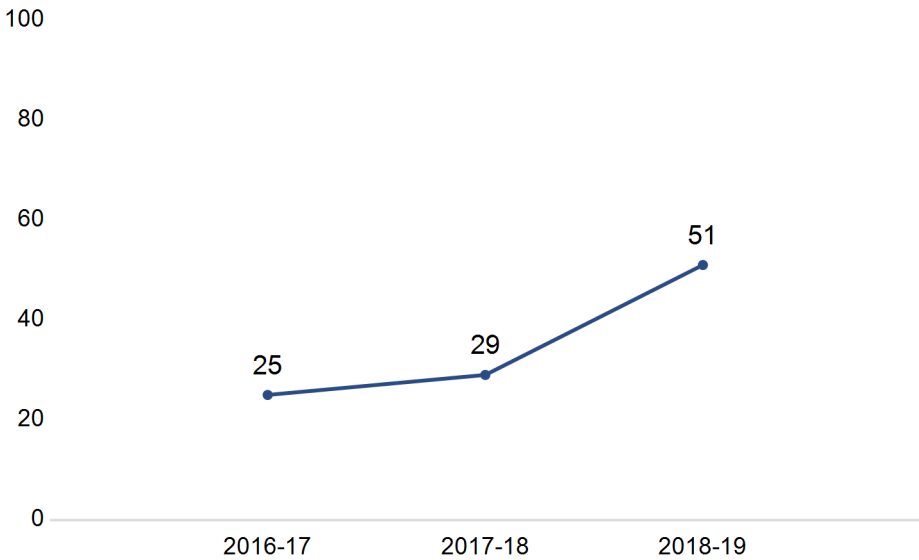† This indicates a table specific note, see note below table

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

2016-17: 35
2017-18: 49.5
2018-19: 45.5

Math Median Student Growth Percentile

2016-17: 25
2017-18: 29
2018-19: 51

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	35	49.5	45.5	25	29	51
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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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 (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 (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	45.5	45	50	Met Standard	51	59	50	Met Standard
White	43	42.5	50	Met Standard	45	58.5	52	Met Standard
Hispanic	*	53	49	**	*	56	47	**
Black or African American	*	57.5	45	**	*	62	43	**
Asian, Native Hawaiian, or Pacific Islander	*	48	59	**	*	63	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	47.5	46	53	N	45	58.5	50	N
Male	44	43	47	N	57	60	51	N
Economically Disadvantaged Students	45	48	48	Met Standard	57	58	46	Met Standard
Students with Disabilities	*	56	43	**	*	56	45	**
English Learners	N	*	52	**	N	*	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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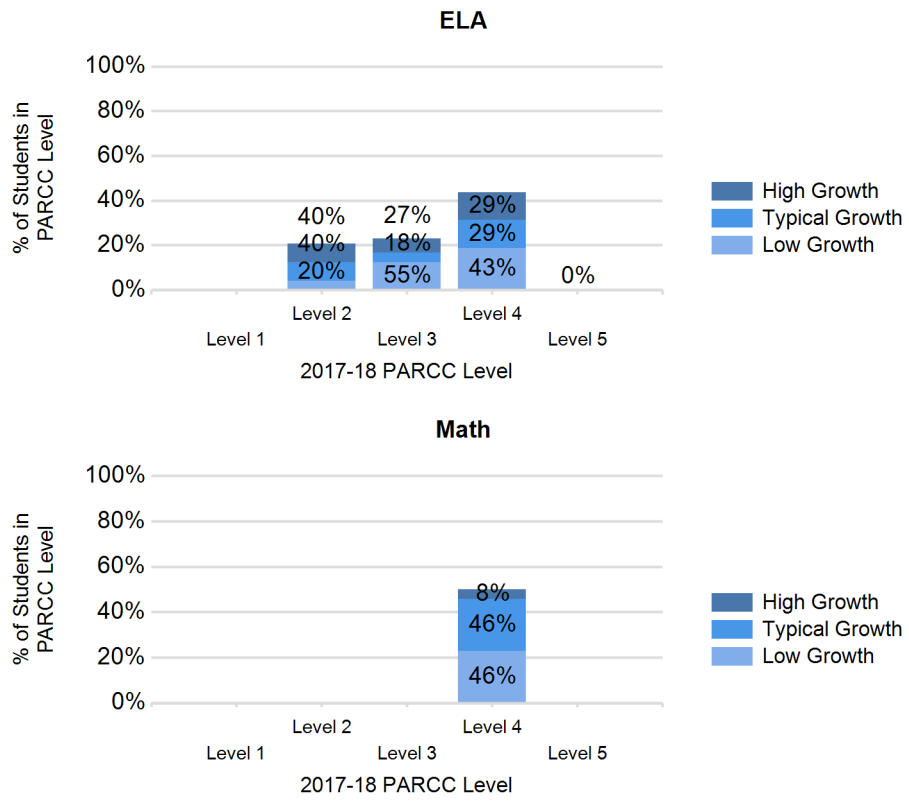
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A student's SGP falls between 1 and 99 and can be grouped into three levels: | Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

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.
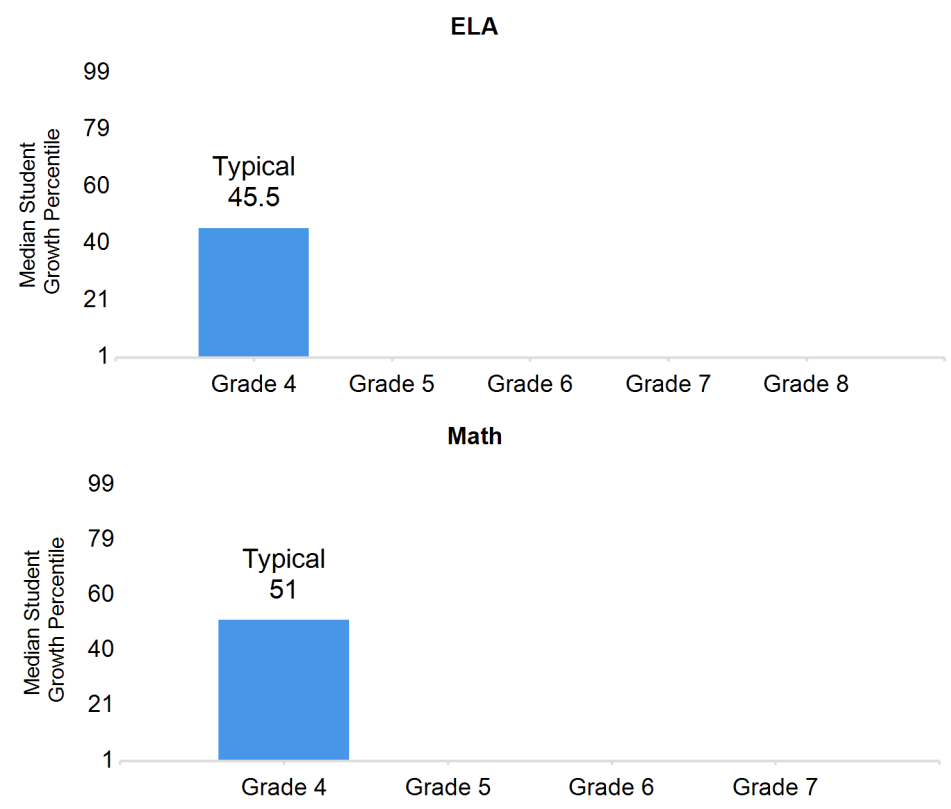
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA — Stacked bar chart, % of Students in PARCC Level vs 2017-18 PARCC Level:
- Level 2: 40% total (High Growth 40%, Typical Growth 40%, Low Growth 20%)
- Level 3: 27% total (High Growth 18%, Typical Growth 18%, Low Growth 55%)
- Level 4: 29% total (High Growth 29%, Typical Growth 29%, Low Growth 43%)
- Level 5: 0%

Legend: High Growth, Typical Growth, Low Growth

Math — Stacked bar chart, % of Students in PARCC Level vs 2017-18 PARCC Level:
- Level 4: High Growth 8%, Typical Growth 46%, Low Growth 46%

Legend: High Growth, Typical Growth, Low Growth

Student Growth by Grade

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

ELA — Median Student Growth Percentile by grade:
- Grade 4: Typical 45.5
- Grade 5, Grade 6, Grade 7, Grade 8: (no data)

Math — Median Student Growth Percentile by grade:
- Grade 4: Typical 51
- Grade 5, Grade 6, Grade 7: (no data)
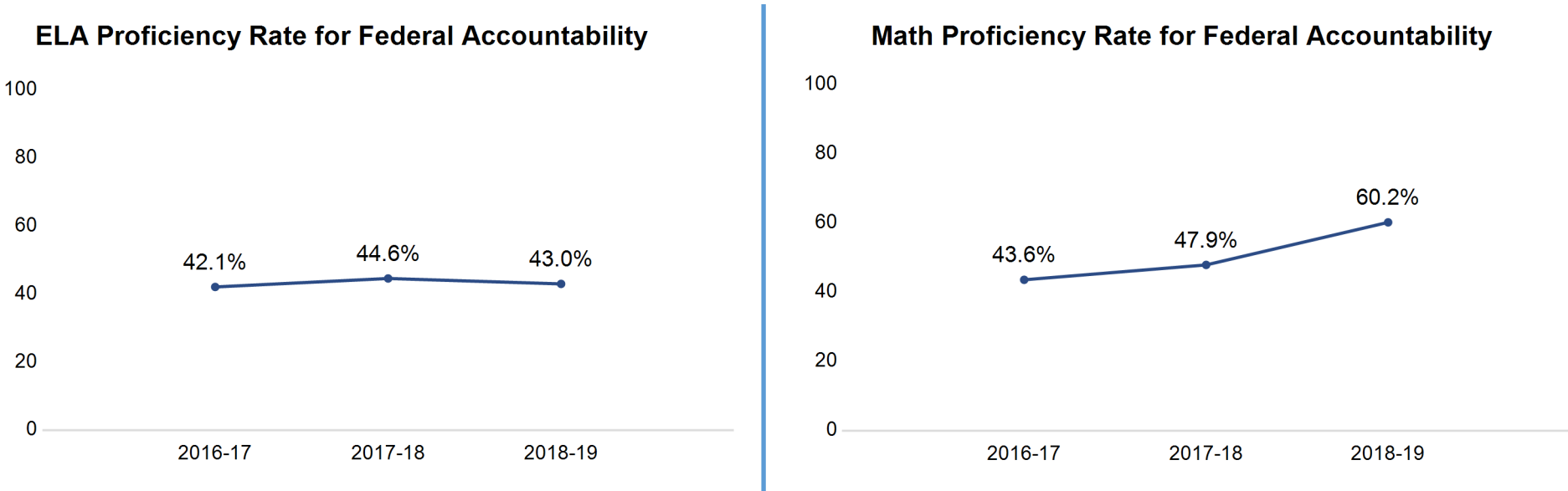
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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	42.1%	44.6%	43.0%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	43.6%	47.9%	60.2%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	92.6%	96.2%	97.9%	91.9%	96.2%	97.9%
Proficiency Rate for Federal Accountability	42.1%	44.6%	43.0%	43.6%	47.9%	60.2%
Annual Target	41.4%	43.5%	45.5%	37.6%	39.9%	42.1%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

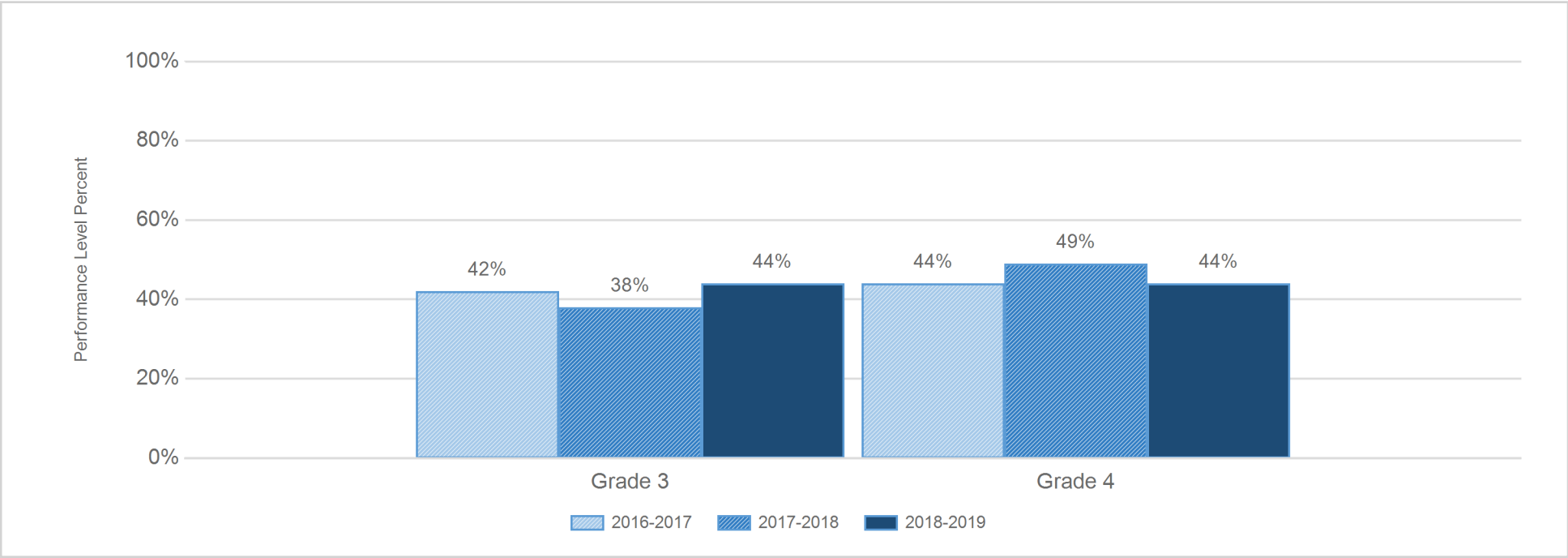† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	93	97.9	43.0	46.7	57.9	43.0	45.5	Met Target†
White	68	97.2	50.0	50.2	66.9	50.0	51.7	Met Target†
Hispanic	*	*	*	*	43.9	*	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	N	64.4	N	**	**
Female	39	100.0	56.4	62.8	64.8	56.4		
Male	54	96.6	33.3	33.1	51.3	33.3		
Economically Disadvantaged Students	43	95.7	30.2	39.3	40.0	30.2	31.5	Met Target†
Non-Economically Disadvantaged Students	50	100.0	54.0	52.5	67.9	54.0		
Students with Disabilities	17	89.5	11.8	17.8	22.7	11.0	**	**
Students without Disabilities	76	100.0	50.0	51.5	65.1	50.0		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

Grade 3: 2016-2017: 42%, 2017-2018: 38%, 2018-2019: 44%
Grade 4: 2016-2017: 44%, 2017-2018: 49%, 2018-2019: 44%

Legend: 2016-2017, 2017-2018, 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	45	746	746	748	*	*	33%	44%	0%	44%	50%
White	34	749	749	757	*	*	29%	50%	0%	50%	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	20	751	751	753	*	*	*	*	*	55%	55%
Male	25	743	743	743	*	*	*	*	*	36%	46%
Economically Disadvantaged Students	23	736	736	731	*	*	*	*	*	35%	33%
Non-Economically Disadvantaged Students	22	757	757	759	*	*	*	*	*	55%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

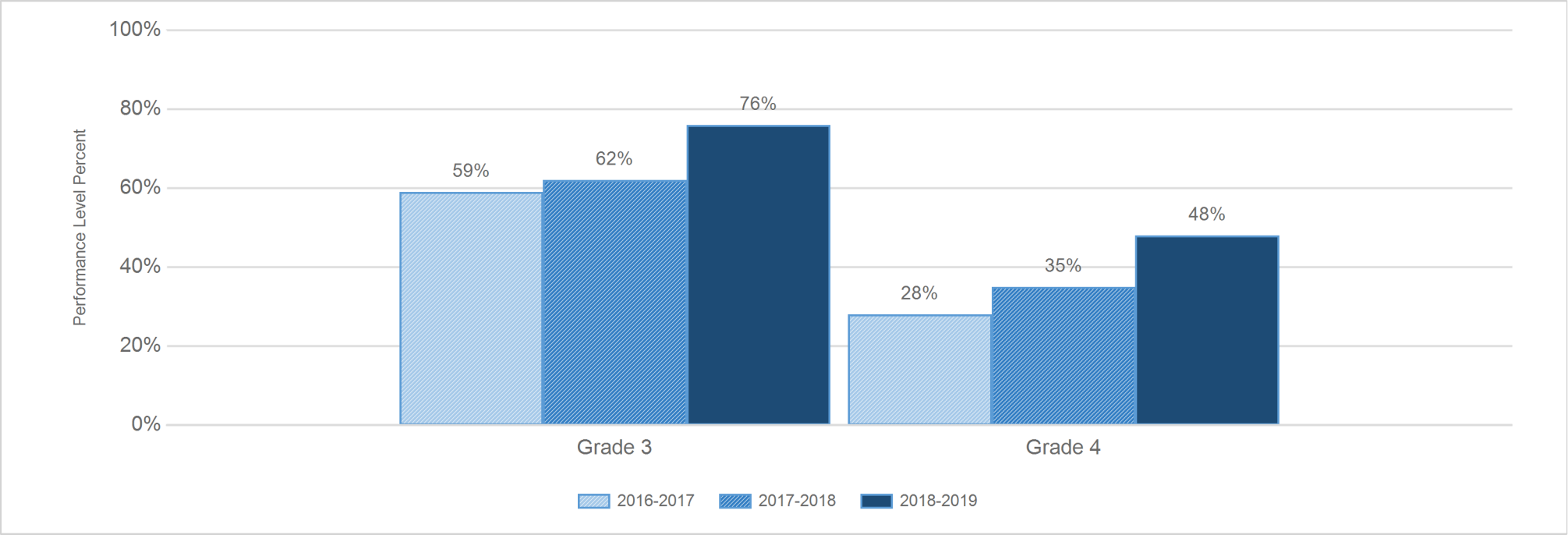| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	747	747	755	*	*	36%	*	*	44%	57%
White	36	751	751	763	*	*	31%	*	*	53%	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	19	758	758	760	*	*	*	*	*	58%	62%
Male	31	741	741	750	*	*	*	*	*	35%	53%
Economically Disadvantaged Students	22	737	737	740	*	*	*	*	*	32%	40%
Non-Economically Disadvantaged Students	28	755	755	765	*	*	*	*	*	54%	69%
Students with Disabilities	10	718	718	725	*	*	*	*	*	10%	25%
Students without Disabilities	40	755	755	761	*	*	*	*	*	53%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	50	747	747	758	*	*	36%	*	*	44%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	93	97.9	60.2	40.7	44.5	60.2	42.1	Met Target
White	68	97.2	64.7	41.9	54.1	64.7	44.3	Met Target
Hispanic	*	*	*	*	28.8	*	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	N	53.3	N	**	**
Female	39	100.0	64.1	44.1	44.9	64.1		
Male	54	96.6	57.4	37.8	44.2	57.4		
Economically Disadvantaged Students	43	95.7	46.5	32.9	26.3	46.5	33	Met Target
Non-Economically Disadvantaged Students	50	100.0	72.0	46.9	54.9	72.0		
Students with Disabilities	17	89.5	41.2	*	17.4	38.6	**	**
Students without Disabilities	76	100.0	64.5	*	50.0	64.5		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

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(01-0570-010)

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2018-2019

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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

	Grade 3	Grade 4
2016-2017	59%	28%
2017-2018	62%	35%
2018-2019	76%	48%

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Brigantine Elementary School
(01-0570-010)
Grades Offered: PK-04
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	45	763	763	752	0%	*	*	*	*	76%	55%
White	34	767	767	760	0%	*	*	*	*	82%	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	20	763	763	751	0%	*	*	*	*	70%	54%
Male	25	762	762	752	0%	*	*	*	*	80%	56%
Economically Disadvantaged Students	23	752	752	737	0%	*	*	*	*	61%	37%
Non-Economically Disadvantaged Students	22	774	774	761	0%	*	*	*	*	91%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Brigantine Elementary School

(01-0570-010)

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	50	750	750	749	*	*	38%	*	*	48%	51%
White	36	752	752	757	*	*	42%	*	*	50%	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	19	758	758	749	*	*	*	*	*	58%	50%
Male	31	745	745	749	*	*	*	*	*	42%	52%
Economically Disadvantaged Students	22	743	743	734	*	*	*	*	*	36%	32%
Non-Economically Disadvantaged Students	28	756	756	759	*	*	*	*	*	57%	63%
Students with Disabilities	10	722	722	726	*	*	*	*	*	20%	25%
Students without Disabilities	40	757	757	754	*	*	*	*	*	55%	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	50	750	750	751	*	*	38%	*	*	48%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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	*	*	*

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4

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(01-0570-010)

Grades Offered: PK-04

2018-2019

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. Students with fewer than 45 days in membership are excluded from attendance calculations.

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	22	9.0	9.2	Met
White	16	9.3	9.2	Not Met
Hispanic	3	7.9	9.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	9.2	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	11	8.5		
Male	11	9.5		
Economically Disadvantaged Students	17	14.2	9.2	Not Met
Students with Disabilities	5	9.3	9.2	Not Met
English Learners	1	7.7	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	1	9.1		
Migrant Students	N	N		

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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Brigantine Elementary School

(01-0570-010)

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2018-2019

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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.

Grade Level	School	State
PK	47%	31%
KG	15%	13%
1	6%	10%
2	4%	8%
3	11%	7%
4	8%	7%

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.33

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	0	1	1
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	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	39	118,214
Average years experience in public schools	19.0	12.1
Average years experience in district	17.9	10.8
Percentage of Teachers with 4 or more years experience in the district	82.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,530
Average years experience in public schools	18.5	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	83.3%	76.9%

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	8:1	8:1
Students to Administrators	154:1	92:1
Teachers to Administrators	20:1	11:1
Students to Librarians/Media Specialists		N
Students to Nurses		276:1
Students to Counselors		276:1
Students to Child Study Team Members		138:1

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

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.4%	92.3%	50.0%	48.4%	77.1%	54.9%
Male	47.6%	7.7%	50.0%	51.6%	22.9%	45.1%
White	69.7%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	12.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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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 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.

Bachelor's Degree

Teacher — 59%
Admin — N/A

Master's Degree

Teacher — 41%
Admin — 50%

Doctoral Degree

Teacher — 0%
Admin — 50%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.7%	90.5%
2017-18 Administrators: Same district 2018-19	83.3%	87.9%

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
2018-19	95.6%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	42.1%	44.6%	43.0%
Math Proficiency	43.6%	47.9%	60.2%
ELA Growth	35	50	46
Math Growth	25	29	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		56.3%	*
Chronic Absenteeism	13.0%	14.4%	9.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

NJ SCHOOL PERFORMANCE REPORT

Brigantine Elementary School

(01-0570-010)

Grades Offered: PK-04

2018-2019

Report Key:
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* ****** Accountability calculations require 20 or more students
* **N** No Data is available to display
* **†** This indicates a table specific note, see note below table

Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target†	Met Target	Met Standard	Met Standard	**	Met	No
White	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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

NJ SCHOOL PERFORMANCE REPORT

Brigantine Elementary School
(01-0570-010)
Grades Offered: PK-04
2018-2019

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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 the school or district directly.

Highlights:	• A positive future-ready learning environment & strong community connections foster a whole-child approach to success. • Arts Night is the culmination of a year-long study that fosters a love of the arts while teaching cultural diversity. • Curriculum: Balanced literacy with Writer's Workshop & leveled reading. Math/science are inquiry-based & tech infused.
Mission, Vision, Theme:	The Brigantine School District mission is to create world-class public schools that nurture the development of productive citizens who will be prepared to take their places as contributing members of 21st Century society with the skills and knowledge necessary to perpetuate and support the principles of American democracy. At Brigantine Elementary School we enable all students to capitalize on their unique abilities and succeed in becoming independent thinkers and creative problem-solvers.
Awards, Recognition, Accomplishments:	Our positive future-ready learning environment, strong connections to the community at-large, and supportive Board of Education along with a committed PTA have fostered the continued excellence of our schools. We have been recognized with New Jersey Schools' Best Practice Awards, National School of Character Recognition, Governor's School of Excellence, and as a New Jersey Star School. The School is awarded grants from AtlantiCare Healthy Schools Initiative to provide programing to promote healthy and happy students.

Brigantine Elementary School

(01-0570-010)

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Courses, Curriculum, Instruction:	Instructional programs include balanced literacy with writer's workshop and leveled reading. Math activities are aligned to standards and include hands-on experiences, technology integration, and small group work. Science activities focus on inquiry and real-world applications. Social Studies supports an understanding of the community and students' role within all levels of our society. The specials curriculum are designed to showcase skills in technology, athletics, and the arts.

Brigantine Elementary School

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Before and After School Programs:	Brigantine Elementary School offers an after school Homework Club for identified students. The Homework Club is administered by teaching staff members two days a week and transportation is provided to eligible students. Extended day and extended year programs are available for targeted students. The Before and After Care Program offers wrap around care for students in preschool through fourth grade.
Staff and Professional Learning:	In addition to regularly scheduled in- district professional development days, all staff are afforded three out of district workshop days to attend PD based on their grade levels and content areas. Regular PLC meetings encourage research and the sharing of information with other staff members across grade levels. In addition, teachers attend regular training at the Teacher's College of Columbia University to support our Readers' and Writers' workshop programs.

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Student Supports and Services:	The school nurse, along with the guidance counselor, closely monitor the physical, emotional, and academic needs of students. The I&RS team meets regularly to discuss the needs of our most at-risk students.
Student Health and Wellness:	In addition to regular gym class, all students are offered the opportunity to participate in a morning running club before school as well as multiple fitness days for students and families during the year.
Parent and Community Involvement:	Strong connections to the community at-large, supportive Board of Education, along with a committed PTA have fostered the continued excellence of our schools. The parent portal, website and social media outlets help us to provide families with information about the school and their child's progress. Arts Night, the Environmental Fair and many PTA sponsored events offer opportunities for parent and community involvement.

NJ SCHOOL PERFORMANCE REPORT

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	Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey is administered annually to students, parents, and all school staff. The survey is administered via an on-line survey tool and all students complete this survey during the school day. The survey is also shared via e-mail and our school's Web site with staff and parents. Feedback from the survey is reviewed by our School Safety Team each year. Programs for the upcoming year are then developed and assessed based on the feedback we receive in the School Climate survey.
	Facilities:	The Schools' facilities remain an area of pride within the school community. Rehabilitation of existing spaces through flooring upgrades, new HVAC installation, building control systems, plumbing projects and updating of alarm systems have extended the life-span of our buildings. We continue to rely on the Long Range Facilities Plan to map out our efforts to sustain the campus and buildings while staying committed to student, staff, and community safety and security.
	School Safety:	Our school takes proactive measures to protect the safety and security of all students, staff members and visitors, while fostering a safe and secure school culture and climate. Our measures consist of an active School Security Specialist, armed School Resource & Attendance Officer, strong School Safety and Security Plan / EOPs that address all-hazards and follows the recommended phases of crisis management. Additionally, we conduct annual reviews, vulnerability assessments, continuing crisis response trainings, crisis team meetings, monthly security newsletters, monthly fire and security drills, scaled-exercises with first-responders, and continued stakeholder feedback. We are currently in the final construction phase of new single point-of-enter with new lockable foyer/lobby space, pass-through window and enhanced CCTV monitoring in an attempt to improve our target hardening protocols.

Brigantine Elementary School

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Technology and STEM:	In STEM, students are focusing on the engineering design process. Third grade students recently worked as problem-solving engineers to design and test parachutes. Second grade students use their understanding of the engineering design process to complete various magnet stations. Kindergarten and first grade students have been introduced to the engineering design process by completing four different fairy tale STEM units. These units incorporate a literature component, as well as, materials to design, build and complete the STEM challenge.
Early Childhood Education:	Brigantine Elementary School is pleased to offer Brigantine families access to a high quality, full day preschool program for three and four year old children. Highly qualified early childhood educators and instructional aides provide students with a hands-on, discovery, and play-based experience using the Creative Curriculum. The focus of our program is to meet each child where they are and help them grow confidence, social skills, strong foundations in literacy and math, and critical thinking aptitudes. In addition, the Early Childhood Program is centered on making connections with families and the community to provide a comprehensive, whole-child approach to the development of our students.

Brigantine Elementary School

(01-0570-010)

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2018-2019

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School Narrative

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Other Information	The Brigantine Elementary School is a comprehensive, Preschool-Grade 4 public school with an enrollment of approximately 330 students serving the island community Brigantine, New Jersey. Brigantine is a barrier island located just north of Atlantic City on the New Jersey Coast. Our community prides itself on the passion for teaching and learning within our schools. There are many factors that can showcase a school district's effectiveness. For the Brigantine Public Schools, our focus is on children and creating for them an educational experience that prepares them for their future. With a whole-child approach and a supportive focus on positive climate and culture, our school offers a wide variety of educational, social and emotional, and physical learning opportunities. Curriculum and instruction is developed and carried out to insure that we meet each student at their level and then foster growth within academic, social, and emotional domains. Choice, authentic experiences, and an integrated learning design enable students to take ownership of their learning. Staff members are committed to their own professional growth and continually add strategies and skills to their repertoire. Students receive varied opportunities to engage in activities that promote citizenship and becoming supportive active members of society. These include, community connections with local organizations, fundraising for local, state, and national drives, school and community service projects, and more. The implementation of Google Apps for Education coupled with our Chromebook initiative has cemented our commitment to student learning and access to technology. Supported with the installation of 68 wireless access points throughout the District, our school has untethered students and teachers with technological application opportunities throughout the campus.

NJ SCHOOL PERFORMANCE REPORT

Brigantine North Middle School

(01-0570-030)

Grades Offered: 05-08

2018-2019

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Brigantine North Middle School

(01-0570-030)

Grades Offered: 05-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Atlantic
District	Brigantine Public School District
Principal Name	Mrs. Fox
Address	301 E EVANS BOULEVARD BRIGANTINE, NJ 08203
Phone Number	609-266-3603
Email Address	kfox@brigantineschools.org
Website	http://www.brigantineschools.org
Facebook	https://www.facebook.com/BrigSchools-611160075744513
Twitter	https://www.twitter.com/brigschools

Brigantine North Middle School

(01-0570-030)

Grades Offered: 05-08

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
5	66	52	66
6	76	63	47
7	58	72	58
8	60	58	73
Total	260	245	244

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.9%	51.8%	46.7%
Male	48.1%	48.2%	53.3%
Economically Disadvantaged Students	45.8%	47.3%	45.9%
Students with Disabilities	13.5%	13.1%	12.7%
English Learners	1.2%	1.6%	0.8%
Homeless Students	0.0%	0.0%	1.6%
Students in Foster Care	0.8%	0.8%	0.4%
Military-Connected Students	0.4%	1.6%	2.5%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	72.3%	72.2%	71.3%
Hispanic	14.2%	13.1%	10.2%
Black or African American	6.5%	5.7%	8.2%
Asian	6.9%	9.0%	10.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment by Home Language

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

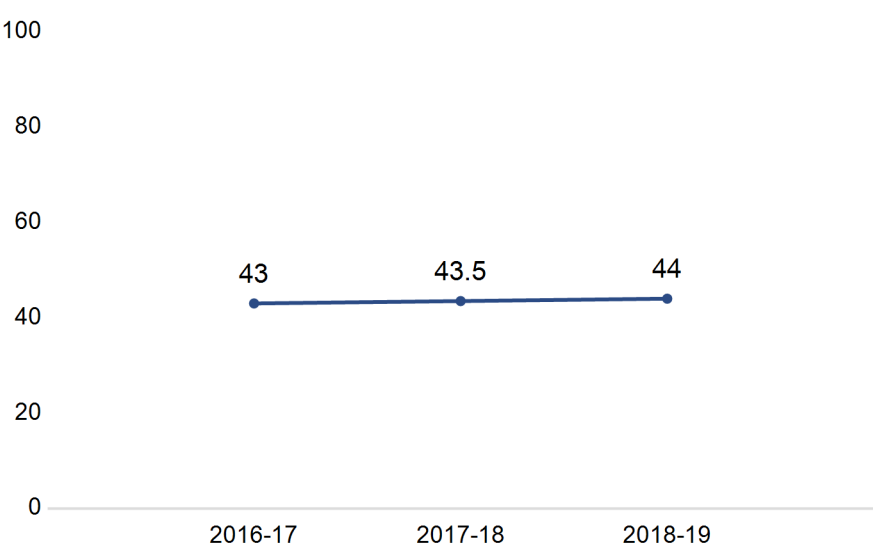| Home Language	% of Students
English	86.5%
Spanish	4.5%
Urdu	3.7%
Arabic	1.2%
Other Languages	4.1%

Brigantine North Middle School
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2018-2019

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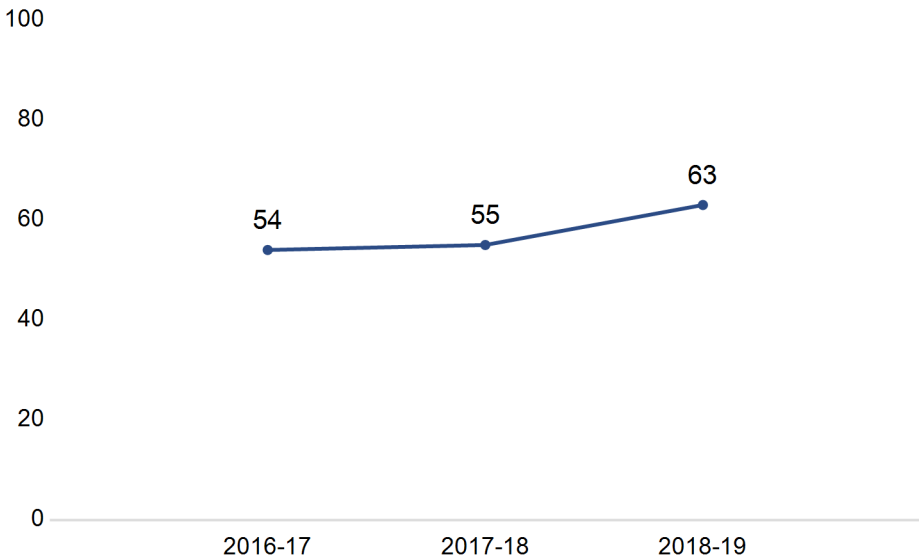
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Year	Value
2016-17	43
2017-18	43.5
2018-19	44

Math Median Student Growth Percentile

Year	Value
2016-17	54
2017-18	55
2018-19	63

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	43.5	44	54	55	63
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Brigantine North Middle School

(01-0570-030)

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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 (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 (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	44	45	50	Met Standard	63	59	50	Exceeds Standard
White	42	42.5	50	Met Standard	65	58.5	52	Exceeds Standard
Hispanic	50	53	49	Met Standard	55	56	47	**
Black or African American	60	57.5	45	**	58.5	62	43	**
Asian, Native Hawaiian, or Pacific Islander	49.5	48	59	Met Standard	64	63	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	45	46	53	N	65	58.5	50	N
Male	43	43	47	N	62	60	51	N
Economically Disadvantaged Students	49	48	48	Met Standard	59	58	46	Met Standard
Students with Disabilities	59.5	56	43	Met Standard	45	56	45	**
English Learners	*	*	52	**	*	*	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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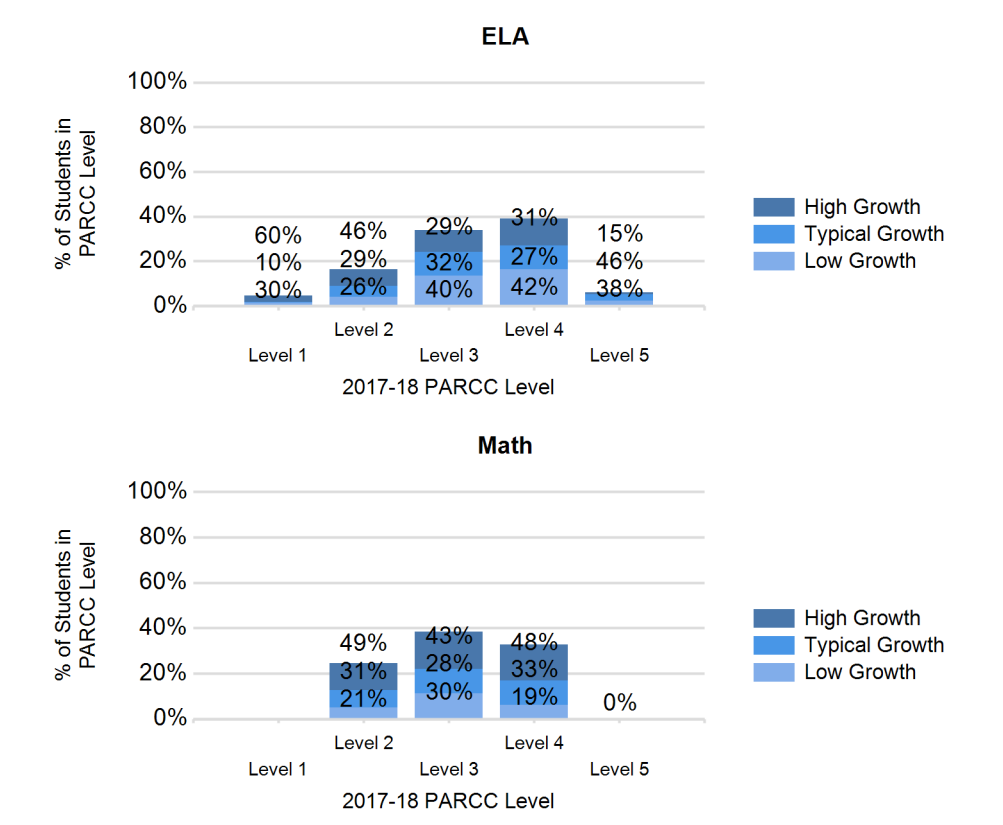† This indicates a table specific note, see note below table

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

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.
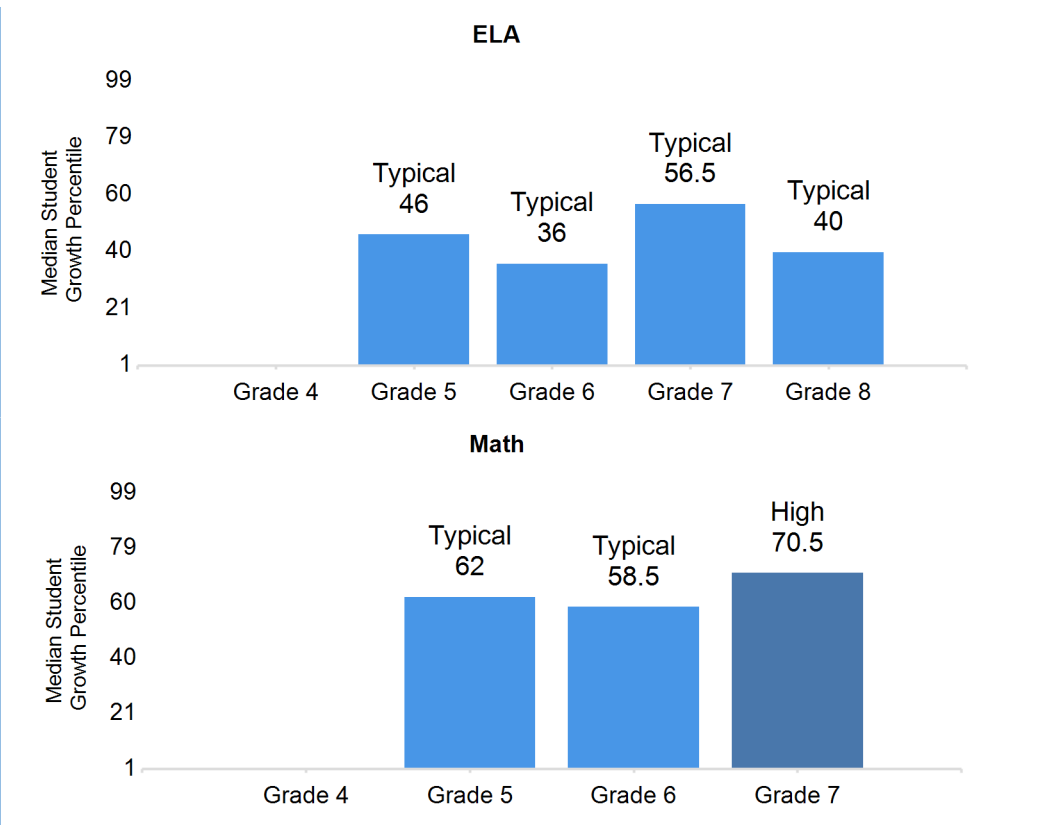
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

Student Growth by Grade

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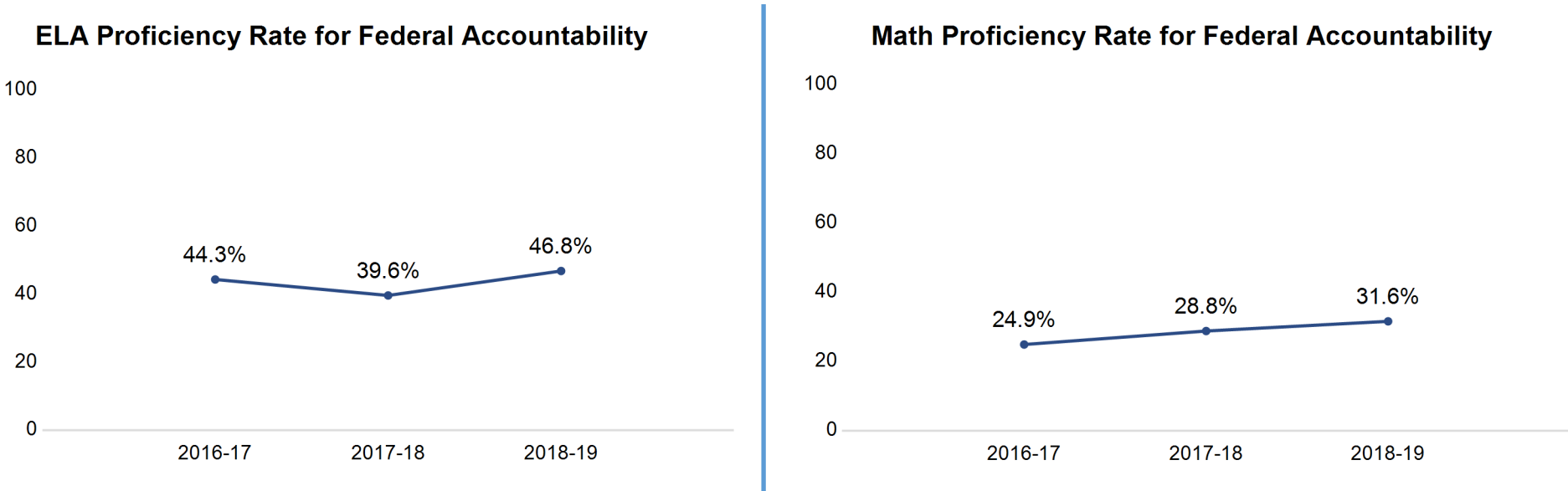

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NJ SCHOOL PERFORMANCE REPORT

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

44.3% (2016-17), 39.6% (2017-18), 46.8% (2018-19)

Math Proficiency Rate for Federal Accountability

24.9% (2016-17), 28.8% (2017-18), 31.6% (2018-19)

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	89.7%	81.0%	92.2%	89.8%	81.4%	92.2%
Proficiency Rate for Federal Accountability	44.3%	39.6%	46.8%	24.9%	28.8%	31.6%
Annual Target	37.7%	39.9%	42.2%	20.6%	23.7%	26.9%
Met Annual Target?	Met Target	Met Target†	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
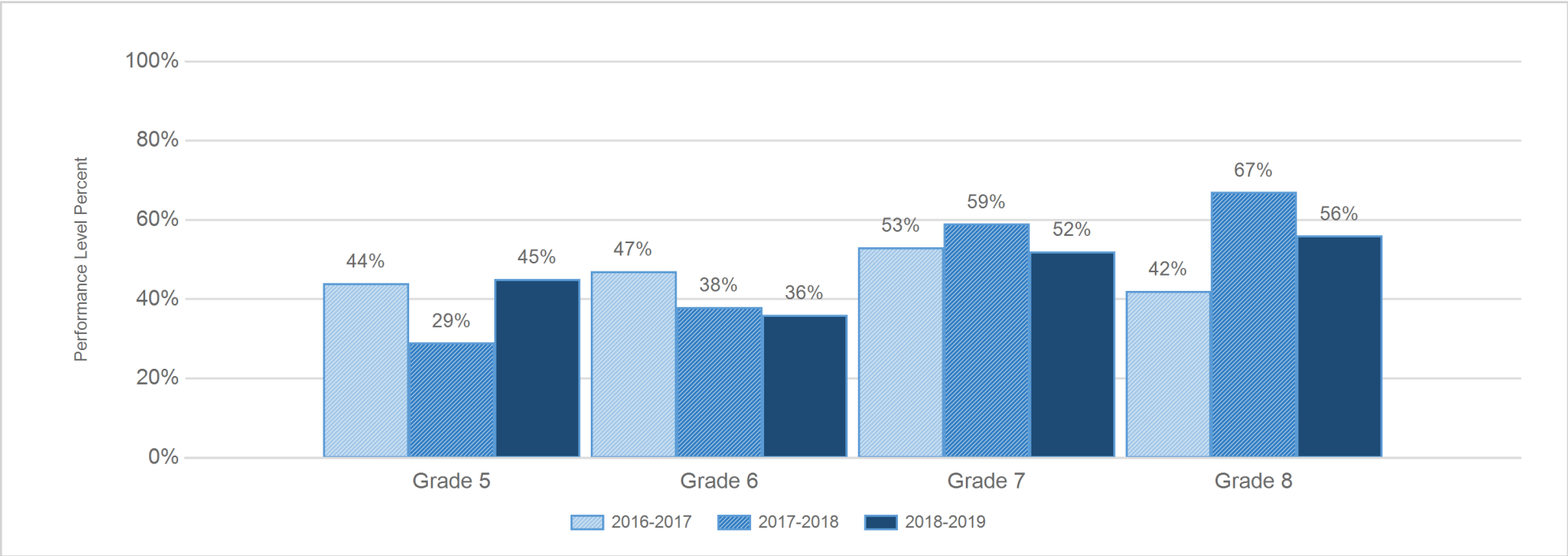
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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	224	92.2	48.2	46.7	57.9	46.8	42.2	Met Target
White	159	91.4	50.3	50.2	66.9	48.4	42.7	Met Target
Hispanic	25	100.0	36.0	*	43.9	36.0	33.8	Met Target
Black or African American	17	90.0	17.6	*	38.5	16.6	N	N
Asian, Native Hawaiian, or Pacific Islander	23	92.0	69.6	*	82.9	67.2	60.8	Met Target
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	N	64.4	N	**	**
Female	106	93.9	65.1	62.8	64.8	64.2		
Male	118	90.8	33.1	33.1	51.3	31.6		
Economically Disadvantaged Students	97	90.7	43.3	39.3	40.0	*	34.4	Met Target
Non-Economically Disadvantaged Students	127	93.4	52.0	52.5	67.9	*		
Students with Disabilities	28	90.3	21.4	17.8	22.7	20.3	23.2	Met Target†
Students without Disabilities	196	92.5	52.0	51.5	65.1	50.6		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Brigantine North Middle School
(01-0570-030)
Grades Offered: 05-08
2018-2019

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

NJ SCHOOL PERFORMANCE REPORT

Brigantine North Middle School
(01-0570-030)
Grades Offered: 05-08
2018-2019

English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	64	748	748	756	*	19%	33%	*	*	45%	58%
White	41	752	752	764	*	*	37%	*	*	51%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	26	759	759	761	*	*	*	*	*	62%	64%
Male	38	741	741	750	*	*	*	*	*	34%	52%
Economically Disadvantaged Students	33	749	749	740	*	*	30%	*	*	45%	39%
Non-Economically Disadvantaged Students	31	747	747	766	*	*	35%	*	*	45%	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Brigantine North Middle School

(01-0570-030)

Grades Offered: 05-08

2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	739	739	754	*	*	43%	36%	0%	36%	56%
White	35	740	740	762	*	*	40%	40%	0%	40%	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	22	744	744	762	*	*	*	*	*	45%	64%
Male	22	734	734	748	*	*	*	*	*	27%	48%
Economically Disadvantaged Students	15	729	729	740	*	*	*	*	*	20%	39%
Non-Economically Disadvantaged Students	29	744	744	763	*	*	*	*	*	45%	67%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	44	739	739	756	*	*	43%	36%	0%	36%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Brigantine North Middle School

(01-0570-030)

Grades Offered: 05-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	58	750	750	761	*	*	28%	*	*	52%	63%
White	44	754	754	769	*	*	30%	*	*	57%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	28	763	763	769	*	*	*	*	*	75%	71%
Male	30	738	738	753	*	*	*	*	*	30%	55%
Economically Disadvantaged Students	21	751	751	743	*	*	*	*	*	48%	45%
Non-Economically Disadvantaged Students	37	749	749	771	*	*	*	*	*	54%	73%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	769	*	*	*	*	*	*	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	58	750	750	763	*	*	28%	*	*	52%	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Brigantine North Middle School

(01-0570-030)

Grades Offered: 05-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

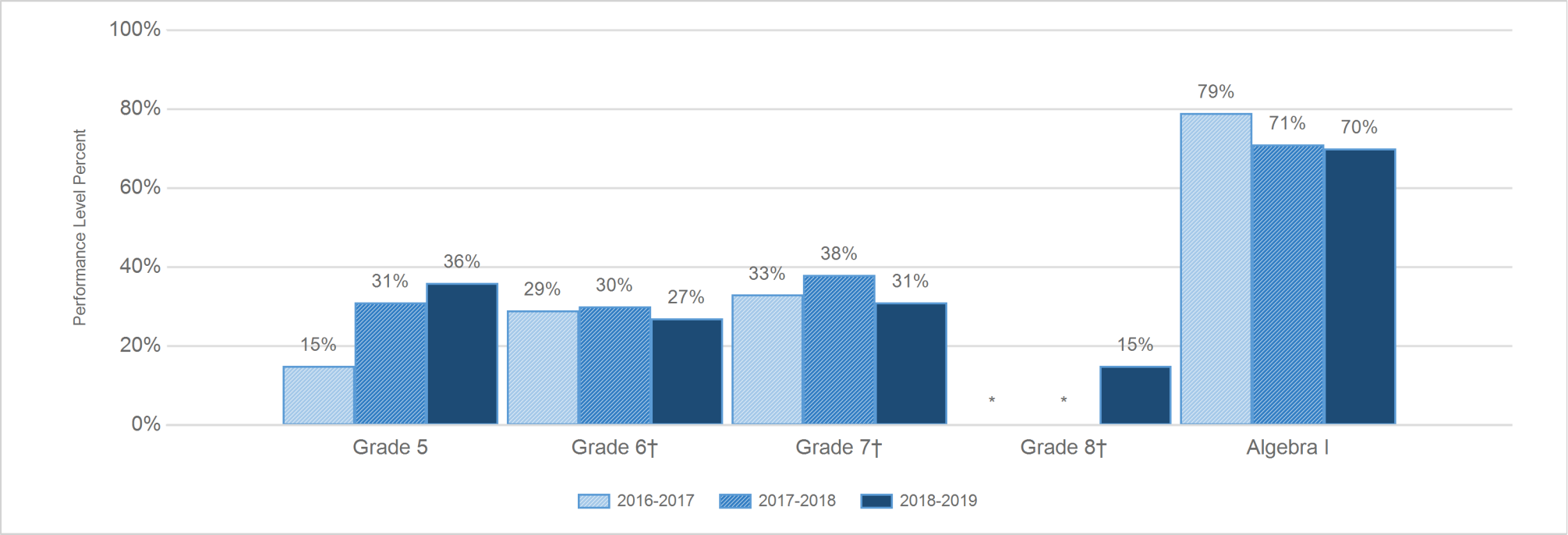| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	752	752	762	*	*	25%	*	*	56%	63%
White	39	748	748	770	*	*	*	*	*	51%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	10	766	766	794	0%	0%	*	*	*	80%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	31	758	758	771	*	*	*	*	*	71%	71%
Male	28	745	745	753	*	*	*	*	*	39%	55%
Economically Disadvantaged Students	29	749	749	743	*	*	*	*	*	48%	45%
Non-Economically Disadvantaged Students	30	755	755	772	*	*	*	*	*	63%	72%
Students with Disabilities	10	737	737	721	*	*	*	*	*	40%	22%
Students without Disabilities	49	755	755	770	*	*	*	*	*	59%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

Brigantine North Middle School

(01-0570-030)

Grades Offered: 05-08

2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	224	92.2	32.6	40.7	44.5	31.6	26.9	Met Target
White	159	91.4	32.1	41.9	54.1	30.8	27.8	Met Target
Hispanic	25	100.0	24.0	*	28.8	24.0	16.3	Met Target
Black or African American	17	90.0	11.8	*	23.0	11.0	N	N
Asian, Native Hawaiian, or Pacific Islander	23	92.0	60.9	*	76.5	58.8	48.6	Met Target
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	N	53.3	N	**	**
Female	106	93.9	36.8	44.1	44.9	36.3		
Male	118	90.8	28.8	37.8	44.2	27.5		
Economically Disadvantaged Students	97	90.7	26.8	32.9	26.3	*	20.2	Met Target
Non-Economically Disadvantaged Students	127	93.4	37.0	46.9	54.9	*		
Students with Disabilities	28	90.3	*	*	17.4	*	15.7	Not Met
Students without Disabilities	196	92.5	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Brigantine North Middle School

(01-0570-030)

Grades Offered: 05-08

2018-2019

Report Key:
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- ****** Accountability calculations require 20 or more students
- **N** No Data is available to display
- **†** This indicates a table specific note, see note below table

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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

Bar chart — Performance Level Percent by grade level:

Grade	2016-2017	2017-2018	2018-2019
Grade 5	15%	31%	36%
Grade 6†	29%	30%	27%
Grade 7†	33%	38%	31%
Grade 8†	*	*	15%
Algebra I	79%	71%	70%

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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NJ SCHOOL PERFORMANCE REPORT

Brigantine North Middle School

(01-0570-030)

Grades Offered: 05-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	64	746	746	747	*	17%	44%	*	*	36%	47%
White	41	746	746	755	*	*	44%	*	*	37%	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	26	746	746	747	*	*	54%	*	*	31%	47%
Male	38	745	745	747	*	*	37%	*	*	39%	47%
Economically Disadvantaged Students	33	748	748	732	*	*	42%	*	*	42%	27%
Non-Economically Disadvantaged Students	31	743	743	757	*	*	45%	*	*	29%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Brigantine North Middle School

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	735	735	741	*	34%	34%	*	*	27%	41%
White	35	736	736	749	*	31%	37%	*	*	29%	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	22	736	736	742	*	*	*	*	*	32%	42%
Male	22	734	734	740	*	*	*	*	*	23%	40%
Economically Disadvantaged Students	15	723	723	726	*	*	*	*	*	13%	21%
Non-Economically Disadvantaged Students	29	740	740	750	*	*	*	*	*	34%	53%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	44	735	735	743	*	34%	34%	*	*	27%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Brigantine North Middle School

(01-0570-030)

Grades Offered: 05-08

2018-2019

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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 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	739	739	744	*	29%	38%	*	*	31%	42%
White	44	741	741	751	*	25%	41%	*	*	32%	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	28	743	743	744	*	*	36%	*	*	39%	42%
Male	30	735	735	743	*	*	40%	*	*	23%	42%
Economically Disadvantaged Students	21	735	735	731	*	*	48%	*	*	19%	24%
Non-Economically Disadvantaged Students	37	741	741	751	*	*	32%	*	*	38%	53%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	58	739	739	745	*	29%	38%	*	*	31%	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

Brigantine North Middle School

(01-0570-030)

Grades Offered: 05-08

2018-2019

Report Key:
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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 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	720	720	728	26%	28%	31%	*	*	15%	29%
White	27	716	716	737	*	37%	*	*	*	11%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	19	721	721	731	*	*	*	*	*	16%	31%
Male	20	719	719	726	*	*	*	*	*	15%	27%
Economically Disadvantaged Students	23	713	713	719	*	*	*	*	*	13%	20%
Non-Economically Disadvantaged Students	16	729	729	735	*	*	*	*	*	19%	36%
Students with Disabilities	10	701	701	707	*	*	*	*	*	10%	10%
Students without Disabilities	29	726	726	734	*	*	*	*	*	17%	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	39	720	720	730	26%	28%	31%	*	*	15%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Brigantine North Middle School

(01-0570-030)

Grades Offered: 05-08

2018-2019

Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	20	759	759	744	0%	*	*	70%	0%	70%	42%
White	12	759	759	752	0%	*	*	*	*	75%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	*	*	*	745	*	*	*	*	*	*	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	20	759	759	748	0%	*	*	70%	0%	70%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

Brigantine North Middle School
(01-0570-030)
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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
5	N	N
6	N	N
7	N	N
8	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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Brigantine North Middle School
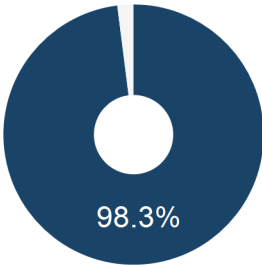
(01-0570-030)

Grades Offered: 05-08

2018-2019

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
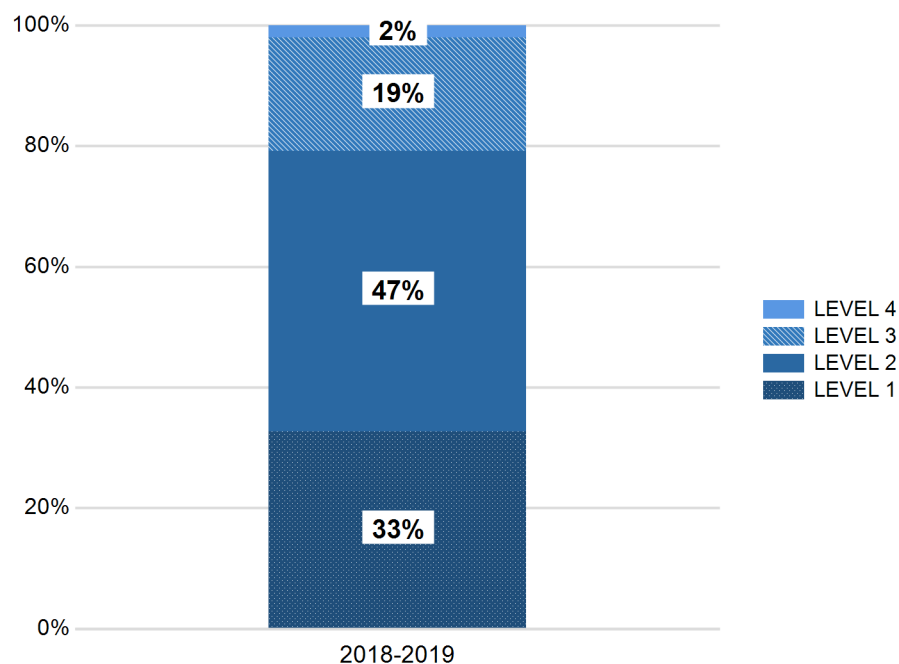
NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	33	47	19	2
White	22	54	22	2
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	38	42	19	0
Male	29	50	18	3
Economically Disadvantaged Students	42	39	15	3
Non-Economically Disadvantaged Students	23	55	23	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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(01-0570-030)

Grades Offered: 05-08

2018-2019

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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

2018-2019
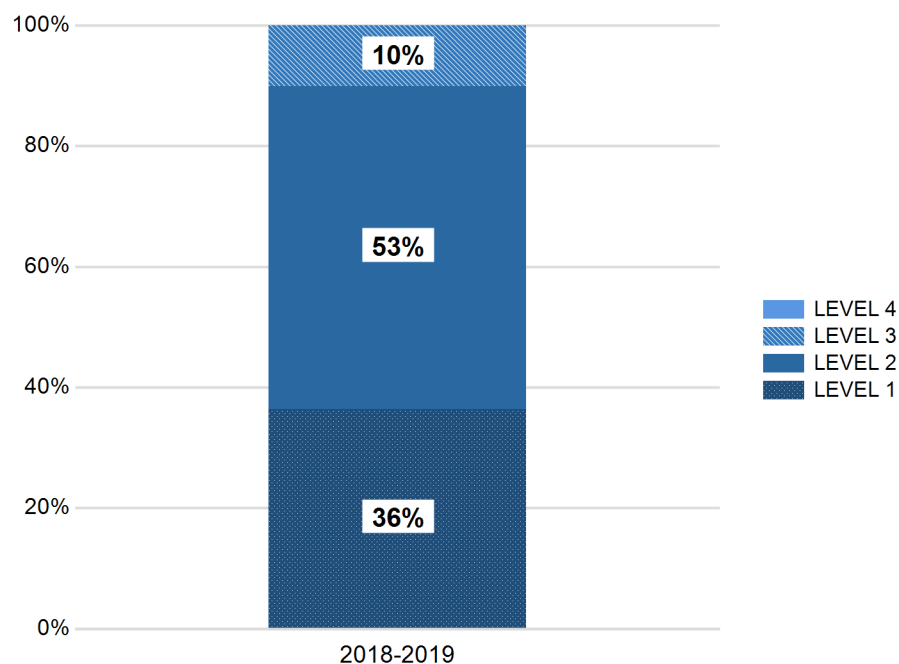
NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

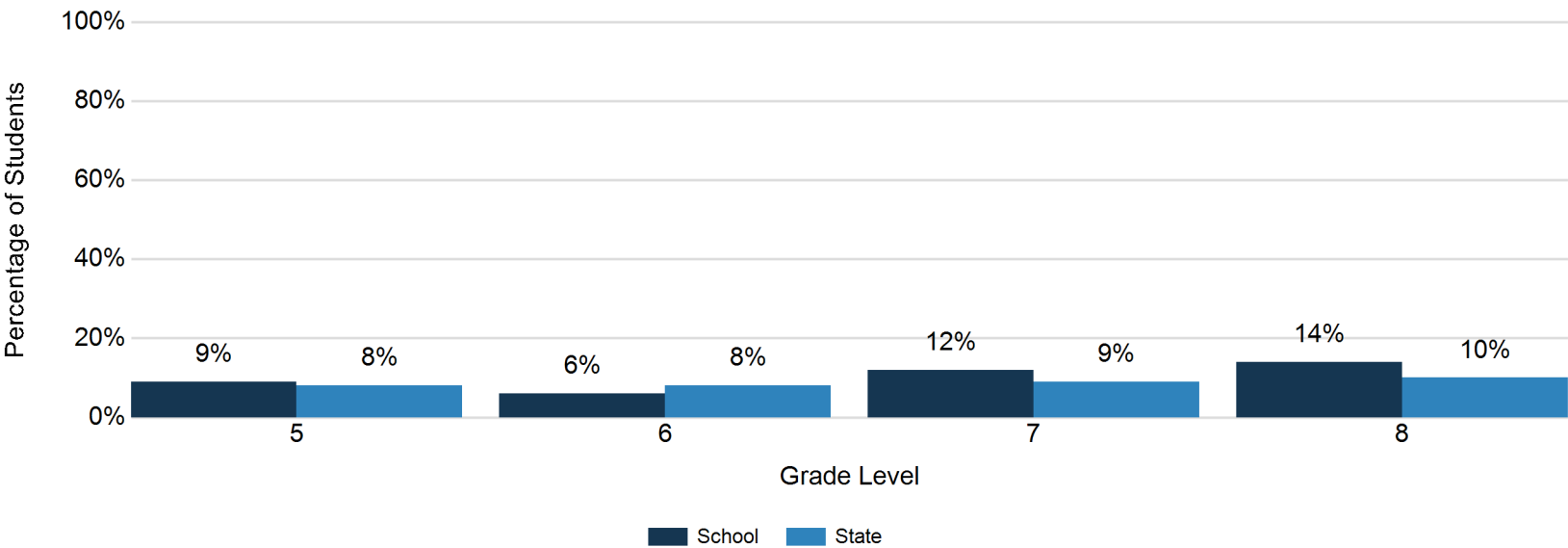| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	36	53	10	0
White	39	47	13	0
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	20	70	10	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	29	58	13	0
Male	44	48	7	0
Economically Disadvantaged Students	50	46	4	0
Non-Economically Disadvantaged Students	23	60	17	0
Students with Disabilities	60	30	10	0
Students without Disabilities	31	58	10	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	51
7	0	0	61
8	25	0	49
Total	25	0	161

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	51	0	0	0	0	0	0
7	61	0	0	0	0	0	0
8	73	0	0	0	0	0	0
Total	185	0	0	0	0	0	0

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Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

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

98.3% — School
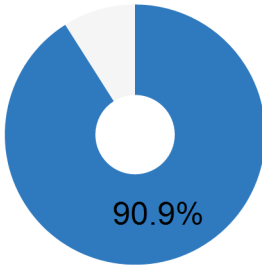
90.9% — State

Students enrolled in one or more classes by discipline:

		School	State
MUSIC		58.4%	65.1%
DANCE		0.0%	2.2%
DRAMA		0.0%	7.1%
VISUAL ARTS		94.4%	70.0%

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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

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	26	10.7	8.7	Not Met
White	24	13.8	8.7	Not Met
Hispanic	2	8.0	8.7	Met
Black or African American	0	0	8.7	Met
Asian, Native Hawaiian, or Pacific	0	0	8.7	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	10	8.8		
Male	16	12.3		
Economically Disadvantaged Students	12	10.7	8.7	Not Met
Students with Disabilities	2	6.5	8.7	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

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.

Chronic Absenteeism by Grade — School vs State

Grade Level	School	State
5	9%	8%
6	6%	8%
7	12%	9%
8	14%	10%

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2018-2019

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	3
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	4.51

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	1	0	1
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	5	5
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	13	5.3%
Any Suspension	13	5.3%
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
83

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2018-2019

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	8:35 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.1:1

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2018-2019

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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
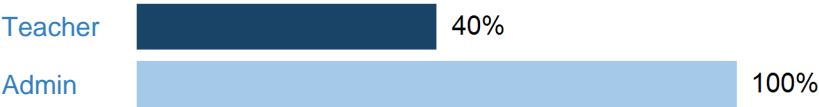
Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	16.8	12.1
Average years experience in district	16.7	10.8
Percentage of Teachers with 4 or more years experience in the district	90.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,530
Average years experience in public schools	18.5	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	83.3%	76.9%

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	8:1	8:1
Students to Administrators	122:1	92:1
Teachers to Administrators	15:1	11:1
Students to Librarians/Media Specialists		N
Students to Nurses		276:1
Students to Counselors		276:1
Students to Child Study Team Members		138:1

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2018-2019

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

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.7%	66.7%	100.0%	48.4%	77.1%	54.9%
Male	53.3%	33.3%	0.0%	51.6%	22.9%	45.1%
White	71.3%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	10.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree

Teacher 60%
Admin N/A

Master's Degree

Teacher 40%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.7%	90.5%
2017-18 Administrators: Same district 2018-19	83.3%	87.9%

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
2018-19	95.3%

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Brigantine North Middle School

(01-0570-030)

Grades Offered: 05-08

2018-2019

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Brigantine North Middle School

(01-0570-030)

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2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

Brigantine North Middle School

(01-0570-030)

Grades Offered: 05-08

2018-2019

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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.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.3%	39.6%	46.8%
Math Proficiency	24.9%	28.8%	31.6%
ELA Growth	43	44	44
Math Growth	54	55	63
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	12.3%	12.2%	10.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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(01-0570-030)

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	Met Standard	Exceeds Standard	**	Not Met	No
White	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target	Met Standard	**	n/a	Met	No
Black or African American	N	N	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Met Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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

NJ SCHOOL PERFORMANCE REPORT

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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 the school or district directly.

Highlights:

- In Brigantine, school and community organizations work together to help students develop into good citizens.

- Brigantine North Middle School helps every student identify and develop their unique talents.

- Brigantine students are afforded a wide variety of high school options to continue their education.

Mission, Vision, Theme:

Our Vision is to provide all students with the skills, abilities, and knowledge to meet the technological demands, production capabilities, career challenges, interpersonal intelligence, and leadership qualities to guide, direct, and positively influence their community and the world around them.

Awards, Recognition, Accomplishments:

At BNMS, students are frequently rewarded for their hard work and self-discipline. Every year, students from BNMS are selected for the All South Jersey Choir and Band, ELKS and American Legion essay contests, the AAUW's Tech Trek STEM Camp, and the Cape-Atlantic League All Star sports.

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Courses, Curriculum, Instruction:	The Writer's Workshop program in ELA classes enhances writing in the Middle School curriculum. Our math courses include an accelerated sequence where students complete Algebra I during their eighth grade year. NextGen Science Standards in grades 6-8 focus on hands-on learning experiences that challenge student thinking.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cross Country (Coed), Soccer (Coed), Volleyball (Coed) Brigantine North Middle School provides many opportunities for students to participate in athletics within the Junior Cape-Atlantic League. Soccer, Cross Country, Boys and Girls Basketball, and Volleyball teams afford students the opportunity to travel and compete against other local schools. Now in its 21st year, we boast the only middle school rowing program in Atlantic County. We also offer a Morning Gym program two days a week during the winter and an intramural sports program.
Clubs and Activities:	Brigantine North Middle School prides itself on identifying and developing the unique gifts of every child. Instrumental Music lessons are scheduled during the school day in place of a general music class for all students interested in playing an instrument. Students have many opportunities for after school clubs including Art, Environmental, Homework, and STEM clubs.

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Before and After School Programs:	BNMS offers an after school Homework Club for all students. The Homework Club is administered by teaching staff members two days a week and transportation is provided to eligible students. Summer school programs for remedial work, at-risk students, and accelerated students are also offered to extend learning.
Staff and Professional Learning:	In addition to regularly scheduled in- district professional development days, all staff are afforded three out of district workshop days to attend PD based on their grade levels and content areas. Regular PLC meetings encourage research and the sharing of information with other staff members across grade levels. In addition, teachers attend regular training at the Teacher's College of Columbia University to support our Readers' and Writers' workshop programs.
Postsecondary Information:	The skills and knowledge students gain at BNMS lead them on a path to college and career readiness. Since 2010, 43 Brigantine North Middle School alumni have graduated in the Top Ten of their respective high schools. These students are brought back to our graduation ceremonies to be honored and share their success with our school community.

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Student Supports and Services:	A close working relationship between our school nurse, guidance counselor, and social worker ensures that every student with needs is identified and monitored closely during the school year. One to one mentors, provided through Title I funding, also encourage students to make close connections to school staff and give them a sense of belonging in our school community.
Student Health and Wellness:	Students in grades 5-8 receive gym and/or health class four days a week to ensure they are learning the appropriate way to care for their bodies. In addition, intramural and extra-curricular sports are offered to help students develop their fitness and encourage life long participation in athletic activities.
Parent and Community Involvement:	Our District's Web site and Grade Portal allow for regular communication on student progress. Parents are sent academic updates every 5 weeks through Interim Progress Reports and Report Cards. Community organizations such as the PTA, Elks Lodge, VFW, and American Legion offer many services to students at school and outside of school hours.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey is administered annually to students, parents, and all school staff. The survey is administered via an on-line survey tool and all students complete this survey during the school day. The survey is also shared via e-mail and our school's Web site with staff and parents. Feedback from the survey is reviewed by our School Safety Team each year. Programs for the upcoming year are then developed and assessed based on the feedback we receive in the School Climate survey.
Facilities:	Brigantine North Middle School is a fully equipped facility with dedicated spaces for a gymnasium, cafeteria, auditorium, and athletic fields including a soccer field and a two-lane track. Four computer labs and two science labs encourage the infusion of technology in our classroom lessons.
School Safety:	Our school takes proactive measures to protect the safety and security of all students, staff members and visitors, while fostering a safe and secure school culture and climate.Our measures consist of an active School Security Specialist, armed School Resource & Attendance Officer, strong School Safety and Security Plan / EOPs that address all hazards and follows the recommended phases of crisis management. Additionally, we conduct annual reviews, vulnerability assessments, continuing crisis response trainings, crisis team meetings, monthly security newsletters, monthly fire and security drills, scaled-exercises with first responders, and continued stakeholder feedback.We are currently in the final construction phase of new single point-of-enter with new lockable foyer/lobby space, pass-through window and enhanced CCTV monitoring in an attempt to improve our target hardening protocols.

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Technology and STEM:	Technology and STEM are integrated throughout our curriculum. The science curriculum is inquiry based and includes hands-on projects and labs in grades 5-8. BNMS students participate in a science fair where they devise and test hypotheses on topics of interest to them.

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	Other Information	Brigantine North Middle School is a 5-8 grade environment that supports students in their transition to high school and beyond. There are currently ten high school options available to students through public, charter, private, and parochial schools.