NJ SCHOOL PERFORMANCE REPORT

ALEXANDER DENBO
(05-4050-130)
Grades Offered: 03-05
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BURLINGTON
District	PEMBERTON TWP
Principal Name	MR. THORP
Address	ONE LEARNING WAY BROWNS MILLS, NJ 08015
Phone Number	(609)893-8141
Email Address	BTHORP@PEMB.ORG
Website	https://www.pemberton.k12.nj.us/denbo
Facebook	https://www.facebook.com/Denbo-Elementary-School-191561404349048/
Twitter	https://twitter.com/DenboSchool

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
3	133	105	96
4	106	132	102
5	122	99	128
Total	361	336	326

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	46.5%	50.6%	52.1%
Male	53.5%	49.4%	47.9%
Economically Disadvantaged Students	47.1%	51.5%	48.8%
Students with Disabilities	23.0%	18.8%	22.1%
English Learners	3.9%	2.7%	3.1%
Homeless Students		0.6%	2.1%
Students in Foster Care		1.5%	0.9%
Military-Connected Students		8.9%	9.5%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	61.2%	59.2%	58.0%
Hispanic	15.2%	16.7%	17.5%
Black or African American	21.1%	19.6%	21.2%
Asian	1.4%	2.1%	1.8%
Native Hawaiian or Pacific Islander	0.6%	0.3%	0.3%
American Indian or Alaska Native	0.6%	0.6%	0.0%
Two or More Races	0.0%	1.5%	1.2%

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	91.1%
Spanish	7.4%
Other Languages	1.5%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	32	40	50	Not Met	35	40	50	Not Met
White	32	40	50	Not Met	35	41	51	Not Met
Hispanic	40	39	49	Met Standard	40	39	48	Met Standard
Black or African American	27	41.5	44	Not Met	29	37	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	39	61	**	*	31	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	19	49	**	*	25	51	**
Economically Disadvantaged	30.5	39	48	Not Met	35	40	47	Not Met
Students with Disabilities	35	30.5	41	Not Met	33.5	35	43	Not Met
English Learners	*	35	54	**	*	53	51	**

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

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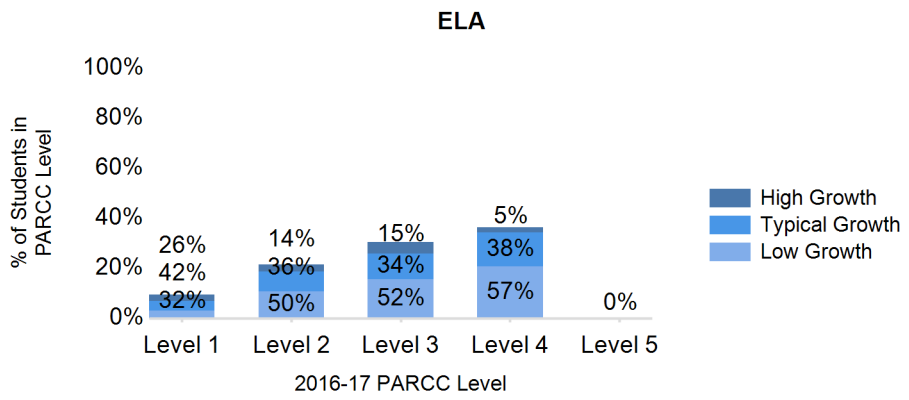
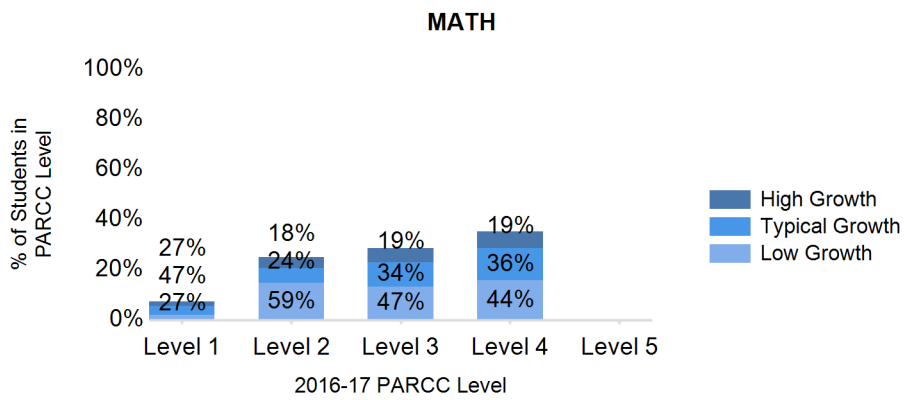
Student Growth by Performance Level

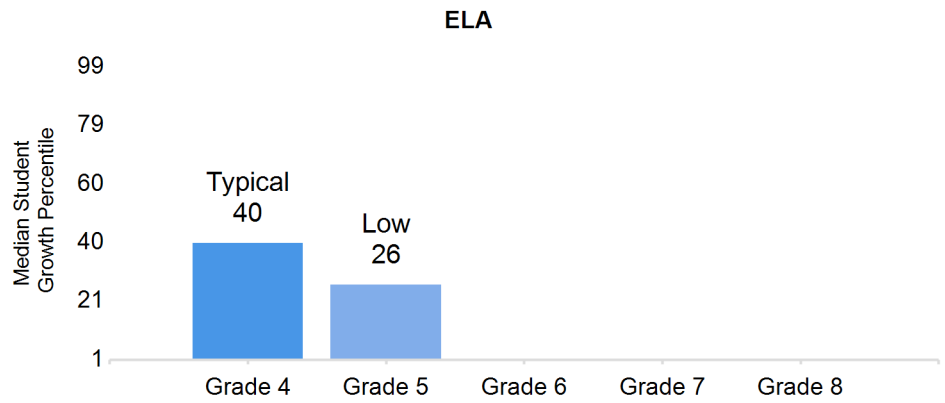
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

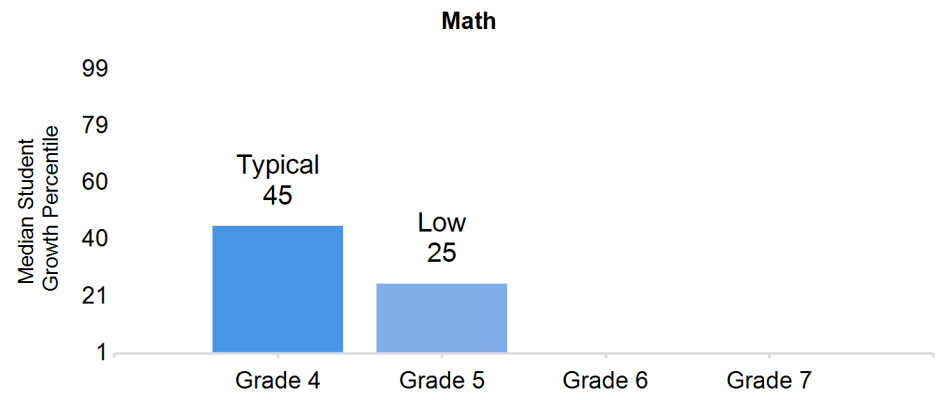




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	309	97.3	40.2	38.1	56.7	40.2	41.7	Met Target†
White	184	97.9	40.7	41.3	65.6	40.7	45.4	Met Target†
Hispanic	50	98.1	46.0	37.2	42.5	46.0	32.6	Met Target
Black or African American	63	94.4	31.8	30.5	37.3	31.4	33.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	53.3	82.3	*	**	**
American Indian or Alaska Native	N	N	N	36.4	52.7	N	**	**
Two or More Races	*	*	*	30.6	63.4	*	**	**
Female	157	97.1	47.1	47.2	64.5	47.1		
Male	152	97.5	32.9	29.4	49.4	32.9		
Economically Disadvantaged Students	151	96.3	29.1	29.6	38.5	29.1	36.2	Not Met
Non-Economically Disadvantaged Students	158	98.2	50.7	45.0	67.5	50.7		
Students with Disabilities	68	95.8	26.5	14.5	21.6	26.5	34.4	Met Target†
Students without Disabilities	241	97.7	44.0	43.6	63.9	44.0		
English Learners	13	100.0	30.8	28.1	27.3	30.8	**	**
Non-English Learners	296	97.2	40.6	38.3	59.4	40.6		
Homeless Students	*	*	*	20.0	27.7	*		
Students In Foster Care	*	*	*	20.0	26.3	*		
Military-Connected Students	30	96.9	53.4	50.7	57.4	53.4		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	737	736	750	21%	18%	22%	*	*	39%	52%
White	52	737	741	759	21%	21%	21%	*	*	37%	61%
Hispanic	*	*	*	736	*	*	*	*	*	*	38%
Black or African American	22	744	*	733	*	*	*	*	*	41%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	52	746	743	756	*	*	*	*	*	44%	57%
Male	40	725	730	744	*	*	*	*	*	33%	46%
Economically Disadvantaged Students	43	732	*	733	*	*	*	*	*	33%	34%
Non-Economically Disadvantaged Students	49	741	*	762	*	*	*	*	*	45%	64%
Students with Disabilities	18	718	*	719	*	*	*	*	*	28%	24%
Students without Disabilities	74	741	*	756	*	*	*	*	*	42%	57%
English Learners	*	*	716	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	737	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	*	*	745	751	*	*	*	*	*	*	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	745	743	756	*	18%	31%	*	*	43%	58%
White	57	744	743	764	*	*	33%	*	*	42%	68%
Hispanic	19	756	745	744	*	*	*	*	*	58%	44%
Black or African American	16	740	*	739	*	*	*	*	*	31%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	749	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	46	754	750	762	*	*	30%	*	*	54%	63%
Male	52	736	736	751	*	*	31%	*	*	33%	53%
Economically Disadvantaged Students	49	740	*	740	*	*	39%	*	*	33%	40%
Non-Economically Disadvantaged Students	49	749	*	767	*	*	22%	*	*	53%	70%
Students with Disabilities	11	709	*	726	*	*	*	*	*	*	25%
Students without Disabilities	87	749	*	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	12	762	*	757	*	0%	*	*	*	75%	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	731	740	755	21%	18%	28%	32%	0%	32%	58%
White	70	732	742	763	19%	20%	27%	34%	0%	34%	68%
Hispanic	18	724	*	743	*	*	*	*	*	28%	43%
Black or African American	26	731	736	738	*	*	*	*	*	27%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	751	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	64	738	749	762	*	*	33%	39%	0%	39%	66%
Male	53	723	730	749	*	*	23%	25%	0%	25%	51%
Economically Disadvantaged Students	55	717	*	739	*	*	35%	*	*	13%	39%
Non-Economically Disadvantaged Students	62	743	*	766	*	*	23%	*	*	50%	71%
Students with Disabilities	23	700	*	724	*	*	*	*	*	*	22%
Students without Disabilities	94	739	*	762	*	*	*	*	*	*	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	117	731	*	757	21%	18%	28%	32%	0%	32%	60%
Homeless Students	*	*	730	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	750	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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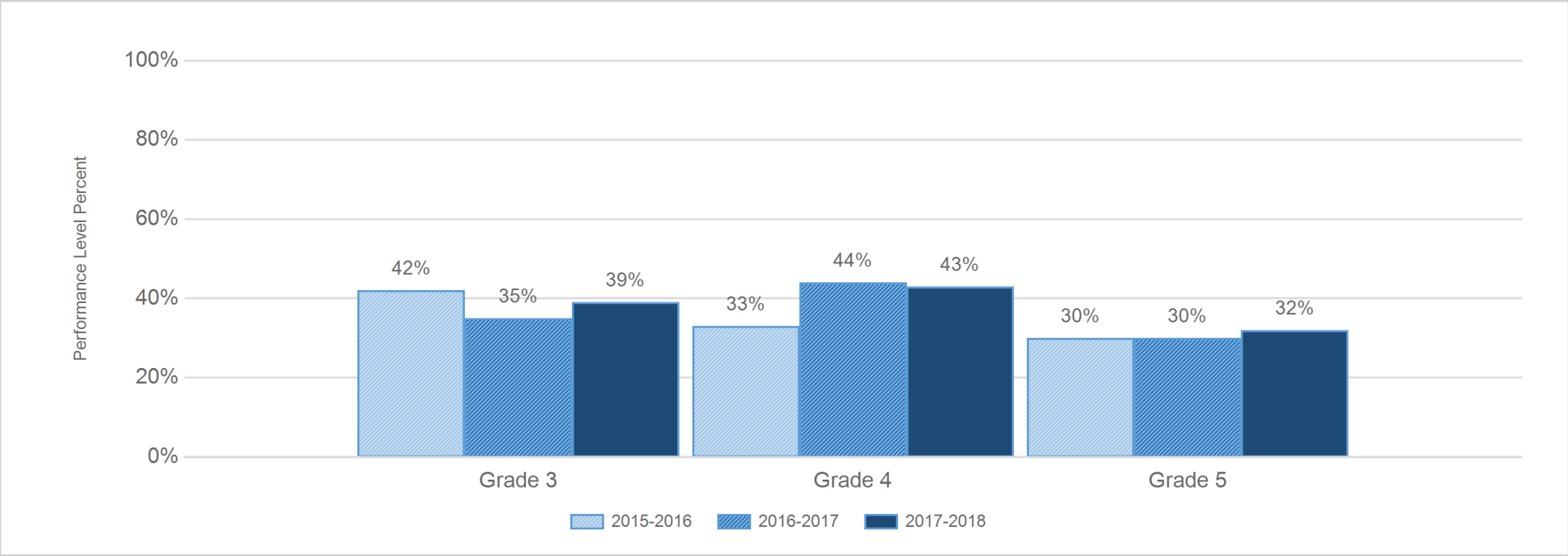
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	309	97.3	35.6	26.2	45.0	35.6	35.5	Met Target
White	184	97.9	37.5	30.6	54.1	37.5	39	Met Target†
Hispanic	50	98.2	30.0	*	29.2	30.0	22.3	Met Target
Black or African American	63	94.4	34.9	*	23.4	34.5	32.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	40.9	77.0	*	**	**
American Indian or Alaska Native	N	N	N	36.4	42.5	N	**	**
Two or More Races	*	*	*	16.2	53.0	*	**	**
Female	157	97.1	35.7	*	46.0	35.7		
Male	152	97.5	35.5	*	43.9	35.5		
Economically Disadvantaged Students	151	96.3	26.5	*	26.6	26.5	31.6	Met Target†
Non-Economically Disadvantaged Students	158	98.3	44.3	*	55.9	44.3		
Students with Disabilities	68	95.8	36.8	13.3	17.1	36.8	30	Met Target
Students without Disabilities	241	97.7	35.3	29.1	50.5	35.3		
English Learners	13	100.0	30.8	23.2	24.6	30.8	**	**
Non-English Learners	296	97.2	35.8	26.2	46.9	35.8		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	30	96.9	46.7	42.8	45.8	46.7		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	736	739	752	16%	26%	24%	*	*	34%	53%
White	52	737	745	760	*	27%	19%	*	*	38%	64%
Hispanic	*	*	*	739	*	*	*	*	*	*	38%
Black or African American	22	740	*	734	*	*	*	*	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	53	735	739	752	*	25%	*	*	*	32%	53%
Male	40	736	740	751	*	28%	*	*	*	38%	53%
Economically Disadvantaged Students	43	731	*	736	*	28%	26%	*	*	26%	35%
Non-Economically Disadvantaged Students	50	739	*	762	*	24%	22%	*	*	42%	66%
Students with Disabilities	18	725	*	730	*	*	*	*	*	39%	29%
Students without Disabilities	75	738	*	756	*	*	*	*	*	33%	57%
English Learners	*	*	716	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	740	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	*	*	757	753	*	*	*	*	*	*	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

ALEXANDER DENBO
(05-4050-130)
Grades Offered: 03-05
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	737	737	748	*	28%	29%	*	*	37%	49%
White	57	737	739	755	*	*	33%	35%	0%	35%	60%
Hispanic	19	742	737	737	*	*	*	*	*	47%	34%
Black or African American	16	739	*	730	0%	*	*	*	*	31%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	46	738	739	748	*	*	33%	*	*	37%	50%
Male	52	737	735	748	*	*	25%	*	*	37%	49%
Economically Disadvantaged Students	49	733	*	733	*	*	*	*	*	29%	30%
Non-Economically Disadvantaged Students	49	742	*	758	*	*	*	*	*	45%	62%
Students with Disabilities	11	697	*	725	*	*	*	*	*	*	22%
Students without Disabilities	87	743	*	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	12	746	*	748	0%	*	*	*	*	42%	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	727	731	748	21%	29%	25%	26%	0%	26%	49%
White	70	729	734	756	19%	27%	27%	27%	0%	27%	60%
Hispanic	18	723	*	736	*	*	*	*	*	22%	32%
Black or African American	26	724	727	730	*	*	*	*	*	27%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	744	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	64	729	735	749	*	30%	*	*	*	28%	50%
Male	53	724	727	747	*	28%	*	*	*	23%	48%
Economically Disadvantaged Students	55	719	*	733	24%	38%	24%	*	*	15%	29%
Non-Economically Disadvantaged Students	62	734	*	758	18%	21%	26%	*	*	35%	62%
Students with Disabilities	23	705	*	726	*	*	*	*	*	*	20%
Students without Disabilities	94	732	*	752	*	*	*	*	*	*	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	117	727	*	750	21%	29%	25%	26%	0%	26%	51%
Homeless Students	*	*	714	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	745	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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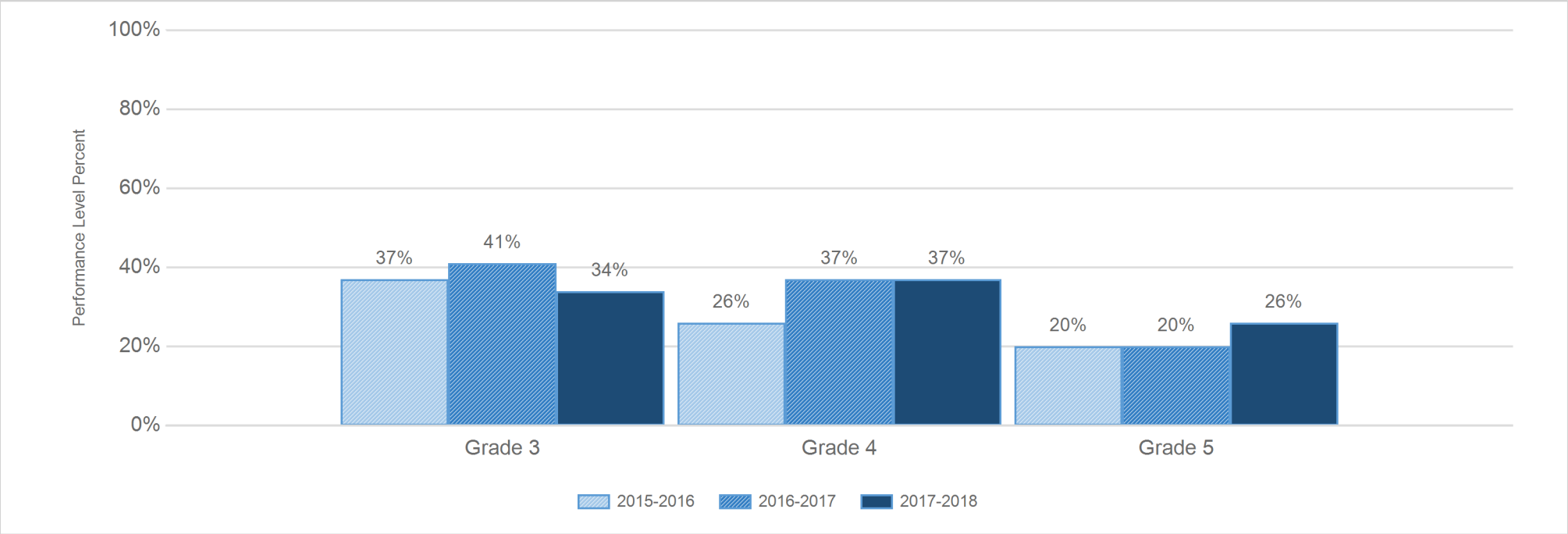
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

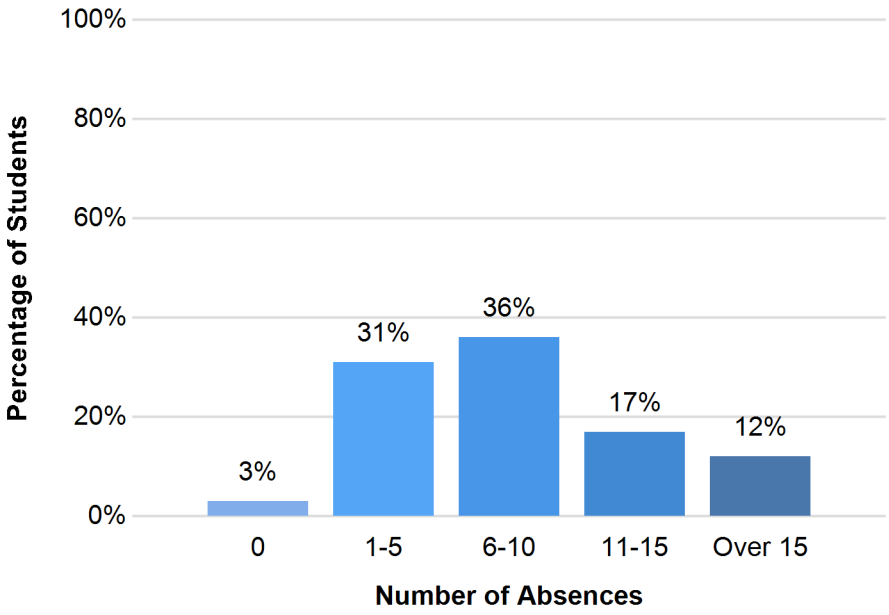
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	22	6.8	7.6	Met
White	15	7.9	7.6	Not Met
Hispanic	5	9.4	7.6	Not Met
Black or African American	2	2.9	7.6	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	10	6.3	7.6	Met
Students with Disabilities	8	11.1	7.6	Not Met
English Learners	*	*	**	**

Days Absent

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



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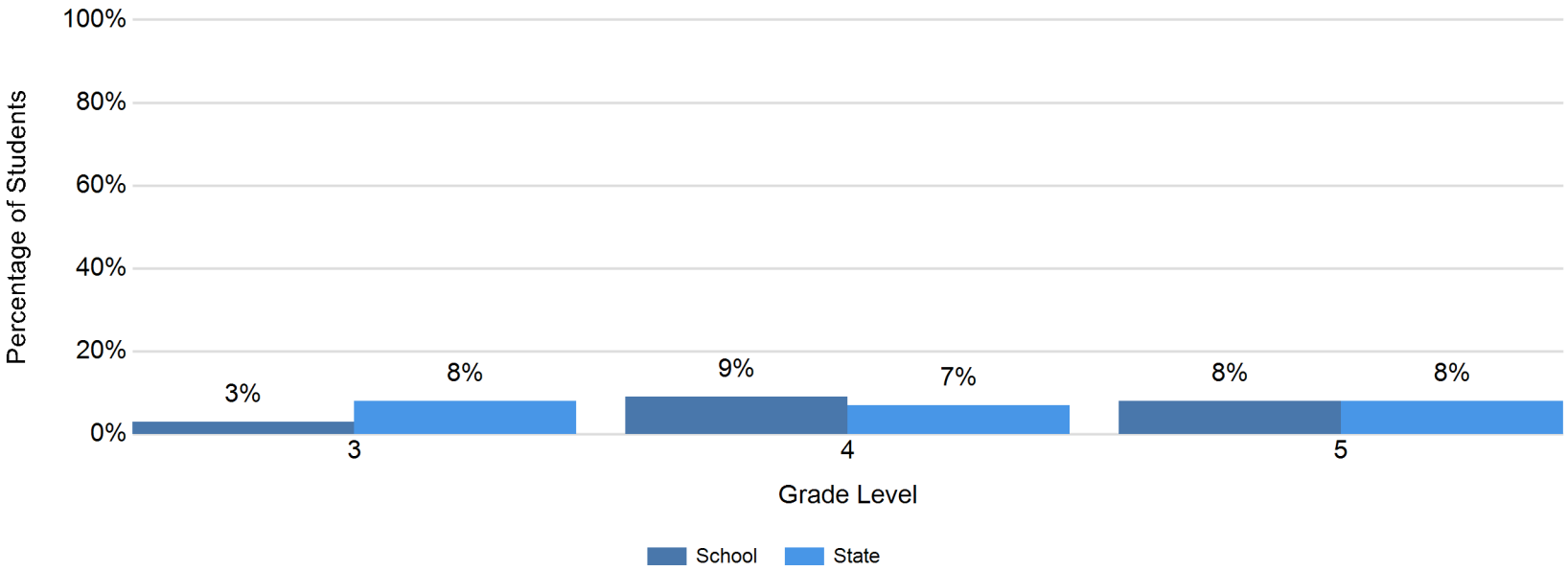
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.92

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	0	0.0%
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
0

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School Day

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

Category	School
Typical Start Time	9:25 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	2.5:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$817	$19,196	$20,013

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	30	117,464
Average years experience in public schools	10.4	12.0
Average years experience in district	9.8	10.7
Teachers in district for 4 or more years	66.7%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,374
Average years experience in public schools	16.5	16.0
Average years experience in district	10.6	12.0
Administrators in district for 4 or more years	68.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	10:1
Students to Administrators	326:1	135:1
Teachers to Administrators	30:1	13:1
Students to Librarians/Media Specialists		1570:1
Students to Nurses		362:1
Students to Counselors		277:1
Students to Child Study Team		214:1

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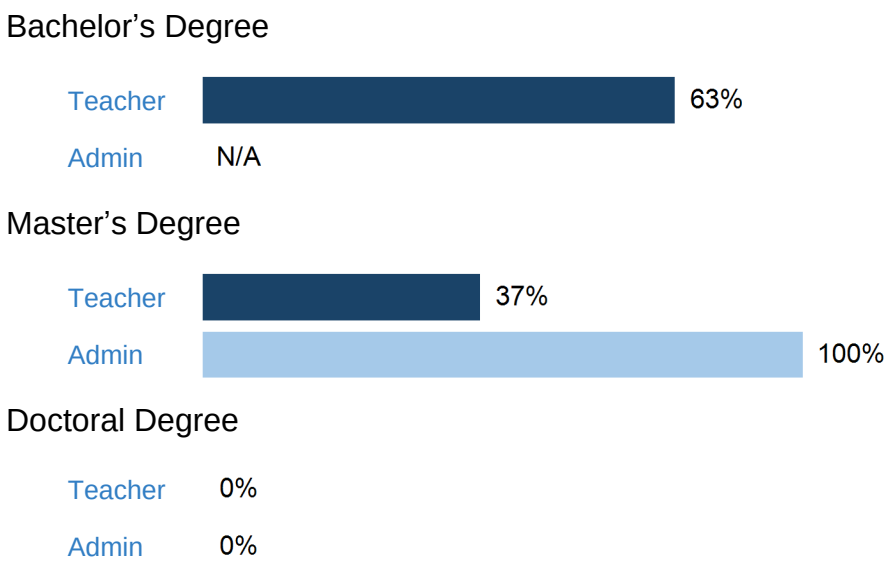
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.3%	90.2%
2016-17 Administrators: Same district 2017-18	97.1%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.9%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	93.3%	0.0%
Male	6.7%	100.0%
White	80.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	13.3%	0.0%
Asian	6.7%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	20.68	17.5%
Mathematics Proficiency	34.18	17.5%
English Language Arts Growth	5.04	25.0%
Mathematics Growth	9.55	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	60.37	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	22.30	n/a
Summative Rating: Percentile Rank of Summative Score	10.49	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	Yes	Met Target†	Met Target	Not Met	Not Met	**	Met	No
White	9.99	14.08	Yes	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
Hispanic	33.92	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	37.82	14.08	No	Met Target†	Met Target	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	28.37	14.08	No	Not Met	Met Target†	Not Met	Not Met	n/a	Met	No
Students with Disabilities	46.91	14.08	No	Met Target†	Met Target	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• 2017 New Jersey State School of Character, 2018 National School of Character, 2018 National Promising Practices in Character Education Award Recipient • Curriculum rigor continues to strengthen with the recent implementation of new ELA, Math, & Science resources. Students use 1:1 iPads daily to access digital resources in addition to print. • Professional Learning Community: Teams of teachers, focused on learning & results, collaborate on a weekly basis to improve student learning. Common formative assessment data guides instruction.
Mission, Vision, Theme:	Pemberton Learning Community: Pursuing Excellence Once Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. As one of seven elementary schools in the district, Alexander Denbo Upper Elementary School provides exemplary education for over 300 students in grades 3 through 5. Denbo School will focus on being “BIG” this year to support social, emotional, and character development. BIG is an acronym that stands for BOLD, INCLUSIVE, and GENEROUS. This theme came from the book by the same title, BIG, written by Coleen Paratore and illustrated by Claire Fennell. On our First Day Celebration, students, parents, family, and friends learned about the theme and listened to a narration of the book. The BIG acronym is used as a reminder to help guide our daily interactions with one another.
Awards, Recognition, Accomplishments:	Alexander Denbo Elementary School is committed to educating the whole child in a positive and safe learning environment. Through character education, we strive to facilitate in each student a lifelong love of learning, strong self-esteem, ethical values, and a respect and appreciation for diversity. The core values of the school are SERVICE, PERSEVERANCE, INTEGRITY, RESPECT, and RESPONSIBILITY. Our core values are recited each morning during the Denbo Dragons Daily Chant, they are integrated across the curriculum and celebrated often during various school events. We were proud and honored to be recognized as a 2017 New Jersey State School of Character, and most recently, a 2018 National School of Character. We are also proud and honored to be recognized as a 2018 recipient of a National Promising Practice in Character Education!

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Courses, Curriculum, Instruction:	The Pemberton Township School District is continually reviewing its curriculum to provide enhanced opportunities for teaching and learning. Math, ELA, science, and social studies programs include both print and digital components. Technology, such as SMART Boards, FM systems, and iPads are integrated throughout the curriculum. Supplementary programs such as Academic Mastery Intervention and Gifted & Talented Education are offered, providing a quality, comprehensive education for all students. Additionally, our school schedule includes a W.I.N. period, which is an acronym for “What I Need.” W.I.N. is a daily 40 minute period of no new instruction. Depending on each student’s need, they will receive interventions to help with academic areas in need of improvement and/or enrichment for academic areas already a strength.
Clubs and Activities:	Alexander Denbo Elementary School students have the opportunity to serve as members of the Safety Patrol, join the National Elementary Honor Society, and participate in Instrumental Band and Chorus. Each student also receives the opportunity to serve as a Character Ambassador and be a liaison for his or her homeroom.

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Before and After School Programs:	We offer before and after care for all Alexander Denbo Elementary School students. There is an after school 21st Century program in grades 3-5 in which students participate in enrichment activities and are provided homework help, snacks and transportation home.
Staff and Professional Learning:	We are a learning community in which teachers work interdependently to achieve the common goal of Pursuing Excellence, One Child at a Time. Teachers collaborate through action research to create common formative assessments, analyze results, create action plans, and share best practices. We offer PD for new staff members that includes several days of training in August; monthly learning focused on the book Teach Like a Champion, multiple PD sessions in ELA and math for 2nd year teachers, and four sessions for 3rd year teachers in how to best support all students.

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Parent and Community Involvement:	Alexander Denbo Elementary School parents/guardians have the opportunity to serve as members of the PTO and volunteer at school functions. Parents/guardians can also participate in Special Education Parent Advisory Group (SEPAG) meetings to receive information and provide feedback. Additionally, the school's Character Education team has partnered with other schools in the district and community organizations such as the Pemberton Township Fire Department, Pemberton Township Police Department and Pemberton Athletic Association to recognize students displaying our core values in the community.

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Climate Surveys:	Who is surveyed: Students, Parents, Teachers Alexander Denbo Elementary School surveys students, staff, parents, and community members annually. The input and feedback provides school climate data and helps facilitate continuous school improvement. Highlights from 2017-2018 survey results revealed 100 % of students feel teachers treat them with respect; 92% of parents stated the school is safe; and 95% of staff members feel they work with others that listen to them if they have ideas about doing things better. Additionally, students have reflected on their own personal character through behavioral reflection forms, journals, surveys, and morning meetings. 87% of students feel they are treated with respect from peers, 96% feel they are safe at school, and 94% feel they belong. We will continue to use our annual survey data to identify strengths as well as areas in need of improvement.