NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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. SWANEY
Address	125A TRENTON ROAD BROWNS MILLS, NJ 08015
Phone Number	(609)893-8141
Email Address	KSWANEY@PEMB.ORG
Website	https://www.pemberton.k12.nj.us/stackhouse
Facebook	https://www.facebook.com/Joseph-Stackhouse-Elementary-School-246493155561002/
Twitter	https://twitter.com/joestackschool

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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	99	95	99
4	97	95	96
5	101	96	100
Total	297	286	295

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	50.2%	47.2%	47.1%
Male	49.8%	52.8%	52.9%
Economically Disadvantaged Students	55.2%	50.7%	45.4%
Students with Disabilities	14.8%	16.8%	16.9%
English Learners	1.0%	0.0%	0.0%
Homeless Students		1.4%	1.0%
Students in Foster Care		0.3%	0.3%
Military-Connected Students		5.6%	6.4%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	52.2%	52.4%	52.5%
Hispanic	14.1%	15.4%	16.3%
Black or African American	30.0%	27.3%	27.1%
Asian	2.7%	2.8%	1.7%
Native Hawaiian or Pacific Islander	0.7%	0.7%	0.7%
American Indian or Alaska Native	0.0%	0.0%	0.7%
Two or More Races	0.3%	1.4%	1.0%

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	95.3%
Spanish	4.4%
Other Languages	0.3%

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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	49	40	50	Met Standard	34	40	50	Not Met
White	46.5	40	50	Met Standard	33	41	51	Not Met
Hispanic	50	39	49	Met Standard	38	39	48	Not Met
Black or African American	48	41.5	44	Met Standard	34	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	43.5	39	48	Met Standard	34	40	47	Not Met
Students with Disabilities	23	30.5	41	Not Met	16.5	35	43	Not Met
English Learners	*	35	54	**	*	53	51	**

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

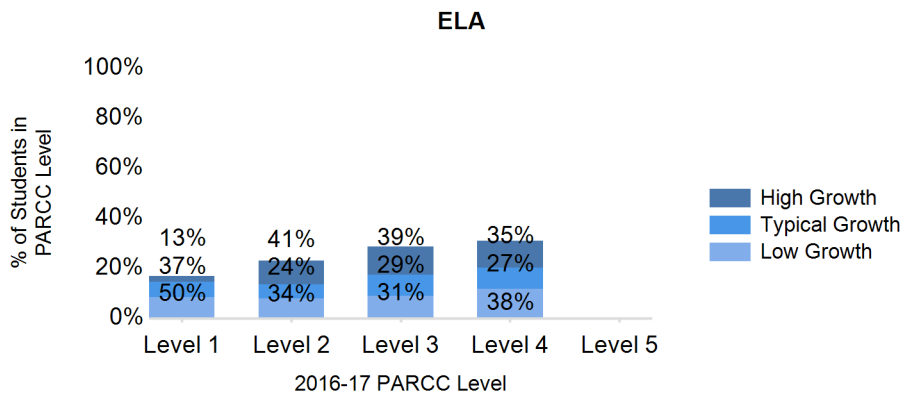
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same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

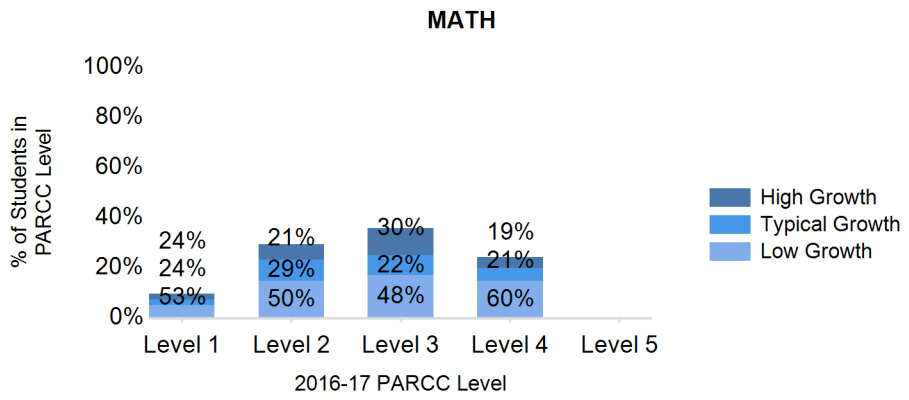
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

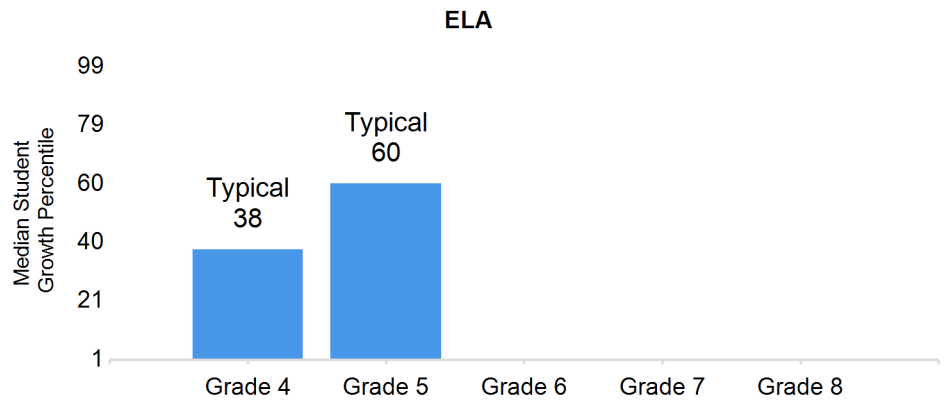
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

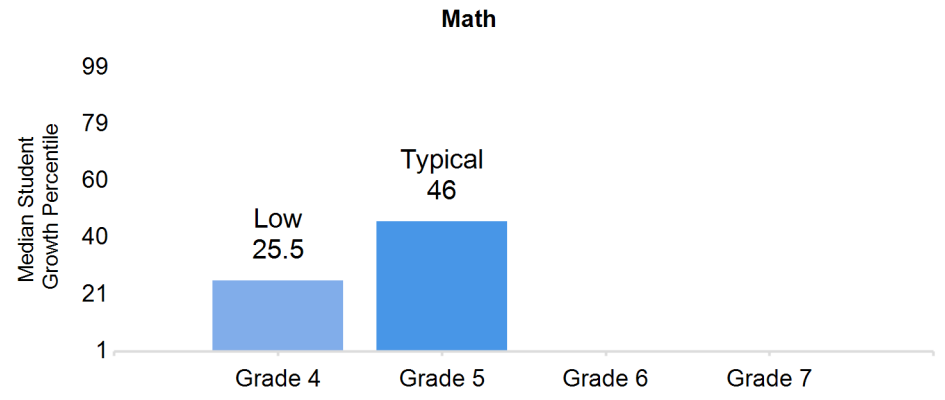




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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	279	98.3	38.3	38.1	56.7	38.3	37.2	Met Target
White	146	97.4	43.9	41.3	65.6	43.9	41.2	Met Target
Hispanic	44	98.0	36.4	37.2	42.5	36.4	31	Met Target
Black or African American	78	100.0	25.6	30.5	37.3	25.6	31.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	53.3	82.3	*	**	**
American Indian or Alaska Native	*	*	*	36.4	52.7	*	**	**
Two or More Races	*	*	*	30.6	63.4	*	**	**
Female	127	98.5	50.4	47.2	64.5	50.4		
Male	152	98.1	28.3	29.4	49.4	28.3		
Economically Disadvantaged Students	128	97.8	37.5	29.6	38.5	37.5	32.1	Met Target
Non-Economically Disadvantaged Students	151	98.8	39.1	45.0	67.5	39.1		
Students with Disabilities	46	92.3	13.1	14.5	21.6	12.6	20.6	Not Met
Students without Disabilities	233	99.6	43.4	43.6	63.9	43.4		
English Learners	*	*	*	28.1	27.3	*	**	**
Non-English Learners	*	*	*	38.3	59.4	*		
Homeless Students	*	*	*	20.0	27.7	*		
Students In Foster Care	*	*	*	20.0	26.3	*		
Military-Connected Students	15	100.0	53.3	50.7	57.4	53.3		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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	99	735	736	750	20%	20%	22%	37%	0%	37%	52%
White	50	741	741	759	*	*	20%	48%	0%	48%	61%
Hispanic	17	729	*	736	*	*	*	*	*	29%	38%
Black or African American	29	729	*	733	*	*	*	*	*	24%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	39	737	743	756	26%	*	*	41%	0%	41%	57%
Male	60	733	730	744	17%	*	*	35%	0%	35%	46%
Economically Disadvantaged Students	43	726	*	733	*	*	*	28%	0%	28%	34%
Non-Economically Disadvantaged Students	56	741	*	762	*	*	*	45%	0%	45%	64%
Students with Disabilities	15	701	*	719	*	*	*	*	*	13%	24%
Students without Disabilities	84	741	*	756	*	*	*	*	*	42%	57%
English Learners	*	*	716	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	737	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	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%

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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	92	732	743	756	16%	23%	33%	*	*	28%	58%
White	52	733	743	764	*	21%	33%	*	*	31%	68%
Hispanic	19	740	745	744	*	*	*	*	*	32%	44%
Black or African American	19	718	*	739	*	*	*	*	*	16%	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	45	739	750	762	*	22%	27%	*	*	40%	63%
Male	47	725	736	751	*	23%	38%	*	*	17%	53%
Economically Disadvantaged Students	42	727	*	740	*	26%	*	*	*	29%	40%
Non-Economically Disadvantaged Students	50	736	*	767	*	20%	*	*	*	28%	70%
Students with Disabilities	19	707	*	726	*	*	*	*	*	11%	25%
Students without Disabilities	73	738	*	762	*	*	*	*	*	33%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	92	732	*	759	16%	23%	33%	*	*	28%	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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	99	745	740	755	*	16%	29%	*	*	47%	58%
White	46	746	742	763	*	*	28%	*	*	50%	68%
Hispanic	12	748	*	743	0%	*	*	*	*	42%	43%
Black or African American	35	742	736	738	*	*	31%	40%	0%	40%	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	50	757	749	762	*	*	22%	*	*	66%	66%
Male	49	733	730	749	*	*	37%	*	*	29%	51%
Economically Disadvantaged Students	44	749	*	739	*	*	25%	*	*	55%	39%
Non-Economically Disadvantaged Students	55	742	*	766	*	*	33%	*	*	42%	71%
Students with Disabilities	10	697	*	724	*	*	*	*	*	*	22%
Students without Disabilities	89	751	*	762	*	*	*	*	*	*	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	99	745	*	757	*	16%	29%	*	*	47%	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%

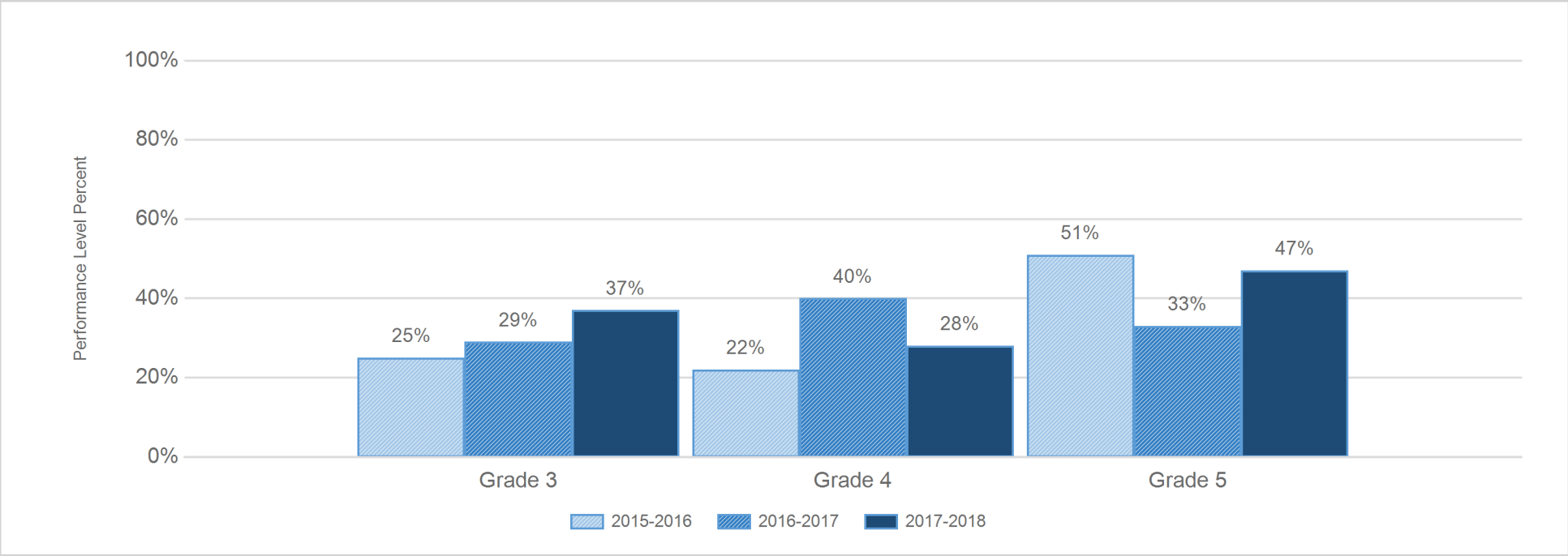
NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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.



NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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	276	97.3	27.5	26.2	45.0	27.5	39.7	Not Met
White	144	96.1	32.0	30.6	54.1	32.0	45.4	Not Met
Hispanic	43	95.9	28.0	*	29.2	28.0	38	Met Target†
Black or African American	78	100.0	16.7	*	23.4	16.7	27.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	40.9	77.0	*	**	**
American Indian or Alaska Native	*	*	*	36.4	42.5	*	**	**
Two or More Races	*	*	*	16.2	53.0	*	**	**
Female	127	98.5	26.0	*	46.0	26.0		
Male	149	96.3	28.9	*	43.9	28.9		
Economically Disadvantaged Students	126	96.3	24.6	*	26.6	24.6	31.6	Not Met
Non-Economically Disadvantaged Students	150	98.2	30.0	*	55.9	30.0		
Students with Disabilities	45	90.4	*	13.3	17.1	*	20.6	Not Met
Students without Disabilities	231	98.8	*	29.1	50.5	*		
English Learners	*	*	*	23.2	24.6	*	**	**
Non-English Learners	*	*	*	26.2	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	15	100.0	40.0	42.8	45.8	40.0		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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	97	735	739	752	16%	20%	25%	*	*	39%	53%
White	49	743	745	760	*	*	22%	*	*	47%	64%
Hispanic	16	733	*	739	*	*	*	*	*	31%	38%
Black or African American	29	726	*	734	*	*	*	*	*	31%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	39	732	739	752	*	*	26%	*	*	31%	53%
Male	58	738	740	751	*	*	24%	*	*	45%	53%
Economically Disadvantaged Students	42	731	*	736	*	*	31%	*	*	31%	35%
Non-Economically Disadvantaged Students	55	739	*	762	*	*	20%	*	*	45%	66%
Students with Disabilities	15	712	*	730	*	*	*	*	*	*	29%
Students without Disabilities	82	740	*	756	*	*	*	*	*	*	57%
English Learners	*	*	716	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	740	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	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

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	724	737	748	16%	36%	34%	*	*	13%	49%
White	51	725	739	755	*	39%	33%	*	*	14%	60%
Hispanic	19	730	737	737	*	*	*	*	*	16%	34%
Black or African American	19	713	*	730	*	*	*	*	*	*	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	45	726	739	748	*	36%	42%	*	*	13%	50%
Male	46	722	735	748	*	37%	26%	*	*	13%	49%
Economically Disadvantaged Students	41	721	*	733	*	39%	27%	*	*	15%	30%
Non-Economically Disadvantaged Students	50	726	*	758	*	34%	40%	*	*	12%	62%
Students with Disabilities	18	704	*	725	*	*	*	*	*	*	22%
Students without Disabilities	73	729	*	753	*	*	*	*	*	*	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	91	724	*	750	16%	36%	34%	*	*	13%	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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	99	732	731	748	12%	25%	35%	*	*	27%	49%
White	46	735	734	756	*	*	35%	*	*	33%	60%
Hispanic	12	739	*	736	0%	*	*	*	*	33%	32%
Black or African American	35	725	727	730	*	31%	40%	*	*	14%	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	50	735	735	749	*	*	36%	*	*	32%	50%
Male	49	729	727	747	*	*	35%	*	*	22%	48%
Economically Disadvantaged Students	44	733	*	733	*	*	43%	*	*	25%	29%
Non-Economically Disadvantaged Students	55	732	*	758	*	*	29%	*	*	29%	62%
Students with Disabilities	10	703	*	726	*	*	*	*	*	*	20%
Students without Disabilities	89	736	*	752	*	*	*	*	*	*	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	99	732	*	750	12%	25%	35%	*	*	27%	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%

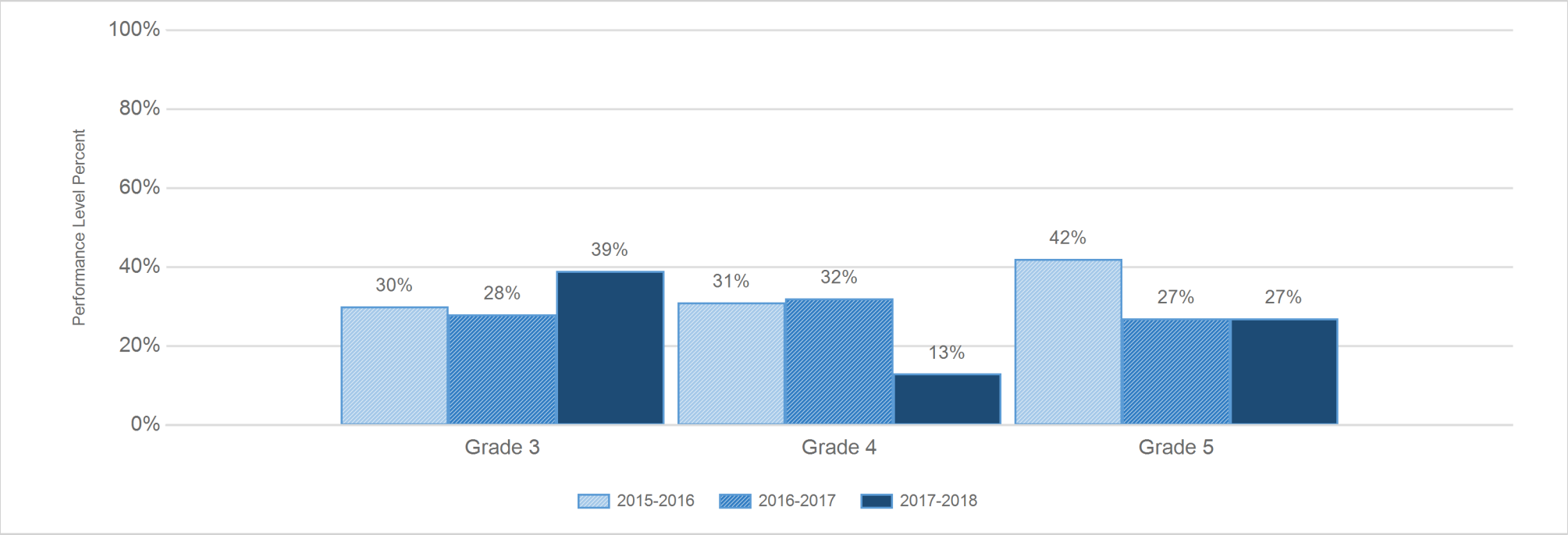
NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
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 Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

DLM Alternate Assessment - Participation

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

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

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	N	N	N
3-4	N	N	N
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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

NJASK Science Assessment Information

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

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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.

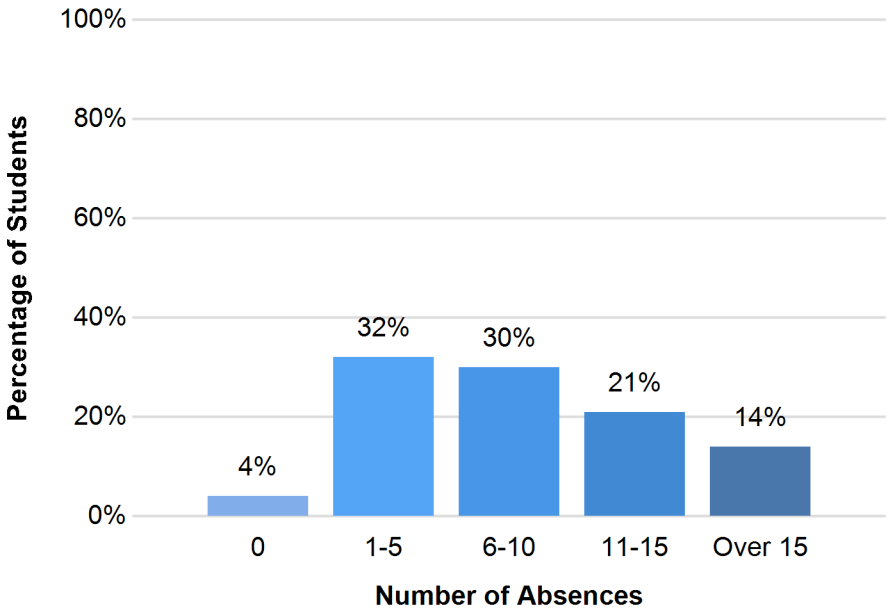
Chronic Absenteeism

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	35	11.9	7.6	Not Met
White	18	11.8	7.6	Not Met
Hispanic	4	8.5	7.6	Not Met
Black or African American	13	15.9	7.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	22	16.4	7.6	Not Met
Students with Disabilities	9	17.0	7.6	Not Met
English Learners	N	N	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.



NJ SCHOOL PERFORMANCE REPORT

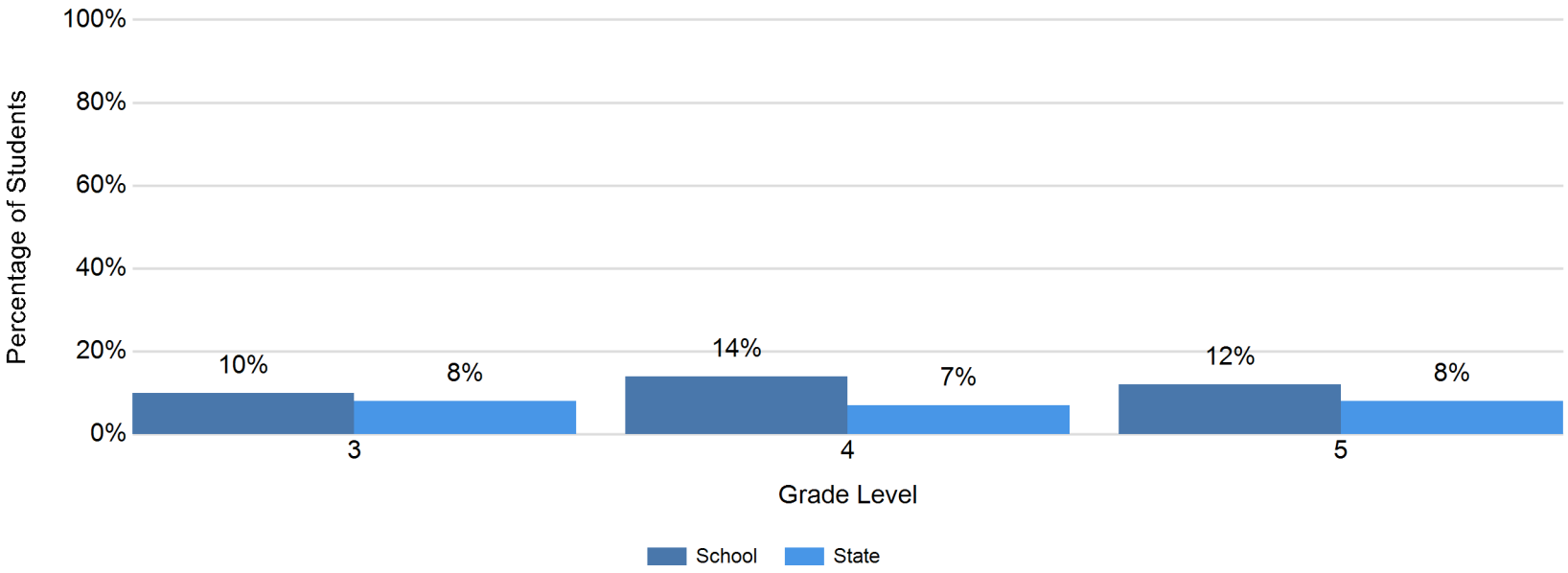
JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
Grades Offered: 03-05
2017-2018

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

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 by Grade

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



NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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	3
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.02

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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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	8:25 AM
Typical End Time	2:40 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	2.6:1

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

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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	28	117,464
Average years experience in public schools	11.8	12.0
Average years experience in district	10.7	10.7
Teachers in district for 4 or more years	57.1%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	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	148:1	135:1
Teachers to Administrators	14:1	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

NJ SCHOOL PERFORMANCE REPORT

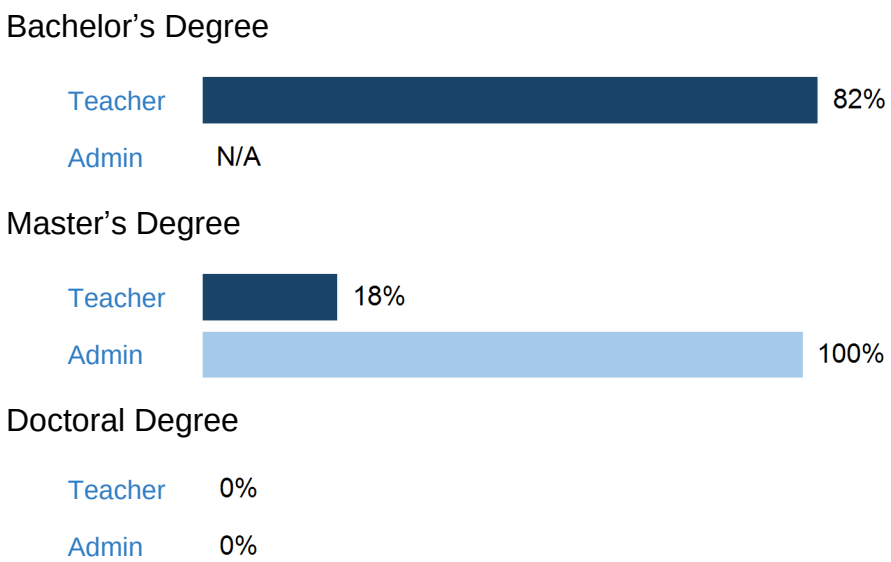
JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
Grades Offered: 03-05
2017-2018

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

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

Teachers and Administrators - 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	94.6%

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	85.7%	50.0%
Male	14.3%	50.0%
White	85.7%	50.0%
Hispanic	3.6%	0.0%
Black or African American	10.7%	50.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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	Yes		
English Learners	No		

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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	16.23	17.5%
Mathematics Proficiency	14.10	17.5%
English Language Arts Growth	36.61	25.0%
Mathematics Growth	7.30	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	21.46	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	19.51	n/a
Summative Rating: Percentile Rank of Summative Score	8.00	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

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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	Not Met	Met Standard	Not Met	**	Not Met	No
White	13.47	14.08	Yes	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Hispanic	37.66	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Black or African American	34.74	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not 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	28.82	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	13.20	14.08	Yes	Not Met	Not Met	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).

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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

Highlights:	• Technology is an integral part of every school day, with all students using 1:1 personal iPads. All classrooms also have interactive flat panel TV's, document cameras, and FM systems. • Our school earned recognition as a National School of Character during the 2017-18 school year. We continue to implement practices to create a positive learning environment for our students. • Our master schedule provides opportunities for support or enrichment targeted toward student needs. Teachers collaborate to identify effective teaching practices to support student learning.
Mission, Vision, Theme:	Pemberton Learning Community: Pursuing Excellence Once Child at a Time. Pemberton Township School District 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, Joseph Stackhouse Upper Elementary School provides exemplary education for nearly 300 students in grades 3 through 5.
Awards, Recognition, Accomplishments:	Staff and students at Stackhouse Elementary School earned recognition as National School of Character in the 2017-18 school year. We continue to refine our focus in our attempts to educate the whole child - focusing on promoting good character and academic achievement. Staff members are committed to ensuring students are successful and communicate with families frequently with regard to student progress.

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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.

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 iInteractive flat panel TV's, iPads, and FM systems 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. We make our mission a reality by providing quality educational programs that use best practices aligned to the New Jersey Student Learning Standards. These quality programs come to life in our classrooms with student-centered activities, guided reading groups, cooperative learning groups, peer tutoring and small group instruction. To ensure our students receive a well-rounded education they receive Spanish, art, music, physical education, library and literacy composition.
Clubs and Activities:	Stackhouse Elementary School houses the 21st Century Program as one of our primary after school activities. Approximately 75 students participate in various learning opportunities, including Computer Club, Cooking, Math Mania, Fun with Words, and other activities. In addition, students receive additional support in academics by participating in our after school tutoring programs.

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Before and After School Programs:	We offer before and after care for all children from preschool through 5th grade. 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. In addition, the school provides after school tutoring to support our students' academic growth.
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.

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Parent and Community Involvement:	Stackhouse Elementary School is proud to partner with parents and community members to create an excellent learning experience for our students. Holiday celebrations, monthly PTO meetings, movie nights, and field day are a few of the highlights for our students and their families. In addition, parents, students, and staff members have partnered to beautify the grounds of our school.

NJ SCHOOL PERFORMANCE REPORT

JOSEPH S. STACKHOUSE SCHOOL
(05-4050-140)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Each year, staff, students, and parents complete a school climate survey that provides insight about our needs and accomplishments as we strive to create a positive, safe environment for our students. Survey results are utilized by teams of teachers and administration to help improve our programs. This year, we have expanded our character education program to include a student leadership team that helps to promote positive behavior and peer interactions.
Facilities:	Stackhouse school built in 1964. The district just completed a large building renovation project which included the replacement of all HVAC equipment, windows, ceilings, lighting, and carpets. A new larger generator was also installed to be able to operate the facility effectively during power loss, and a HVAC, lighting, and alarm system upgrade which will make the building energy efficient. Every teachable space is not only climate controlled but also humidity controlled.