NJ SCHOOL PERFORMANCE REPORT

Dr. Albert M. Bean School

(07-4110-060)

Grades Offered: PK-05

2018-2019

Report Key:
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** 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

Notes from the New Jersey Department of Education:

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School Contact Information

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

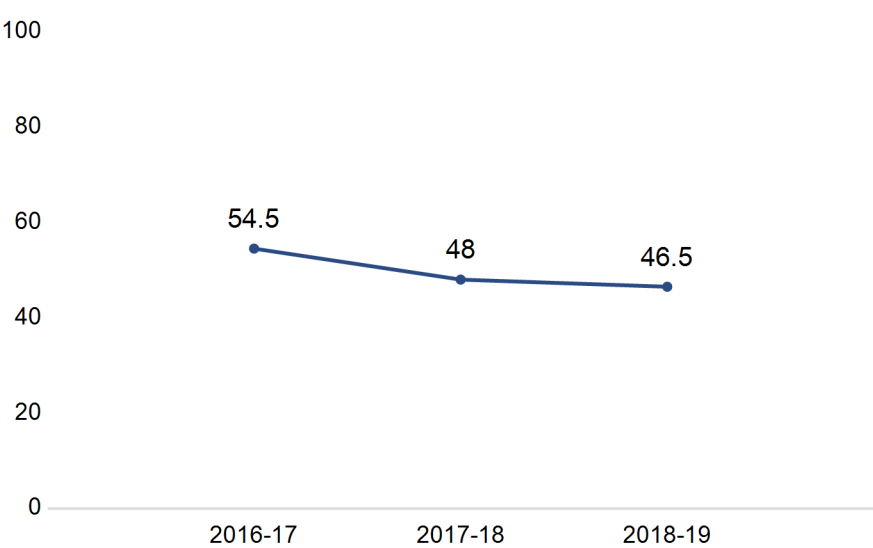| Type	Contact Information
County	Camden
District	Pine Hill School District
Principal Name	Mr. Daniel Schuster
Address	70 E THIRD AVE PINE HILL, NJ 08021-6204
Phone Number	856-783-5300
Email Address	dschuster@pinehillschools.org
Website	http://bean.pinehill.k12.nj.us/
Facebook	https://www.facebook.com/albertbeanelementary/
Twitter	https://twitter.com/Bean_school

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	24	19	24
KG	52	55	52
1	52	52	62
2	58	59	48
3	63	59	64
4	48	63	61
5	54	44	59
Total	351	351	370

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.7%	49.3%	49.2%
Male	49.3%	50.7%	50.8%
Economically Disadvantaged Students	58.1%	58.1%	59.2%
Students with Disabilities	17.1%	17.4%	21.1%
English Learners	1.7%	2.6%	3.5%
Homeless Students	2.3%	1.7%	1.9%
Students in Foster Care	1.4%	2.0%	2.7%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	55.6%	50.7%	44.3%
Hispanic	14.2%	16.0%	20.0%
Black or African American	24.2%	25.4%	27.3%
Asian	1.1%	1.7%	1.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	4.6%	6.3%	6.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	24	19	24
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	52	55	52

Enrollment by Home Language

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

Home Language	% of Students
English	95.4%
Spanish	2.2%
Bengali	1.4%
Other Languages	1.1%

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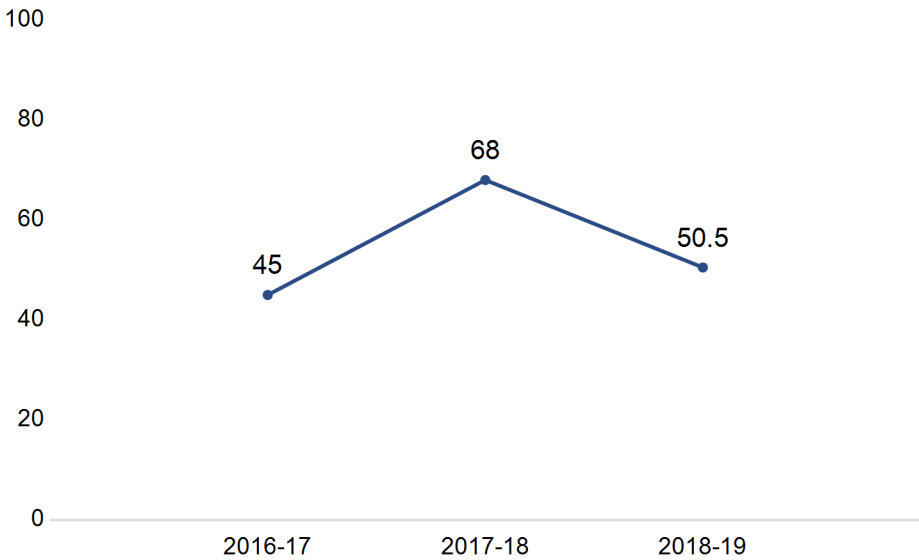- **†** This indicates a table specific note, see note below table

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54.5	48	46.5	45	68	50.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	46.5	50	50	Met Standard	50.5	49	50	Met Standard
White	45.5	52	50	Met Standard	56.5	50	52	Met Standard
Hispanic	64	57	49	**	34	44	47	**
Black or African American	46.5	46	45	Met Standard	44.5	52	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	43.5	49	**	*	34	52	**
Female	37	52	53	N	46	50	50	N
Male	52	48	47	N	56	48	51	N
Economically Disadvantaged Students	46	50	48	Met Standard	53	52	46	Met Standard
Students with Disabilities	33	44	43	**	53.5	50	45	**
English Learners	*	61	52	**	*	36.5	50	**
Homeless Students	*	46	43	N	*	72	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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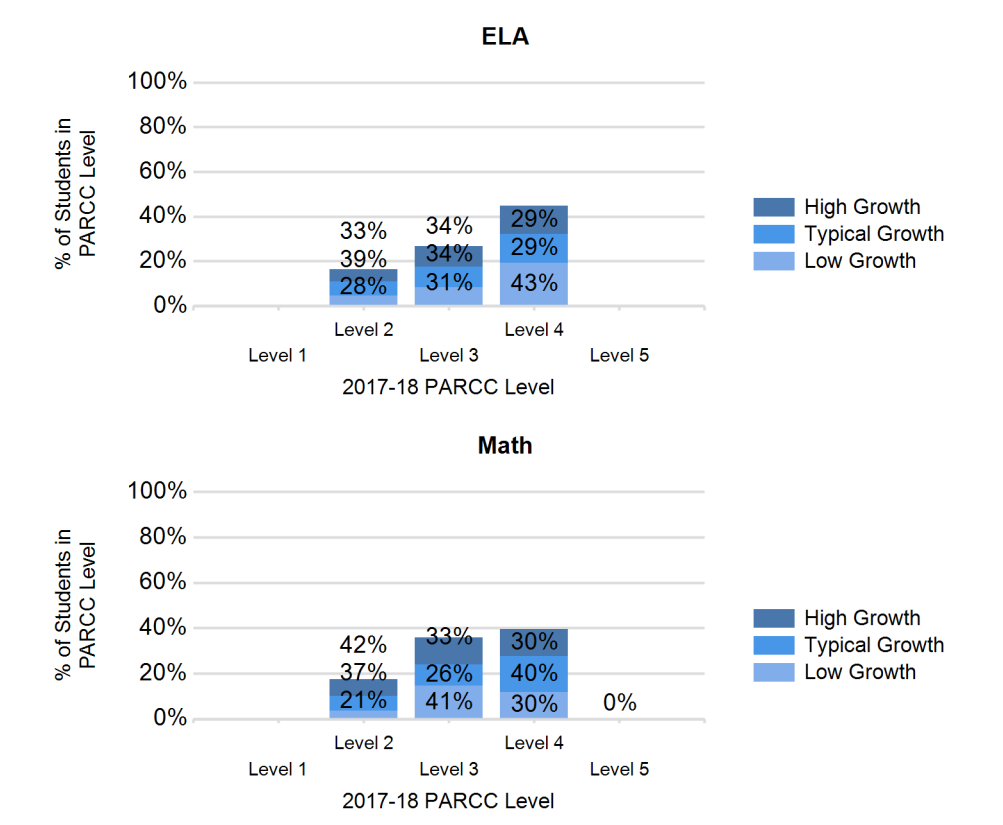(07-4110-060)
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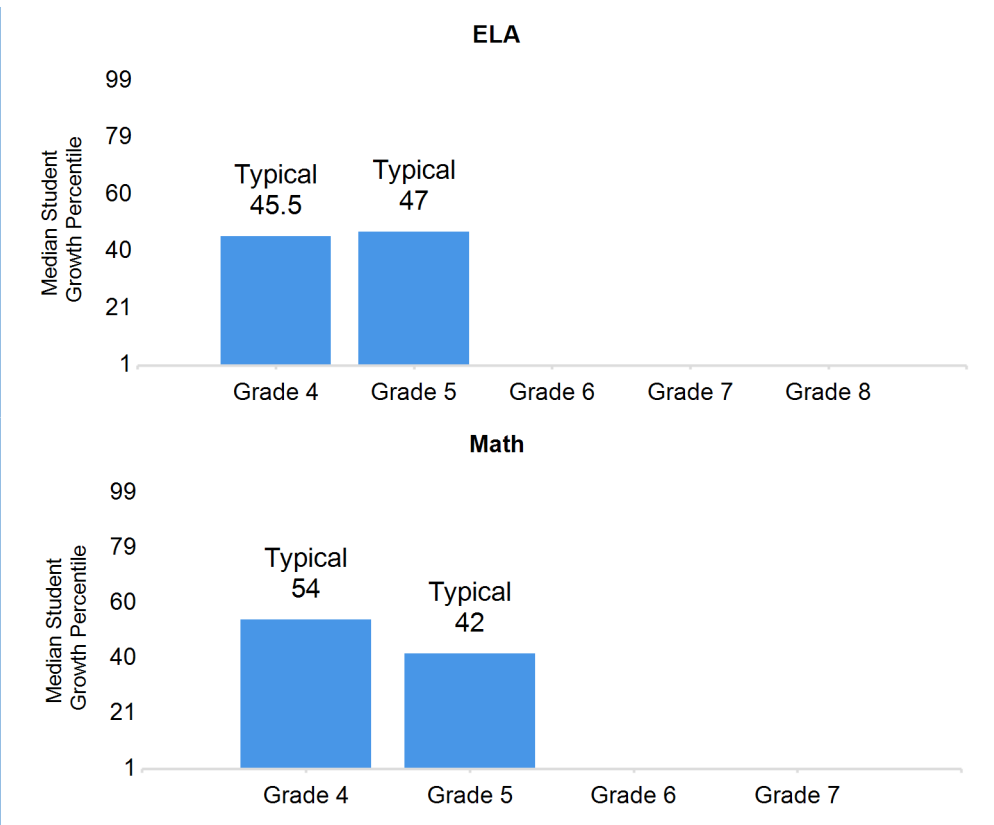
Student Growth by Performance Level

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

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.
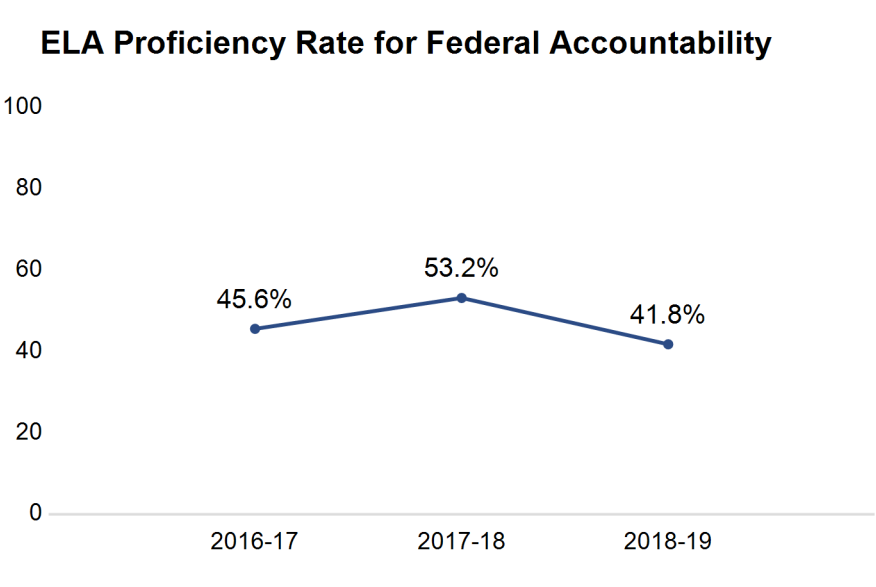
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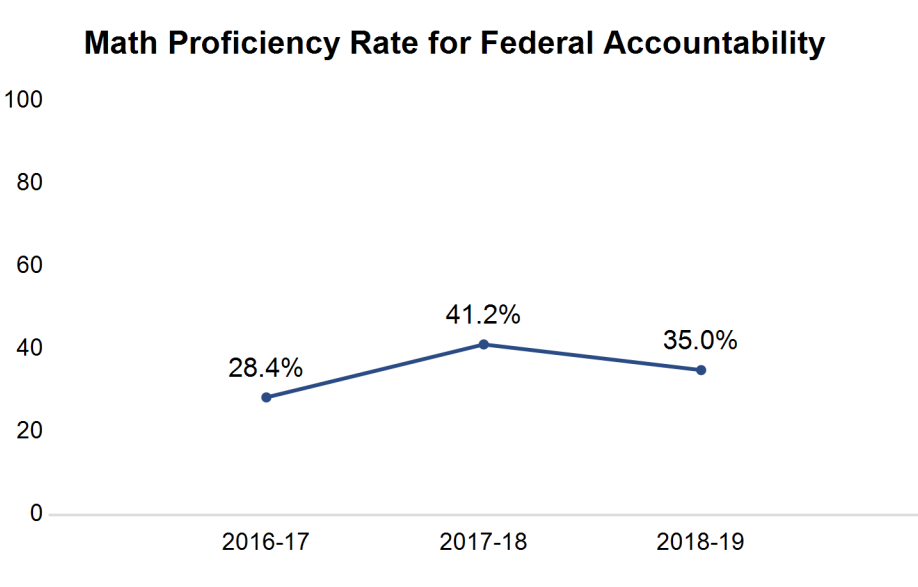
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 45.6%
- 2017-18: 53.2%
- 2018-19: 41.8%

Math Proficiency Rate for Federal Accountability

- 2016-17: 28.4%
- 2017-18: 41.2%
- 2018-19: 35.0%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.0%	100.0%	98.4%	96.4%	100.0%	98.4%
Proficiency Rate for Federal Accountability	45.6%	53.2%	41.8%	28.4%	41.2%	35.0%
Annual Target	42.4%	44.4%	46.3%	35.8%	38.2%	40.5%
Met Annual Target?	Met Target	Met Target	Met Target†	Not Met	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	177	98.4	41.8	46.2	57.9	41.8	46.3	Met Target†
White	88	97.8	48.9	51.3	66.9	48.9	50.1	Met Target†
Hispanic	34	100.0	38.2	43.6	43.9	38.2	41.7	Met Target†
Black or African American	46	98.0	32.6	40.1	38.5	32.6	39.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	26.7	64.4	*	**	**
Female	77	97.6	49.4	53.2	64.8	49.4		
Male	100	99.0	36.0	39.3	51.3	36.0		
Economically Disadvantaged Students	103	100.0	29.1	39.8	40.0	29.1	43.8	Not Met
Non-Economically Disadvantaged Students	74	96.2	59.5	53.7	67.9	59.5		
Students with Disabilities	39	100.0	15.4	21.2	22.7	15.4	31	Not Met
Students without Disabilities	138	97.9	49.3	53.4	65.1	49.3		
English Learners	*	*	*	18.2	29.3	*	**	**
Non-English Learners	*	*	*	47.1	60.6	*		
Homeless Students	*	*	*	42.1	29.1	*		
Students In Foster Care	*	*	*	54.5	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

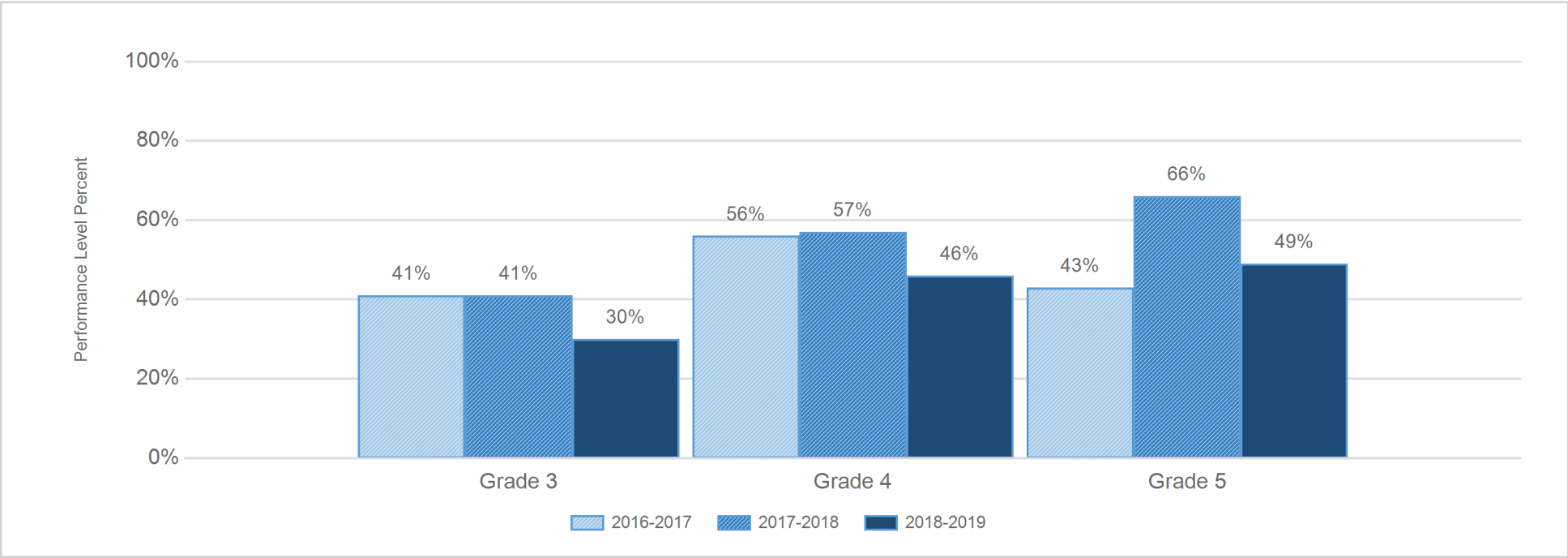† Target was met within a confidence interval.

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English Language Arts Assessment - Performance Trends

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

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	729	738	748	25%	25%	21%	30%	0%	30%	50%
White	22	741	748	757	*	*	*	45%	0%	45%	60%
Hispanic	13	734	738	734	*	*	*	*	*	31%	36%
Black or African American	21	719	734	731	*	*	*	*	*	14%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	26	731	744	753	*	*	*	*	*	31%	55%
Male	35	727	732	743	*	*	*	*	*	29%	46%
Economically Disadvantaged Students	38	719	730	731	*	*	*	*	*	13%	33%
Non-Economically Disadvantaged Students	23	745	749	759	*	*	*	*	*	57%	61%
Students with Disabilities	16	706	710	719	*	*	*	*	*	*	24%
Students without Disabilities	45	737	747	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	745	744	755	*	*	34%	*	*	46%	57%
White	34	751	748	763	*	*	29%	*	*	56%	67%
Hispanic	*	*	748	743	*	*	*	*	*	*	44%
Black or African American	13	739	736	739	*	0%	*	*	*	38%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	29	746	746	760	*	*	*	*	*	48%	62%
Male	30	743	740	750	*	*	*	*	*	43%	53%
Economically Disadvantaged Students	31	736	737	740	*	*	*	*	*	42%	40%
Non-Economically Disadvantaged Students	28	755	753	765	*	*	*	*	*	50%	69%
Students with Disabilities	10	716	707	725	*	*	*	*	*	20%	25%
Students without Disabilities	49	751	751	761	*	*	*	*	*	51%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

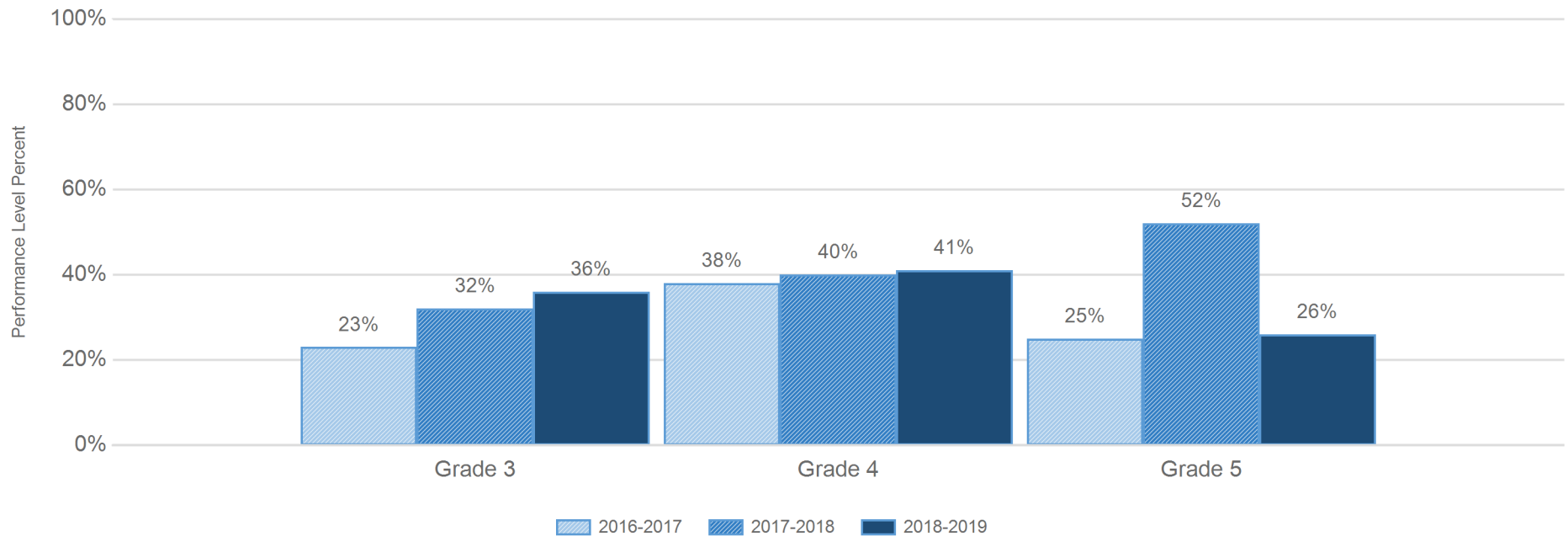| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	746	749	756	*	18%	28%	*	*	49%	58%
White	30	747	751	764	*	*	*	*	*	47%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	27	753	754	761	*	*	*	*	*	63%	64%
Male	30	739	744	750	*	*	*	*	*	37%	52%
Economically Disadvantaged Students	34	736	743	740	*	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	23	761	757	766	*	*	*	*	*	78%	69%
Students with Disabilities	10	715	719	724	*	*	*	*	*	10%	23%
Students without Disabilities	47	752	756	762	*	*	*	*	*	57%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	57	746	*	758	*	18%	28%	*	*	49%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	177	98.4	35.0	27.7	44.5	35.0	40.5	Met Target†
White	88	97.8	50.0	35.9	54.1	50.0	43	Met Target
Hispanic	34	100.0	26.5	24.7	28.8	26.5	33.2	Met Target†
Black or African American	46	98.0	17.4	17.7	23.0	17.4	37.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	20.0	53.3	*	**	**
Female	77	97.6	31.2	26.5	44.9	31.2		
Male	100	99.0	38.0	28.9	44.2	38.0		
Economically Disadvantaged Students	103	100.0	25.2	23.1	26.3	25.2	36.1	Not Met
Non-Economically Disadvantaged Students	74	96.2	48.6	33.4	54.9	48.6		
Students with Disabilities	39	100.0	20.5	*	17.4	20.5	31	Met Target†
Students without Disabilities	138	97.9	39.1	*	50.0	39.1		
English Learners	*	*	*	17.1	25.0	*	**	**
Non-English Learners	*	*	*	28.1	46.5	*		
Homeless Students	*	*	*	10.5	17.1	*		
Students In Foster Care	*	*	*	18.2	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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(07-4110-060)

Grades Offered: PK-05

2018-2019

Mathematics Assessment – Performance Trends

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

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

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	738	741	752	*	*	38%	*	*	36%	55%
White	22	752	749	760	0%	*	*	*	*	50%	66%
Hispanic	13	740	740	739	*	0%	*	*	*	38%	40%
Black or African American	21	725	734	735	*	*	*	*	*	24%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	26	733	739	751	*	*	46%	*	*	27%	54%
Male	35	741	742	752	*	*	31%	*	*	43%	56%
Economically Disadvantaged Students	38	731	735	737	*	*	*	*	*	26%	37%
Non-Economically Disadvantaged Students	23	748	748	761	*	*	*	*	*	52%	67%
Students with Disabilities	16	728	726	731	*	*	*	*	*	25%	31%
Students without Disabilities	45	741	745	756	*	*	*	*	*	40%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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(07-4110-060)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	740	736	749	*	*	36%	41%	0%	41%	51%
White	34	748	742	757	*	*	*	59%	0%	59%	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	13	732	729	731	*	*	*	*	*	15%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	29	737	735	749	*	*	*	*	*	31%	50%
Male	30	743	738	749	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	31	736	732	734	*	*	35%	32%	0%	32%	32%
Non-Economically Disadvantaged Students	28	745	743	759	*	*	36%	50%	0%	50%	63%
Students with Disabilities	10	720	706	726	*	*	*	*	*	20%	25%
Students without Disabilities	49	744	742	754	*	*	*	*	*	45%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

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

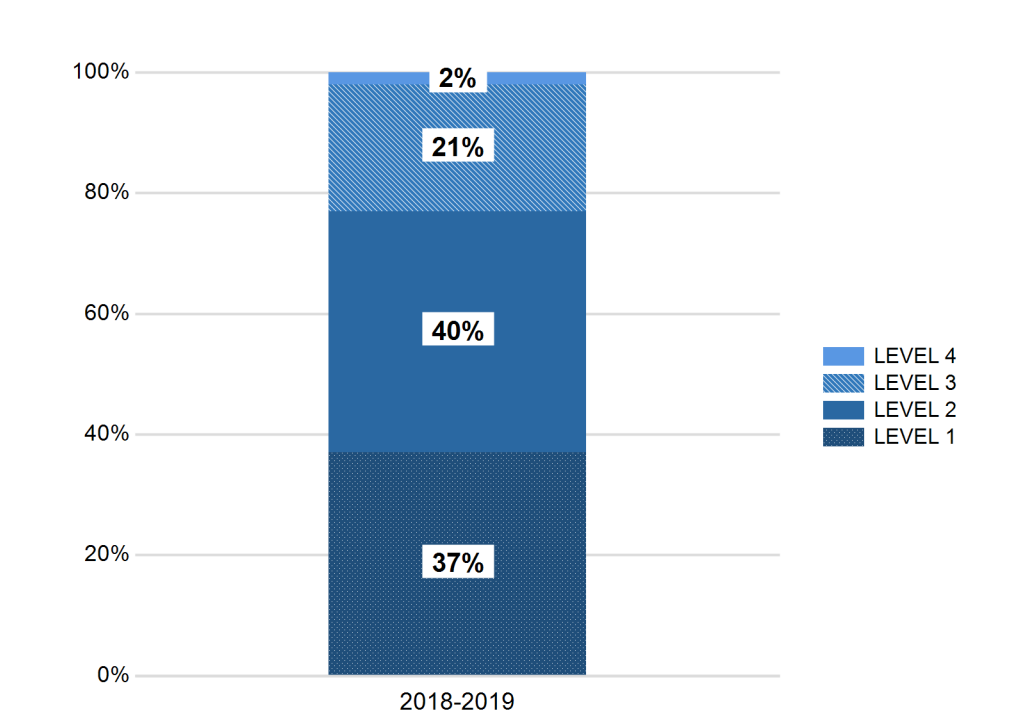| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	737	738	747	*	33%	37%	*	*	26%	47%
White	30	744	742	755	0%	*	*	40%	0%	40%	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	27	738	738	747	*	*	*	*	*	30%	47%
Male	30	736	737	747	*	*	*	*	*	23%	47%
Economically Disadvantaged Students	34	731	735	732	*	*	*	*	*	18%	27%
Non-Economically Disadvantaged Students	23	746	741	757	*	*	*	*	*	39%	59%
Students with Disabilities	10	723	726	725	*	*	*	*	*	10%	19%
Students without Disabilities	47	740	740	752	*	*	*	*	*	30%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	57	737	*	749	*	33%	37%	*	*	26%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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(07-4110-060)

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2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	63.6%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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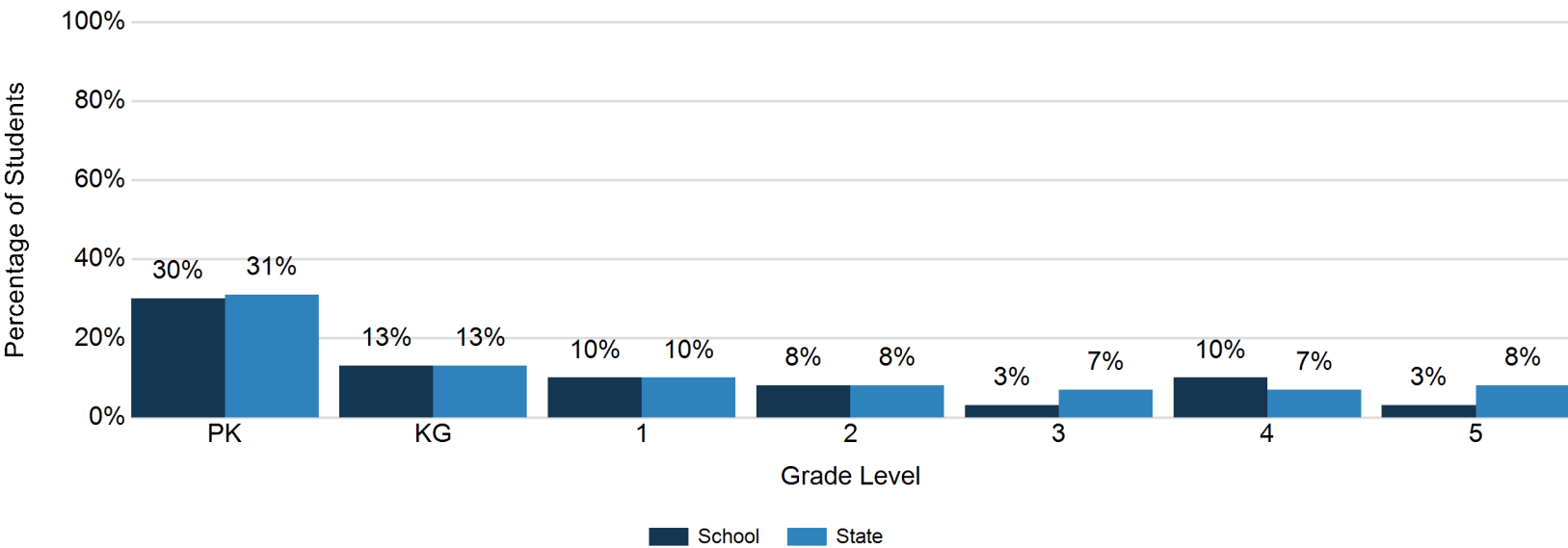grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science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

NJSLA Science Assessment: Grade 5 Summary

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

Legend:
- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1

2018-2019

Chart values: 2%, 21%, 40%, 37%

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	37	40	21	2
White	27	47	23	3
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	41	37	19	4
Male	33	43	23	0
Economically Disadvantaged Students	51	34	11	3
Non-Economically Disadvantaged Students	14	50	36	0
Students with Disabilities	70	20	10	0
Students without Disabilities	30	45	23	2
English Learners	N	N	N	N
Non-English Learners	37	40	21	2
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	28	7.8	8.9	Met
White	14	9.0	8.9	Not Met
Hispanic	4	5.5	8.9	Met
Black or African American	9	8.7	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	8.9	Met
Female	12	7.0		
Male	16	8.6		
Economically Disadvantaged Students	24	11.1	8.9	Not Met
Students with Disabilities	10	11.2	8.9	Not Met
English Learners	1	7.7	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Days Absent — Percentage of Students by Number of Absences: 0: 5%, 1-5: 35%, 6-10: 34%, 11-15: 16%, Over 15: 10%

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Chronic Absenteeism by Grade

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

Grade Level	School	State
PK	30%	31%
KG	13%	13%
1	10%	10%
2	8%	8%
3	3%	7%
4	10%	7%
5	3%	8%

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.54

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

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

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

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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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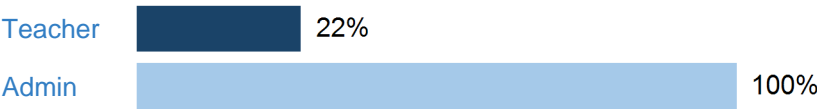
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	32	118,214
Average years experience in public schools	13.3	12.1
Average years experience in district	13.3	10.8
Percentage of Teachers with 4 or more years experience in the district	78.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	15.2	12.0
Percentage of Administrators with 4 or more years experience in the district	84.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	370:1	142:1
Teachers to Administrators	32:1	13:1
Students to Librarians/Media Specialists		616:1
Students to Nurses		462:1
Students to Counselors		264:1
Students to Child Study Team Members		369:1

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.2%	100.0%	0.0%	48.4%	77.1%	54.9%
Male	50.8%	0.0%	100.0%	51.6%	22.9%	45.1%
White	44.3%	93.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	27.3%	3.1%	0.0%	15.0%	6.6%	13.9%
Asian	1.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	3.1%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.5%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Dr. Albert M. Bean School
(07-4110-060)
Grades Offered: PK-05
2018-2019

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 78%
Admin N/A

Master's Degree

Teacher 22%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.4%

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Per-Pupil Expenditures by Source

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

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

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

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

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

Dr. Albert M. Bean School

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

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

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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

Dr. Albert M. Bean School

(07-4110-060)

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	45.6%	53.2%	41.8%
Math Proficiency	28.4%	41.2%	35.0%
ELA Growth	54	48	46
Math Growth	45	68	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	63.6%
Chronic Absenteeism	8.5%	6.3%	7.8%

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

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

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

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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2018-2019

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School Narrative

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

Highlights:	• *Daily ELA and math workshop * RTI programming *Inquiry based science *GT course work • *Chromebooks / tablets for all students *On-line math & ELA parent resources. • Art enrichment *Individual & group musical instrument lessons *Grade level chorus *Safety patrol
Mission, Vision, Theme:	Our mission is to function as a cooperative unit and to create a positive child centered environment that fosters learning, good character and personal responsibility through educational excellence.

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Courses, Curriculum, Instruction:	*ELA workshop with learning centers, guided reading, and Fundations instruction *Math workshop supported by Envisions math program *Inquiry based science & social studies instruction *RTI programming with on -going data collection and progress monitoring meetings *GT and AR programming
Clubs and Activities:	*Safety patrol *Run club *Art enrichment *Chorus

Dr. Albert M. Bean School

(07-4110-060)

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2018-2019

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Before and After School Programs:	*Project Success after school tutoring *Just Kids before & aftercare
Staff and Professional Learning:	*Yearly Olweus student survey *Yearly SCIP team staff PD survey *Yearly parent survey (district)

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Student Supports and Services:	*ELL daily instruction *Para –professionals for daily math and ELA instruction *Math and ELA specialists / coaches *Math and ELA RTI interventionists *Speech, OT, guidance *Project Success tutoring program / Twilight after school program *Self-contained and inclusion special ed. classrooms.
Student Health and Wellness:	•Daily Physical Education for upper grades •Daily activity period for younger grades to promote physical activity •Breakfast program available for all students •Classroom lessons from school counselor
Parent and Community Involvement:	*Site Council meetings *PTO meetings *Title I parent evenings (3 a year) *Genesis parent portal

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers *Yearly Olweus student survey *Yearly SCIP team staff PD survey *Yearly parent survey (district)
Facilities:	*Media center available to all students *Computer lab for weekly lessons. *Air conditioned all purpose rooms for gym, lunch and assemblies. *Playground area for student activities. *Music and Art room specific to subject area for instruction.
School Safety:	*Security cameras throughout the building

NJ SCHOOL PERFORMANCE REPORT

John H. Glenn School

(07-4110-070)

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2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

John H. Glenn School
(07-4110-070)
Grades Offered: PK-05
2018-2019

School Contact Information

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

Type	Contact Information
County	Camden
District	Pine Hill School District
Principal Name	Mr. James Vacca
Address	1005 TURNERVILLE RD PINE HILL, NJ 08021-6526
Phone Number	856-783-4100
Email Address	jvacca@pinehillschools.org
Website	http://glenn.pinehill.k12.nj.us/
Facebook	https://www.facebook.com/pages/John-Glenn/669353789830529

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	49	45	49
KG	74	74	64
1	88	68	72
2	65	83	56
3	66	67	73
4	84	64	66
5	70	88	65
Total	496	489	445

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.8%	50.7%	51.0%
Male	50.2%	49.3%	49.0%
Economically Disadvantaged Students	54.4%	56.6%	56.6%
Students with Disabilities	20.2%	21.9%	21.1%
English Learners	1.4%	2.5%	2.7%
Homeless Students	3.0%	5.1%	2.7%
Students in Foster Care	0.4%	1.0%	1.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	41.7%	39.9%	37.8%
Hispanic	16.1%	18.6%	16.4%
Black or African American	35.1%	32.7%	37.5%
Asian	1.8%	2.5%	2.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	5.2%	6.1%	5.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	49	45	49
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	74	74	64

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.

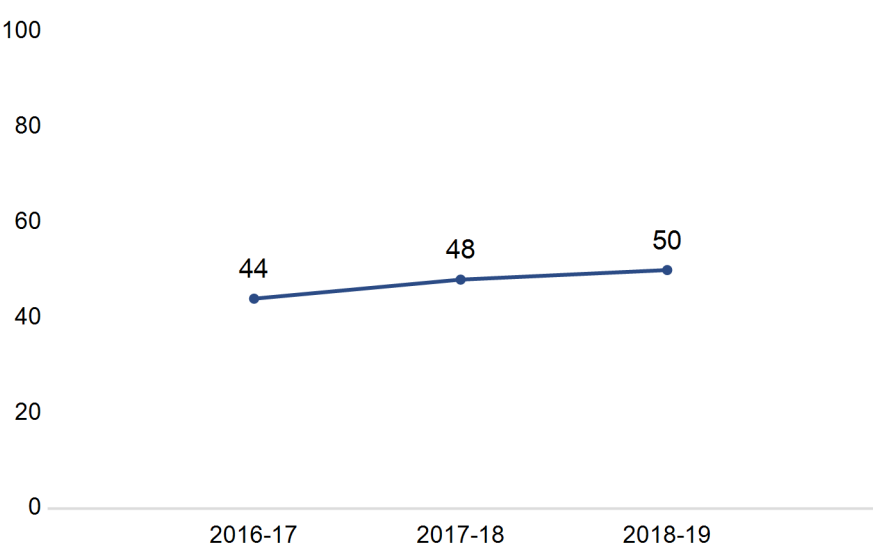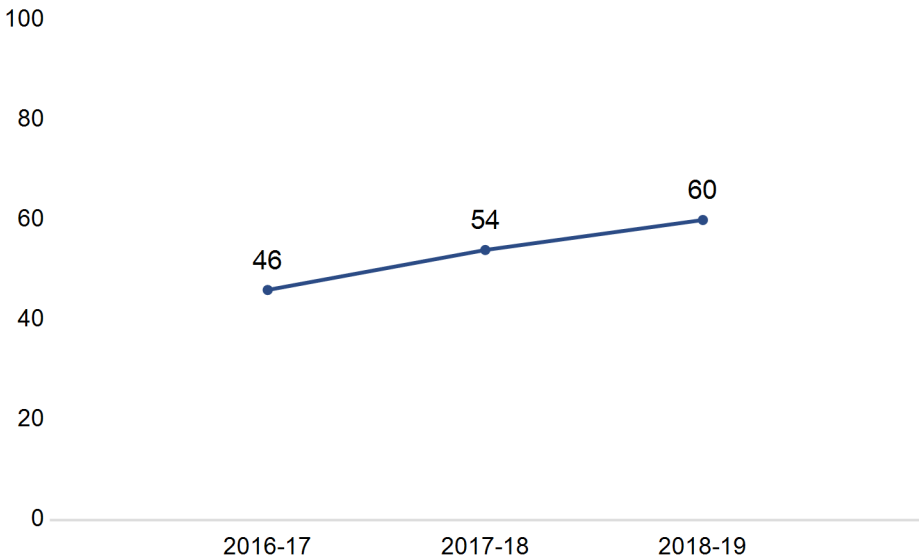| Home Language	% of Students
English	96.6%
Spanish	2.7%
Other Languages	0.7%

NJ SCHOOL PERFORMANCE REPORT

John H. Glenn School

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Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	44	48	50	46	54	60
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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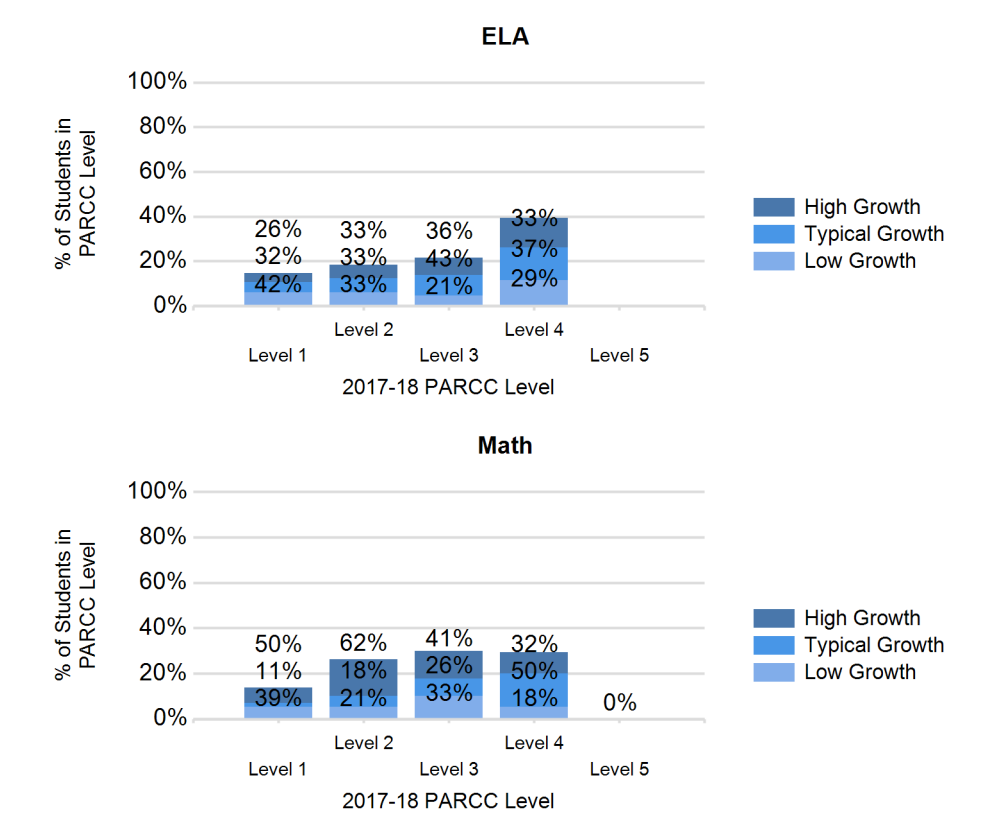**†** This indicates a table specific note, see note below table

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 (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	50	50	50	Met Standard	60	49	50	Exceeds Standard
White	51.5	52	50	Met Standard	63.5	50	52	Exceeds Standard
Hispanic	63.5	57	49	**	68.5	44	47	**
Black or African American	45	46	45	Met Standard	58.5	52	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	43.5	49	**	*	34	52	**
Female	56	52	53	N	67	50	50	N
Male	44	48	47	N	55.5	48	51	N
Economically Disadvantaged Students	50.5	50	48	Met Standard	60	52	46	Exceeds Standard
Students with Disabilities	33	44	43	Not Met	47.5	50	45	Met Standard
English Learners	*	61	52	**	*	36.5	50	**
Homeless Students	*	46	43	N	*	72	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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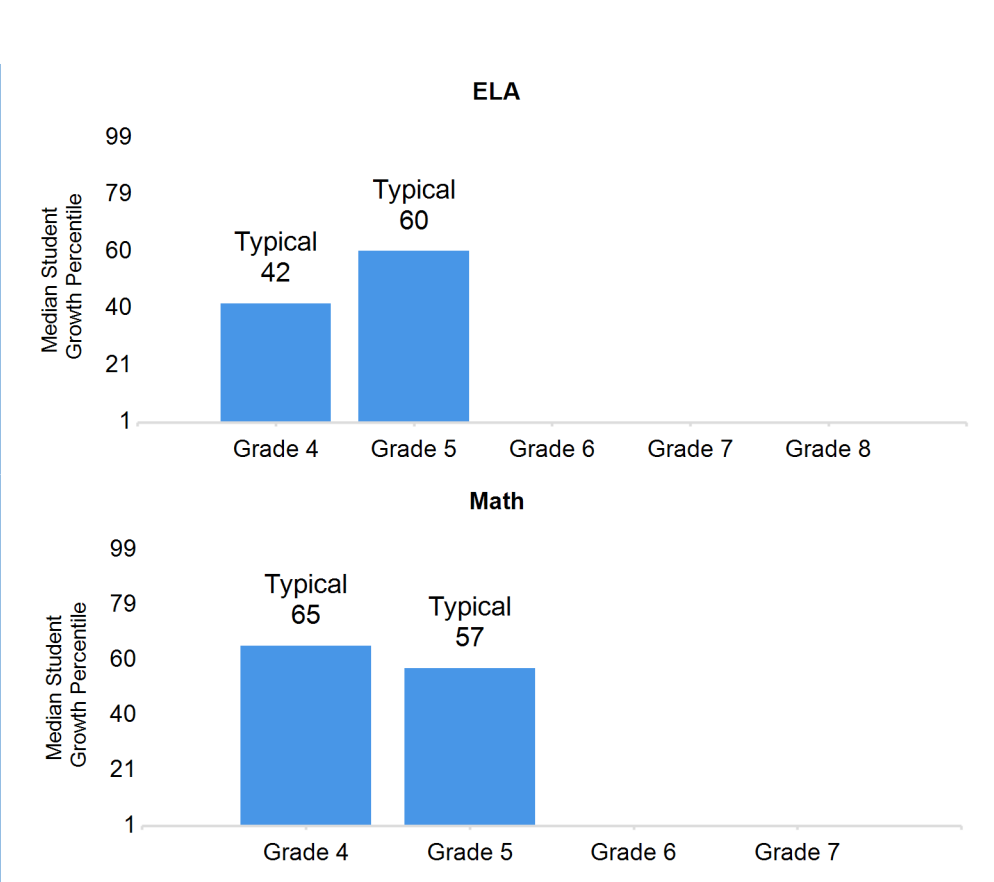
Student Growth by Performance Level

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

ELA

Student Growth by Grade

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

ELA

Math

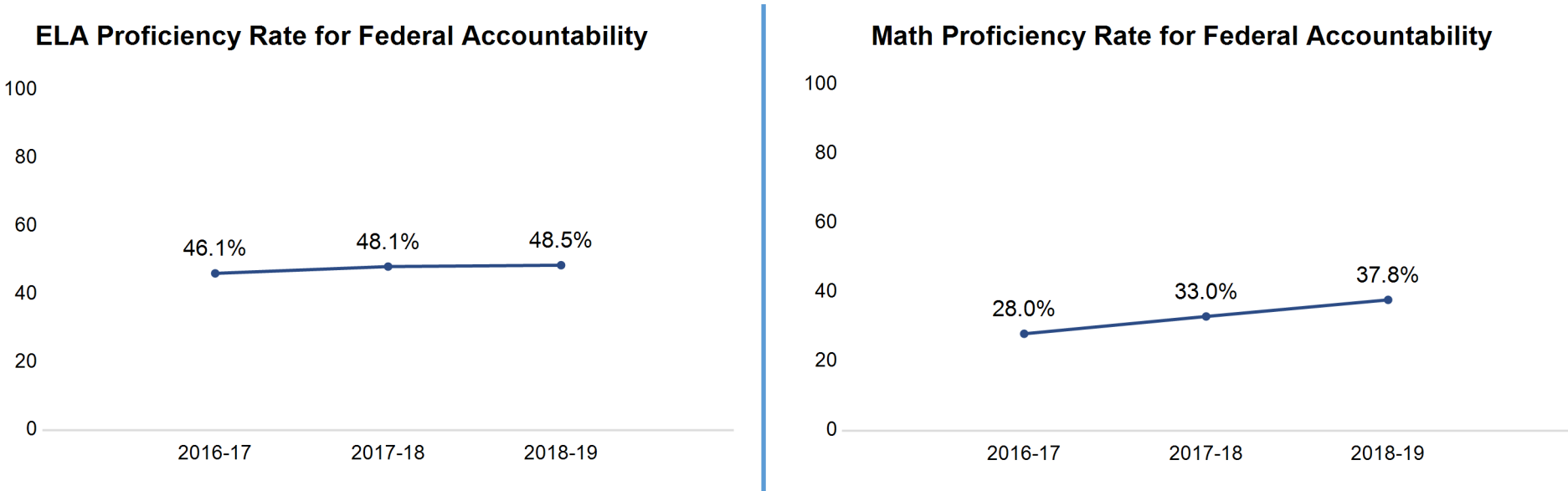Math

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NJ SCHOOL PERFORMANCE REPORT

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 46.1%
- 2017-18: 48.1%
- 2018-19: 48.5%

Math Proficiency Rate for Federal Accountability

- 2016-17: 28.0%
- 2017-18: 33.0%
- 2018-19: 37.8%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.8%	100.0%	99.5%	98.2%	100.0%	99.5%
Proficiency Rate for Federal Accountability	46.1%	48.1%	48.5%	28.0%	33.0%	37.8%
Annual Target	46.8%	48.5%	50.2%	31.2%	33.7%	36.3%
Met Annual Target?	Met Target†	Met Target†	Met Target†	Met Target†	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

John H. Glenn School

(07-4110-070)

Grades Offered: PK-05

2018-2019

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

English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	196	99.5	48.5	46.2	57.9	48.5	50.2	Met Target†
White	84	100.0	54.8	51.3	66.9	54.8	54.1	Met Target
Hispanic	25	100.0	52.0	43.6	43.9	52.0	39.3	Met Target
Black or African American	74	98.8	44.6	40.1	38.5	44.6	48.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	26.7	64.4	*	**	**
Female	109	100.0	51.4	53.2	64.8	51.4		
Male	87	98.9	44.8	39.3	51.3	44.8		
Economically Disadvantaged Students	112	99.2	45.5	39.8	40.0	45.5	43.4	Met Target
Non-Economically Disadvantaged Students	84	100.0	52.4	53.7	67.9	52.4		
Students with Disabilities	40	100.0	20.0	21.2	22.7	20.0	26.4	Met Target†
Students without Disabilities	156	99.4	55.8	53.4	65.1	55.8		
English Learners	*	*	*	18.2	29.3	*	**	**
Non-English Learners	*	*	*	47.1	60.6	*		
Homeless Students	*	*	*	42.1	29.1	*		
Students In Foster Care	*	*	*	54.5	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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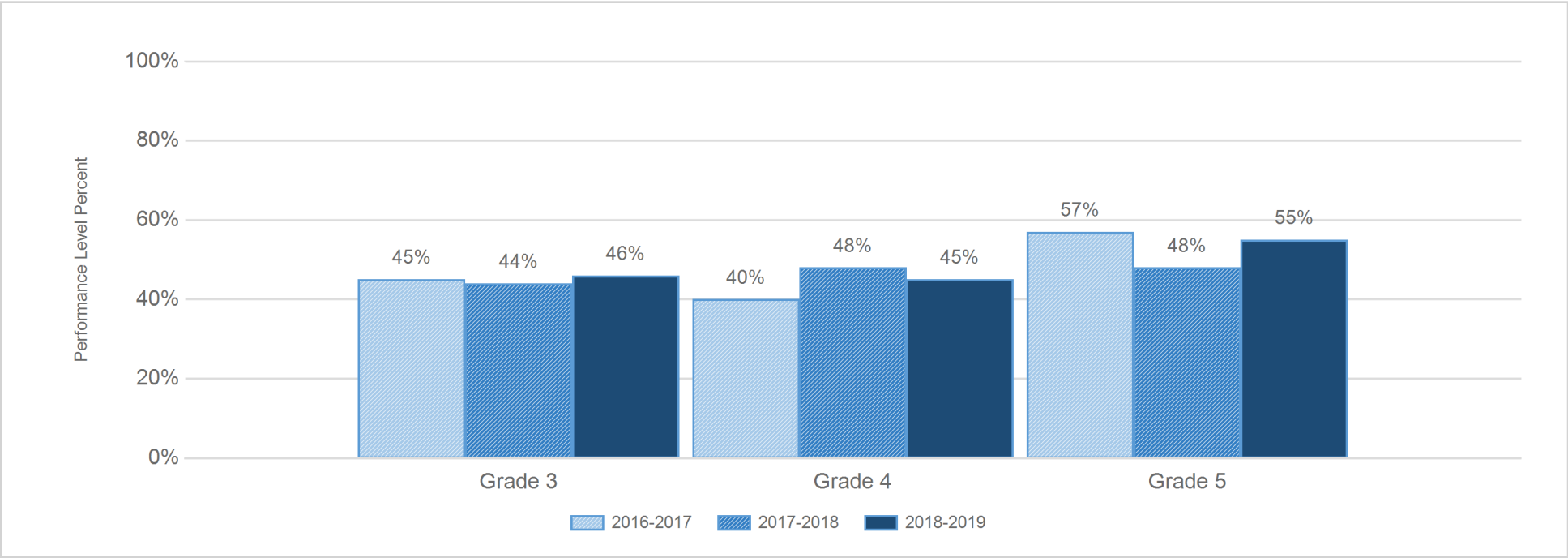**NJ SCHOOL PERFORMANCE REPORT**

John H. Glenn School
(07-4110-070)
Grades Offered: PK-05
2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
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 † This indicates a table specific note,see note below table

English Language Arts Assessment - Performance Trends

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

NJ SCHOOL PERFORMANCE REPORT

John H. Glenn School
(07-4110-070)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	746	738	748	*	14%	28%	*	*	46%	50%
White	32	752	748	757	*	*	*	*	*	53%	60%
Hispanic	14	742	738	734	*	*	*	*	*	50%	36%
Black or African American	19	750	734	731	*	*	*	*	*	47%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	43	752	744	753	*	*	*	*	*	49%	55%
Male	31	738	732	743	*	*	*	*	*	42%	46%
Economically Disadvantaged Students	38	740	730	731	*	*	29%	*	*	39%	33%
Non-Economically Disadvantaged Students	36	752	749	759	*	*	28%	*	*	53%	61%
Students with Disabilities	17	715	710	719	*	*	*	*	*	24%	24%
Students without Disabilities	57	755	747	754	*	*	*	*	*	53%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

John H. Glenn School
(07-4110-070)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	743	744	755	15%	16%	24%	*	*	45%	57%
White	25	744	748	763	*	*	*	*	*	48%	67%
Hispanic	*	*	748	743	*	*	*	*	*	*	44%
Black or African American	29	734	736	739	*	*	*	*	*	34%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	40	746	746	760	*	*	*	*	*	48%	62%
Male	27	737	740	750	*	*	*	*	*	41%	53%
Economically Disadvantaged Students	42	738	737	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	25	751	753	765	*	*	*	*	*	52%	69%
Students with Disabilities	11	699	707	725	*	*	*	*	*	*	25%
Students without Disabilities	56	751	751	761	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	67	743	*	758	15%	16%	24%	*	*	45%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

John H. Glenn School

(07-4110-070)

Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

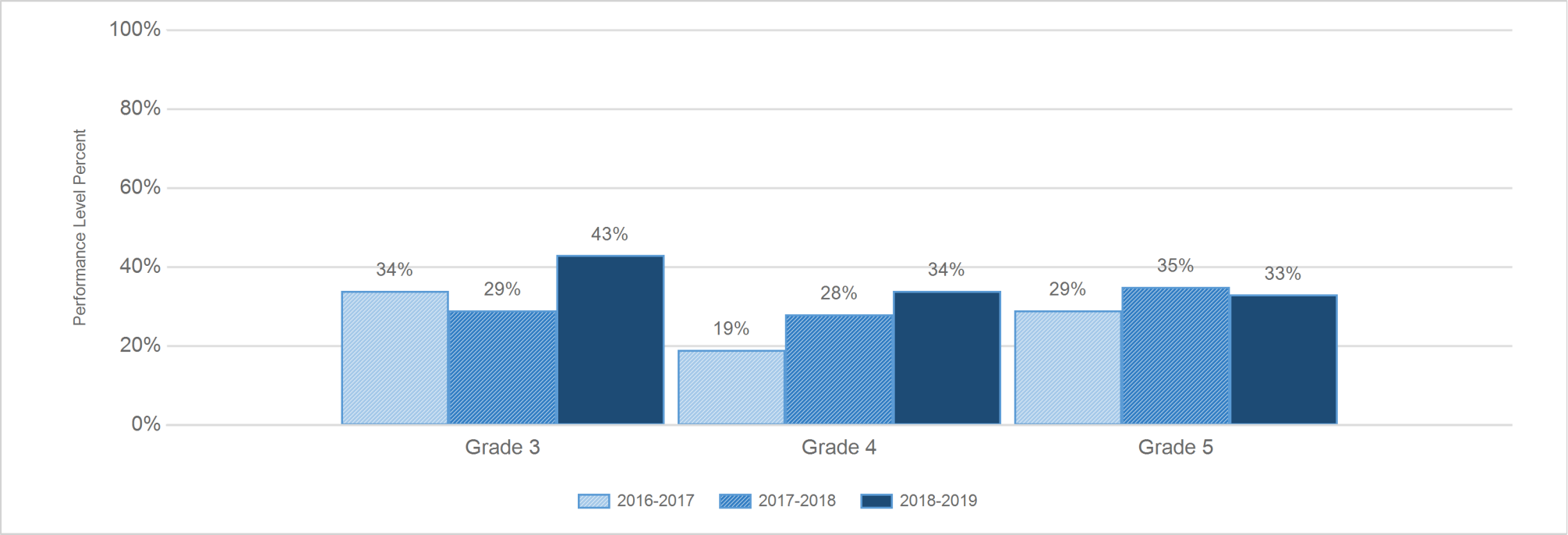| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	752	749	756	*	*	27%	*	*	55%	58%
White	28	755	751	764	*	*	*	*	*	64%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	32	748	*	739	*	*	*	*	*	53%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	34	755	754	761	*	*	*	*	*	59%	64%
Male	33	748	744	750	*	*	*	*	*	52%	52%
Economically Disadvantaged Students	38	750	743	740	*	*	*	*	*	53%	39%
Non-Economically Disadvantaged Students	29	754	757	766	*	*	*	*	*	59%	69%
Students with Disabilities	15	722	719	724	*	*	*	*	*	20%	23%
Students without Disabilities	52	760	756	762	*	*	*	*	*	65%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

John H. Glenn School
(07-4110-070)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	196	99.5	37.8	27.7	44.5	37.8	36.3	Met Target
White	84	100.0	44.0	35.9	54.1	44.0	40.3	Met Target
Hispanic	25	100.0	36.0	24.7	28.8	36.0	39.3	Met Target†
Black or African American	74	98.8	32.4	17.7	23.0	32.4	30.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	20.0	53.3	*	**	**
Female	109	100.0	33.9	26.5	44.9	33.9		
Male	87	98.9	42.5	28.9	44.2	42.5		
Economically Disadvantaged Students	112	99.2	36.6	23.1	26.3	36.6	29.4	Met Target
Non-Economically Disadvantaged Students	84	100.0	39.3	33.4	54.9	39.3		
Students with Disabilities	40	100.0	20.0	*	17.4	20.0	22.9	Met Target†
Students without Disabilities	156	99.4	42.3	*	50.0	42.3		
English Learners	*	*	*	17.1	25.0	*	**	**
Non-English Learners	*	*	*	28.1	46.5	*		
Homeless Students	*	*	*	10.5	17.1	*		
Students In Foster Care	*	*	*	18.2	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

John H. Glenn School

(07-4110-070)

Grades Offered: PK-05

2018-2019

Mathematics Assessment – Performance Trends

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

	2016-2017	2017-2018	2018-2019
Grade 3	34%	29%	43%
Grade 4	19%	28%	34%
Grade 5	29%	35%	33%

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

NJ SCHOOL PERFORMANCE REPORT

John H. Glenn School
(07-4110-070)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	743	741	752	*	20%	31%	*	*	43%	55%
White	32	747	749	760	*	*	*	*	*	50%	66%
Hispanic	14	741	740	739	0%	*	*	*	*	29%	40%
Black or African American	19	744	734	735	*	*	*	53%	0%	53%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	43	742	739	751	*	*	30%	*	*	40%	54%
Male	31	745	742	752	*	*	32%	*	*	48%	56%
Economically Disadvantaged Students	38	738	735	737	*	*	32%	*	*	39%	37%
Non-Economically Disadvantaged Students	36	748	748	761	*	*	31%	*	*	47%	67%
Students with Disabilities	17	724	726	731	*	*	*	*	*	24%	31%
Students without Disabilities	57	749	745	756	*	*	*	*	*	49%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

John H. Glenn School

(07-4110-070)

Grades Offered: PK-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	733	736	749	19%	21%	25%	*	*	34%	51%
White	25	734	742	757	*	*	*	*	*	36%	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	29	727	729	731	*	*	*	*	*	28%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	40	733	735	749	*	*	*	*	*	28%	50%
Male	27	733	738	749	*	*	*	*	*	44%	52%
Economically Disadvantaged Students	42	729	732	734	*	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	25	740	743	759	*	*	*	*	*	36%	63%
Students with Disabilities	11	693	706	726	*	*	*	*	*	*	25%
Students without Disabilities	56	741	742	754	*	*	*	*	*	*	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	67	733	*	751	19%	21%	25%	*	*	34%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

John H. Glenn School

(07-4110-070)

Grades Offered: PK-05

2018-2019

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* **N** No Data is available to display
* **†** This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 5

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

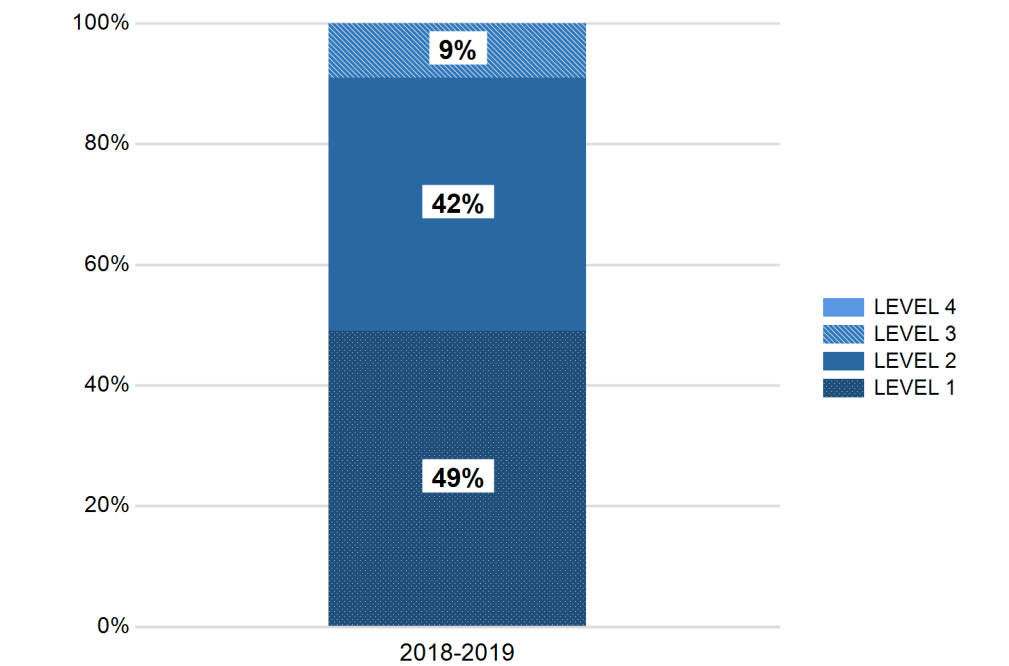| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	738	738	747	*	*	48%	*	*	33%	47%
White	28	740	742	755	*	*	36%	46%	0%	46%	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	32	736	*	729	*	*	63%	*	*	22%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	34	738	738	747	*	*	47%	*	*	35%	47%
Male	33	739	737	747	*	*	48%	*	*	30%	47%
Economically Disadvantaged Students	38	739	735	732	*	*	53%	*	*	32%	27%
Non-Economically Disadvantaged Students	29	737	741	757	*	*	41%	*	*	34%	59%
Students with Disabilities	15	728	726	725	*	*	*	*	*	20%	19%
Students without Disabilities	52	741	740	752	*	*	*	*	*	37%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

John H. Glenn School
(07-4110-070)
Grades Offered: PK-05
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJSLA Science Assessment: Grade 5 Summary

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

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	49	42	9	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	50	41	9	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	45	45	9	0
Male	53	38	9	0
Economically Disadvantaged Students	54	38	8	0
Non-Economically Disadvantaged Students	43	46	11	0
Students with Disabilities	57	43	0	0
Students without Disabilities	47	41	12	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

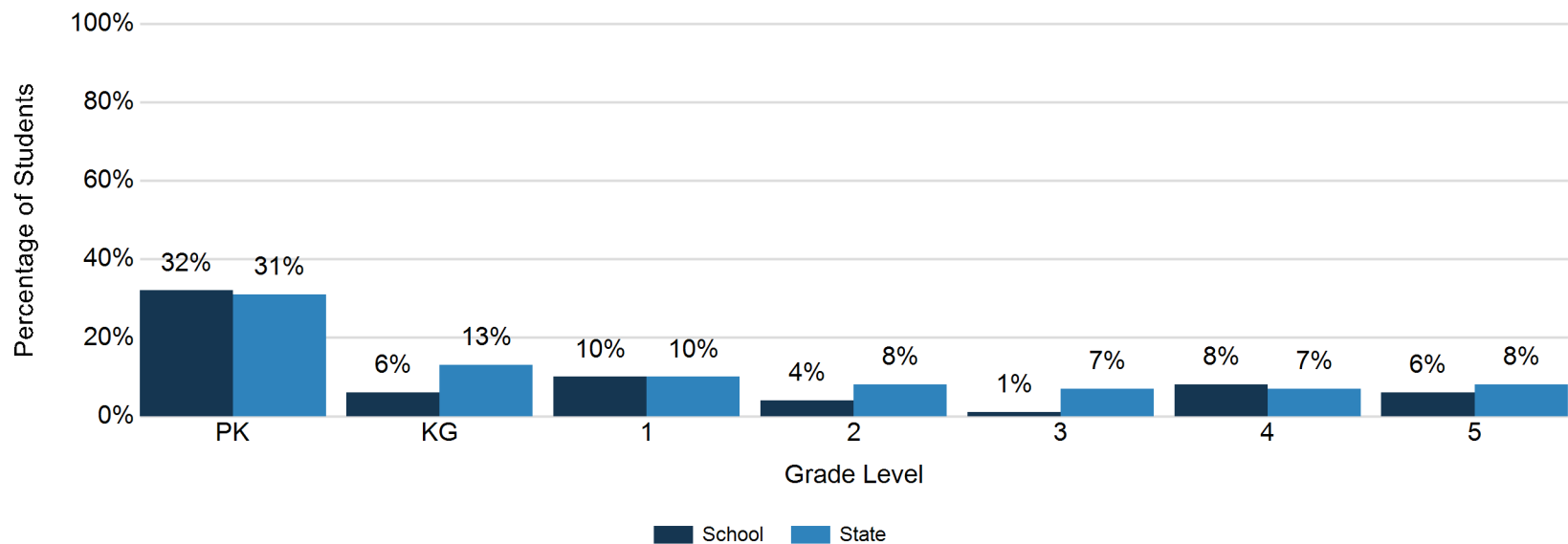**NJ SCHOOL PERFORMANCE REPORT**

John H. Glenn School
(07-4110-070)
Grades Offered: PK-05
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	23	5.9	8.9	Met
White	9	6.2	8.9	Met
Hispanic	4	6.7	8.9	Met
Black or African American	9	6.0	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	4.3	8.9	Met
Female	13	6.4		
Male	10	5.3		
Economically Disadvantaged Students	18	7.9	8.9	Met
Students with Disabilities	10	14.3	8.9	Not Met
English Learners	1	9.1	**	**
Homeless Students	0	0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

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Chronic Absenteeism by Grade

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.12

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

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	3	3
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	1	1
No Identified Nature	4		4

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	11	2.5%
Any Suspension	15	3.4%
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
23

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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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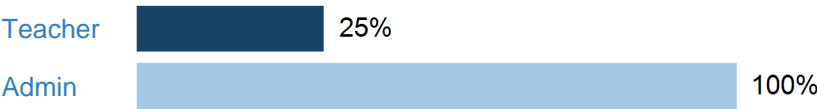
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	36	118,214
Average years experience in public schools	13.6	12.1
Average years experience in district	13.3	10.8
Percentage of Teachers with 4 or more years experience in the district	86.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	15.2	12.0
Percentage of Administrators with 4 or more years experience in the district	84.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	445:1	142:1
Teachers to Administrators	36:1	13:1
Students to Librarians/Media Specialists		616:1
Students to Nurses		462:1
Students to Counselors		264:1
Students to Child Study Team Members		369:1

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.0%	91.7%	0.0%	48.4%	77.1%	54.9%
Male	49.0%	8.3%	100.0%	51.6%	22.9%	45.1%
White	37.8%	97.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	37.5%	2.8%	0.0%	15.0%	6.6%	13.9%
Asian	2.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.8%	0.0%	0.0%	2.1%	0.2%	0.2%

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 75%
Admin — N/A

Master's Degree

Teacher — 25%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.6%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

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

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	46.1%	48.1%	48.5%
Math Proficiency	28.0%	33.0%	37.8%
ELA Growth	44	48	50
Math Growth	46	54	60
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.4%	7.2%	5.9%

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

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2018-2019

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

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

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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Grades Offered: PK-05
2018-2019

School Narrative

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

Highlights:	• *Daily ELA and math workshop * RTI programming *Inquiry based science *GT course work • *Chromebooks / tablets for all students *On-line math & ELA parent resources. • Art enrichment *Individual & group musical instrument lessons *Grade level chorus *Safety patrol
Mission, Vision, Theme:	The John Glenn vision is developing a learning community that will enable students' academic and moral growth. Our mission is to utilize a learning community approach by focusing on sound instructional strategies that challenge all students to become life long learners.

John H. Glenn School

(07-4110-070)

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School Narrative

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Courses, Curriculum, Instruction:	*ELA workshop with learning centers, guided reading, and Fundations instruction *Math workshop supported by Envisions math program *Inquiry based science & social studies instruction *RTI programming with on -going data collection and progress monitoring meetings *GT and AR programming
Clubs and Activities:	*Safety patrol *Run club *Art enrichment *Chorus

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

Before and After School Programs:	*Project Success after school tutoring *Just Kids before & aftercare
Staff and Professional Learning:	*Yearly Olweus student survey *Yearly SCIP team staff PD survey *Yearly parent survey (district)

NJ SCHOOL PERFORMANCE REPORT

John H. Glenn School

(07-4110-070)

Grades Offered: PK-05

2018-2019

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

School Narrative

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

Student Supports and Services:	*ELL daily instruction *Para –professionals for daily math and ELA instruction *Math and ELA specialists / coaches *Math and ELA RTI interventionists *Speech, OT, guidance *Project Success tutoring program / Twilight after school program *Self-contained and inclusion special ed. classrooms.
Student Health and Wellness:	•Daily Physical Education for upper grades •Daily activity period for younger grades to promote physical activity •Breakfast program available for all students •Classroom lessons from school counselor
Parent and Community Involvement:	*Site Council meetings *PTO meetings *Title I parent evenings (3 a year) *Genesis parent portal

John H. Glenn School

(07-4110-070)

Grades Offered: PK-05

2018-2019

NJ SCHOOL PERFORMANCE REPORT

School Narrative

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

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers *Yearly Olweus student survey *Yearly SCIP team staff PD survey *Yearly parent survey (district)
Facilities:	*Media center available to all students *Computer lab for weekly lessons. *Air conditioned all purpose rooms for gym, lunch and assemblies. *Playground area for student activities. *Music and Art rooms.
School Safety:	*Security cameras throughout the building

NJ SCHOOL PERFORMANCE REPORT

Overbrook Senior High School
(07-4110-010)
Grades Offered: 09-12
2018-2019

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Overbrook Senior High School
(07-4110-010)
Grades Offered: 09-12
2018-2019

School Contact Information

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

Type	Contact Information
County	Camden
District	Pine Hill School District
Principal Name	Mr. Adam Lee
Address	1200 TURNERSVILLE ROAD PINE HILL, NJ 08021
Phone Number	856-767-8000
Email Address	alee@pinehillschools.org
Website	http://overbrookhs.com/
Facebook	https://www.facebook.com/ramsoverbrook/
Twitter	https://twitter.com/OverbrookRAMS

Overbrook Senior High School

(07-4110-010)

Grades Offered: 09-12

2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	166	161	160
10	176	168	149
11	163	158	159
12	162	180	177
Total	667	667	645

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.2%	48.9%	48.2%
Male	50.8%	51.1%	51.8%
Economically Disadvantaged Students	48.7%	51.3%	52.7%
Students with Disabilities	18.9%	20.7%	20.3%
English Learners	1.3%	2.4%	3.3%
Homeless Students	3.3%	3.4%	1.4%
Students in Foster Care	0.0%	0.1%	0.8%
Military-Connected Students	3.6%	1.2%	0.9%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	50.8%	49.3%	47.3%
Hispanic	14.1%	15.7%	16.7%
Black or African American	28.9%	28.0%	29.1%
Asian	4.0%	3.7%	3.6%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.2%
American Indian or Alaska Native	0.4%	0.4%	0.6%
Two or More Races	1.5%	2.5%	2.5%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	667	667	645
Shared Time Students	0	0	0
Full Time Equivalent	667	667	645

Enrollment by Home Language

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

Home Language	% of Students
English	94.3%
Spanish	4.7%
Other Languages	1.1%

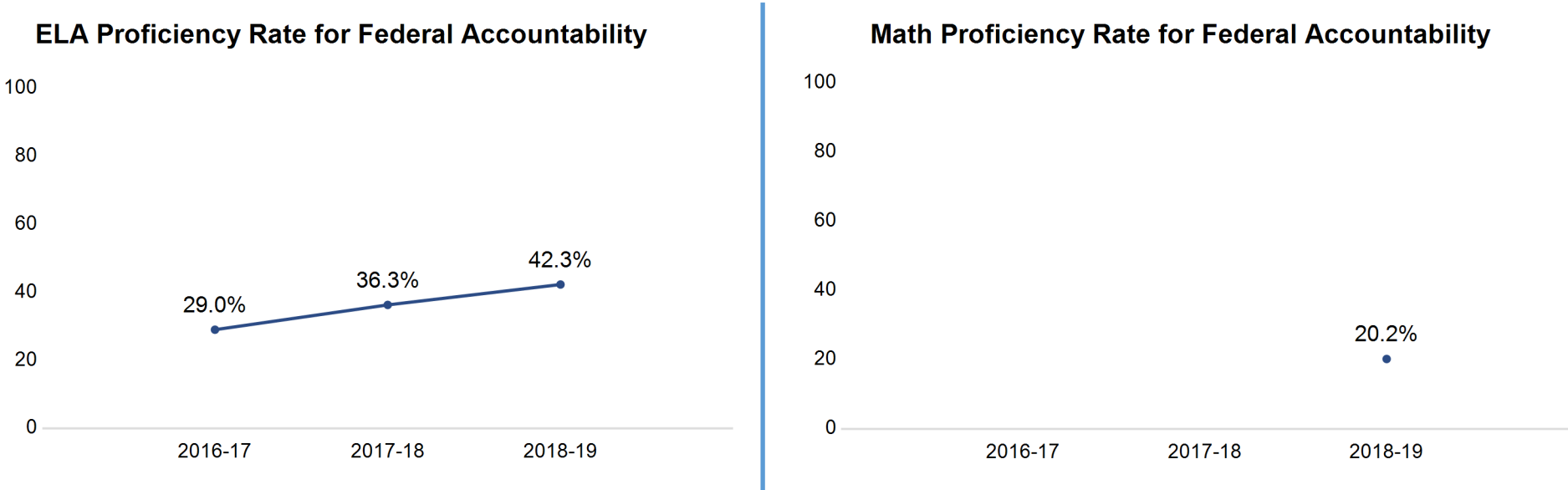**NJ SCHOOL PERFORMANCE REPORT**

Overbrook Senior High School

(07-4110-010)

Grades Offered: 09-12

2018-2019

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 29.0%
- 2017-18: 36.3%
- 2018-19: 42.3%

Math Proficiency Rate for Federal Accountability

- 2018-19: 20.2%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	91.8%	98.7%	98.0%	93.7%	99.0%	97.2%
Proficiency Rate for Federal Accountability	29.0%	36.3%	42.3%	*	*	20.2%
Annual Target	27.6%	30.3%	33.1%	12.2%	15.7%	19.3%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
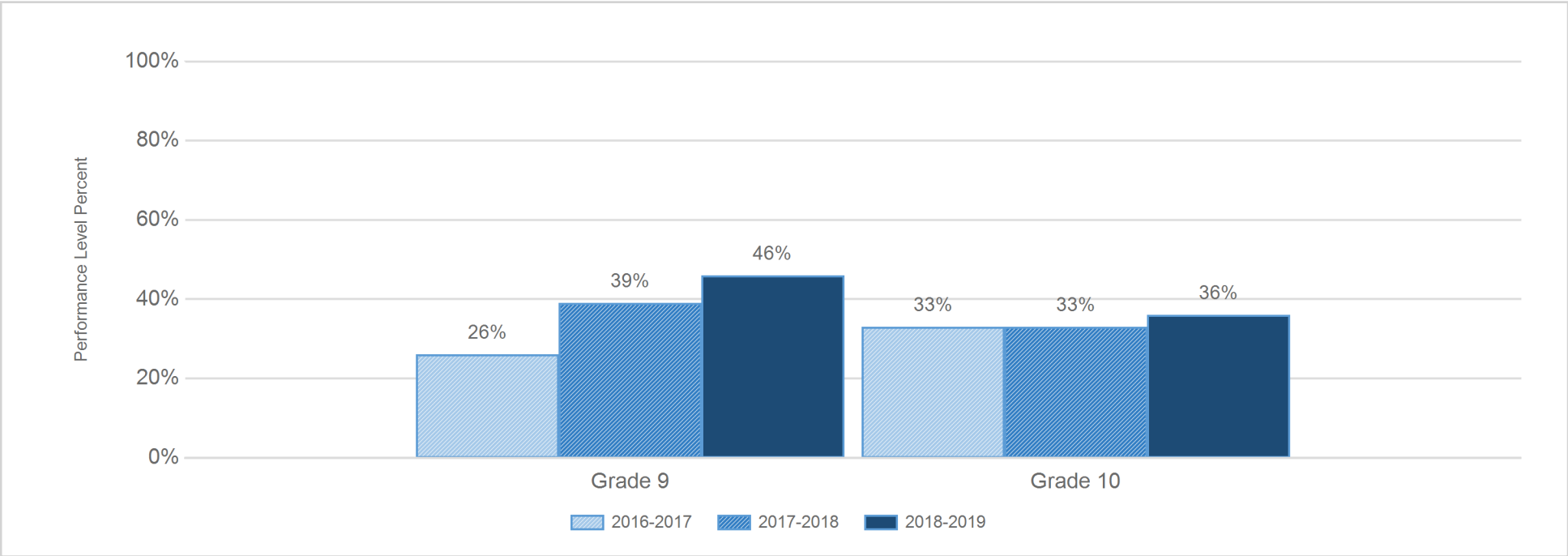
4

NJ SCHOOL PERFORMANCE REPORT

Overbrook Senior High School
(07-4110-010)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	284	98.0	42.3	46.2	57.9	42.3	33.1	Met Target
White	140	97.3	46.4	51.3	66.9	46.4	36.6	Met Target
Hispanic	46	98.0	39.1	43.6	43.9	39.1	24.8	Met Target
Black or African American	79	98.8	32.9	40.1	38.5	32.9	31.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	10	100.0	70.0	*	82.9	70.0	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	26.7	64.4	*	**	**
Female	146	98.1	50.0	53.2	64.8	50.0		
Male	138	98.0	34.1	39.3	51.3	34.1		
Economically Disadvantaged Students	143	100.0	35.7	39.8	40.0	35.7	28.5	Met Target
Non-Economically Disadvantaged Students	141	96.1	48.9	53.7	67.9	48.9		
Students with Disabilities	53	90.3	15.1	21.2	22.7	14.8	13.4	Met Target
Students without Disabilities	231	100.0	48.5	53.4	65.1	48.5		
English Learners	10	100.0	*	18.2	29.3	*	**	**
Non-English Learners	274	97.9	*	47.1	60.6	*		
Homeless Students	*	*	*	42.1	29.1	*		
Students In Foster Care	*	*	*	54.5	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Overbrook Senior High School
(07-4110-010)
Grades Offered: 09-12
2018-2019

English Language Arts Assessment - Performance Trends

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

Overbrook Senior High School

(07-4110-010)

Grades Offered: 09-12

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	157	741	741	753	13%	17%	24%	36%	10%	46%	56%
White	74	751	751	762	*	16%	26%	*	*	53%	65%
Hispanic	35	736	736	737	*	*	*	*	*	43%	40%
Black or African American	38	724	724	732	26%	*	26%	*	*	32%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	80	752	752	760	*	*	28%	*	*	55%	63%
Male	77	730	730	746	*	*	21%	*	*	36%	49%
Economically Disadvantaged Students	81	736	736	734	*	21%	26%	*	*	40%	36%
Non-Economically Disadvantaged Students	76	747	747	762	*	13%	22%	*	*	53%	65%
Students with Disabilities	32	710	710	717	*	*	*	*	*	13%	17%
Students without Disabilities	125	749	749	760	*	*	*	*	*	54%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

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Overbrook Senior High School

(07-4110-010)

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

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

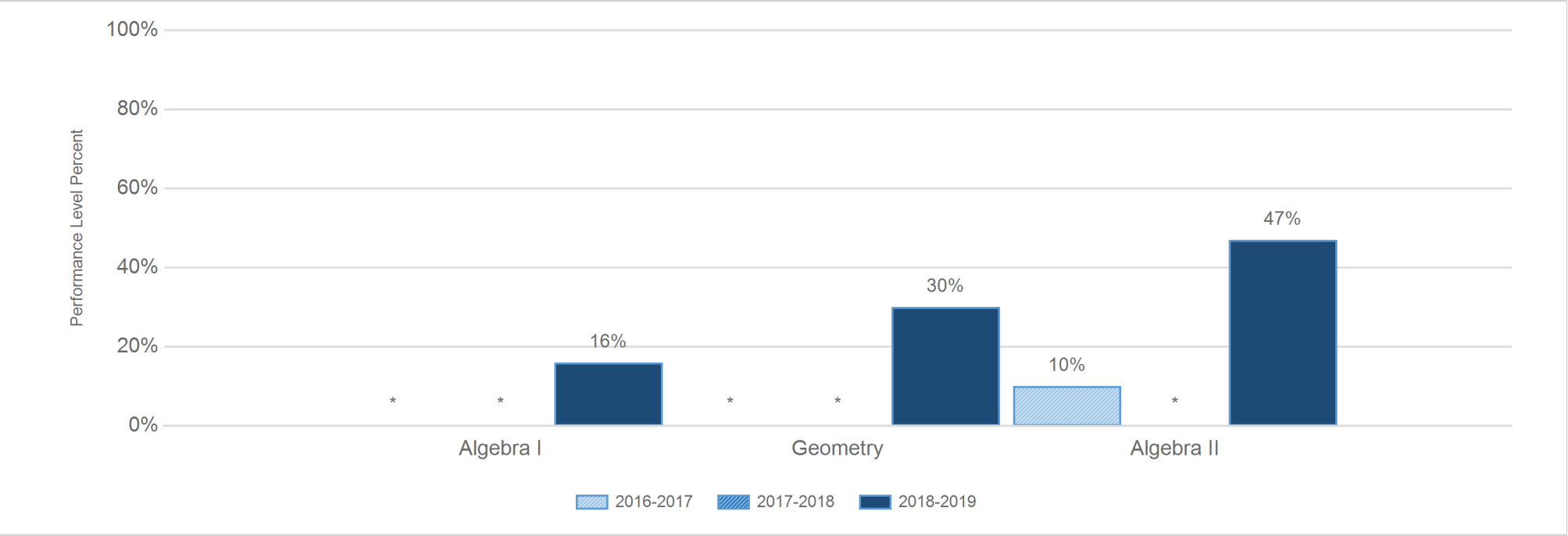| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	733	733	757	24%	17%	22%	26%	10%	36%	58%
White	67	739	739	767	21%	18%	22%	22%	16%	39%	67%
Hispanic	13	698	698	738	*	*	*	*	*	23%	43%
Black or African American	46	730	730	733	24%	*	24%	*	*	33%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	72	741	741	766	18%	14%	24%	*	*	44%	66%
Male	66	725	725	749	30%	21%	21%	*	*	27%	51%
Economically Disadvantaged Students	71	724	724	735	30%	17%	23%	*	*	31%	40%
Non-Economically Disadvantaged Students	67	743	743	767	18%	18%	22%	*	*	42%	67%
Students with Disabilities	21	714	714	711	*	*	*	*	*	14%	19%
Students without Disabilities	117	737	737	765	*	*	*	*	*	40%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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Overbrook Senior High School

(07-4110-010)

Grades Offered: 09-12

2018-2019

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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	292	97.2	20.2	27.7	44.5	20.2	19.3	Met Target
White	142	98.0	26.1	35.9	54.1	26.1	20.5	Met Target
Hispanic	48	96.3	14.6	24.7	28.8	14.6	17.4	Met Target†
Black or African American	83	95.7	12.0	17.7	23.0	12.0	17.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	10	100.0	30.0	*	76.5	30.0	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	20.0	53.3	*	**	**
Female	145	99.3	18.6	26.5	44.9	18.6		
Male	147	95.1	21.8	28.9	44.2	21.8		
Economically Disadvantaged Students	157	98.3	16.6	23.1	26.3	16.6	17.9	Met Target†
Non-Economically Disadvantaged Students	135	95.8	24.4	33.4	54.9	24.4		
Students with Disabilities	53	90.2	*	*	17.4	*	13.4	Met Target†
Students without Disabilities	239	98.8	*	*	50.0	*		
English Learners	11	100.0	*	17.1	25.0	*	**	**
Non-English Learners	281	97.0	*	28.1	46.5	*		
Homeless Students	*	*	*	10.5	17.1	*		
Students In Foster Care	*	*	*	18.2	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

Overbrook Senior High School

(07-4110-010)

Grades Offered: 09-12

2018-2019

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

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

Overbrook Senior High School

(07-4110-010)

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	245	726	729	744	13%	38%	33%	16%	0%	16%	42%
White	109	730	733	752	9%	36%	35%	20%	0%	20%	53%
Hispanic	47	719	719	728	21%	38%	28%	*	*	13%	24%
Black or African American	76	723	*	725	13%	41%	36%	*	*	11%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	122	727	*	745	11%	35%	39%	15%	0%	15%	44%
Male	123	724	*	743	15%	41%	27%	17%	0%	17%	41%
Economically Disadvantaged Students	142	723	*	727	15%	39%	30%	15%	0%	15%	23%
Non-Economically Disadvantaged Students	103	728	*	752	10%	37%	37%	17%	0%	17%	52%
Students with Disabilities	47	712	*	717	*	*	*	*	*	*	12%
Students without Disabilities	198	729	*	748	*	*	*	*	*	*	47%
English Learners	12	699	699	710	*	*	*	*	*	*	*
Non-English Learners	233	727	730	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Overbrook Senior High School
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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	40	731	731	737	*	*	33%	30%	0%	30%	35%
White	21	737	737	743	*	*	*	*	*	43%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	17	734	734	738	*	*	*	*	*	29%	36%
Male	23	729	729	736	*	*	*	*	*	30%	34%
Economically Disadvantaged Students	21	722	722	722	*	*	*	*	*	19%	16%
Non-Economically Disadvantaged Students	19	740	740	743	*	*	*	*	*	42%	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	40	731	731	738	*	*	33%	30%	0%	30%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

Overbrook Senior High School

(07-4110-010)

Grades Offered: 09-12

2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

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

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

| 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	19	744	744	755	*	*	*	*	*	47%	58%
White	13	748	748	758	0%	*	*	*	*	46%	62%
Hispanic	N	N	N	731	N	N	N	N	N	N	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	*	752	*	*	*	*	*	*	55%
Male	*	*	*	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	19	744	744	756	*	*	*	*	*	47%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	19	744	744	755	*	*	*	*	*	47%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	0.0%	**	**

† 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.

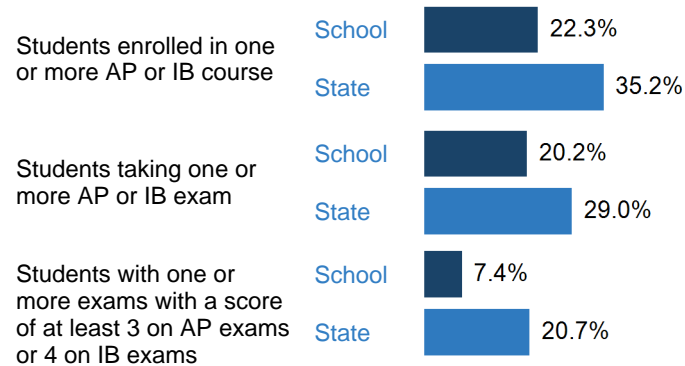| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	15	*	*
3-4	*	*	*
5 or more	N	N	N

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

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
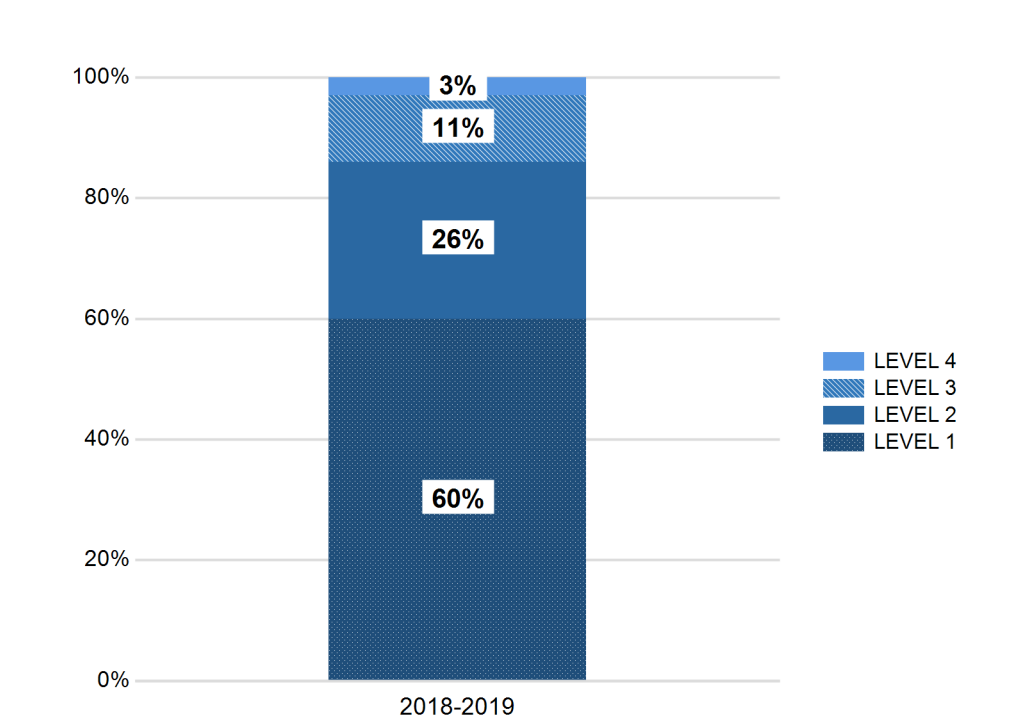
NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	60	26	11	3
White	53	31	11	4
Hispanic	81	15	4	0
Black or African American	63	24	12	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	61	24	13	3
Male	60	27	10	4
Economically Disadvantaged Students	70	18	10	1
Non-Economically Disadvantaged Students	51	33	11	5
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Overbrook Senior High School
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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	59.4%	84.5%
12th graders taking SAT in 2018-19 or prior years	47.5%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	424	476	Grade 10: 430 Grade 11: 460	46%	61%
PSAT 10/NMSQT - Math	414	477	Grade 10: 480 Grade 11: 510	25%	43%
SAT - Reading and Writing	525	539	480	68%	70%
SAT - Math	509	541	530	31%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.

Students enrolled in one or more AP or IB course
- School: 22.3%
- State: 35.2%

Students taking one or more AP or IB exam
- School: 20.2%
- State: 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School: 7.4%
- State: 20.7%

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.

Students enrolled in one or more dual enrollment course
- School: 14.9%
- State: 19.0%
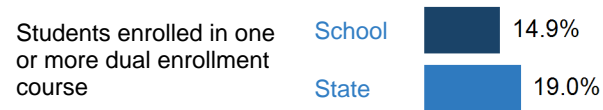
AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	9	7
AP Calculus AB	15	13
AP Chemistry	16	12
AP English Language and Composition	0	18
AP English Literature and Composition	46	26
AP Physics 1	15	15
AP Physics 2	7	6
AP Psychology	14	13
AP Spanish Language	6	6
AP Statistics	15	15
AP U.S. History	10	9
Total Exams taken		140
Exams with scores of at least 3 on AP exams or 4 on IB exams		37

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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)

School   0.0%

State   7.7%
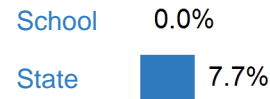
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

School   0.0%

State   10.3%
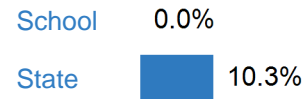
Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences

School   0.0%

State   3.3%

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*

Overview	Demographic	Academic Achievement	College and Career Readiness	Grad/ Postsecondary	Climate and Environment	Staff	Per-Pupil Expenditures	Accountability	Narrative

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School   0.0%

State   0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	150	33	1	0	0	0	20
10	22	116	30	0	0	0	97
11	6	23	76	1	4	0	90
12	6	5	7	21	11	15	77
Total	184	177	114	22	15	15	284
Enrolled in AP/IB Course					15	15	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	55	0	0	4	0	122
10	100	41	0	11	0	11
11	21	64	0	54	25	9
12	15	6	0	23	14	37
Total	191	111	0	92	39	179
Enrolled in AP/IB Course	9	16		0	22	0
Enrolled in Dual Enrollment Course	0	16	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	165	15	1	0	0	0
10	12	147	4	0	0	3
11	118	50	46	5	1	42
12	18	18	48	54	17	62
Total	313	230	99	59	18	107
Enrolled in AP/IB Course	0	10	0	14		0
Enrolled in Dual Enrollment Course	0	10	0	14	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	80	0	0	0	0	0	13
10	62	0	0	0	0	0	53
11	52	0	0	0	0	0	29
12	25	0	0	0	0	0	14
Total	219	0	0	0	0	0	109
Enrolled in AP/IB Course	6	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	18	0	0	0	0	0	0
Enrolled in Level 3 or Higher	16	0	0	0	0	0	6

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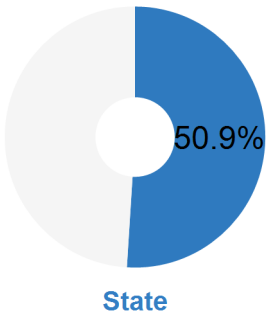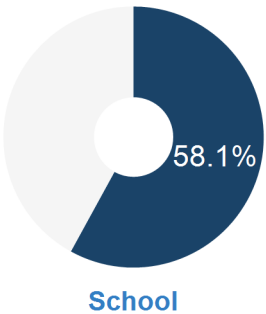
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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	2	0	0	0	0	0
10	4	0	0	0	0	0
11	8	0	0	0	0	0
12	8	0	0	0	0	0
Total	22	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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

58.1% — **School**

50.9% — **State**

Students enrolled in one or more classes by discipline:

MUSIC	School	24.5%
	State	17.6%
DANCE	School	1.7%
	State	2.3%
DRAMA	School	9.6%
	State	3.9%
VISUAL ARTS	School	33.3%
	State	32.9%

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2018-2019

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends

Cohort 2017: 86.5%
Cohort 2018: 90.6%
Cohort 2019: 87.8%

5-Year Graduation Rate Trends
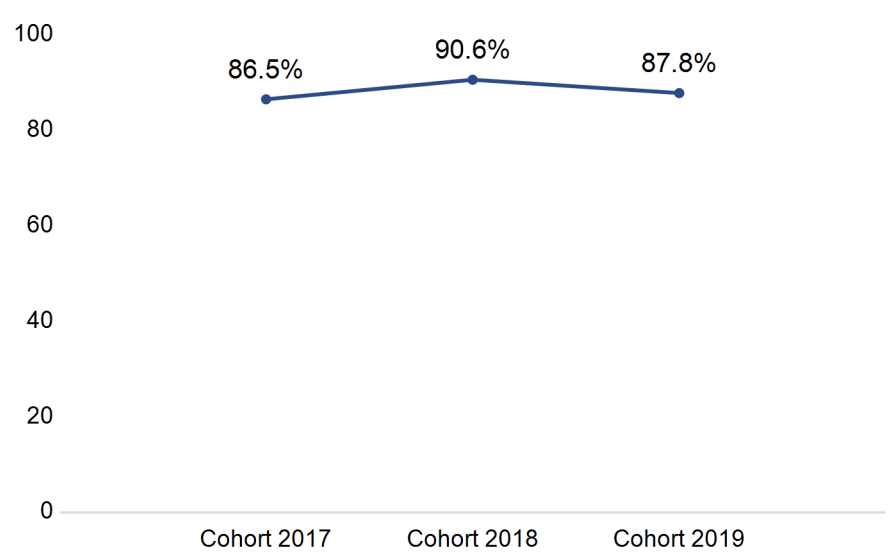
Cohort 2016: 93.1%
Cohort 2017: 90.7%
Cohort 2018: 92.2%
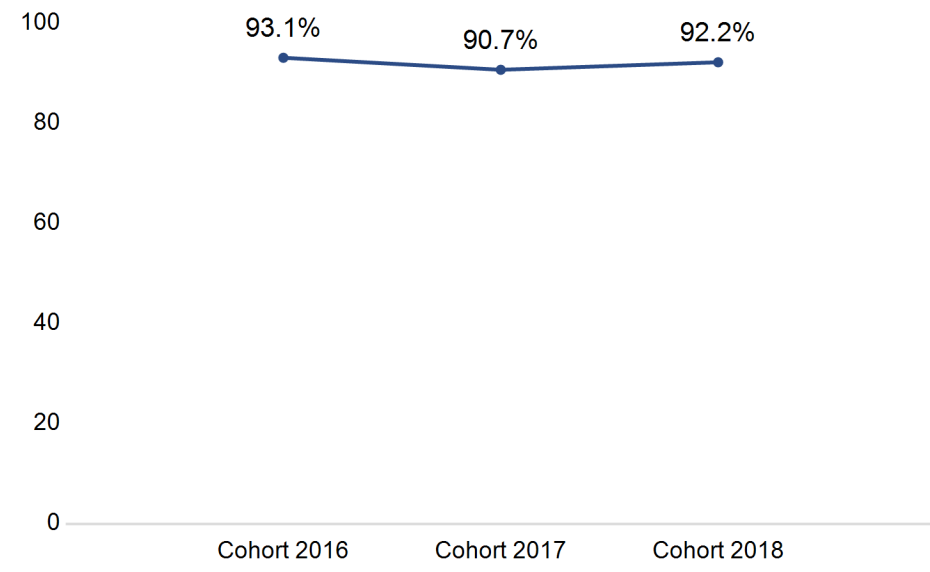
Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	86.5%	90.6%	87.8%	93.1%	90.7%	92.2%
Annual Target	94.6%	94.7%		91.2%	91.5%	
Met Annual Target?	Not Met	Not Met		Met Target	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

NJ SCHOOL PERFORMANCE REPORT

Overbrook Senior High School
(07-4110-010)
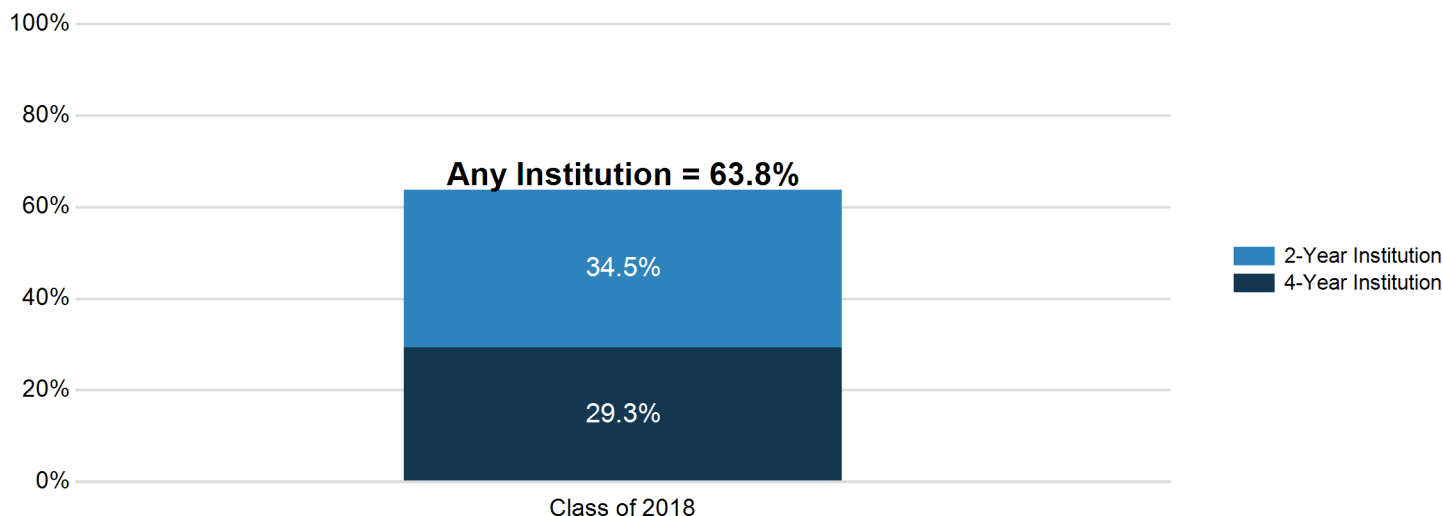Grades Offered: 09-12
2018-2019

Report Key:
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	87.8%	90.6%	92.2%	92.5%	90.6%	94.7%	Not Met	90.7%	91.5%	Not Met
White	91.1%	94.9%	92.9%	95.9%	90.9%	95.0%	Not Met	86.3%	94.0%	Not Met
Hispanic	85.7%	84.5%	93.5%	87.3%	87.1%	86.0%	Met Target	95.0%	N	Met Goal
Black or African American	81.0%	83.3%	90.9%	87.1%	90.9%	91.9%	Not Met	96.7%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	90.9%	**	**
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	N	N	N
Female	87.6%	92.8%	95.7%	94.4%	93.8%			93.5%		
Male	87.9%	88.5%	88.4%	90.8%	86.9%			88.1%		
Economically Disadvantaged Students	91.0%	84.0%	94.3%	87.3%	93.1%	91.3%	Met Target	90.0%	88.1%	Met Target
Students with Disabilities	76.3%	79.2%	83.3%	83.8%	80.0%	92.3%	Not Met	81.4%	84.6%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

Overbrook Senior High School
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2018-2019

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	57.0%	47.1%
Substitute Competency Test	22.1%	30.2%
Portfolio Appeals Process	7.6%	5.2%
Alternate Requirements specified in IEP	13.4%	17.4%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	1.2%	1.2%
2017-2018	1.2%	1.2%
2016-2017	1.2%	1.1%

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2018-2019

Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation

Any Institution = 63.8%

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	34.5%
% Enrolled in 4-Year Institution	29.3%
% Enrolled in Any Postsecondary Institution	63.8%

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

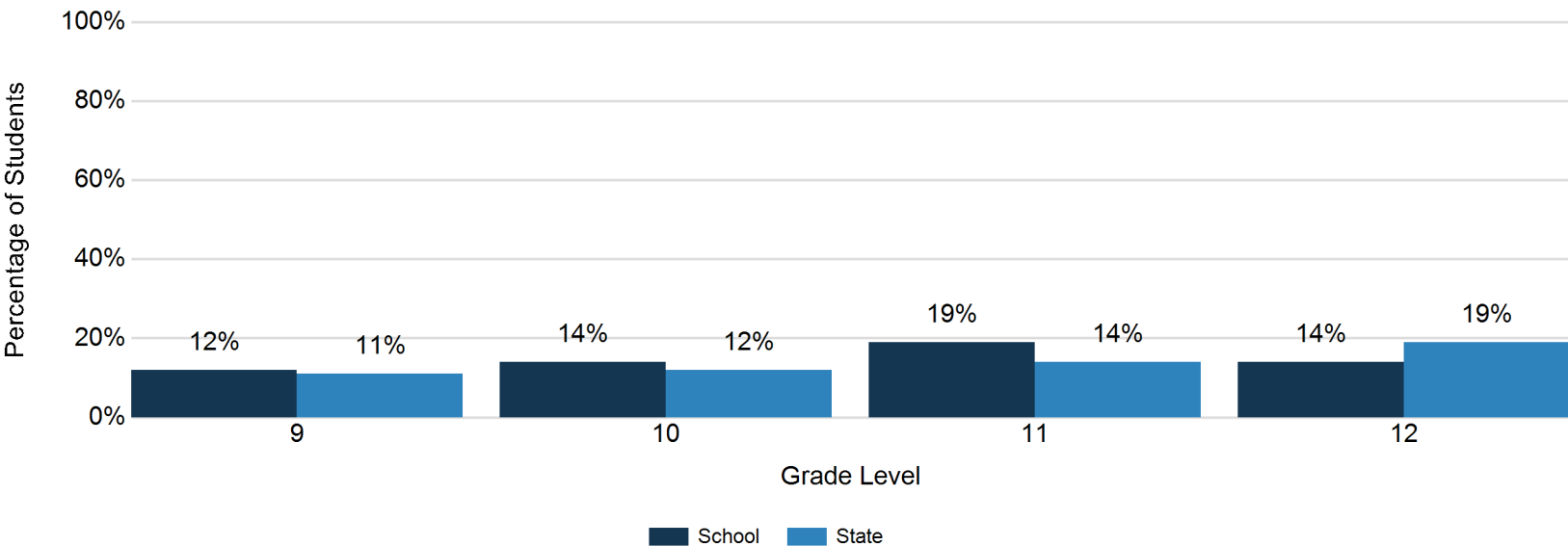| Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	57.2%	46.5%	53.5%
White	52.3%	42.2%	57.8%
Hispanic	53.3%	62.5%	37.5%
Black or African American	65.9%	48.3%	51.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	58%	51%	49%
Students with Disabilities	22%	66.7%	33.3%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	63.8%	54.1%	45.9%	90.1%	9.9%	86.5%	13.5%
White	62%	56.1%	43.9%	93%	7%	93%	7%
Hispanic	69%	60%	40%	80%	20%	65%	35%
Black or African American	63%	44.8%	55.2%	89.7%	10.3%	86.2%	13.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	57.3%	51.1%	48.9%	87.2%	12.8%	83%	17%
Students with Disabilities	37%	90%	10%	100%	0%	100%	0%
English Learners	*	*	*	*	*	*	*

Overbrook Senior High School

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2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	101	15.0	14.2	Not Met
White	40	12.5	14.2	Met
Hispanic	19	17.0	14.2	Not Met
Black or African American	33	17.1	14.2	Not Met
Asian, Native Hawaiian, or Pacific	3	11.1	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	45	14.0		
Male	56	15.8		
Economically Disadvantaged Students	74	22.0	14.2	Not Met
Students with Disabilities	26	15.6	14.2	Not Met
English Learners	5	23.8	14.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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

Percentage of Students by Number of Absences:
- 0: 7%
- 1-5: 24%
- 6-10: 23%
- 11-15: 25%
- Over 15: 21%

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(07-4110-010)

Grades Offered: 09-12

2018-2019

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Chronic Absenteeism by Grade

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	31
Weapons	1
Vandalism	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	44
Incidents Per 100 Students Enrolled	6.82

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	9
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	4	4
No Identified Nature	8		8

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	144	22.3%
Out-of-School Suspensions	82	12.7%
Any Suspension	164	25.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
340

Overview	Demographic	Academic Achievement	College and Career Readiness	Grad/ Postsecondary	Climate and Environment	Staff	Per-Pupil Expenditures	Accountability	Narrative

Overbrook Senior High School
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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	7:20 AM
Typical End Time	1:55 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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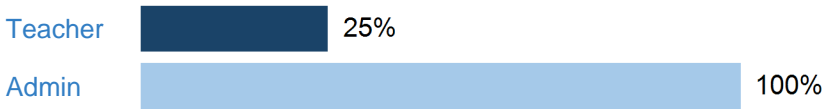
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	64	118,214
Average years experience in public schools	8.2	12.1
Average years experience in district	7.9	10.8
Percentage of Teachers with 4 or more years experience in the district	60.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	15.2	12.0
Percentage of Administrators with 4 or more years experience in the district	84.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	129:1	142:1
Teachers to Administrators	13:1	13:1
Students to Librarians/Media Specialists		616:1
Students to Nurses		462:1
Students to Counselors		264:1
Students to Child Study Team Members		369:1

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.2%	65.6%	40.0%	48.4%	77.1%	54.9%
Male	51.8%	34.4%	60.0%	51.6%	22.9%	45.1%
White	47.3%	90.6%	80.0%	42.4%	83.6%	77.4%
Hispanic	16.7%	4.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	29.1%	3.1%	20.0%	15.0%	6.6%	13.9%
Asian	3.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	1.6%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.5%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 75%
Admin — N/A

Master's Degree

Teacher — 25%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.7%

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(07-4110-010)

Grades Offered: 09-12

2018-2019

Per-Pupil Expenditures by Source

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

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

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

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

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

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

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

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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

Overbrook Senior High School

(07-4110-010)

Grades Offered: 09-12

2018-2019

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

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

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

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	29.0%	36.3%	42.3%
Math Proficiency	*	*	20.2%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	86.5%	90.6%	87.8%
5-Year Graduation Rate†	93.1%	90.7%	92.2%
Progress toward English Language Proficiency		*	0.0%
Chronic Absenteeism	13.8%	12.7%	15.0%

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

Overbrook Senior High School

(07-4110-010)

Grades Offered: 09-12

2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

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

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

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

NJ SCHOOL PERFORMANCE REPORT

Overbrook Senior High School
(07-4110-010)
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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Not Met	Not Met	**	Not Met	No
White	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Hispanic	Met Target	Met Target†	Met Target	Met Goal	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Not Met	Met Goal	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	Not Met	No

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

NJ SCHOOL PERFORMANCE REPORT

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School Narrative

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

Highlights:	• OHS participates in a PBSIS Initiative. We reward students for positive behavior & use our data to provide behavior interventions on individual basis by working w/ the Boggs Center at Rutgers UNV. • The students use Chromebooks & Google Classroom daily. The students use IXL to progress monitor in ELA & Math. IXL is also a great resource for reinforcement of skills & is aligned to the standards. • We offer 21 different Varsity Sports for boys and girls and a large amount of clubs and other after school activities.
Mission, Vision, Theme:	Overbrook High School is dedicated to providing academic programs and opportunities for every child to develop their individual talents and abilities in order to be prepared for college and careers in the 21st century.
Awards, Recognition, Accomplishments:	Band and Choir are perennial contenders at "Music in the Parks" competition across the Northeast. Outstanding Jazz Band that competes across the state of New Jersey. Our theatre department is very involved in the South Jersey Cappies. Our theatre department continues to push the limits for our creative students who are interested in performing arts. Our Director of Counseling, Mrs. Nicole Kerber, was named the School Counselor of the year for the state of New Jersey in 2016. Our Choir Director, Mrs. Schwartz was named as one of the South Jersey Women of the Year in 2016. Counselor, Aleah Braxton received the NAACP Crystal Award in 2019.

Overbrook Senior High School

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Courses, Curriculum, Instruction:	All of our curriculum at the high school is developed by our staff according to the current standards and the needs of our community. Each year we assess our curriculum to make sure that it is meeting the needs of our students. Our entire curriculum catalog can be found on our school's website. http://www.pinehill.k12.nj.us/
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Coed), Football (Coed), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Coed) Overbrook recently added bowling and winter track to our list of sports offerings. We also run a Unified Sports Program that offers special education students the opportunity to participate in bowling.
Clubs and Activities:	We offer the following clubs: Coding Club, Gay/Straight Alliance, Video Production, Concert Band, Jazz Band, Marching Band, Choir, African American Culture Club, Art Club, Astronomy Club, Academic Challenge, Multi-Cultural club, Interact Club, Model UN, Leo Club, Renaissance Club, National Honor Society, Youth and Government, Newspaper Club, Student Government, and Yearbook Club.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Before and After School Programs:	After school we offer "Project Success". Project Success is an after school tutoring program run by our teaching staff. We also offer the 21st c. Scholars Program in conjunction with Camden County College. Our students are given the opportunity to receive help in Math and English while also preparing for tests such as NJSLA (PARCC) and the SAT.
Staff and Professional Learning:	Our professional staff at the high school is constantly researching new teaching strategies and ways to reach the students at Overbrook. Each month our teachers meet in a departmental PLC at least once to discuss current challenges and possible solutions. We always use student and schoolwide data to help us in the decision making process. Our teachers attend out of district PD as well.
Postsecondary Information:	Our counseling department's goal is to make sure that all of our students are prepared for life after high school. To that end, our counseling office offers individual meetings for scheduling classes. They also offer financial aid nights for parents and students throughout the school year to assist in the application process. Our students use a system called Naviance that pairs them with colleges and careers that match their talents and interests.

Overbrook Senior High School

(07-4110-010)

Grades Offered: 09-12

2018-2019

School Narrative

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Student Supports and Services:	Struggling students are identified early on and offered services that will help to improve their academic performance. We have an I&RS Committee that will refer students for additional services when necessary. We offer project success for after school tutoring. We also offer Literacy Lab and Math Lab courses for additional help. Our staff uses multiple data points to identify at risk students early on. We are now working with EOS to identify and increase the number of students who are taking our AP courses at the high school.
Student Health and Wellness:	Students are offered the opportunity to eat breakfast at the high school each day. There are student snacks available after school for those children who are involved with athletics and after school tutoring help. In addition to regular PE classes, we offer Kinesiology & Strength Development as well as Dance and Nutrition as electives. We bring in at least 3-4 speakers each year to speak with the students about making good choices. We are also extremely proud of our relationship with "Sandy Hook Promise". Overbrook participates in both "Start With Hello" and "Say Something" Weeks.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	The high school has undergone many renovations. We have a completely remodeled Auditorium, media center, weight room and Gymnasium. Air conditioning is being installed throughout the school. We have built a new TV production studio as well. Our technology department has a remodeled makerspace room. The hallway lighting has been replaced by LED lighting. Outside, our facilities have improved as well. We have received new fencing, a new football scoreboard, and new paver gardens in the front of the building. Our athletic facilities are second to none.
School Safety:	Overbrook High School is committed to creating the safest environment possible for our students while still allowing for a creative and open learning environment. Our School Resource Officer is housed in the high school 5 days a week. The SRO takes great pride in building strong relationships with our students which helps to prevent problems before they start. Our new, secure entrance, allows the office staff to check every visitor's identification prior to entering the school building. We are constantly reviewing our policies and procedures to stay ahead of the game and to prepare for problems that haven't yet occurred. Our motto is #RAMKind. It is our philosophy that we should treat everyone with a tremendous amount of respect which will in turn lead to a safer Overbrook High School

Overbrook Senior High School

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2018-2019

School Narrative

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Other Information	Overbrook High School has been transforming it's image and reshaping it's culture for the last 17 years. Since the dissolution of the Lower Camden County Regional School District, Overbrook has been evolving and rebranding it's image to reflect the fact that we are now a smaller community school. We pride ourselves on individualized instruction for all of our students, in every discipline and at every level. The teaching staff is implementing the use of Chromebooks in the classroom as much as possible to prepare students for the role that technology will play in their lives after high school. Constant parent communication is extremely important to us as well. We operate a safe school where students are encouraged to speak up when they see someone being bullied or hear someone making threats. Our hashtag is #RAMKind because we care deeply for everyone in our school community and we are committed to teaching our students about the positive effect that kindness can have on all of us. There is a very proud tradition of excellence at Overbrook High School and it is our intention to build upon that tradition to create a learning environment that works for every student. Please feel free to reach out with any questions about our great school!

NJ SCHOOL PERFORMANCE REPORT

Pine Hill Middle School
(07-4110-100)
Grades Offered: 06-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

| Overview | Demographic | Student Growth | Academic Achievement | College and Career Readiness | Climate and Environment | Staff | Per-Pupil Expenditures | Accountability | Narrative |

Pine Hill Middle School
(07-4110-100)
Grades Offered: 06-08
2018-2019

School Contact Information

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

Type	Contact Information
County	Camden
District	Pine Hill School District
Principal Name	Ms. Kathleen Klemick
Address	1100 TURNERVILLE ROAD PINE HILL, NJ 08021
Phone Number	856-210-0200
Email Address	kklemick@pinehillschools.org
Website	http://phms.pinehill.k12.nj.us/

Pine Hill Middle School

(07-4110-100)

Grades Offered: 06-08

2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	117	127	134
7	113	120	135
8	94	116	118
Total	324	363	387

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	54.3%	50.7%	48.1%
Male	45.7%	49.3%	51.9%
Economically Disadvantaged Students	58.6%	58.1%	56.6%
Students with Disabilities	23.5%	22.6%	24.3%
English Learners	0.9%	1.1%	1.0%
Homeless Students	1.5%	2.5%	2.6%
Students in Foster Care	0.6%	1.1%	1.0%
Military-Connected Students	0.6%	0.6%	0.3%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	54.6%	52.1%	45.2%
Hispanic	11.7%	14.3%	16.0%
Black or African American	30.6%	31.4%	35.4%
Asian	1.2%	0.6%	1.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.6%	0.6%	0.3%
Two or More Races	1.2%	1.1%	1.3%

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.

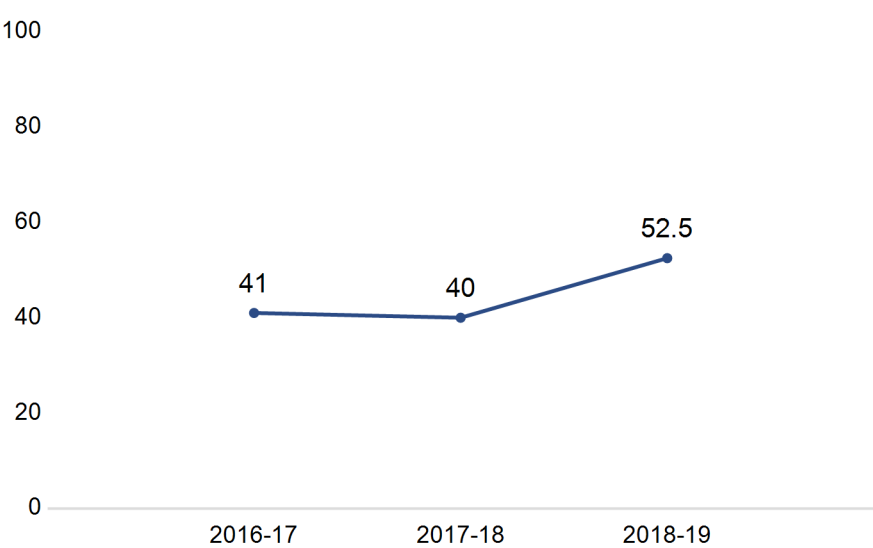| Home Language	% of Students
English	95.1%
Spanish	2.8%
Other Languages	2.1%

NJ SCHOOL PERFORMANCE REPORT

Pine Hill Middle School
(07-4110-100)
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2018-2019

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Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

41 40 52.5
(2016-17, 2017-18, 2018-19)

Math Median Student Growth Percentile

45 39 43
(2016-17, 2017-18, 2018-19)

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	41	40	52.5	45	39	43
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

Pine Hill Middle School

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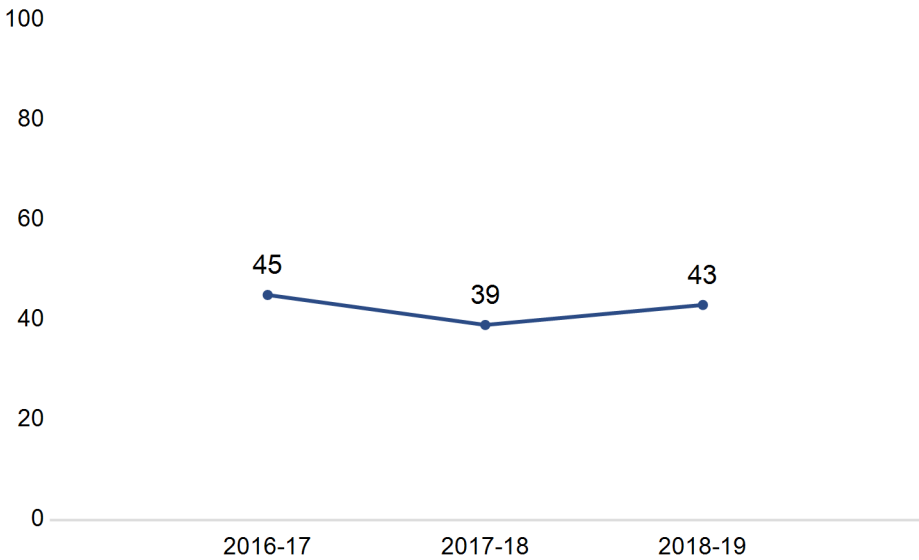* **†** This indicates a table specific note, see note below table

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 (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	52.5	50	50	Met Standard	43	49	50	Met Standard
White	54	52	50	Met Standard	40	50	52	Met Standard
Hispanic	53	57	49	Met Standard	38	44	47	Not Met
Black or African American	48	46	45	Met Standard	52	52	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	*	*	56	**	N	N	51.5	**
Two or More Races	*	43.5	49	**	*	34	52	**
Female	55	52	53	N	45	50	50	N
Male	48	48	47	N	40	48	51	N
Economically Disadvantaged Students	51	50	48	Met Standard	45	52	46	Met Standard
Students with Disabilities	50	44	43	Met Standard	48.5	50	45	Met Standard
English Learners	59	61	52	**	*	36.5	50	**
Homeless Students	*	46	43	N	*	72	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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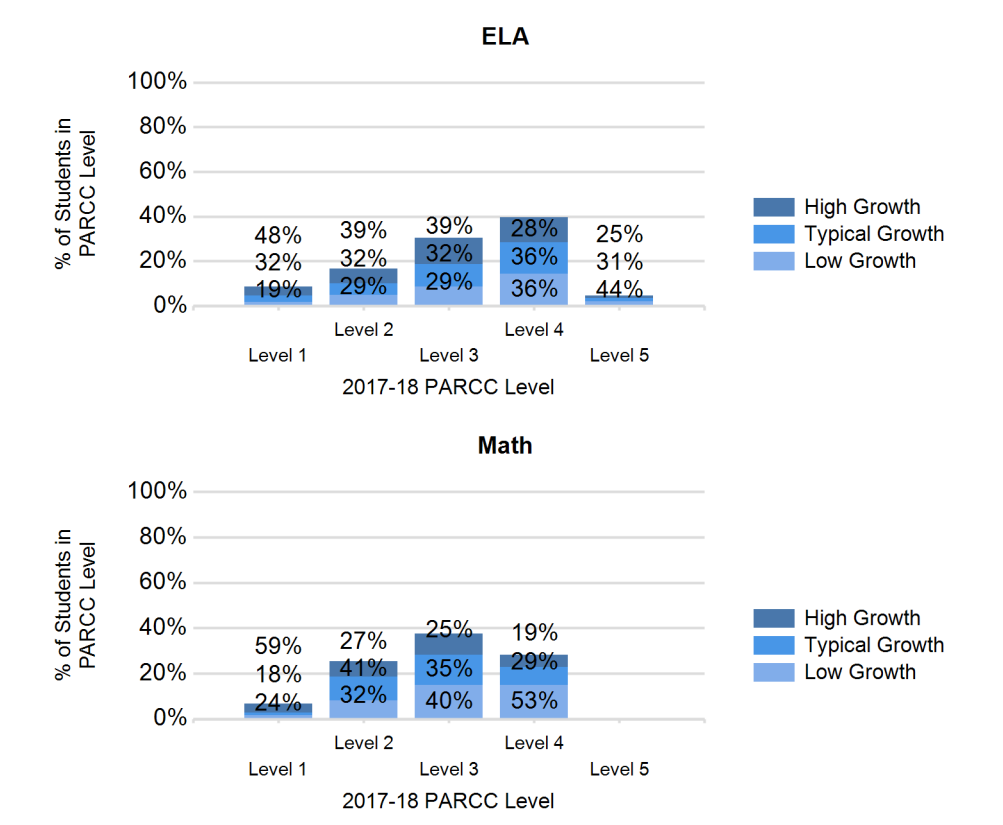* **†** This indicates a table specific note, see note below table

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

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

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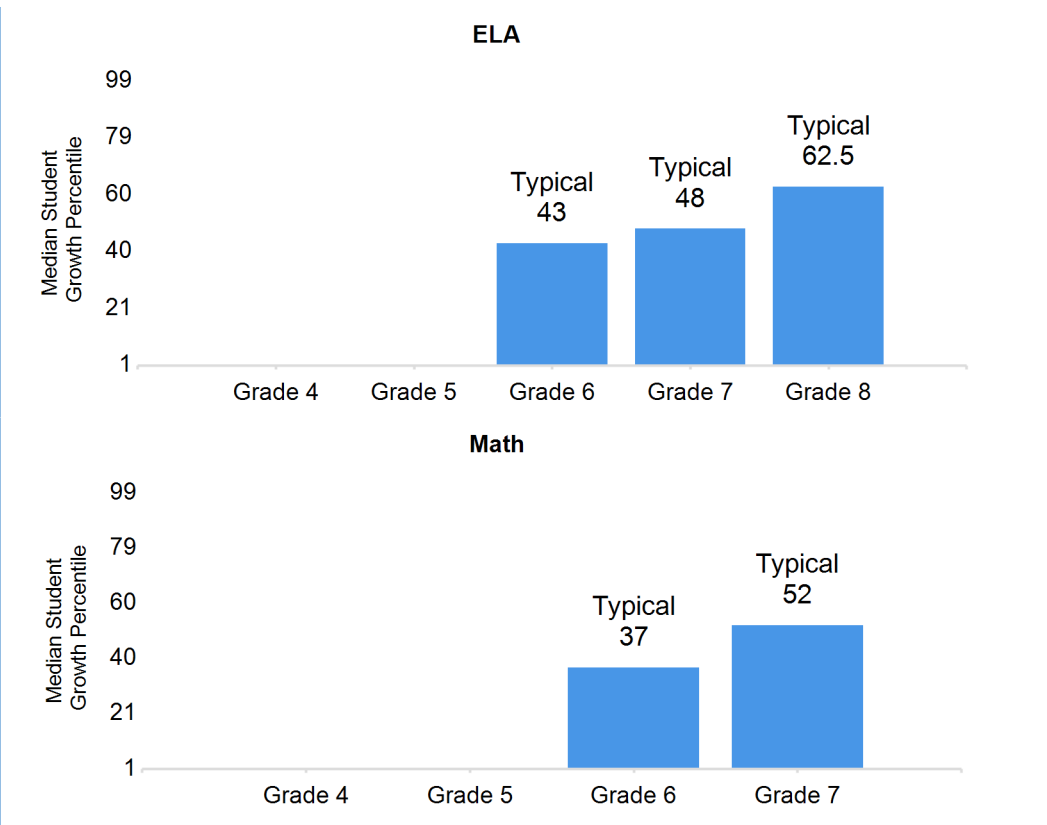
Student Growth by Performance Level

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

ELA

Legend:
- High Growth
- Typical Growth
- Low Growth

2017-18 PARCC Level	High Growth	Typical Growth	Low Growth
Level 1	48%	32%	19%
Level 2	39%	32%	29%
Level 3	39%	32%	29%
Level 4	28%	36%	36%
Level 5	25%	31%	44%

Math

2017-18 PARCC Level	High Growth	Typical Growth	Low Growth
Level 1	59%	18%	24%
Level 2	27%	41%	32%
Level 3	25%	35%	40%
Level 4	19%	29%	53%
Level 5			

Student Growth by Grade

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

ELA

Grade	Median Student Growth Percentile
Grade 4	
Grade 5	
Grade 6	Typical 43
Grade 7	Typical 48
Grade 8	Typical 62.5

Math

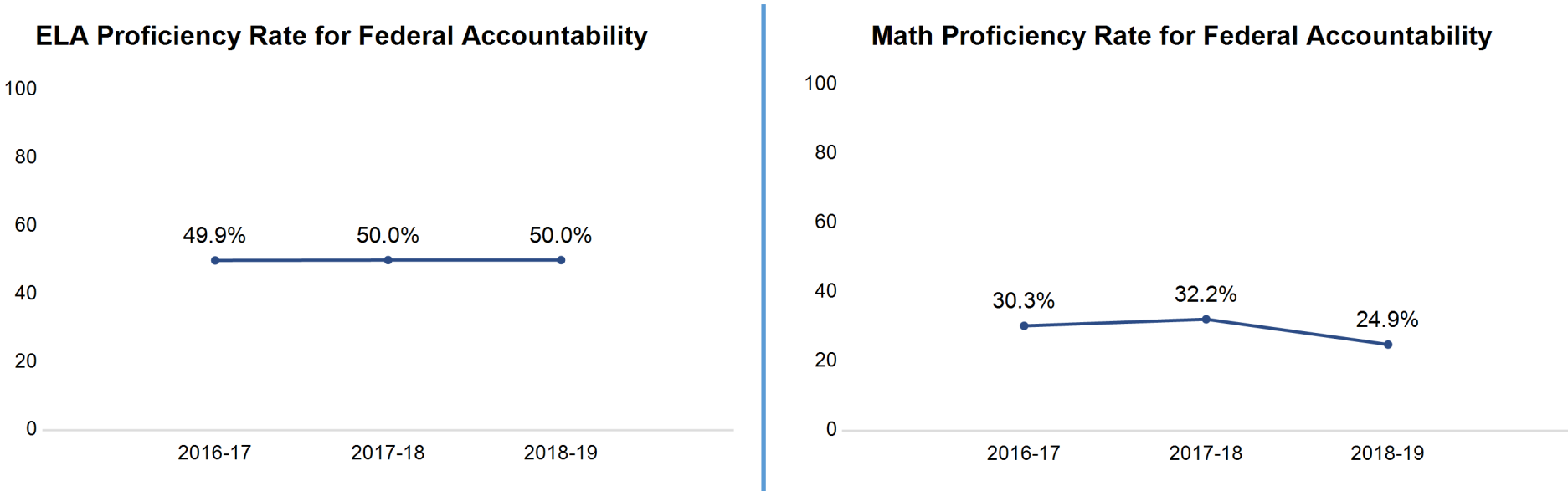| Grade	Median Student Growth Percentile
Grade 4	
Grade 5	
Grade 6	Typical 37
Grade 7	Typical 52

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	49.9%	50.0%	50.0%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	30.3%	32.2%	24.9%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.7%	97.6%	99.0%	96.7%	97.3%	98.7%
Proficiency Rate for Federal Accountability	49.9%	50.0%	50.0%	30.3%	32.2%	24.9%
Annual Target	55.8%	57.1%	58.3%	38.4%	40.6%	42.8%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
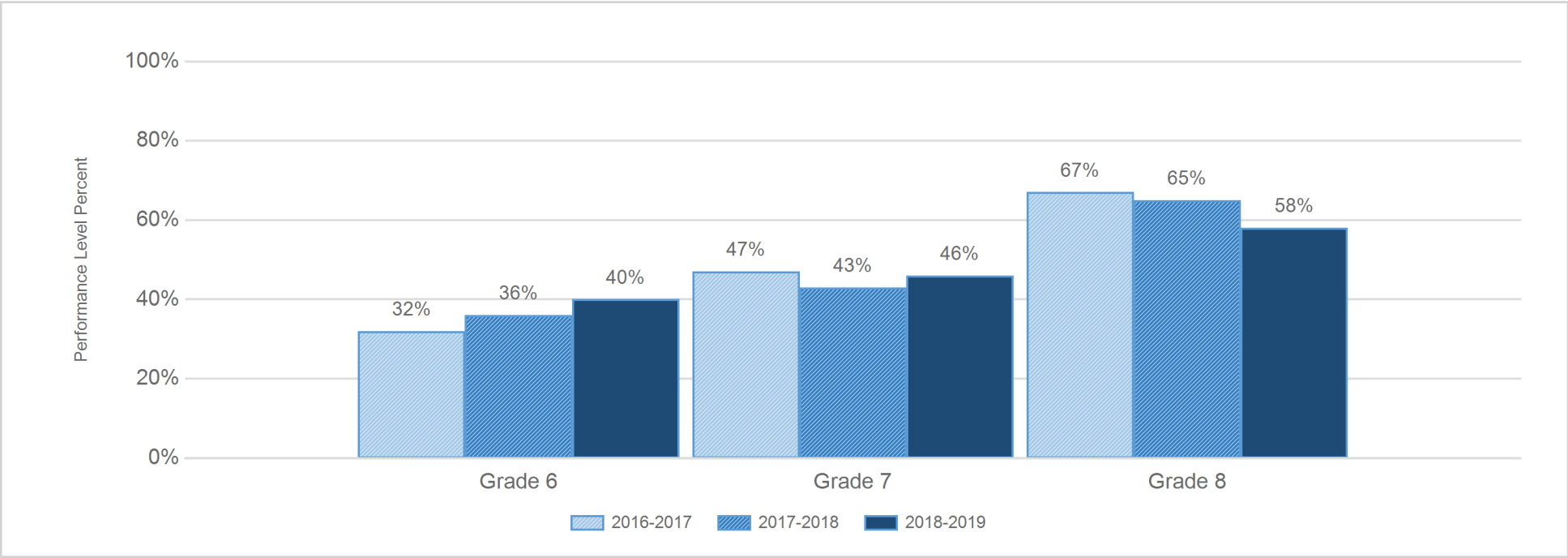
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- **N** No Data is available to display
- **†** This indicates a table specific note, see note below table

English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	374	99.0	50.0	46.2	57.9	50.0	58.3	Not Met
White	175	98.9	54.9	51.3	66.9	54.9	58.8	Met Target†
Hispanic	58	100.0	46.6	43.6	43.9	46.6	60.2	Not Met
Black or African American	130	99.3	44.6	40.1	38.5	44.6	54.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	26.7	64.4	*	**	**
Female	177	98.4	58.8	53.2	64.8	58.8		
Male	197	99.5	42.1	39.3	51.3	42.1		
Economically Disadvantaged Students	202	99.1	45.0	39.8	40.0	45.0	52.4	Not Met
Non-Economically Disadvantaged Students	172	98.9	55.8	53.7	67.9	55.8		
Students with Disabilities	99	98.1	27.3	21.2	22.7	27.3	35	Not Met
Students without Disabilities	275	99.3	58.2	53.4	65.1	58.2		
English Learners	10	100.0	50.0	18.2	29.3	50.0	**	**
Non-English Learners	364	99.0	50.0	47.1	60.6	50.0		
Homeless Students	10	90.9	50.0	42.1	29.1	47.6		
Students In Foster Care	*	*	*	54.5	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Pine Hill Middle School
(07-4110-100)
Grades Offered: 06-08
2018-2019

English Language Arts Assessment - Performance Trends

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

NJ SCHOOL PERFORMANCE REPORT

Pine Hill Middle School

(07-4110-100)

Grades Offered: 06-08

2018-2019

Report Key:
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 N No Data is available to display
 † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	743	743	754	*	17%	37%	*	*	40%	56%
White	58	746	746	762	*	*	40%	*	*	45%	65%
Hispanic	20	739	739	743	*	*	*	*	*	35%	43%
Black or African American	47	738	738	738	*	26%	36%	*	*	32%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	58	748	748	762	*	17%	33%	*	*	47%	64%
Male	74	739	739	748	*	18%	41%	*	*	35%	48%
Economically Disadvantaged Students	70	740	740	740	*	*	36%	*	*	37%	39%
Non-Economically Disadvantaged Students	62	747	747	763	*	*	39%	*	*	44%	67%
Students with Disabilities	34	730	730	722	*	*	44%	*	*	21%	19%
Students without Disabilities	98	748	748	761	*	*	35%	*	*	47%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Pine Hill Middle School

(07-4110-100)

Grades Offered: 06-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	746	746	761	10%	15%	29%	36%	10%	46%	63%
White	63	753	753	769	*	*	29%	41%	16%	57%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	47	740	740	741	*	26%	32%	*	*	36%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	57	759	759	769	*	*	28%	*	*	58%	71%
Male	74	736	736	753	*	*	30%	*	*	36%	55%
Economically Disadvantaged Students	76	742	742	743	*	*	36%	*	*	38%	45%
Non-Economically Disadvantaged Students	55	751	751	771	*	*	20%	*	*	56%	73%
Students with Disabilities	23	716	716	720	*	*	*	*	*	13%	22%
Students without Disabilities	108	752	752	769	*	*	*	*	*	53%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Pine Hill Middle School

(07-4110-100)

Grades Offered: 06-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	752	752	762	9%	11%	23%	47%	11%	58%	63%
White	51	757	757	770	*	*	24%	*	*	63%	72%
Hispanic	20	745	745	747	*	*	*	*	*	50%	49%
Black or African American	39	750	750	741	*	*	26%	*	*	54%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	62	756	756	771	*	*	21%	*	*	65%	71%
Male	51	747	747	753	*	*	25%	*	*	49%	55%
Economically Disadvantaged Students	61	745	745	743	*	*	*	*	*	48%	45%
Non-Economically Disadvantaged Students	52	760	760	772	*	*	*	*	*	69%	72%
Students with Disabilities	31	722	722	721	*	*	*	*	*	23%	22%
Students without Disabilities	82	763	763	770	*	*	*	*	*	71%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Pine Hill Middle School

(07-4110-100)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	374	98.7	24.9	27.7	44.5	24.9	42.8	Not Met
White	174	98.3	32.8	35.9	54.1	32.8	49.2	Not Met
Hispanic	59	100.0	27.1	24.7	28.8	27.1	39.5	Not Met
Black or African American	130	99.3	13.1	17.7	23.0	13.1	32	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	20.0	53.3	*	**	**
Female	178	98.4	26.4	26.5	44.9	26.4		
Male	196	99.0	23.5	28.9	44.2	23.5		
Economically Disadvantaged Students	203	99.1	19.7	23.1	26.3	19.7	35.3	Not Met
Non-Economically Disadvantaged Students	171	98.3	31.0	33.4	54.9	31.0		
Students with Disabilities	99	98.1	17.2	*	17.4	17.2	26.4	Not Met
Students without Disabilities	275	99.0	27.6	*	50.0	27.6		
English Learners	11	100.0	18.2	17.1	25.0	18.2	**	**
Non-English Learners	363	98.7	25.1	28.1	46.5	25.1		
Homeless Students	10	90.9	10.0	10.5	17.1	*		
Students In Foster Care	*	*	*	18.2	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

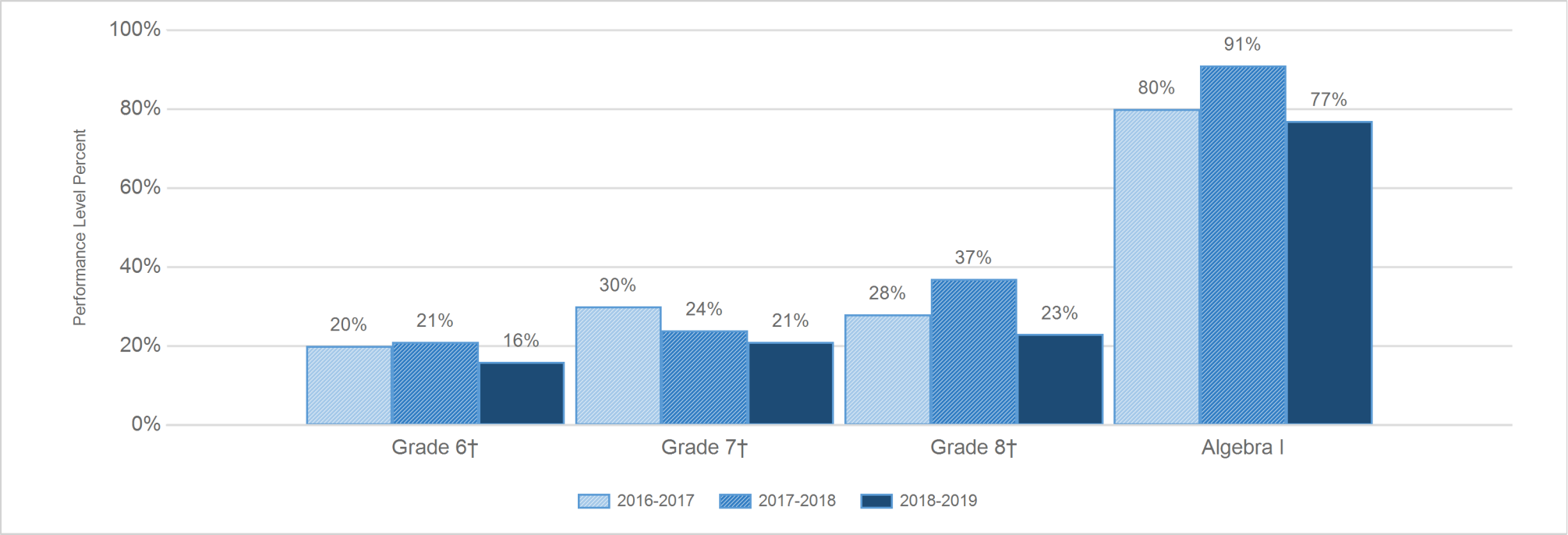**NJ SCHOOL PERFORMANCE REPORT**

Pine Hill Middle School
(07-4110-100)
Grades Offered: 06-08
2018-2019

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

Mathematics Assessment – Performance Trends bar chart. Performance Level Percent (y-axis) vs grade/exam (x-axis).

- Grade 6†: 2016-2017: 20%, 2017-2018: 21%, 2018-2019: 16%
- Grade 7†: 2016-2017: 30%, 2017-2018: 24%, 2018-2019: 21%
- Grade 8†: 2016-2017: 28%, 2017-2018: 37%, 2018-2019: 23%
- Algebra I: 2016-2017: 80%, 2017-2018: 91%, 2018-2019: 77%

Legend: ▨ 2016-2017 ▨ 2017-2018 ▬ 2018-2019

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

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NJ SCHOOL PERFORMANCE REPORT

Pine Hill Middle School
(07-4110-100)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	728	728	741	9%	41%	34%	*	*	16%	41%
White	58	734	734	749	*	31%	40%	*	*	22%	51%
Hispanic	20	721	721	729	*	55%	*	*	*	15%	24%
Black or African American	47	722	722	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	58	728	728	742	*	36%	40%	*	*	14%	42%
Male	74	728	728	740	*	45%	30%	*	*	18%	40%
Economically Disadvantaged Students	70	725	725	726	*	46%	34%	*	*	10%	21%
Non-Economically Disadvantaged Students	62	731	731	750	*	35%	34%	*	*	23%	53%
Students with Disabilities	34	716	716	716	*	*	*	*	*	*	12%
Students without Disabilities	98	732	732	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Pine Hill Middle School

(07-4110-100)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	734	734	744	*	31%	43%	*	*	21%	42%
White	62	739	739	751	*	21%	42%	*	*	32%	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	47	726	726	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	58	736	736	744	*	28%	43%	*	*	24%	42%
Male	73	732	732	743	*	33%	42%	*	*	19%	42%
Economically Disadvantaged Students	77	730	730	731	*	*	40%	*	*	18%	24%
Non-Economically Disadvantaged Students	54	738	738	751	*	*	46%	*	*	26%	53%
Students with Disabilities	23	726	726	718	*	48%	*	*	*	13%	13%
Students without Disabilities	108	735	735	749	*	27%	*	*	*	23%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

Pine Hill Middle School

(07-4110-100)

Grades Offered: 06-08

2018-2019

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* **N** No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 8

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

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

| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	728	728	728	21%	23%	33%	23%	0%	23%	29%
White	39	730	730	737	*	*	31%	28%	0%	28%	38%
Hispanic	20	731	731	722	*	*	*	*	*	25%	22%
Black or African American	30	723	723	714	*	40%	*	*	*	13%	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	47	731	731	731	*	*	34%	*	*	26%	31%
Male	44	724	724	726	*	*	32%	*	*	20%	27%
Economically Disadvantaged Students	52	725	725	719	*	*	38%	*	*	15%	20%
Non-Economically Disadvantaged Students	39	731	731	735	*	*	26%	*	*	33%	36%
Students with Disabilities	27	711	711	707	*	*	*	*	*	*	10%
Students without Disabilities	64	735	735	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Pine Hill Middle School

(07-4110-100)

Grades Offered: 06-08

2018-2019

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 N No Data is available to display
 † This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Test: Algebra I

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

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	22	764	729	744	0%	0%	*	*	*	77%	42%
White	12	767	733	752	0%	0%	*	*	*	92%	53%
Hispanic	N	N	719	728	N	N	N	N	N	N	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	*	745	*	*	*	*	*	*	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	699	710	N	N	N	N	N	N	*
Non-English Learners	22	764	730	745	0%	0%	*	*	*	77%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

Pine Hill Middle School
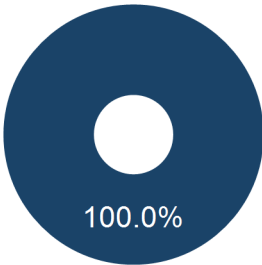(07-4110-100)
Grades Offered: 06-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

Pine Hill Middle School

(07-4110-100)

Grades Offered: 06-08

2018-2019

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

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
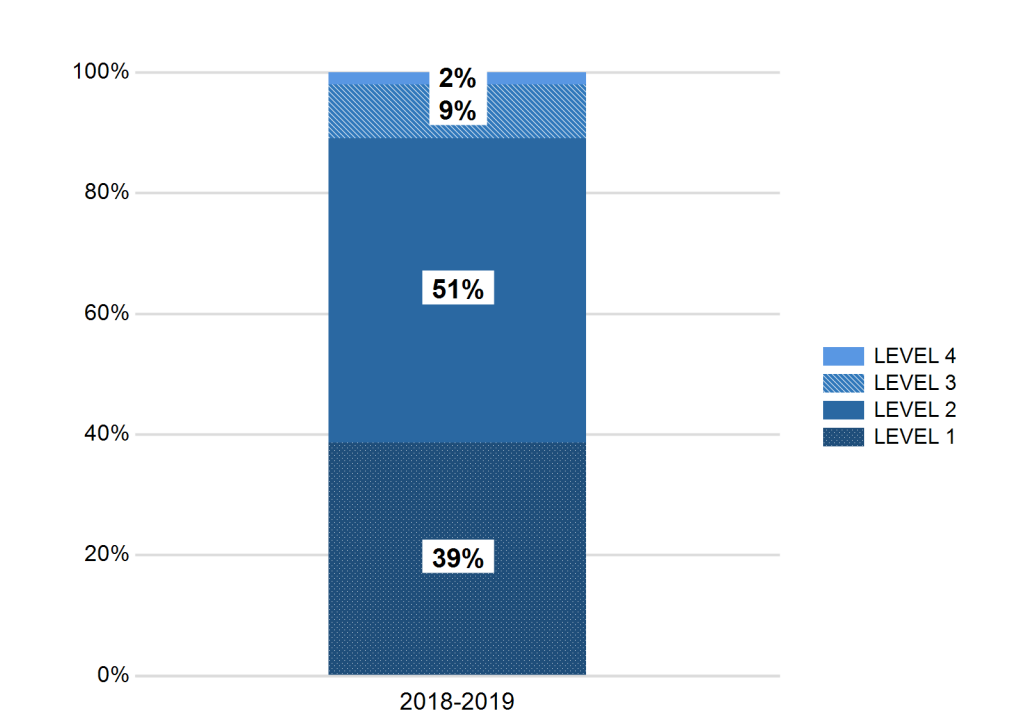
NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	39	51	9	2
White	29	58	12	2
Hispanic	50	45	5	0
Black or African American	48	45	5	3
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	37	56	8	0
Male	41	45	10	4
Economically Disadvantaged Students	51	46	3	0
Non-Economically Disadvantaged Students	24	57	16	4
Students with Disabilities	60	30	7	3
Students without Disabilities	31	58	10	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

Pine Hill Middle School
(07-4110-100)
Grades Offered: 06-08
2018-2019

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	138
7	0	0	141
8	22	0	100
Total	22	0	379

World Languages - Course Participation

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

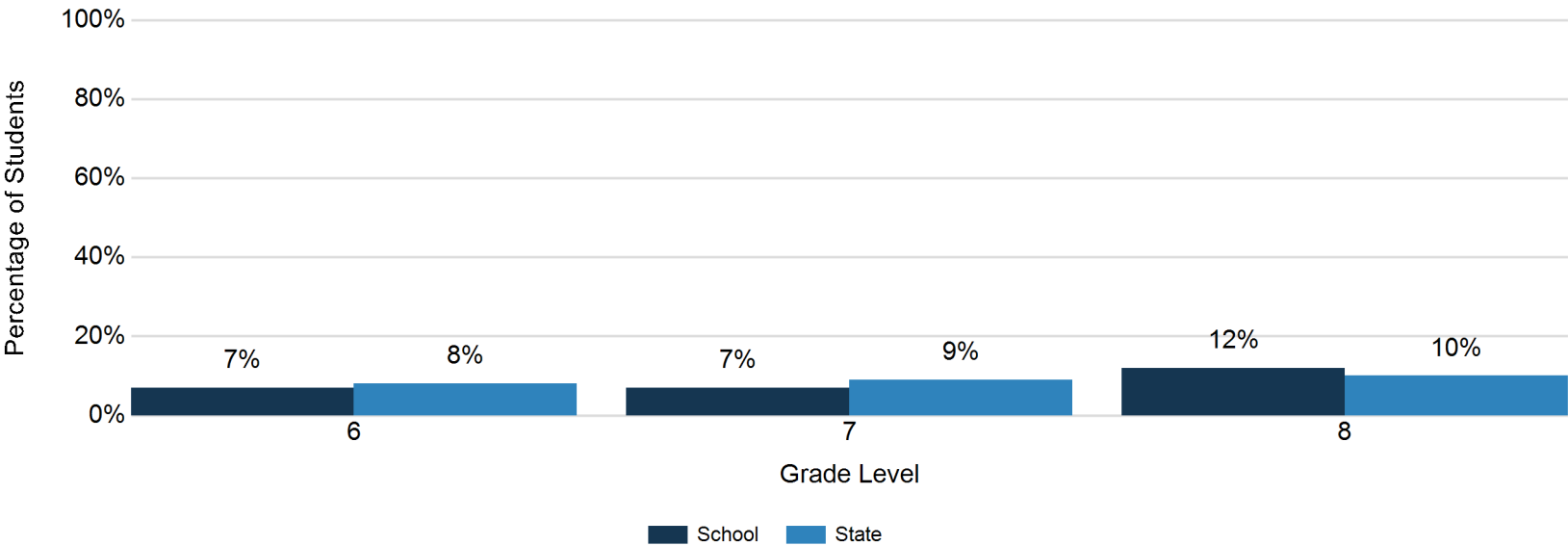| Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	131	0	0	0	0	0	0
7	137	0	0	0	0	0	0
8	116	0	0	0	0	0	0
Total	384	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

Pine Hill Middle School
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Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

100.0%
School

90.9%
State

Students enrolled in one or more classes by discipline:

MUSIC	School	99.2%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	100.0%
	State	70.0%

NJ SCHOOL PERFORMANCE REPORT

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	33	8.4	9.1	Met
White	19	10.6	9.1	Not Met
Hispanic	5	8.2	9.1	Met
Black or African American	9	6.5	9.1	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	17	9.1		
Male	16	7.7		
Economically Disadvantaged Students	21	9.6	9.1	Not Met
Students with Disabilities	13	13.0	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	0	0		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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

Pine Hill Middle School

(07-4110-100)

Grades Offered: 06-08

2018-2019

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Chronic Absenteeism by Grade

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	22
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	7.24

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

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	4	4
Religion	0	1	1
Ancestry	0	0	0
Gender	2	4	6
Sexual Orientation	3	4	7
Disability	1	0	1
Other	6	9	15
No Identified Nature	10		10

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	40	10.3%
Out-of-School Suspensions	27	7.0%
Any Suspension	55	14.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
100

Pine Hill Middle School
(07-4110-100)
Grades Offered: 06-08
2018-2019

School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.5:1

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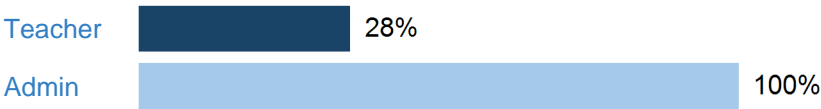
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	39	118,214
Average years experience in public schools	14.0	12.1
Average years experience in district	13.5	10.8
Percentage of Teachers with 4 or more years experience in the district	94.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	15.2	12.0
Percentage of Administrators with 4 or more years experience in the district	84.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	194:1	142:1
Teachers to Administrators	20:1	13:1
Students to Librarians/Media Specialists		616:1
Students to Nurses		462:1
Students to Counselors		264:1
Students to Child Study Team Members		369:1

Pine Hill Middle School

(07-4110-100)

Grades Offered: 06-08

2018-2019

NJ SCHOOL PERFORMANCE REPORT

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.1%	84.6%	100.0%	48.4%	77.1%	54.9%
Male	51.9%	15.4%	0.0%	51.6%	22.9%	45.1%
White	45.2%	89.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.0%	2.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	35.4%	7.7%	0.0%	15.0%	6.6%	13.9%
Asian	1.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%

Pine Hill Middle School
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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 72%
Admin N/A

Master's Degree

Teacher 28%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%

Pine Hill Middle School

(07-4110-100)

Grades Offered: 06-08

2018-2019

Per-Pupil Expenditures by Source

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

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

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

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

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

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2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

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

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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

Pine Hill Middle School

(07-4110-100)

Grades Offered: 06-08

2018-2019

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	49.9%	50.0%	50.0%
Math Proficiency	30.3%	32.2%	24.9%
ELA Growth	41	40	52
Math Growth	45	39	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.4%	7.3%	8.4%

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

NJ SCHOOL PERFORMANCE REPORT

Pine Hill Middle School

(07-4110-100)

Grades Offered: 06-08

2018-2019

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

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

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

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

Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Pine Hill Middle School
(07-4110-100)
Grades Offered: 06-08
2018-2019

Report Key:
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 N No Data is available to display
 † This indicates a table specific note, see note below table

School Narrative

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

Highlights:	• STEAM approach in Science; G/T STEAM classes enter area competitions. • Accelerated Math & English, Glencoe Math, Xcel Math & novel/short story based literacy approach. • Jr. Honor Society, band, student government, newspaper, clubs, project success, yoga & sports.
Mission, Vision, Theme:	Pine Hill Middle School strives to provide a safe and nurturing environment in which we educate the whole child.
Awards, Recognition, Accomplishments:	One $10,000 & One $2000 NJEA Frederick L. Hipp Foundation for Excellence in Education Grant, $5000 NEA Student Achievement Grant, $5000 Sumner Station Grant, All South Jersey Band Students, Junior Honor Society. School Alliance Insurance Fund Safety Champion 17 years in a row.

NJ SCHOOL PERFORMANCE REPORT

Pine Hill Middle School
(07-4110-100)
Grades Offered: 06-08
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Courses, Curriculum, Instruction:	All of our curriculum is developed according to the current standards and the needs of our community. We assess our curriculum on an ongoing basis to make sure that it is meeting the needs of our students. Our entire curriculum catalog can be found on our school's website. http://www.pinehill.k12.nj.us/
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Coed), Football (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed) Field Hockey, Cross Country, Boys' & Girls' Soccer, Boys' & Girls' Basketball, Track, Softball, & Baseball. Eighth grade Female Student Athlete & Male Student Athlete recognized annually at 8th grade awards ceremony.
Clubs and Activities:	Art Club, Bowling Club, Drama Club, Debate Club, Poetry Club, Multi-Cultural Club, Dance Club, Money Matters Club, Renaissance, Band, National Junior Honor Society, Safety Patrol, Newspaper, Yearbook, Peer Mediation, Student Government.

Pine Hill Middle School

(07-4110-100)

Grades Offered: 06-08

2018-2019

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Before and After School Programs:	Breakfast Program, Project Success Program, Morning Mindfulness and SEL programs for all middle school students to provide extra academic help & support.
Staff and Professional Learning:	Google Apps for Educators, Literacy Consortium, STEAM workshops, Data Analysis/Benchmark setting, HIB Training, Global Compliance, Content Area Professional Learning Communities, Grade Level Professional Learning Communities, Faculty Meetings.

NJ SCHOOL PERFORMANCE REPORT

Pine Hill Middle School

(07-4110-100)

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2018-2019

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Student Supports and Services:	An English Language Learners teacher instructs students daily for one period per day. Students with Disabilities are educated through inclusion, resource, & self-contained Learning Disabled, Behaviorally Disabled & Multi-Disabled. Intervention & Referral Service Meetings are twice monthly.
Student Health and Wellness:	Yoga is offered afterschool as part of Project Success Program. Students take Physical Education daily for three marking periods & Health for one marking period. Healthy Schools Silver Award. Nutritious breakfast & lunch program provided by Nutri-Serve.
Parent and Community Involvement:	Parent Teacher Organization meets monthly to organize fundraisers, community cleanup, yard sales, etc. Site Council is composed of parents, teachers, administration, and a Board member & meets to discuss/decide on school-related issues. Parent Portal is available through Genesis student database.

Pine Hill Middle School

(07-4110-100)

Grades Offered: 06-08

2018-2019

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School Climate, Needs Assessment, and Professional Development surveys are administered annually to look for areas of improvement on which to focus goal-setting.
Facilities:	State of the Art facility built in 2001. Wireless building equipped with 3 computer labs, smartboards in each class & a media center with 6 computer stations. Chromebook carts available in each wing along with an IPad cart. Four Science/STEAM labs & an Art room allow for hands-on experiments & a tiered band room to maximize acoustics. State of the Art gym & auditorium conducive to games & assemblies.

NJ SCHOOL PERFORMANCE REPORT

Pine Hill Middle School

(07-4110-100)

Grades Offered: 06-08

2018-2019

School Narrative

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i Other Information	School day runs from 8:10AM-2:40PM. Visitors must be buzzed into a locked vestibule at which a sliding window is used to share information/communicate with the main office. Communication is through website, Genesis portal, email, phone, letters, Remind 101, & Global calls. Technology is infused in lessons across the curriculum on a daily basis. Students wear a school uniform of polo shirt with khaki pants/shorts/skirt