



**Alexander Denbo**  
(05-4050-130)  
Grades Offered: 03-05  
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 at 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](mailto: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	Burlington
District	Pemberton Township School District
Principal Name	Mr. Brett Thorp
Address	ONE LEARNING WAY BROWNS MILLS, NJ 08015
Phone Number	609-893-8141
Email Address	<a href="mailto:bthorp@pemb.org">bthorp@pemb.org</a>
Website	<a href="https://www.pemberton.k12.nj.us/denbo">https://www.pemberton.k12.nj.us/denbo</a>
Facebook	<a href="https://www.facebook.com/Denbo-Elementary-School-191561404349048/">https://www.facebook.com/Denbo-Elementary-School-191561404349048/</a>
Twitter	<a href="https://twitter.com/DenboSchool">https://twitter.com/DenboSchool</a>



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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
3	105	96	107
4	132	102	97
5	99	128	103
Total	336	326	307

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.6%	52.1%	51.1%
Male	49.4%	47.9%	48.9%
Economically Disadvantaged Students	51.5%	48.8%	49.5%
Students with Disabilities	18.8%	22.1%	22.8%
English Learners	2.7%	3.1%	2.6%
Homeless Students	0.6%	2.1%	1.3%
Students in Foster Care	1.5%	0.9%	1.0%
Military-Connected Students	8.9%	9.5%	6.2%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	59.2%	58.0%	59.6%
Hispanic	16.7%	17.5%	15.3%
Black or African American	19.6%	21.2%	20.2%
Asian	2.1%	1.8%	1.6%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.7%
American Indian or Alaska Native	0.6%	0.0%	0.3%
Two or More Races	1.5%	1.2%	2.3%

### 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	90.9%
Spanish	7.5%
Other Languages	1.6%



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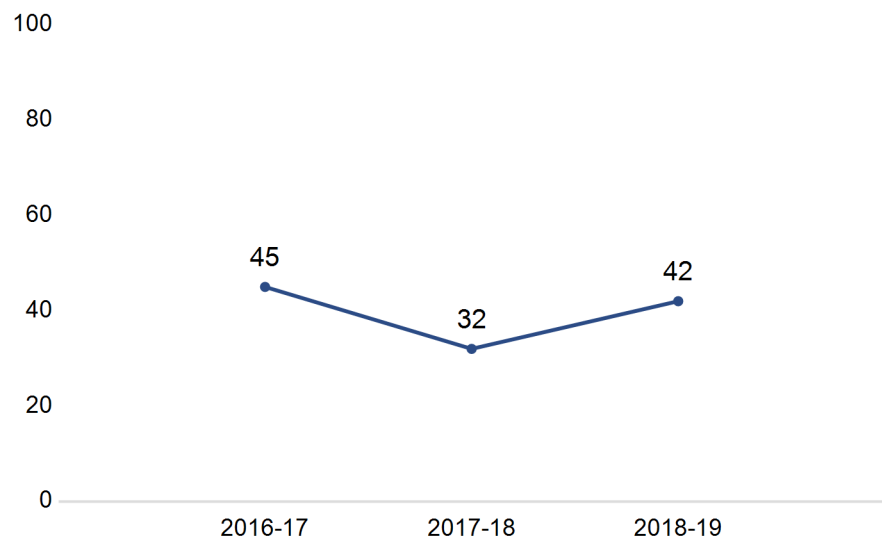
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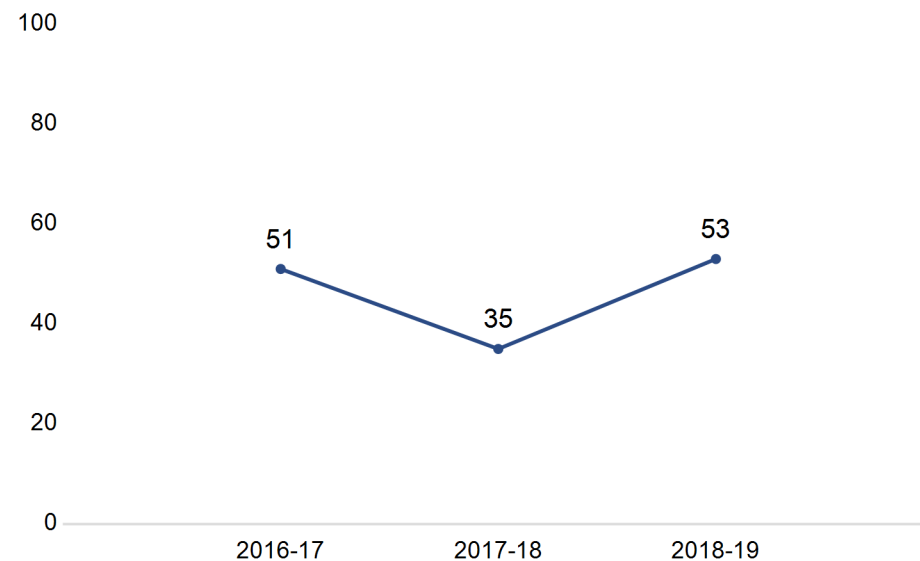
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	45	32	42	51	35	53
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	42	50	50	Met Standard	53	43	50	Met Standard
White	37.5	48	50	Not Met	52	46	52	Met Standard
Hispanic	45	51	49	Met Standard	51	48.5	47	Met Standard
Black or African American	49	50	45	Met Standard	53.5	36	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	43.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	56	49	**	*	52	52	**
Female	42.5	55	53	N	49	44	50	N
Male	42	45	47	N	56	43	51	N
Economically Disadvantaged Students	42	49	48	Met Standard	56	41	46	Met Standard
Students with Disabilities	31.5	41.5	43	Not Met	41	43	45	Met Standard
English Learners	*	51.5	52	**	*	44	50	**
Homeless Students	*	27	43	N	*	44	44	N
Students in Foster Care	*	59.5	42	N	*	*	44	N
Military-Connected Students	29	59	49	N	65	49	51	N
Migrant Students	N	N	47	N	N	N	51	N



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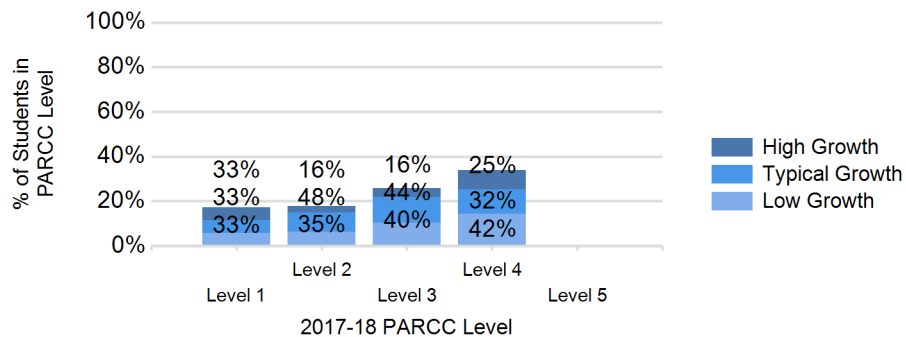
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

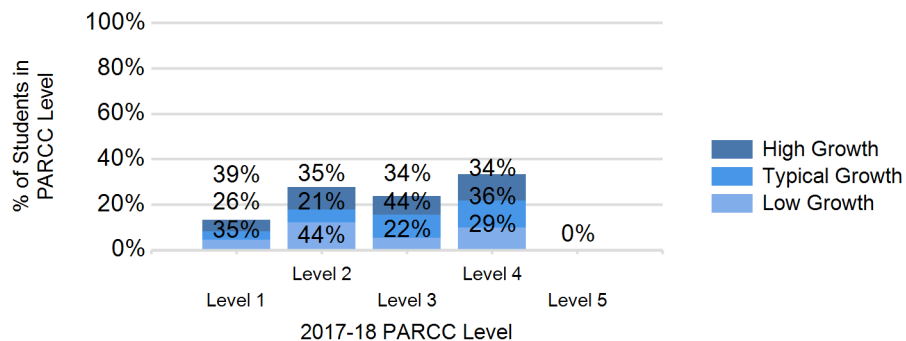
**Student Growth by Performance Level**

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**



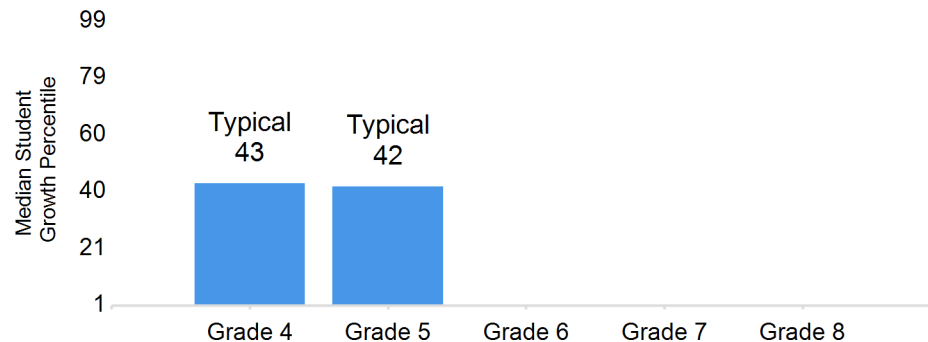
**Math**



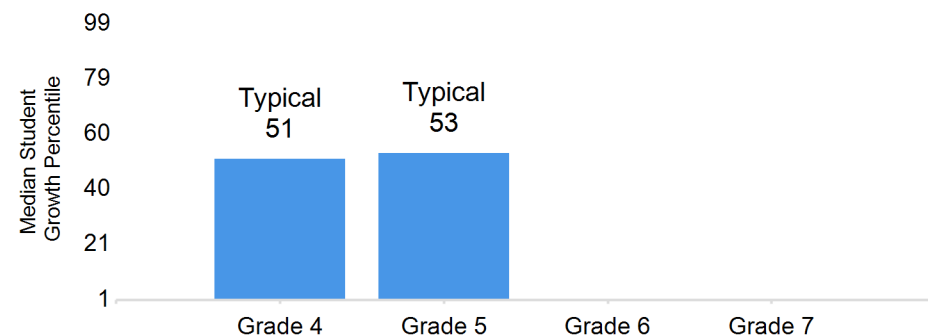
**Student Growth by Grade**

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

**ELA**



**Math**





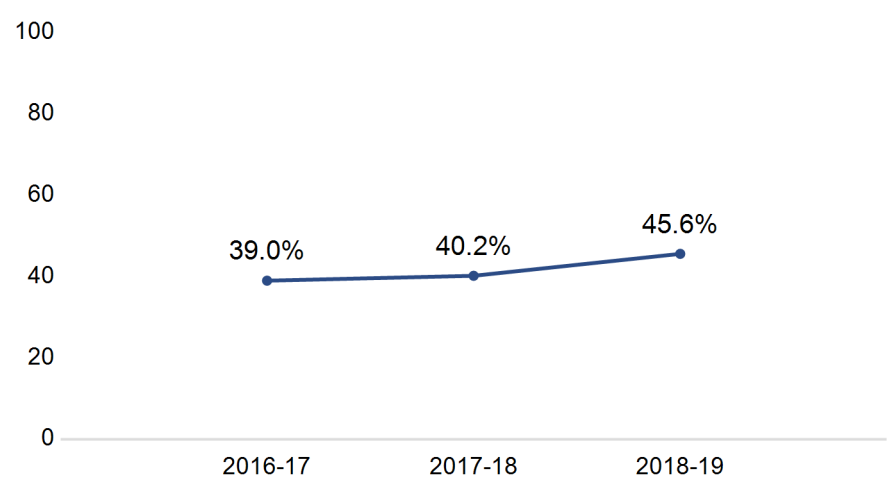
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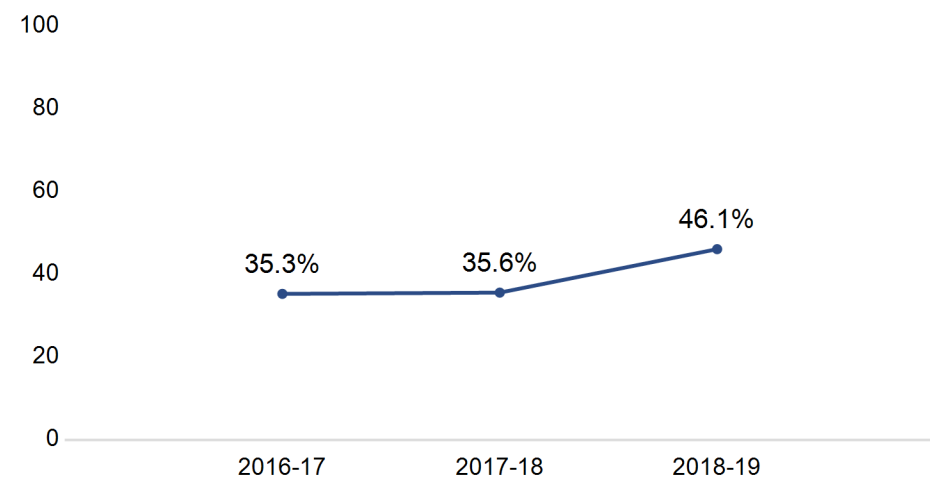
**English Language Arts and Mathematics Performance Trends**

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**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.0%	97.3%	97.2%	97.2%	97.3%	96.9%
Proficiency Rate for Federal Accountability	39.0%	40.2%	45.6%	35.3%	35.6%	46.1%
Annual Target	39.6%	41.7%	43.9%	33.1%	35.5%	38.0%
Met Annual Target?	Met Target†	Met Target†	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	294	97.2	45.6	43.7	57.9	45.6	43.9	Met Target
White	175	97.9	43.4	46.3	66.9	43.4	47.3	Met Target†
Hispanic	45	94.0	48.9	42.9	43.9	48.2	35.2	Met Target
Black or African American	61	97.0	49.2	36.9	38.5	49.2	36.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.2	82.9	*	**	**
American Indian or Alaska Native	*	*	*	23.1	56.0	*	**	**
Two or More Races	*	*	*	43.6	64.4	*	**	**
Female	152	98.1	55.3	53.5	64.8	55.3		
Male	142	96.2	35.2	34.3	51.3	35.2		
Economically Disadvantaged Students	149	99.4	39.6	34.9	40.0	39.6	38.6	Met Target
Non-Economically Disadvantaged Students	145	95.1	51.7	51.7	67.9	51.7		
Students with Disabilities	69	98.6	29.0	17.3	22.7	29.0	36.9	Met Target†
Students without Disabilities	225	96.7	50.7	50.8	65.1	50.7		
English Learners	12	100.0	41.7	35.3	29.3	41.7	**	**
Non-English Learners	282	97.0	45.7	43.9	60.6	45.7		
Homeless Students	*	*	*	21.1	29.1	*		
Students In Foster Care	*	*	*	31.6	27.6	*		
Military-Connected Students	16	100.0	31.3	50.6	57.8	31.3		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.





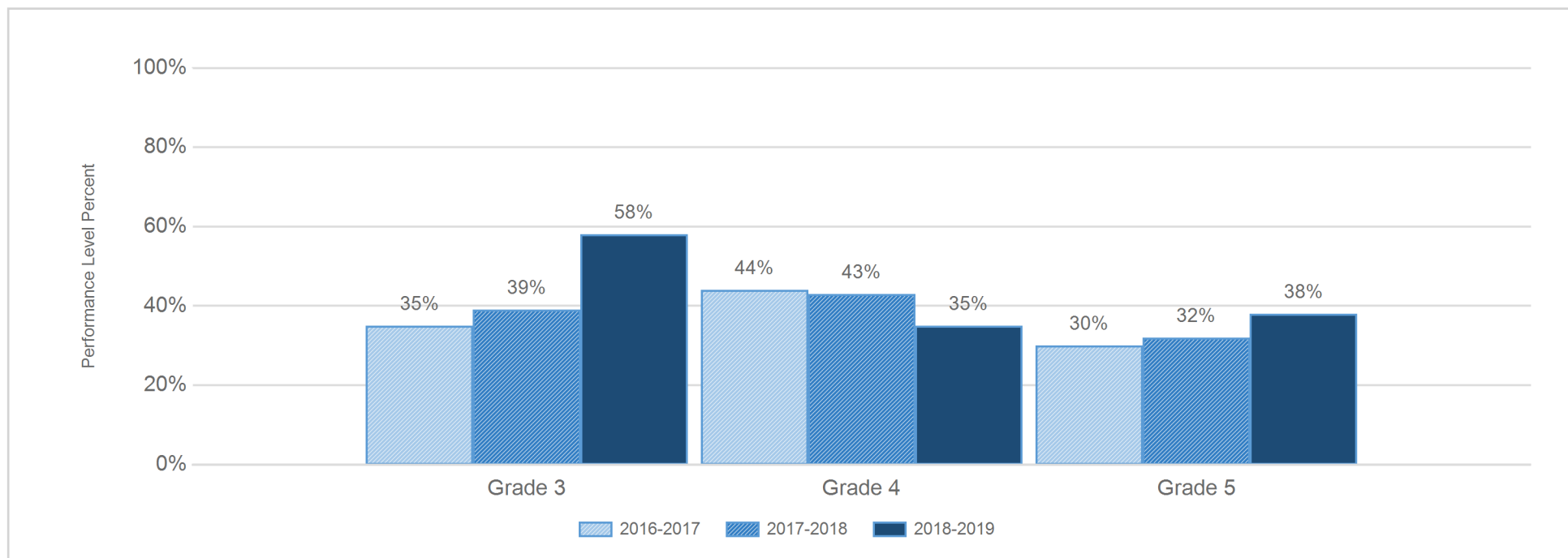
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### English Language Arts Assessment - Performance Trends

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
<b>Schoolwide</b>	98	751	741	748	12%	*	21%	*	*	58%	50%
White	61	752	744	757	*	*	23%	*	*	59%	60%
Hispanic	*	*	741	734	*	*	*	*	*	*	36%
Black or African American	21	750	*	731	*	0%	*	*	*	57%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	745	756	*	*	*	*	*	*	58%
Female	57	754	746	753	*	*	18%	*	*	63%	55%
Male	41	747	736	743	*	*	27%	*	*	51%	46%
Economically Disadvantaged Students	51	750	737	731	*	*	22%	*	*	59%	33%
Non-Economically Disadvantaged Students	47	752	745	759	*	*	21%	*	*	57%	61%
Students with Disabilities	16	715	*	719	*	*	*	*	*	13%	24%
Students without Disabilities	82	758	*	754	*	*	*	*	*	67%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	*	*	747	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	96	742	739	755	*	23%	33%	*	*	35%	57%
White	54	738	742	763	*	33%	30%	*	*	30%	67%
Hispanic	15	739	*	743	*	*	*	*	*	47%	44%
Black or African American	22	750	*	739	*	*	*	*	*	41%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	49	747	743	760	*	20%	24%	*	*	45%	62%
Male	47	736	736	750	*	26%	43%	*	*	26%	53%
Economically Disadvantaged Students	48	739	*	740	*	*	35%	*	*	29%	40%
Non-Economically Disadvantaged Students	48	744	*	765	*	*	31%	*	*	42%	69%
Students with Disabilities	22	726	*	725	*	*	*	*	*	27%	25%
Students without Disabilities	74	746	*	761	*	*	*	*	*	38%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	749	757	*	*	*	*	*	*	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
<b>Schoolwide</b>	98	738	746	756	14%	16%	32%	*	*	38%	58%
White	58	738	746	764	*	*	34%	*	*	34%	68%
Hispanic	16	742	*	743	*	*	*	*	*	44%	44%
Black or African American	18	737	*	739	*	*	*	*	*	44%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	46	747	753	761	*	*	24%	*	*	52%	64%
Male	52	731	738	750	*	*	38%	*	*	25%	52%
Economically Disadvantaged Students	47	731	*	740	*	*	28%	*	*	30%	39%
Non-Economically Disadvantaged Students	51	745	*	766	*	*	35%	*	*	45%	69%
Students with Disabilities	18	699	*	724	*	*	*	*	*	*	23%
Students without Disabilities	80	747	*	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	98	738	*	758	14%	16%	32%	*	*	38%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	10	743	*	756	0%	*	*	*	*	40%	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	293	96.9	46.1	26.5	44.5	46.1	38	Met Target
White	175	97.9	46.9	29.4	54.1	46.9	41.2	Met Target
Hispanic	45	94.0	42.2	*	28.8	41.7	25.5	Met Target
Black or African American	60	95.5	43.3	18.4	23.0	43.3	34.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	47.5	76.5	*	**	**
American Indian or Alaska Native	*	*	*	38.5	42.7	*	**	**
Two or More Races	*	*	*	33.9	53.3	*	**	**
Female	152	98.1	46.7	*	44.9	46.7		
Male	141	95.5	45.4	*	44.2	45.4		
Economically Disadvantaged Students	148	98.7	41.2	*	26.3	41.2	34.3	Met Target
Non-Economically Disadvantaged Students	145	95.1	51.0	*	54.9	51.0		
Students with Disabilities	69	98.6	30.4	13.4	17.4	30.4	32.7	Met Target†
Students without Disabilities	224	96.3	50.9	29.9	50.0	50.9		
English Learners	12	100.0	41.7	23.2	25.0	41.7	**	**
Non-English Learners	281	96.7	46.3	26.5	46.5	46.3		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.5	17.1	*		
Military-Connected Students	16	100.0	50.0	41.4	46.4	50.0		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



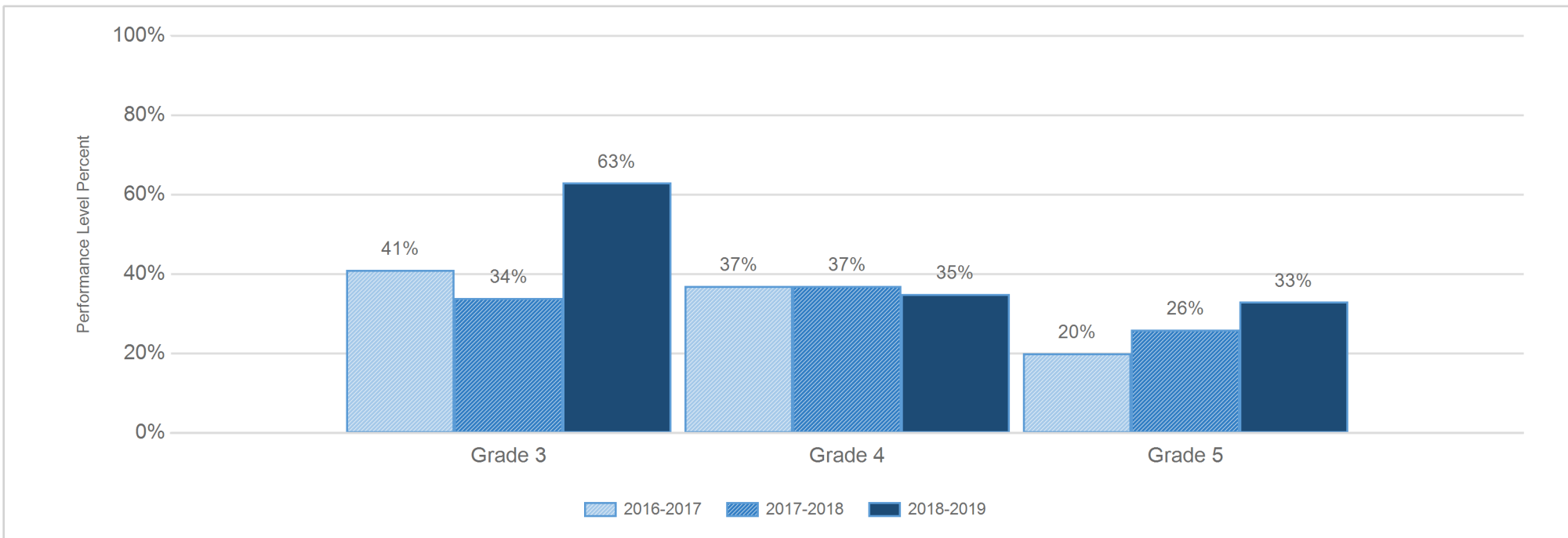
**Alexander Denbo**  
(05-4050-130)  
Grades Offered: 03-05  
2018-2019

**Report Key:**

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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.



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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
<b>Schoolwide</b>	98	754	744	752	*	*	17%	50%	13%	63%	55%
White	61	756	748	760	*	*	16%	*	*	66%	66%
Hispanic	*	*	746	739	*	*	*	*	*	*	40%
Black or African American	21	746	*	735	*	*	*	*	*	62%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	749	758	*	*	*	*	*	*	62%
Female	57	752	745	751	*	*	*	*	*	61%	54%
Male	41	755	743	752	*	*	*	*	*	66%	56%
Economically Disadvantaged Students	51	750	739	737	*	*	*	*	*	63%	37%
Non-Economically Disadvantaged Students	47	757	749	761	*	*	*	*	*	64%	67%
Students with Disabilities	16	721	*	731	*	*	*	*	*	19%	31%
Students without Disabilities	82	760	*	756	*	*	*	*	*	72%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	*	*	752	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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
<b>Schoolwide</b>	95	736	737	749	16%	18%	32%	*	*	35%	51%
White	54	735	740	757	*	*	30%	33%	0%	33%	62%
Hispanic	15	730	*	737	*	*	*	*	*	33%	36%
Black or African American	21	736	*	731	*	*	*	*	*	29%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	49	736	735	749	*	*	27%	*	*	35%	50%
Male	46	736	738	749	*	*	37%	*	*	35%	52%
Economically Disadvantaged Students	47	732	*	734	*	*	32%	*	*	28%	32%
Non-Economically Disadvantaged Students	48	740	*	759	*	*	31%	*	*	42%	63%
Students with Disabilities	22	715	*	726	*	*	*	*	*	18%	25%
Students without Disabilities	73	742	*	754	*	*	*	*	*	40%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	*	*	753	753	*	*	*	*	*	*	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
<b>Schoolwide</b>	98	736	735	747	11%	28%	29%	*	*	33%	47%
White	58	737	737	755	*	28%	31%	*	*	33%	58%
Hispanic	16	744	*	735	0%	*	*	*	*	38%	30%
Black or African American	18	730	*	729	*	*	*	*	*	28%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	46	737	736	747	*	*	39%	*	*	33%	47%
Male	52	735	734	747	*	*	19%	*	*	33%	47%
Economically Disadvantaged Students	47	732	*	732	*	*	26%	*	*	26%	27%
Non-Economically Disadvantaged Students	51	739	*	757	*	*	31%	*	*	39%	59%
Students with Disabilities	18	710	*	725	*	*	*	*	*	*	19%
Students without Disabilities	80	742	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	98	736	*	749	11%	28%	29%	*	*	33%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	10	738	*	748	*	*	*	*	*	30%	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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	*	*
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	*	*	*

† 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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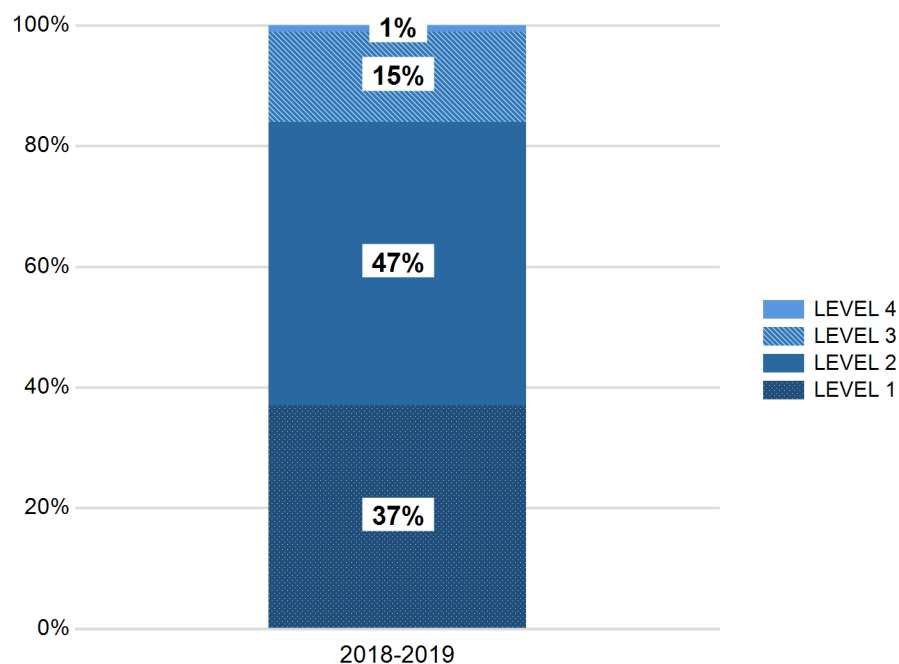
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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
<b>Schoolwide</b>	37	47	15	1
White	33	48	19	0
Hispanic	25	56	13	6
Black or African American	50	44	6	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	24	63	11	2
Male	48	33	19	0
Economically Disadvantaged Students	49	36	13	2
Non-Economically Disadvantaged Students	26	57	17	0
Students with Disabilities	83	17	0	0
Students without Disabilities	26	54	19	1
English Learners	N	N	N	N
Non-English Learners	37	47	15	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	10	90	0	0
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.

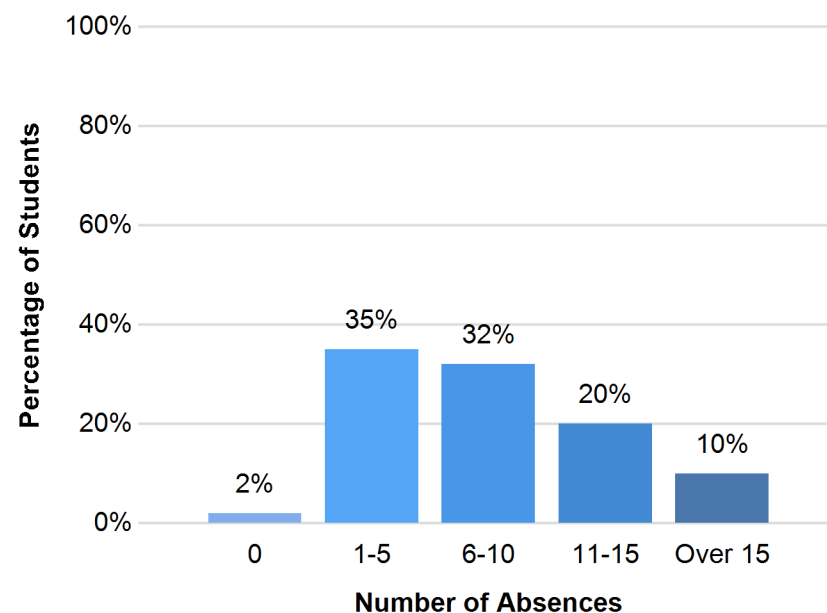
### Chronic Absenteeism

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	24	7.8	7.5	Not Met
White	14	7.5	7.5	Met
Hispanic	2	4.4	7.5	Met
Black or African American	7	11.5	7.5	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	14	8.9		
Male	10	6.6		
Economically Disadvantaged Students	12	7.8	7.5	Not Met
Students with Disabilities	11	14.9	7.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	1	5.3		
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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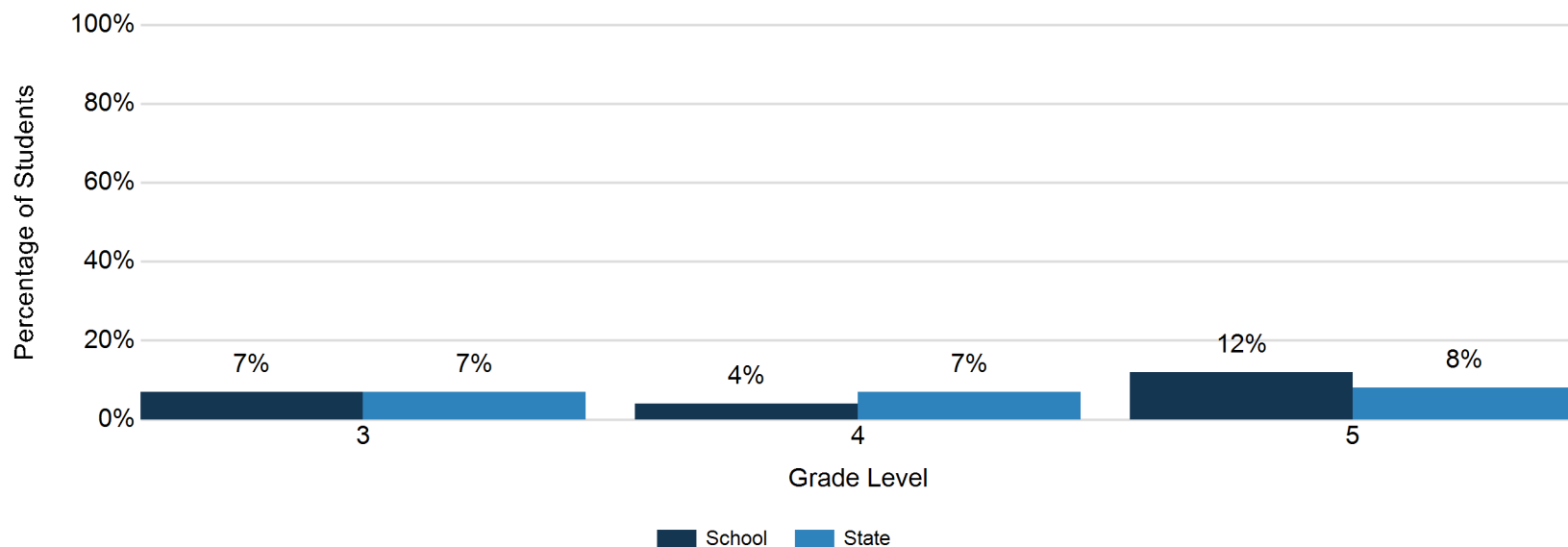
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### Chronic Absenteeism by Grade

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)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.98

### Police Notifications

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

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



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### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	2	3	5
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	2	1	3
No Identified Nature	0		0

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	0	0.0%
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

0



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### School Day

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

Category	School
Typical Start Time	9:10 AM
Typical End Time	3:45 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 Mins.

### Device Ratios

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

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





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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

## Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	28	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	10.3	10.8
Percentage of Teachers with 4 or more years experience in the district	78.6%	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	34	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	10.2	12.0
Percentage of Administrators with 4 or more years experience in the district	67.6%	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	11:1	11:1
Students to Administrators	307:1	139:1
Teachers to Administrators	28:1	13:1
Students to Librarians/Media Specialists		1576:1
Students to Nurses		364:1
Students to Counselors		278:1
Students to Child Study Team Members		225:1



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### 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	51.1%	100.0%	0.0%	48.4%	77.1%	54.9%
Male	48.9%	0.0%	100.0%	51.6%	22.9%	45.1%
White	59.6%	78.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	20.2%	14.3%	0.0%	15.0%	6.6%	13.9%
Asian	1.6%	7.1%	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	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%



**Alexander Denbo**  
(05-4050-130)  
Grades Offered: 03-05  
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



#### Master's Degree



#### Doctoral Degree



### 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	90.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	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	93.6%



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## Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	39.0%	40.2%	45.6%
Math Proficiency	35.3%	35.6%	46.1%
ELA Growth	45	32	42
Math Growth	51	35	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	10.9%	6.8%	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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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	Met Standard	**	Not Met	No
White	Met Target†	Met Target	Not Met	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Met Target	Met Standard	Met Standard	n/a	Not 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	Met Target	Met Target	Met Standard	Met Standard	n/a	Not 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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## 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:

- 2017 New Jersey State School of Character, 2018 National School of Character, 2018 National Promising Practices in Character Education Award Recipient
- Curriculum rigor continues to strengthen with the recent implementation of new ELA, Math, & Science resources. Students use 1:1 iPads daily to access digital resources in addition to print.
- Professional Learning Community: Teams of teachers, focused on learning & results, collaborate on a weekly basis to improve student learning. Common formative assessment data guides instruction.



### Mission, Vision, Theme:

Pemberton Learning Community: Pursuing Excellence Once Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. As one of seven elementary schools in the district, Alexander Denbo Upper Elementary School provides exemplary education for over 300 students in grades 3 through 5. Denbo School will focus on “Fueling Up with Positive Energy” this year to support social, emotional, and character development. This theme was adapted from the book *The Energy Bus for Kids* by Jon Gordon. On our First Day Celebration, students, parents, family, and friends learned about the theme and listened to a narration of the book. “Fueling Up with Positive Energy” is used as a reminder to help guide our daily interactions with one another.



### Awards, Recognition, Accomplishments:

Alexander Denbo Elementary School is committed to educating the whole child in a positive and safe learning environment. Through character education, we strive to facilitate in each student a lifelong love of learning, strong self-esteem, ethical values, and a respect and appreciation for diversity. The core values of the school are SERVICE, PERSEVERANCE, INTEGRITY, RESPECT, and RESPONSIBILITY. Our core values are recited each morning during the Denbo Dragons Daily Chant, they are integrated across the curriculum and celebrated often during various school events. We were proud and honored to be recognized as a 2017 New Jersey State School of Character, and most recently, a 2018 National School of Character. We are also proud and honored to be recognized as a 2018 recipient of a National Promising Practice in Character Education!



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#### Courses, Curriculum, Instruction:

The Pemberton Township School District is continually reviewing its curriculum to provide enhanced opportunities for teaching and learning. Math, ELA, science, and social studies programs include both print and digital components. Technology, such as SMART Boards, FM systems, and iPads are integrated throughout the curriculum. Supplementary programs such as Academic Mastery Intervention and Gifted & Talented Education are offered, providing a quality, comprehensive education for all students. Additionally, our school schedule includes a W.I.N. period, which is an acronym for "What I Need." W.I.N. is a daily 40 minute period of no new instruction. Depending on each student's need, they will receive interventions to help with academic areas in need of improvement and/or enrichment for academic areas already a strength.



#### Clubs and Activities:

Alexander Denbo Elementary School students have the opportunity to serve as members of the Safety Patrol, join the National Elementary Honor Society, and participate in Instrumental Band and Chorus. Each student also receives the opportunity to serve as a Character Ambassador and be a liaison for his or her homeroom.





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



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#### Parent and Community Involvement:

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



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### Climate Surveys:

Who is surveyed: Students, Parents, Teachers Alexander Denbo Elementary School surveys students, staff, parents, and community members annually. The input and feedback provides school climate data and helps facilitate continuous school improvement. Highlights from 2018-2019 survey results revealed 98 % of students feel teachers treat them with respect; 83% of parents stated the school is safe; and 76% of staff members feel they work with others that listen to them if they have ideas about doing things better. Additionally, students have reflected on their own personal character through behavioral reflection forms, journals, surveys, and morning meetings. 80% of students feel they are treated with respect from peers, 93% feel they are safe at school, and 91% feel they belong. We will continue to use our annual survey data to identify strengths as well as areas in need of improvement.



**Fort Dix Elementary School**  
(05-4050-110)  
Grades Offered: PK-05  
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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



**Fort Dix Elementary School**  
(05-4050-110)  
Grades Offered: PK-05  
2018-2019

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### School Contact Information

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

Type	Contact Information
County	Burlington
District	Pemberton Township School District
Principal Name	Ms. Tamra Garbutt
Address	1199 FORT DIX JULIUSTOWN ROAD FORT DIX, NJ 08640-5780
Phone Number	609-893-8141
Email Address	<a href="mailto:tgarbutt@pemb.org">tgarbutt@pemb.org</a>
Website	<a href="https://www.pemberton.k12.nj.us/fortdix">https://www.pemberton.k12.nj.us/fortdix</a>
Facebook	<a href="https://www.facebook.com/Fort-Dix-Elementary-School-322717644573952/">https://www.facebook.com/Fort-Dix-Elementary-School-322717644573952/</a>
Twitter	<a href="https://twitter.com/fortdixschool">https://twitter.com/fortdixschool</a>



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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	70	76	85
KG	84	59	84
1	66	67	57
2	66	51	70
3	45	57	49
4	43	35	46
5	36	36	30
Total	410	381	421

### 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	45.4%	45.7%	47.5%
Male	54.6%	54.3%	52.5%
Economically Disadvantaged Students	23.7%	24.4%	24.7%
Students with Disabilities	5.4%	6.6%	7.6%
English Learners	1.0%	1.0%	1.4%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.5%	0.2%
Military-Connected Students	97.8%	97.6%	96.4%
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	53.9%	51.7%	52.5%
Hispanic	19.3%	21.5%	19.0%
Black or African American	18.8%	17.6%	15.7%
Asian	2.0%	1.6%	1.7%
Native Hawaiian or Pacific Islander	1.5%	1.3%	1.4%
American Indian or Alaska Native	0.5%	0.3%	0.0%
Two or More Races	4.1%	6.0%	9.7%

### 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	0	0	0
PK - Full Day	70	76	85
KG - Half Day	0	0	0
KG - Full Day	84	59	84

### 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	96.0%
Spanish	2.6%
Other Languages	1.4%





**Fort Dix Elementary School**  
 (05-4050-110)  
 Grades Offered: PK-05  
 2018-2019

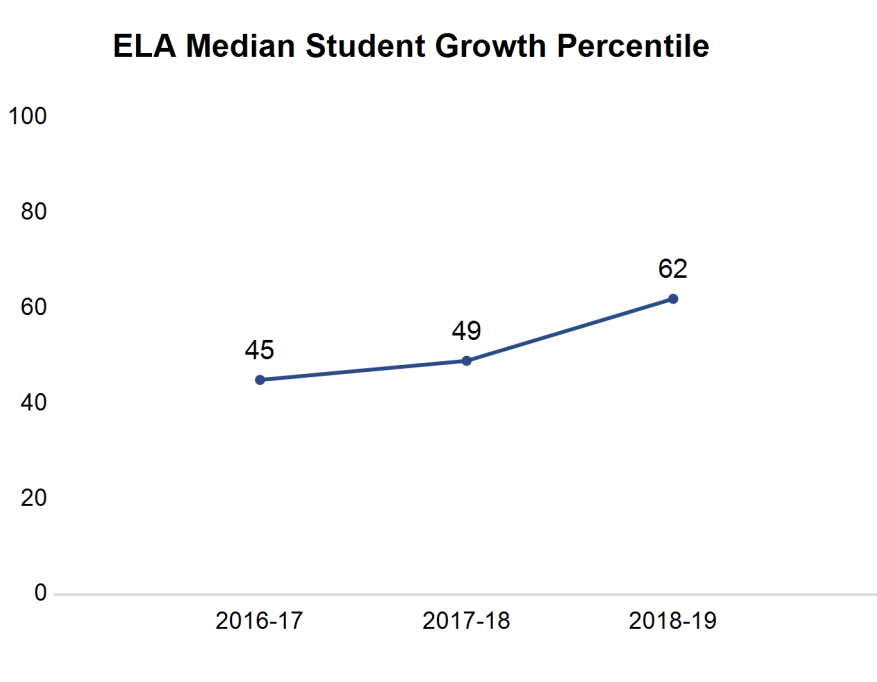
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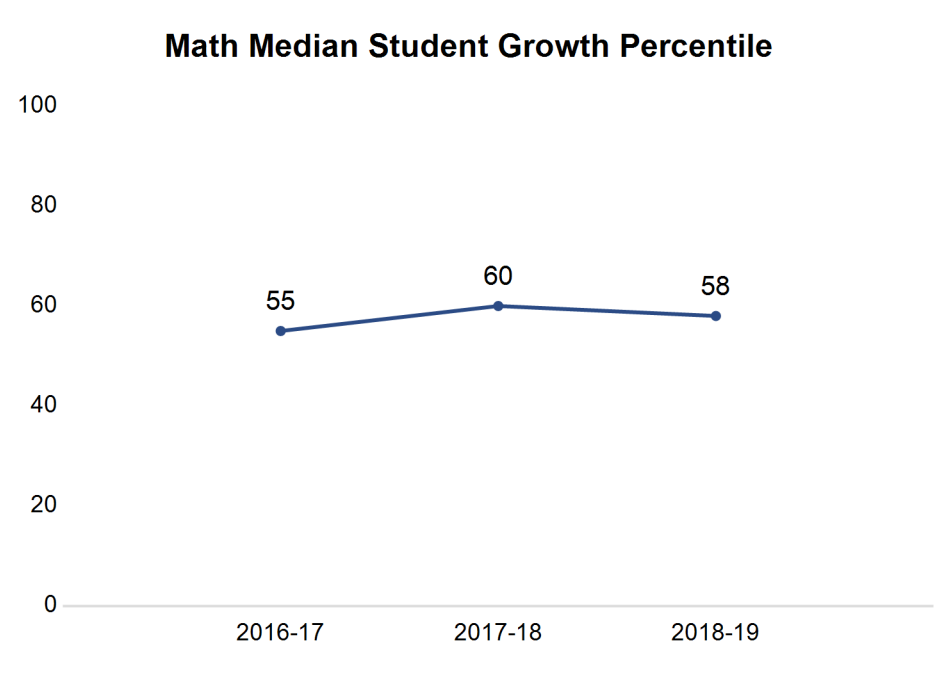
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	45	49	62	55	60	58
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



**Fort Dix Elementary School**  
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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	62	50	50	Exceeds Standard	58	43	50	Met Standard
White	62	48	50	Exceeds Standard	54	46	52	Met Standard
Hispanic	49	51	49	**	61.5	48.5	47	**
Black or African American	*	50	45	**	*	36	43	**
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	43.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	56	49	**	*	52	52	**
Female	71	55	53	N	50	44	50	N
Male	50.5	45	47	N	63.5	43	51	N
Economically Disadvantaged Students	*	49	48	**	*	41	46	**
Students with Disabilities	*	41.5	43	**	*	43	45	**
English Learners	*	51.5	52	**	*	44	50	**
Homeless Students	N	27	43	N	N	44	44	N
Students in Foster Care	N	59.5	42	N	N	*	44	N
Military-Connected Students	62	59	49	N	58	49	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Fort Dix Elementary School**  
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 2018-2019

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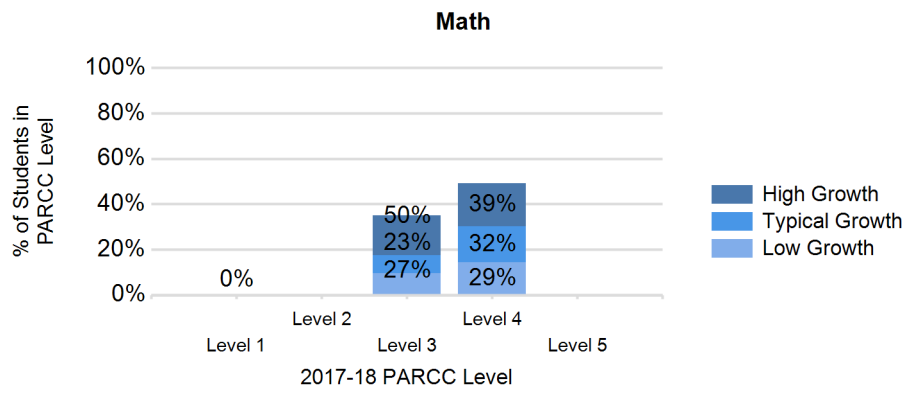
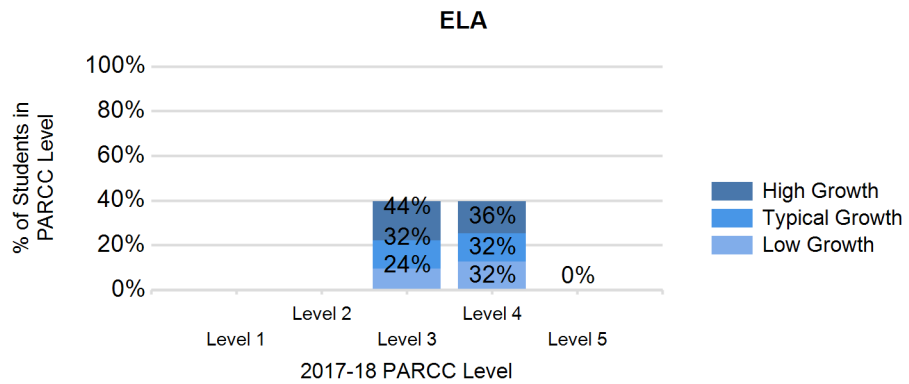
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

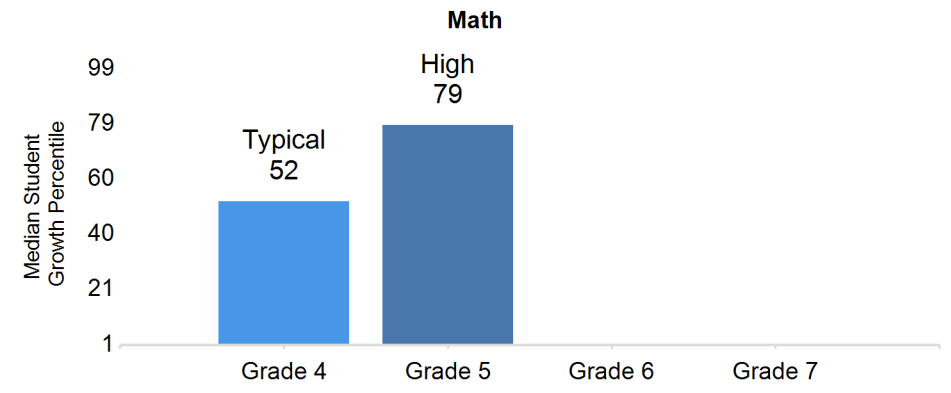
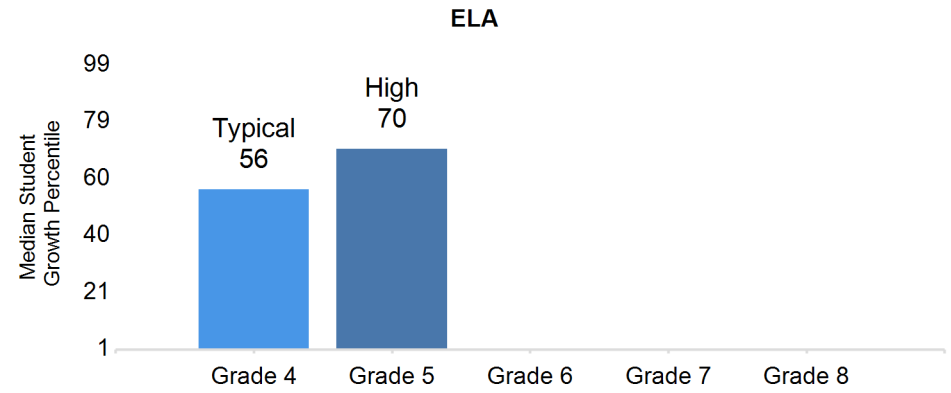
### Student Growth by Performance Level

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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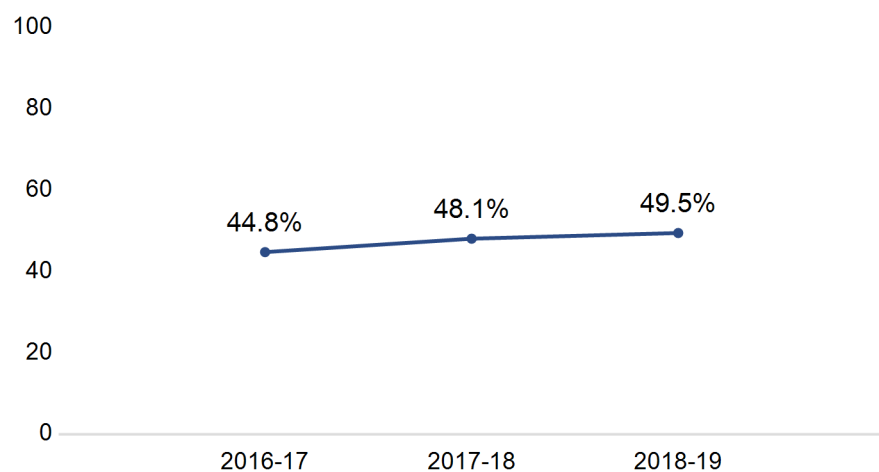
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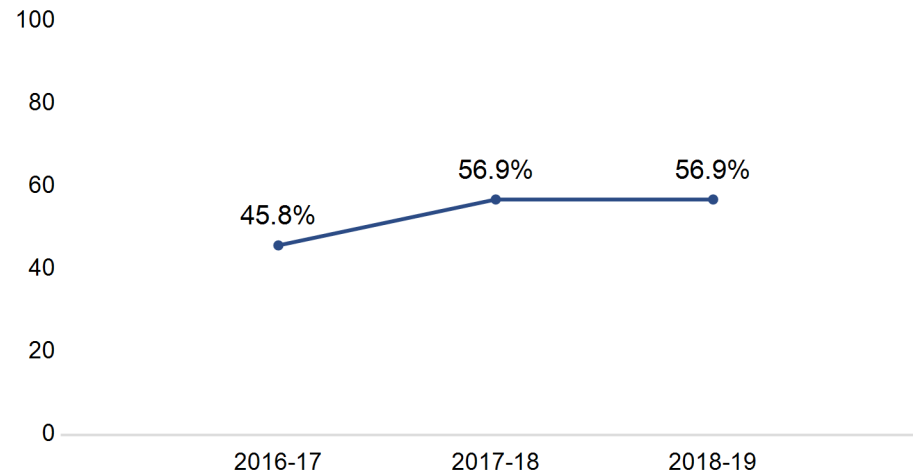
## English Language Arts and Mathematics Performance Trends

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



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.3%	97.9%	91.0%	96.3%	97.1%	91.0%
Proficiency Rate for Federal Accountability	44.8%	48.1%	49.5%	45.8%	56.9%	56.9%
Annual Target	42.0%	44.0%	46.0%	53.4%	54.8%	56.2%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	121	91.0	52.1	43.7	57.9	49.5	46	Met Target
White	62	88.3	51.6	46.3	66.9	47.4	36.1	Met Target
Hispanic	24	96.2	50.0	42.9	43.9	50.0	58.3	Met Target†
Black or African American	18	90.9	50.0	36.9	38.5	47.4	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.2	82.9	*	**	**
American Indian or Alaska Native	N	N	N	23.1	56.0	N	**	**
Two or More Races	*	*	*	43.6	64.4	*	**	**
Female	51	91.5	58.8	53.5	64.8	56.4		
Male	70	90.6	47.1	34.3	51.3	44.5		
Economically Disadvantaged Students	34	89.7	50.0	34.9	40.0	*	38.2	Met Target
Non-Economically Disadvantaged Students	87	91.4	52.9	51.7	67.9	*		
Students with Disabilities	*	*	*	17.3	22.7	*	**	**
Students without Disabilities	*	*	*	50.8	65.1	*		
English Learners	*	*	*	35.3	29.3	*	**	**
Non-English Learners	*	*	*	43.9	60.6	*		
Homeless Students	N	N	N	21.1	29.1	N		
Students In Foster Care	N	N	N	31.6	27.6	N		
Military-Connected Students	111	100.0	53.2	50.6	57.8	53.2		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



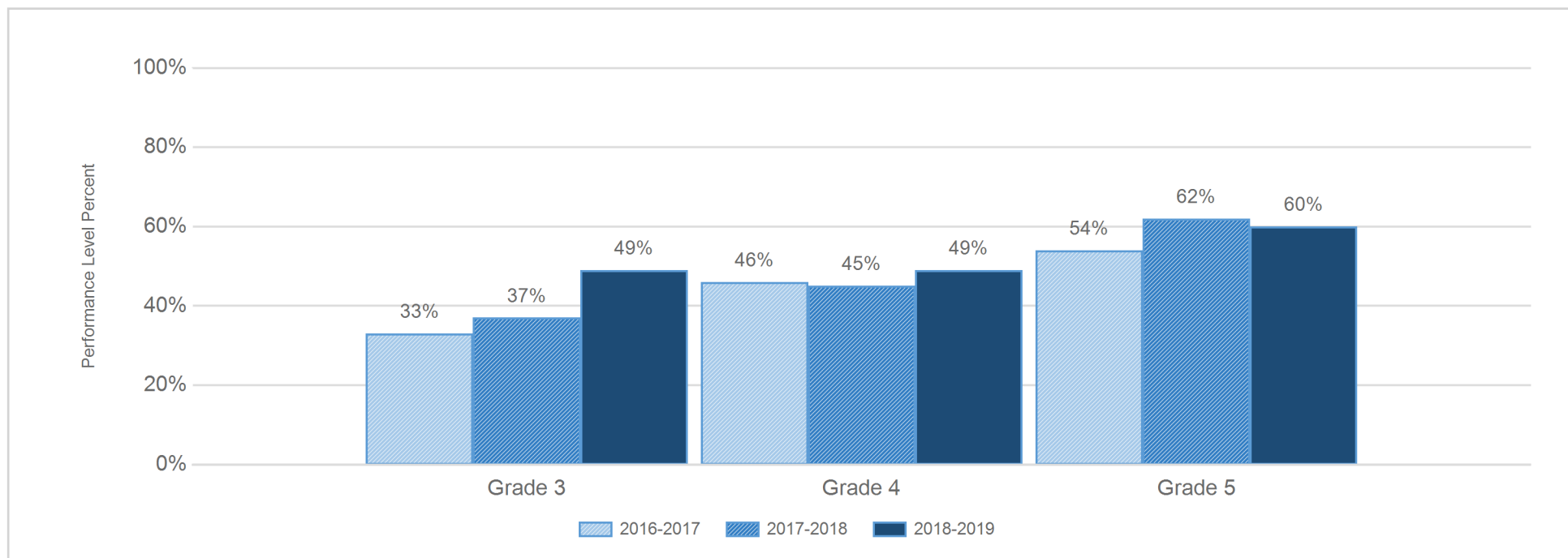
**Fort Dix Elementary School**  
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### English Language Arts Assessment - Performance Trends

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
<b>Schoolwide</b>	51	748	741	748	*	22%	25%	*	*	49%	50%
White	25	742	744	757	*	*	*	40%	0%	40%	60%
Hispanic	*	*	741	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	745	756	*	*	*	*	*	*	58%
Female	20	744	746	753	*	*	*	*	*	45%	55%
Male	31	750	736	743	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	21	746	737	731	*	*	*	*	*	48%	33%
Non-Economically Disadvantaged Students	30	749	745	759	*	*	*	*	*	50%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	51	748	*	751	*	22%	25%	*	*	49%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	47	749	747	752	*	23%	23%	*	*	51%	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
<b>Schoolwide</b>	49	749	739	755	*	*	35%	*	*	49%	57%
White	30	753	742	763	*	*	33%	*	*	53%	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	18	757	743	760	*	*	*	*	*	56%	62%
Male	31	745	736	750	*	*	*	*	*	45%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	43	751	749	757	*	*	37%	*	*	49%	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
<b>Schoolwide</b>	30	758	746	756	0%	*	37%	*	*	60%	58%
White	13	761	746	764	0%	0%	*	*	*	69%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	16	762	753	761	0%	*	*	*	*	81%	64%
Male	14	753	738	750	0%	*	*	*	*	36%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	30	758	*	758	0%	*	37%	*	*	60%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	30	758	*	756	0%	*	37%	*	*	60%	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	122	91.0	59.8	26.5	44.5	56.9	56.2	Met Target
White	62	88.3	62.9	29.4	54.1	57.8	49	Met Target
Hispanic	25	96.3	60.0	*	28.8	60.0	66.1	Met Target†
Black or African American	18	90.9	50.0	18.4	23.0	47.4	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	47.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	38.5	42.7	N	**	**
Two or More Races	*	*	*	33.9	53.3	*	**	**
Female	52	91.7	48.1	*	44.9	46.1		
Male	70	90.6	68.6	*	44.2	64.7		
Economically Disadvantaged Students	35	90.0	57.1	*	26.3	*	61	Met Target†
Non-Economically Disadvantaged Students	87	91.4	60.9	*	54.9	*		
Students with Disabilities	*	*	*	13.4	17.4	*	**	**
Students without Disabilities	*	*	*	29.9	50.0	*		
English Learners	*	*	*	23.2	25.0	*	**	**
Non-English Learners	*	*	*	26.5	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	10.5	17.1	N		
Military-Connected Students	112	100.0	60.7	41.4	46.4	60.7		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



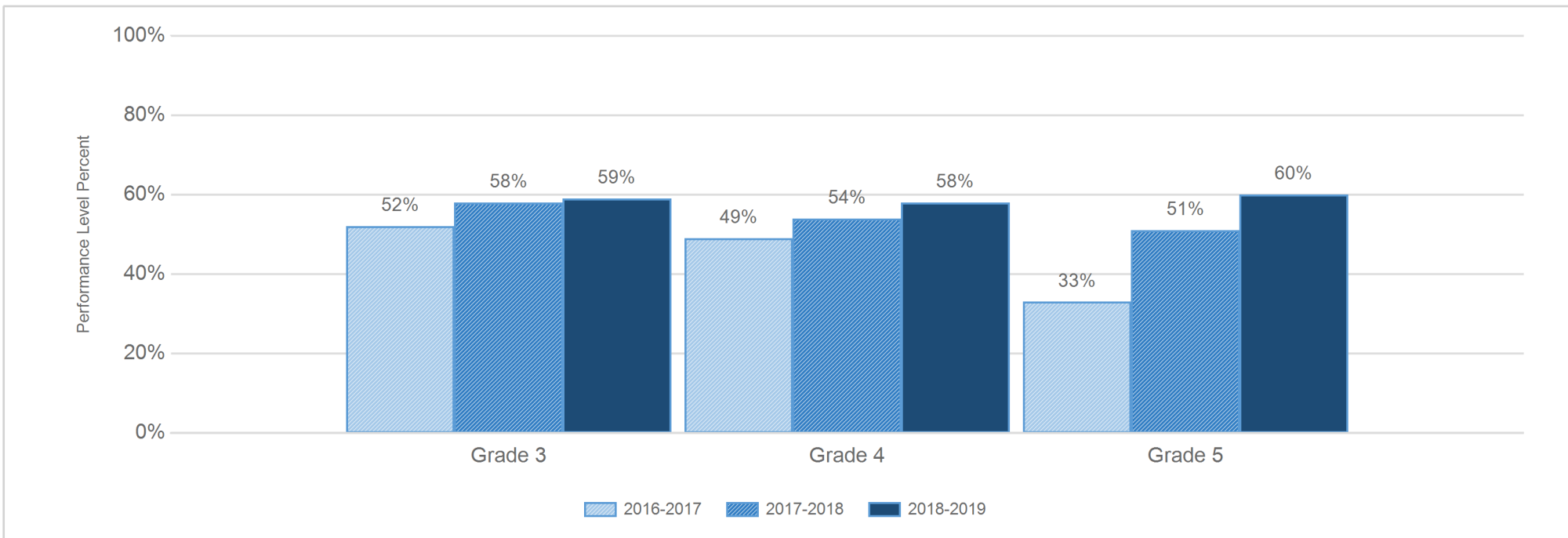
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### Mathematics Assessment – Performance Trends

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.



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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
<b>Schoolwide</b>	51	755	744	752	*	*	33%	*	*	59%	55%
White	25	755	748	760	0%	*	*	*	*	60%	66%
Hispanic	*	*	746	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	749	758	*	*	*	*	*	*	62%
Female	20	742	745	751	*	*	*	*	*	40%	54%
Male	31	763	743	752	*	*	*	*	*	71%	56%
Economically Disadvantaged Students	21	756	739	737	*	*	*	*	*	71%	37%
Non-Economically Disadvantaged Students	30	754	749	761	*	*	*	*	*	50%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	51	755	*	754	*	*	33%	*	*	59%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	47	755	752	754	*	*	32%	*	*	60%	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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
<b>Schoolwide</b>	50	754	737	749	*	*	30%	*	*	58%	51%
White	30	757	740	757	0%	*	*	*	*	63%	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	19	750	735	749	*	*	*	*	*	47%	50%
Male	31	757	738	749	*	*	*	*	*	65%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	44	754	753	753	*	*	27%	*	*	59%	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**Fort Dix Elementary School**  
(05-4050-110)  
Grades Offered: PK-05  
2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	30	754	735	747	0%	*	37%	*	*	60%	47%
White	13	758	737	755	0%	0%	*	*	*	69%	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	16	754	736	747	0%	*	*	*	*	56%	47%
Male	14	753	734	747	0%	*	*	*	*	64%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	30	754	*	749	0%	*	37%	*	*	60%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	30	754	*	748	0%	*	37%	*	*	60%	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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	*	*

### 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



**Fort Dix Elementary School**  
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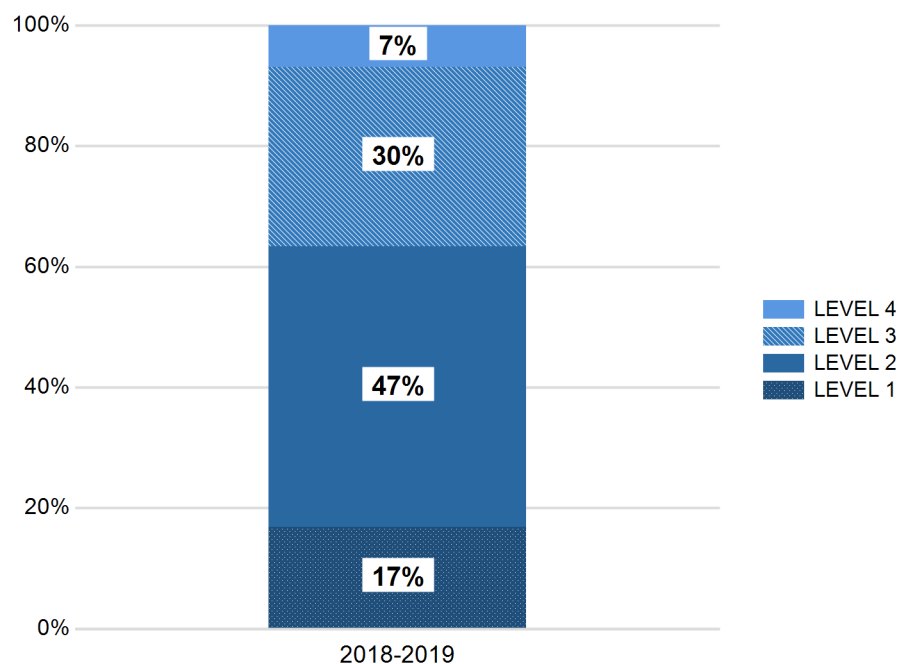
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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
<b>Schoolwide</b>	17	47	30	7
White	0	54	38	8
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	13	44	44	0
Male	21	50	14	14
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	17	47	30	7
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	17	47	30	7
Migrant Students	N	N	N	N





### Fort Dix Elementary School

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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.

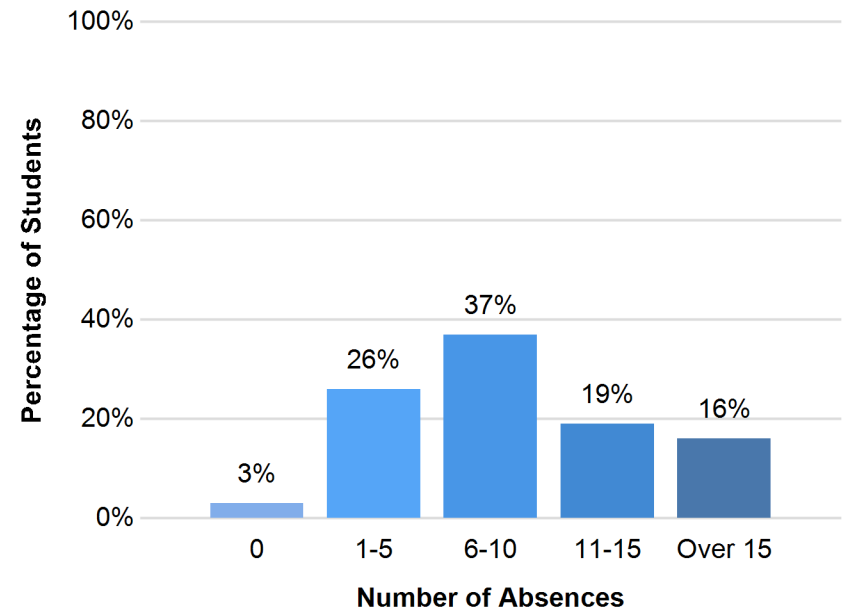
#### Chronic Absenteeism

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	41	12.0	8.9	Not Met
White	21	12.0	8.9	Not Met
Hispanic	12	18.2	8.9	Not Met
Black or African American	5	8.5	8.9	Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	9.7	8.9	Not Met
Female	25	15.8		
Male	16	8.7		
Economically Disadvantaged Students	10	11.9	8.9	Not Met
Students with Disabilities	7	21.2	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	41	12.3		
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.





### Fort Dix Elementary School

(05-4050-110)

Grades Offered: PK-05

2018-2019

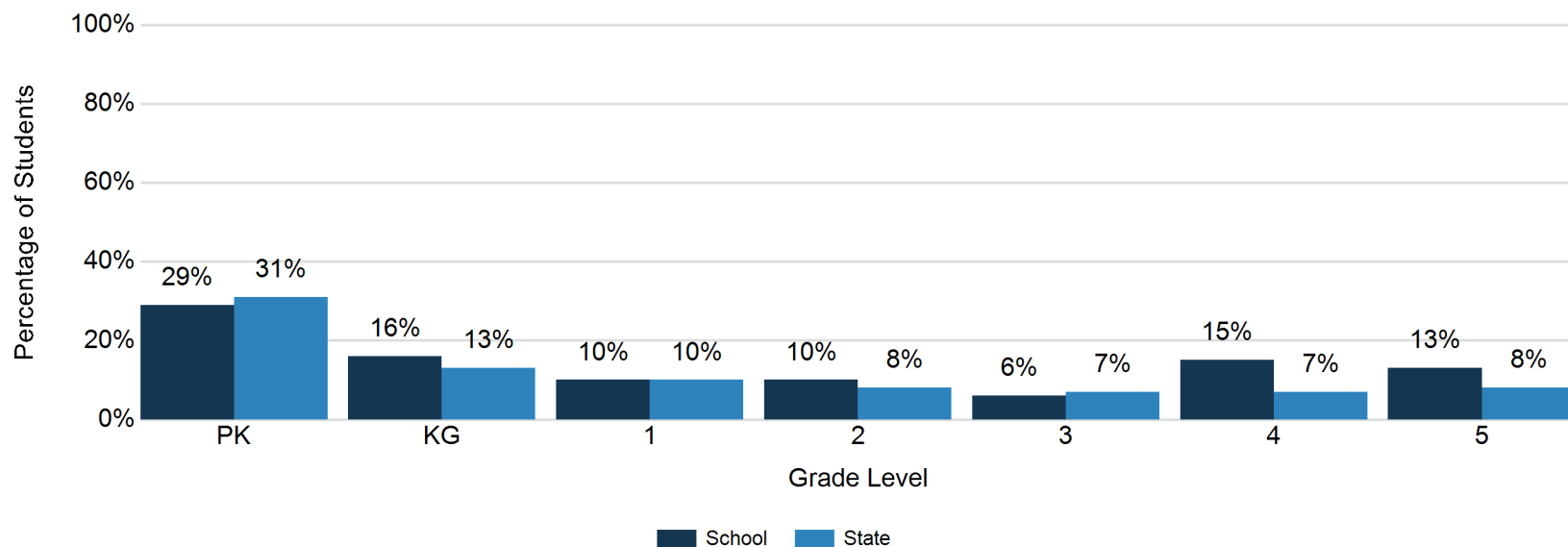
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### Chronic Absenteeism by Grade

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

#### 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N



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### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

### 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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

N



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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	8:10 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 Mins.

#### Device Ratios

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

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



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### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	36	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	11.6	10.8
Percentage of Teachers with 4 or more years experience in the district	80.6%	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	34	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	10.2	12.0
Percentage of Administrators with 4 or more years experience in the district	67.6%	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	421:1	139:1
Teachers to Administrators	36:1	13:1
Students to Librarians/Media Specialists		1576:1
Students to Nurses		364:1
Students to Counselors		278:1
Students to Child Study Team Members		225:1



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### 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	47.5%	88.9%	100.0%	48.4%	77.1%	54.9%
Male	52.5%	11.1%	0.0%	51.6%	22.9%	45.1%
White	52.5%	91.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	19.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	15.7%	8.3%	0.0%	15.0%	6.6%	13.9%
Asian	1.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	9.7%	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



#### Master's Degree



#### Doctoral Degree



### 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	90.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	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	93.8%





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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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### 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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.8%	48.1%	49.5%
Math Proficiency	45.8%	56.9%	56.9%
ELA Growth	45	49	62
Math Growth	55	60	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	10.5%	5.9%	12.0%

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



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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.



**Fort Dix Elementary School**  
(05-4050-110)  
Grades Offered: PK-05  
2018-2019

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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	Exceeds Standard	Met Standard	**	Not Met	No
White	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target†	Met Target†	**	**	n/a	Not Met	No
Black or African American	N	N	**	**	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	Not Met	No
Economically Disadvantaged Students	Met Target	Met Target†	**	**	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



**Fort Dix Elementary School**  
(05-4050-110)  
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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:

- 2018 National School of Character and 2018 New Jersey State School of Character. Building has a military Q1 rating.
- Whole school character education program based on 5 core values with acronym INSPIRE—I Need Service, Perseverance, Integrity, Respect, Responsibility Every day.
- Over 50 teachers and specialists, many with master degrees; the guidance counselor holds national counselor certification, and the principal has doctorate in education.



### Mission, Vision, Theme:

Pemberton Learning Community: Pursuing Excellence Once Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. Fort Dix Elementary School has the unique distinction of being located on a military base, and provides an exemplary education for over 450 students in grades preK through 5. Fort Dix Elementary school serves a 100% military student population. We focus on the specific needs of the military family and child and provide the necessary supports to ease their transitions.



### Awards, Recognition, Accomplishments:

Fort Dix Elementary school was awarded both the New Jersey State School of Character and National School of Character designation in 2018. Our school has implemented a whole school character education program based on five core value words with the acronym INSPIRE- I Need Service, Perseverance, Integrity, Respect, Responsibility Every day.



### Fort Dix Elementary School

(05-4050-110)

Grades Offered: PK-05

2018-2019

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### Courses, Curriculum, Instruction:

The Pemberton Township School District is continually reviewing its curriculum to provide enhanced opportunities for teaching and learning. Math, ELA, science, and social studies programs include both print and digital components. Technology, such as SMART Boards, iPads, and laptops, are integrated throughout the curriculum. Supplementary programs such as Academic Mastery Intervention and Gifted & Talented Education are offered, providing a quality, comprehensive education for all students.



### Clubs and Activities:

Fort Dix Elementary provides an Afterschool Learning Club, Safety Patrol, Theater Arts/USO Show, Family Math for 4th grade, 5th grade National Elementary Honor Society, and GATE Gifted and Talented Program.



### Fort Dix Elementary School

(05-4050-110)

Grades Offered: PK-05



2018-2019

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 <p><b>Before and After School Programs:</b></p>	<p>Before and after school programs are offered through the Military.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>We are a learning community in which teachers work interdependently to achieve the common goal of Pursuing Excellence, One Child at a Time. Teachers collaborate through action research to create common formative assessments, analyze results, create action plans, and share best practices. We offer PD for new staff members that includes several days of training in August; monthly learning focused on the book Teach Like a Champion, multiple PD sessions in ELA and math for 2nd year teachers, and four sessions for 3rd year teachers in how to best support all students.</p>





### Fort Dix Elementary School

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### Parent and Community Involvement:

Our PTO is extremely active. They sponsor a fall festival, a carnival, numerous book fairs, and various activities. Our school communicates through the use of the Class Dojo app, which keeps parents and teachers connected through the day. Fort Dix Elementary School hosts parent participation events numerous times per year including: Bucket Filler Day, Month of the Military Child Assembly, Military Career Day, and many classroom volunteer opportunities.



**Fort Dix Elementary School**  
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#### Climate Surveys:

Who is surveyed: Parents, Teachers Our school climate survey is conducted through Class Dojo twice a year to parents and staff members. Respondents strongly reported the following: Ft. Dix Elementary parents are made to feel welcome in the school; parents respect their children's teachers; parents care about how their children perform at school; the school staff respects and embraces diversity; and the code of conduct is fair.



**Harker-Wylie School**  
(05-4050-090)  
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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



**Harker-Wylie School**  
(05-4050-090)  
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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	Burlington
District	Pemberton Township School District
Principal Name	Ms. Robin Blue
Address	125C TRENTON ROAD BROWNS MILLS, NJ 08015
Phone Number	609-893-8141
Email Address	<a href="mailto:rblue@pemb.org">rblue@pemb.org</a>
Website	<a href="https://www.pemberton.k12.nj.us/harker">https://www.pemberton.k12.nj.us/harker</a>
Facebook	<a href="https://www.facebook.com/Harker-Wylie-Elementary-School-152191081654146/">https://www.facebook.com/Harker-Wylie-Elementary-School-152191081654146/</a>
Twitter	<a href="https://twitter.com/HarkerWylie">https://twitter.com/HarkerWylie</a>



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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
KG	87	99	93
1	93	86	95
2	104	103	89
Total	284	288	277

### 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	41.9%	44.1%	47.3%
Male	58.1%	55.9%	52.7%
Economically Disadvantaged Students	46.5%	47.2%	53.1%
Students with Disabilities	19.0%	20.1%	19.9%
English Learners	0.0%	0.0%	0.0%
Homeless Students	2.1%	1.0%	2.2%
Students in Foster Care	1.8%	1.0%	1.1%
Military-Connected Students	8.5%	8.7%	4.7%
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%	51.7%	53.4%
Hispanic	15.1%	16.3%	16.2%
Black or African American	24.3%	22.6%	21.7%
Asian	1.1%	1.4%	0.7%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.0%
American Indian or Alaska Native	0.4%	0.3%	0.0%
Two or More Races	4.2%	7.3%	7.9%

### 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
KG - Half Day	0	0	0
KG - Full Day	87	99	93

### 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	98.2%
Spanish	1.1%
Other Languages	0.7%



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## English Language Progress to Proficiency

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

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

## English Language Proficiency Test - Participation and Performance

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

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



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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.

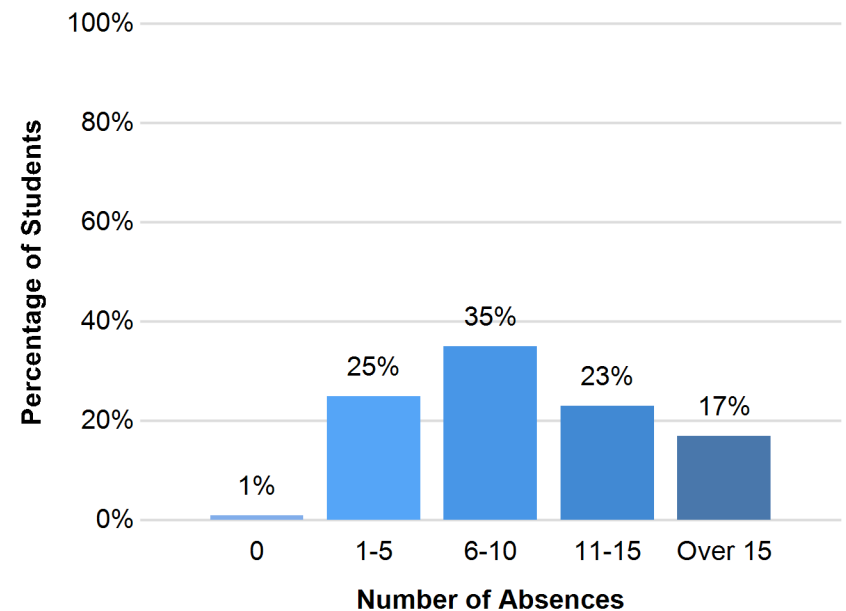
### Chronic Absenteeism

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	34	12.4	10.3	Not Met
White	18	12.5	10.3	Not Met
Hispanic	8	17.0	10.3	Not Met
Black or African American	7	11.7	10.3	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	10.3	Met
Female	17	13.1		
Male	17	11.8		
Economically Disadvantaged Students	17	11.6	10.3	Not Met
Students with Disabilities	8	15.1	10.3	Not Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	1	7.1		
Migrant Students	N	N		

### Days Absent

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





**Harker-Wylie School**  
 (05-4050-090)  
 Grades Offered: KG-02  
 2018-2019

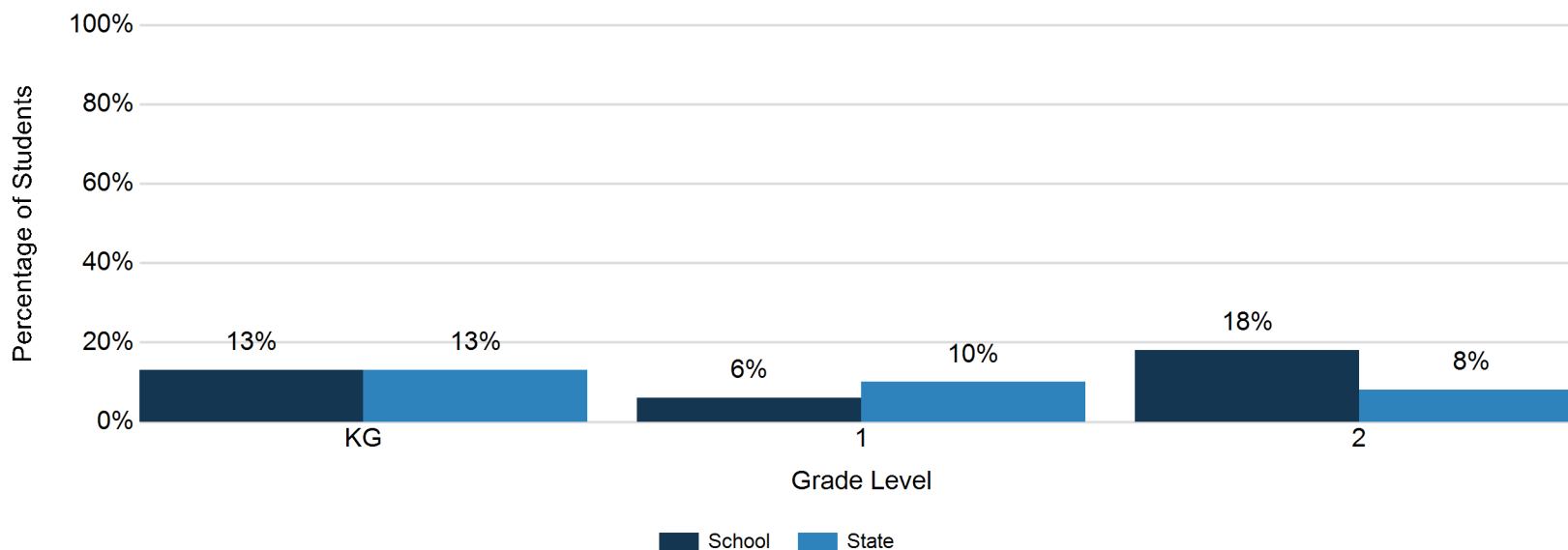
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### Chronic Absenteeism by Grade

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	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.81

### Police Notifications

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

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



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### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	0	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	1		1

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

\*

**Harker-Wylie School**

(05-4050-090)

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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	8:15 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 Mins.



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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	24	118,214
Average years experience in public schools	16.6	12.1
Average years experience in district	15.8	10.8
Percentage of Teachers with 4 or more years experience in the district	83.3%	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	34	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	10.2	12.0
Percentage of Administrators with 4 or more years experience in the district	67.6%	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	277:1	139:1
Teachers to Administrators	24:1	13:1
Students to Librarians/Media Specialists		1576:1
Students to Nurses		364:1
Students to Counselors		278:1
Students to Child Study Team Members		225:1



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### 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	47.3%	91.7%	100.0%	48.4%	77.1%	54.9%
Male	52.7%	8.3%	0.0%	51.6%	22.9%	45.1%
White	53.4%	95.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.2%	4.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	21.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	7.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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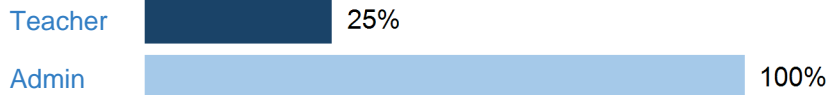
### Teachers and Administrators - Level of Education

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



#### Master's Degree



#### Doctoral Degree



### 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	90.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	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%



**Harker-Wylie School**  
(05-4050-090)  
Grades Offered: KG-02  
2018-2019

**Report Key:**

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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.



**Harker-Wylie School**  
(05-4050-090)  
Grades Offered: KG-02  
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:

- This year we used My Math and Redbird for math instruction to promote student thinking and understanding. We also continue to use Foundations, ReadyGen, and Pearson Interactive Science.
- We received the National School of Character in the spring of 2019.
- Our school hosts monthly Family Science Nights, Math Nights, Lego Nights, and Literacy Nights. We also have an after-school Art Club for 1st and 2nd grade students.



### Mission, Vision, Theme:

Pemberton Learning Community: Pursuing Excellence Once Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. As one of seven elementary schools in the district, Harker-Wylie Lower Elementary School provides exemplary education for nearly 300 students in kindergarten through 2nd grade. Harker-Wylie's theme is Good Choices + Great Character = A SUPER Day at Harker-Wylie & Home!



### Awards, Recognition, Accomplishments:

Our school was honored to receive the National School of Character designation in 2019. We have worked on improving school culture and building a strong character education program.



**Harker-Wylie School**

(05-4050-090)

Grades Offered: KG-02

2018-2019

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#### Courses, Curriculum, Instruction:

The Pemberton Township School District is continually reviewing its curriculum to provide enhanced opportunities for teaching and learning. Math, ELA, science, and social studies programs include both print and digital components. Technology, such as SMART Boards, iPads, and laptops, are integrated throughout the curriculum. Supplementary programs such as Academic Mastery Intervention and Gifted & Talented Education are offered, providing a quality, comprehensive education for all students.



#### Clubs and Activities:

Harker-Wylie offers an after school art club to students in 1st and 2nd grade. There are also many family nights for the students to interact and learn along with their family members. We have Family Science Night, Family Math Night, Family Lego Night, and Family Literacy Night throughout the year.





**Harker-Wylie School**  
 (05-4050-090)  
 Grades Offered: KG-02  
 2018-2019

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 <p><b>Before and After School Programs:</b></p>	<p>We offer before and after care for all children from preschool through 5th grade. Harker-Wylie also hosts an after school tutoring program to provide extra reinforcement of basic skills needed to meet success at the student's grade level. This tutoring program is offered in the fall and the spring. Students meet twice a week with a certified teacher.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>We are a learning community in which teachers work interdependently to achieve the common goal of Pursuing Excellence, One Child at a Time. Teachers collaborate through action research to create common formative assessments, analyze results, create action plans, and share best practices. We offer PD for new staff members that includes several days of training in August; monthly learning focused on the book Teach Like a Champion, multiple PD sessions in ELA and math for 2nd year teachers, and four sessions for 3rd year teachers in how to best support all students. The Harker-Wylie staff meets monthly to learn about new topics in education so that we can best serve the students.</p>



**Harker-Wylie School**  
 (05-4050-090)  
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Parent and Community Involvement:

We have a fabulous PTO that is very involved. They host many events that students love to attend, like Halloween Trunk or Treat, Ice Cream Social, and Breakfast with Santa. Parents are welcomed into the classroom and involved in many different projects throughout the year. Parents participate on various committees in the school including school climate, character education, and school safety.





**Harker-Wylie School**  
 (05-4050-090)  
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School Narrative

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 <p>Climate Surveys:</p>	<p>Who is surveyed: Students, Teachers In the 2018-2019 school year, we conducted a school climate survey with students, staff, and parents in December and March. The Character Education committee analyzed the results and presented it to the rest of the faculty. The principal shared it at a PTO meeting. We have used the results to celebrate and make improvements.</p>
 <p>Facilities:</p>	<p>The Harker-Wylie School (built in 1953) Newcomb school (built in 1959) and Denbo school (built in 1965) had A/C installed this past summer in all instructional rooms which will enhance the learning environment during the late spring and early fall months.</p>



**Helen A. Fort Middle School**  
(05-4050-050)  
Grades Offered: 07-08  
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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

**Helen A. Fort Middle School**

(05-4050-050)

Grades Offered: 07-08

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Burlington
District	Pemberton Township School District
Principal Name	Mrs. Tammi Strege
Address	101 FORT DIX ROAD PEMBERTON, NJ 08068
Phone Number	609-893-8141
Email Address	<a href="mailto:tstrege@pemb.org">tstrege@pemb.org</a>
Website	<a href="https://www.pemberton.k12.nj.us/helenfort">https://www.pemberton.k12.nj.us/helenfort</a>
Facebook	<a href="https://www.facebook.com/Helen-Fort-Middle-School-537495979664076">https://www.facebook.com/Helen-Fort-Middle-School-537495979664076</a>
Twitter	<a href="https://twitter.com/helenfortschool">https://twitter.com/helenfortschool</a>



**Helen A. Fort Middle 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
6	358	0	0
7	326	346	314
8	330	320	342
<b>Total</b>	<b>1,014</b>	<b>666</b>	<b>656</b>

**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	50.1%	48.2%	48.0%
Male	49.9%	51.8%	52.0%
Economically Disadvantaged Students	43.7%	45.8%	49.4%
Students with Disabilities	17.5%	19.4%	21.6%
English Learners	0.6%	1.1%	1.1%
Homeless Students	1.8%	1.4%	2.0%
Students in Foster Care	1.0%	0.8%	0.8%
Military-Connected Students	13.0%	11.3%	9.8%
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	56.6%	53.5%	54.1%
Hispanic	15.6%	17.3%	17.7%
Black or African American	24.2%	25.2%	24.2%
Asian	1.9%	1.8%	1.4%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.5%
American Indian or Alaska Native	0.3%	0.5%	0.3%
Two or More Races	1.3%	1.7%	1.8%

**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	94.2%
Spanish	5.0%
Other Languages	0.8%

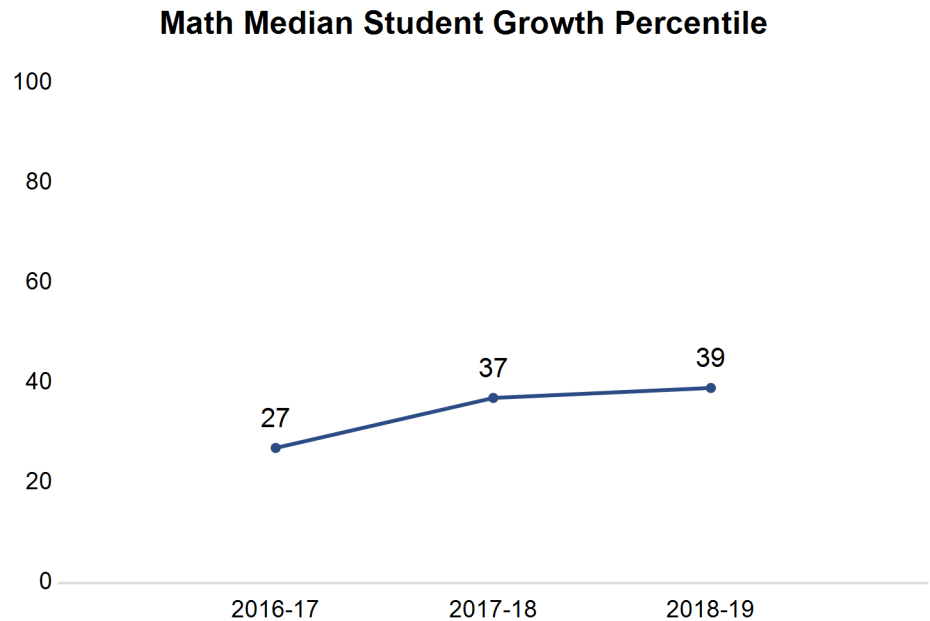
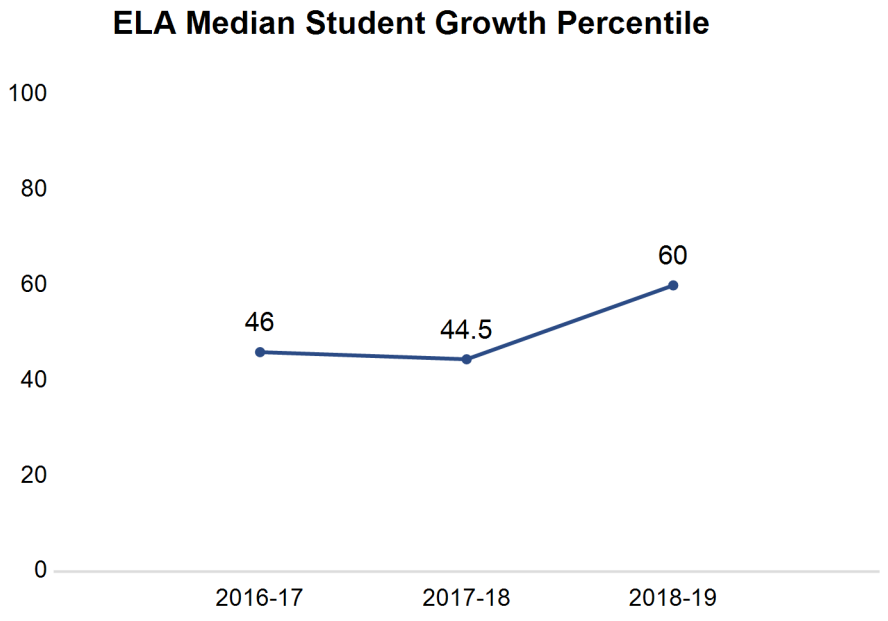


**Helen A. Fort Middle School**  
 (05-4050-050)  
 Grades Offered: 07-08  
 2018-2019

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**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	44.5	60	27	37	39
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50





**Helen A. Fort Middle School**  
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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	60	50	50	Exceeds Standard	39	43	50	Not Met
White	62	48	50	Exceeds Standard	43	46	52	Met Standard
Hispanic	53	51	49	Met Standard	46	48.5	47	Met Standard
Black or African American	61	50	45	Exceeds Standard	37	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	58	60	59	**	*	43.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	56	49	**	*	52	52	**
Female	64	55	53	N	39	44	50	N
Male	56	45	47	N	40.5	43	51	N
Economically Disadvantaged Students	57	49	48	Met Standard	39	41	46	Not Met
Students with Disabilities	41.5	41.5	43	Met Standard	42	43	45	Met Standard
English Learners	50	51.5	52	**	*	44	50	**
Homeless Students	*	27	43	N	*	44	44	N
Students in Foster Care	*	59.5	42	N	*	*	44	N
Military-Connected Students	73.5	59	49	N	48	49	51	N
Migrant Students	N	N	47	N	N	N	51	N



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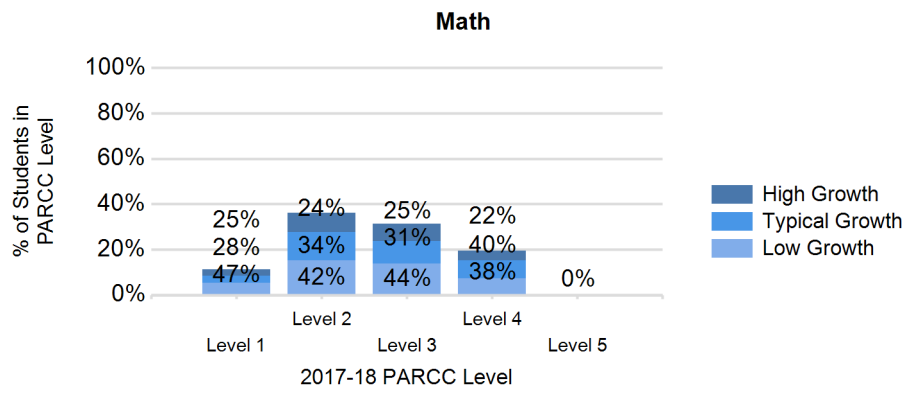
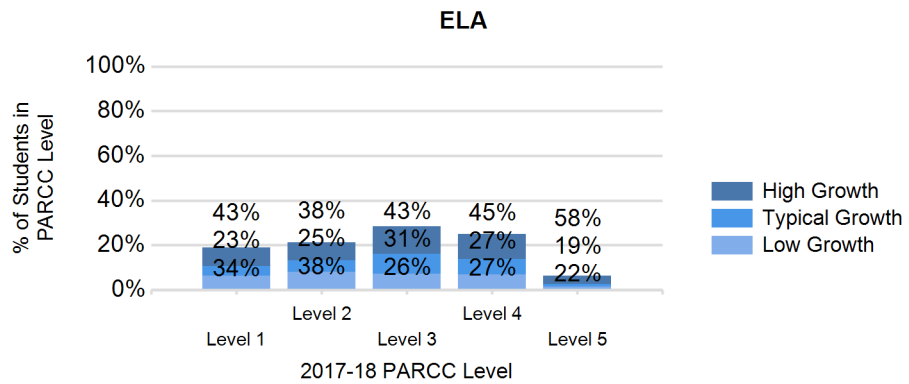
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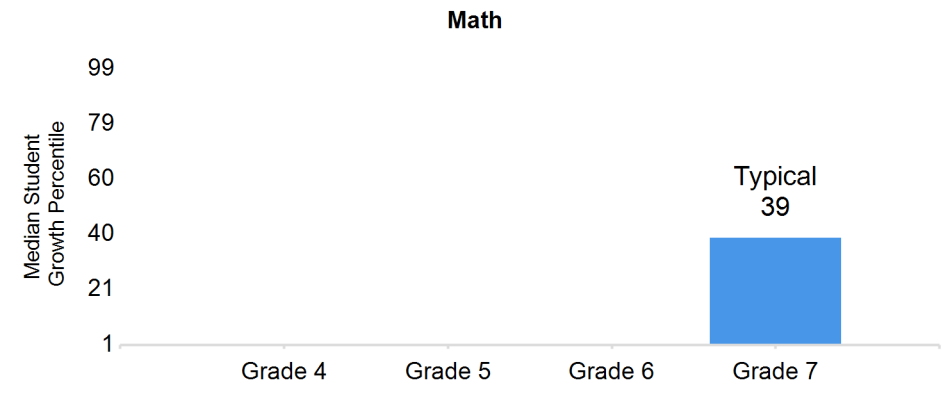
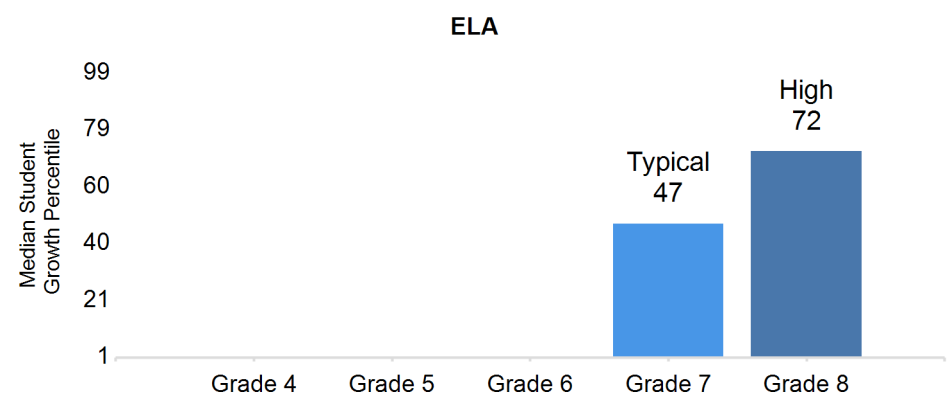
**Student Growth by Performance Level**

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.





**Helen A. Fort Middle School**  
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Grades Offered: 07-08  
2018-2019

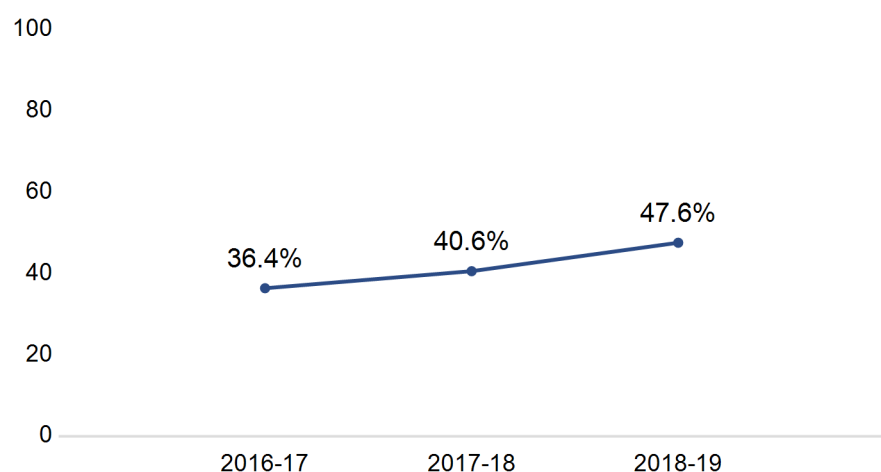
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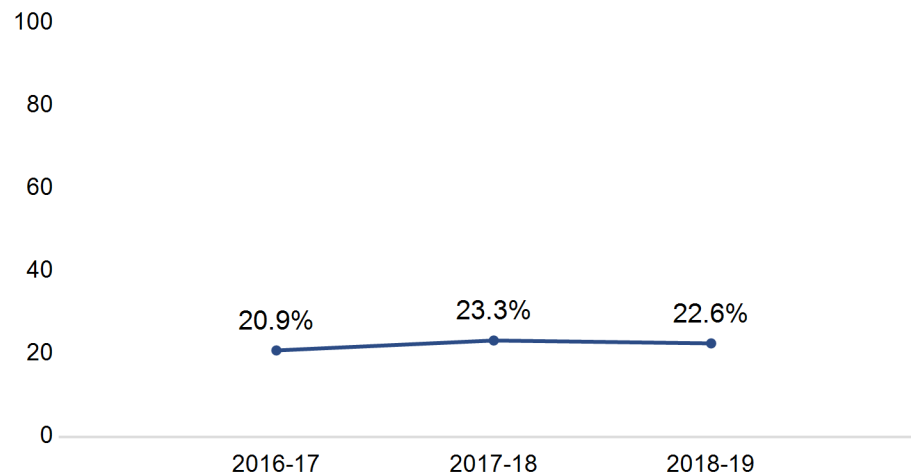
## English Language Arts and Mathematics Performance Trends

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



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.9%	93.0%	96.1%	97.6%	91.8%	95.5%
Proficiency Rate for Federal Accountability	36.4%	40.6%	47.6%	20.9%	23.3%	22.6%
Annual Target	35.3%	37.6%	40.0%	23.9%	26.8%	29.8%
Met Annual Target?	Met Target	Met Target	Met Target	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.



**Helen A. Fort Middle School**  
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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	626	96.1	47.6	43.7	57.9	47.6	40	Met Target
White	344	96.2	50.6	46.3	66.9	50.6	39.5	Met Target
Hispanic	108	98.3	41.7	42.9	43.9	41.7	41.7	Met Target
Black or African American	151	94.6	45.0	36.9	38.5	45.0	38.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	12	92.3	58.3	67.2	82.9	56.5	**	**
American Indian or Alaska Native	*	*	*	23.1	56.0	*	**	**
Two or More Races	*	*	*	43.6	64.4	*	**	**
Female	298	96.3	60.4	53.5	64.8	60.4		
Male	328	95.8	36.0	34.3	51.3	36.0		
Economically Disadvantaged Students	306	95.2	39.9	34.9	40.0	39.9	37.3	Met Target
Non-Economically Disadvantaged Students	320	96.9	55.0	51.7	67.9	55.0		
Students with Disabilities	141	94.9	19.1	17.3	22.7	19.1	21.9	Met Target†
Students without Disabilities	485	96.4	55.9	50.8	65.1	55.9		
English Learners	11	100.0	27.3	35.3	29.3	27.3	**	**
Non-English Learners	615	96.0	48.0	43.9	60.6	48.0		
Homeless Students	11	72.2	36.4	21.1	29.1	28.0		
Students In Foster Care	*	*	*	31.6	27.6	*		
Military-Connected Students	61	98.5	55.7	50.6	57.8	55.7		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

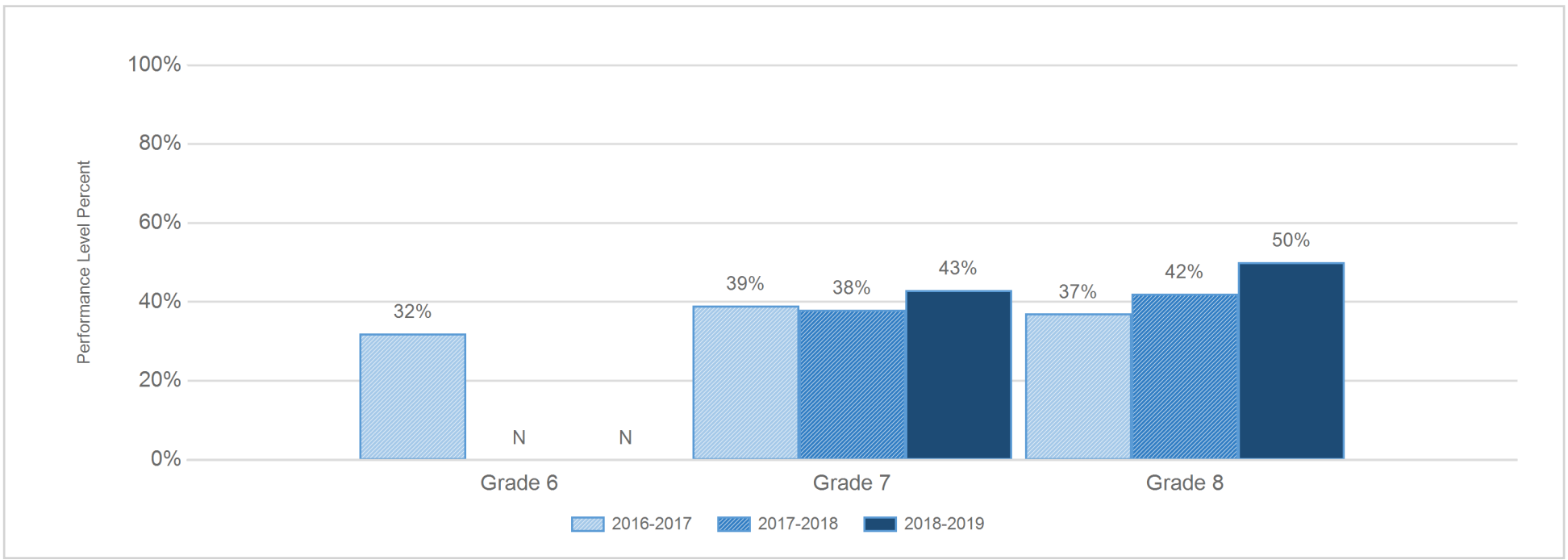


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**English Language Arts Assessment - Performance Trends**

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 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
<b>Schoolwide</b>	309	735	735	761	22%	15%	20%	34%	8%	43%	63%
White	164	737	737	769	23%	12%	21%	37%	8%	45%	72%
Hispanic	56	730	730	747	21%	21%	23%	*	*	34%	50%
Black or African American	73	735	735	741	22%	16%	18%	*	*	44%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	151	748	748	769	13%	10%	20%	*	*	58%	71%
Male	158	722	722	753	32%	20%	20%	*	*	28%	55%
Economically Disadvantaged Students	149	729	729	743	28%	17%	19%	*	*	36%	45%
Non-Economically Disadvantaged Students	160	740	740	771	18%	13%	21%	*	*	49%	73%
Students with Disabilities	62	694	694	720	*	*	*	*	*	*	22%
Students without Disabilities	247	745	745	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	31	738	738	758	*	*	35%	*	*	35%	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



**Helen A. Fort Middle School**  
(05-4050-050)  
Grades Offered: 07-08  
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
<b>Schoolwide</b>	324	748	748	762	13%	15%	22%	36%	14%	50%	63%
White	178	750	750	770	13%	15%	18%	39%	15%	54%	72%
Hispanic	60	743	743	747	*	17%	25%	*	*	45%	49%
Black or African American	75	743	743	741	15%	15%	28%	*	*	43%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	157	760	760	771	7%	10%	19%	44%	20%	64%	71%
Male	167	737	737	753	19%	20%	25%	28%	8%	37%	55%
Economically Disadvantaged Students	157	740	740	743	16%	20%	25%	28%	11%	39%	45%
Non-Economically Disadvantaged Students	167	756	756	772	10%	10%	20%	43%	17%	60%	72%
Students with Disabilities	63	710	710	721	43%	30%	*	*	*	14%	22%
Students without Disabilities	261	758	758	770	6%	11%	*	*	*	59%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	31	756	756	760	*	0%	*	*	*	74%	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%





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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	623	95.5	22.6	26.5	44.5	22.6	29.8	Not Met
White	341	95.1	27.3	29.4	54.1	27.3	30.7	Met Target†
Hispanic	108	98.3	17.6	*	28.8	17.6	29.7	Not Met
Black or African American	151	94.6	13.9	18.4	23.0	13.9	24.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	92.3	50.0	47.5	76.5	48.4	**	**
American Indian or Alaska Native	*	*	*	38.5	42.7	*	**	**
Two or More Races	*	*	*	33.9	53.3	*	**	**
Female	296	95.4	23.0	*	44.9	23.0		
Male	327	95.5	22.3	*	44.2	22.3		
Economically Disadvantaged Students	305	94.9	16.7	*	26.3	16.7	27	Not Met
Non-Economically Disadvantaged Students	318	96.0	28.3	*	54.9	28.3		
Students with Disabilities	139	93.6	*	13.4	17.4	*	19.2	Not Met
Students without Disabilities	484	96.0	*	29.9	50.0	*		
English Learners	11	100.0	18.2	23.2	25.0	18.2	**	**
Non-English Learners	612	95.4	22.7	26.5	46.5	22.7		
Homeless Students	10	66.7	10.0	*	17.1	*		
Students In Foster Care	*	*	*	10.5	17.1	*		
Military-Connected Students	61	97.0	27.9	41.4	46.4	27.9		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.





### Helen A. Fort Middle School

(05-4050-050)

Grades Offered: 07-08

2018-2019

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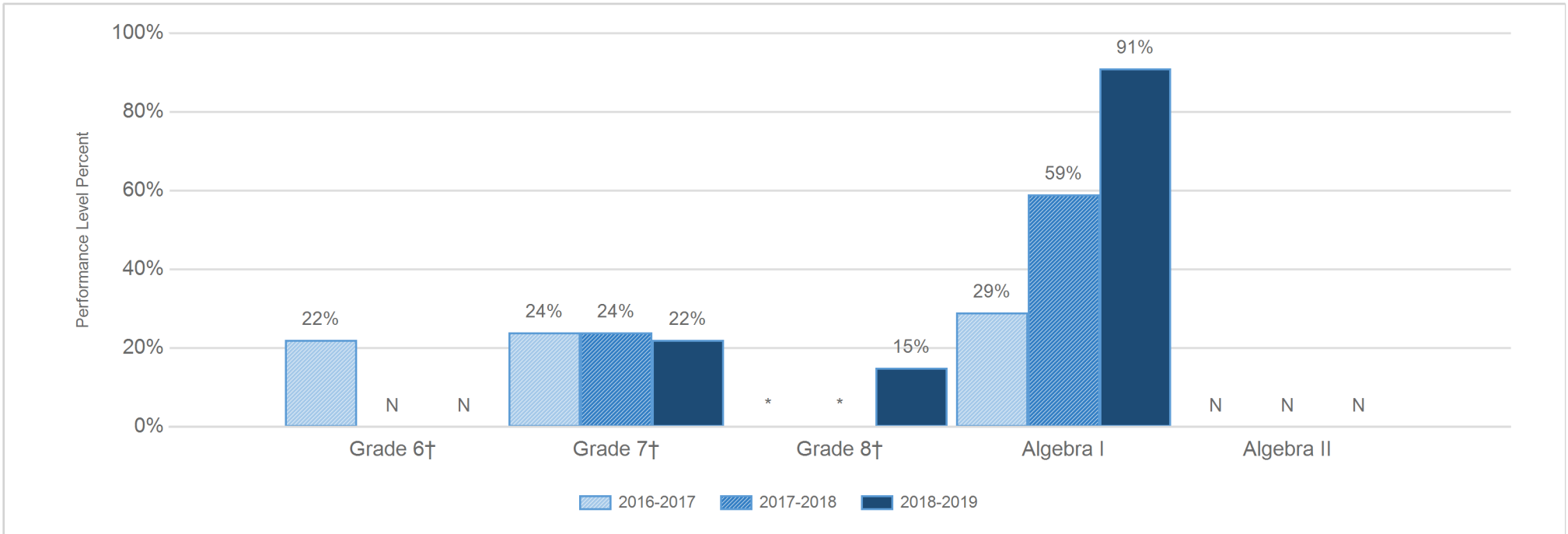
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## Mathematics Assessment – Performance Trends

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.



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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
<b>Schoolwide</b>	306	729	729	744	16%	26%	36%	*	*	22%	42%
White	161	731	731	751	17%	22%	37%	*	*	24%	53%
Hispanic	56	727	727	733	*	27%	38%	*	*	21%	26%
Black or African American	73	724	724	727	16%	37%	33%	*	*	14%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	148	731	731	744	9%	25%	45%	*	*	21%	42%
Male	158	727	727	743	22%	28%	27%	*	*	23%	42%
Economically Disadvantaged Students	148	724	724	731	20%	30%	34%	*	*	16%	24%
Non-Economically Disadvantaged Students	158	733	733	751	13%	23%	37%	*	*	28%	53%
Students with Disabilities	61	706	706	718	*	*	*	*	*	*	13%
Students without Disabilities	245	734	734	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	30	734	734	746	*	*	40%	*	*	30%	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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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
<b>Schoolwide</b>	288	717	717	728	34%	25%	26%	*	*	15%	29%
White	153	720	720	737	31%	24%	26%	*	*	20%	38%
Hispanic	58	713	713	722	36%	31%	22%	*	*	10%	22%
Black or African American	70	713	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	137	722	722	731	27%	21%	35%	*	*	17%	31%
Male	151	713	713	726	41%	28%	17%	*	*	14%	27%
Economically Disadvantaged Students	147	712	712	719	43%	23%	22%	*	*	12%	20%
Non-Economically Disadvantaged Students	141	722	722	735	26%	26%	29%	*	*	19%	36%
Students with Disabilities	60	694	694	707	*	*	*	*	*	*	10%
Students without Disabilities	228	723	723	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	29	728	728	735	*	*	38%	*	*	21%	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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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.

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
<b>Schoolwide</b>	35	770	728	744	0%	0%	*	*	*	91%	42%
White	24	773	736	752	0%	0%	0%	100%	0%	100%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	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	20	767	732	745	0%	0%	*	*	*	85%	44%
Male	15	773	724	743	0%	0%	*	*	*	100%	41%
Economically Disadvantaged Students	10	767	724	727	0%	0%	*	*	*	80%	23%
Non-Economically Disadvantaged Students	25	771	731	752	0%	0%	*	*	*	96%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	35	770	*	745	0%	0%	*	*	*	91%	*
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	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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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
7	11	11
8	13	13

## 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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(05-4050-050)

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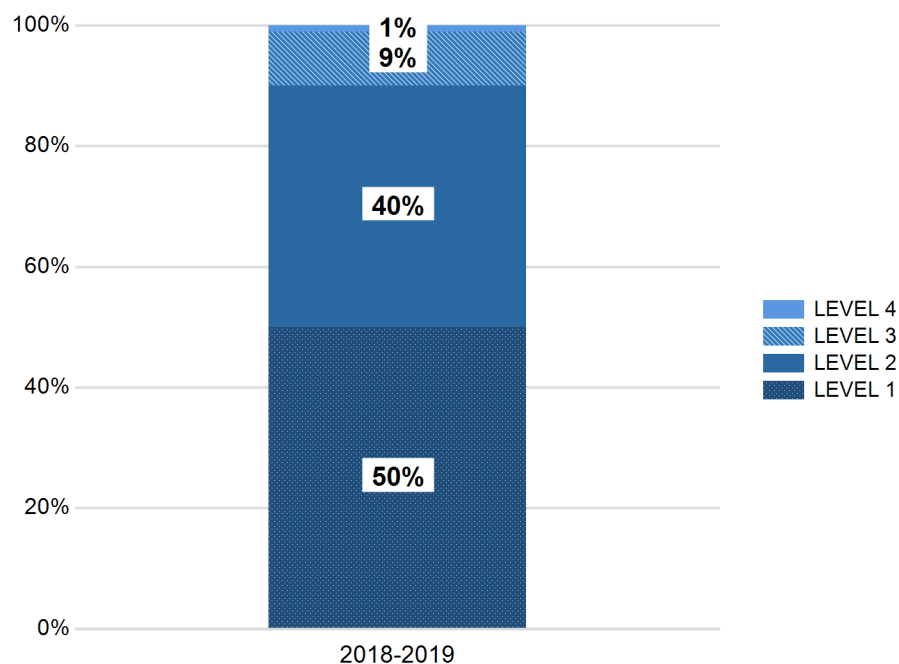
**N** No Data is available to display

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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
<b>Schoolwide</b>	50	40	9	1
White	44	41	14	1
Hispanic	63	34	3	0
Black or African American	61	38	1	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	43	49	8	0
Male	57	31	10	2
Economically Disadvantaged Students	63	31	5	1
Non-Economically Disadvantaged Students	39	48	12	1
Students with Disabilities	79	16	5	0
Students without Disabilities	44	46	10	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	30	63	7	0
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
7	0	0	337
8	37	0	327
Total	37	0	664

### 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
7	268	0	0	0	0	0	0
8	297	0	0	0	0	0	0
Total	565	0	0	0	0	0	0



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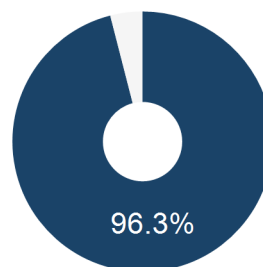
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## Visual and Performing Arts – Course Participation

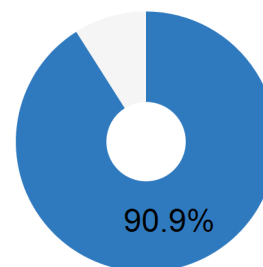
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

### Grades 6-8:

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

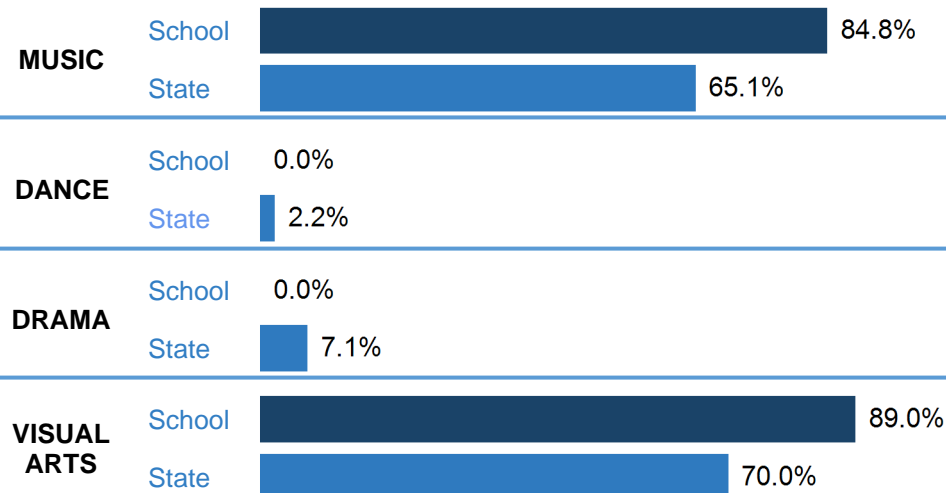


School



State

Students enrolled in one or more classes by discipline:







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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.

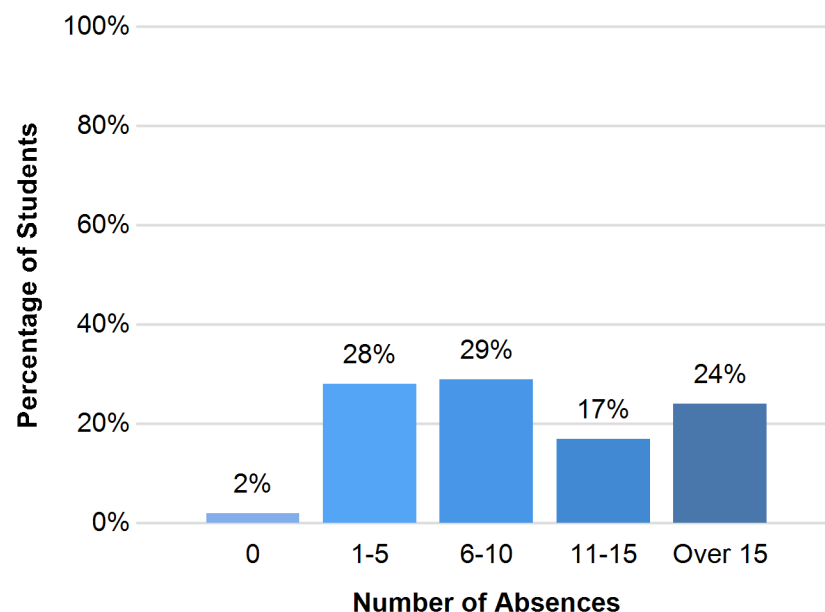
### Chronic Absenteeism

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	123	18.5	9.5	Not Met
White	79	21.9	9.5	Not Met
Hispanic	18	15.3	9.5	Not Met
Black or African American	25	15.7	9.5	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	52	16.4		
Male	71	20.5		
Economically Disadvantaged Students	69	21.3	9.5	Not Met
Students with Disabilities	52	34.2	9.5	Not Met
English Learners	*	*	**	**
Homeless Students	10	71.4		
Students in Foster Care	*	*		
Military-Connected Students	10	14.9		
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.





### Helen A. Fort Middle School

(05-4050-050)

Grades Offered: 07-08

2018-2019

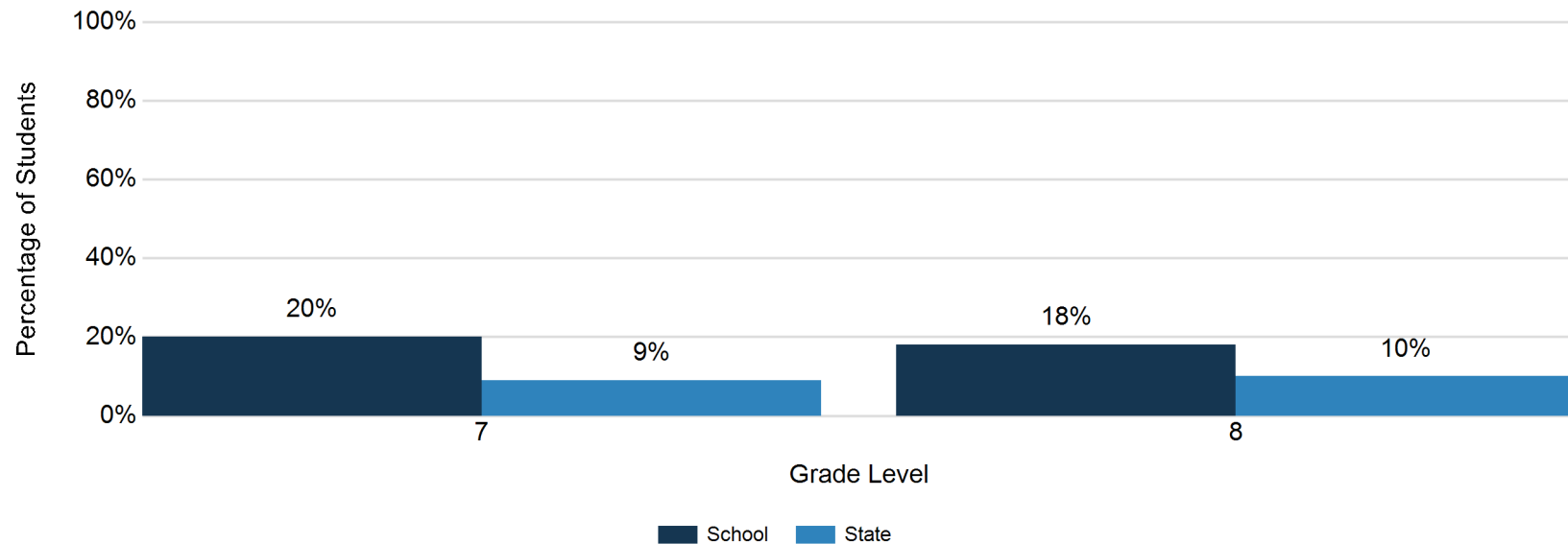
#### Report Key:

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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 by Grade

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





### Helen A. Fort Middle School

(05-4050-050)

Grades Offered: 07-08

2018-2019

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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	56
Weapons	1
Vandalism	8
Substances	5
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	73
Incidents Per 100 Students Enrolled	11.13

#### 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	2
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Sexual Orientation	0	0	0
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	75	11.4%
Any Suspension	78	11.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

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

320



### Helen A. Fort Middle 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	8:10 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	6 Hrs. 10 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



## Helen A. Fort Middle School

(05-4050-050)

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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	12.9	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	71.9%	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	34	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	10.2	12.0
Percentage of Administrators with 4 or more years experience in the district	67.6%	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	164:1	139:1
Teachers to Administrators	16:1	13:1
Students to Librarians/Media Specialists		1576:1
Students to Nurses		364:1
Students to Counselors		278:1
Students to Child Study Team Members		225:1



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### 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	48.0%	65.6%	50.0%	48.4%	77.1%	54.9%
Male	52.0%	34.4%	50.0%	51.6%	22.9%	45.1%
White	54.1%	87.5%	75.0%	42.4%	83.6%	77.4%
Hispanic	17.7%	3.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	24.2%	9.4%	25.0%	15.0%	6.6%	13.9%
Asian	1.4%	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	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.8%	0.0%	0.0%	2.1%	0.2%	0.2%



**Helen A. Fort Middle School**  
(05-4050-050)  
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**Teachers:** All classroom teachers

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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.

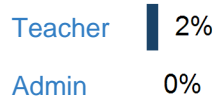
#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



### 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	90.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	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	94.9%





### Helen A. Fort Middle School

(05-4050-050)

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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.



**Helen A. Fort Middle School**  
(05-4050-050)  
Grades Offered: 07-08  
2018-2019

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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
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.



**Helen A. Fort Middle School**  
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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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	36.4%	40.6%	47.6%
Math Proficiency	20.9%	23.3%	22.6%
ELA Growth	46	44	60
Math Growth	27	37	39
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	15.2%	18.3%	18.5%

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



## Helen A. Fort Middle School

(05-4050-050)

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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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(05-4050-050)  
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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	Not Met	Exceeds Standard	Not Met	**	Not Met	No
White	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Not Met	Exceeds Standard	Not Met	n/a	Not 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	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	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).



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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:

- Helen A. Fort Middle School is proud to be named a National School of Character by Character.org, adding to our honor as a New Jersey State School of Character.
- A rigorous academic curriculum is balanced by a variety of electives and over 50 extracurricular clubs, sports, and activities to engage students after school.
- A 1:1 Chromebook initiative means that students learn digital literacy skills alongside academics. Employment of digital curriculum increases student engagement as it reinforces 21st century skills.



### Mission, Vision, Theme:

Pemberton Learning Community: Pursuing Excellence, Once Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. Helen A. Fort Middle School provides exemplary education for over 600 seventh and eighth grade students. Helen Fort's theme is "Constructing a Community of Character," a theme that unites us in our vision to connect students and staff to a larger purpose.



### Awards, Recognition, Accomplishments:

Helen A. Fort Middle School is proud of our distinction as both a New Jersey State School of Character and now, as a National School of Character. Six specifically identified character strengths serve as guideposts for staff and students throughout our educational journeys at Helen A. Fort Middle School: grit, empathy, self-control, zest, curiosity, and optimism. We believe that using these character traits to guide our actions will promote student success in school, at home, and in our community. Working together, we believe we will create a positive environment that helps our students grow academically, personally, and socially.



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### Courses, Curriculum, Instruction:

At Helen Fort Middle School, we believe that success starts here! Our roadmap to success includes serving as an important bridge to high school. Seventh and eighth grade students at Helen Fort Middle School encounter a rigorous academic curriculum grounded in the New Jersey Student Learning Standards; honors classes are available in mathematics, language arts, science, and social studies. Furthermore, we offer the Advancement Via Individual Determination (AVID) program, which helps students prepare for and succeed in college. Along with their academic “travels,” students enjoy a variety of electives including Spanish, art, music, woodshop, coding, and STEAM. Where needed, students can avail themselves of academic support through after-school tutoring. Helen Fort Middle School rounds out students’ journeys with digital resources in math, language arts, science and social studies that is supported by a 1:1 Chromebook initiative.



### Clubs and Activities:

With more than 50 clubs, sports, and activities offered at Helen Fort Middle School, we have something for every interest. We provide activities for “niche” interests like anime as well as more traditional offerings like chess and yearbook. Moreover, athletics include sports for both genders in both intramural and interscholastic competition. Finally, our Student Council provides students with service opportunities to deepen their connection to our building and community.



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### Before and After School Programs:

At Helen Fort Middle School, the tutoring and homework club meets three times a week, affording students academic assistance and transportation. Highly qualified teachers in math and language arts reinforce literacy skills across content areas and encourage study strategies to improve students' grades.



### Staff and Professional Learning:

As a high functioning learning community, we believe in our mission: Pursuing Excellence, One Child at a Time. Through purposeful dialogue about teaching and learning, our teachers work interdependently by engaging in a cyclic process of collective inquiry to strengthen their craft to improve student learning. This process includes identifying power standards, creating common assessments, analyzing data and creating action plans focusing on student results.





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### Parent and Community Involvement:

An active Parent-Teacher Organization connects members of the Helen Fort school community. Meeting monthly with teachers, counselors, and parents, this group organizes fundraisers to benefit students of the school, provides social activities for students like dances, and promotes school spirit through special assemblies. In addition, Helen Fort Middle School encourages parents to access student attendance and grades information through Genesis, our student information system.





**Helen A. Fort Middle School**  
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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers An annual school climate survey disseminated to parents, students, and staff helps us to assess perceptions and identify specific strengths and weaknesses in our school. In addition, administration meets regularly with members of the Pemberton Township Education Association to solicit input and solutions to school concerns. Moreover, monthly meetings with each grade level's team facilitators include discussions of school climate, identification of school-wide issues, and proffered solutions.</p>
 <p>Facilities:</p>	<p>Helen A Fort Middle School built in 1956. The MS underwent a boiler upgrade to two of the three boilers that supply the middle school. One of the boilers was rebuilt and the other boiler was removed and replaced. Also at the MS a new STEAM lab was constructed over the summer.</p>



**Howard L. Emmons**  
(05-4050-085)  
Grades Offered: KG-02  
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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



**Howard L. Emmons**  
(05-4050-085)  
Grades Offered: KG-02  
2018-2019

**Report Key:**

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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	Burlington
District	Pemberton Township School District
Principal Name	Mr. John Schmidt
Address	14 SCRAPETOWN ROAD PEMBERTON, NJ 08068
Phone Number	609-893-8141
Email Address	<a href="mailto:jschmidt@pemb.org">jschmidt@pemb.org</a>
Website	<a href="https://pemberton.k12.nj.us/emmons">https://pemberton.k12.nj.us/emmons</a>
Facebook	<a href="https://www.facebook.com/Emmons-School-719711554721858/">https://www.facebook.com/Emmons-School-719711554721858/</a>
Twitter	<a href="https://twitter.com/EmmonsSchool">https://twitter.com/EmmonsSchool</a>



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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
KG	100	100	100
1	114	93	101
2	111	110	102
Total	325	303	303

### 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	50.5%	50.2%	49.5%
Male	49.5%	49.8%	50.5%
Economically Disadvantaged Students	45.2%	42.2%	45.2%
Students with Disabilities	14.5%	16.8%	21.1%
English Learners	1.8%	0.7%	1.3%
Homeless Students	3.4%	2.6%	5.3%
Students in Foster Care	0.9%	0.0%	2.3%
Military-Connected Students	12.3%	12.5%	12.2%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	52.3%	51.2%	48.5%
Hispanic	12.9%	17.8%	20.1%
Black or African American	30.2%	24.1%	22.8%
Asian	1.8%	2.6%	2.0%
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	2.5%	4.3%	6.6%

### 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
KG - Half Day	0	0	0
KG - Full Day	100	100	100

### 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	94.1%
Spanish	4.3%
Other Languages	1.7%



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## English Language Progress to Proficiency

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

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

## 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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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.

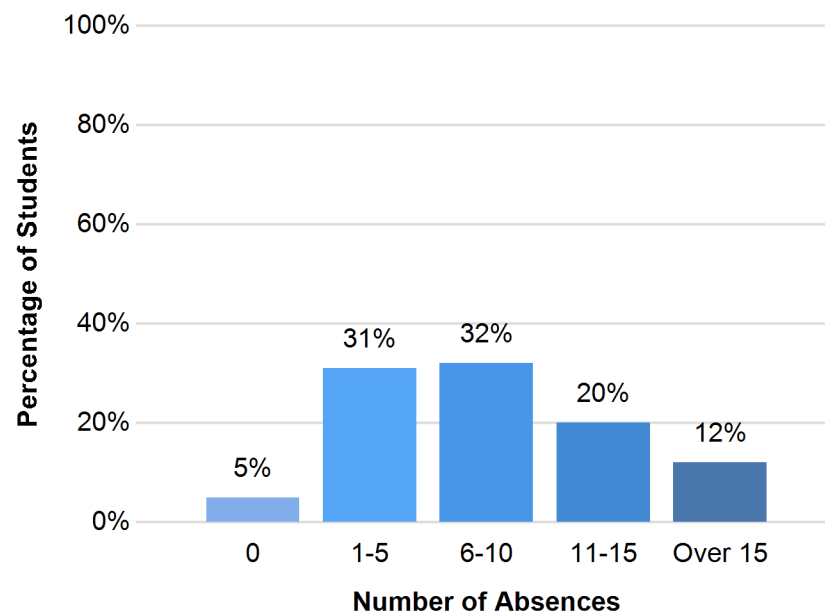
### Chronic Absenteeism

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	9.4	10.3	Met
White	14	9.7	10.3	Met
Hispanic	8	13.3	10.3	Not Met
Black or African American	5	7.8	10.3	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	10.3	Met
Female	18	11.9		
Male	10	6.8		
Economically Disadvantaged Students	18	13.0	10.3	Not Met
Students with Disabilities	13	21.3	10.3	Not Met
English Learners	*	*	**	**
Homeless Students	2	18.2		
Students in Foster Care	*	*		
Military-Connected Students	1	3.1		
Migrant Students	N	N		

### Days Absent

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





**Howard L. Emmons**  
 (05-4050-085)  
 Grades Offered: KG-02  
 2018-2019

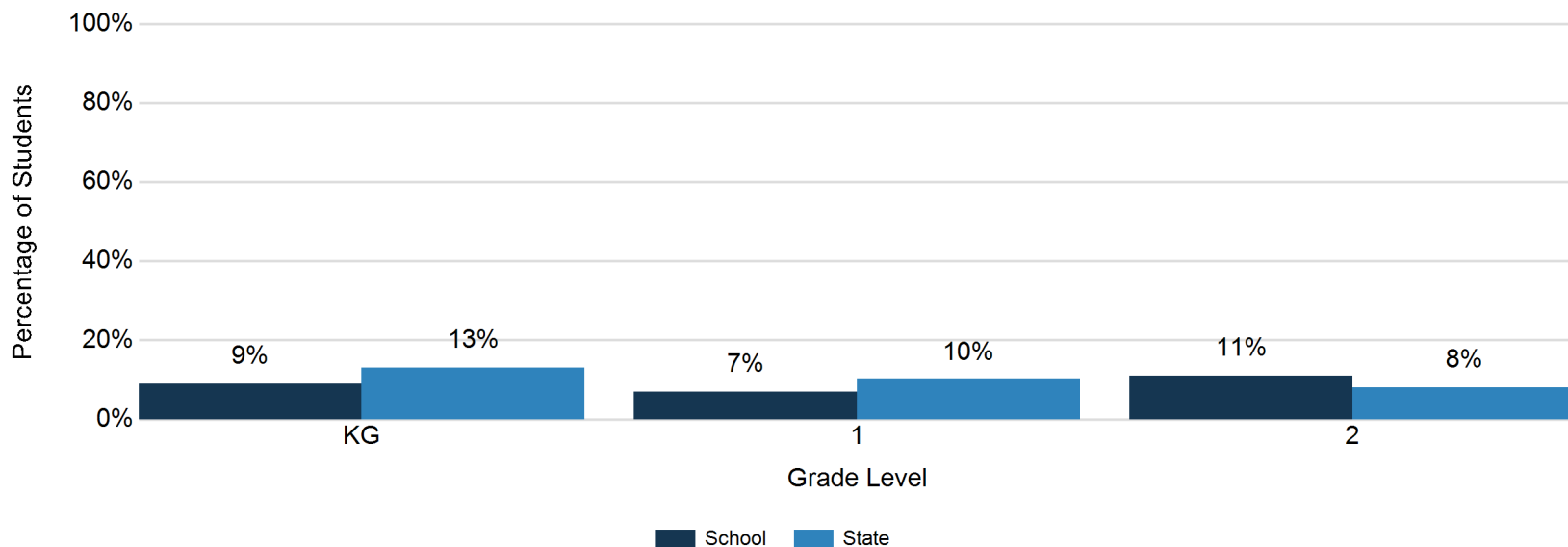
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### Chronic Absenteeism by Grade

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	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.33

### Police Notifications

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

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



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### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

\*



**Howard L. Emmons**

(05-4050-085)

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### School Day

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

Category	School
Typical Start Time	9:10 AM
Typical End Time	3:45 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 Mins.



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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	29	118,214
Average years experience in public schools	15.4	12.1
Average years experience in district	13.4	10.8
Percentage of Teachers with 4 or more years experience in the district	93.1%	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	34	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	10.2	12.0
Percentage of Administrators with 4 or more years experience in the district	67.6%	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	303:1	139:1
Teachers to Administrators	29:1	13:1
Students to Librarians/Media Specialists		1576:1
Students to Nurses		364:1
Students to Counselors		278:1
Students to Child Study Team Members		225:1



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### 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	49.5%	79.3%	0.0%	48.4%	77.1%	54.9%
Male	50.5%	20.7%	100.0%	51.6%	22.9%	45.1%
White	48.5%	86.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	22.8%	13.8%	0.0%	15.0%	6.6%	13.9%
Asian	2.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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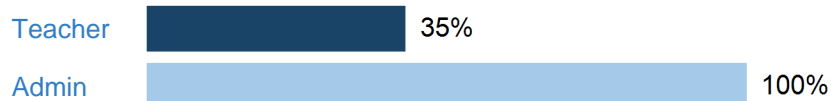
### Teachers and Administrators - Level of Education

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



#### Master's Degree



#### Doctoral Degree



### 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	90.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	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	94.5%



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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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## 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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Emmons is recognized as a National School of Character.</li> <li>Technology is a part of each school day utilizing SMART Boards, laptops, and iPads. We are now a one-to-one school with all students having their own iPad in school for educational purposes.</li> <li>Emmons uses the Foundations program to help all of our students meet with success in their reading and writing abilities.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Pemberton Learning Community: Pursuing Excellence Once Child at a Time. Pemberton Township Schools serves almost 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. As one of seven elementary schools in the district, Howard Emmons Lower Elementary School provides exemplary education for over 300 students in kindergarten through 2nd grade. Emmons' theme this year is Sports and Teamwork. We use related film clips and characters to highlight our five core values and promote good character.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Emmons is recognized as a National School of Character. The staff does an excellent job highlighting and teaching our five core values of respect, responsibility, integrity, perseverance, and service. In the last few years, we have increased the overall percentage of students reading at grade level. We are also proud that we continue to reduce the number of students who exhibit chronic absenteeism.</p>







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The Pemberton Township School District is continually reviewing its curriculum to provide enhanced opportunities for teaching and learning. Math, ELA, science, and social studies programs include both print and digital components. Technology, such as SMART Boards, iPads, and laptops, are integrated throughout the curriculum. Supplementary programs such as Academic Mastery Intervention and Gifted &amp; Talented Education are offered, providing a quality, comprehensive education for all students.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Emmons School offers before and after school tutoring in the areas of literacy and math to help students meet with success in their current grade level. We offer an after-school STEM program in which students are involved in technology across various subject areas. In addition to this, we have an after-school sports program in which students can participate. It is the goal of all of these programs to help the students grow academically, socially, and emotionally.</p>





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 <p><b>Before and After School Programs:</b></p>	<p>Before and after care is offered to all children from preschool through 5th grade. There is an after school 21st Century program for grades 3-5 at our sister school in which students are provided homework help, participate in enrichment activities, and are provided snacks and transportation home.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>We are a learning community in which teachers work interdependently to achieve the common goal of Pursuing Excellence, One Child at a Time. Teachers collaborate through action research to create common formative assessments, analyze results, create action plans, and share best practices. We offer PD for new staff members that includes several days of training in August; monthly learning focused on the book Teach Like a Champion, as well as multiple PD sessions in ELA and math to best support all students. Veteran teachers are also afforded some of these same opportunities for learning and professional growth.</p>



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Parent and  
Community  
Involvement:

Emmons School has a wonderful PTO that supports our programs and offers various opportunities for all parents to participate in their child's school life. We are always seeking to work with community partners to further develop parent and community involvement.



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### Climate Surveys:

Who is surveyed: Students, Parents, Teachers Emmons School utilizes a school climate survey, which is given in the spring of each school year. We survey the parents, staff, and students. Question topics include safety, behavior expectations, atmosphere of the building, etc. Results are shared with administration and the school staff so that we can work on any possible deficient areas, as well as continue to do well in the areas that we are perceived as being successful.



**Isaiah Haines**  
(05-4050-301)  
Grades Offered: KG-02  
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

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**Notes from the New Jersey Department of Education:**



**Isaiah Haines**  
(05-4050-301)  
Grades Offered: KG-02  
2018-2019

**Report Key:**

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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	Burlington
District	Pemberton Township School District
Principal Name	Mr. Norman Adams
Address	125 B Trenton Rd. Browns Mills, NJ 08015
Phone Number	609-893-8141
Email Address	<a href="mailto:nadams@pemb.org">nadams@pemb.org</a>
Website	<a href="https://www.pemberton.k12.nj.us/Haines">https://www.pemberton.k12.nj.us/Haines</a>
Facebook	<a href="https://www.facebook.com/HainesSchool/">https://www.facebook.com/HainesSchool/</a>
Twitter	<a href="https://twitter.com/Isaiah_Haines">https://twitter.com/Isaiah_Haines</a>



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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
KG	0	84	89
1	0	113	90
2	0	100	110
Total	0	297	289

### 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	N	55.9%	47.4%
Male	N	44.1%	52.6%
Economically Disadvantaged Students	N	39.4%	44.6%
Students with Disabilities	N	16.2%	18.7%
English Learners	N	1.7%	2.1%
Homeless Students	N	2.4%	1.7%
Students in Foster Care	N	0.7%	1.4%
Military-Connected Students	N	8.4%	6.6%
Migrant Students	N	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	N	62.6%	59.5%
Hispanic	N	15.8%	17.0%
Black or African American	N	15.5%	12.1%
Asian	N	0.3%	1.0%
Native Hawaiian or Pacific Islander	N	0.0%	0.0%
American Indian or Alaska Native	N	0.0%	0.0%
Two or More Races	N	5.7%	10.4%

### 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
KG - Half Day	N	0	0
KG - Full Day	N	84	89

### 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	93.1%
Spanish	5.2%
Other Languages	1.7%



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## English Language Progress to Proficiency

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

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

## English Language Proficiency Test - Participation and Performance

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

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





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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.

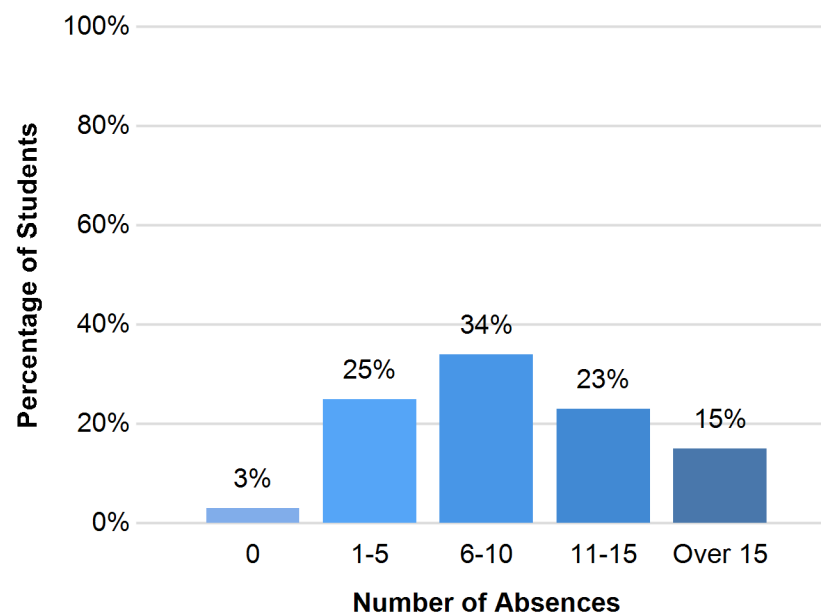
### Chronic Absenteeism

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	29	10.0	10.3	Met
White	20	11.3	10.3	Not Met
Hispanic	3	6.7	10.3	Met
Black or African American	4	10.8	10.3	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	10.3	Met
Female	11	8.1		
Male	18	11.7		
Economically Disadvantaged Students	17	13.4	10.3	Not Met
Students with Disabilities	14	24.1	10.3	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	1	5.6		
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.





**Isaiah Haines**  
 (05-4050-301)  
 Grades Offered: KG-02  
 2018-2019

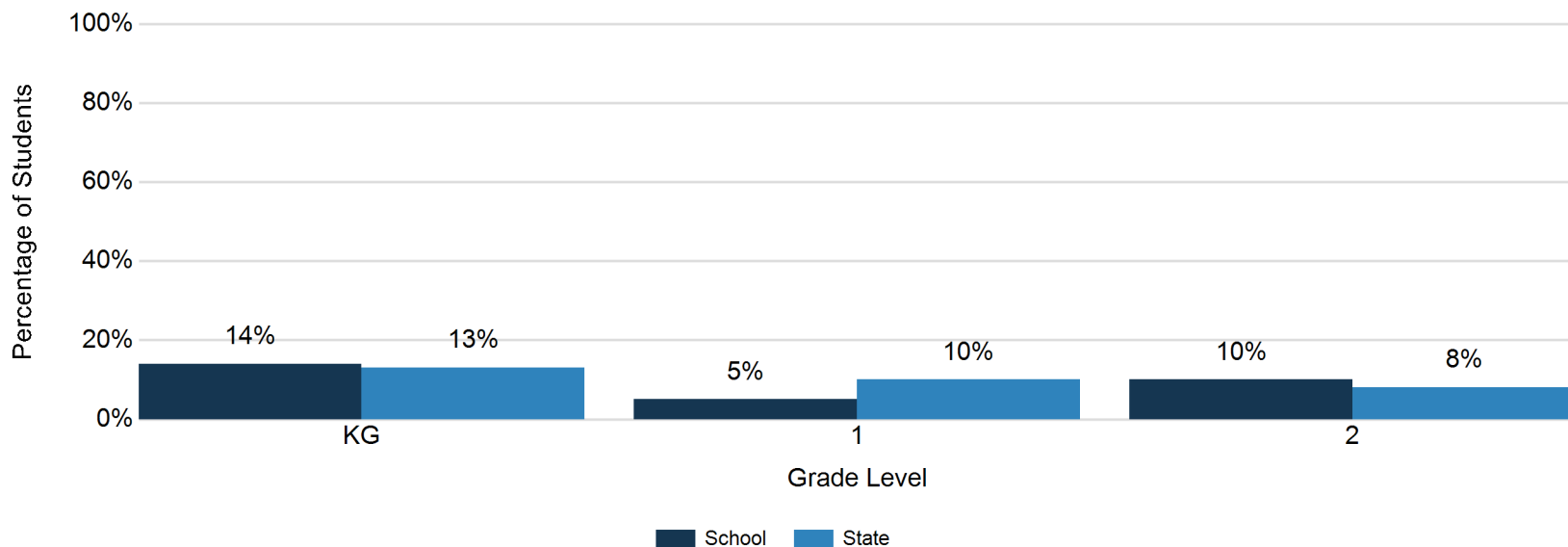
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### Chronic Absenteeism by Grade

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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.69

### Police Notifications

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

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



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### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

0



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### School Day

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

Category	School
Typical Start Time	9:10 AM
Typical End Time	3:45 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 Mins.



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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	27	118,214
Average years experience in public schools	18.6	12.1
Average years experience in district	16.5	10.8
Percentage of Teachers with 4 or more years experience in the district	85.2%	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	34	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	10.2	12.0
Percentage of Administrators with 4 or more years experience in the district	67.6%	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	11:1	11:1
Students to Administrators	289:1	139:1
Teachers to Administrators	27:1	13:1
Students to Librarians/Media Specialists		1576:1
Students to Nurses		364:1
Students to Counselors		278:1
Students to Child Study Team Members		225:1



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### 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	47.4%	88.9%	0.0%	48.4%	77.1%	54.9%
Male	52.6%	11.1%	100.0%	51.6%	22.9%	45.1%
White	59.5%	81.5%	0.0%	42.4%	83.6%	77.4%
Hispanic	17.0%	3.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	12.1%	14.8%	100.0%	15.0%	6.6%	13.9%
Asian	1.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	10.4%	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



#### Master's Degree



#### Doctoral Degree



### 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	90.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	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	92.2%





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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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## 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.

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• 1:1 iPad Initiative, Technology Enrichment Course</li> <li>• Recognized by Character.org as a National School of Character, as well as a New Jersey State School of Character.</li> <li>• Our 5 core values-respect, integrity, responsibility, service and perseverance-are a part of daily life at Haines and have a significant impact on the social and emotional development of our scholars.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Pemberton Learning Community: Pursuing Excellence Once Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. During the construction of the new Denbo-Crichton School, which is scheduled to open in 2020, students attend the Isaiah Haines Lower Elementary School, where we provide an exemplary education for over 300 students in kindergarten through 2nd grade.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Students have the opportunity to earn awards for Perfect Attendance and the Principal's Award (for effort) each marking period.</p>



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Courses, Curriculum,  
 Instruction:

The Pemberton Township School District is continually reviewing its curriculum to provide enhanced opportunities for teaching and learning. Math, ELA, science, and social studies programs include both print and digital components. Technology, such as SMART Boards, iPads, and laptops, are integrated throughout the curriculum. Supplementary programs such as Academic Mastery Intervention and Gifted & Talented Education are offered, providing a quality, comprehensive education for all students.





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 <p><b>Before and After School Programs:</b></p>	<p>Wrap-Around Child Care is a program we are proud to offer to the families in our community. Before and after school care is available districtwide for all children from preschool through 5th grade. There is also an after school 21st Century program for grades 3-5, in which students are provided with homework help and participate in enrichment activities. They are also provided snacks and transportation home.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>We are a learning community in which teachers work interdependently to achieve the common goal of Pursuing Excellence, One Child at a Time. 66% of our instructional staff hold a Master's Degree or higher. Teachers collaborate through action research to create common formative assessments, analyze results, create action plans, and share best practices. We offer PD for new staff members that includes several days of training in August; monthly learning focused on the book Teach Like a Champion, multiple PD sessions in ELA and math for 2nd year teachers, and four sessions for 3rd year teachers in how to best support all students.</p>



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Parent and Community Involvement:

We at Haines School recognize the importance of parents as partners in their child's learning, and strive to maintain solid relationships with our families and community at large. Throughout the school year, we proudly host activities that encourage parental involvement such as Family Science Night and our annual Family Literacy Day, as well as those which provide opportunities for family bonding, such as Trunk or Treat, Bedtime Stories and Breakfast With Santa.



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Climate Surveys:

Who is surveyed: Parents Our School Climate Survey is administered twice a year in conjunction with our Character Education Program. It is an opportunity for our parents and other community members to offer feedback on our academic, social /emotional, and parental involvement programs.



**Joseph S. Stackhouse School**  
(05-4050-140)  
Grades Offered: 03-05  
2018-2019

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**Notes from the New Jersey Department of Education:**

**Joseph S. Stackhouse School**

(05-4050-140)

Grades Offered: 03-05

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

## 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	Burlington
District	Pemberton Township School District
Principal Name	Mr. Keith Swaney
Address	125A TRENTON ROAD BROWNS MILLS, NJ 08015
Phone Number	609-893-8141
Email Address	<a href="mailto:kswaney@pemb.org">kswaney@pemb.org</a>
Website	<a href="https://www.pemberton.k12.nj.us/stackhouse">https://www.pemberton.k12.nj.us/stackhouse</a>
Facebook	<a href="https://www.facebook.com/Joseph-Stackhouse-Elementary-School-246493155561002/">https://www.facebook.com/Joseph-Stackhouse-Elementary-School-246493155561002/</a>
Twitter	<a href="https://twitter.com/joestackschool">https://twitter.com/joestackschool</a>





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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
3	95	99	91
4	95	96	97
5	96	100	97
Total	286	295	285

**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	47.2%	47.1%	45.3%
Male	52.8%	52.9%	54.7%
Economically Disadvantaged Students	50.7%	45.4%	50.5%
Students with Disabilities	16.8%	16.9%	20.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students	1.4%	1.0%	1.8%
Students in Foster Care	0.3%	0.3%	1.4%
Military-Connected Students	5.6%	6.4%	5.6%
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	52.4%	52.5%	50.9%
Hispanic	15.4%	16.3%	17.2%
Black or African American	27.3%	27.1%	26.3%
Asian	2.8%	1.7%	1.4%
Native Hawaiian or Pacific Islander	0.7%	0.7%	0.4%
American Indian or Alaska Native	0.0%	0.7%	0.7%
Two or More Races	1.4%	1.0%	3.2%

**Enrollment by Home Language**

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

Home Language	% of Students
English	95.4%
Spanish	4.2%
Other Languages	0.4%



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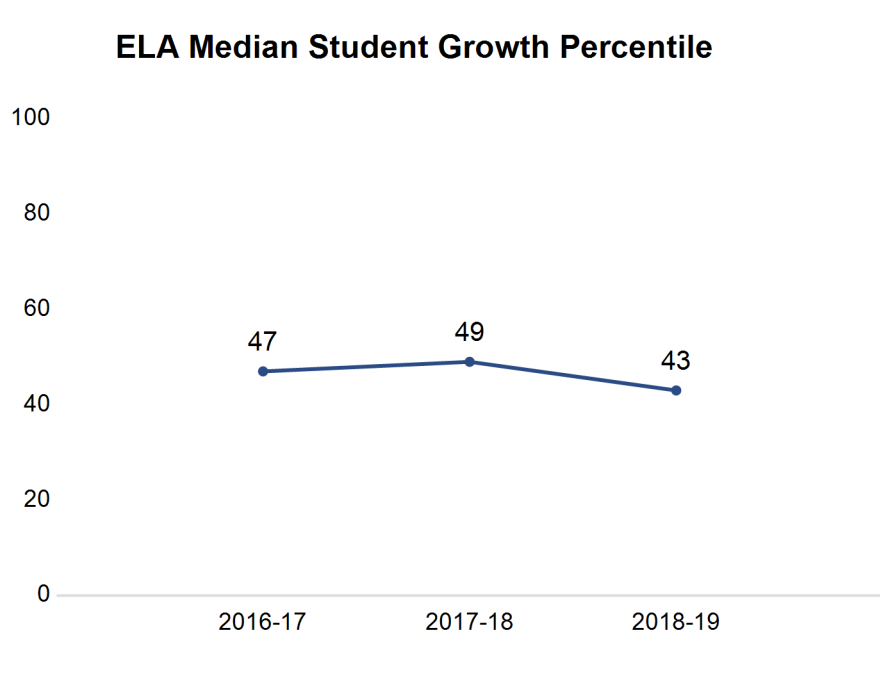
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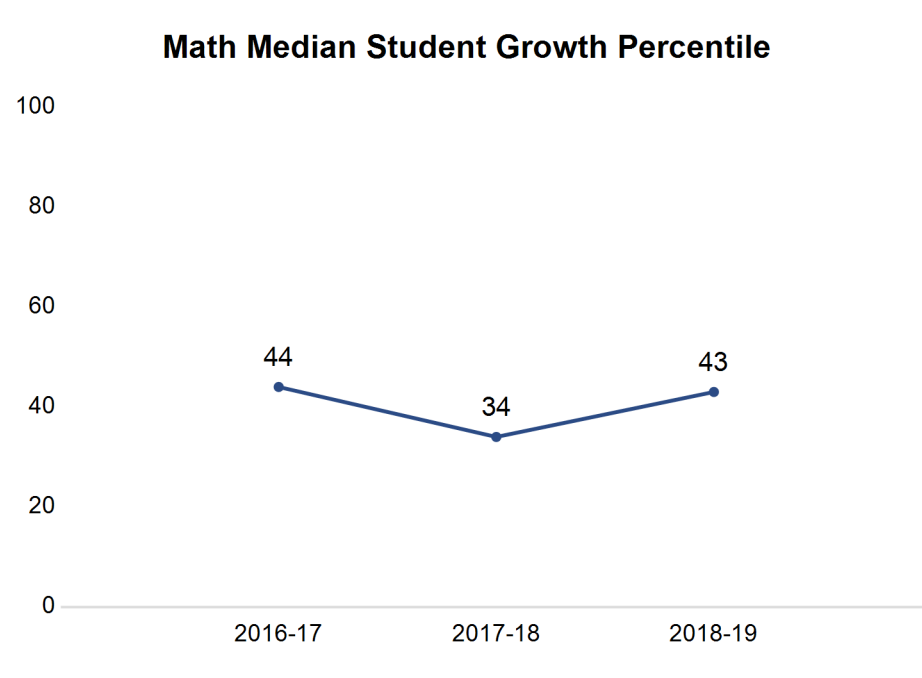
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	47	49	43	44	34	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



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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	43	50	50	Met Standard	43	43	50	Met Standard
White	39	48	50	Not Met	46	46	52	Met Standard
Hispanic	62	51	49	Exceeds Standard	56	48.5	47	Met Standard
Black or African American	33.5	50	45	Not Met	30	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	43.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	56	49	**	*	52	52	**
Female	46	55	53	N	39.5	44	50	N
Male	41	45	47	N	44.5	43	51	N
Economically Disadvantaged Students	40	49	48	Met Standard	39.5	41	46	Not Met
Students with Disabilities	35	41.5	43	Not Met	43	43	45	Met Standard
English Learners	N	51.5	52	**	N	44	50	**
Homeless Students	*	27	43	N	*	44	44	N
Students in Foster Care	*	59.5	42	N	*	*	44	N
Military-Connected Students	*	59	49	N	*	49	51	N
Migrant Students	N	N	47	N	N	N	51	N



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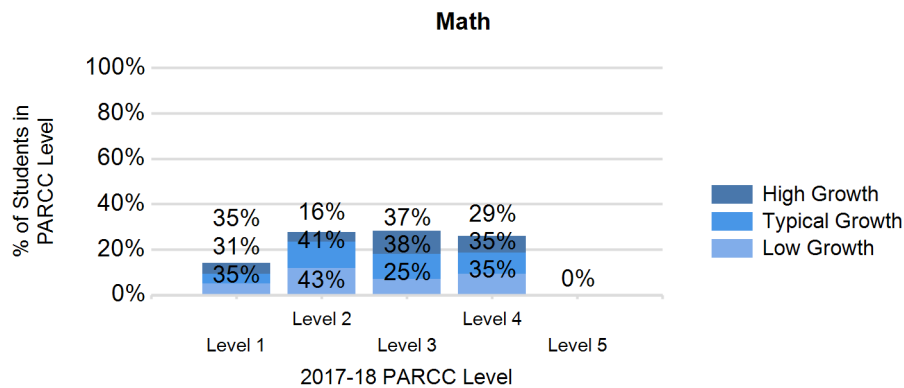
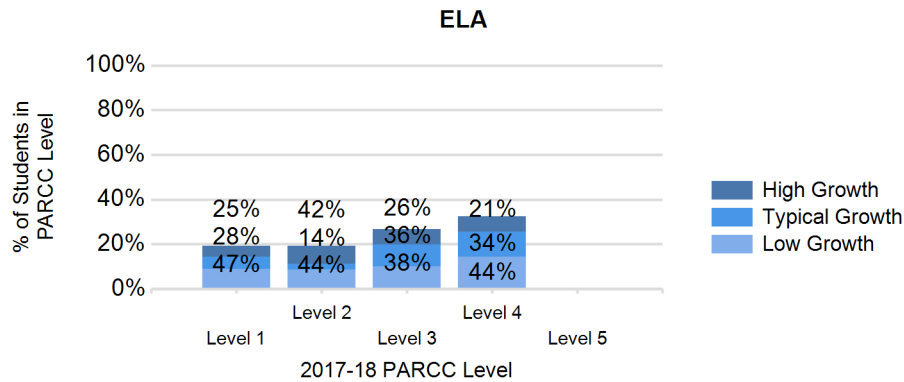
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

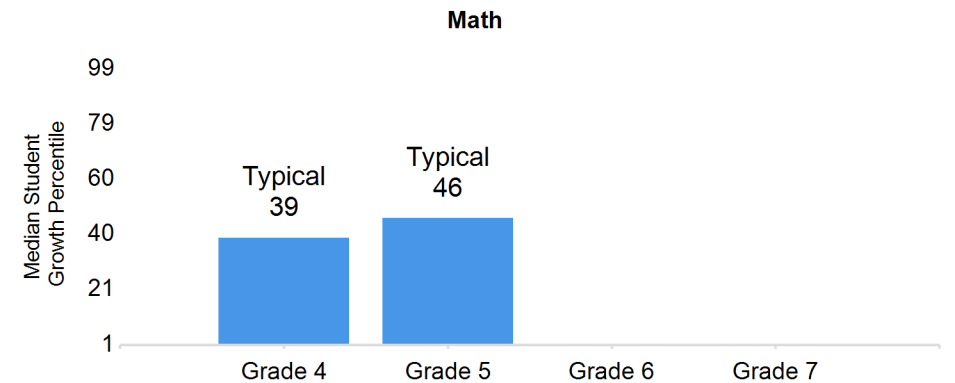
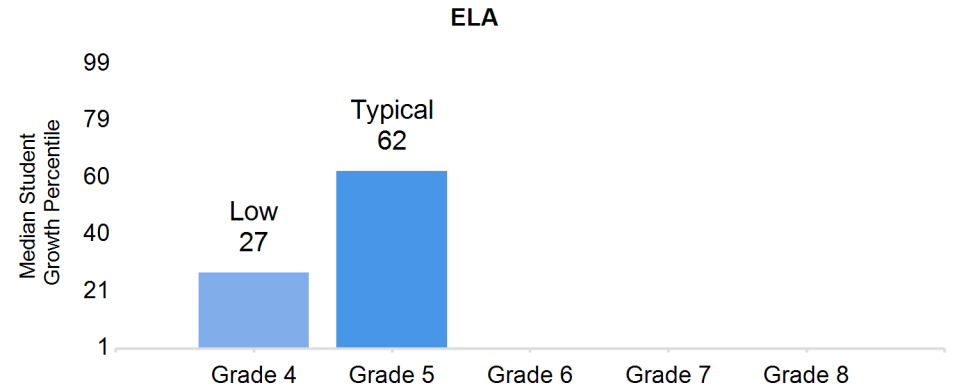
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





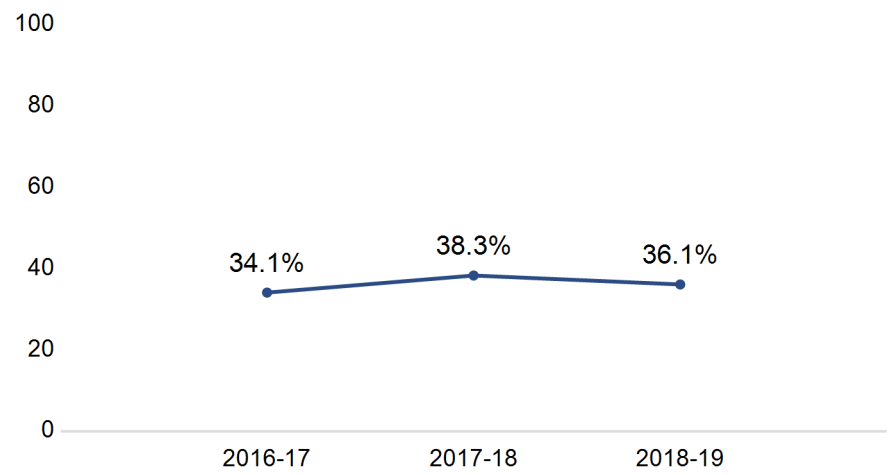
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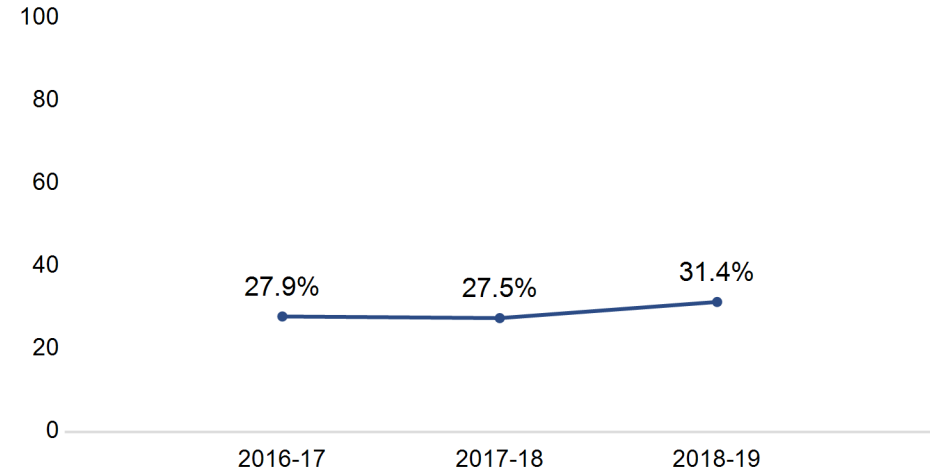
**English Language Arts and Mathematics Performance Trends**

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**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.5%	98.3%	99.0%	95.5%	97.3%	98.0%
Proficiency Rate for Federal Accountability	34.1%	38.3%	36.1%	27.9%	27.5%	31.4%
Annual Target	34.8%	37.2%	39.5%	37.4%	39.7%	41.9%
Met Annual Target?	Met Target†	Met Target	Met Target†	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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## 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	277	99.0	36.1	43.7	57.9	36.1	39.5	Met Target†
White	141	99.3	42.6	46.3	66.9	42.6	43.4	Met Target†
Hispanic	47	100.0	38.3	42.9	43.9	38.3	33.8	Met Target
Black or African American	73	97.5	21.9	36.9	38.5	21.9	34.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.2	82.9	*	**	**
American Indian or Alaska Native	*	*	*	23.1	56.0	*	**	**
Two or More Races	*	*	*	43.6	64.4	*	**	**
Female	124	98.5	42.7	53.5	64.8	42.7		
Male	153	99.4	30.7	34.3	51.3	30.7		
Economically Disadvantaged Students	141	99.3	27.7	34.9	40.0	27.7	34.8	Not Met
Non-Economically Disadvantaged Students	136	98.6	44.9	51.7	67.9	44.9		
Students with Disabilities	54	98.4	11.1	17.3	22.7	11.1	23.9	Not Met
Students without Disabilities	223	99.1	42.2	50.8	65.1	42.2		
English Learners	N	N	N	35.3	29.3	N	**	**
Non-English Learners	277	99.0	36.1	43.9	60.6	36.1		
Homeless Students	*	*	*	21.1	29.1	*		
Students In Foster Care	*	*	*	31.6	27.6	*		
Military-Connected Students	15	100.0	66.7	50.6	57.8	66.7		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



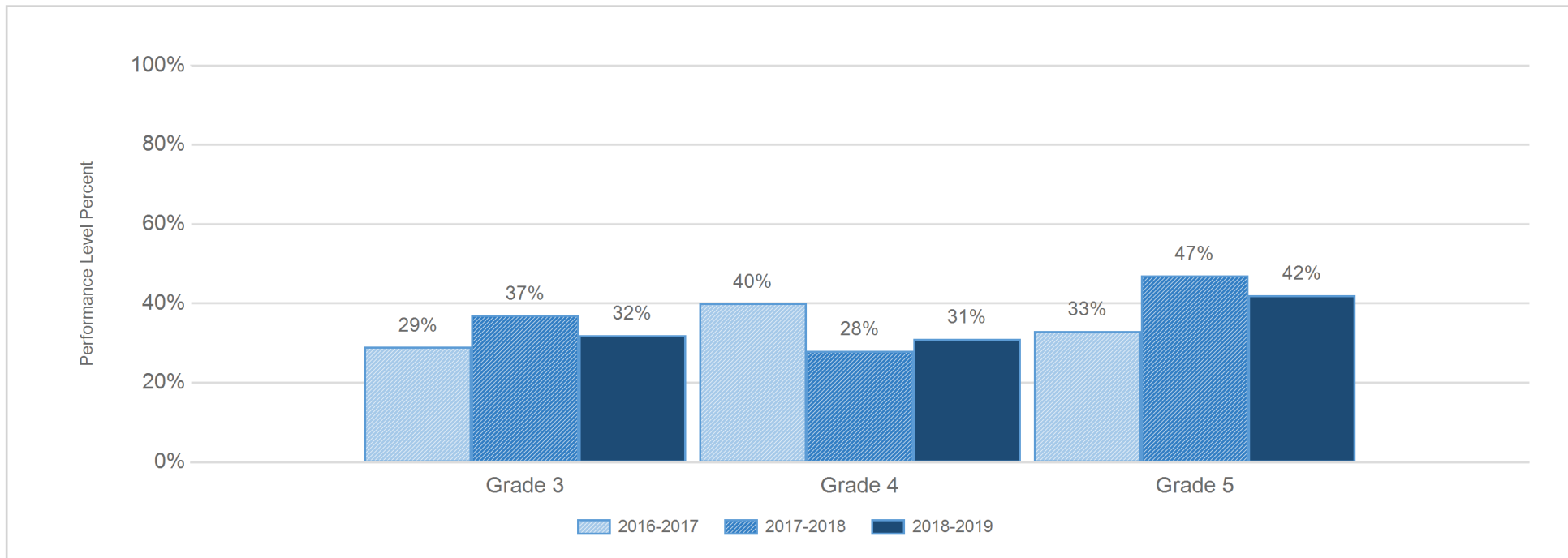
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**English Language Arts Assessment - Performance Trends**

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
<b>Schoolwide</b>	90	725	741	748	29%	23%	16%	32%	0%	32%	50%
White	42	728	744	757	31%	*	*	38%	0%	38%	60%
Hispanic	11	734	741	734	*	*	*	*	*	36%	36%
Black or African American	25	711	*	731	40%	*	*	*	*	16%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	745	756	*	*	*	*	*	*	58%
Female	37	730	746	753	*	*	*	38%	0%	38%	55%
Male	53	722	736	743	*	*	*	28%	0%	28%	46%
Economically Disadvantaged Students	49	717	737	731	*	*	*	*	*	24%	33%
Non-Economically Disadvantaged Students	41	734	745	759	*	*	*	*	*	41%	61%
Students with Disabilities	19	696	*	719	*	*	*	*	*	*	24%
Students without Disabilities	71	733	*	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	90	725	*	751	29%	23%	16%	32%	0%	32%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	*	*	747	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%





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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	98	731	739	755	18%	18%	33%	*	*	31%	57%
White	50	737	742	763	*	*	30%	42%	0%	42%	67%
Hispanic	18	732	*	743	0%	*	*	*	*	22%	44%
Black or African American	28	720	*	739	36%	*	*	*	*	18%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	40	734	743	760	*	*	25%	*	*	38%	62%
Male	58	729	736	750	*	*	38%	*	*	26%	53%
Economically Disadvantaged Students	47	723	*	740	*	*	30%	*	*	23%	40%
Non-Economically Disadvantaged Students	51	738	*	765	*	*	35%	*	*	37%	69%
Students with Disabilities	16	700	*	725	*	*	*	*	*	*	25%
Students without Disabilities	82	737	*	761	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	98	731	*	758	18%	18%	33%	*	*	31%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	749	757	*	*	*	*	*	*	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
<b>Schoolwide</b>	96	743	746	756	13%	18%	28%	*	*	42%	58%
White	52	741	746	764	*	*	25%	42%	0%	42%	68%
Hispanic	20	756	*	743	*	*	*	*	*	55%	44%
Black or African American	21	734	*	739	*	*	*	*	*	29%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	51	748	753	761	*	*	27%	*	*	47%	64%
Male	45	738	738	750	*	*	29%	*	*	36%	52%
Economically Disadvantaged Students	50	737	*	740	*	*	28%	*	*	34%	39%
Non-Economically Disadvantaged Students	46	750	*	766	*	*	28%	*	*	50%	69%
Students with Disabilities	21	712	*	724	*	*	*	*	*	10%	23%
Students without Disabilities	75	752	*	762	*	*	*	*	*	51%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	96	743	*	758	13%	18%	28%	*	*	42%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	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	274	98.0	31.4	26.5	44.5	31.4	41.9	Not Met
White	139	98.0	34.5	29.4	54.1	34.5	47.4	Not Met
Hispanic	46	98.0	37.0	*	28.8	37.0	40.3	Met Target†
Black or African American	73	97.5	21.9	18.4	23.0	21.9	30.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	47.5	76.5	*	**	**
American Indian or Alaska Native	*	*	*	38.5	42.7	*	**	**
Two or More Races	*	*	*	33.9	53.3	*	**	**
Female	124	98.5	32.3	*	44.9	32.3		
Male	150	97.5	30.7	*	44.2	30.7		
Economically Disadvantaged Students	140	98.7	22.1	*	26.3	22.1	34.3	Not Met
Non-Economically Disadvantaged Students	134	97.2	41.0	*	54.9	41.0		
Students with Disabilities	53	96.8	13.2	13.4	17.4	13.2	23.9	Not Met
Students without Disabilities	221	98.3	35.7	29.9	50.0	35.7		
English Learners	N	N	N	23.2	25.0	N	**	**
Non-English Learners	274	98.0	31.4	26.5	46.5	31.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.5	17.1	*		
Military-Connected Students	15	100.0	53.3	41.4	46.4	53.3		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



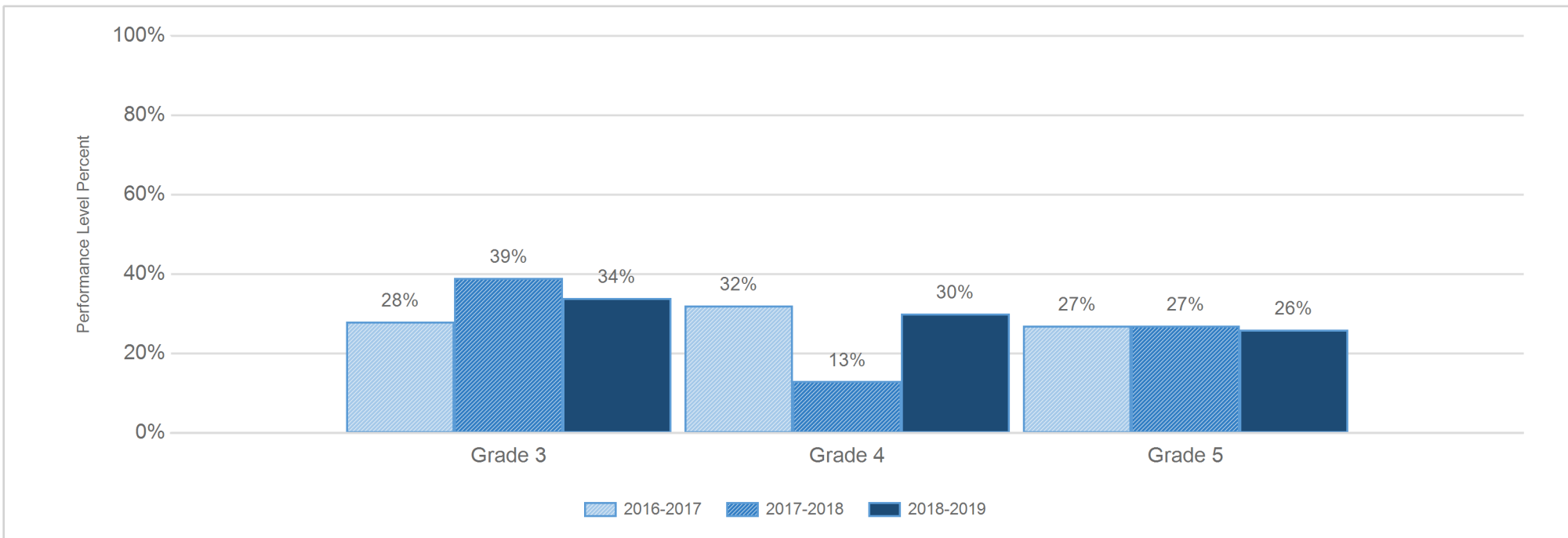
**Joseph S. Stackhouse School**  
(05-4050-140)  
Grades Offered: 03-05  
2018-2019

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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.



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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
<b>Schoolwide</b>	89	735	744	752	17%	18%	31%	*	*	34%	55%
White	42	736	748	760	*	*	31%	*	*	33%	66%
Hispanic	10	750	746	739	0%	*	*	*	*	50%	40%
Black or African American	25	723	*	735	*	*	*	*	*	28%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	749	758	*	*	*	*	*	*	62%
Female	37	742	745	751	*	*	27%	*	*	43%	54%
Male	52	730	743	752	*	*	35%	*	*	27%	56%
Economically Disadvantaged Students	48	730	739	737	*	*	35%	*	*	27%	37%
Non-Economically Disadvantaged Students	41	740	749	761	*	*	27%	*	*	41%	67%
Students with Disabilities	19	711	*	731	*	*	*	*	*	*	31%
Students without Disabilities	70	741	*	756	*	*	*	*	*	*	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	89	735	*	754	17%	18%	31%	*	*	34%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	*	*	752	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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
<b>Schoolwide</b>	97	732	737	749	13%	26%	31%	*	*	30%	51%
White	49	739	740	757	*	*	35%	37%	0%	37%	62%
Hispanic	18	733	*	737	*	*	*	*	*	28%	36%
Black or African American	28	721	*	731	*	*	*	*	*	21%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	40	729	735	749	*	35%	*	*	*	28%	50%
Male	57	734	738	749	*	19%	*	*	*	32%	52%
Economically Disadvantaged Students	47	724	*	734	*	28%	36%	*	*	19%	32%
Non-Economically Disadvantaged Students	50	739	*	759	*	24%	26%	*	*	40%	63%
Students with Disabilities	15	712	*	726	*	*	*	*	*	13%	25%
Students without Disabilities	82	736	*	754	*	*	*	*	*	33%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	97	732	*	751	13%	26%	31%	*	*	30%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	*	*	753	753	*	*	*	*	*	*	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
<b>Schoolwide</b>	95	728	735	747	13%	40%	21%	*	*	26%	47%
White	51	730	737	755	*	41%	24%	*	*	27%	58%
Hispanic	20	736	*	735	*	*	*	*	*	40%	30%
Black or African American	21	715	*	729	*	*	*	*	*	10%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	51	727	736	747	*	35%	*	*	*	24%	47%
Male	44	728	734	747	*	45%	*	*	*	30%	47%
Economically Disadvantaged Students	50	720	*	732	*	44%	*	*	*	18%	27%
Non-Economically Disadvantaged Students	45	737	*	757	*	36%	*	*	*	36%	59%
Students with Disabilities	21	710	*	725	*	*	*	*	*	*	19%
Students without Disabilities	74	733	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	95	728	*	749	13%	40%	21%	*	*	26%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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	*	*
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	N	N	N

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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





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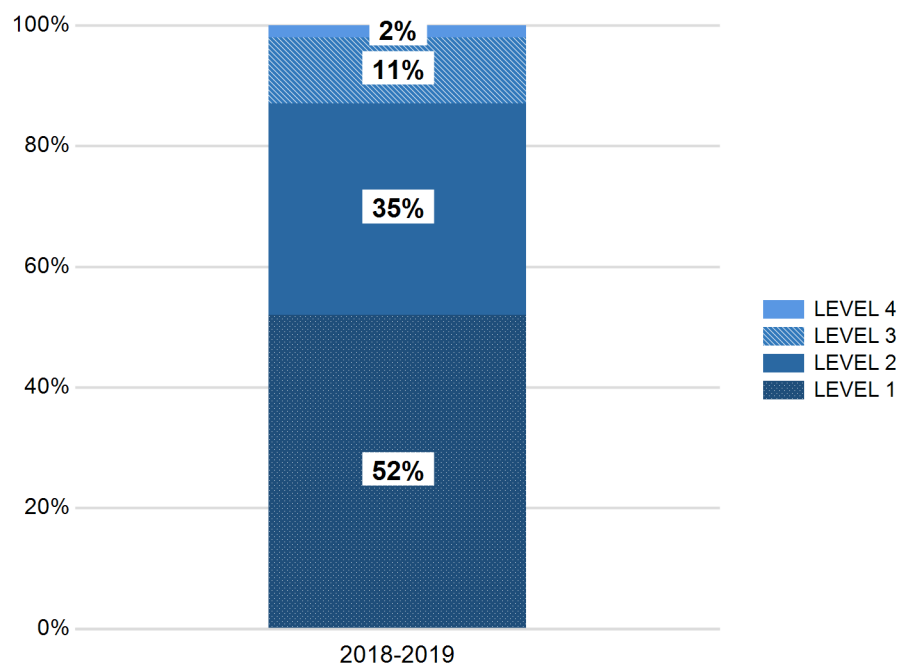
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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
<b>Schoolwide</b>	52	35	11	2
White	48	35	17	0
Hispanic	45	40	5	10
Black or African American	68	27	5	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	52	38	8	2
Male	51	31	16	2
Economically Disadvantaged Students	58	38	4	0
Non-Economically Disadvantaged Students	45	33	18	4
Students with Disabilities	90	10	0	0
Students without Disabilities	42	42	14	3
English Learners	N	N	N	N
Non-English Learners	52	35	11	2
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
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.

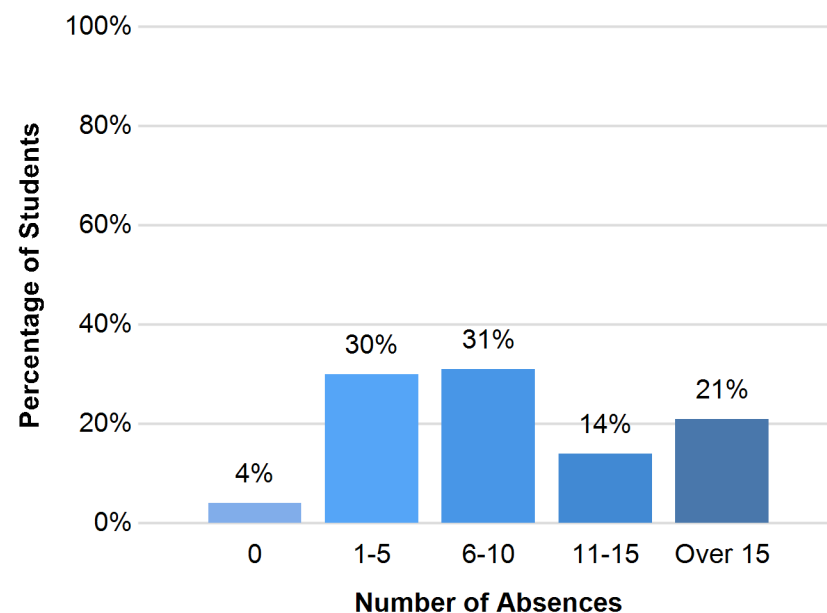
### Chronic Absenteeism

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	44	15.7	7.5	Not Met
White	24	16.8	7.5	Not Met
Hispanic	6	12.2	7.5	Not Met
Black or African American	9	12.5	7.5	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	17	13.4		
Male	27	17.6		
Economically Disadvantaged Students	27	19.1	7.5	Not Met
Students with Disabilities	12	21.8	7.5	Not Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	1	6.7		
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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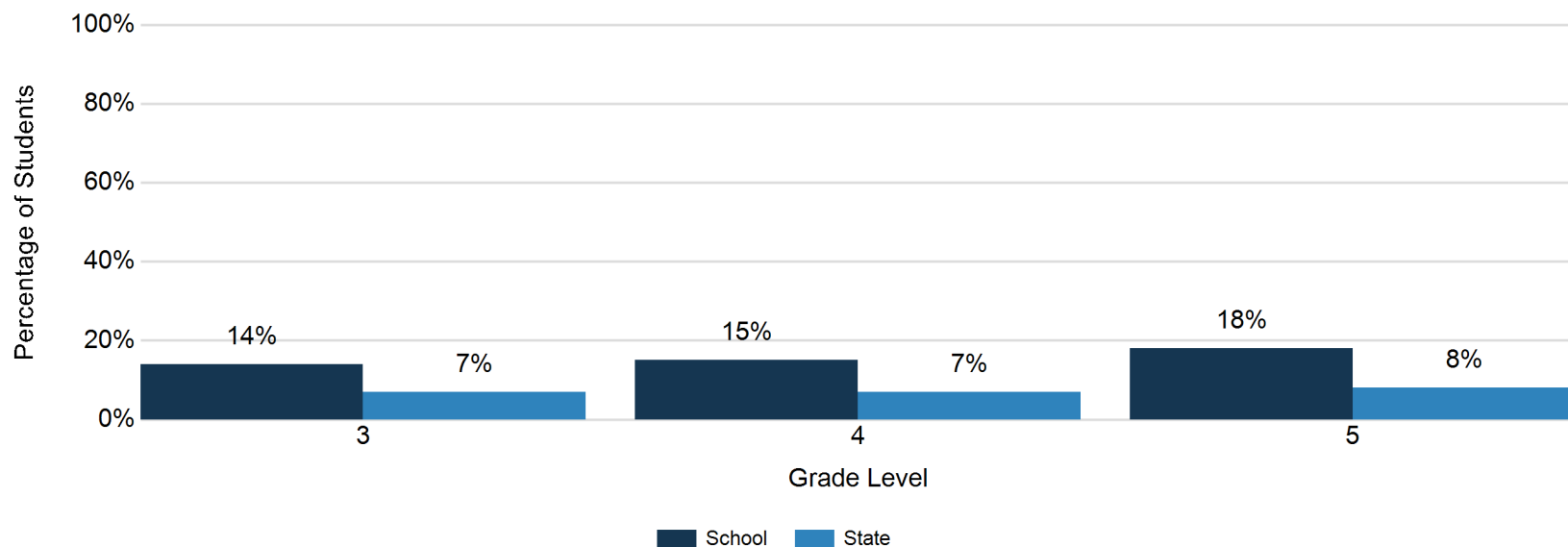
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### Chronic Absenteeism by Grade

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)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.05

#### Police Notifications

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

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



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### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	5		5

### 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	*	*
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	8:10 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 Mins.

#### Device Ratios

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

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



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	10.3	10.8
Percentage of Teachers with 4 or more years experience in the district	56.7%	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	34	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	10.2	12.0
Percentage of Administrators with 4 or more years experience in the district	67.6%	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	143:1	139:1
Teachers to Administrators	15:1	13:1
Students to Librarians/Media Specialists		1576:1
Students to Nurses		364:1
Students to Counselors		278:1
Students to Child Study Team Members		225:1



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### 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	45.3%	93.3%	50.0%	48.4%	77.1%	54.9%
Male	54.7%	6.7%	50.0%	51.6%	22.9%	45.1%
White	50.9%	83.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.2%	3.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	26.3%	13.3%	0.0%	15.0%	6.6%	13.9%
Asian	1.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.2%	0.0%	0.0%	2.1%	0.2%	0.2%





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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 - 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



#### Master's Degree



#### Doctoral Degree



### 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	90.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	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	92.7%



**Joseph S. Stackhouse School**  
(05-4050-140)  
Grades Offered: 03-05  
2018-2019

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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.



**Joseph S. Stackhouse 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	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
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.



**Joseph S. Stackhouse School**  
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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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	34.1%	38.3%	36.1%
Math Proficiency	27.9%	27.5%	31.4%
ELA Growth	47	49	43
Math Growth	44	34	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	9.5%	11.9%	15.7%

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



### Joseph S. Stackhouse School

(05-4050-140)

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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†	Not Met	Met Standard	Met Standard	N	Not Met	No
White	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Not Met	n/a	Not 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	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	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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## 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:

- Technology is an integral part of every school day, with all students using 1:1 personal iPads. All classrooms also have interactive flat panel TV's, document cameras, and FM systems.
- Our school earned recognition as a National School of Character during the 2017-18 school year. We continue to implement practices to create a positive learning environment for our students.
- Our master schedule provides opportunities for support or enrichment targeted toward student needs. Teachers collaborate to identify effective teaching practices to support student learning.



### Mission, Vision, Theme:

Pemberton Learning Community: Pursuing Excellence Once Child at a Time. Pemberton Township School District serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. As one of seven elementary schools in the district, Joseph Stackhouse Upper Elementary School provides exemplary education for nearly 300 students in grades 3 through 5.



### Awards, Recognition, Accomplishments:

Staff and students at Stackhouse Elementary School earned recognition as National School of Character in the 2017-18 school year. We continue to refine our focus in our attempts to educate the whole child - focusing on promoting good character and academic achievement. Staff members are committed to ensuring students are successful and communicate with families frequently with regard to student progress.



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### Courses, Curriculum, Instruction:

The Pemberton Township School District is continually reviewing its curriculum to provide enhanced opportunities for teaching and learning. Math, ELA, science, and social studies programs include both print and digital components. Technology, such as interactive flat panel TV's, iPads, and FM systems are integrated throughout the curriculum. Supplementary programs such as Academic Mastery Intervention and Gifted & Talented Education are offered, providing a quality, comprehensive education for all students. We make our mission a reality by providing quality educational programs that use best practices aligned to the New Jersey Student Learning Standards. These quality programs come to life in our classrooms with student-centered activities, guided reading groups, cooperative learning groups, peer tutoring and small group instruction. To ensure our students receive a well-rounded education they receive Spanish, art, music, physical education, library and literacy composition.



### Clubs and Activities:

Stackhouse Elementary School houses the 21st Century Program as one of our primary after school activities. Approximately 75 students participate in various learning opportunities, including Computer Club, Cooking, Math Mania, Fun with Words, and other activities. In addition, students receive additional support in academics by participating in our after school tutoring programs.





**Joseph S. Stackhouse School**

(05-4050-140)

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



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Parent and Community Involvement:

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





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



**Marcus Newcomb Middle School**  
(05-4050-302)  
Grades Offered: 06-06  
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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



### Marcus Newcomb Middle School

(05-4050-302)

Grades Offered: 06-06

2018-2019

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### School Contact Information

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

Type	Contact Information
County	Burlington
District	Pemberton Township School District
Principal Name	Mrs. Ashley Walulak
Address	101 Fort Dix Rd Pemberton, NJ 08068
Phone Number	609-893-8141
Email Address	<a href="mailto:awalulak@pemb.org">awalulak@pemb.org</a>
Website	<a href="https://www.pemberton.k12.nj.us/newcomb">https://www.pemberton.k12.nj.us/newcomb</a>
Facebook	<a href="https://www.facebook.com/pages/Marcus-W-Newcomb-Elementary-School/142816189085755">https://www.facebook.com/pages/Marcus-W-Newcomb-Elementary-School/142816189085755</a>
Twitter	<a href="https://twitter.com/Newcombschool">https://twitter.com/Newcombschool</a>



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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	0	314	363
Total	0	314	363

#### 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	N	46.8%	52.6%
Male	N	53.2%	47.4%
Economically Disadvantaged Students	N	49.0%	49.3%
Students with Disabilities	N	20.1%	20.7%
English Learners	N	1.6%	0.6%
Homeless Students	N	2.2%	1.7%
Students in Foster Care	N	0.6%	0.3%
Military-Connected Students	N	12.1%	11.8%
Migrant Students	N	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	N	54.8%	49.9%
Hispanic	N	17.8%	16.3%
Black or African American	N	23.2%	28.9%
Asian	N	1.9%	2.8%
Native Hawaiian or Pacific Islander	N	0.6%	0.3%
American Indian or Alaska Native	N	0.6%	0.3%
Two or More Races	N	1.0%	1.7%

#### 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	92.8%
Spanish	5.2%
Other Languages	1.9%



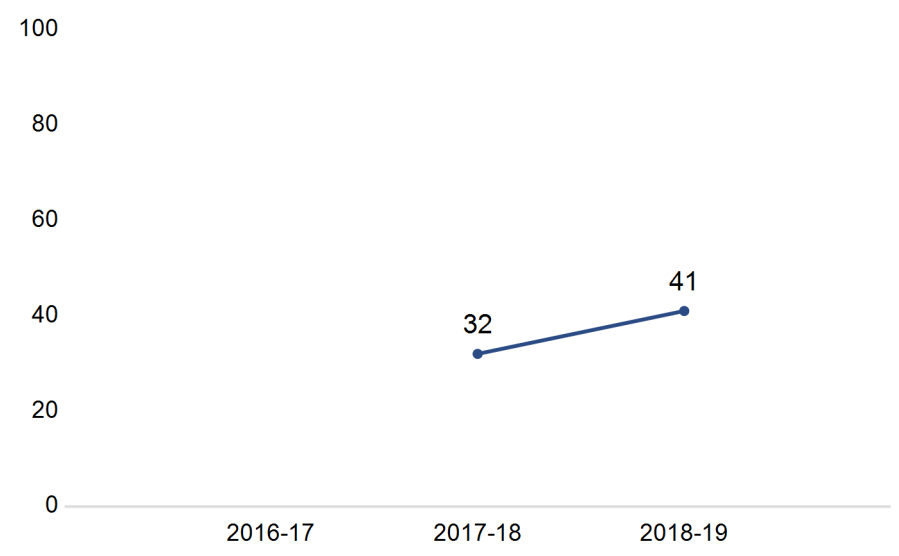
**Marcus Newcomb Middle School**  
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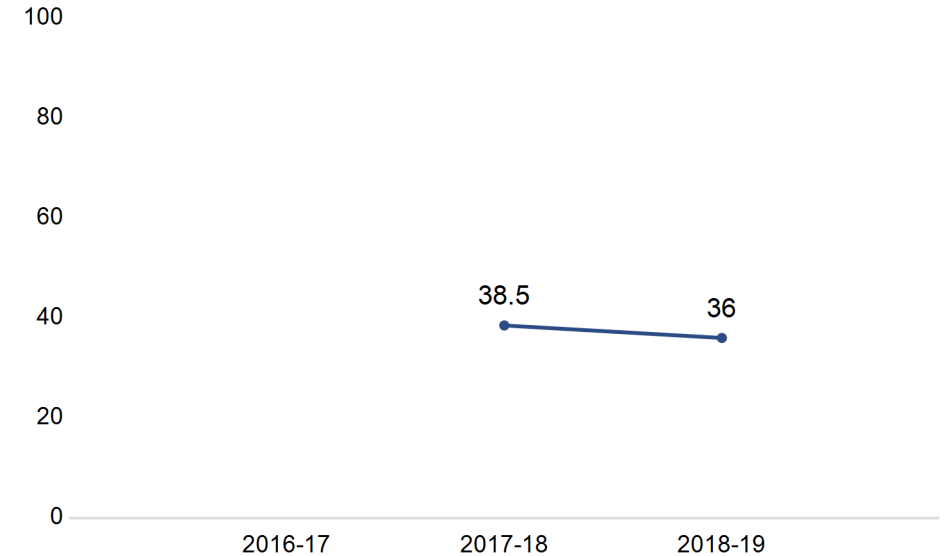
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	N	32	41	N	38.5	36
Met Standard (40-59.5)?	N	Not Met	Met Standard	N	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



### Marcus Newcomb Middle School

(05-4050-302)

Grades Offered: 06-06

2018-2019

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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	41	50	50	Met Standard	36	43	50	Not Met
White	41	48	50	Met Standard	40	46	52	Met Standard
Hispanic	47	51	49	Met Standard	33	48.5	47	Not Met
Black or African American	37	50	45	Not Met	36.5	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	49	60	59	**	30	43.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	56	49	**	*	52	52	**
Female	48	55	53	N	41	44	50	N
Male	34	45	47	N	31.5	43	51	N
Economically Disadvantaged Students	41	49	48	Met Standard	35.5	41	46	Not Met
Students with Disabilities	40	41.5	43	Met Standard	34	43	45	Not Met
English Learners	*	51.5	52	**	*	44	50	**
Homeless Students	*	27	43	N	*	44	44	N
Students in Foster Care	*	59.5	42	N	*	*	44	N
Military-Connected Students	55	59	49	N	37	49	51	N
Migrant Students	N	N	47	N	N	N	51	N





**Marcus Newcomb Middle School**  
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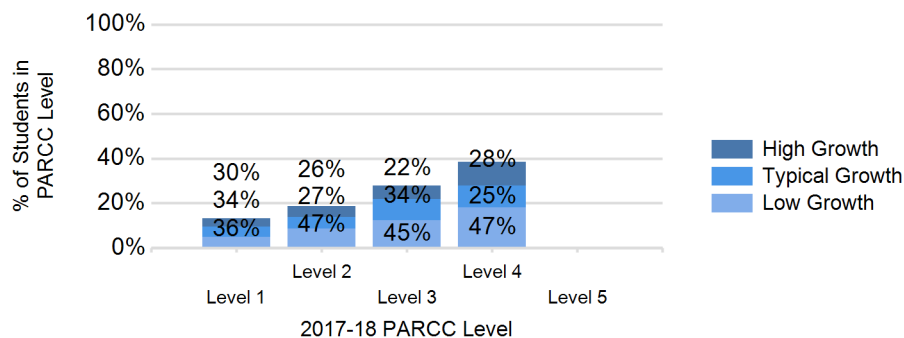
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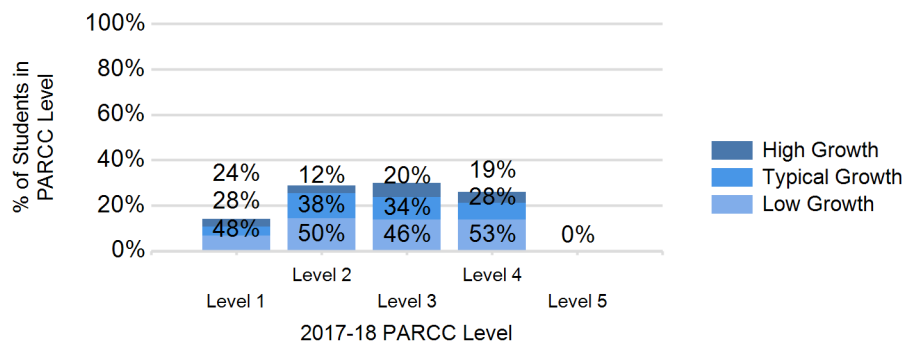
**Student Growth by Performance Level**

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**



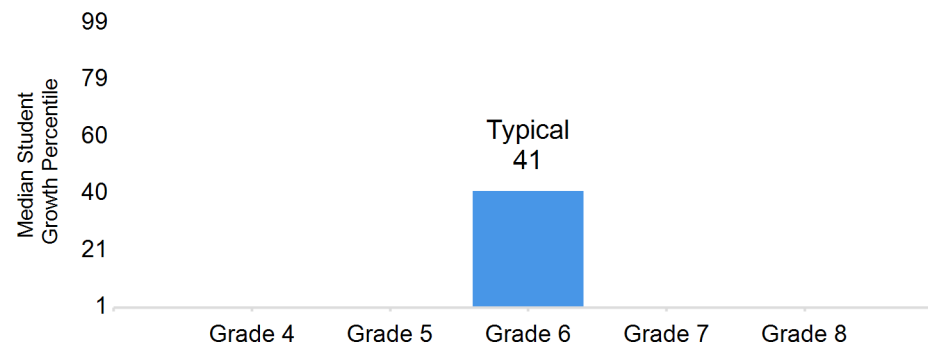
**Math**



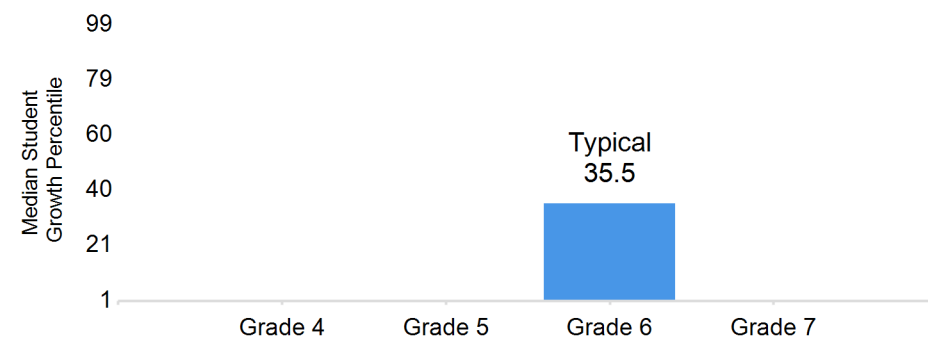
**Student Growth by Grade**

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

**ELA**



**Math**





**Marcus Newcomb Middle School**  
(05-4050-302)  
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2018-2019

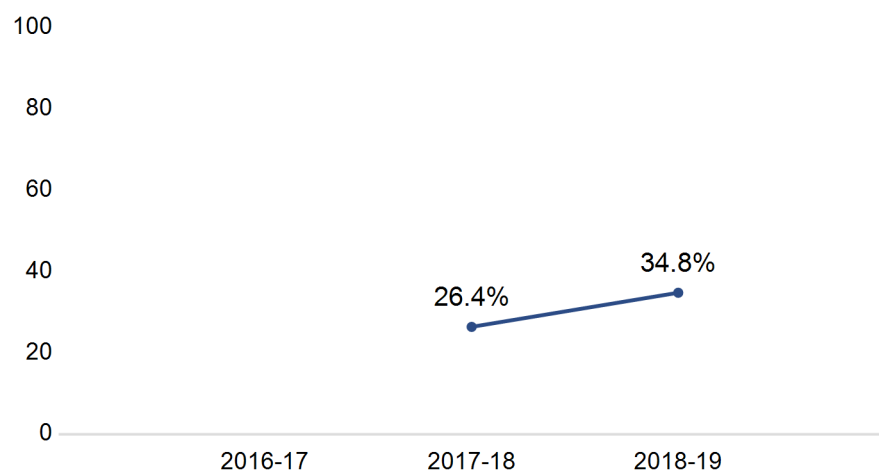
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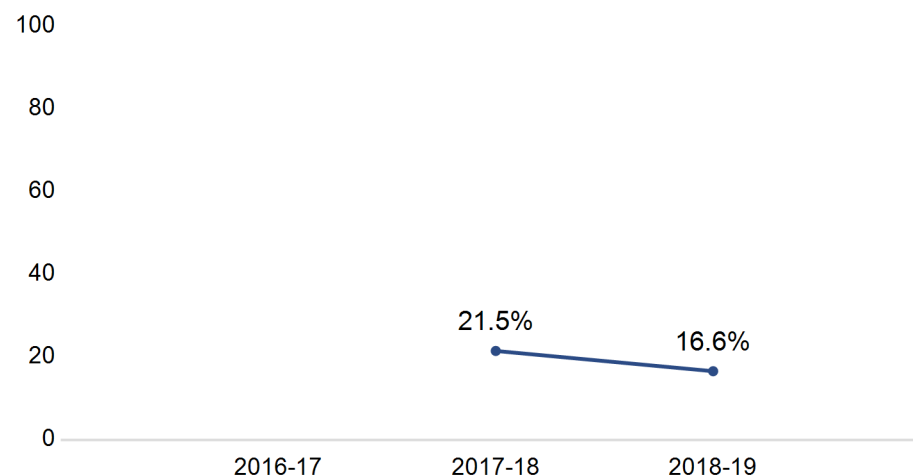
## English Language Arts and Mathematics Performance Trends

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



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	N	97.8%	98.1%	N	98.1%	97.6%
Proficiency Rate for Federal Accountability	N	26.4%	34.8%	N	21.5%	16.6%
Annual Target	N	N	29.1%	N	N	24.4%
Met Annual Target?		N	Met Target		N	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.



**Marcus Newcomb Middle School**  
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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	356	98.1	34.8	43.7	57.9	34.8	29.1	Met Target
White	181	97.9	35.4	46.3	66.9	35.4	31.8	Met Target
Hispanic	54	94.9	40.7	42.9	43.9	40.6	29.1	Met Target
Black or African American	104	100.0	28.8	36.9	38.5	28.8	25.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	11	100.0	36.4	67.2	82.9	36.4	**	**
American Indian or Alaska Native	*	*	*	23.1	56.0	*	**	**
Two or More Races	*	*	*	43.6	64.4	*	**	**
Female	187	96.9	46.0	53.5	64.8	46.0		
Male	169	99.4	22.5	34.3	51.3	22.5		
Economically Disadvantaged Students	176	98.4	25.6	34.9	40.0	25.6	25.9	Met Target†
Non-Economically Disadvantaged Students	180	97.9	43.9	51.7	67.9	43.9		
Students with Disabilities	78	98.8	*	17.3	22.7	*	10	Met Target†
Students without Disabilities	278	97.9	*	50.8	65.1	*		
English Learners	*	*	*	35.3	29.3	*	**	**
Non-English Learners	*	*	*	43.9	60.6	*		
Homeless Students	*	*	*	21.1	29.1	*		
Students In Foster Care	*	*	*	31.6	27.6	*		
Military-Connected Students	43	100.0	37.2	50.6	57.8	37.2		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

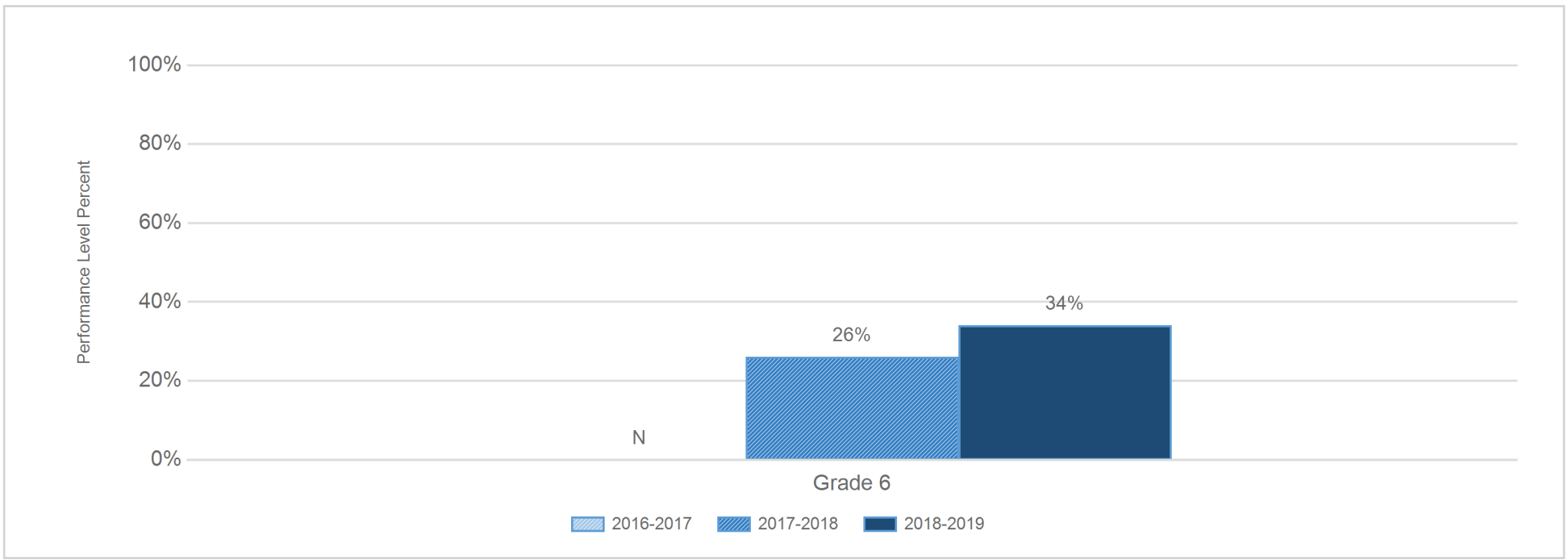


**Marcus Newcomb Middle School**  
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 2018-2019

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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 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
<b>Schoolwide</b>	357	736	736	754	13%	23%	29%	29%	4%	34%	56%
White	180	737	737	762	13%	26%	28%	28%	6%	34%	65%
Hispanic	56	742	742	743	*	23%	29%	*	*	39%	43%
Black or African American	104	730	730	738	19%	21%	32%	*	*	28%	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	188	747	747	762	6%	17%	31%	*	*	46%	64%
Male	169	725	725	748	21%	30%	28%	*	*	21%	48%
Economically Disadvantaged Students	175	730	730	740	17%	26%	32%	*	*	25%	39%
Non-Economically Disadvantaged Students	182	743	743	763	10%	20%	27%	*	*	43%	67%
Students with Disabilities	73	707	707	722	*	*	*	*	*	*	19%
Students without Disabilities	284	744	744	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	43	748	748	753	*	*	49%	*	*	35%	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



**Marcus Newcomb Middle School**  
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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	355	97.6	16.6	26.5	44.5	16.6	24.4	Not Met
White	180	97.3	19.4	29.4	54.1	19.4	27.8	Not Met
Hispanic	55	95.0	18.2	*	28.8	18.2	18.3	Met Target†
Black or African American	103	99.1	*	18.4	23.0	*	22.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	11	100.0	27.3	47.5	76.5	27.3	**	**
American Indian or Alaska Native	*	*	*	38.5	42.7	*	**	**
Two or More Races	*	*	*	33.9	53.3	*	**	**
Female	186	96.4	19.9	*	44.9	19.9		
Male	169	98.9	13.0	*	44.2	13.0		
Economically Disadvantaged Students	175	97.3	10.3	*	26.3	10.3	17.4	Not Met
Non-Economically Disadvantaged Students	180	97.9	22.8	*	54.9	22.8		
Students with Disabilities	78	98.8	*	13.4	17.4	*	12.9	Not Met
Students without Disabilities	277	97.3	*	29.9	50.0	*		
English Learners	*	*	*	23.2	25.0	*	**	**
Non-English Learners	*	*	*	26.5	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.5	17.1	*		
Military-Connected Students	43	100.0	23.3	41.4	46.4	23.3		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



### Marcus Newcomb Middle School

(05-4050-302)

Grades Offered: 06-06

2018-2019

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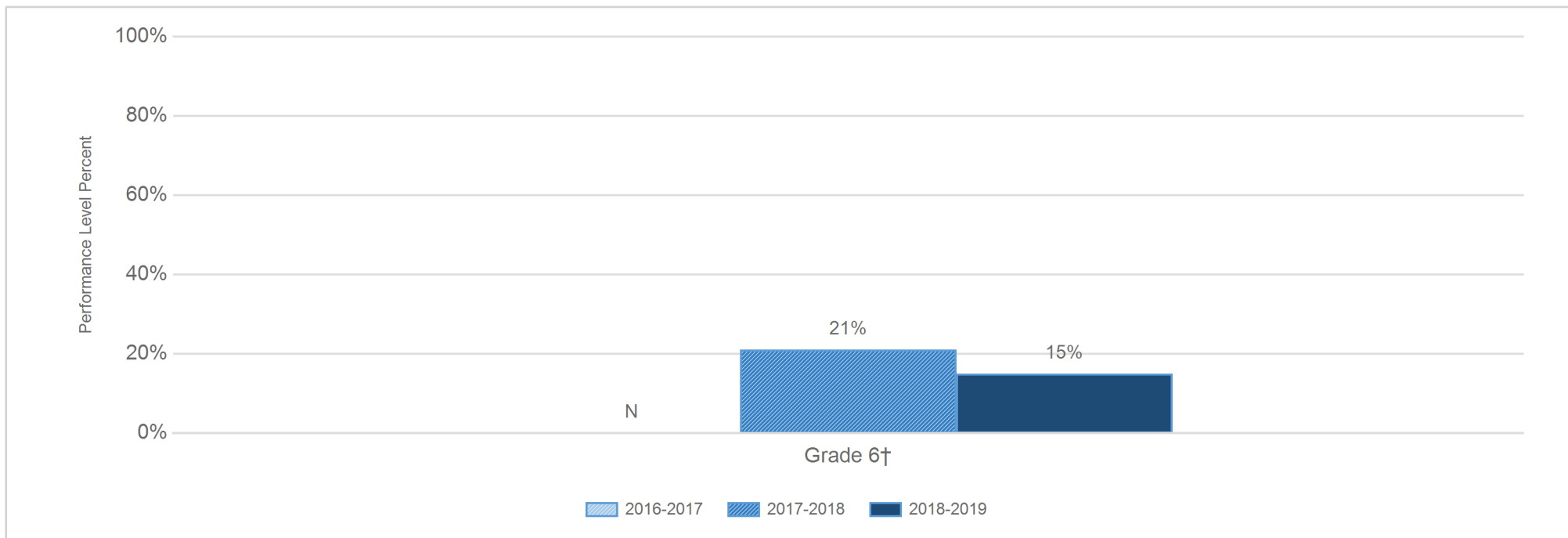
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## Mathematics Assessment – Performance Trends

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.



**Marcus Newcomb Middle School**  
(05-4050-302)  
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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
<b>Schoolwide</b>	356	722	722	741	19%	34%	31%	*	*	15%	41%
White	179	724	724	749	17%	34%	31%	*	*	18%	51%
Hispanic	57	723	723	729	19%	33%	30%	18%	0%	18%	24%
Black or African American	103	716	716	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	187	726	726	742	14%	32%	34%	*	*	20%	42%
Male	169	716	716	740	25%	37%	28%	*	*	11%	40%
Economically Disadvantaged Students	174	715	715	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	182	728	728	750	*	*	*	*	*	*	53%
Students with Disabilities	73	701	701	716	*	*	*	*	*	*	12%
Students without Disabilities	283	727	727	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	43	733	733	742	*	23%	47%	*	*	21%	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%





### Marcus Newcomb Middle School

(05-4050-302)

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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
6	*	*

#### English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

#### English Language Proficiency Test - Participation and Performance

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

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



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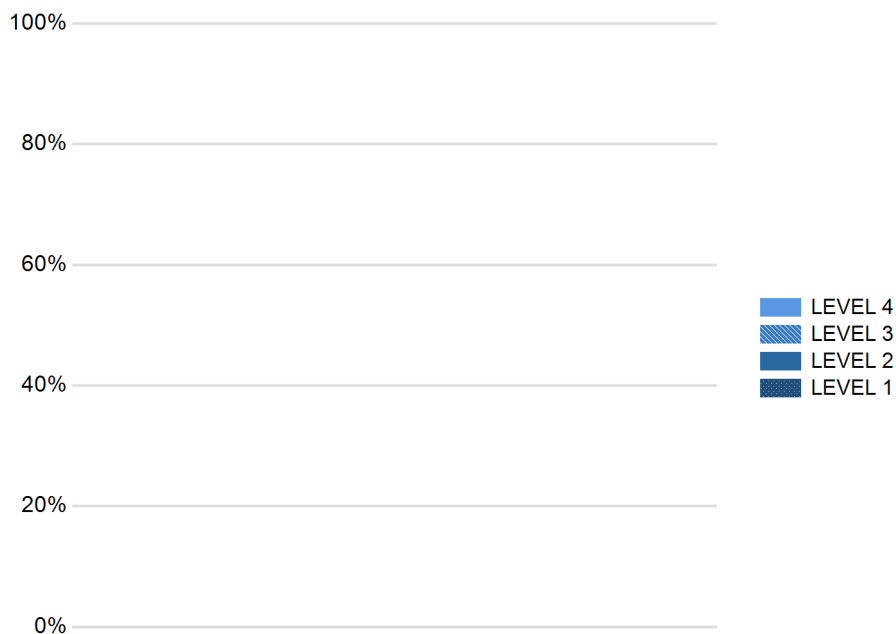
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade Summary

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



### NJSLA Science Assessment: Grade

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

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



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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	388
Total	0	0	388

### 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	322	0	0	0	0	0	0
Total	322	0	0	0	0	0	0



### Marcus Newcomb Middle School

(05-4050-302)

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2018-2019

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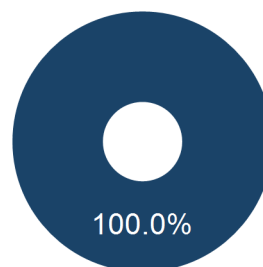
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## Visual and Performing Arts – Course Participation

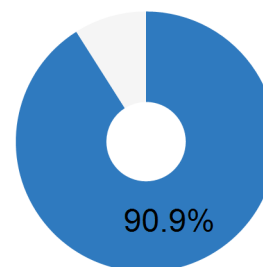
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

### Grades 6-8:

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

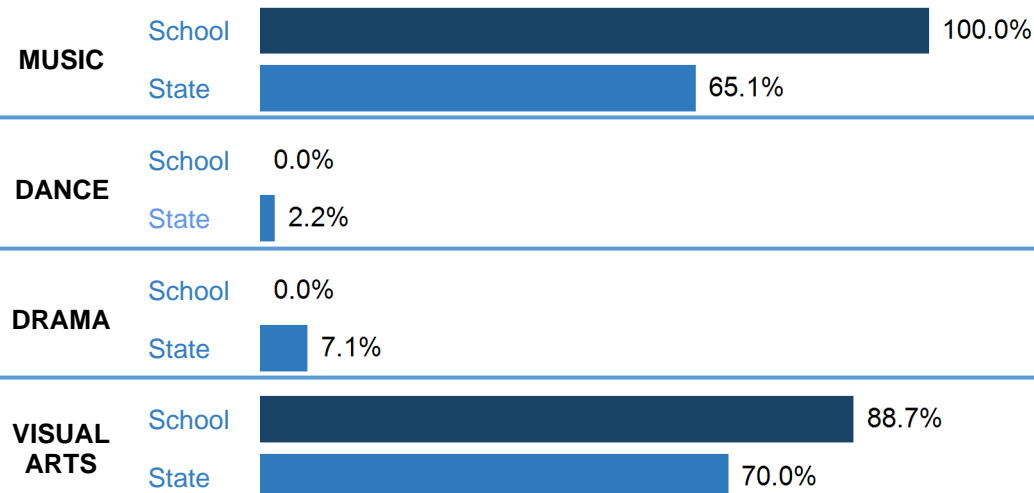


School



State

Students enrolled in one or more classes by discipline:





### Marcus Newcomb Middle 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.

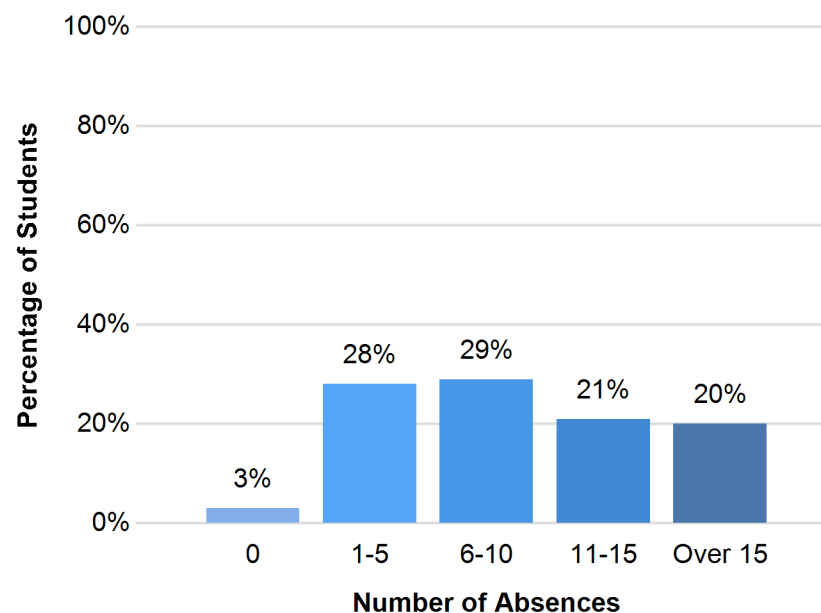
#### Chronic Absenteeism

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	49	13.4	8.4	Not Met
White	31	16.8	8.4	Not Met
Hispanic	6	10.2	8.4	Not Met
Black or African American	12	11.3	8.4	Not Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	21	11.0		
Male	28	15.9		
Economically Disadvantaged Students	36	20.0	8.4	Not Met
Students with Disabilities	17	21.3	8.4	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	1	2.3		
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.





### Marcus Newcomb Middle School

(05-4050-302)

Grades Offered: 06-06

2018-2019

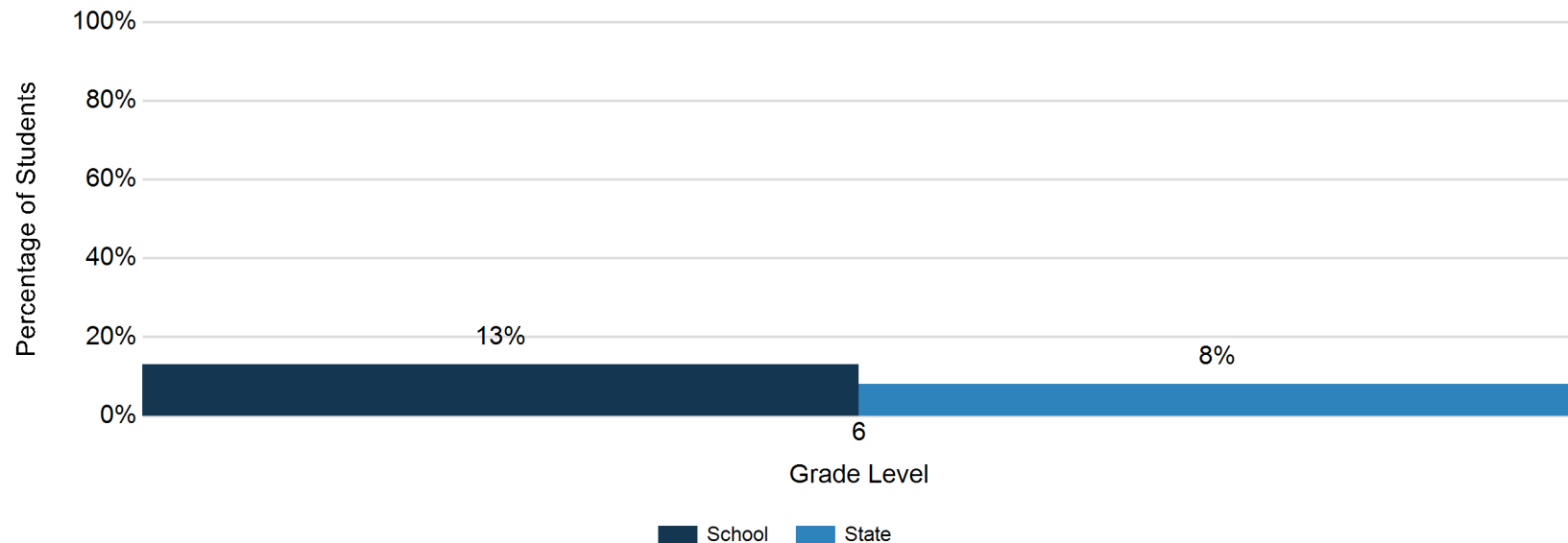
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### Chronic Absenteeism by Grade

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





### Marcus Newcomb Middle School

(05-4050-302)

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2018-2019

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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	45
Weapons	3
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	60
Incidents Per 100 Students Enrolled	16.53

#### 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	3
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0



### Marcus Newcomb Middle School

(05-4050-302)

Grades Offered: 06-06

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

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.

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	2	2	4
Religion	0	0	0
Ancestry	0	0	0
Gender	1	3	4
Sexual Orientation	0	3	3
Disability	0	1	1
Other	1	4	5
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	58	16.0%
Any Suspension	58	16.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

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

254





### Marcus Newcomb Middle School

(05-4050-302)

Grades Offered: 06-06

2018-2019

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



### Marcus Newcomb Middle School

(05-4050-302)

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2018-2019

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#### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

#### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	12.1	12.1
Average years experience in district	10.0	10.8
Percentage of Teachers with 4 or more years experience in the district	67.7%	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	34	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	10.2	12.0
Percentage of Administrators with 4 or more years experience in the district	67.6%	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	363:1	139:1
Teachers to Administrators	31:1	13:1
Students to Librarians/Media Specialists		1576:1
Students to Nurses		364:1
Students to Counselors		278:1
Students to Child Study Team Members		225:1



**Marcus Newcomb Middle School**  
(05-4050-302)  
Grades Offered: 06-06  
2018-2019

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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.6%	77.4%	100.0%	48.4%	77.1%	54.9%
Male	47.4%	22.6%	0.0%	51.6%	22.9%	45.1%
White	49.9%	87.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.3%	3.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	28.9%	9.7%	0.0%	15.0%	6.6%	13.9%
Asian	2.8%	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	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.7%	0.0%	0.0%	2.1%	0.2%	0.2%



**Marcus Newcomb Middle School**  
 (05-4050-302)  
 Grades Offered: 06-06  
 2018-2019

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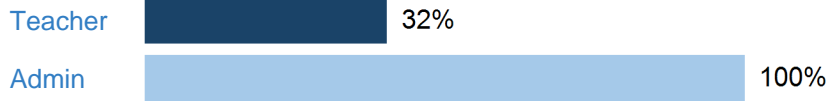
**Teachers and Administrators - Level of Education**

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**



**Master's Degree**



**Doctoral Degree**



**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	90.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	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%



### Marcus Newcomb Middle School

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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.



### Marcus Newcomb Middle School

(05-4050-302)

Grades Offered: 06-06

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	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2022
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
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.



**Marcus Newcomb Middle School**  
(05-4050-302)  
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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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	N	26.4%	34.8%
Math Proficiency	N	21.5%	16.6%
ELA Growth	N	32	41
Math Growth	N	38	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	N	16.0%	13.4%

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



### Marcus Newcomb Middle School

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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.

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

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

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

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

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

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

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





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(05-4050-302)  
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2018-2019

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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	Not Met	Met Standard	Not Met	**	Not Met	No
White	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Met Target	Not Met	Not Met	Not Met	n/a	Not 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	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Not Met	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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## 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:

- Newcomb Middle School staff and students uphold a school culture that exemplifies respect and responsibility supported by both the Positive Behavior Support in Schools program and Character Education.
- We offer a rigorous academic curriculum, balanced by a variety of electives and extracurricular activities.
- We offer a 1:1 iPad initiative that encourages students to learn through digital platforms and gain skills in both digital literacy and digital citizenship, which will prepare them to be future ready.



### Mission, Vision, Theme:

Pemberton Learning Community: Pursuing Excellence Once Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. Marcus Newcomb Middle School serves approximately 350 6th grade students. Newcomb's theme is "Nurtured Heart," a theme that addresses a social emotional component in our vision to connect students and staff to everyday learning while also building positive relationships.



### Awards, Recognition, Accomplishments:

Marcus Newcomb Middle School has been named an Honorable Mention School of Character and received two Promising Practice Awards. Schools of Character prove that when school communities come together for a common purpose, amazing things happen for kids, parents, and communities. At Marcus Newcomb, staff and students continue to work toward fostering kindness through respect and responsibility. We pride ourselves on our Character Education and Positive Behavior Support in Schools (PBSIS) to promote a positive and respectful environment for our students. We emphasize six character strengths – grit, empathy, self-control, zest, curiosity, and optimism – specifically identified as factors that will promote student success in school and beyond. In addition, Newcomb Middle School received Bronze Certification for Future Ready Schools in New Jersey.



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### Courses, Curriculum, Instruction:

We offer a rigorous academic curriculum with digital resources in math, language arts, science and social studies that is supported by a 1:1 Chromebook initiative. This is balanced by a variety of electives and enrichment courses including coding, Spanish, art, music, band, and chorus. Honors programs are available in mathematics, language arts, science and social studies. In addition, we offer intervention for students who are not meeting proficiency in math and language arts as well as enrichment for students who exceed proficiency in math, language arts, and science. We also offer academic support in the context of after school tutoring. We encourage our students to “get involved” as we offer an array of extracurricular activities including various clubs and intramurals as well as interscholastic sports.



### Clubs and Activities:

A variety of extra-curricular activities are offered to students, including academic and intramural clubs. We offer literary clubs, student government clubs, character and service clubs, and much more. Students may volunteer throughout the school year with their clubs or serve as managers to our athletic teams.



### Marcus Newcomb Middle School

(05-4050-302)

Grades Offered: 06-06



2018-2019

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 <p><b>Before and After School Programs:</b></p>	<p>6th grade students have an opportunity to get extra help or help with maintaining grades by attending our after school by attending our Math Lab and Literacy Lab.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>As a high functioning learning community, we believe in our mission, Pursuing Excellence, One Child at a Time. Through purposeful dialogue about teaching and learning, our teachers work interdependently by engaging in a cyclic process of collective inquiry to strengthen their craft to improve student learning. This process includes identifying power standards, creating common assessments, analyzing data and creating action plans focusing on student results.</p>



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### Parent and Community Involvement:

Our active PTO and a variety of school and parent committees including the Newcomb Taskforce provide social activities for students and promote school spirit throughout the school year. We also host Coffee and Conversations, which are small group meetings that provide parents with information and give them the opportunity to voice both their concerns and positive experiences.



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### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers An electronic school climate survey is issued to students, staff, and parents to provide us with feedback from all perspectives. Results of the survey are shared with staff members who examine the results to identify areas of strength as well as areas in need of improvement.

**Pemberton Early Childhood Education Center**

(05-4050-300)

Grades Offered: PK-PK

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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



### Pemberton Early Childhood Education Center

(05-4050-300)

Grades Offered: PK-PK

2018-2019

#### Report Key:

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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	Burlington
District	Pemberton Township School District
Principal Name	Ms. Deb Ceplo
Address	100 Arney's Mt. Road Pemberton, NJ 08068
Phone Number	609-893-8141
Email Address	<a href="mailto:dceplo@pemb.org">dceplo@pemb.org</a>
Website	<a href="https://www.pemberton.k12.nj.us/pecec">https://www.pemberton.k12.nj.us/pecec</a>
Facebook	<a href="https://www.facebook.com/Pemberton-Preschool-Pandas-Early-Childhood-Educati/on-Center-287482294728101/">https://www.facebook.com/Pemberton-Preschool-Pandas-Early-Childhood-Educati/on-Center-287482294728101/</a>
Twitter	<a href="https://twitter.com/pececpandas">https://twitter.com/pececpandas</a>





**Pemberton Early Childhood Education Center**  
(05-4050-300)  
Grades Offered: PK-PK  
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
PK	459	504	497
Total	459	504	497

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.6%	45.6%	47.7%
Male	51.4%	54.4%	52.3%
Economically Disadvantaged Students	36.8%	32.3%	38.4%
Students with Disabilities	15.0%	16.1%	17.3%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.9%	2.0%	1.4%
Students in Foster Care	1.1%	0.8%	0.6%
Military-Connected Students	18.7%	17.3%	17.1%
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	53.2%	55.8%	52.7%
Hispanic	17.2%	18.8%	19.9%
Black or African American	20.3%	16.7%	15.9%
Asian	1.5%	0.6%	0.4%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	7.8%	7.9%	10.7%

### 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	1	0	0
PK - Full Day	458	504	497

### 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	2.8%
Other Languages	1.8%



**Pemberton Early Childhood Education Center**  
(05-4050-300)  
Grades Offered: PK-PK  
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.

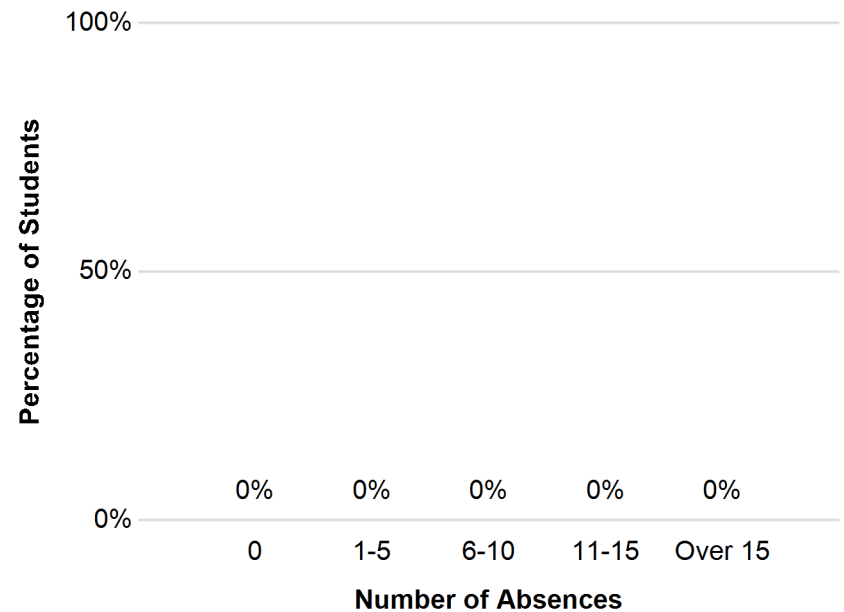
### Chronic Absenteeism

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	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
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.





### Pemberton Early Childhood Education Center

(05-4050-300)

Grades Offered: PK-PK

2018-2019

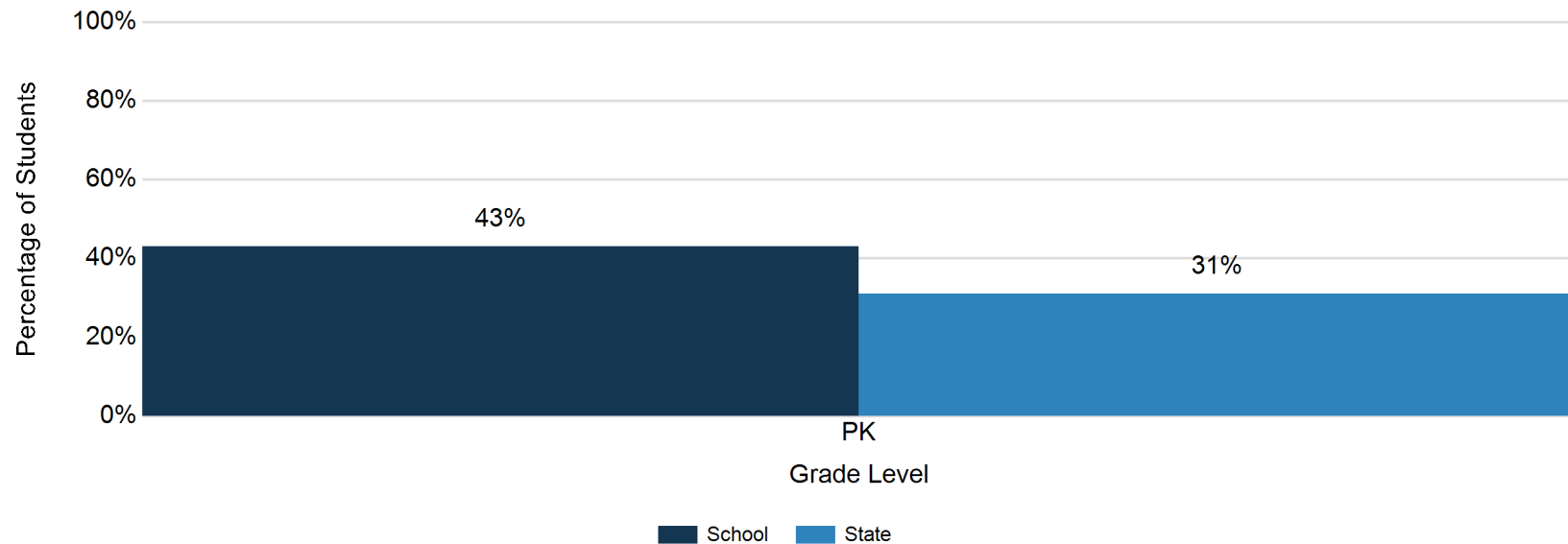
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### Chronic Absenteeism by Grade

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





## Pemberton Early Childhood Education Center

(05-4050-300)

Grades Offered: PK-PK

2018-2019

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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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

### Police Notifications

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

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



## Pemberton Early Childhood Education Center

(05-4050-300)

Grades Offered: PK-PK

2018-2019

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### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



## Pemberton Early Childhood Education Center

(05-4050-300)

Grades Offered: PK-PK

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### School Day

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

Category	School
Typical Start Time	9:10 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	6 Hrs. 10 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	N



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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	49	118,214
Average years experience in public schools	14.1	12.1
Average years experience in district	12.4	10.8
Percentage of Teachers with 4 or more years experience in the district	93.9%	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	34	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	10.2	12.0
Percentage of Administrators with 4 or more years experience in the district	67.6%	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	166:1	139:1
Teachers to Administrators	16:1	13:1
Students to Librarians/Media Specialists		1576:1
Students to Nurses		364:1
Students to Counselors		278:1
Students to Child Study Team Members		225:1



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### 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	47.7%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	52.3%	0.0%	0.0%	51.6%	22.9%	45.1%
White	52.7%	91.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	19.9%	4.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	15.9%	4.1%	0.0%	15.0%	6.6%	13.9%
Asian	0.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	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	10.7%	0.0%	0.0%	2.1%	0.2%	0.2%





**Pemberton Early Childhood Education Center**  
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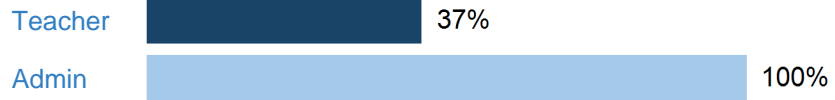
### Teachers and Administrators - Level of Education

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



#### Master's Degree



#### Doctoral Degree



### 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	90.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	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	93.8%



**Pemberton Early Childhood Education Center**  
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Grades Offered: PK-PK  
2018-2019

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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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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:

- Hightscope Curriculum, National School of Character, Educational Outdoor Learning Lab.
- State approved curriculum that integrates literacy and STEAM, Parent-Child Book Club, Proud Pemberton Parents interactive workshops.
- Educating the needs of the whole child, strong community outreach program, Trauma Informed School.



### Mission, Vision, Theme:

Pemberton Learning Community: Pursuing Excellence One Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. The Pemberton Early Childhood Education Center provides nearly 500 Pemberton Township three and four year olds with a free, quality, full-day preschool program.



### Awards, Recognition, Accomplishments:

Our National School of Character designation is the result of the combined energy and passion of our staff, students, and parents at the Pemberton Early Childhood Education Center, where collaboratively we all contribute to the success of being an excellent exemplar of early childhood education! Together, we implement our core values: RESPECT, RESPONSIBILITY, INTEGRITY, PERSEVERANCE, and SERVICE. We intentionally connect academic and social skills while encouraging "VOICE and CHOICE" providing a solid foundation for education and life. This year we proudly opened our Educational Outdoor Learning Lab, providing students with a unique learning experience that focuses on open-ended exploration in nature. This multi-faceted outdoor classroom area provides students with both the joy of outside play and the educational benefits that only nature can provide.



### Pemberton Early Childhood Education Center

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2018-2019

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our free, full day program provides our children a day of fun learning through active exploration and pre-academic activities that addresses the needs of the whole child. We utilize the Highscope Curriculum: Active participatory learning, supporting child interests, making choices and follow through, supporting the whole child by adults intent on cultivating the physical, emotional, and intellectual developmental of all children. Certified early childhood teachers lead our 38 classes and certified special education teachers lead all our special education classes. Our children thrive in an accepting, loving environment where they receive individualized attention and supports. Research shows that children who participate in an early childhood education program build a life-long love of learning. We have a full literacy and math curriculum and take great pride in the word EDUCATION.</p>
 <p><b>Clubs and Activities:</b></p>	<p>We offer numerous opportunities for our students, parents and community members to connect through a variety of activities and partnerships. These include a parent-child book club, PTO, volunteer committees, connections with our middle and high school students, Proud Pemberton Parents interactive workshops, Grandparents Night, dental clinic, therapy dogs, multi-generational community partnerships, PECEC Project Outreach, military touch-a-truck-day, and community partnerships with JBMDL, local police, township officials and libraries.</p>



**Pemberton Early Childhood Education Center**

(05-4050-300)

Grades Offered: PK-PK



2018-2019

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 <p><b>Before and After School Programs:</b></p>	<p>We offer before and after care for all children from preschool through 5th grade.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Ongoing professional development is based on student data and includes portfolio reviews, PLC's for fidelity to our curriculum, Parent Academy classes, Cultivating a Caring Community Character Education, and Trauma Informed Schools PD for all staff monthly.</p>



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### Parent and Community Involvement:

Our community parent involvement specialist chairs the Parent Involvement Committee, which plans meaningful engagement for parent and family events throughout the year. These opportunities assist in developing a sense of community, the attributes of a high quality preschool, and uses the voice of the community to build a supportive community that promotes academic success and the well-being of each student.



**Pemberton Early Childhood Education Center**

(05-4050-300)

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### Climate Surveys:

Who is surveyed: Parents, Teachers The PECEC School Climate Survey is conducted at the end of each school year and is used to highlight our strengths and help us focus on areas of improvement. We also survey parents as they exit our program to gain feedback on program benefits and areas for growth.



## Pemberton Township High School

(05-4050-055)

Grades Offered: 09-12

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](mailto:reportcard@doe.nj.gov) with any questions about the reports

### Notes from the New Jersey Department of Education:





### Pemberton Township High School

(05-4050-055)

Grades Offered: 09-12

2018-2019

#### Report Key:

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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	Burlington
District	Pemberton Township School District
Principal Name	Mr. Eder Joseph
Address	148 ARNEYS MOUNT ROAD PEMBERTON, NJ 08068-9701
Phone Number	609-893-8141
Email Address	<a href="mailto:ejoseph@pemb.org">ejoseph@pemb.org</a>
Website	<a href="https://www.pemberton.k12.nj.us/pths">https://www.pemberton.k12.nj.us/pths</a>
Facebook	<a href="https://www.facebook.com/Pemberton-Township-High-School-515544208522093/">https://www.facebook.com/Pemberton-Township-High-School-515544208522093/</a>
Twitter	<a href="https://twitter.com/pthshornets">https://twitter.com/pthshornets</a>



## Pemberton Township High School

(05-4050-055)

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	242	262	260
10	251	232	246
11	252	230	227
12	239	247	223
Total	984	971	956

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	51.0%	50.8%	49.6%
Male	49.0%	49.2%	50.4%
Economically Disadvantaged Students	40.1%	42.2%	42.6%
Students with Disabilities	18.3%	19.5%	18.7%
English Learners	0.4%	0.8%	0.8%
Homeless Students	1.9%	1.6%	1.7%
Students in Foster Care	0.5%	1.2%	0.8%
Military-Connected Students	11.8%	10.0%	9.8%
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	53.4%	52.7%	52.0%
Hispanic	12.6%	15.0%	16.6%
Black or African American	30.4%	29.5%	27.5%
Asian	1.8%	1.6%	2.0%
Native Hawaiian or Pacific Islander	0.8%	0.5%	0.2%
American Indian or Alaska Native	0.4%	0.1%	0.3%
Two or More Races	0.6%	0.5%	1.4%

### 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	984	971	956
Shared Time Students	0	0	0
Full Time Equivalent	984	971	956

### 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	96.8%
Spanish	2.7%
Other Languages	0.5%



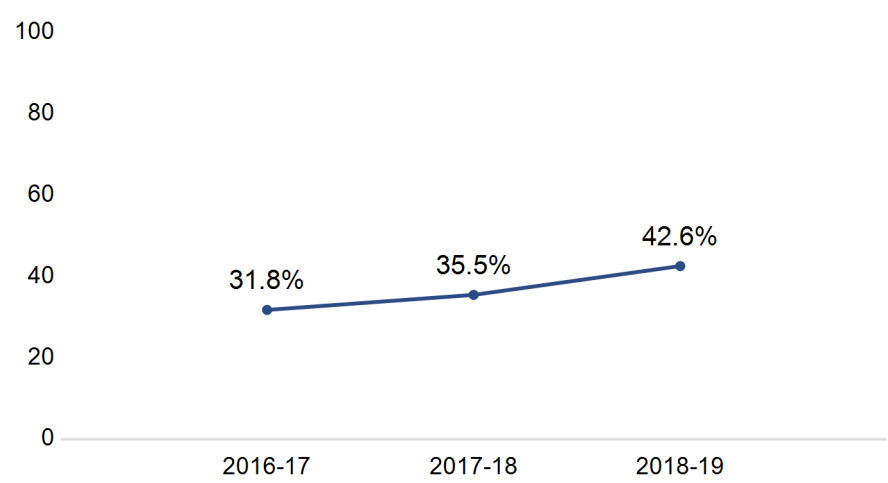
**Pemberton Township High School**  
 (05-4050-055)  
 Grades Offered: 09-12  
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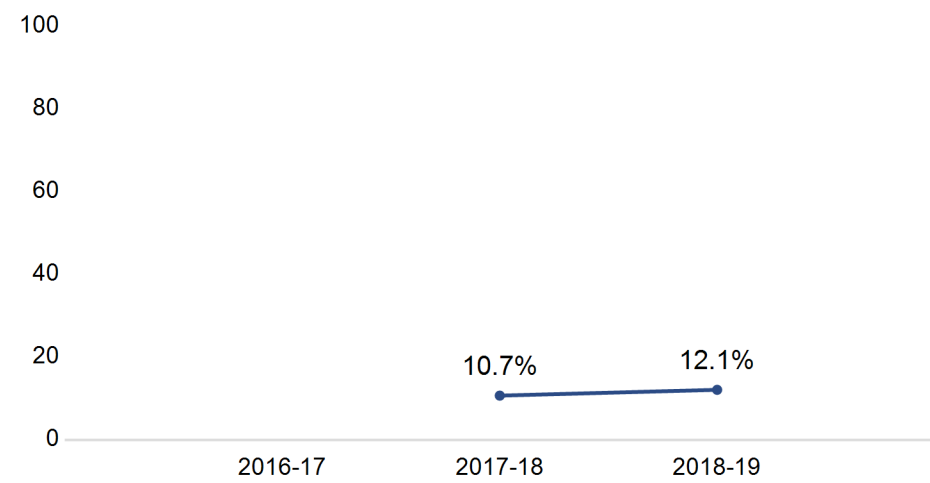
**English Language Arts and Mathematics Performance Trends**

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**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	96.0%	93.3%	98.4%	98.3%	98.3%
Proficiency Rate for Federal Accountability	31.8%	35.5%	42.6%	*	10.7%	12.1%
Annual Target	24.7%	27.6%	30.5%	7.9%	11.7%	15.5%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Met Target†	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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## 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	483	93.3	43.1	43.7	57.9	42.6	30.5	Met Target
White	257	94.0	47.5	46.3	66.9	46.9	32.8	Met Target
Hispanic	91	95.0	42.9	42.9	43.9	42.9	30.7	Met Target
Black or African American	114	90.4	29.8	36.9	38.5	29.1	25.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	11	91.7	90.9	67.2	82.9	87.7	**	**
American Indian or Alaska Native	*	*	*	23.1	56.0	*	**	**
Two or More Races	*	*	*	43.6	64.4	*	**	**
Female	235	96.4	54.0	53.5	64.8	54.0		
Male	248	90.6	32.7	34.3	51.3	31.5		
Economically Disadvantaged Students	222	93.7	32.9	34.9	40.0	*	24.7	Met Target
Non-Economically Disadvantaged Students	261	93.0	51.7	51.7	67.9	*		
Students with Disabilities	101	90.4	11.9	17.3	22.7	11.3	15.2	Met Target†
Students without Disabilities	382	94.2	51.3	50.8	65.1	51.3		
English Learners	10	91.7	20.0	35.3	29.3	19.0	**	**
Non-English Learners	473	93.4	43.6	43.9	60.6	43.1		
Homeless Students	*	*	*	21.1	29.1	*		
Students In Foster Care	*	*	*	31.6	27.6	*		
Military-Connected Students	41	93.3	43.9	50.6	57.8	43.1		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



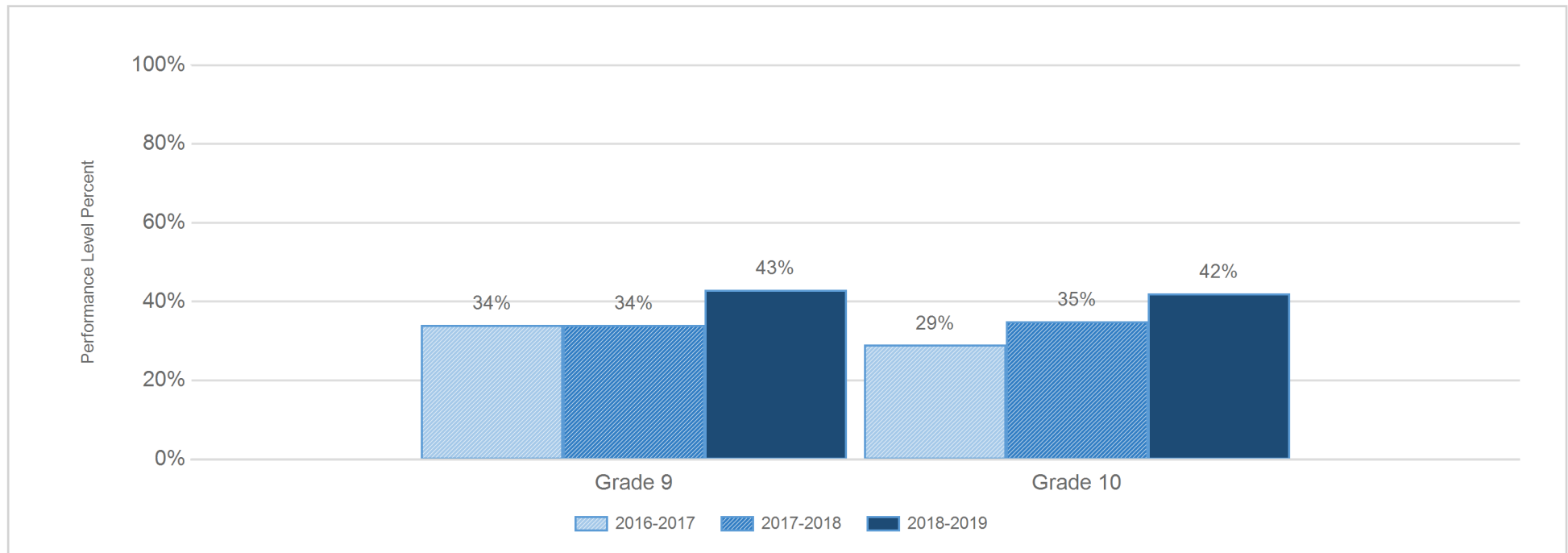
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### English Language Arts Assessment - Performance Trends

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 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
<b>Schoolwide</b>	257	741	741	753	16%	17%	24%	32%	11%	43%	56%
White	131	745	745	762	14%	18%	24%	29%	15%	44%	65%
Hispanic	45	740	740	737	*	*	22%	*	*	44%	40%
Black or African American	66	732	732	732	21%	18%	24%	*	*	36%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	119	752	752	760	*	*	22%	45%	13%	58%	63%
Male	138	731	731	746	*	*	25%	21%	9%	30%	49%
Economically Disadvantaged Students	114	733	733	734	18%	21%	28%	*	*	32%	36%
Non-Economically Disadvantaged Students	143	747	747	762	15%	14%	20%	*	*	51%	65%
Students with Disabilities	57	705	705	717	*	*	*	*	*	*	17%
Students without Disabilities	200	751	751	760	*	*	*	*	*	*	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	26	746	746	755	*	*	*	*	*	46%	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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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
<b>Schoolwide</b>	236	737	737	757	25%	17%	16%	27%	15%	42%	58%
White	130	742	742	767	24%	14%	15%	29%	18%	47%	67%
Hispanic	*	*	*	738	*	*	*	*	*	*	43%
Black or African American	52	718	718	733	38%	19%	21%	*	*	21%	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	N	N	N	766	N	N	N	N	N	N	65%
Female	123	746	746	766	20%	12%	19%	28%	20%	49%	66%
Male	113	727	727	749	31%	22%	13%	25%	9%	34%	51%
Economically Disadvantaged Students	106	729	729	735	25%	27%	15%	24%	9%	33%	40%
Non-Economically Disadvantaged Students	130	743	743	767	26%	8%	17%	29%	19%	48%	67%
Students with Disabilities	46	689	689	711	*	*	*	*	*	*	19%
Students without Disabilities	190	748	748	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	15	739	739	754	*	*	*	*	*	40%	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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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	488	98.3	12.1	26.5	44.5	12.1	15.5	Not Met
White	256	97.4	14.8	29.4	54.1	14.8	17.1	Met Target†
Hispanic	91	100.0	*	*	28.8	*	13.4	Not Met
Black or African American	119	98.4	*	18.4	23.0	*	13	Not Met
Asian, Native Hawaiian, or Pacific Islander	11	100.0	27.3	47.5	76.5	27.3	**	**
American Indian or Alaska Native	*	*	*	38.5	42.7	*	**	**
Two or More Races	*	*	*	33.9	53.3	*	**	**
Female	234	98.8	*	*	44.9	*		
Male	254	97.8	*	*	44.2	*		
Economically Disadvantaged Students	223	99.1	*	*	26.3	*	13.1	Not Met
Non-Economically Disadvantaged Students	265	97.6	*	*	54.9	*		
Students with Disabilities	97	96.3	*	13.4	17.4	*	13.2	Not Met
Students without Disabilities	391	98.8	*	29.9	50.0	*		
English Learners	12	100.0	*	23.2	25.0	*	**	**
Non-English Learners	476	98.2	*	26.5	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.5	17.1	*		
Military-Connected Students	40	97.6	15.0	41.4	46.4	15.0		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.





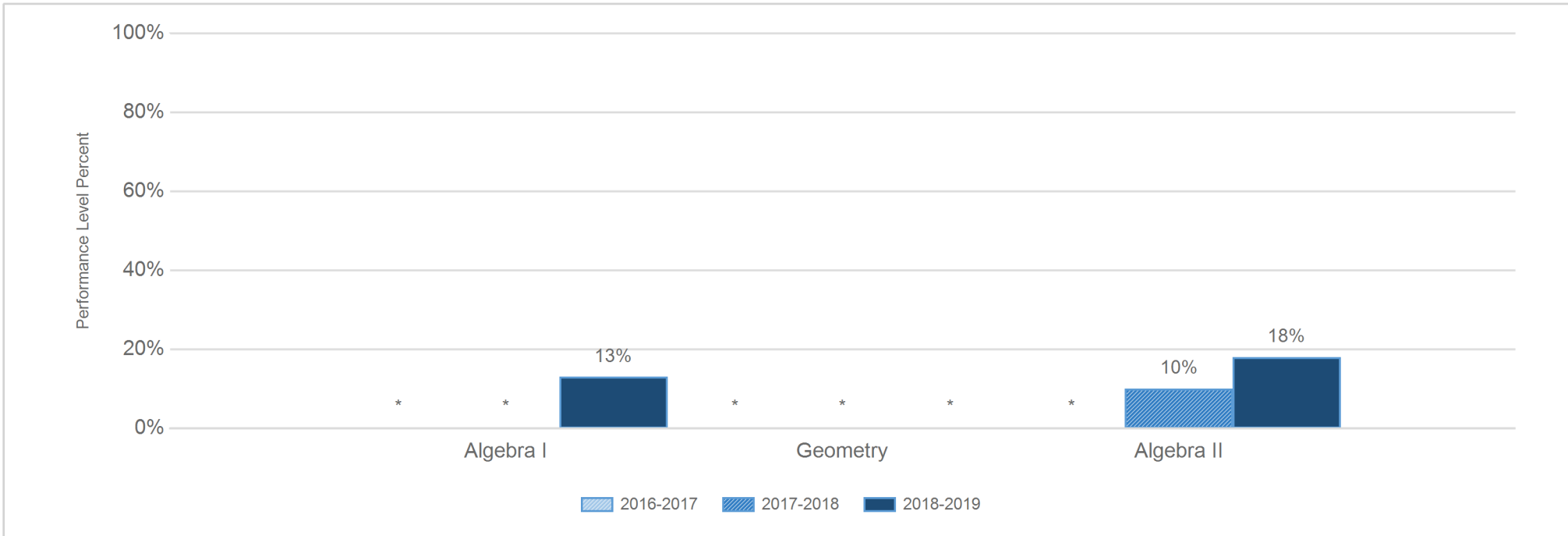
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### Mathematics Assessment – Performance Trends

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.



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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.

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
<b>Schoolwide</b>	208	721	728	744	18%	44%	25%	13%	0%	13%	42%
White	104	727	736	752	10%	42%	32%	16%	0%	16%	53%
Hispanic	38	713	*	728	*	*	*	*	*	*	24%
Black or African American	56	715	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	96	724	732	745	18%	38%	28%	17%	0%	17%	44%
Male	112	718	724	743	18%	49%	23%	10%	0%	10%	41%
Economically Disadvantaged Students	101	720	724	727	19%	40%	30%	12%	0%	12%	23%
Non-Economically Disadvantaged Students	107	722	731	752	17%	48%	21%	14%	0%	14%	52%
Students with Disabilities	54	715	*	717	*	*	*	*	*	*	12%
Students without Disabilities	154	723	*	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	17	720	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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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.

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
<b>Schoolwide</b>	234	719	719	737	*	*	*	*	*	*	35%
White	122	721	721	743	15%	43%	31%	*	*	11%	43%
Hispanic	49	717	717	724	*	*	*	*	*	*	17%
Black or African American	58	714	714	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	115	718	718	738	*	*	*	*	*	*	36%
Male	119	719	719	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	103	714	714	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	131	723	723	743	*	*	*	*	*	*	43%
Students with Disabilities	40	710	710	712	*	*	*	*	*	*	*
Students without Disabilities	194	721	721	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	19	731	731	739	*	*	*	*	*	21%	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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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.

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
<b>Schoolwide</b>	56	726	726	755	20%	27%	36%	18%	0%	18%	58%
White	32	727	727	758	*	*	31%	*	*	19%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	29	719	719	752	*	*	*	*	*	*	55%
Male	27	734	734	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	18	722	722	729	*	*	*	*	*	17%	32%
Non-Economically Disadvantaged Students	38	729	729	761	*	*	*	*	*	18%	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	56	726	726	756	20%	27%	36%	18%	0%	18%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	56	726	726	755	20%	27%	36%	18%	0%	18%	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	*	*	*	742	*	*	*	*	*	*	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	10	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	*	*	*

† 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



**Pemberton Township High School**  
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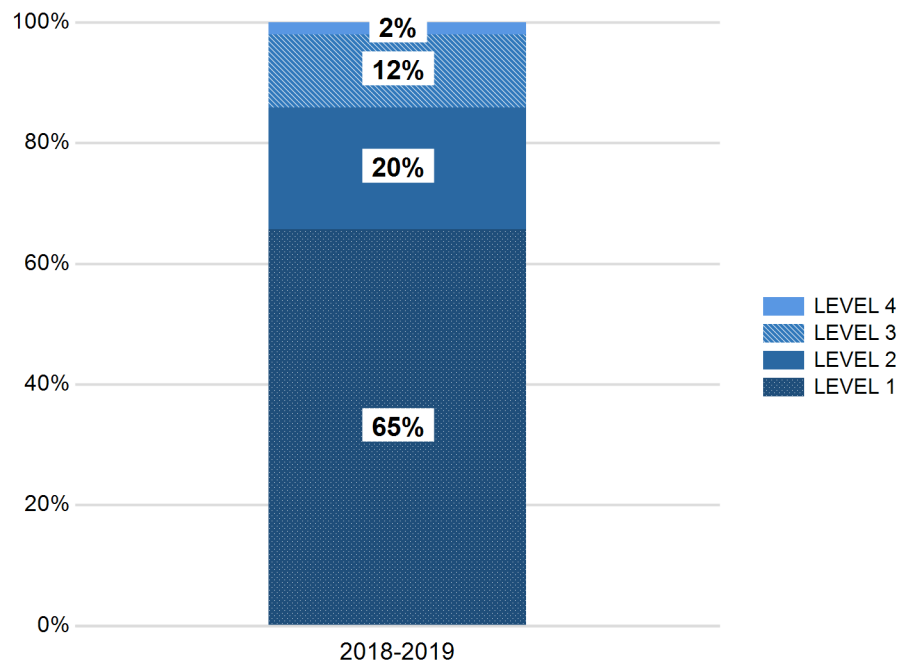
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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
<b>Schoolwide</b>	65	20	12	2
White	60	19	17	4
Hispanic	75	17	8	0
Black or African American	70	22	8	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	71	16	12	1
Male	58	24	13	4
Economically Disadvantaged Students	70	23	5	2
Non-Economically Disadvantaged Students	62	18	17	2
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	52	33	15	0
Migrant Students	N	N	N	N



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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 in 2018-19. 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	96.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	53.8%	72.1%
12th graders taking ACT in 2018-19 or prior years	9.9%	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	43%	61%
PSAT 10/NMSQT - Math	417	477	Grade 10: 480 Grade 11: 510	18%	43%
SAT - Reading and Writing	523	539	480	72%	70%
SAT - Math	494	541	530	33%	53%
ACT - Reading	21	25	22	41%	66%
ACT - English	20	24	18	73%	81%
ACT - Math	19	24	22	32%	65%
ACT - Science	20	24	23	27%	57%



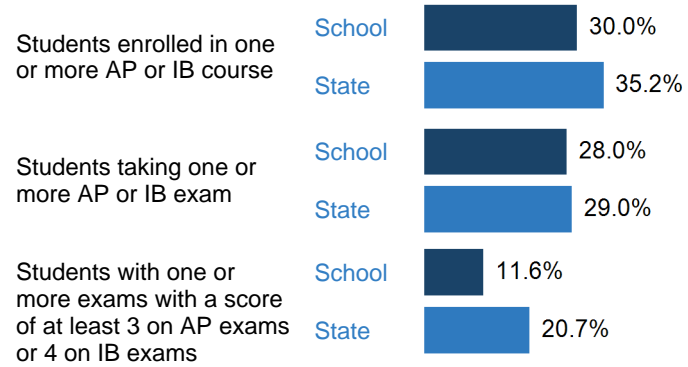
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

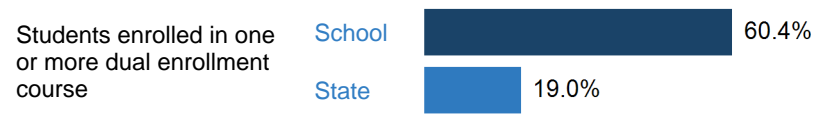
**AP/IB Coursework – Participation and Performance**

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.



**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.



**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	21	18
AP Calculus AB	19	19
AP Chemistry	6	6
AP Computer Science A	34	9
AP Computer Science Principles	0	16
AP English Language and Composition	23	22
AP English Literature and Composition	45	43
AP Environmental Science	20	19
AP European History	5	5
AP Human Geography	32	31
AP Music Theory	6	5
AP Physics 1	4	2
AP Physics C: Mechanics	7	6
AP Psychology	7	7
AP Statistics	15	15
AP Studio Art—Drawing Portfolio	7	7





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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	6	6
AP World History	13	12
Total Exams taken		248
Exams with scores of at least 3 on AP exams or 4 on IB exams		105



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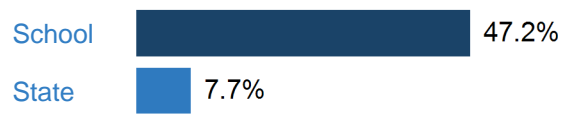
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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



**CTE Concentrators**

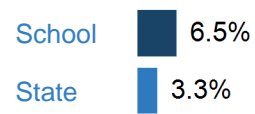
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**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**





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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	47.2%	9.5%	7.7%	10.3%
White	41.9%	9.9%	6.1%	9.6%
Hispanic	50.3%	9.4%	10.3%	11.3%
Black or African American	55.5%	9.5%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	53.0%	10.1%	7.3%	10.6%
Male	41.5%	8.9%	8.0%	10.1%
Economically Disadvantaged Students	49.6%	10.1%	10.4%	11.8%
Students with Disabilities	45.8%	11.7%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	43.6%	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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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



### 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
Agriculture, Food & Natural Resources	83		
Arts, AV Technology & Communications	135		
Health Science	95	14	14
Hospitality & Tourism	229		
Total (All Clusters)	542	14	14



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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	203	72	22	0	0	0	4
10	32	195	49	10	1	1	11
11	4	37	92	49	3	16	76
12	1	4	6	22	24	23	139
Total	240	308	169	81	28	40	230
Enrolled in AP/IB Course					19	15	0
Enrolled in Dual Enrollment Course	0	0	0	81	28	15	16

### 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	33	1	0	17	18	224
10	199	55	0	6	1	40
11	42	133	0	13	4	75
12	20	22	2	36	21	76
Total	294	211	2	72	44	415
Enrolled in AP/IB Course	21	6		20	11	0
Enrolled in Dual Enrollment Course	101	89	0	20	44	50



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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	253	27	9	0	0	2
10	19	235	41	5	7	11
11	10	220	10	11	17	21
12	15	50	3	32	24	57
Total	297	532	63	48	48	91
Enrolled in AP/IB Course	13	6	0	7		35
Enrolled in Dual Enrollment Course	13	6	0	48	48	60

### 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	70	44	0	0	43	0	0
10	102	39	0	0	49	0	0
11	55	28	0	0	29	0	0
12	26	21	0	0	24	0	0
Total	253	132	0	0	145	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	15	25	0	0	9	0	0
Enrolled in Level 3 or Higher	15	25	0	0	26	0	0



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### 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	19	0	0	0	0	0
10	18	0	0	0	0	0
11	11	0	0	0	0	0
12	13	0	0	0	0	0
Total	61	0	0	0	0	0
Enrolled in AP/IB Course	34	0	0	0	0	0
Enrolled in Dual Enrollment Course	34	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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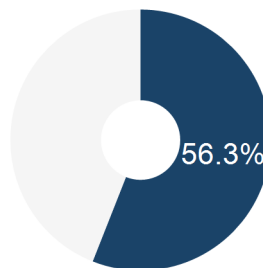
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**Visual and Performing Arts – Course Participation**

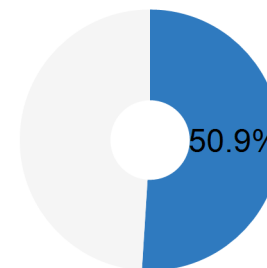
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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

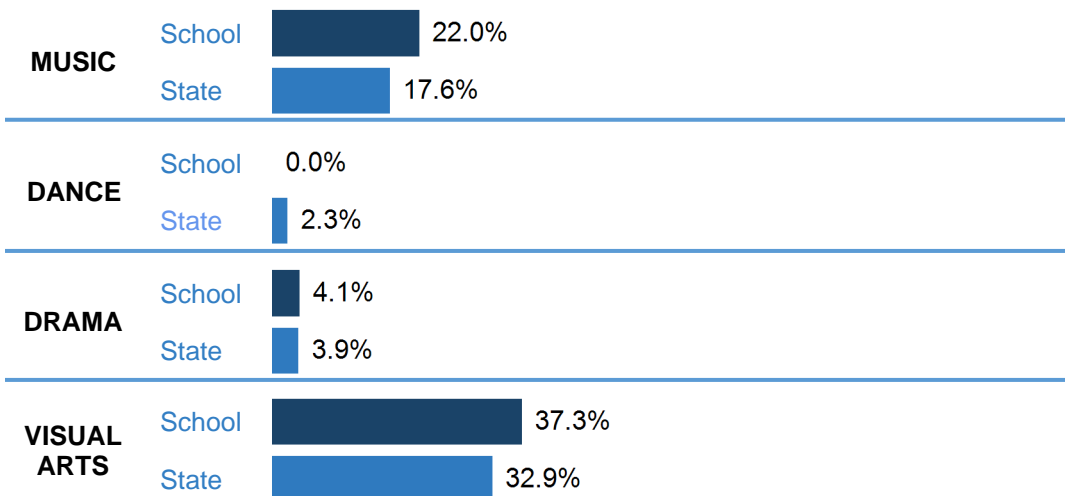


School



State

Students enrolled in one or more classes by discipline:





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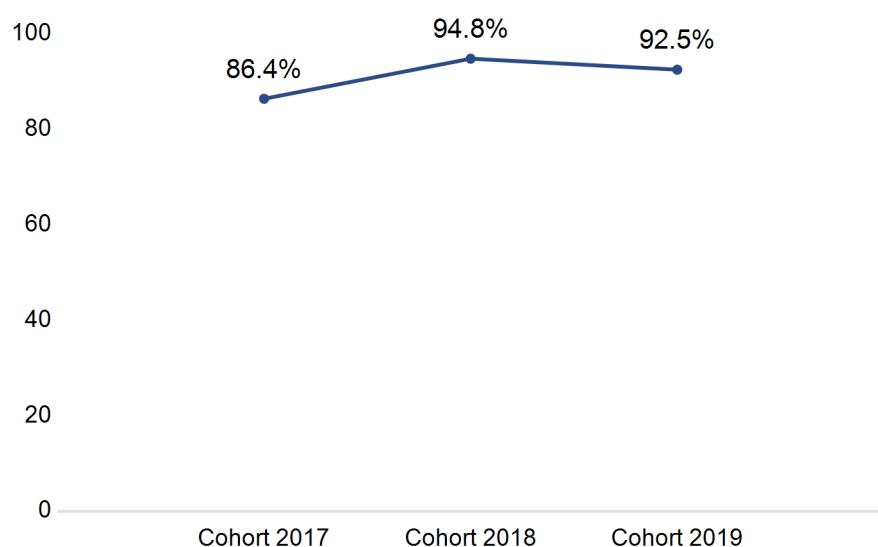
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

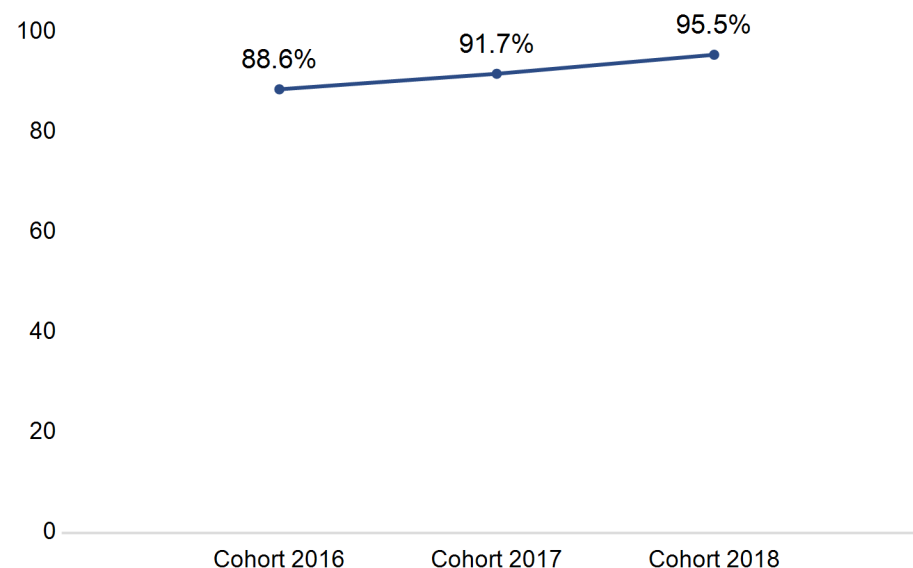
### Graduation Rate Trends and Progress

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



#### 5-Year Graduation Rate Trends



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	86.4%	94.8%	92.5%	88.6%	91.7%	95.5%
Annual Target	90.2%	90.5%		89.2%	89.5%	
Met Annual Target?	Not Met	Met Target		Not Met	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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### 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	92.5%	90.6%	95.5%	92.5%	94.8%	90.5%	Met Target	91.7%	89.5%	Met Target
White	93.2%	94.9%	93.6%	95.9%	93.0%	85.3%	Met Target	92.0%	87.4%	Met Target
Hispanic	89.7%	84.5%	100.0%	87.3%	100.0%	N	Met Goal	100.0%	N	Met Goal
Black or African American	92.7%	83.3%	96.5%	87.1%	95.3%	N	Met Goal	87.1%	89.1%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	N	N	N
Female	95.9%	92.8%	96.1%	94.4%	95.4%			95.0%		
Male	89.6%	88.5%	94.7%	90.8%	94.1%			88.2%		
Economically Disadvantaged Students	91.4%	84.0%	93.2%	87.3%	92.5%	90.5%	Met Target	92.3%	88.9%	Met Target
Students with Disabilities	84.4%	79.2%	90.4%	83.8%	85.5%	91.7%	Not Met	90.2%	87.2%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	*	82.5%	*			*		
Migrant Students	N	83.3%	N	85.0%	N			N		



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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	61.0%	38.2%
Substitute Competency Test	17.9%	35.4%
Portfolio Appeals Process	17.9%	22.4%
Alternate Requirements specified in IEP	3.3%	4.1%
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	0.3%	1.2%
2017-2018	0.4%	1.2%
2016-2017	0.9%	1.1%



### Pemberton Township High School

(05-4050-055)

Grades Offered: 09-12

2018-2019

**Report Key:**

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\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

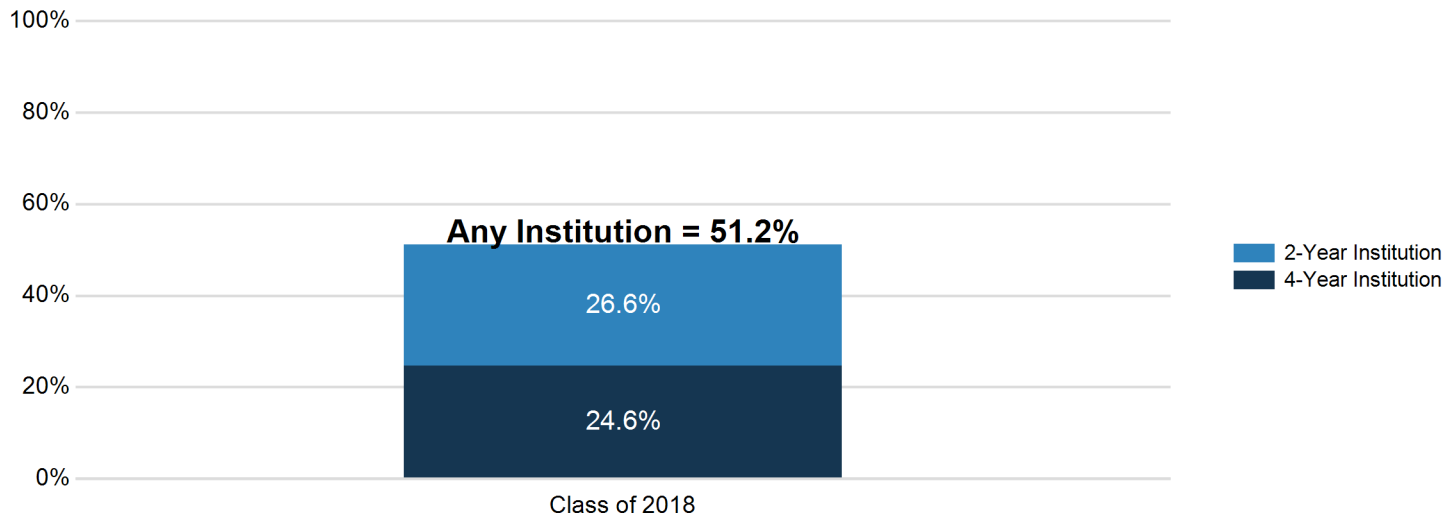
† This indicates a table specific note, see note below table

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



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	26.6%
% Enrolled in 4-Year Institution	24.6%
% Enrolled in Any Postsecondary Institution	51.2%



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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	49.6%	51.2%	48.8%
White	49.3%	52.2%	47.8%
Hispanic	44.8%	69.2%	30.8%
Black or African American	51.9%	42.9%	57.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged	44.8%	60.5%	39.5%
Students with Disabilities	17.4%	75%	25%
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	51.2%	52%	48%	73%	27%	70.3%	29.7%
White	44.4%	66.2%	33.8%	77.9%	22.1%	80.9%	19.1%
Hispanic	66.7%	45.8%	54.2%	58.3%	41.7%	70.8%	29.2%
Black or African American	54.9%	38%	62%	72%	28%	56%	44%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	47.7%	42.3%	57.7%	59.6%	40.4%	57.7%	42.3%
Students with Disabilities	18.1%	84.6%	15.4%	92.3%	7.7%	84.6%	15.4%
English Learners	*	*	*	*	*	*	*



## Pemberton Township High School

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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.

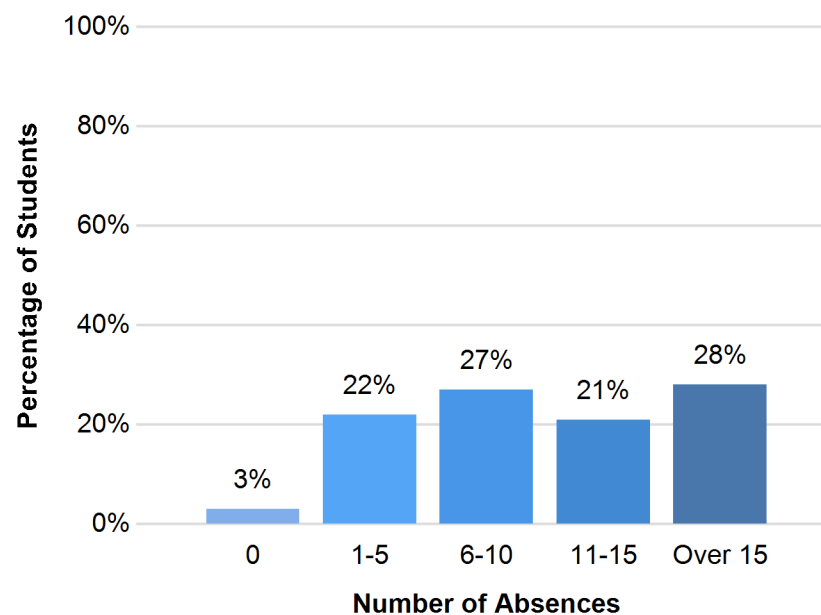
### Chronic Absenteeism

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	212	21.2	14.2	Not Met
White	110	21.0	14.2	Not Met
Hispanic	38	22.9	14.2	Not Met
Black or African American	59	21.5	14.2	Not Met
Asian, Native Hawaiian, or Pacific	2	9.1	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	104	21.3		
Male	108	21.1		
Economically Disadvantaged Students	102	24.9	14.2	Not Met
Students with Disabilities	68	31.2	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	10	47.6		
Students in Foster Care	6	60.0		
Military-Connected Students	10	10.4		
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.





## Pemberton Township High School

(05-4050-055)

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2018-2019

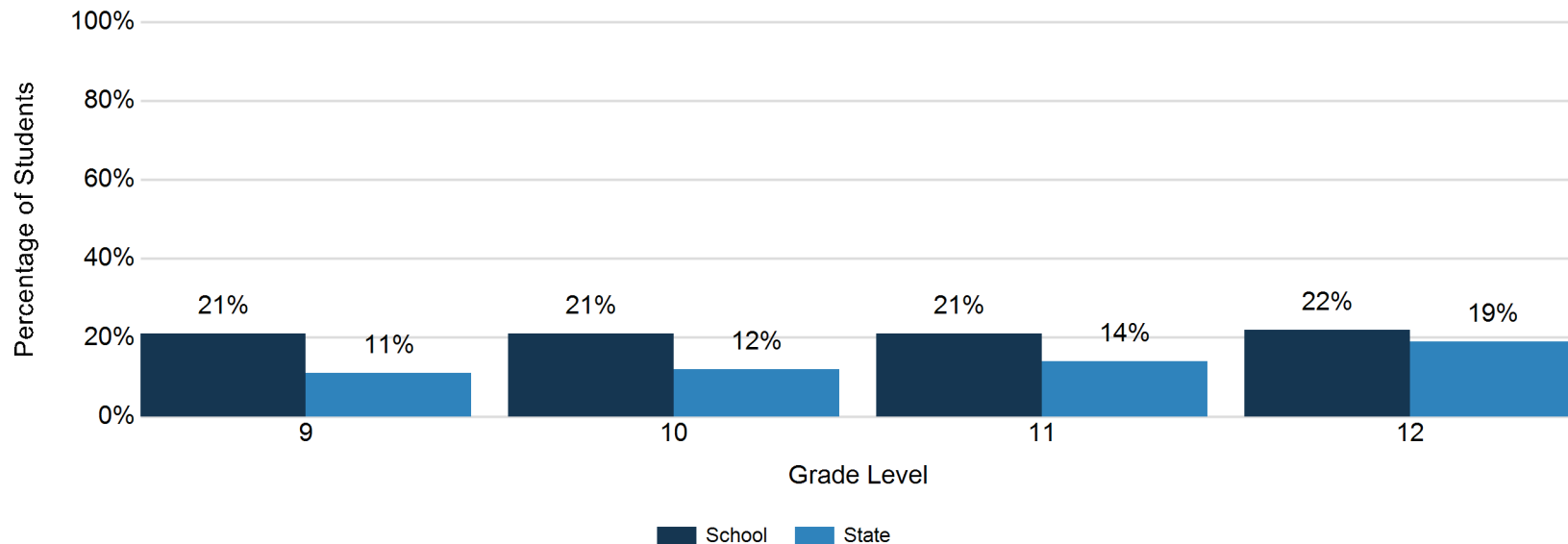
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### Chronic Absenteeism by Grade

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







## Pemberton Township High School

(05-4050-055)

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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	18
Weapons	4
Vandalism	5
Substances	9
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	45
Incidents Per 100 Students Enrolled	4.71

### 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	4
Weapons	4
Vandalism	2
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Gender	1	4	5
Sexual Orientation	2	1	3
Disability	0	0	0
Other	1	4	5
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	*	*
Out-of-School Suspensions	33	3.5%
Any Suspension	39	4.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

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

162



## Pemberton Township 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	2:05 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 8 Mins
Shared Time - Instructional Time	6 Hrs. 8 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	91	118,214
Average years experience in public schools	15.6	12.1
Average years experience in district	13.8	10.8
Percentage of Teachers with 4 or more years experience in the district	81.3%	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	34	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	10.2	12.0
Percentage of Administrators with 4 or more years experience in the district	67.6%	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	11:1	11:1
Students to Administrators	106:1	139:1
Teachers to Administrators	10:1	13:1
Students to Librarians/Media Specialists		1576:1
Students to Nurses		364:1
Students to Counselors		278:1
Students to Child Study Team Members		225:1



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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	49.6%	58.2%	55.6%	48.4%	77.1%	54.9%
Male	50.4%	41.8%	44.4%	51.6%	22.9%	45.1%
White	52.0%	90.1%	66.7%	42.4%	83.6%	77.4%
Hispanic	16.6%	3.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	27.5%	6.6%	33.3%	15.0%	6.6%	13.9%
Asian	2.0%	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	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	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.

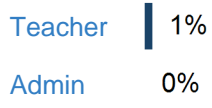
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



**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	90.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	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	94.2%



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## Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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





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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	31.8%	35.5%	42.6%
Math Proficiency	*	10.7%	12.1%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	86.4%	94.8%	92.5%
5-Year Graduation Rate†	88.6%	91.7%	95.5%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	22.4%	24.9%	21.2%

† 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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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.

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

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

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

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

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	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	Not Met	Met Target	Met Target	**	Not Met	No
White	Met Target	Met Target†	Met Target	Met Target	n/a	Not Met	No
Hispanic	Met Target	Not Met	Met Goal	Met Goal	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Goal	Not Met	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	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	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).



## Pemberton Township High School

(05-4050-055)

Grades Offered: 09-12

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

## 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:

- All students are provided with a district Chromebook. This 1:1 program provides students with equal access to their own internet-ready device and is designed to nurture Future Ready skills.
- Pemberton JROTC is designated as an Honor Unit with Distinction, Awarded by the US Army JROTC. JROTC students competitively participate in Drill Team, Air Rifle Team, Raider Team, and Color Guard.
- Students have the opportunity to participate in specialized learning academies: Medical Arts, Fine Arts and Musical Experience, and A-STEM. We offer eight Career and Technical Education programs.



### Mission, Vision, Theme:

Pemberton Learning Community: Pursuing Excellence One Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough, and Joint Base McGuire-Dix-Lakehurst. As the capstone of the district's 11 schools, Pemberton Township High School provides an exemplary education for over 1,000 students in grades 9 through 12. At Pemberton Township High School, we focus on the whole child. We support students academically, socially, and emotionally. We utilize a comprehensive character education program that focuses on the core values of perseverance, empathy, integrity, and gratitude. As a school, we utilize the Future Ready Framework which emphasizes collaborative leadership and creating an innovative school culture. Staff members are trained to utilize Trauma-Informed Strategies as well as Restorative practices to support students.



### Awards, Recognition, Accomplishments:

Student achievement is recognized throughout the year, including honoring high achieving students inducted into our National Honor Society and recognizing students at our annual AP Kickoff Celebration. Students also excel in athletics and the arts: students have been selected to the prestigious All-South Jersey Region III Chorus, our sports teams have achieved various titles, numerous students have earned collegiate athletic scholarships, and art students have garnered many awards in the local and regional competitions. Students in Future Business Leaders of America (FBLA) and HOSA Future Health Professionals have qualified and competed in national competitions. We have been recognized as a Future Ready School by the Department of Education as well as Honorable Mention for State School of Character as well as Promising Practices by Character.org.



## Pemberton Township High School

(05-4050-055)

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2018-2019

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### Courses, Curriculum, Instruction:

We offer over 35 Advanced Placement (AP) and Honors level courses. PTHS has partnered with Rowan College at Burlington County to offer Dual Enrollment and College Accelerated Program (CAP) courses, allowing students to earn both high school and college credits. We offer a robust selection of career and technical education courses and school-to-work programs, including auto mechanics, culinary arts, commercial baking, horticulture, graphic arts, nursing, and television and broadcast journalism. CTE programs allow students to earn industry-valued credentials and prepares students for opportunities after graduation. Our AVID (Advancement Via Individual Determination) Program prepares students for career and college readiness. AVID's mission is to close the achievement gap by preparing all students to succeed in education and a global society. We offer an Option Two program that allows students to obtain credit for learning experiences outside of the traditional classroom environment.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Coed), Wrestling (Boys)

Realizing that interscholastic sports make a rich contribution to a student's education, Pemberton Township High School aims to provide an extensive athletic program. The school provides athletic teams on the varsity, junior varsity, and freshman levels. Our athletic programs encourage success both on and off the field by fostering teamwork, sportsmanship, academics, school pride, and community service. Become a part of a proud Hornet tradition!



### Clubs and Activities:

Co-curricular activities are a necessary and important part of the Pemberton Township High School community. At PTHS, we offer over 35 student clubs and activities. Students have the opportunity to compete in regional, state, and national competitions ranging from Future Business Leaders of America to Future Farmers of America. Students compete at statewide competitions including Skills USA. Clubs and activities are developed and focused on student interest and needs.



## Pemberton Township High School

(05-4050-055)

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2018-2019

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### Staff and Professional Learning:

Professional development is embedded throughout the day. Teacher Tech Academy provides professional development opportunities for teachers that support the 1:1 environment and focuses training on the use of technology in the classroom. Teachers are also involved in the National Math and Science Initiative and AP training that equips educators with the content knowledge and instructional strategies to set high expectations and shift students to advanced levels. Staff members spend time learning about Trauma-Informed Strategies to support students both in and outside of the classroom. As a school, we are recognized as a Highly Certified School by the organization Advancement Via Individual Determination (AVID). We earned this designation by implementing teaching strategies that support differentiated instruction and strategies that close the achievement gap by preparing all students for college readiness and success in a global society.



### Postsecondary Information:

Pemberton Township High School utilizes the program Naviance to support students in their post-high school decisions. By matching students to colleges based on the students' interests and goals, and comparing admissions rates at students' top college choices, the Naviance college planning tools allow students and families to make informed decisions. We host an annual college fair that provides students the opportunity to meet with college admission officers at the high school, and a college readiness night to answer questions about financial aid and college preparedness. Alumni currently attending college return to host an alumni panel to share their real-world experience and answer current students' questions. Future plans for students include two and four-year colleges and universities, branches of the military service, and business and trade schools.



## Pemberton Township High School

(05-4050-055)

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2018-2019

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### Parent and Community Involvement:

Pemberton Township High School utilizes the platform Genesis and the parent portal. The Genesis Parent Portal enables families to access their child's grades, attendance, interim progress reports, report cards, and other important information online. Web access to the Parent Portal is completely secure. Access is set up for individual families and limited to their child's records only. We encourage active parent participation in student learning and establish regular, meaningful communication between home and school. One of our primary goals is to collaborate with parents to ensure that children have a supportive learning environment at school and at home. We invite parents to act as full partners in making school decisions that affect their children and families.





## Pemberton Township High School

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 <p><b>Climate Surveys:</b></p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Pemberton Township High School administers a climate survey annually. The survey gathers information on school conditions and allows the school to focus attention on quality teacher-student relationships as well as peer relationships. We identify our strengths, as well as areas that need to be improved. Information collected allows us to measure our progress toward school improvement goals and is also used by the school safety team. Surveys are distributed to students, parents and staff members. As a school, we develop teams of students, staff, and parents to make recommendations as it relates to our survey. Our school safety team meets monthly and is comprised of building administration, parents, and students working together to determine best practices to ensure that our school makes the recommended improvements.</p>
 <p><b>Facilities:</b></p>	<p>Pemberton Township High School built in 1975 and expanded in 1991. Both girls and boys locker rooms have been updated with new rubber antimicrobial flooring throughout the locker room, new tile flooring and plumbing fixtures in the bathrooms and shower areas, and new partitions throughout the locker rooms. The locker rooms were painted throughout. Also at the high school, a new sodded V soccer field was installed giving the Pemberton athletes the safest, best possible playing surface possible. We provided our students in the Arts with a brand new stage performance floor and improved lighting with LED lights in two main foyer areas. Significant upgrades were made to our security systems including a designated secure visitor vestibule, upgraded surveillance cameras, exterior lighting, signage and other major updates to security systems.</p>



**Samuel T. Busansky School**

(05-4050-135)

Grades Offered: 03-05

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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

**Samuel T. Busansky School**

(05-4050-135)

Grades Offered: 03-05

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Burlington
District	Pemberton Township School District
Principal Name	Mrs. Maureen DiBella
Address	16 SCRAPETOWN ROAD PEMBERTON, NJ 08068
Phone Number	609-893-8141
Email Address	<a href="mailto:mdibella@pemb.org">mdibella@pemb.org</a>
Website	<a href="https://www.pemberton.k12.nj.us/busansky">https://www.pemberton.k12.nj.us/busansky</a>
Facebook	<a href="https://www.facebook.com/Busansky-School-504193643004686/">https://www.facebook.com/Busansky-School-504193643004686/</a>
Twitter	<a href="https://twitter.com/BusanskySchool">https://twitter.com/BusanskySchool</a>



### Samuel T. Busansky 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
3	119	100	109
4	119	109	109
5	105	115	122
Total	343	324	340

#### 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	56.3%	53.4%	53.5%
Male	43.7%	46.6%	46.5%
Economically Disadvantaged Students	47.2%	45.4%	43.8%
Students with Disabilities	19.2%	22.8%	23.5%
English Learners	1.2%	1.5%	1.8%
Homeless Students	3.5%	2.8%	2.1%
Students in Foster Care	0.0%	0.6%	0.9%
Military-Connected Students	11.7%	10.5%	12.6%
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	52.2%	54.0%	50.3%
Hispanic	14.0%	11.4%	14.4%
Black or African American	26.2%	27.5%	28.2%
Asian	3.8%	3.7%	3.2%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	1.2%	1.2%	0.9%
Two or More Races	2.3%	1.9%	2.6%

#### 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	92.1%
Spanish	4.7%
Other Languages	3.2%



**Samuel T. Busansky School**  
 (05-4050-135)  
 Grades Offered: 03-05  
 2018-2019

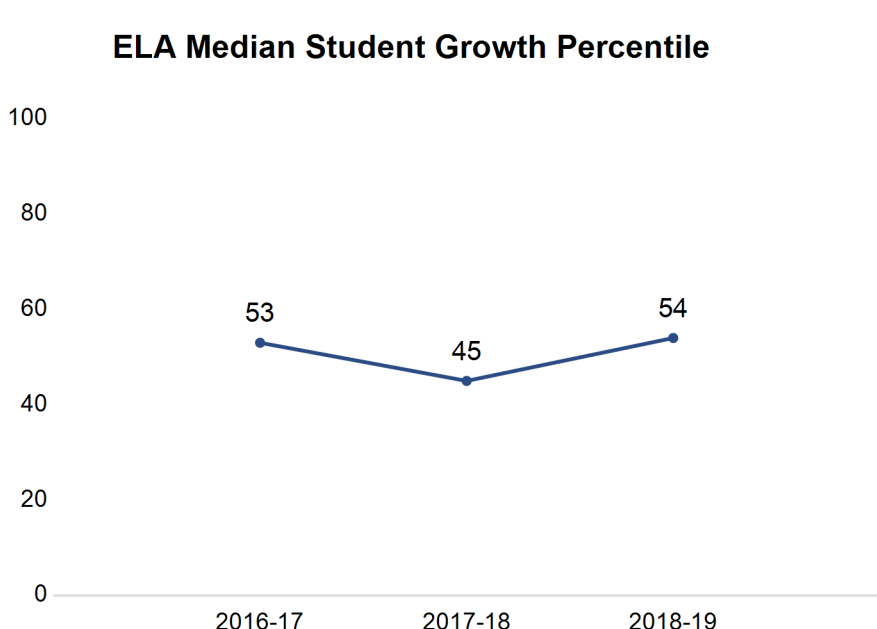
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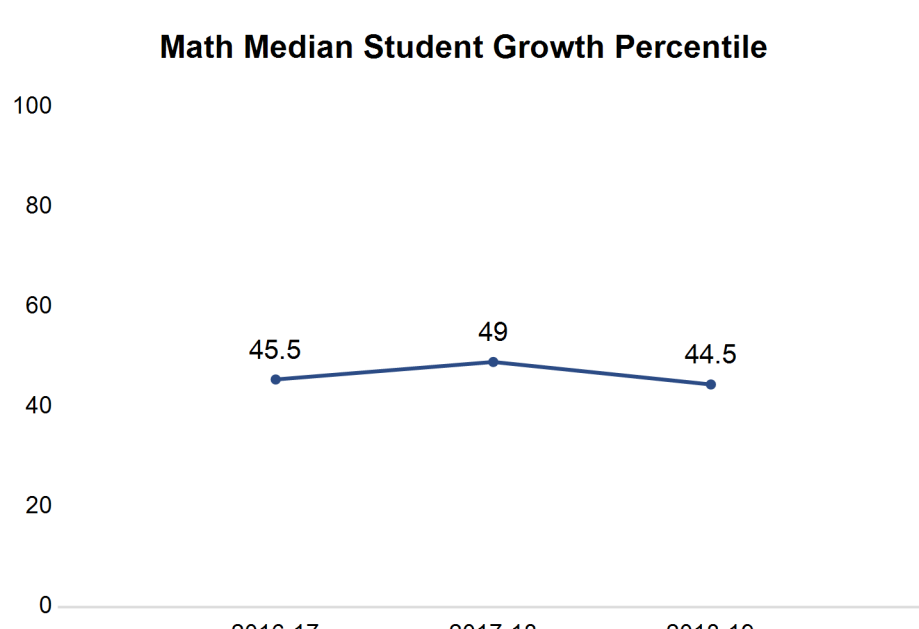
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	53	45	54	45.5	49	44.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



### Samuel T. Busansky School

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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	54	50	50	Met Standard	44.5	43	50	Met Standard
White	57	48	50	Met Standard	46	46	52	Met Standard
Hispanic	55	51	49	Met Standard	54	48.5	47	Met Standard
Black or African American	46.5	50	45	Met Standard	35	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	43.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	56	49	**	*	52	52	**
Female	59	55	53	N	47	44	50	N
Male	47	45	47	N	41	43	51	N
Economically Disadvantaged Students	52.5	49	48	Met Standard	41	41	46	Met Standard
Students with Disabilities	60	41.5	43	Exceeds Standard	52	43	45	Met Standard
English Learners	*	51.5	52	**	*	44	50	**
Homeless Students	*	27	43	N	*	44	44	N
Students in Foster Care	*	59.5	42	N	*	*	44	N
Military-Connected Students	61	59	49	N	55	49	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Samuel T. Busansky School**  
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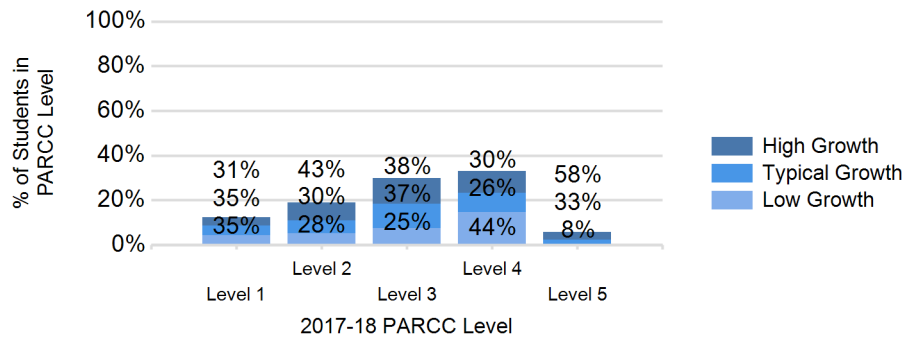
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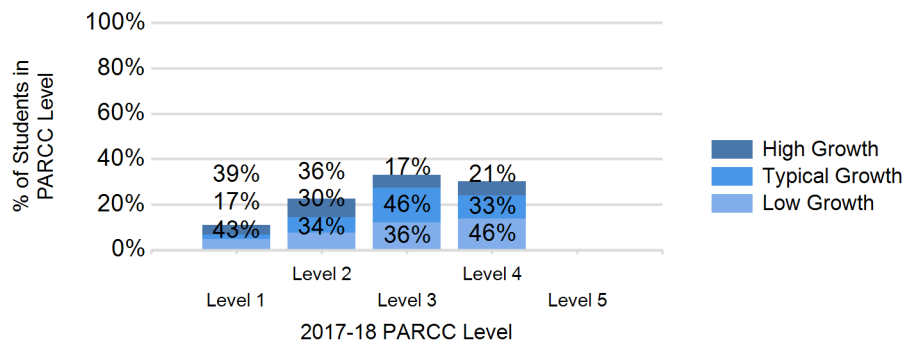
**Student Growth by Performance Level**

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**



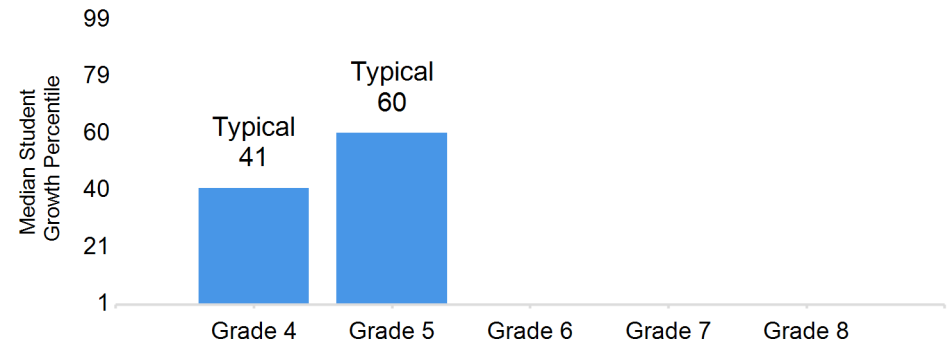
**Math**



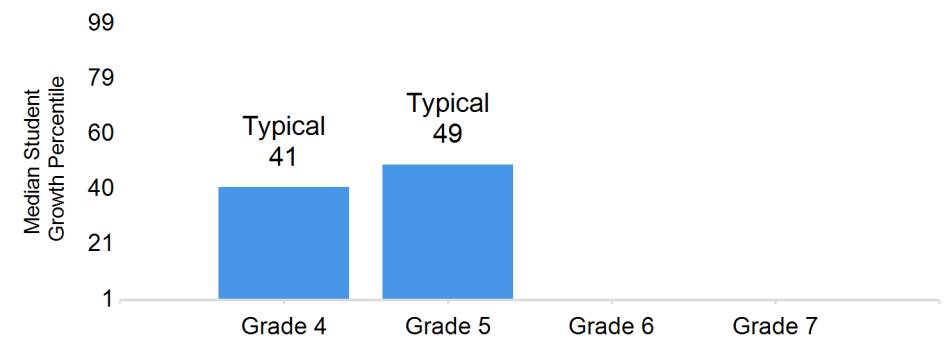
**Student Growth by Grade**

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

**ELA**



**Math**





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2018-2019

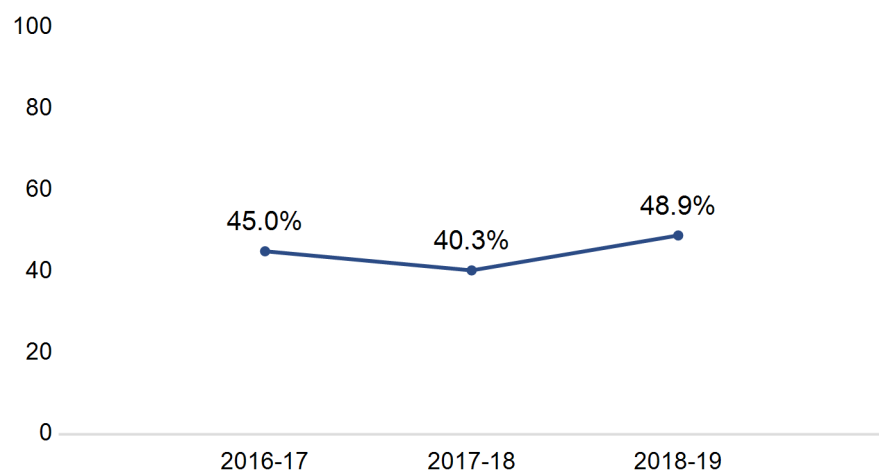
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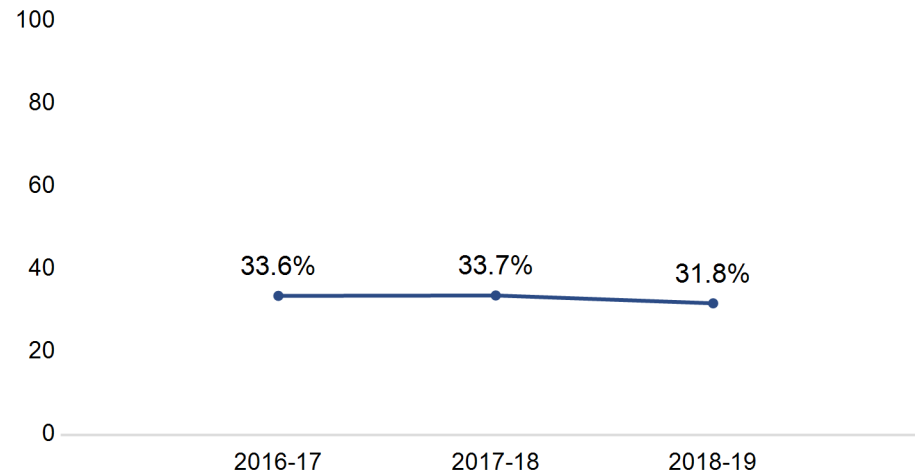
## English Language Arts and Mathematics Performance Trends

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



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	98.8%	98.6%	98.3%	98.8%	98.0%
Proficiency Rate for Federal Accountability	45.0%	40.3%	48.9%	33.6%	33.7%	31.8%
Annual Target	35.9%	38.2%	40.6%	41.0%	43.0%	45.1%
Met Annual Target?	Met Target	Met Target	Met Target	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.



### Samuel T. Busansky School

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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	321	98.6	48.9	43.7	57.9	48.9	40.6	Met Target
White	167	98.3	51.5	46.3	66.9	51.5	45.5	Met Target
Hispanic	41	100.0	43.9	42.9	43.9	43.9	31.6	Met Target
Black or African American	91	99.0	42.9	36.9	38.5	42.9	33.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	11	92.3	90.9	67.2	82.9	87.7	**	**
American Indian or Alaska Native	*	*	*	23.1	56.0	*	**	**
Two or More Races	*	*	*	43.6	64.4	*	**	**
Female	173	98.4	53.8	53.5	64.8	53.8		
Male	148	98.8	43.2	34.3	51.3	43.2		
Economically Disadvantaged Students	144	99.3	37.5	34.9	40.0	37.5	33.7	Met Target
Non-Economically Disadvantaged Students	177	98.0	58.2	51.7	67.9	58.2		
Students with Disabilities	74	100.0	25.7	17.3	22.7	25.7	18.9	Met Target
Students without Disabilities	247	98.1	55.9	50.8	65.1	55.9		
English Learners	*	*	*	35.3	29.3	*	**	**
Non-English Learners	*	*	*	43.9	60.6	*		
Homeless Students	*	*	*	21.1	29.1	*		
Students In Foster Care	*	*	*	31.6	27.6	*		
Military-Connected Students	39	100.0	59.0	50.6	57.8	59.0		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.





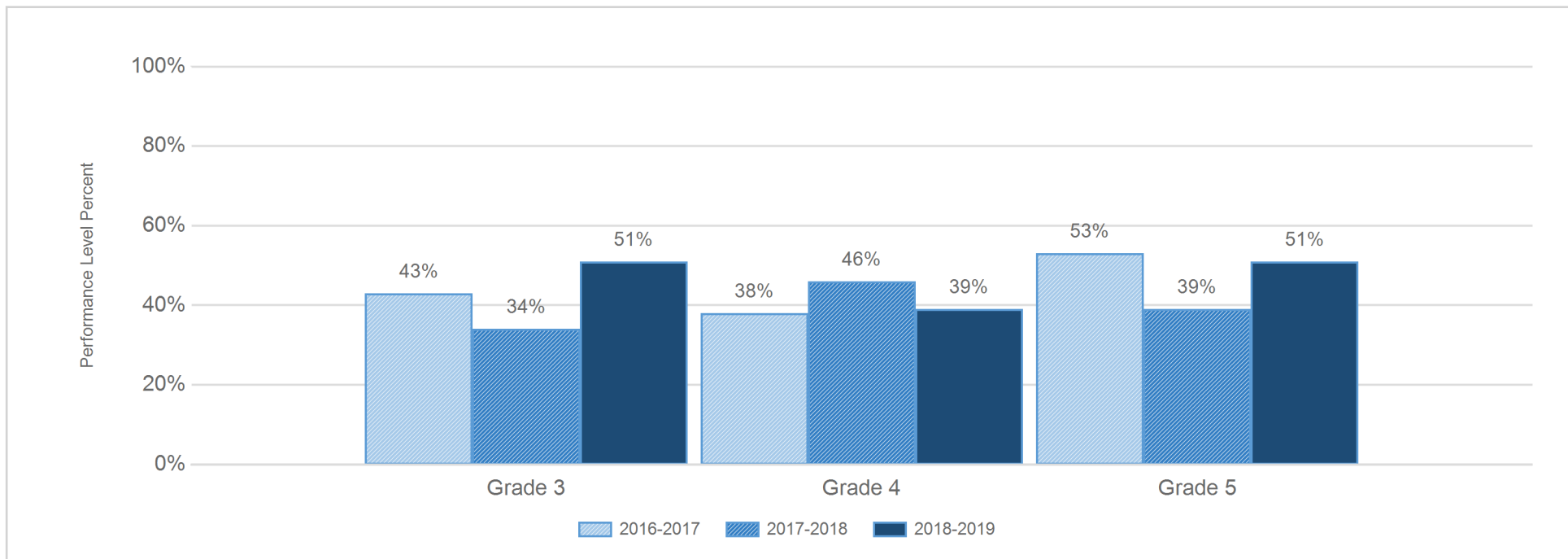
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**English Language Arts Assessment - Performance Trends**

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
<b>Schoolwide</b>	109	743	741	748	17%	14%	18%	*	*	51%	50%
White	42	747	744	757	*	*	*	62%	0%	62%	60%
Hispanic	20	744	741	734	*	*	*	*	*	50%	36%
Black or African American	40	736	*	731	*	*	25%	*	*	38%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	745	756	*	*	*	*	*	*	58%
Female	62	749	746	753	*	*	*	*	*	58%	55%
Male	47	735	736	743	*	*	*	*	*	43%	46%
Economically Disadvantaged Students	49	738	737	731	*	*	*	*	*	41%	33%
Non-Economically Disadvantaged Students	60	746	745	759	*	*	*	*	*	60%	61%
Students with Disabilities	22	721	*	719	*	*	*	*	*	27%	24%
Students without Disabilities	87	748	*	754	*	*	*	*	*	57%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	14	741	747	752	*	*	*	*	*	50%	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



**Samuel T. Busansky School**  
(05-4050-135)  
Grades Offered: 03-05  
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
<b>Schoolwide</b>	103	740	739	755	13%	19%	29%	*	*	39%	57%
White	56	744	742	763	*	*	34%	*	*	41%	67%
Hispanic	12	741	*	743	*	*	*	*	*	33%	44%
Black or African American	28	734	*	739	*	*	*	39%	0%	39%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	47	741	743	760	*	*	32%	*	*	36%	62%
Male	56	739	736	750	*	*	27%	*	*	41%	53%
Economically Disadvantaged Students	45	731	*	740	*	*	31%	*	*	27%	40%
Non-Economically Disadvantaged Students	58	747	*	765	*	*	28%	*	*	48%	69%
Students with Disabilities	24	715	*	725	*	42%	*	*	*	13%	25%
Students without Disabilities	79	748	*	761	*	13%	*	*	*	47%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	749	757	*	*	*	*	*	*	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
<b>Schoolwide</b>	120	751	746	756	*	12%	31%	*	*	51%	58%
White	68	753	746	764	*	*	28%	*	*	56%	68%
Hispanic	15	736	*	743	*	*	*	*	*	27%	44%
Black or African American	26	747	*	739	*	*	*	*	*	42%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	71	758	753	761	*	*	30%	*	*	56%	64%
Male	49	742	738	750	*	*	33%	*	*	43%	52%
Economically Disadvantaged Students	53	743	*	740	*	*	38%	*	*	40%	39%
Non-Economically Disadvantaged Students	67	758	*	766	*	*	25%	*	*	60%	69%
Students with Disabilities	21	726	*	724	*	*	*	*	*	24%	23%
Students without Disabilities	99	756	*	762	*	*	*	*	*	57%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	18	760	*	756	*	*	*	*	*	61%	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	321	98.0	31.8	26.5	44.5	31.8	45.1	Not Met
White	167	98.3	31.7	29.4	54.1	31.7	52.5	Not Met
Hispanic	41	98.0	36.6	*	28.8	36.6	41.4	Met Target†
Black or African American	91	98.0	25.3	18.4	23.0	25.3	31.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	11	92.3	72.7	47.5	76.5	70.2	**	**
American Indian or Alaska Native	*	*	*	38.5	42.7	*	**	**
Two or More Races	*	*	*	33.9	53.3	*	**	**
Female	172	97.8	32.6	*	44.9	32.6		
Male	149	98.2	30.9	*	44.2	30.9		
Economically Disadvantaged Students	143	98.7	15.4	*	26.3	15.4	36.5	Not Met
Non-Economically Disadvantaged Students	178	97.5	44.9	*	54.9	44.9		
Students with Disabilities	74	100.0	23.0	13.4	17.4	23.0	23	Met Target
Students without Disabilities	247	97.4	34.4	29.9	50.0	34.4		
English Learners	10	100.0	30.0	23.2	25.0	30.0	**	**
Non-English Learners	311	97.9	31.8	26.5	46.5	31.8		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.5	17.1	*		
Military-Connected Students	39	100.0	46.2	41.4	46.4	46.2		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



### Samuel T. Busansky School

(05-4050-135)

Grades Offered: 03-05

2018-2019

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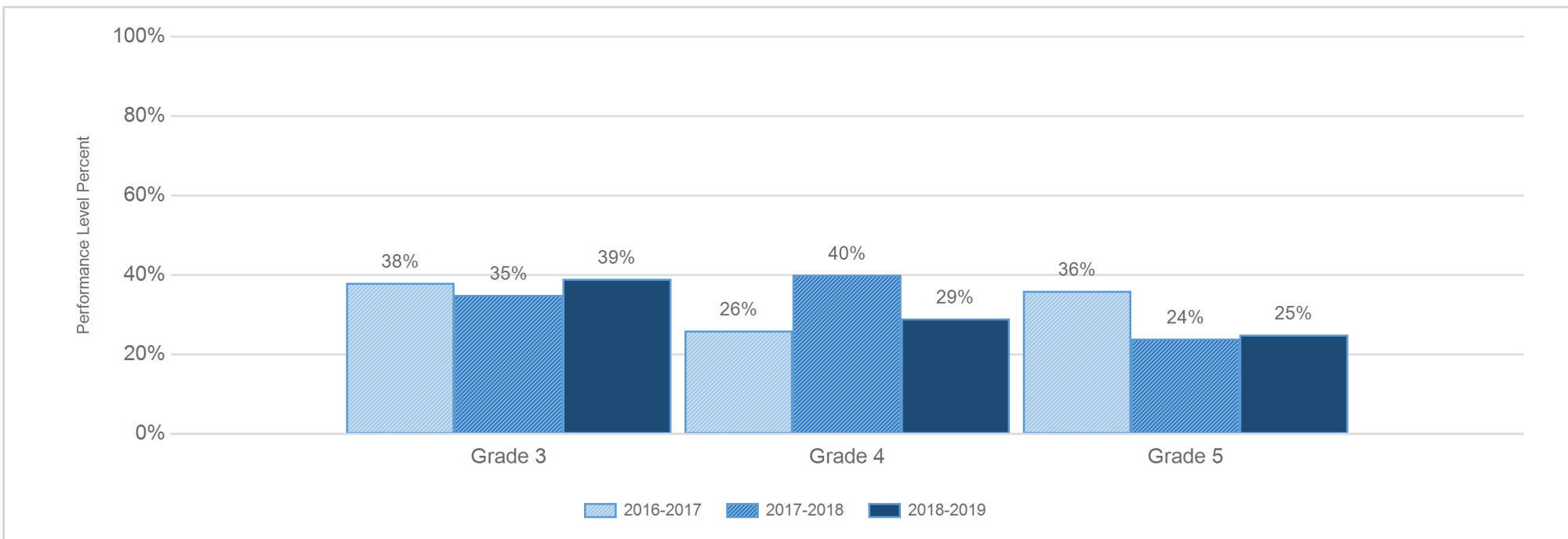
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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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.



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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
<b>Schoolwide</b>	109	738	744	752	14%	21%	26%	*	*	39%	55%
White	42	742	748	760	*	*	29%	*	*	48%	66%
Hispanic	20	744	746	739	*	*	*	*	*	45%	40%
Black or African American	40	731	*	735	*	33%	*	28%	0%	28%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	749	758	*	*	*	*	*	*	62%
Female	62	740	745	751	*	*	26%	*	*	39%	54%
Male	47	735	743	752	*	*	26%	*	*	40%	56%
Economically Disadvantaged Students	49	729	739	737	*	*	29%	*	*	24%	37%
Non-Economically Disadvantaged Students	60	745	749	761	*	*	23%	*	*	52%	67%
Students with Disabilities	22	726	*	731	*	*	*	*	*	36%	31%
Students without Disabilities	87	741	*	756	*	*	*	*	*	40%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	14	744	752	754	*	*	*	*	*	50%	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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
<b>Schoolwide</b>	101	733	737	749	16%	24%	32%	*	*	29%	51%
White	56	737	740	757	*	*	43%	*	*	27%	62%
Hispanic	11	736	*	737	*	*	*	*	*	36%	36%
Black or African American	27	727	*	731	*	44%	*	*	*	26%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	46	732	735	749	*	24%	37%	*	*	24%	50%
Male	55	734	738	749	*	24%	27%	*	*	33%	52%
Economically Disadvantaged Students	44	719	*	734	*	30%	30%	*	*	11%	32%
Non-Economically Disadvantaged Students	57	744	*	759	*	19%	33%	*	*	42%	63%
Students with Disabilities	24	708	*	726	*	*	*	*	*	*	25%
Students without Disabilities	77	741	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	*	*	753	753	*	*	*	*	*	*	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
<b>Schoolwide</b>	120	736	735	747	*	33%	38%	*	*	25%	47%
White	68	737	737	755	*	32%	38%	*	*	25%	58%
Hispanic	15	730	*	735	0%	*	*	*	*	13%	30%
Black or African American	26	730	*	729	*	*	46%	*	*	15%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	70	738	736	747	*	36%	30%	*	*	30%	47%
Male	50	734	734	747	*	28%	50%	*	*	18%	47%
Economically Disadvantaged Students	52	727	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	68	743	*	757	*	*	*	*	*	*	59%
Students with Disabilities	21	724	*	725	*	52%	*	*	*	10%	19%
Students without Disabilities	99	739	*	752	*	28%	*	*	*	28%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	18	747	*	748	0%	*	*	*	*	50%	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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	*	*
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	*	*	*

† Target was met within one standard deviation

#### English Language Proficiency Test - Participation and Performance

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

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



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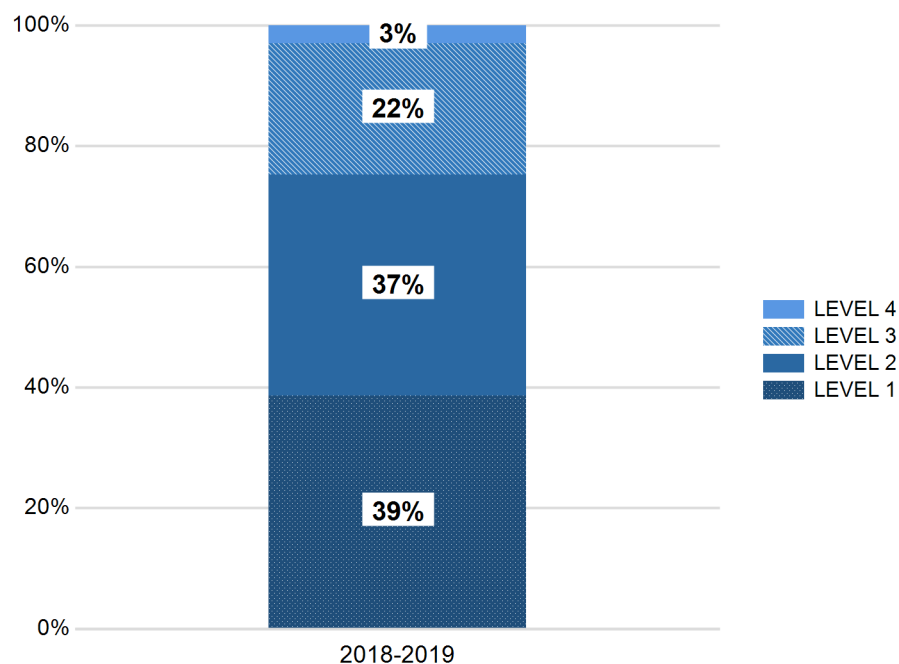
**N** No Data is available to display

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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
<b>Schoolwide</b>	39	37	22	3
White	35	34	26	4
Hispanic	60	40	0	0
Black or African American	46	35	19	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	43	36	19	3
Male	34	38	26	2
Economically Disadvantaged Students	53	39	8	0
Non-Economically Disadvantaged Students	29	35	32	4
Students with Disabilities	81	10	10	0
Students without Disabilities	30	42	24	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	28	17	44	11
Migrant Students	N	N	N	N



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(05-4050-135)

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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.

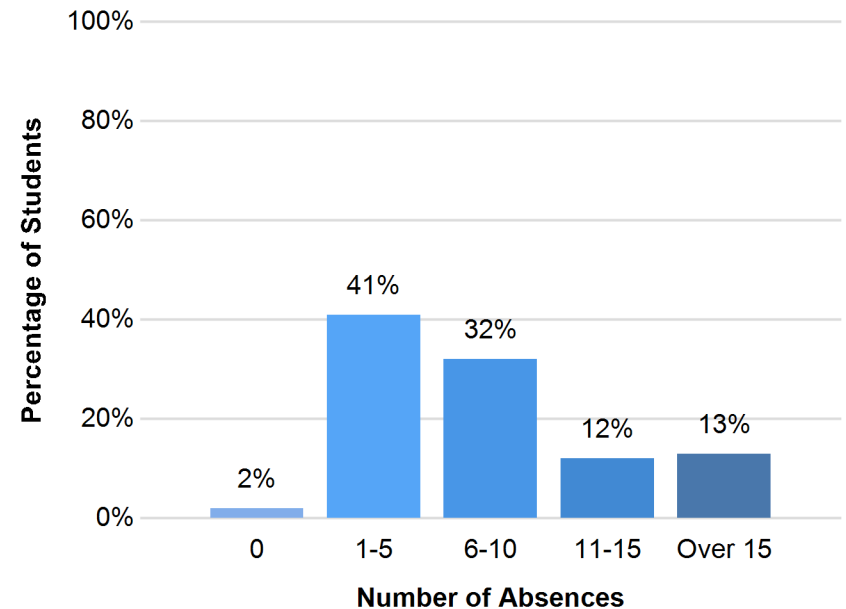
#### Chronic Absenteeism

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	30	8.9	7.5	Not Met
White	17	10.1	7.5	Not Met
Hispanic	3	6.5	7.5	Met
Black or African American	9	9.2	7.5	Not Met
Asian, Native Hawaiian, or Pacific	1	9.1	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	13	7.2		
Male	17	10.9		
Economically Disadvantaged Students	19	12.8	7.5	Not Met
Students with Disabilities	17	21.8	7.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	1	2.5		
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.





### Samuel T. Busansky School

(05-4050-135)

Grades Offered: 03-05

2018-2019

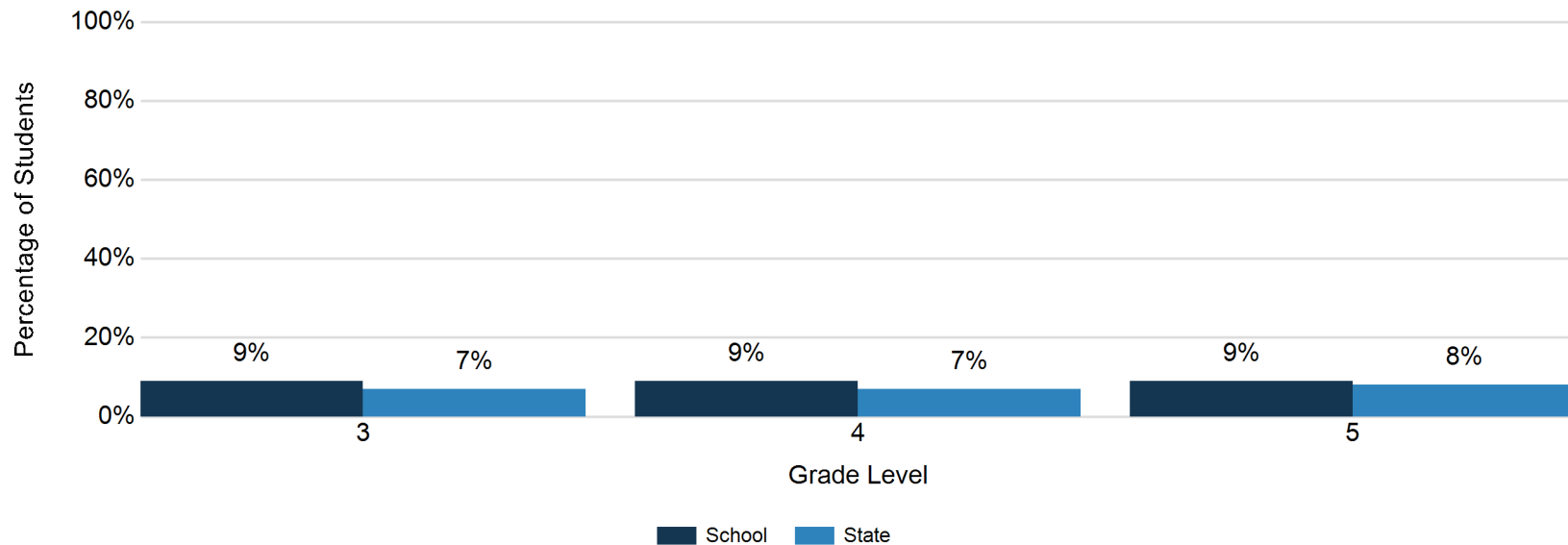
#### Report Key:

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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 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	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.76

#### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Disability	0	0	0
Other	0	2	2
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	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

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

18



### Samuel T. Busansky School

(05-4050-135)

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#### School Day

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

Category	School
Typical Start Time	9:10 AM
Typical End Time	3:45 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 Mins.

#### Device Ratios

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

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





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2018-2019

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#### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

#### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	32	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	75.3%

#### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,530
Average years experience in public schools	16.1	16.0
Average years experience in district	10.2	12.0
Percentage of Administrators with 4 or more years experience in the district	67.6%	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	11:1	11:1
Students to Administrators	340:1	139:1
Teachers to Administrators	32:1	13:1
Students to Librarians/Media Specialists		1576:1
Students to Nurses		364:1
Students to Counselors		278:1
Students to Child Study Team Members		225:1



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### 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	53.5%	84.4%	100.0%	48.4%	77.1%	54.9%
Male	46.5%	15.6%	0.0%	51.6%	22.9%	45.1%
White	50.3%	93.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	28.2%	6.3%	0.0%	15.0%	6.6%	13.9%
Asian	3.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.9%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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**Teachers:** All classroom teachers

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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



##### Master's Degree



##### Doctoral Degree



#### 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	90.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	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	95.0%



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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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## 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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	45.0%	40.3%	48.9%
Math Proficiency	33.6%	33.7%	31.8%
ELA Growth	53	45	54
Math Growth	46	49	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	11.6%	13.0%	8.9%

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

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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	Not Met	Met Standard	Met Standard	**	Not Met	No
White	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Met Target†	Met Standard	Not Met	n/a	Not 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	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Exceeds 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).





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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:

- Through our work with the core values of respect, service, responsibility, integrity, and perseverance, we have been recognized as a National School of Character and a State School of Character.
- As a recipient of three national Promising Practices awards, teachers implement instructional practices focused on social, emotional, and service learning. Conflict resolution/peer mediation teams.
- 1:1 iPad initiative for every student, Smartboard/ViewSonic Panel technology and FM systems in every classroom.



### Mission, Vision, Theme:

Pemberton Learning Community: Pursuing Excellence Once Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. As one of seven elementary schools in the district, Samuel T. Busansky Upper Elementary School provides exemplary education for over 300 students in grades 3 through 5. Busansky's theme is TEAM-together everyone achieves more/Kindness. Families, students, and staff come together to support each other academically, socially, and emotionally, in school and in the community. Acceptance, Caring, and Kindness are focal points for this school year.



### Awards, Recognition, Accomplishments:

Busansky Upper Elementary School is a National School of Character as well as a recipient of three Promising Practices Awards through the national forum of Character.org. We had eleven students inducted into the National Elementary Honor Society last year. A safety patrol member was recognized as State Patroller of the Year and the Safety Patrol team was awarded a \$500 grant for safety patrol work.



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### Courses, Curriculum, Instruction:

The Pemberton Township School District is continually reviewing its curriculum to provide enhanced opportunities for teaching and learning. Math, ELA, science, and social studies programs include both print and digital components. Technology, such as SMART Boards, iPads, and laptops, are integrated throughout the curriculum. Supplementary programs such as Academic Mastery Intervention and Gifted & Talented Education are offered, providing a quality, comprehensive education for all students. At Busansky, students participate in after-school programs supporting literacy, math, and technology skills. Family Fun Math and Literacy Nights are held throughout the school year to help parents and guardians support the skill development of their children.



### Clubs and Activities:

Busansky is a student-centered, active school, with an abundance of clubs and activities. Students in grade 5 are encouraged to participate in safety patrol, peer mediation teams, band, and the National Elementary Honor Society. Every student is invited to join the drama club or participate in the talent show. We have a student ambassador club that supports character education among students. Family Fun Learning is inclusive of both students and families.



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 <p><b>Before and After School Programs:</b></p>	<p>We offer before and after care for all children from preschool through 5th grade in our neighboring school. At arrival and dismissal, students are walked to and from the school to participate in the program. There is an after school 21st Century program in grades 3-5 in which students participate in enrichment activities and are provided homework help, snacks and transportation home. Tutoring is available after school for students who need additional help with literacy and math skills.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>We are a learning community in which teachers work interdependently to achieve the common goal of Pursuing Excellence, One Child at a Time. Teachers collaborate through action research to create common formative assessments, analyze results, create action plans, and share best practices. We offer PD for new staff members that includes several days of training in August; monthly learning focused on the book Teach Like a Champion, multiple PD sessions in ELA and math for 2nd year teachers, and four sessions for 3rd year teachers in how to best support all students. As a National School of Character, we provide monthly character education PD on ensuring a positive school climate.</p>



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Parent and Community Involvement:

The Busansky PTO invites every parent, guardian and teacher to join and support the many events and activities organized for students throughout the year. Members of the PTO meet monthly with the principal to plan and partner with the community for our fall festival, book fair, military day, service opportunities, holidays around the world, field day, and many other activities to bring our community together. Families are invited and encouraged to participate in academic awards assemblies, core value recognition ceremonies, One Book, One School, musical events, and Family Fun Learning nights.



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### Climate Surveys:

Who is surveyed: Students, Parents, Teachers Busansky conducts a climate survey in the spring of each school year. Students, staff, and families are surveyed electronically through the school website or through a paper survey. Results of the survey are shared with students at assemblies, with staff at faculty meetings, and with families at PTO meetings or as part of an evening event. Survey results indicate a highly effective satisfaction rate with our school. Our goals for the 2019-2020 school year are based on the survey results.