NJ SCHOOL PERFORMANCE REPORT

STONY BROOK SCHOOL
(35-3670-090)
Grades Offered: PK-04
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	SOMERSET
District	NORTH PLAINFIELD BORO
Principal Name	MS. KOBYLARZ
Address	269 GROVE STREET NORTH PLAINFIELD, NJ 07060-4005
Phone Number	(908)769-6063
Email Address	CATHERINE_KOBYLARZ@NPLAINFIELD.ORG
Website	https://npsbe.nplainfield.org/
Facebook	https://www.facebook.com/northplainfieldschools/

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	0	0	15
KG	35	49	47
1	47	37	48
2	52	48	39
3	59	48	52
4	52	55	53
Total	245	237	254

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.8%	43.9%	47.6%
Male	52.2%	56.1%	52.4%
Economically Disadvantaged Students	81.2%	69.6%	78.3%
Students with Disabilities	24.9%	23.6%	20.9%
English Learners	0.4%	0.4%	3.1%
Homeless Students		0.0%	0.8%
Students in Foster Care		0.0%	0.4%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	8.2%	7.6%	7.1%
Hispanic	71.4%	70.5%	70.1%
Black or African American	17.6%	16.9%	15.7%
Asian	2.0%	3.4%	4.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	1.3%	1.6%
Two or More Races	0.4%	0.4%	0.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	0	0	15
KG - Half Day	0	0	0
KG - Full Day	35	49	47

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	47.2%
Spanish	46.5%
Urdu	2.8%
Arabic	1.6%
Other Languages	2.0%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	27	46	50	Not Met	40.5	43	50	Met Standard
White	N	62	50	**	N	50	51	**
Hispanic	27	44	49	Not Met	43	40	48	Met Standard
Black or African American	28	40	44	**	27	45	44	**
Asian, Native Hawaiian, or Pacific Islander	*	65	61	**	*	58	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	27	42	48	Not Met	49	44	47	Met Standard
Students with Disabilities	13	34.5	41	**	43	38	43	**
English Learners	*	45	54	**	*	43.5	51	**

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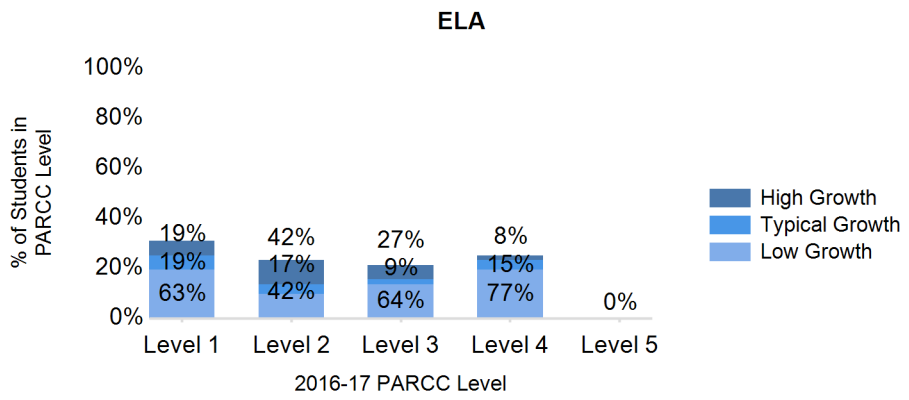
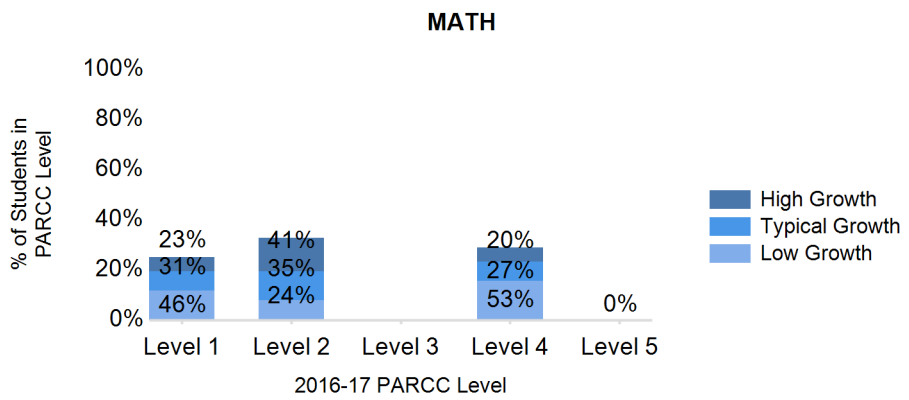
Student Growth by Performance Level

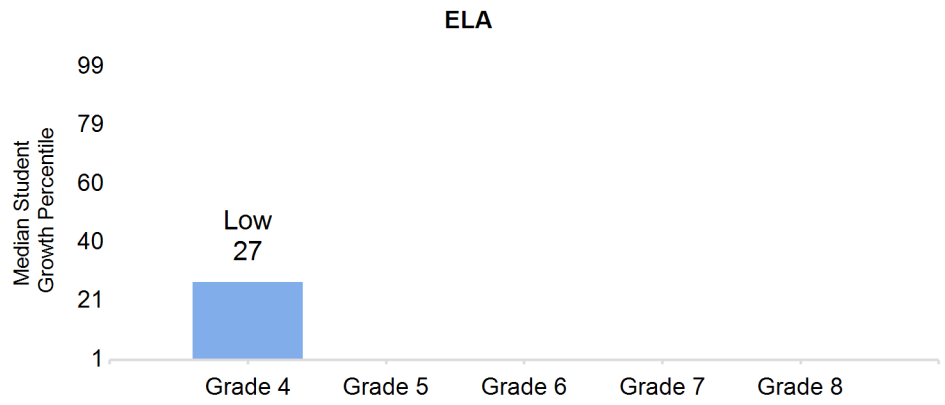
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

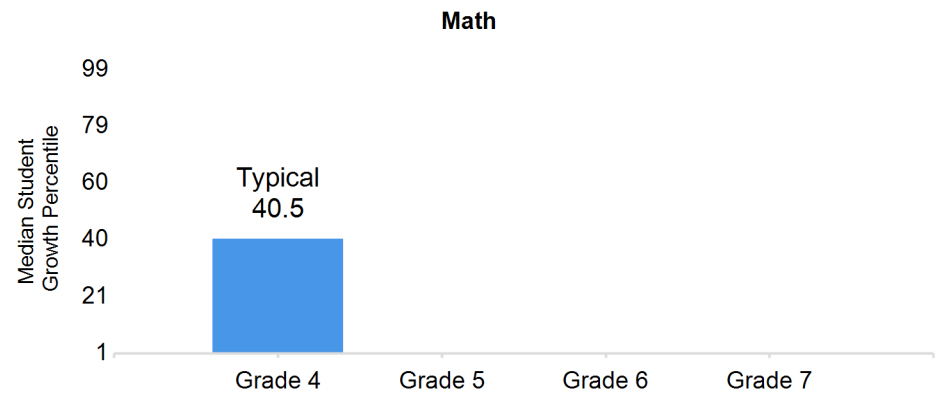




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	102	97.3	23.5	37.9	56.7	23.5	30.5	Not Met
White	*	*	*	56.6	65.6	*	**	**
Hispanic	67	95.9	25.4	31.7	42.5	25.4	29.3	Met Target†
Black or African American	21	100.0	23.8	44.2	37.3	23.8	39	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.2	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	44	96.0	29.6	44.5	64.5	29.6		
Male	58	98.3	19.0	32.2	49.4	19.0		
Economically Disadvantaged Students	80	97.7	21.3	30.1	38.5	21.3	30.8	Not Met
Non-Economically Disadvantaged Students	22	95.7	31.8	51.7	67.5	31.8		
Students with Disabilities	24	96.3	*	*	21.6	*	7.5	Met Target†
Students without Disabilities	78	97.6	*	*	63.9	*		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	716	727	750	40%	23%	19%	19%	0%	19%	52%
White	*	*	739	759	*	*	*	*	*	*	61%
Hispanic	34	721	723	736	35%	*	*	*	*	21%	38%
Black or African American	10	702	735	733	*	*	*	*	*	10%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	24	721	731	756	*	*	*	*	*	17%	57%
Male	29	713	724	744	*	*	*	*	*	21%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	11	673	*	719	*	*	*	*	*	*	24%
Students without Disabilities	42	728	*	756	*	*	*	*	*	*	57%
English Learners	*	*	688	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	731	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	726	736	756	23%	*	34%	*	*	26%	58%
White	N	N	750	764	N	N	N	N	N	N	68%
Hispanic	35	724	730	744	29%	*	29%	*	*	29%	44%
Black or African American	13	731	*	739	*	*	*	*	*	31%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	24	735	739	762	*	*	*	*	*	38%	63%
Male	29	719	734	751	*	*	*	*	*	17%	53%
Economically Disadvantaged Students	40	727	731	740	*	*	*	*	*	28%	40%
Non-Economically Disadvantaged Students	13	725	748	767	*	*	*	*	*	23%	70%
Students with Disabilities	14	693	701	726	*	*	*	*	*	*	25%
Students without Disabilities	39	738	744	762	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	53	726	*	759	23%	*	34%	*	*	26%	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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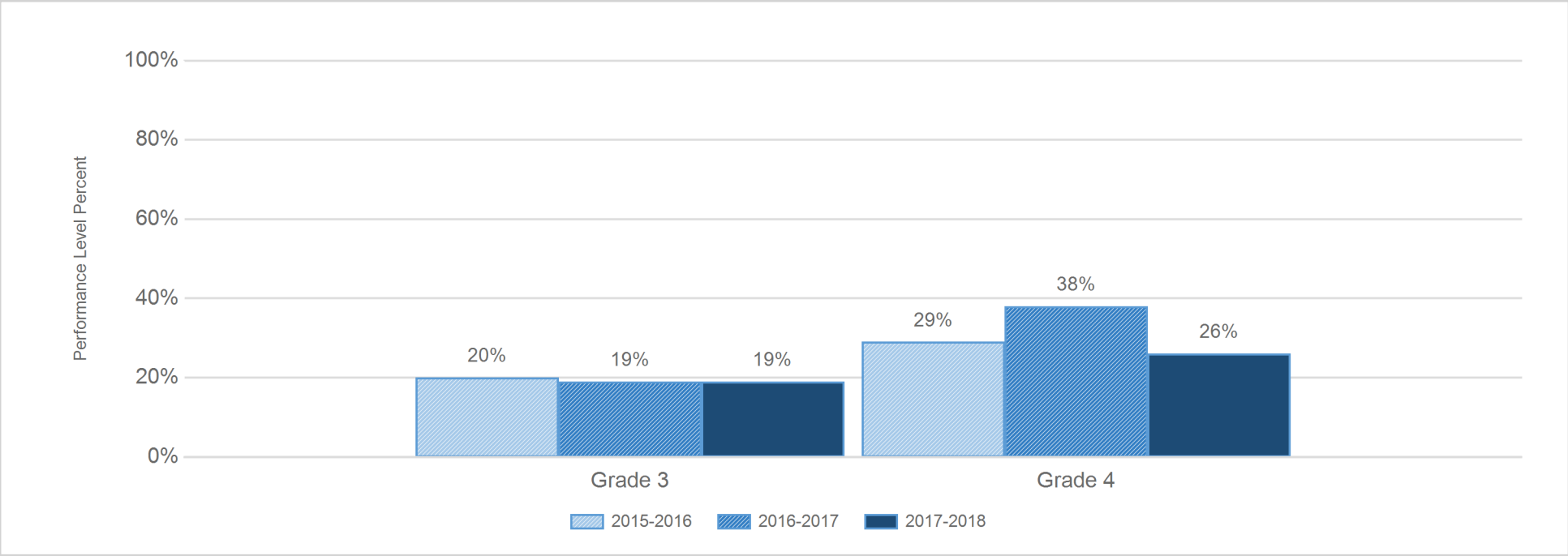
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

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Schoolwide	102	97.3	21.6	25.8	45.0	21.6	31.4	Not Met
White	*	*	*	39.4	54.1	*	**	**
Hispanic	67	95.9	22.4	22.4	29.2	22.4	31.6	Not Met
Black or African American	21	100.0	19.0	27.2	23.4	19.0	24	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	33.8	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	44	96.0	27.3	28.1	46.0	27.3		
Male	58	98.3	17.2	23.8	43.9	17.2		
Economically Disadvantaged Students	80	97.7	22.6	21.7	26.6	22.6	30.8	Not Met
Non-Economically Disadvantaged Students	22	95.7	18.2	33.0	55.9	18.2		
Students with Disabilities	24	96.3	*	*	17.1	*	11.1	Not Met
Students without Disabilities	78	97.6	*	*	50.5	*		
English Learners	*	*	*	10.2	24.6	*	**	**
Non-English Learners	*	*	*	28.5	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	718	737	752	32%	25%	19%	*	*	25%	53%
White	*	*	751	760	*	*	*	*	*	*	64%
Hispanic	34	725	734	739	*	*	*	*	*	26%	38%
Black or African American	10	694	737	734	*	*	*	*	*	20%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	24	717	737	752	*	*	*	*	*	25%	53%
Male	29	718	737	751	*	*	*	*	*	24%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	11	674	*	730	*	*	*	*	*	*	29%
Students without Disabilities	42	729	*	756	*	*	*	*	*	*	57%
English Learners	*	*	710	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	740	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	722	734	748	23%	25%	36%	*	*	17%	49%
White	N	N	749	755	N	N	N	N	N	N	60%
Hispanic	35	721	730	737	*	31%	31%	*	*	17%	34%
Black or African American	13	721	*	730	*	*	*	*	*	15%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	24	726	734	748	*	*	*	*	*	25%	50%
Male	29	718	734	748	*	*	*	*	*	10%	49%
Economically Disadvantaged Students	40	724	731	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	13	716	739	758	*	*	*	*	*	*	62%
Students with Disabilities	14	700	709	725	*	*	*	*	*	*	22%
Students without Disabilities	39	729	739	753	*	*	*	*	*	*	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	53	722	*	750	23%	25%	36%	*	*	17%	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

STONY BROOK SCHOOL
(35-3670-090)
Grades Offered: PK-04
2017-2018

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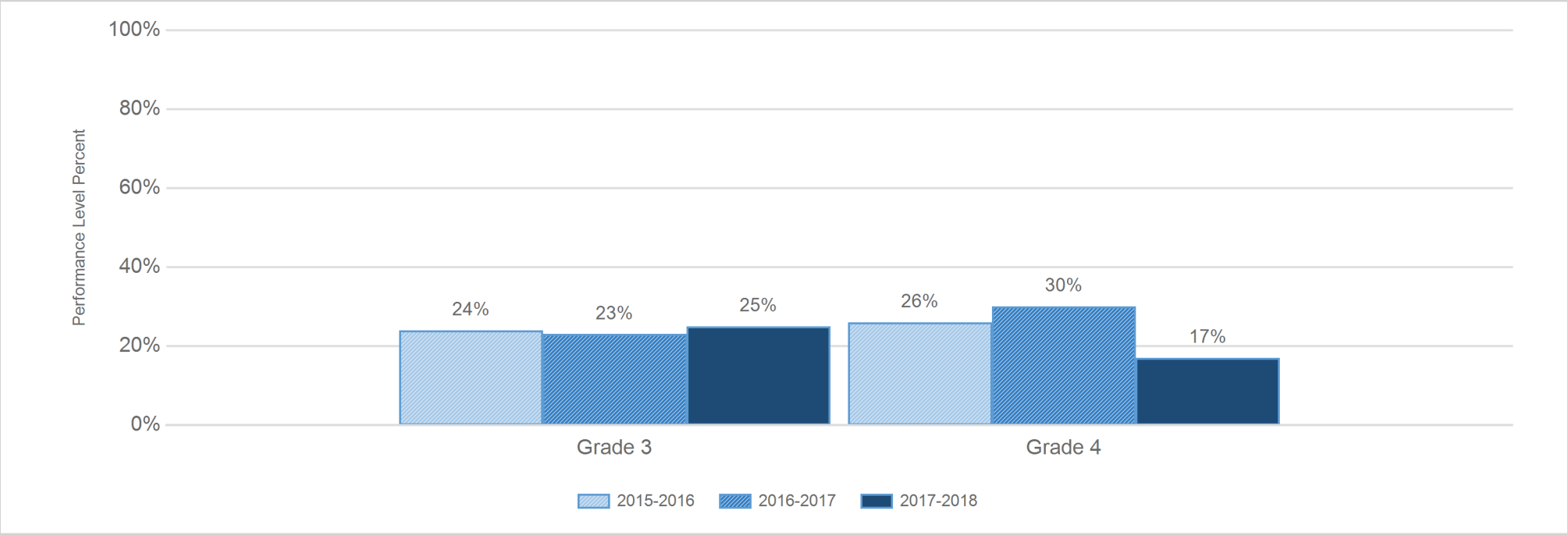
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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

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

NJASK Science Assessment Information

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

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

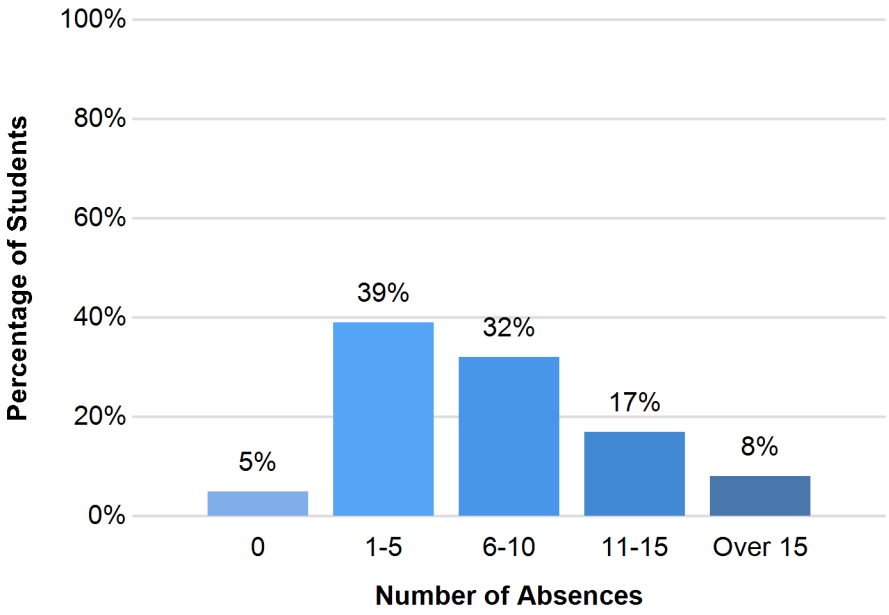
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	16	6.6	9.1	Met
White	1	5.9	**	**
Hispanic	10	5.9	9.1	Met
Black or African American	5	12.5	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	14	7.4	9.1	Met
Students with Disabilities	7	13.0	9.1	Not Met
English Learners	*	*	**	**

Days Absent

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



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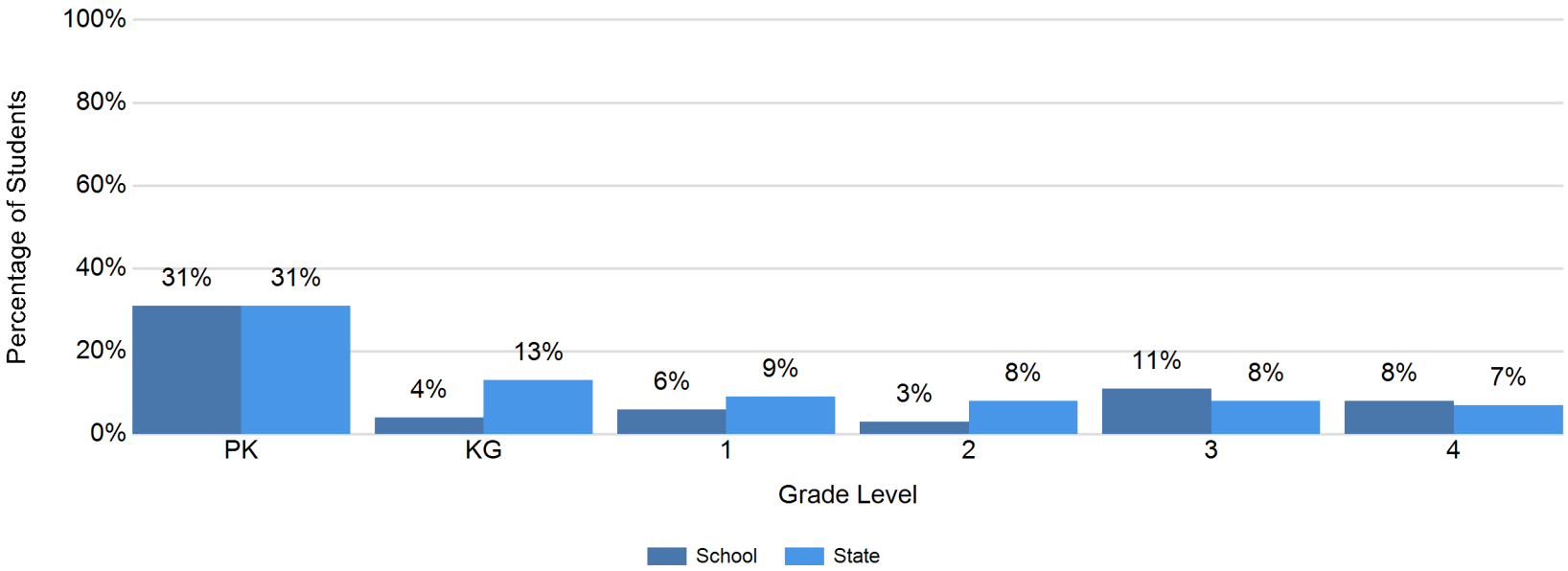
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.18

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

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

Student Disciplinary Removals

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

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

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

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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	8:25 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$647	$15,249	$15,896

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	20	117,464
Average years experience in public schools	8.5	12.0
Average years experience in district	7.0	10.7
Teachers in district for 4 or more years	60.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,374
Average years experience in public schools	14.6	16.0
Average years experience in district	11.9	12.0
Administrators in district for 4 or more years	68.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	11:1
Students to Administrators	254:1	134:1
Teachers to Administrators	20:1	12:1
Students to Librarians/Media Specialists		1114:1
Students to Nurses		478:1
Students to Counselors		371:1
Students to Child Study Team		239:1

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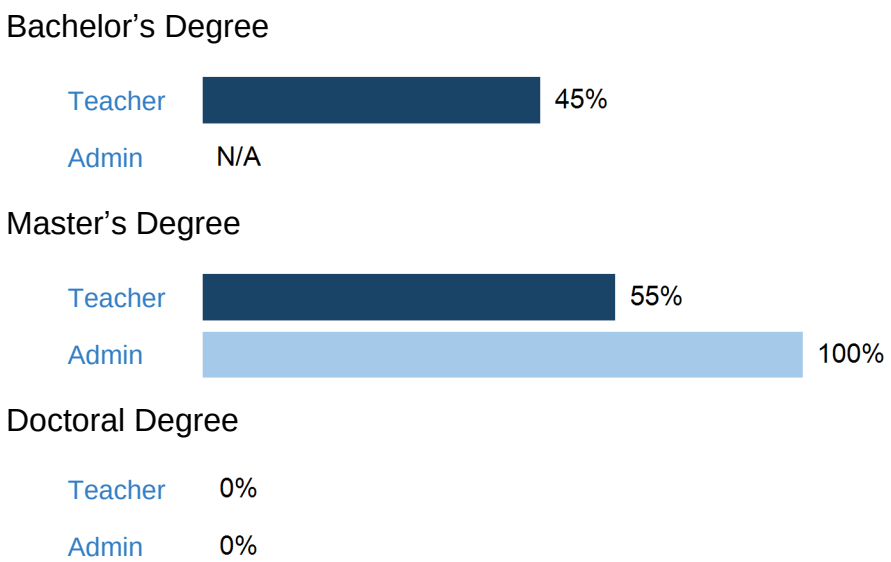
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.0%	90.2%
2016-17 Administrators: Same district 2017-18	88.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.0%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	100.0%	100.0%
Male	0.0%	0.0%
White	90.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	10.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	5.63	17.5%
Mathematics Proficiency	11.91	17.5%
English Language Arts Growth	1.13	25.0%
Mathematics Growth	26.94	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	58.33	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	18.84	n/a
Summative Rating: Percentile Rank of Summative Score	7.17	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Not Met	Met Standard	N	Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	25.09	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Met	No
Black or African American	**	**	No	Met Target†	Met Target†	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	33.66	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Met	No
Students with Disabilities	**	**	No	Met Target†	Not Met	**	**	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Stony Brook School was recognized by the Rotary Club of North Plainfield as an officially chartered Youth Service Club for its ideal of Service Above Self. • Stony Brook School was recognized for two Promising Practices by Character.org. The first practice focused on College & Career Readiness. The second practice highlighted Peer Leadership. • Each classroom contains an interactive board, iPads and access to Chrome books for a high level of technology integration. The school motto is, "READ! READ! READ!"
Mission, Vision, Theme:	Stony Brook School's mission is to live, learn and grow together; to appreciate and respect our rich, cultural heritage and to understand the importance of celebrating the community.
Awards, Recognition, Accomplishments:	Stony Brook received recognition by the State Department of Education for a Best Practice in Character Education. Stony Brook School was awarded bronze level certification as a Sustainable NJ School.

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Courses, Curriculum, Instruction:	Stony Brook School is the home of the district's Gifted & Talented Program for Grades K-6. This program offers enrichment to the identified students and seeks to support higher level skills in additional grades. Stony Brook's curriculum offers a comprehensive academic program for PreK-Grade 4 students. Technology enriches the curriculum through the use of the interactive white boards in each classroom and student chrome books. The standards based curriculum consists of Reader's Workshop, Mathematics, Science, Social Studies, World Language, Music, Art, Physical Education, Health, Computer Coding and Library/Media blocks of instructional time every week. In addition there is a full range of support services for identified students.
Sports and Athletics:	Students participate in sports through their Physical Education classes and also in the Afterschool Sports program.
Clubs and Activities:	Extracurricular activities are recognized as important educational components. The SB Band, the SB Chorus, the Peer Patrol, the Student Council, the Early Act Club, Afterschool Art, the Computer Club, the Lego Club and the Extended Day program offer students the opportunity for academic and social gain under the watchful and encouraging eyes of their teachers. Some students have been given the opportunity to participate in volunteer programs such as JumpRope for Heart, seasonal Food Drives and Girls on the Run.

NJ SCHOOL PERFORMANCE REPORT

STONY BROOK SCHOOL
(35-3670-090)
Grades Offered: PK-04
2017-2018

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Before and After School Programs:	The Breakfast Program is offered to students interested. After school clubs and activities include the Extended Day Program.
Staff and Professional Learning:	Teachers and administrators participate in a high degree of professional development yearly. New teachers entering the district are invited to attend a week of Induction Training. Afterschool professional development classes titled, "For NP by NP" are presented by supervisors and master teachers. Tuition reimbursement is offered for pre-approved classes. Teachers participate in Professional Learning Communities and School Based Planning Teams. Educational Consultants for Literacy Coaching are also part of the PD Team.

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Student Supports and Services:	Supports and services are provided in varying levels based on the needs of the individual student. Stony Brook School has a full time Guidance Counselor, a School Nurse, an Academic Support Team and a Department of Special Services. The Intervention and referral services team meets twice a month to assist students with academic, behavioral or health difficulties. All instruction is targeted and differentiated based on student data and growth. Progress reports, conferences and report cards inform parents of student progress.
Student Health and Wellness:	Student health and wellness is an important component of the school's culture. A full time School Nurse offers a multitude of programs to promote student health. Nutritional breakfast and lunch programs are offered daily. A full time physical education /health teacher provides educational classes on strategies for promoting student wellness with supervised recess activities daily.
Parent and Community Involvement:	Parent and community involvement has been extensive at Stony Brook School. The PTA offers monthly meetings, providing parent information and outreach to all families. Classrooms have a group of homeroom parents offering assistance for each classroom. Stony Brook participates in a "Safe Routes to School Program" in which community leaders and police officers participate. Officers of the NP Police Dept. also visit the schools daily. The Parent Portal offers an array of information regarding students and their progress. The Honeywell Instant Alert system keeps families informed of important events and school closings. Stony Brook School offers a website available to all families with updated information on school happenings. A monthly calendar is sent home to each family which includes dates for afterschool events, the Principal's Corner, the School Spirit theme of the month, the CORE Value Word of the month and the Jumpstart Program's Word of the Week.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey is conducted yearly and has become an important component in the school's decision policies on safety. The results have been shared wit staff at the faculty meetings, parents during the PTA meetings and students while working with their guidance counselors. Questions focus on safety issues and parent concerns. Parents have been comforted in knowing that school safety drills are conducted monthly.
Facilities:	Stony Brook School was established in 1950 as the third elementary building in the growing town of North Plainfield. The smallest of the three elementary schools, the building contains 15 classrooms, one library media center and a gymnasium/auditorium/lunchroom. Office areas include a main office, a nurse's office, guidance office, academic support office, and special services office. The building is partially air conditioned. Unique features include a backcourt yard beautifully decorated with recycled art projects, a Free Library station and benches for family gatherings during student dismissal.
School Safety:	School and student safety is a primary concern at Stony Brook School. Fire and Security Drills are practiced monthly with reports describing each event forwarded to the Security Resource Officer. Stony Brook has a Crisis Team, and a Security Team which meet regularly throughout the year to address areas of student safety/concerns. Security cameras positioned strategically inside and outside of the school offer constant vigilance. The security monitor is located in the main office and runs throughout each day. Entrance and dismissal procedures were shared with all families at the beginning of each year and are enforced daily. Parents or family members requesting to remove a student early must follow district protocol which includes showing identification and signing the student out. Outdoor recess is monitored by a physical education teacher and two paraprofessionals. Officers of the NP Police Dept. also visit the school daily.

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Technology and STEM:	Technology is embedded into the curriculum through the use of the interactive boards, chrome books and iPads. As a 21st century tool, technology offers enrichment and enhancement to every lesson and utilized as extensively as possible. STEM/computer classes are offered each week both in the classroom and in the library. Stony Brook has an afterschool computer club focused on robotics. The teams enter the Jr. Lego competition every year sponsored by the North Plainfield Public Library. Trained staff members have received their Google Certification and offer tips to the staff to support the use of Google Classroom and other Google programs available to staff members in order to enhance student achievement.
Early Childhood Education:	Stony Brook School became a PreK-Grade 4 building in October 2017 as a new full day, integrated Pre-K program was opened. The class contains up to fifteen, four-year old students and is currently funded through the PEA grant. Students receive breakfast and lunch, participate in a morning and afternoon group meetings, small group stations, music & movement, quiet rest activities, and outdoor learning. There has been a waiting list since the first year.

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Other Information:	Stony Brook School's doors open at 7:30 am offering a nutritious breakfast program for students. The first bell rings at 8:15am as students are escorted from the gym to their classrooms for homeroom. Morning announcements begin promptly at 8:25 and include a daily pledge of allegiance, a patriotic song, a morning jumpstart containing the Character Education CORE Value word of the week and daily birthday acknowledgements. Classes begin at 8:30am with a morning meeting greeting & daily activity. Students are involved in 150 minutes of Language Arts/Reading and 60 minutes of Mathematics daily. Throughout the week, the academic program includes classes in Social Studies, Science, PE/Health, Choral Music, Art, Library, World Language and Computers. Lunch is served daily followed by a supervised recess period. Each classroom contains an interactive board, iPads and access to Chrome books for a high level of technology integration. All instruction is standards based using best practices for instruction. The school motto is, "READ! READ! READ!" Uniforms are not worn. A dedicated staff and caring parents support students as they begin their lifelong journey in education.