



Ashbrook Elementary School
(05-2850-010)
Grades Offered: 02-03
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

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 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	Lumberton Township Board of Education
Principal Name	Mr. Land
Address	33 MUNICIPAL DRIVE LUMBERTON, NJ 08048
Phone Number	609-518-0030
Email Address	kland@lumberton.k12.nj.us
Website	https://www.lumberton.k12.nj.us/ashbrook-elementary-school-2-3/
Twitter	https://twitter.com/lumbertonsuper?lang=en



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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
2	145	97	110
3	131	136	107
Total	276	233	217

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	52.5%	49.4%	47.0%
Male	47.5%	50.6%	53.0%
Economically Disadvantaged Students	25.0%	24.9%	28.1%
Students with Disabilities	18.1%	18.0%	23.5%
English Learners	0.0%	0.4%	0.0%
Homeless Students	1.1%	1.3%	1.4%
Students in Foster Care	0.0%	0.9%	0.5%
Military-Connected Students	4.0%	8.2%	5.1%
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	53.6%	46.8%	44.2%
Hispanic	10.9%	11.2%	13.8%
Black or African American	24.6%	24.9%	24.9%
Asian	3.3%	3.0%	3.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.5%
Two or More Races	7.6%	14.2%	12.9%

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	95.9%
Other Languages	4.1%



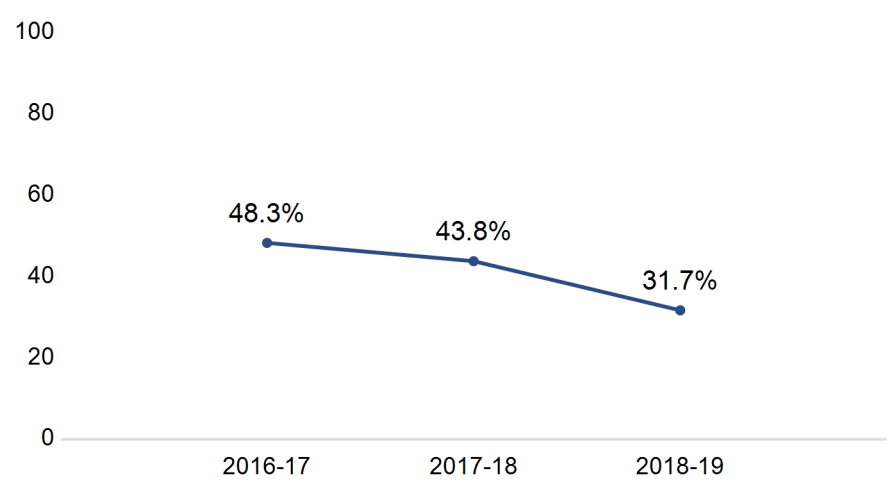
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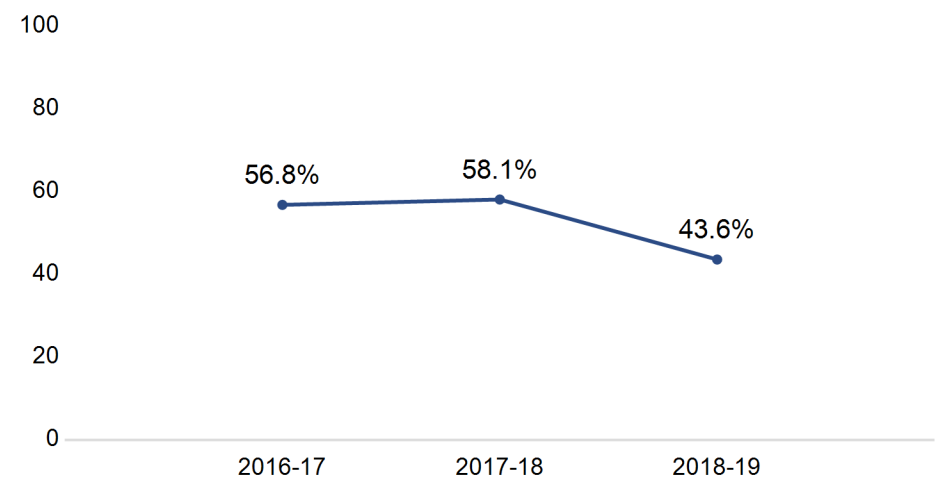
English Language Arts and Mathematics Performance Trends

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	98.5%	99.3%	99.1%	98.5%	99.3%	99.1%
Proficiency Rate for Federal Accountability	48.3%	43.8%	31.7%	56.8%	58.1%	43.6%
Annual Target	47.7%	49.4%	51.1%	58.7%	59.8%	61.0%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target†	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	101	99.1	31.7	52.8	57.9	31.7	51.1	Not Met
White	34	97.2	44.1	58.7	66.9	44.1	56.2	Met Target†
Hispanic	*	*	*	*	43.9	*	**	**
Black or African American	30	100.0	20.0	39.2	38.5	20.0	29	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	19	100.0	26.3	45.3	64.4	26.3	N	N
Female	51	98.1	33.3	59.5	64.8	33.3		
Male	50	100.0	30.0	46.6	51.3	30.0		
Economically Disadvantaged Students	31	100.0	22.6	30.5	40.0	22.6	33.2	Met Target†
Non-Economically Disadvantaged Students	70	98.7	35.7	58.6	67.9	35.7		
Students with Disabilities	20	95.8	15.0	17.9	22.7	15.0	37.6	Not Met
Students without Disabilities	81	100.0	35.8	61.7	65.1	35.8		
English Learners	*	*	*	15.4	29.3	*	**	**
Non-English Learners	*	*	*	53.4	60.6	*		
Homeless Students	*	*	*	28.6	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

**NJ SCHOOL
PERFORMANCE
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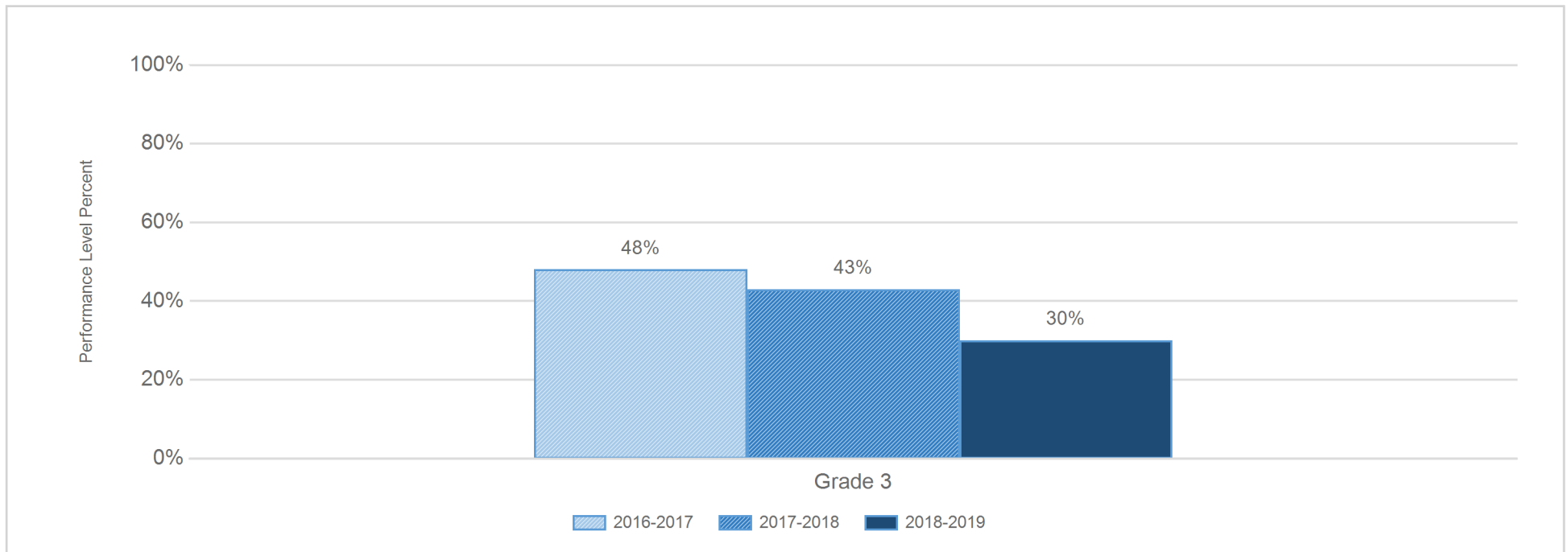
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	731	731	748	19%	21%	31%	30%	0%	30%	50%
White	35	738	738	757	*	*	*	43%	0%	43%	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	34	723	723	731	*	*	35%	*	*	18%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	20	727	727	756	*	*	*	*	*	25%	58%
Female	52	737	737	753	*	*	35%	33%	0%	33%	55%
Male	56	725	725	743	*	*	27%	27%	0%	27%	46%
Economically Disadvantaged Students	34	724	724	731	*	*	*	*	*	21%	33%
Non-Economically Disadvantaged Students	74	734	734	759	*	*	*	*	*	34%	61%
Students with Disabilities	23	700	700	719	*	*	*	*	*	13%	24%
Students without Disabilities	85	739	739	754	*	*	*	*	*	34%	56%
English Learners	N	N	N	713	N	N	N	N	N	N	17%
Non-English Learners	108	731	731	751	19%	21%	31%	30%	0%	30%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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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	101	99.1	43.6	48.1	44.5	43.6	61	Not Met
White	34	97.2	61.8	58.4	54.1	61.8	67.5	Met Target†
Hispanic	*	*	*	*	28.8	*	**	**
Black or African American	30	100.0	26.7	27.5	23.0	26.7	33.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	19	100.0	31.6	37.8	53.3	31.6	N	N
Female	51	98.1	37.3	44.7	44.9	37.3		
Male	50	100.0	50.0	51.3	44.2	50.0		
Economically Disadvantaged Students	31	100.0	35.5	23.7	26.3	35.5	41.3	Met Target†
Non-Economically Disadvantaged Students	70	98.7	47.1	54.4	54.9	47.1		
Students with Disabilities	20	95.8	20.0	16.9	17.4	20.0	40.1	Not Met
Students without Disabilities	81	100.0	49.4	56.1	50.0	49.4		
English Learners	*	*	*	15.4	25.0	*	**	**
Non-English Learners	*	*	*	48.6	46.5	*		
Homeless Students	*	*	*	14.3	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

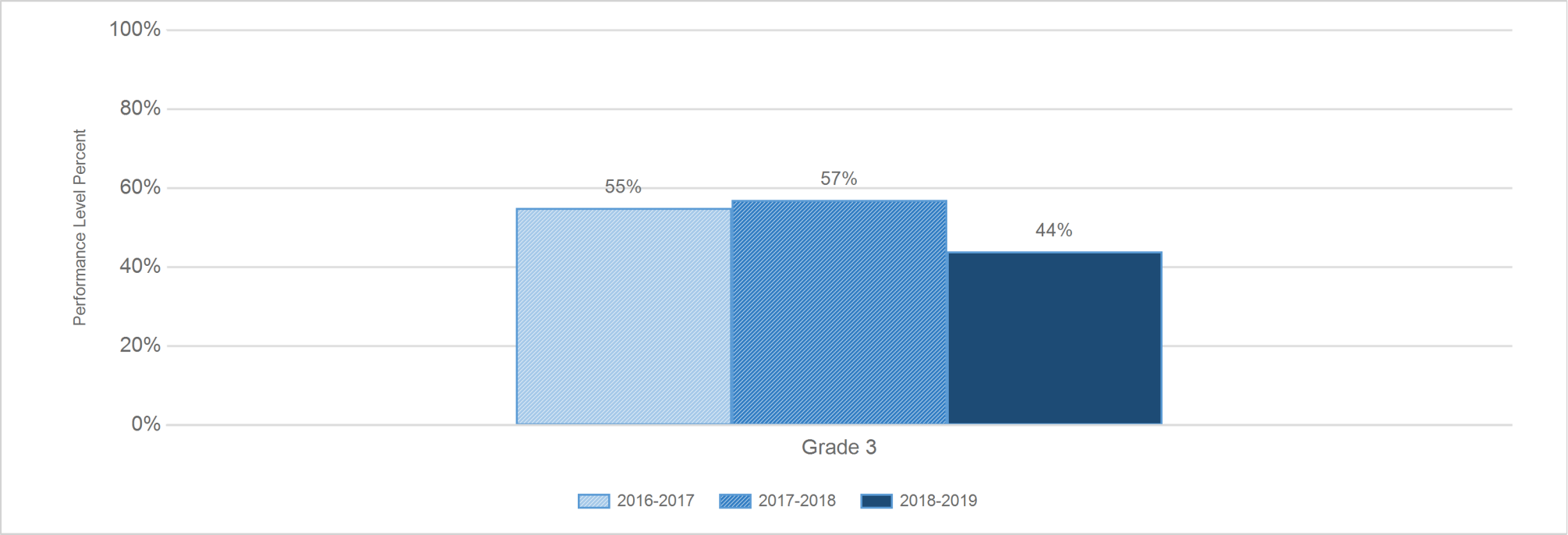


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Mathematics Assessment – Performance Trends

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
Schoolwide	108	739	739	752	11%	19%	27%	*	*	44%	55%
White	35	746	746	760	*	*	*	*	*	60%	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	34	734	734	735	*	*	41%	*	*	29%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	20	734	734	758	*	*	*	*	*	35%	62%
Female	52	741	741	751	*	*	33%	*	*	38%	54%
Male	56	738	738	752	*	*	21%	*	*	48%	56%
Economically Disadvantaged Students	34	734	734	737	*	*	*	*	*	35%	37%
Non-Economically Disadvantaged Students	74	742	742	761	*	*	*	*	*	47%	67%
Students with Disabilities	23	712	712	731	*	*	*	*	*	17%	31%
Students without Disabilities	85	747	747	756	*	*	*	*	*	51%	60%
English Learners	N	N	N	728	N	N	N	N	N	N	26%
Non-English Learners	108	739	739	754	11%	19%	27%	*	*	44%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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

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



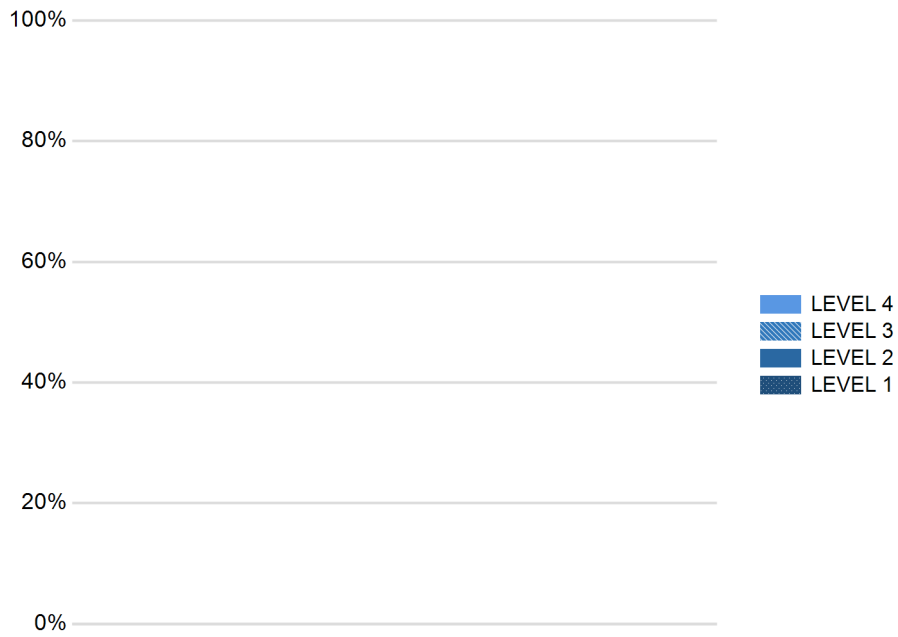
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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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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.

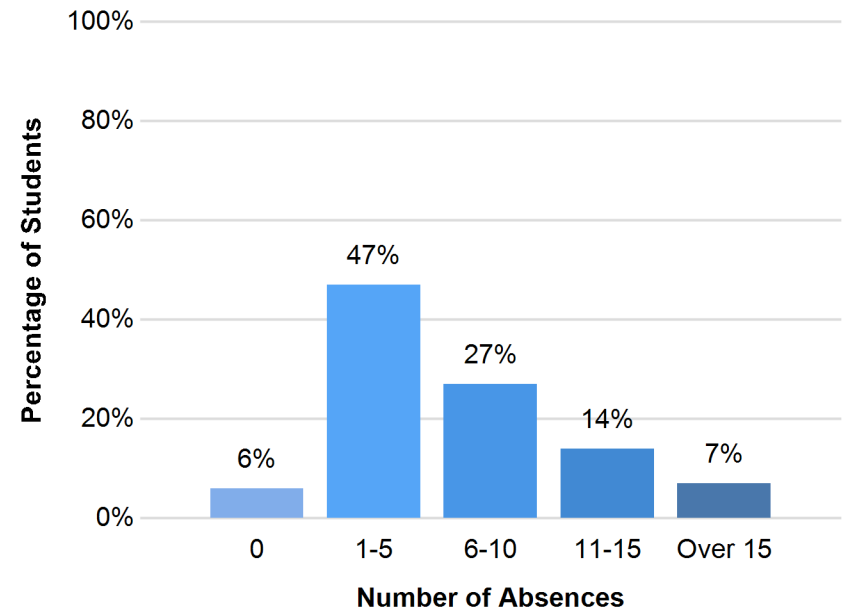
Chronic Absenteeism

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	13	6.0	7.9	Met
White	5	5.2	7.9	Met
Hispanic	4	13.3	7.9	Not Met
Black or African American	1	1.8	7.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	3	11.1	7.9	Not Met
Female	7	6.8		
Male	6	5.3		
Economically Disadvantaged Students	4	6.6	7.9	Met
Students with Disabilities	6	10.9	7.9	Not Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	2	18.2		
Migrant Students	N	N		

Days Absent

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





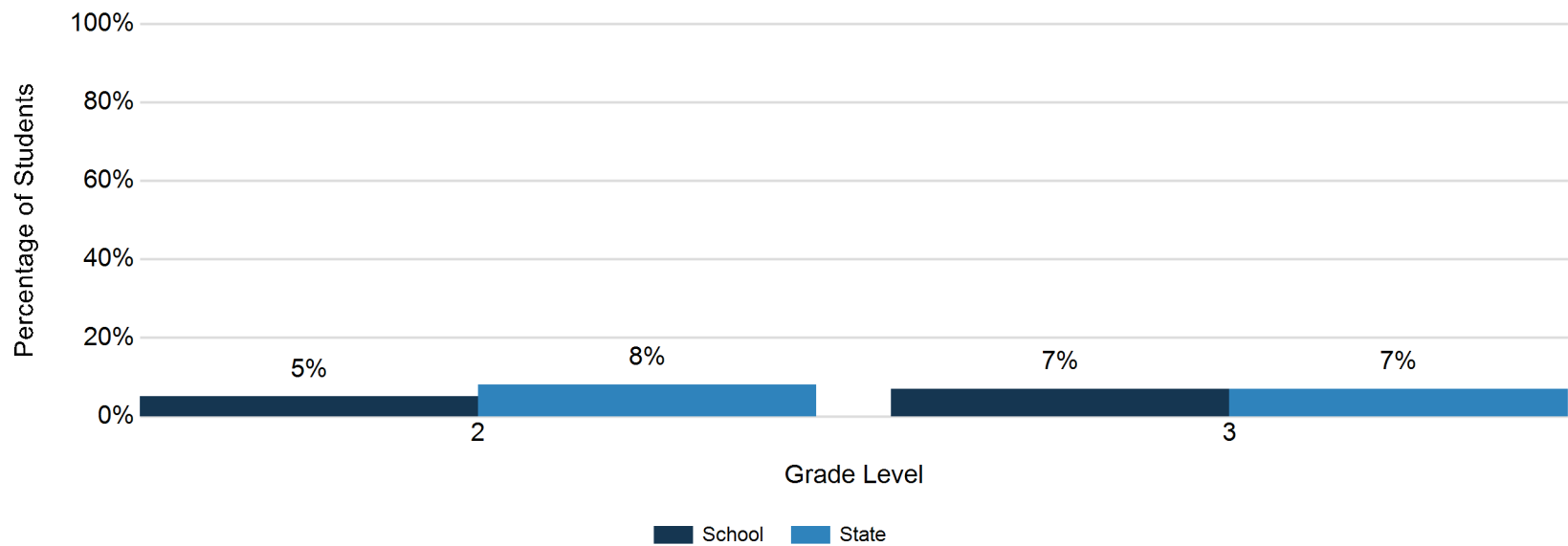
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Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.84

Police Notifications

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

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



Ashbrook Elementary School

(05-2850-010)

Grades Offered: 02-03

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	6		6

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
*

**Ashbrook Elementary 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	8:20 AM
Typical End Time	3:20 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 2 Mins
Shared Time - Instructional Time	6 Hrs. 2 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



Ashbrook Elementary School

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	19	118,214
Average years experience in public schools	17.1	12.1
Average years experience in district	14.5	10.8
Percentage of Teachers with 4 or more years experience in the district	84.2%	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	8	9,530
Average years experience in public schools	9.3	16.0
Average years experience in district	9.3	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	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	12:1
Students to Administrators	72:1	154:1
Teachers to Administrators	6:1	12:1
Students to Librarians/Media Specialists		614:1
Students to Nurses		307:1
Students to Counselors		246:1
Students to Child Study Team Members		175:1



Ashbrook Elementary School
(05-2850-010)
Grades Offered: 02-03
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	47.0%	89.5%	33.3%	48.4%	77.1%	54.9%
Male	53.0%	10.5%	66.7%	51.6%	22.9%	45.1%
White	44.2%	89.5%	66.7%	42.4%	83.6%	77.4%
Hispanic	13.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	24.9%	10.5%	0.0%	15.0%	6.6%	13.9%
Asian	3.7%	0.0%	33.3%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	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	12.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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2018-2019

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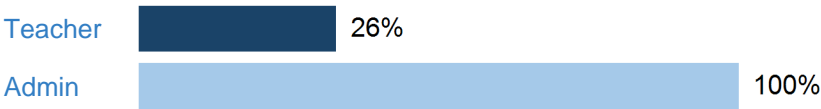
Teachers and Administrators - Level of Education

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.

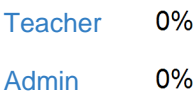
Bachelor's Degree



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	91.5%	90.5%
2017-18 Administrators: Same district 2018-19	63.6%	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	96.0%



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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	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† 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	48.3%	43.8%	31.7%
Math Proficiency	56.8%	58.1%	43.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.0%	4.6%	6.0%

† 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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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	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	**	**	N	Met	No
White	Met Target†	Met Target†	**	**	n/a	Met	No
Hispanic	**	**	**	**	n/a	Not Met	No
Black or African American	Met Target†	Met Target†	**	**	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	N	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target†	Met Target†	**	**	n/a	Met	No
Students with Disabilities	Not Met	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.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Ashbrook Elementary School educates students in grades two and three. This year's theme highlights our goal of recognizing individual talents. Ashbrook Elementary School provides a differentiated approach that prepares all learners for academic success.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Ashbrook Elementary School educates students in grades two and three. This year we recognized individual talents and provided our students with an exemplary education through various learning activities. Staff members take pride in providing all students with a rigorous curriculum that requires students to reach their potential in a supportive environment that prepares them for academic success.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>2018-19 Burlington County Teacher of the Year - Melissa Antinoff, 2015 Best of Burlington County Award - Allison Heller & Melissa Antinoff</p>





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<div>  <div>Courses, Curriculum, Instruction:</div> </div>	<p>Ashbrook School is committed to delivering quality, research-based programs based on best practices. Balanced literacy provides learners with Readers' and Writers' Workshop enabling them to build a strong reading foundation through the development of word strategies, fluency and comprehension. Eureka Math Program provides a progression of learning with a focus on concept development and application.</p>
<div>  <div>Clubs and Activities:</div> </div>	<p>Second and third grade students have the opportunity to participate in after school flag football, chorus club or fitness club. Students also participate in coding during computer instruction and Makerspace activities during March. FREE school tutoring program</p>





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<div>  <div>Before and After School Programs:</div> </div>	<div>Extended Day Care for students ages 7 through 9</div>
<div>  <div>Staff and Professional Learning:</div> </div>	<div>Our highly-qualified staff members continually work to improve their knowledge base, teaching practices, and curriculum offerings through involvement in curriculum committees, in-district and off-site workshops, and graduate-level courses. Their commitment to their students, and to each other, is apparent in their collaborative teaching methods and their collective responsibility for student growth.</div>






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 <div>Student Supports and Services:</div>	<p>Other outstanding programs that support learning at Ashbrook include small group or individual counseling, mediation, small group instruction for students with limited English proficiency, supplemental reading and support classes for students in need, and information literacy in the media center.</p>
 <div>Student Health and Wellness:</div>	<p>The students partake in health and physical education programs and participate in daily recess activities. Breakfast is offered. The guidance counselor offers class, grade and school level lessons and assemblies.</p>
 <div>Parent and Community Involvement:</div>	<p>Complementing the efforts of our highly skilled, dedicated professional staff is an extremely involved community. The PTA provides students with enriching, memorable experiences. Our parents and community are strong partners in the educational process. Parents had expanded visitation options this year during American Education Week, along with periodic conference schedules.</p>



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<div>Three stylized human figures in blue, standing side-by-side with their arms raised and hands joined in the center.</div> <div>Climate Surveys:</div>	<p>Who is surveyed: Students, Teachers</p>
<div>A stylized blue icon of a school building with a central entrance, windows, and a flag on top.</div> <div>Facilities:</div>	<p>Our building was originally built in 2003. The building is air conditioned in all classrooms, library and offices.</p>
<div>A blue shield-shaped icon with a white checkmark inside.</div> <div>School Safety:</div>	<p>There is a referendum planned to install security vestibules and update camera systems. An SRO is paid for by the township and polices our four schools.</p>




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 <p>Technology and STEM:</p>	2 shared chromebook carts for 3rd grade, chromebook stations in the 2nd grade classrooms, Smartboards in classrooms, a dedicated computer lab and a newly added STEM lab.
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**Bobby's Run Elementary School**

(05-2850-020)

Grades Offered: 04-05

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 with any questions about the reports

Notes from the New Jersey Department of Education:

**Bobby's Run Elementary School**

(05-2850-020)

Grades Offered: 04-05

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	Lumberton Township Board of Education
Principal Name	Mrs. Tracy Hofstrom
Address	32 DIMSDALE DRIVE LUMBERTON, NJ 08048
Phone Number	609-702-5555
Email Address	thofstrom@lumberton.k12.nj.us
Website	https://www.lumberton.k12.nj.us/bobbys-run-school-4-5/
Twitter	https://twitter.com/lumbertonsuper?lang=en



Bobby's Run Elementary School

(05-2850-020)

Grades Offered: 04-05

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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
4	153	130	138
5	163	154	129
Total	316	284	267

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	43.4%	47.5%	52.1%
Male	56.6%	52.5%	47.9%
Economically Disadvantaged Students	22.8%	25.4%	23.2%
Students with Disabilities	20.3%	18.3%	19.1%
English Learners	0.3%	1.1%	1.1%
Homeless Students	2.5%	2.8%	2.2%
Students in Foster Care	0.3%	0.7%	0.4%
Military-Connected Students	4.7%	4.9%	4.9%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	55.1%	52.5%	51.7%
Hispanic	12.0%	10.6%	9.0%
Black or African American	20.9%	26.1%	27.7%
Asian	4.7%	4.6%	4.1%
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	7.0%	6.3%	7.5%

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	94.0%
Spanish	1.5%
Arabic	1.1%
Other Languages	3.4%



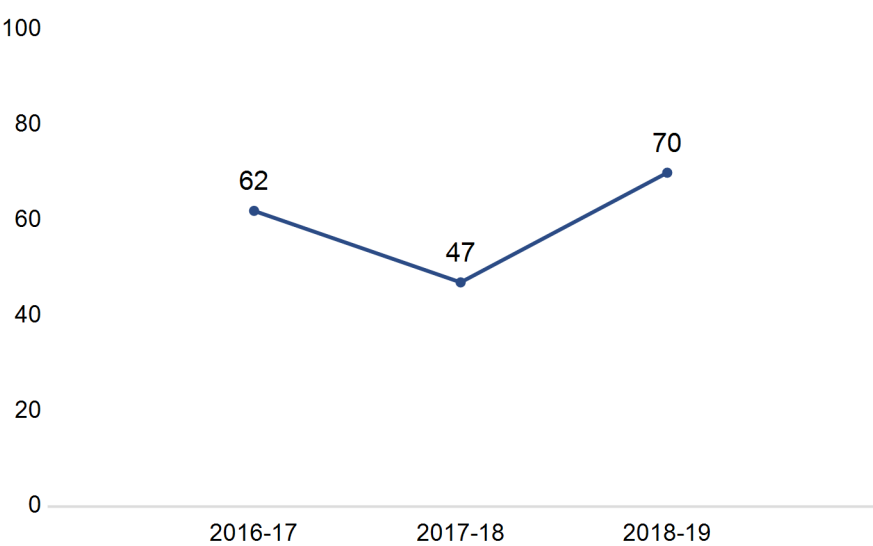
Bobby's Run Elementary School
(05-2850-020)
Grades Offered: 04-05
2018-2019

Report Key:
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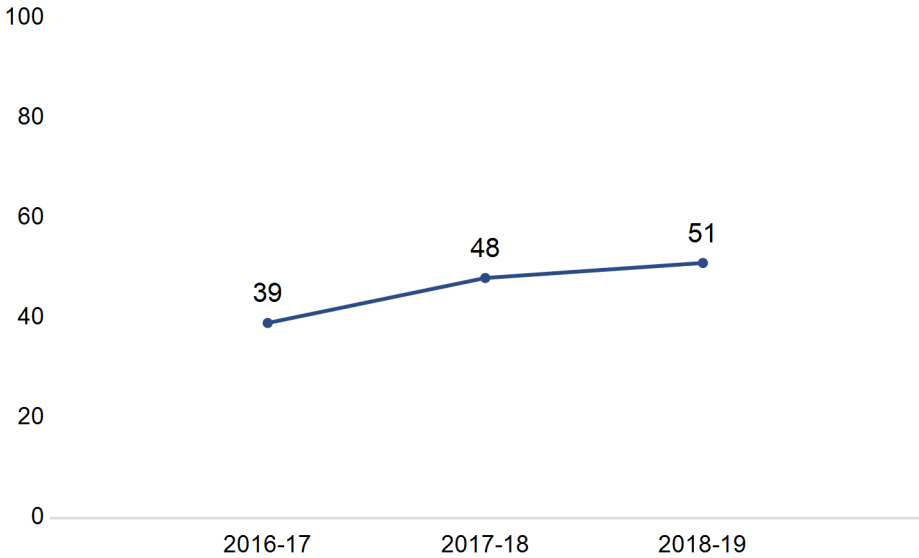
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	62	47	70	39	48	51
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	70	48	50	Exceeds Standard	51	52.5	50	Met Standard
White	68	46	50	Exceeds Standard	61	55	52	Exceeds Standard
Hispanic	80	61.5	49	Exceeds Standard	50	63	47	Met Standard
Black or African American	72	48.5	45	Exceeds Standard	41.5	48	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	60.5	53	59	**	34	50	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	44	39.5	49	**	51	49	52	**
Female	71	52	53	N	49	52	50	N
Male	67	45	47	N	54	54	51	N
Economically Disadvantaged Students	69	48.5	48	Exceeds Standard	42	48	46	Met Standard
Students with Disabilities	51	44	43	Met Standard	31	42	45	Not Met
English Learners	*	*	52	**	*	*	50	**
Homeless Students	*	77.5	43	N	*	33	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	69	43	49	N	64	63	51	N
Migrant Students	N	N	47	N	N	N	51	N



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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.

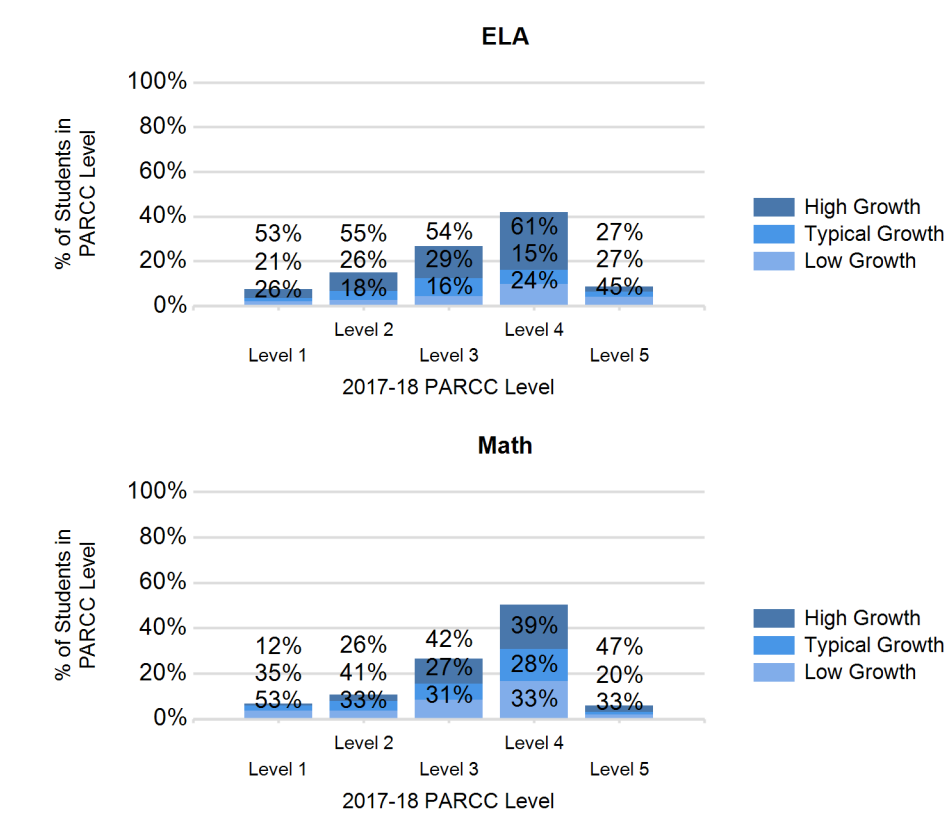
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

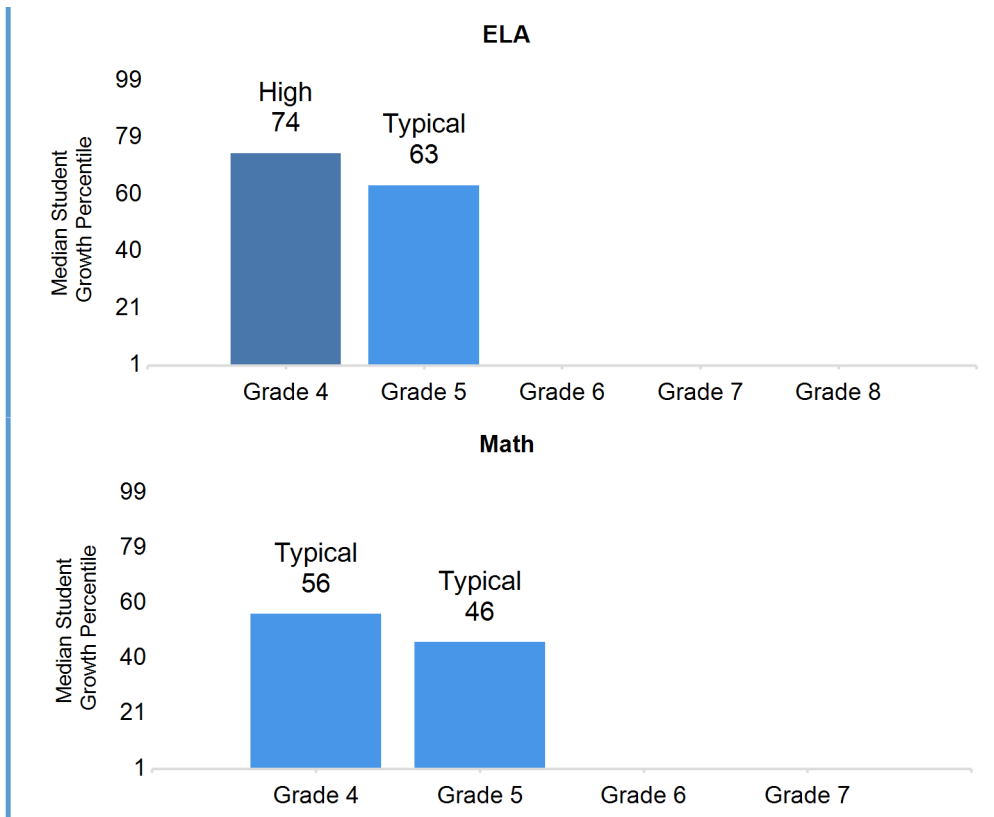
Student Growth by Performance Level

Student Growth by Grade

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.



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



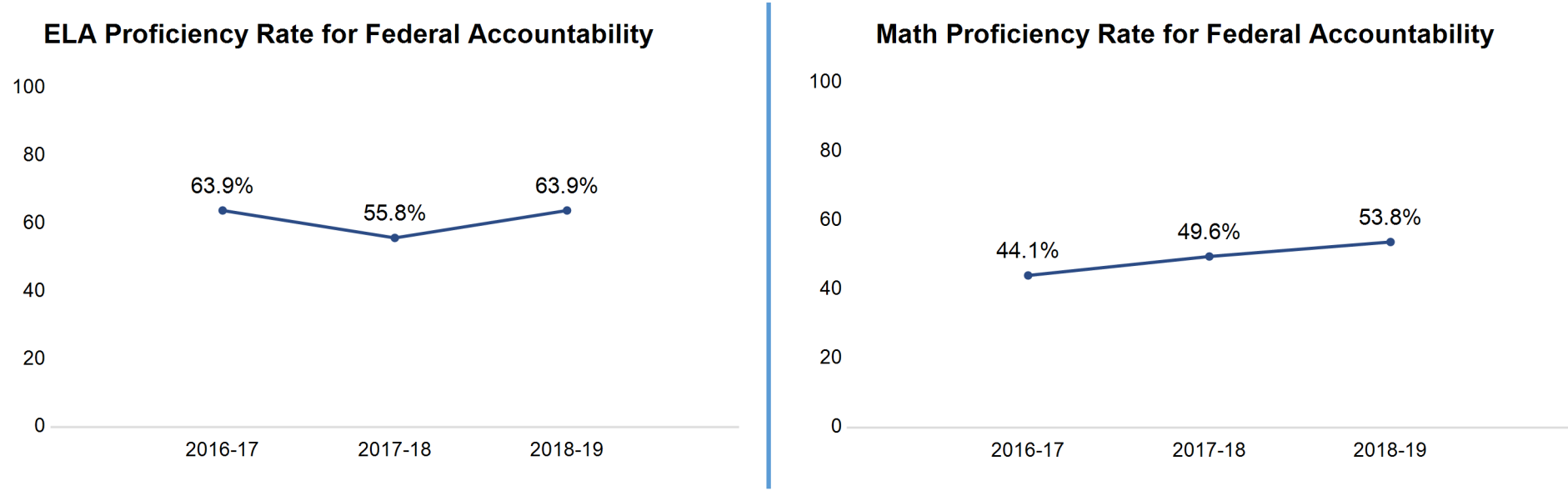


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English Language Arts and Mathematics Performance Trends

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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.3%	98.3%	97.8%	96.3%	98.3%	97.8%
Proficiency Rate for Federal Accountability	63.9%	55.8%	63.9%	44.1%	49.6%	53.8%
Annual Target	61.3%	62.3%	63.3%	53.7%	55.1%	56.5%
Met Annual Target?	Met Target	Not Met	Met Target	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	266	97.8	63.9	52.8	57.9	63.9	63.3	Met Target
White	138	99.3	67.4	58.7	66.9	67.4	68.4	Met Target†
Hispanic	24	92.6	66.7	*	43.9	64.8	52.9	Met Target
Black or African American	74	97.5	56.8	39.2	38.5	56.8	49.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	11	100.0	81.8	*	82.9	81.8	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	19	95.2	52.6	45.3	64.4	52.6	N	N
Female	134	97.9	68.7	59.5	64.8	68.7		
Male	132	97.8	59.1	46.6	51.3	59.1		
Economically Disadvantaged Students	56	95.0	39.3	30.5	40.0	39.3	36.3	Met Target
Non-Economically Disadvantaged Students	210	98.6	70.5	58.6	67.9	70.5		
Students with Disabilities	51	98.2	15.7	17.9	22.7	15.7	26.3	Not Met
Students without Disabilities	215	97.7	75.3	61.7	65.1	75.3		
English Learners	*	*	*	15.4	29.3	*	**	**
Non-English Learners	*	*	*	53.4	60.6	*		
Homeless Students	*	*	*	28.6	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	12	100.0	58.3	*	57.8	58.3		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

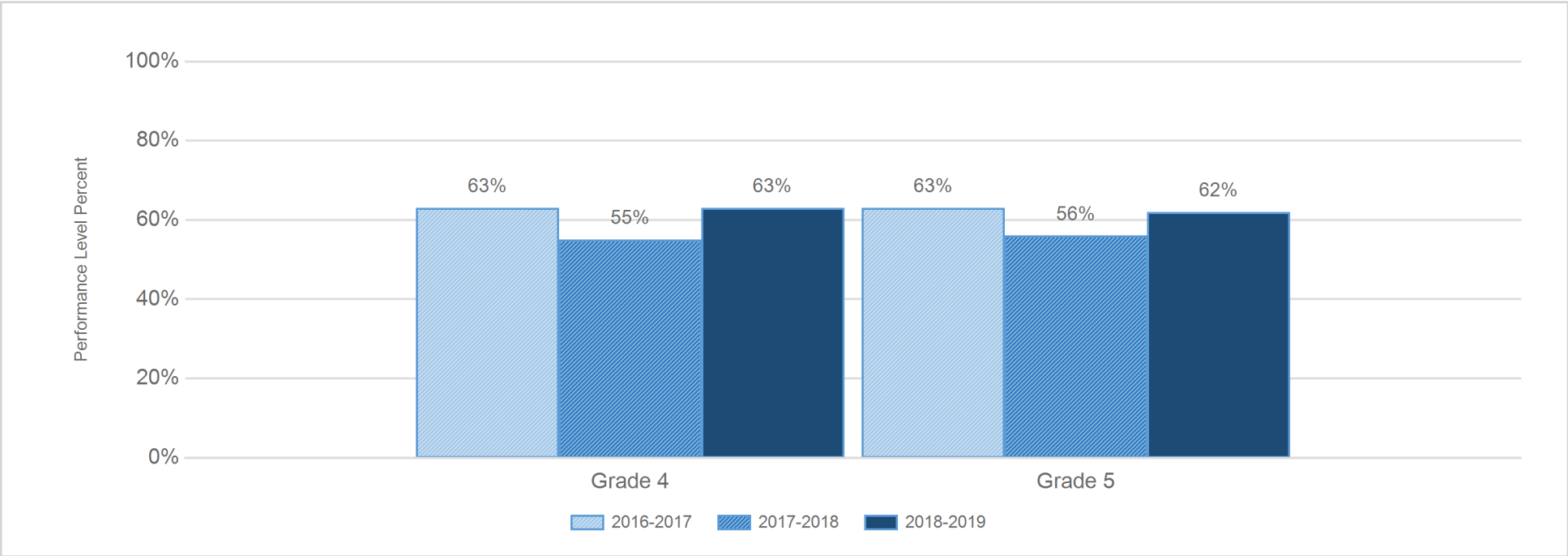


Bobby's Run Elementary School
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2018-2019

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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.





Bobby's Run Elementary School
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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	759	759	755	8%	7%	22%	47%	16%	63%	57%
White	75	765	765	763	*	*	20%	51%	17%	68%	67%
Hispanic	15	751	751	743	*	0%	*	*	*	60%	44%
Black or African American	33	754	754	739	*	*	*	*	*	61%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	68	766	766	760	*	*	24%	*	*	68%	62%
Male	74	752	752	750	*	*	20%	*	*	59%	53%
Economically Disadvantaged Students	24	747	747	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	118	761	761	765	*	*	*	*	*	66%	69%
Students with Disabilities	32	721	721	725	*	*	*	*	*	19%	25%
Students without Disabilities	110	770	770	761	*	*	*	*	*	76%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Bobby's Run Elementary School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	130	759	759	756	*	*	18%	46%	15%	62%	58%
White	65	763	763	764	*	*	20%	48%	17%	65%	68%
Hispanic	10	769	769	743	0%	*	*	*	*	70%	44%
Black or African American	43	749	749	739	*	*	*	*	*	49%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	70	763	763	761	*	*	*	*	*	67%	64%
Male	60	755	755	750	*	*	*	*	*	55%	52%
Economically Disadvantaged Students	33	738	738	740	*	*	*	30%	0%	30%	39%
Non-Economically Disadvantaged Students	97	766	766	766	*	*	*	52%	21%	72%	69%
Students with Disabilities	23	710	710	724	*	*	*	*	*	*	23%
Students without Disabilities	107	770	770	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	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%



Bobby's Run Elementary School

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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	266	97.8	53.8	48.1	44.5	53.8	56.5	Met Target†
White	138	99.3	64.5	58.4	54.1	64.5	65	Met Target†
Hispanic	24	92.6	45.8	*	28.8	44.5	40.3	Met Target
Black or African American	74	97.5	35.1	27.5	23.0	35.1	38.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	11	100.0	81.8	*	76.5	81.8	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	19	95.2	42.1	37.8	53.3	42.1	N	N
Female	134	97.9	50.0	44.7	44.9	50.0		
Male	132	97.8	57.6	51.3	44.2	57.6		
Economically Disadvantaged Students	56	95.0	17.9	23.7	26.3	17.9	30.2	Not Met
Non-Economically Disadvantaged Students	210	98.6	63.3	54.4	54.9	63.3		
Students with Disabilities	51	98.2	19.6	16.9	17.4	19.6	32.7	Not Met
Students without Disabilities	215	97.7	61.9	56.1	50.0	61.9		
English Learners	*	*	*	15.4	25.0	*	**	**
Non-English Learners	*	*	*	48.6	46.5	*		
Homeless Students	*	*	*	14.3	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	12	100.0	41.7	*	46.4	41.7		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

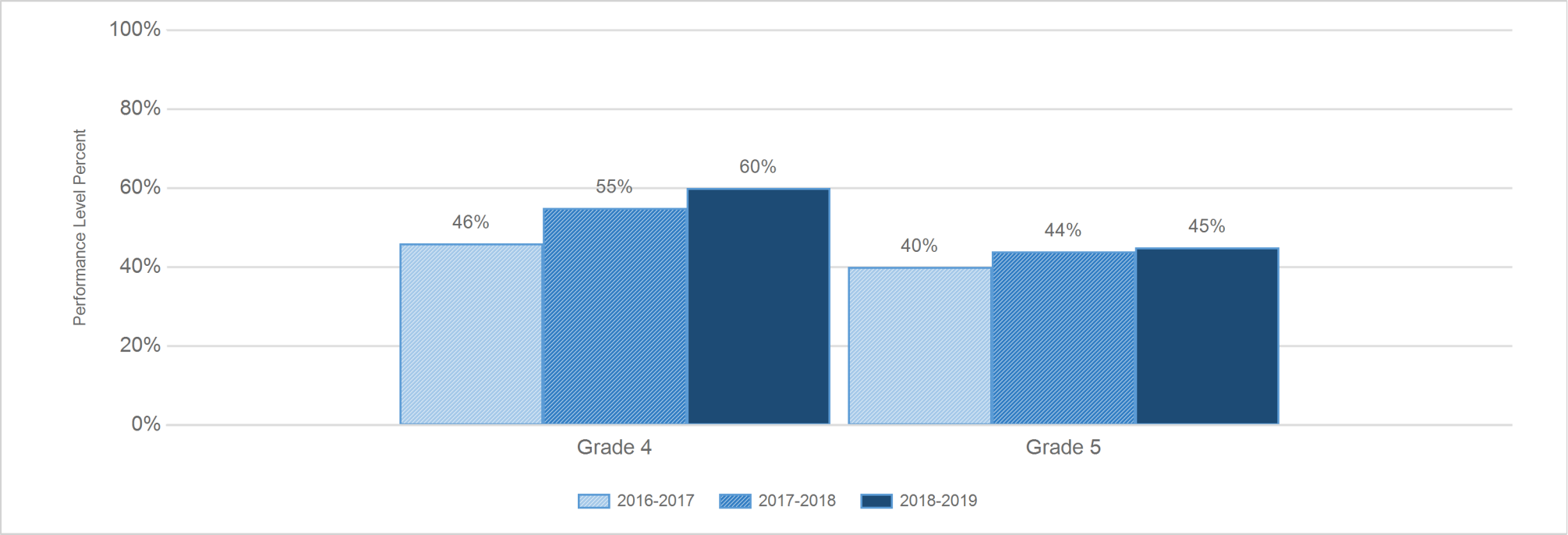


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2018-2019

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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.



Bobby's Run Elementary School

(05-2850-020)

Grades Offered: 04-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	750	750	749	10%	8%	23%	*	*	60%	51%
White	75	757	757	757	*	*	15%	*	*	71%	62%
Hispanic	15	742	742	737	*	*	*	*	*	47%	36%
Black or African American	33	740	740	731	*	*	33%	*	*	45%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	68	753	753	749	*	*	28%	*	*	59%	50%
Male	74	747	747	749	*	*	18%	*	*	61%	52%
Economically Disadvantaged Students	24	737	737	734	*	*	46%	*	*	29%	32%
Non-Economically Disadvantaged Students	118	753	753	759	*	*	18%	*	*	66%	63%
Students with Disabilities	32	716	716	726	*	*	*	*	*	22%	25%
Students without Disabilities	110	760	760	754	*	*	*	*	*	71%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	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
Schoolwide	130	748	748	747	*	20%	28%	*	*	45%	47%
White	65	760	760	755	*	*	26%	31%	25%	55%	58%
Hispanic	10	741	741	735	0%	*	*	*	*	40%	30%
Black or African American	43	729	729	729	*	28%	30%	*	*	26%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	70	745	745	747	*	17%	33%	*	*	40%	47%
Male	60	751	751	747	*	23%	23%	*	*	50%	47%
Economically Disadvantaged Students	33	724	724	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	97	756	756	757	*	*	*	*	*	*	59%
Students with Disabilities	23	712	712	725	*	*	*	*	*	*	19%
Students without Disabilities	107	755	755	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	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%



Bobby's Run Elementary School

(05-2850-020)

Grades Offered: 04-05

2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



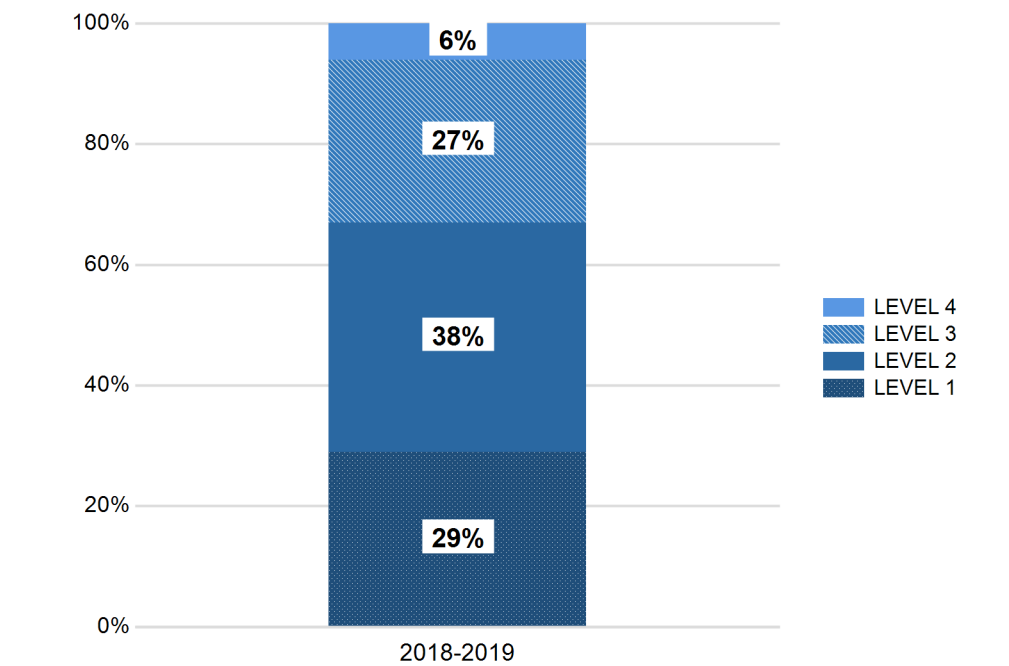
Bobby's Run Elementary School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	29	38	27	6
White	22	38	30	11
Hispanic	30	40	30	0
Black or African American	45	36	19	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	44	23	6
Male	31	31	31	7
Economically Disadvantaged Students	55	36	9	0
Non-Economically Disadvantaged Students	20	39	33	8
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
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.

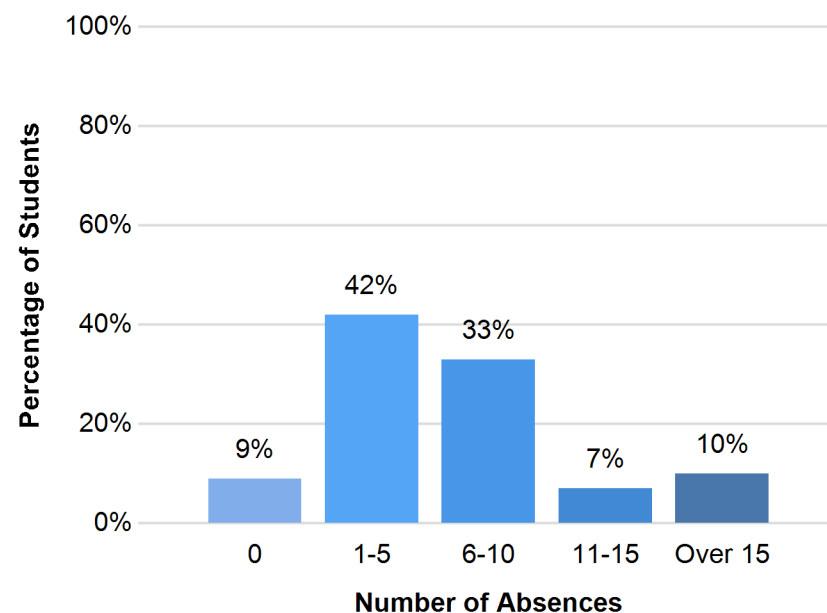
Chronic Absenteeism

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	20	7.4	7.5	Met
White	7	5.0	7.5	Met
Hispanic	5	20.8	7.5	Not Met
Black or African American	6	8.0	7.5	Not Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	10.0	7.5	Not Met
Female	10	7.2		
Male	10	7.7		
Economically Disadvantaged Students	13	21.3	7.5	Not Met
Students with Disabilities	9	17.0	7.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	1	7.7		
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.





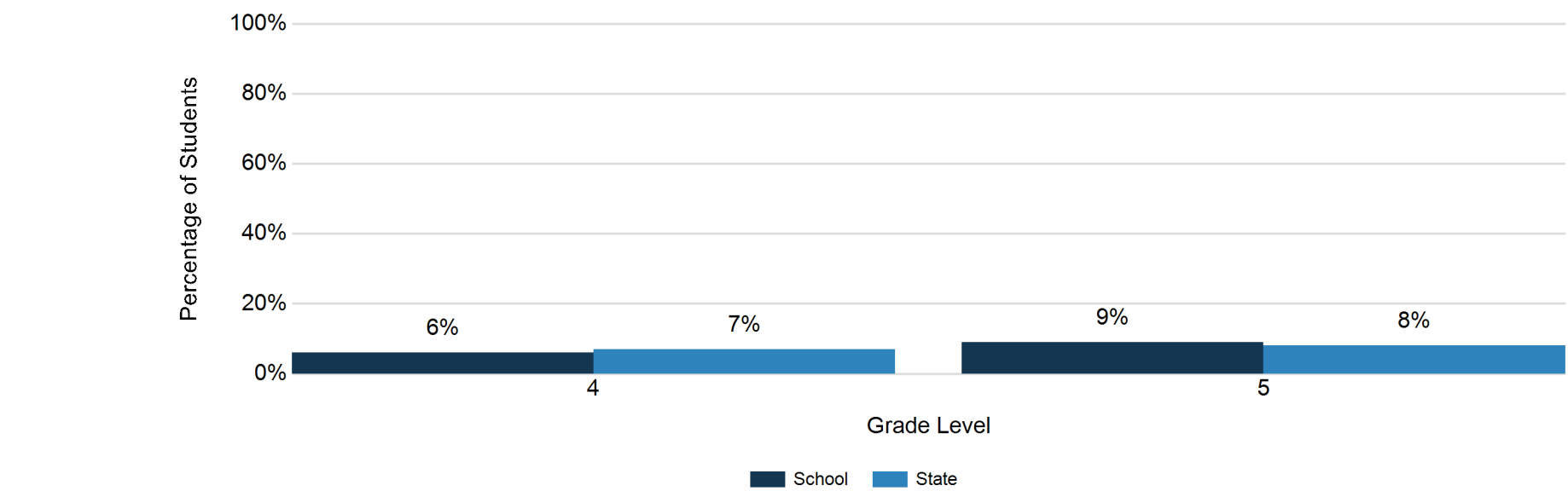
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Chronic Absenteeism by Grade

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	10
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	6.74

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	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	4	4
No Identified Nature	7		7

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
10



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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	7:45 AM
Typical End Time	2:55 PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

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

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



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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	17.0	12.1
Average years experience in district	14.5	10.8
Percentage of Teachers with 4 or more years experience in the district	86.7%	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	8	9,530
Average years experience in public schools	9.3	16.0
Average years experience in district	9.3	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	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	9:1	12:1
Students to Administrators	267:1	154:1
Teachers to Administrators	30:1	12:1
Students to Librarians/Media Specialists		614:1
Students to Nurses		307:1
Students to Counselors		246:1
Students to Child Study Team Members		175:1



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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	52.1%	83.3%	100.0%	48.4%	77.1%	54.9%
Male	47.9%	16.7%	0.0%	51.6%	22.9%	45.1%
White	51.7%	86.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.0%	3.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	27.7%	6.7%	0.0%	15.0%	6.6%	13.9%
Asian	4.1%	3.3%	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	7.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

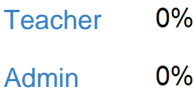
Bachelor's Degree



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	91.5%	90.5%
2017-18 Administrators: Same district 2018-19	63.6%	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	96.5%



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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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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	63.9%	55.8%	63.9%
Math Proficiency	44.1%	49.6%	53.8%
ELA Growth	62	47	70
Math Growth	39	48	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	5.3%	6.6%	7.4%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Exceeds Standard	Met Standard	**	Met	No
White	Met Target†	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Exceeds 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	N	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	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).






Bobby's Run Elementary School
(05-2850-020)
Grades Offered: 04-05
2018-2019

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

School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> Technology is embedded into every lesson with our 1:1 technology initiative for every student. Curriculum includes the Eureka math curriculum, Readers and Writers workshop and NGSS. Strings program available to 4th and 5th grade students. Band program for fifth grade.
 <div>Mission, Vision, Theme:</div>	<p>Our mission is to provide all students a safe, nurturing learning environment that encourages risk-taking, celebrates diversity, embraces a variety of learning styles and reflects high, attainable standards. In partnership with families and the Lumberton community, our student-centered, research based curriculum allows us to help our students develop into well-prepared, socially skilled, and highly productive members of society.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>2015 Phillies Teacher All-Star Honorable Mention - Tom Wilkinson</p>



Bobby's Run Elementary School
(05-2850-020)
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2018-2019

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<div></div> <div>Courses, Curriculum, Instruction:</div>	<p>Reading and writing instruction is delivered utilizing a workshop model and focuses on developing the students’ critical thinking skills and ability to communicate clearly and expressively. Bobby’s Run students receive math instruction from the Eureka Math Program which focuses on developing a strong conceptual understanding of mathematical principles and reasoning. Our science curriculum has recently been updated to ensure alignment with the Next Generation Science Standards.</p>
<div></div> <div>Clubs and Activities:</div>	<p>We offer BRS Got Talent Club and an Art Club, FREE school tutoring program</p>





Bobby's Run Elementary School
(05-2850-020)
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 <p>Before and After School Programs:</p>	<p>Extended Day Care for students ages 9 through 11</p>
 <p>Staff and Professional Learning:</p>	<p>Teachers have enjoyed substantial professional development and have been integrating more technology into teaching and learning. Technology is an important part of the educational experience in both fourth grade and fifth grade.</p>






Bobby's Run Elementary School
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 <div>Student Supports and Services:</div>	<p>The curriculum at Bobby’s Run School is diverse and differentiated to meet the learning needs of all students. For those students who require additional instruction, Bobby’s Run School has English as a Second Language Program, a Basic Skills Math and Literacy Program.</p>
 <div>Student Health and Wellness:</div>	<p>Bobby’s Run School also has a highly-effective character education program that focuses on the values of Peace, Unity and Respect. No Place for Hate participation. Breakfast is offered. Yoga is provided. The students partake in health and physical education programs and participate in daily recess activities. The guidance counselor offers class, grade and school level lessons and assemblies.</p>
 <div>Parent and Community Involvement:</div>	<p>Complementing the efforts of our highly skilled, dedicated professional staff is an extremely involved community. The PTA provides students with enriching, memorable experiences. Our parents and community are strong partners in the educational process. Parents had expanded visitation options this year during American Education Week, along with periodic conference schedules.</p>



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<div>Climate Surveys:</div>	<p>Who is surveyed: Students, Teachers</p>
<div>Facilities:</div>	<p>Our building was originally built in 1998. The building is air conditioned in all classrooms, library and offices.</p>
<div>School Safety:</div>	<p>There is a referendum planned to install security vestibules and update camera systems. An SRO is paid for by the township and polices our four schools.</p>




Bobby's Run Elementary School
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School Narrative

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<div><div>Technology and STEM:</div></div>	1:1 Chromebooks, Smartboards in classrooms, a dedicated computer lab, extensive use of educational software.
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Florence L. Walther School
(05-2850-050)
Grades Offered: KG-01
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 with any questions about the reports

Notes from the New Jersey Department of Education:



Florence L. Walther School
 (05-2850-050)
 Grades Offered: KG-01
 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	Lumberton Township Board of Education
Principal Name	Ms. Traci Bowles
Address	56 CHESTNUT STREET LUMBERTON, NJ 08048-0008
Phone Number	609-267-1404
Email Address	tbowles@lumberton.k12.nj.us
Website	https://www.lumberton.k12.nj.us/florence-l-walther-school-k-1/
Twitter	https://twitter.com/lumbertonsuper?lang=en



Florence L. Walther School
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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	14	18	22
KG	109	111	105
1	96	102	112
Total	220	231	239

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	46.4%	43.3%	47.7%
Male	53.6%	56.7%	52.3%
Economically Disadvantaged Students	21.8%	21.6%	23.4%
Students with Disabilities	21.8%	25.5%	19.7%
English Learners	0.9%	2.2%	2.1%
Homeless Students	2.7%	2.2%	3.3%
Students in Foster Care	0.9%	3.0%	1.7%
Military-Connected Students	5.5%	6.1%	4.2%
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	50.5%	52.8%	42.7%
Hispanic	14.1%	14.7%	17.6%
Black or African American	20.0%	19.0%	23.8%
Asian	3.6%	4.8%	6.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.5%	0.4%	0.0%
Two or More Races	11.4%	8.2%	9.2%

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	13	18	22
PK - Full Day	1	0	0
KG - Half Day	0	0	0
KG - Full Day	109	111	105

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	1.7%
Other Languages	6.3%



Florence L. Walther School
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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	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.

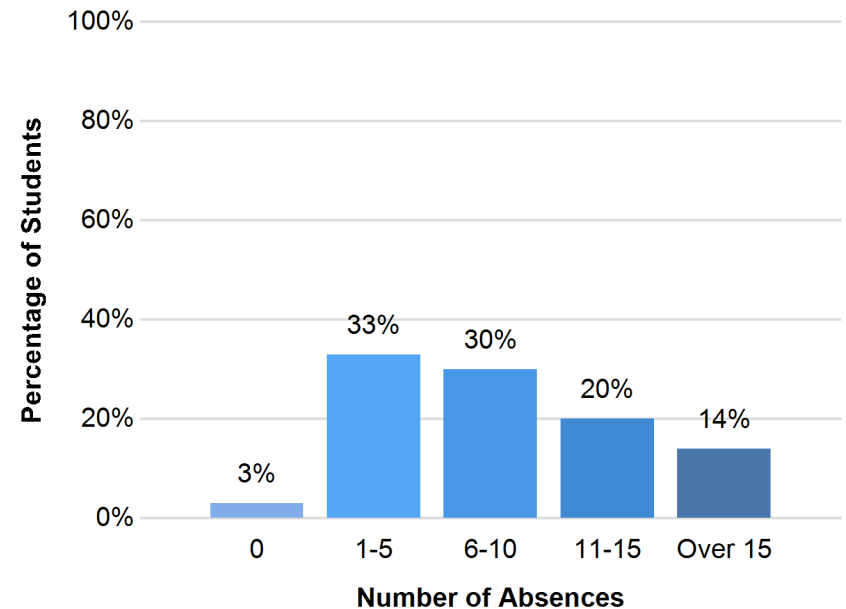
Chronic Absenteeism

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	27	12.4	11.4	Not Met
White	4	4.5	11.4	Met
Hispanic	9	22.5	11.4	Not Met
Black or African American	8	14.3	11.4	Not Met
Asian, Native Hawaiian, or Pacific	4	33.3	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	9.5	11.4	Met
Female	8	7.5		
Male	19	17.0		
Economically Disadvantaged Students	16	28.6	11.4	Not Met
Students with Disabilities	4	14.8	11.4	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





Florence L. Walther School
(05-2850-050)
Grades Offered: KG-01
2018-2019

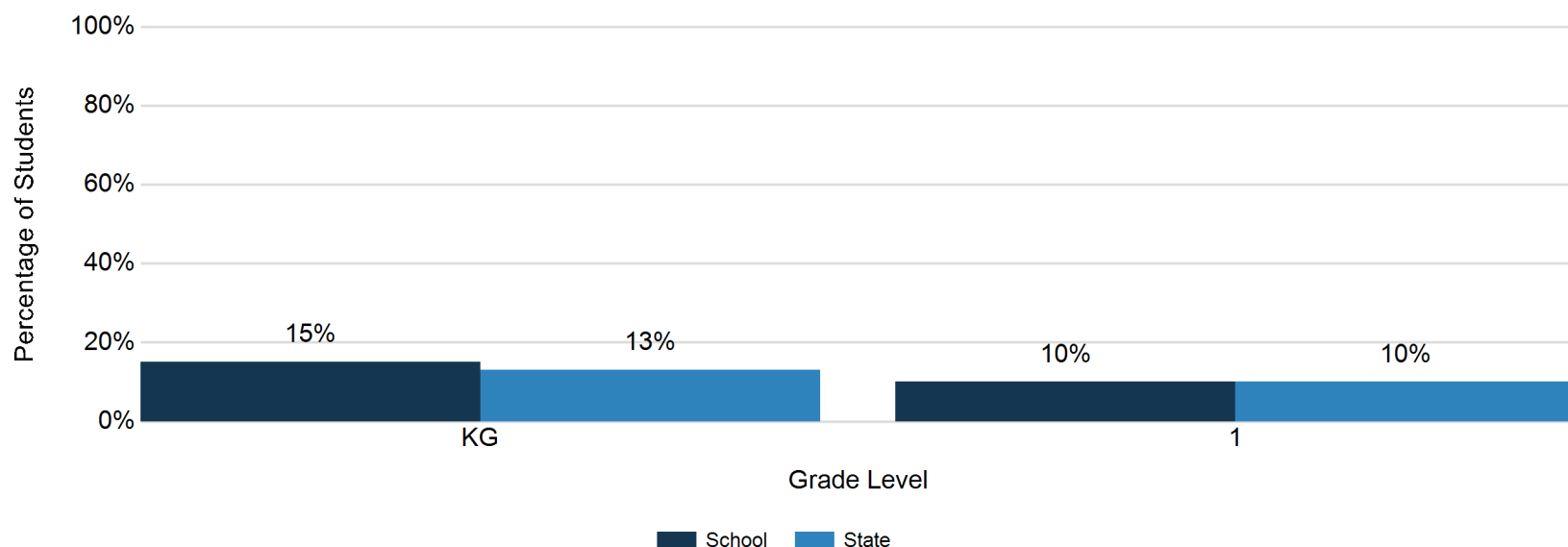
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Chronic Absenteeism by Grade

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	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



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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	2		2

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

*

**Florence L. Walther School**

(05-2850-050)

Grades Offered: KG-01

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	8:25 AM
Typical End Time	3:40 PM
Length of School Day	7 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 32 Mins
Shared Time - Instructional Time	6 Hrs. 32 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	18	118,214
Average years experience in public schools	17.7	12.1
Average years experience in district	14.7	10.8
Percentage of Teachers with 4 or more years experience in the district	94.4%	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	8	9,530
Average years experience in public schools	9.3	16.0
Average years experience in district	9.3	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	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	13:1	12:1
Students to Administrators	239:1	154:1
Teachers to Administrators	18:1	12:1
Students to Librarians/Media Specialists		614:1
Students to Nurses		307:1
Students to Counselors		246:1
Students to Child Study Team Members		175:1



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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%	88.9%	100.0%	48.4%	77.1%	54.9%
Male	52.3%	11.1%	0.0%	51.6%	22.9%	45.1%
White	42.7%	94.4%	0.0%	42.4%	83.6%	77.4%
Hispanic	17.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	23.8%	5.6%	100.0%	15.0%	6.6%	13.9%
Asian	6.7%	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	9.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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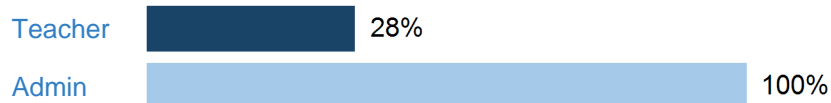
Teachers and Administrators - Level of Education

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	91.5%	90.5%
2017-18 Administrators: Same district 2018-19	63.6%	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	96.6%



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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.



Florence L. Walther School
 (05-2850-050)
 Grades Offered: KG-01
 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:

- Balanced literacy program, Readers' and Writers' Workshop, Eureka Math
- There is a computer lab with direct instruction.



Mission, Vision, Theme:

Walther students will have the confidence and willingness to help others through multiple measures with the entire school community's support to help all students achieve their goals. The staff at our school provides an environment that supports each student's ability to meet the daily challenges of learning, while building a strong foundation of confidence and skills.



Awards, Recognition, Accomplishments:

Most Creative approach by Red Ribbon Contest <http://redribbon.org>



Florence L. Walther School
(05-2850-050)
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2018-2019

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School Narrative

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Courses, Curriculum, Instruction:

The curriculum and programs we provide are carefully researched, planned, and implemented to meet the needs of our student population. Our balanced literacy program provides our young learners with Readers' and Writers' Workshop enabling them to build a strong foundation in phonemic awareness, word study, comprehension, fluency and writing. Our Eureka NY Math Program provides a progression from concrete to more abstract numeracy concepts with a focus on concept development and application.



Florence L. Walther School
(05-2850-050)
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2018-2019

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School Narrative

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Before and After School Programs:

Extended Day Care for students ages 5 through 7



Staff and Professional Learning:

Our teachers dedicate themselves to continual learning. Teachers are involved in many professional development opportunities, such as district in-service training, graduate courses, and other professional course work. Teachers have received training in a number of areas, including Readers' and Writers' Workshop and technology related areas. The staff is also given the opportunity to share their knowledge as they lead professional development classes in district.



Florence L. Walther School
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 2018-2019

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School Narrative

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Student Supports and Services:

Classroom teachers provide remedial, enrichment, and supplemental lessons. We offer support for ELL and students with disabilities. Additional areas of support are provided in speech and language services, occupational and physical therapy services. Academic areas of support consists of tutoring instruction, basic skills instruction and first grade students may qualify for the Reading Recovery Program.



Student Health and Wellness:

Florence L. Walther School participates in the breakfast program. The students partake in health and physical education programs and participate in daily recess activities. The guidance counselor offers class, grade and school level lessons and assemblies.



Parent and Community Involvement:

Our parents are an integral part of our school community. Parents volunteer on a regular basis at Walther School as “Partners in Pride” to assist throughout the school to support the education of the students. Our PTA provides many opportunities for the students to enjoy social events organized in a safe school environment. Through the positive parent/school partnership we are able to enrich and expand our academic and social opportunities for students at Walther School. Parents had expanded visitation options this year during American Education Week, along with periodic conference schedules.






Florence L. Walther School
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 <p>Climate Surveys:</p>	<p>Who is surveyed: Students, Teachers</p>
 <p>Facilities:</p>	<p>The building is air conditioned in all classrooms, library and offices.</p>
 <p>School Safety:</p>	<p>There is a referendum planned to install security vestibules and update camera systems. An SRO is paid for by the township and polices our four schools.</p>



Florence L. Walther School
 (05-2850-050)
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Technology and STEM:

Ipads on carts, dedicated computer lab, Smartboards in classrooms.



Early Childhood Education:

Walther School offers three sections of half-day pre-school disabled. The district also applied for the NJDOE expansion aide



Lumberton Middle School
(05-2850-060)
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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 with any questions about the reports

Notes from the New Jersey Department of Education:



Lumberton Middle School
(05-2850-060)
Grades Offered: 06-08
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	Lumberton Township Board of Education
Principal Name	Mr. Joseph Wrigley
Address	30 DIMSDALE DRIVE LUMBERTON, NJ 08048
Phone Number	609-265-0123
Email Address	bwrigley@lumberton.k12.nj.us
Website	https://www.lumberton.k12.nj.us/lumberton-middle-school-6-8/
Twitter	https://twitter.com/lumbertonsuper?lang=en



Lumberton 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	179	158	159
7	163	180	170
8	188	164	176
Total	530	502	505

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	48.9%	48.6%	46.3%
Male	51.1%	51.4%	53.7%
Economically Disadvantaged Students	16.2%	18.7%	21.4%
Students with Disabilities	21.5%	20.7%	20.2%
English Learners	0.9%	1.4%	1.2%
Homeless Students	1.5%	1.4%	0.8%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	4.0%	4.8%	4.8%
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	56.8%	53.0%	54.5%
Hispanic	10.4%	11.0%	10.1%
Black or African American	20.9%	23.5%	23.2%
Asian	6.2%	5.2%	4.4%
Native Hawaiian or Pacific Islander	0.4%	0.6%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	5.1%	6.6%	7.5%

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	95.0%
Other Languages	5.0%



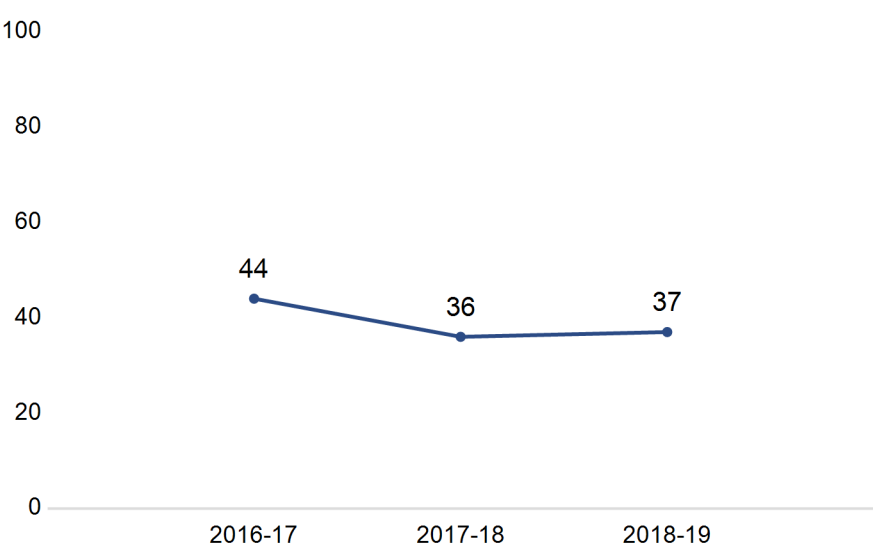
Lumberton Middle School
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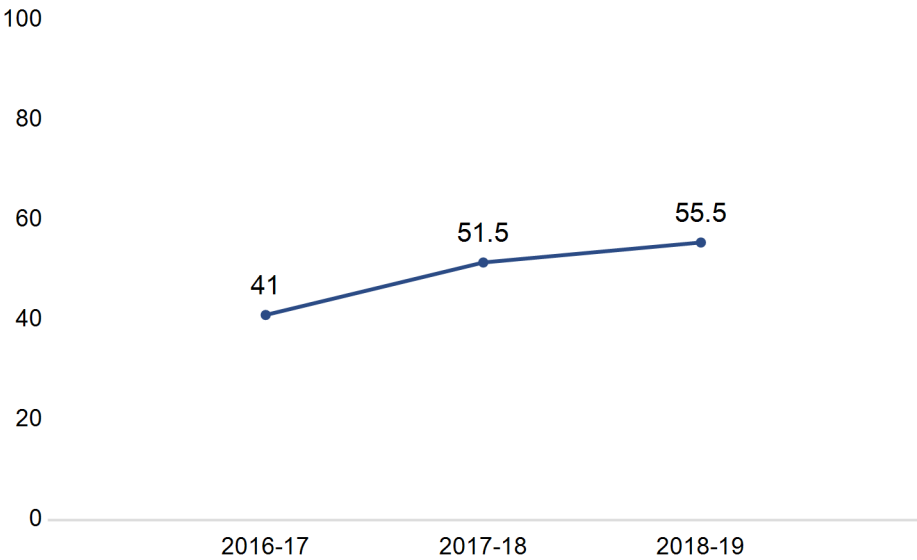
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	44	36	37	41	51.5	55.5
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	37	48	50	Not Met	55.5	52.5	50	Met Standard
White	39	46	50	Not Met	52.5	55	52	Met Standard
Hispanic	53	61.5	49	Met Standard	65	63	47	Exceeds Standard
Black or African American	31	48.5	45	Not Met	57	48	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	34.5	53	59	Not Met	82.5	50	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	36	39.5	49	Not Met	41.5	49	52	Met Standard
Female	38.5	52	53	N	55	52	50	N
Male	34	45	47	N	56	54	51	N
Economically Disadvantaged Students	34	48.5	48	Not Met	51	48	46	Met Standard
Students with Disabilities	39.5	44	43	Not Met	52	42	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	*	77.5	43	N	*	33	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	33	43	49	N	57	63	51	N
Migrant Students	N	N	47	N	N	N	51	N



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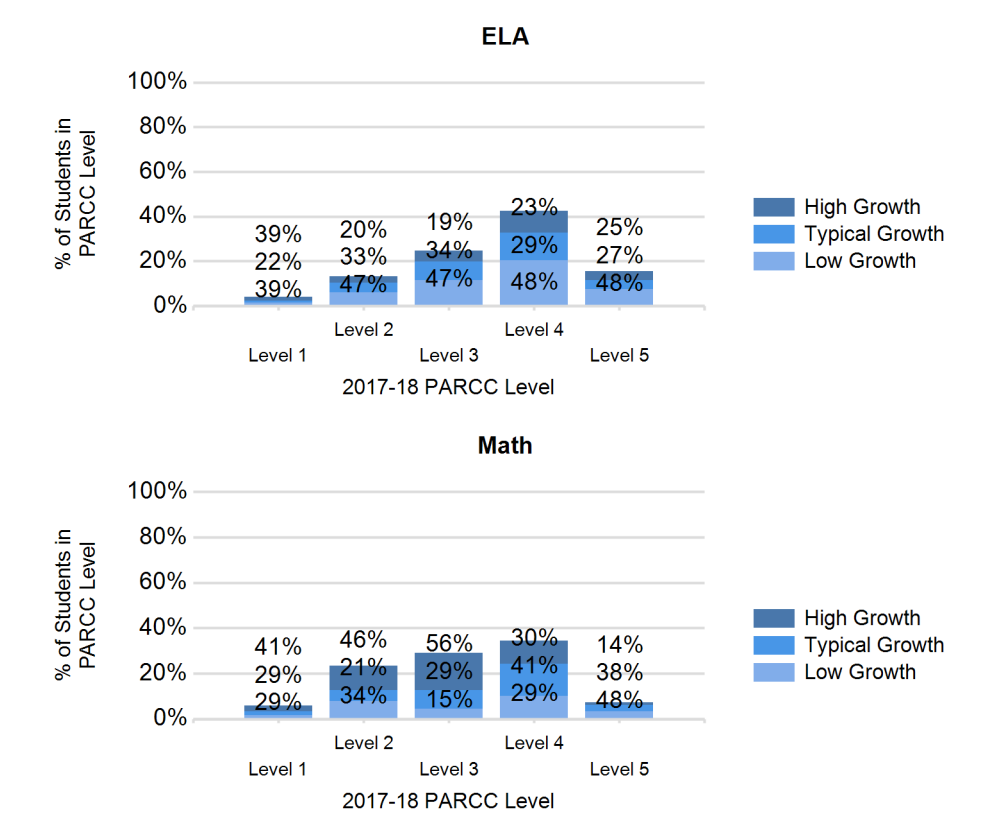
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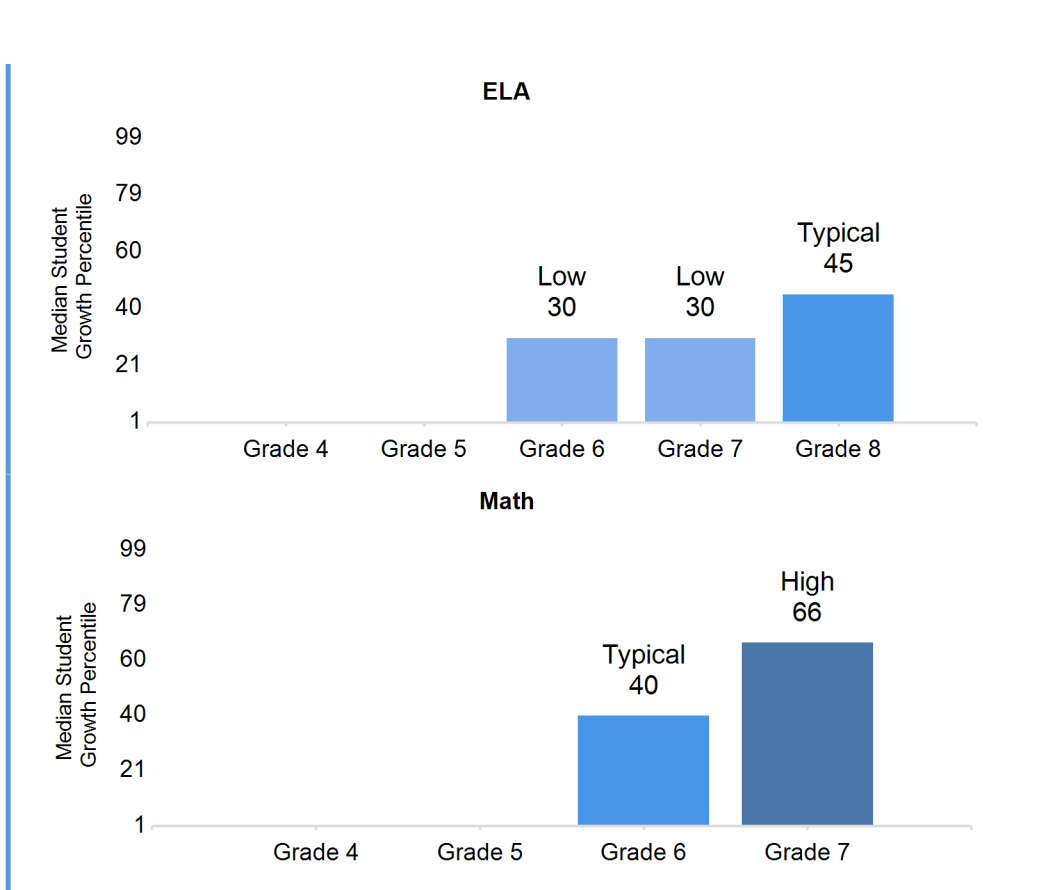
Student Growth by Performance Level

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.





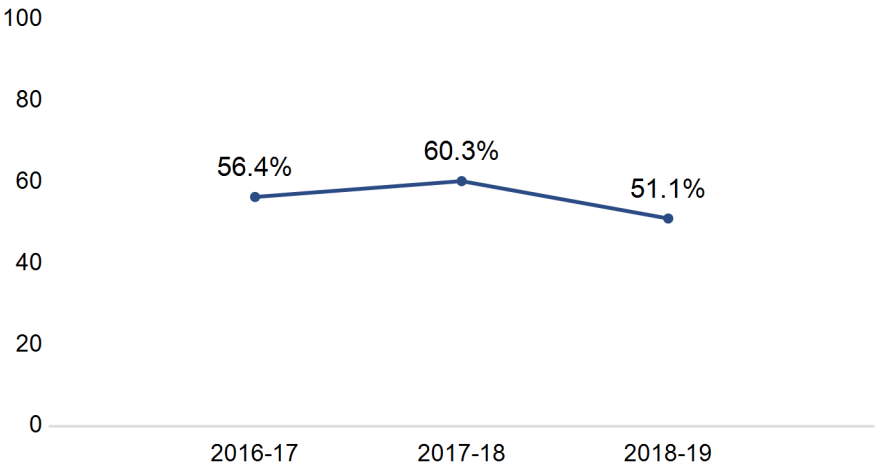
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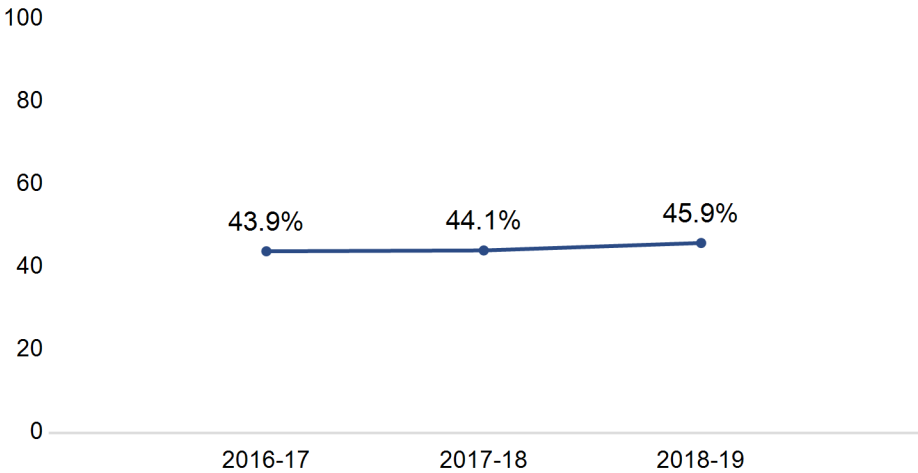
English Language Arts and Mathematics Performance Trends

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	97.8%	97.8%	96.1%	97.2%	97.8%	95.7%
Proficiency Rate for Federal Accountability	56.4%	60.3%	51.1%	43.9%	44.1%	45.9%
Annual Target	49.4%	51.0%	52.6%	38.5%	40.7%	42.9%
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.



Lumberton 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	483	96.1	51.1	52.8	57.9	51.1	52.6	Met Target†
White	269	98.6	56.1	58.7	66.9	56.1	56.3	Met Target†
Hispanic	48	88.9	45.8	*	43.9	42.9	52.9	Met Target†
Black or African American	105	91.6	32.4	39.2	38.5	31.4	37.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	62.2	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	37	100.0	51.4	45.3	64.4	51.4	65.2	Not Met
Female	225	95.4	60.0	59.5	64.8	60.0		
Male	258	96.7	43.4	46.6	51.3	43.4		
Economically Disadvantaged Students	87	88.9	27.6	30.5	40.0	25.8	32.3	Met Target†
Non-Economically Disadvantaged Students	396	97.8	56.3	58.6	67.9	56.3		
Students with Disabilities	102	92.0	19.6	17.9	22.7	19.0	24.1	Met Target†
Students without Disabilities	381	97.3	59.6	61.7	65.1	59.6		
English Learners	*	*	*	15.4	29.3	*	**	**
Non-English Learners	*	*	*	53.4	60.6	*		
Homeless Students	*	*	*	28.6	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	23	96.0	39.1	*	57.8	39.1		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

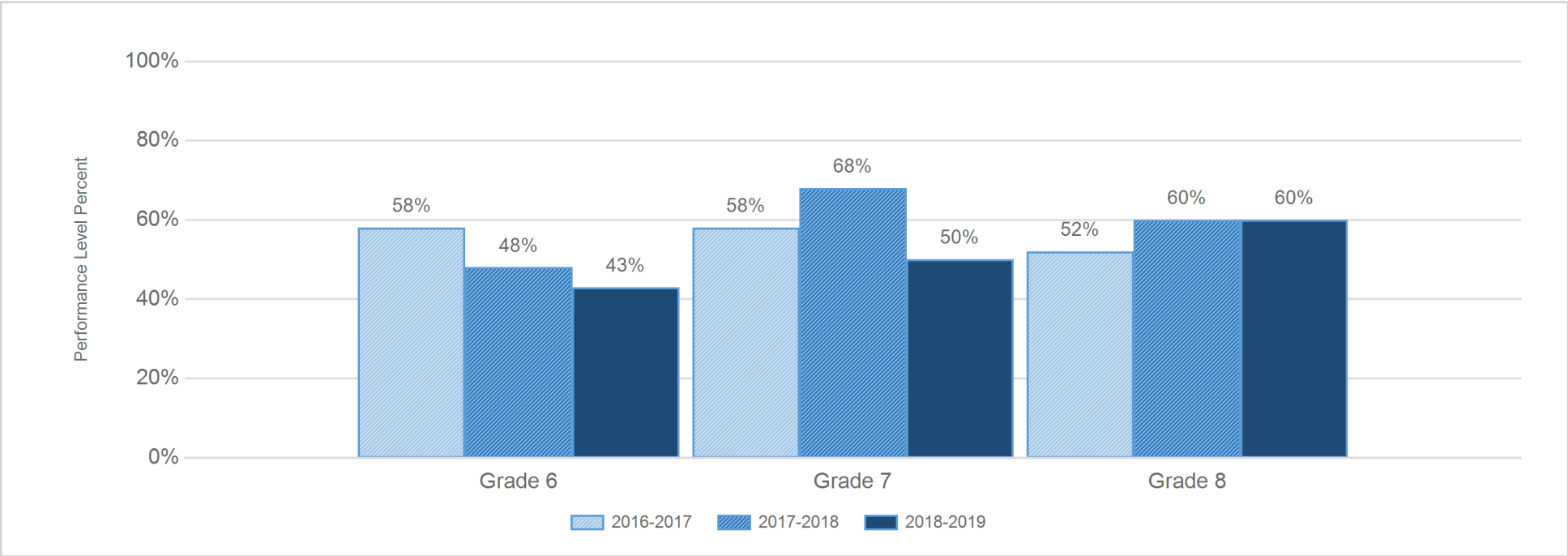


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2018-2019

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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
Schoolwide	150	747	747	754	*	17%	35%	*	*	43%	56%
White	88	749	749	762	*	18%	39%	*	*	39%	65%
Hispanic	14	745	745	743	*	*	*	*	*	50%	43%
Black or African American	29	735	735	738	*	*	38%	34%	0%	34%	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	61	758	758	762	*	*	31%	*	*	57%	64%
Male	89	739	739	748	*	*	37%	*	*	33%	48%
Economically Disadvantaged Students	34	740	740	740	*	*	32%	*	*	38%	39%
Non-Economically Disadvantaged Students	116	749	749	763	*	*	35%	*	*	44%	67%
Students with Disabilities	33	727	727	722	*	*	42%	*	*	18%	19%
Students without Disabilities	117	753	753	761	*	*	32%	*	*	50%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	167	749	749	761	11%	13%	25%	35%	16%	50%	63%
White	81	757	757	769	*	*	23%	43%	19%	62%	72%
Hispanic	18	744	744	747	*	*	*	*	*	39%	50%
Black or African American	46	732	732	741	*	24%	35%	*	*	24%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	14	742	742	768	*	*	*	*	*	57%	68%
Female	80	756	756	769	*	*	30%	35%	18%	53%	71%
Male	87	742	742	753	*	*	21%	34%	14%	48%	55%
Economically Disadvantaged Students	31	721	721	743	*	*	39%	*	*	16%	45%
Non-Economically Disadvantaged Students	136	755	755	771	*	*	22%	*	*	58%	73%
Students with Disabilities	37	714	714	720	*	*	*	30%	0%	30%	22%
Students without Disabilities	130	759	759	769	*	*	*	36%	20%	56%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Lumberton Middle School
(05-2850-060)
Grades Offered: 06-08
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	173	761	761	762	*	*	20%	39%	21%	60%	63%
White	104	765	765	770	*	*	18%	44%	21%	65%	72%
Hispanic	16	752	752	747	*	*	*	*	*	50%	49%
Black or African American	32	747	747	741	*	*	*	*	*	47%	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	84	770	770	771	*	*	18%	*	*	73%	71%
Male	89	752	752	753	*	*	22%	*	*	48%	55%
Economically Disadvantaged Students	23	737	737	743	*	*	*	*	*	30%	45%
Non-Economically Disadvantaged Students	150	765	765	772	*	*	*	*	*	65%	72%
Students with Disabilities	29	713	713	721	*	34%	*	*	*	10%	22%
Students without Disabilities	144	770	770	770	*	10%	*	*	*	70%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Lumberton Middle School
(05-2850-060)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	481	95.7	45.9	48.1	44.5	45.9	42.9	Met Target
White	270	98.6	54.8	58.4	54.1	54.8	47.9	Met Target
Hispanic	48	88.9	37.5	*	28.8	35.0	35.4	Met Target†
Black or African American	103	89.9	22.3	27.5	23.0	21.2	26.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	56.4	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	36	100.0	38.9	37.8	53.3	38.9	43.2	Met Target†
Female	224	95.0	43.3	44.7	44.9	43.3		
Male	257	96.4	48.2	51.3	44.2	48.2		
Economically Disadvantaged Students	86	87.9	23.3	23.7	26.3	21.5	25.1	Met Target†
Non-Economically Disadvantaged Students	395	97.6	50.9	54.4	54.9	50.9		
Students with Disabilities	101	91.1	14.9	16.9	17.4	14.2	15.7	Met Target†
Students without Disabilities	380	97.0	54.2	56.1	50.0	54.2		
English Learners	*	*	*	15.4	25.0	*	**	**
Non-English Learners	*	*	*	48.6	46.5	*		
Homeless Students	*	*	*	14.3	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	23	96.0	30.4	*	46.4	30.4		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Lumberton Middle School

(05-2850-060)

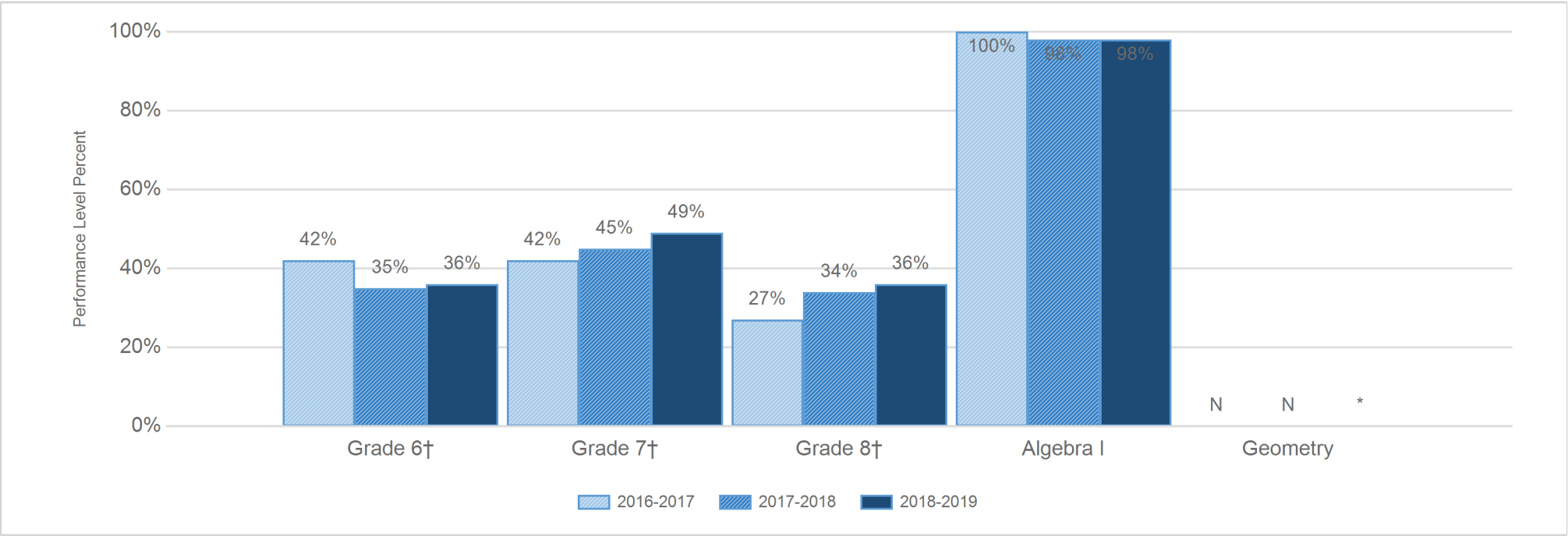
Grades Offered: 06-08

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.



Lumberton Middle School
(05-2850-060)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	149	738	738	741	10%	20%	34%	*	*	36%	41%
White	88	743	743	749	*	15%	35%	*	*	43%	51%
Hispanic	14	732	732	729	*	*	*	*	*	21%	24%
Black or African American	28	720	720	722	*	*	*	*	*	14%	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	60	739	739	742	*	18%	37%	*	*	35%	42%
Male	89	737	737	740	*	21%	31%	*	*	37%	40%
Economically Disadvantaged Students	33	728	728	726	*	*	33%	*	*	27%	21%
Non-Economically Disadvantaged Students	116	741	741	750	*	*	34%	*	*	39%	53%
Students with Disabilities	32	711	711	716	*	*	*	*	*	*	12%
Students without Disabilities	117	745	745	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Lumberton Middle School
(05-2850-060)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	166	748	748	744	8%	13%	31%	37%	11%	49%	42%
White	81	755	755	751	*	*	28%	47%	14%	60%	53%
Hispanic	18	746	746	733	*	*	*	*	*	39%	26%
Black or African American	45	734	734	727	*	*	36%	*	*	29%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	14	740	740	749	*	*	*	*	*	36%	51%
Female	80	749	749	744	*	*	36%	*	*	45%	42%
Male	86	748	748	743	*	*	26%	*	*	52%	42%
Economically Disadvantaged Students	31	726	726	731	*	*	35%	*	*	16%	24%
Non-Economically Disadvantaged Students	135	753	753	751	*	*	30%	*	*	56%	53%
Students with Disabilities	37	723	723	718	*	*	*	*	*	24%	13%
Students without Disabilities	129	755	755	749	*	*	*	*	*	56%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Lumberton Middle School
(05-2850-060)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	737	737	728	12%	20%	33%	*	*	36%	29%
White	73	743	743	737	*	16%	32%	*	*	44%	38%
Hispanic	13	732	732	722	*	*	*	*	*	38%	22%
Black or African American	30	728	728	714	*	37%	33%	*	*	20%	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	64	737	737	731	*	*	38%	*	*	34%	31%
Male	65	736	736	726	*	*	28%	*	*	37%	27%
Economically Disadvantaged Students	21	716	716	719	*	*	*	*	*	24%	20%
Non-Economically Disadvantaged Students	108	741	741	735	*	*	*	*	*	38%	36%
Students with Disabilities	29	712	712	707	*	*	*	*	*	17%	10%
Students without Disabilities	100	744	744	734	*	*	*	*	*	41%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Lumberton Middle School
(05-2850-060)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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	43	785	785	744	0%	*	0%	*	*	98%	42%
White	31	782	782	752	0%	*	0%	*	*	97%	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	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	20	784	784	745	0%	*	0%	*	*	100%	44%
Male	23	785	785	743	0%	*	0%	*	*	96%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	43	785	785	748	0%	*	0%	*	*	98%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	43	785	785	745	0%	*	0%	*	*	98%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	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%



Lumberton Middle School
(05-2850-060)
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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
Schoolwide	*	*	*	737	*	*	*	*	*	*	35%
White	N	N	N	743	N	N	N	N	N	N	43%
Hispanic	N	N	N	724	N	N	N	N	N	N	17%
Black or African American	N	N	N	720	N	N	N	N	N	N	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	N	N	N	745	N	N	N	N	N	N	46%
Female	N	N	N	738	N	N	N	N	N	N	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	N	N	N	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	N	712	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Lumberton Middle School
(05-2850-060)
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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Lumberton Middle School
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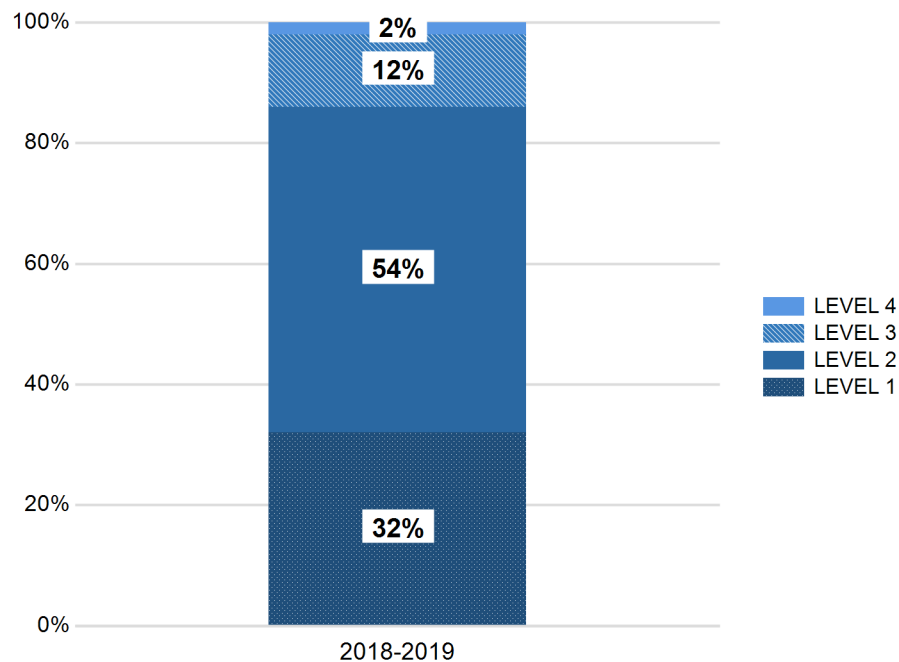
Report Key:

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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	32	54	12	2
White	25	59	15	2
Hispanic	35	53	6	6
Black or African American	56	38	6	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	30	57	13	0
Male	34	52	10	4
Economically Disadvantaged Students	65	30	4	0
Non-Economically Disadvantaged Students	27	58	13	3
Students with Disabilities	73	27	0	0
Students without Disabilities	23	60	14	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Lumberton Middle School
(05-2850-060)
Grades Offered: 06-08
2018-2019

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	166
7	0	0	177
8	44	0	141
Total	44	0	484

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	163	0	0	0	0	0	0
7	58	0	0	0	0	0	0
8	90	0	0	0	0	0	0
Total	311	0	0	0	0	0	0



Lumberton Middle School
(05-2850-060)
Grades Offered: 06-08
2018-2019

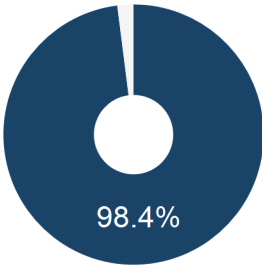
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Visual and Performing Arts – Course Participation

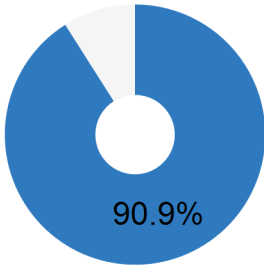
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

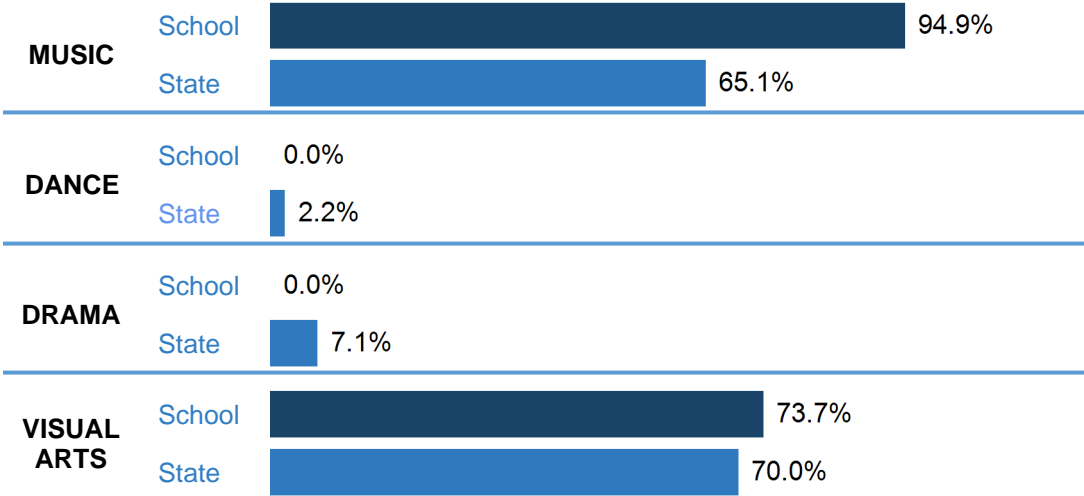


School



State

Students enrolled in one or more classes by discipline:





Lumberton Middle School
(05-2850-060)
Grades Offered: 06-08
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.

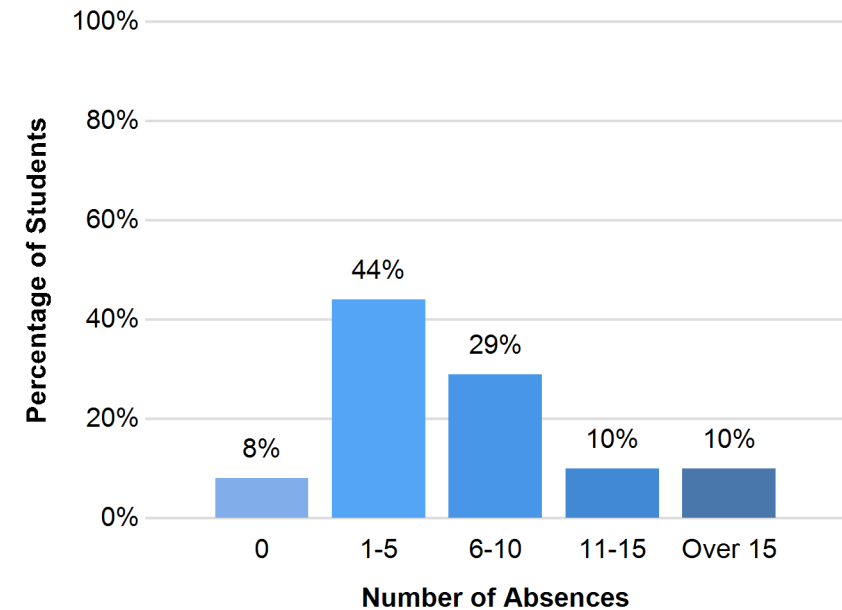
Chronic Absenteeism

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	44	8.6	9.1	Met
White	16	5.8	9.1	Met
Hispanic	11	20.8	9.1	Not Met
Black or African American	13	10.9	9.1	Not Met
Asian, Native Hawaiian, or Pacific	*	*	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	4	10.5	9.1	Not Met
Female	21	8.9		
Male	23	8.4		
Economically Disadvantaged Students	25	23.1	9.1	Not Met
Students with Disabilities	19	17.3	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	3	12.0		
Migrant Students	N	N		

Days Absent

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





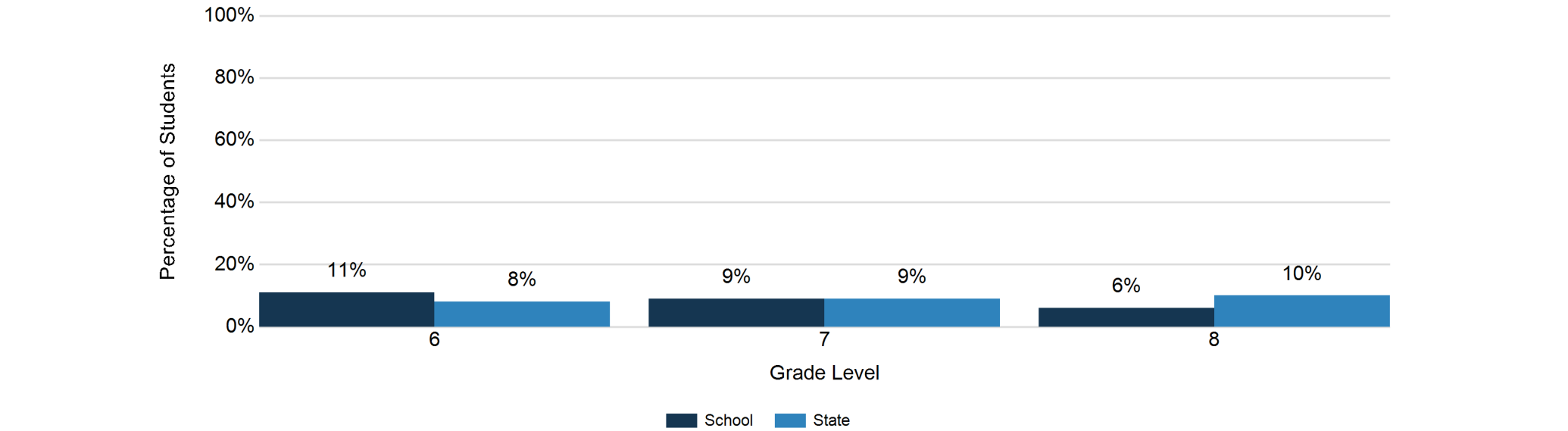
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Chronic Absenteeism by Grade

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





Lumberton Middle School
(05-2850-060)
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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	25
Weapons	0
Vandalism	6
Substances	0
Harassment, Intimidation, Bullying (HIB)	37
Total Unique Incidents	68
Incidents Per 100 Students Enrolled	13.47

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	1



Lumberton Middle School
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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	11	11
Religion	0	1	1
Ancestry	0	0	0
Gender	0	8	8
Sexual Orientation	1	2	3
Disability	0	4	4
Other	0	13	13
No Identified Nature	32		32

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	32	6.3%
Out-of-School Suspensions	50	9.9%
Any Suspension	63	12.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
193



Lumberton Middle School
(05-2850-060)
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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	7:45 AM
Typical End Time	2:50 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

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

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



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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	44	118,214
Average years experience in public schools	18.8	12.1
Average years experience in district	16.9	10.8
Percentage of Teachers with 4 or more years experience in the district	95.5%	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	8	9,530
Average years experience in public schools	9.3	16.0
Average years experience in district	9.3	12.0
Percentage of Administrators with 4 or more years experience in the district	62.5%	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	12:1
Students to Administrators	253:1	154:1
Teachers to Administrators	22:1	12:1
Students to Librarians/Media Specialists		614:1
Students to Nurses		307:1
Students to Counselors		246:1
Students to Child Study Team Members		175:1



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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	46.3%	70.5%	50.0%	48.4%	77.1%	54.9%
Male	53.7%	29.5%	50.0%	51.6%	22.9%	45.1%
White	54.5%	90.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.1%	2.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	23.2%	4.5%	0.0%	15.0%	6.6%	13.9%
Asian	4.4%	2.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	7.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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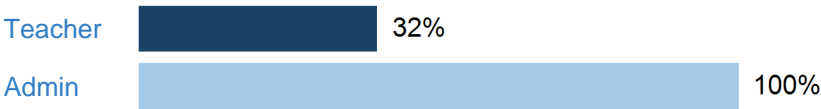
Teachers and Administrators - Level of Education

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

Bachelor's Degree



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	91.5%	90.5%
2017-18 Administrators: Same district 2018-19	63.6%	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	96.2%



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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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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	56.4%	60.3%	51.1%
Math Proficiency	43.9%	44.1%	45.9%
ELA Growth	44	36	37
Math Growth	41	52	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.6%	5.9%	8.6%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> New Science Program, IQWST, led to substantial increases in science scores for students For the 18- 19 school year, we are continuing to implement a 1-to-1 take home model for all grades at LMS. We were able to double our after school club offerings over the last 2 years to offer a multitude of opportunities for students at LMS.
 <p>Mission, Vision, Theme:</p>	<p>Our missing State is as follows - Lumberton Middle School provides an environment that promotes academic excellence, social development, and the opportunity to explore a wide range of extracurricular experiences. Students are guided each day by a dedicated, energetic staff whose goal is to produce well rounded adolescents who are equipped to achieve greatness in high school and beyond. Our vision is Developing the Whole Student:Intellectually...Emotionally...Socially. We look forward to revisiting our Mission and Vision in the 19-20 school year as we look to incorporate Student Voice through our equity work and adopt a PBIS approach in our school.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>2019 PAEMST Award Winner Trish Lee</p>



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Courses, Curriculum, Instruction:

We are proud of the curriculum work our teachers have been active in developing. Our Language Arts classes utilize the Readers' and Writers' Workshop Models. In math we are piloting a new Open Source math program which is extensively online. Our science curriculum utilizes the IQWST program which has proven to be very successful after its first year of implementation. We are very happy to offer a life skills program this year as an addition to our special education program.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls)

We offer the following sports for boys: soccer, basketball, and baseball and track and field. For girls we offer: soccer, basketball, cheerleading, softball, and track and field



Clubs and Activities:

We are proud of our expanding offerings. In the arts we offer band, orchestra, chorus and drama. We also offer Girls in Action, Young Republic, LMS Spirit Squad, Art Club, Community Service Club, Yoga Club, Dance Club and Creative Writing Club. FREE school tutoring program





Lumberton Middle School
 (05-2850-060)
 Grades Offered: 06-08
 2018-2019

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 † 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.

 <p>Before and After School Programs:</p>	<p>Extended Day Care for students ages 11 through 13</p>
 <p>Staff and Professional Learning:</p>	<p>Our staff is involved in numerous professional development opportunities. The first is our district in-service program. This year we resumed a regional in-service day in which we cooperated with the regional high school and all the sending districts. We also offer many staff training opportunities after school monthly and we provide professional development on selected topics such as instruction, differentiation and technology in the classroom.</p>






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 <p>Student Supports and Services:</p>	<p>At LMS, we offer instruction for ELL students in language arts. We also have a complete special education program and Basic Skills which involves both in school enrichment as well as after school tutoring.</p>
 <p>Student Health and Wellness:</p>	<p>Students participate in Physical Education classes daily. One marking period of the year, the students receive grade level instruction in Health and Wellness. We also offer both breakfast and lunch programs in the cafeteria with the students having multiple choices at each meal. Breakfast is offered. The guidance counselor offers class, grade and school level lessons and assemblies. LMS also participates in the “No Place for Hate” initiative.</p>
 <p>Parent and Community Involvement:</p>	<p>Lumberton has a very active PTA which works very hard to support the students and teachers of the district and sponsors many programs in our school. We offer a Meet Your Teacher Night in the Fall as well as parent conferences, including night appointments, in November. We believe the home/school relationship is very important to help our children develop into the best young men and young ladies they can be. Parents had expanded visitation options this year during American Education Week, along with periodic conference schedules.</p>



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<div>Climate Surveys:</div>	Who is surveyed: Students, Teachers
<div>Facilities:</div>	Our building was originally built in 1991 and a wing with ten more rooms was added in 1996. Then, in 1997, the auditorium and two music classrooms were added. The building is air conditioned in all classrooms, library and offices.
<div>School Safety:</div>	There is a referendum planned to install security vestibules and update camera systems. An SRO is paid for by the township and polices our four schools.




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 <div>Technology and STEM:</div>	1:1 Chromebooks, IQWST digital science curriculum, Project Lead the Way, Smartboards in classrooms, two computer labs.
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