



Milford Brook School  
(25-2920-063)  
Grades Offered: KG-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 as the top left of the screen to move between pages of the report

**Other Resources:**

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

Notes from the New Jersey Department of Education:



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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	Monmouth
District	Manalapan-Englishtown Regional Schools School District
Principal Name	Mrs. Jodi Pepchinski
Address	20 GLOBAL TERRACE Manalapan, NJ 07726-1599
Phone Number	732-786-2780
Email Address	<a href="mailto:jpepchinski@mersnj.us">jpepchinski@mersnj.us</a>
Website	<a href="http://www.mersnj.us/mb">http://www.mersnj.us/mb</a>
Facebook	<a href="https://www.facebook.com/MERSDistrict/">https://www.facebook.com/MERSDistrict/</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	87	80	78
1	80	107	94
2	88	81	102
3	91	86	86
4	83	93	92
5	91	87	94
Total	520	534	546

### 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	46.9%	48.3%	49.8%
Male	53.1%	51.7%	50.2%
Economically Disadvantaged Students	9.8%	9.0%	9.2%
Students with Disabilities	10.0%	10.9%	12.6%
English Learners	5.0%	4.5%	4.9%
Homeless Students	N	N	N
Students in Foster Care	0.2%	N	N
Military-Connected Students	0.4%	0.4%	N
Migrant Students	N	N	N

### 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	78.5%	75.5%	75.3%
Hispanic	10.6%	12.2%	11.4%
Black or African American	1.5%	1.9%	2.2%
Asian	6.3%	6.9%	7.1%
Native Hawaiian or Pacific Islander	N	N	N
American Indian or Alaska Native	0.2%	N	N
Two or More Races	2.9%	3.6%	4.0%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	N	N	N
KG - Full Day	87	80	78

### 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	85.0%
Russian	6.8%
Spanish	2.6%
Other Languages	5.7%



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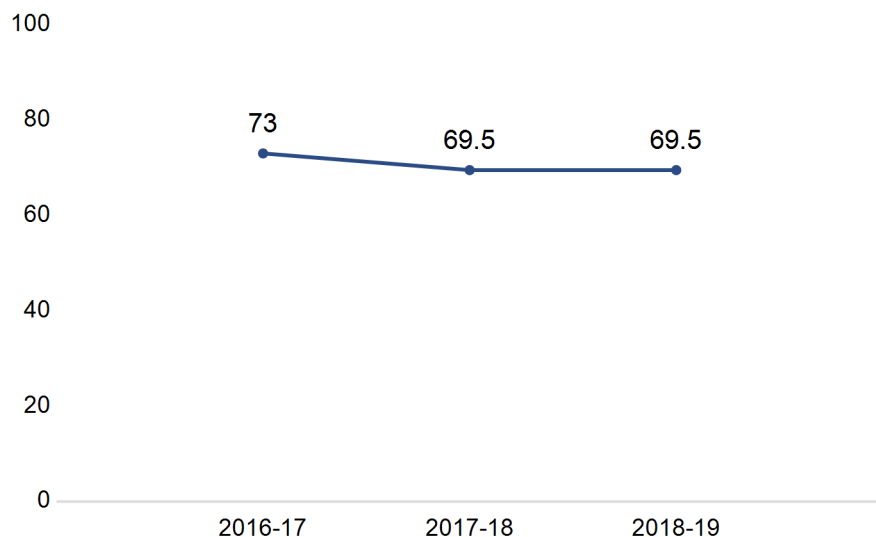
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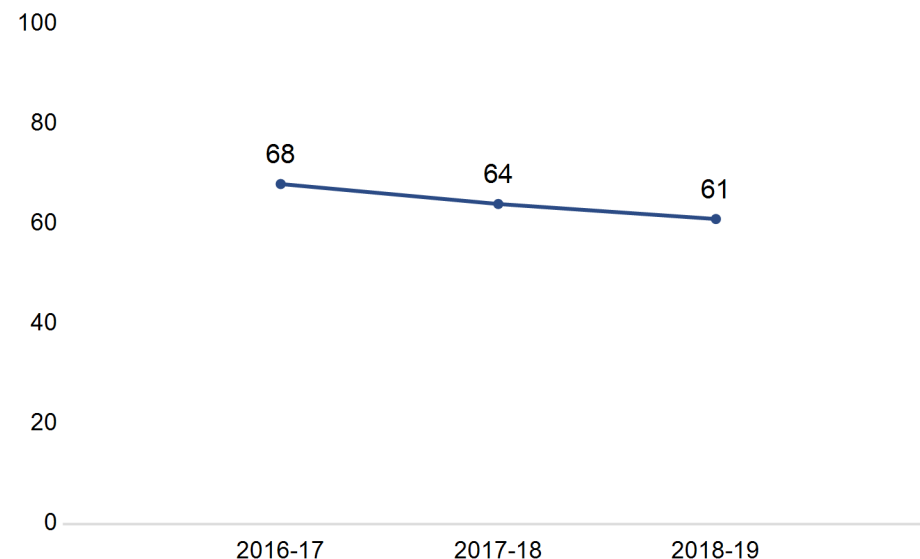
## Student Growth Trends and Progress

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

### ELA Median Student Growth Percentile



### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	73	69.5	69.5	68	64	61
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds 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	69.5	63	50	Exceeds Standard	61	61	50	Exceeds Standard
White	66	62.5	50	Exceeds Standard	61	60	52	Exceeds Standard
Hispanic	81	67	49	**	64.5	62	47	**
Black or African American	*	44	45	**	*	40.5	43	**
Asian, Native Hawaiian, or Pacific Islander	69	67	59	Exceeds Standard	57	68.5	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	67	49	**	*	55	52	**
Female	69	67	53	N	61	60	50	N
Male	70	60	47	N	61	61	51	N
Economically Disadvantaged Students	74	63	48	Exceeds Standard	64	59	46	Exceeds Standard
Students with Disabilities	49	48.5	43	**	74	54.5	45	**
English Learners	76.5	75	52	**	79.5	72	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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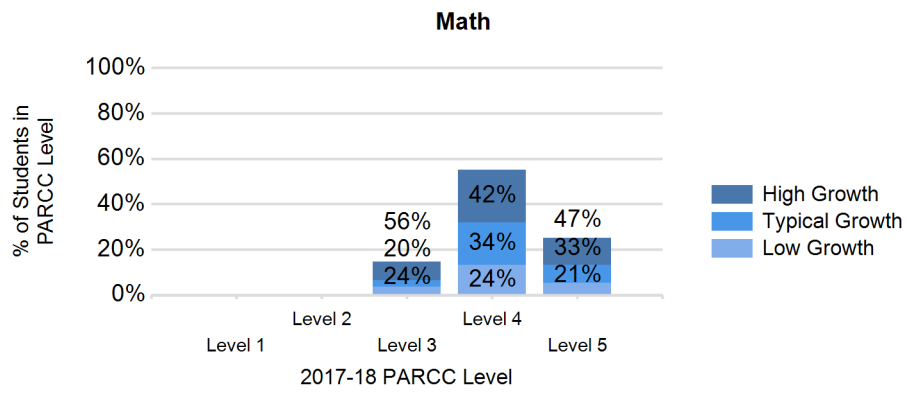
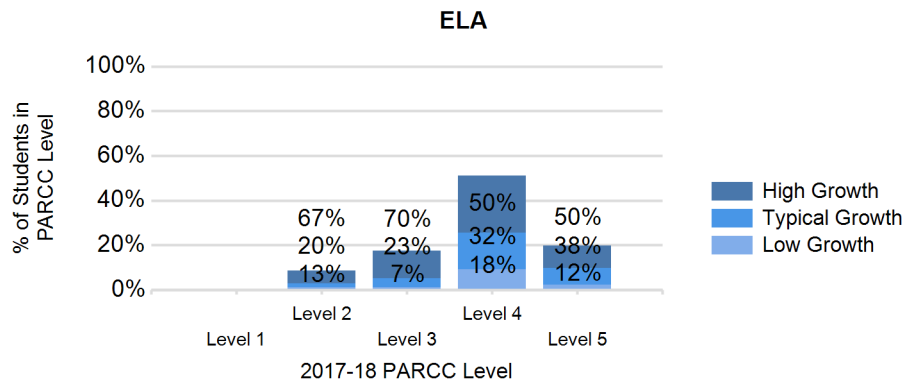
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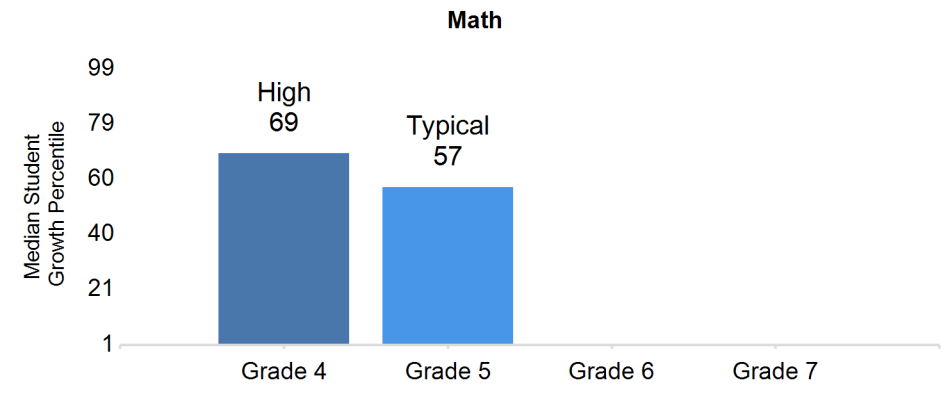
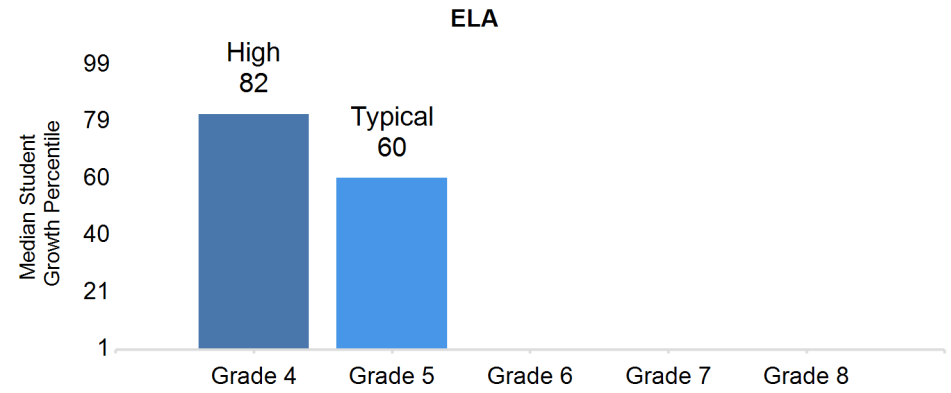
### Student Growth by Performance Level

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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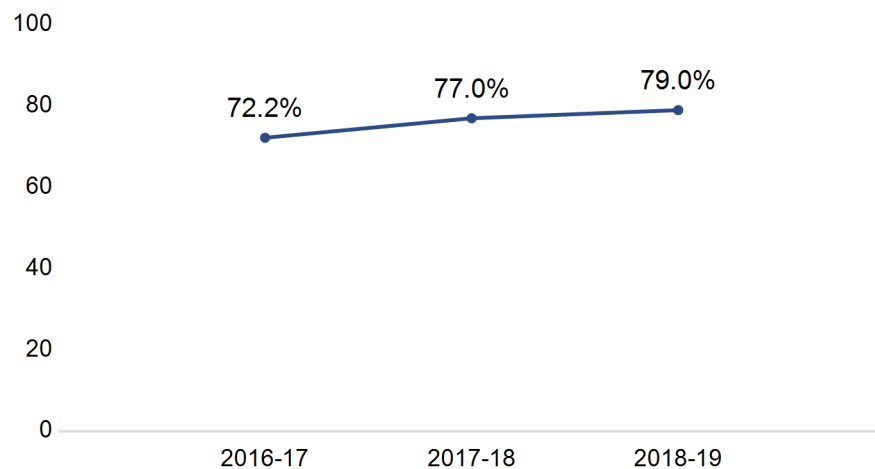
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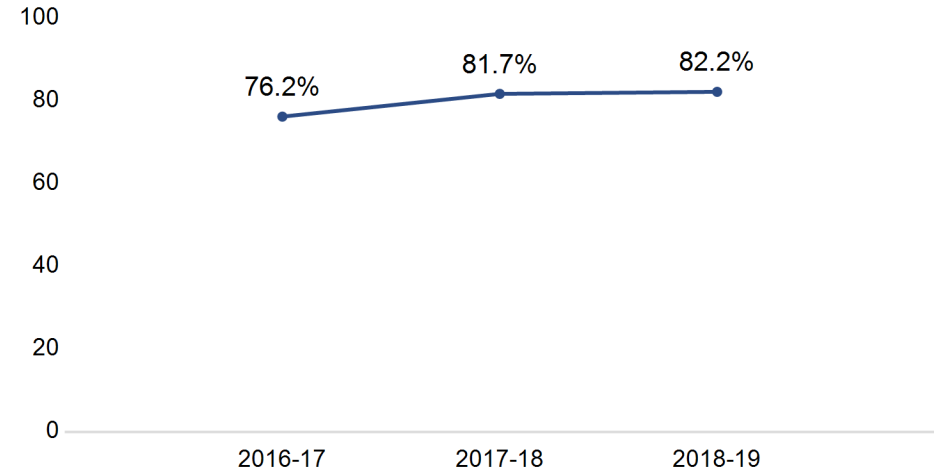
## English Language Arts and Mathematics Performance Trends

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	93.3%	97.4%	97.0%	93.7%	97.1%	97.0%
Proficiency Rate for Federal Accountability	72.2%	77.0%	79.0%	76.2%	81.7%	82.2%
Annual Target	71.8%	72.3%	72.7%	68.9%	69.5%	70.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Goal	Met Goal
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	252	97.0	79.0	78.1	57.9	79.0	72.7	Met Target
White	188	96.0	75.0	77.4	66.9	75.0	71.2	Met Target
Hispanic	22	100.0	100.0	72.9	43.9	100.0	60.5	Met Goal
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	92.0	89.4	82.9	92.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	77.8	64.4	*	**	**
Female	117	96.0	82.9	84.1	64.8	82.9		
Male	135	97.9	75.6	72.6	51.3	75.6		
Economically Disadvantaged Students	27	96.6	77.8	*	40.0	77.8	55.3	Met Target
Non-Economically Disadvantaged Students	225	97.0	79.1	*	67.9	79.1		
Students with Disabilities	28	96.6	32.1	30.2	22.7	32.1	38.5	Met Target†
Students without Disabilities	224	97.0	84.8	86.7	65.1	84.8		
English Learners	14	100.0	78.6	62.8	29.3	78.6	**	**
Non-English Learners	238	96.8	79.0	78.5	60.6	79.0		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.





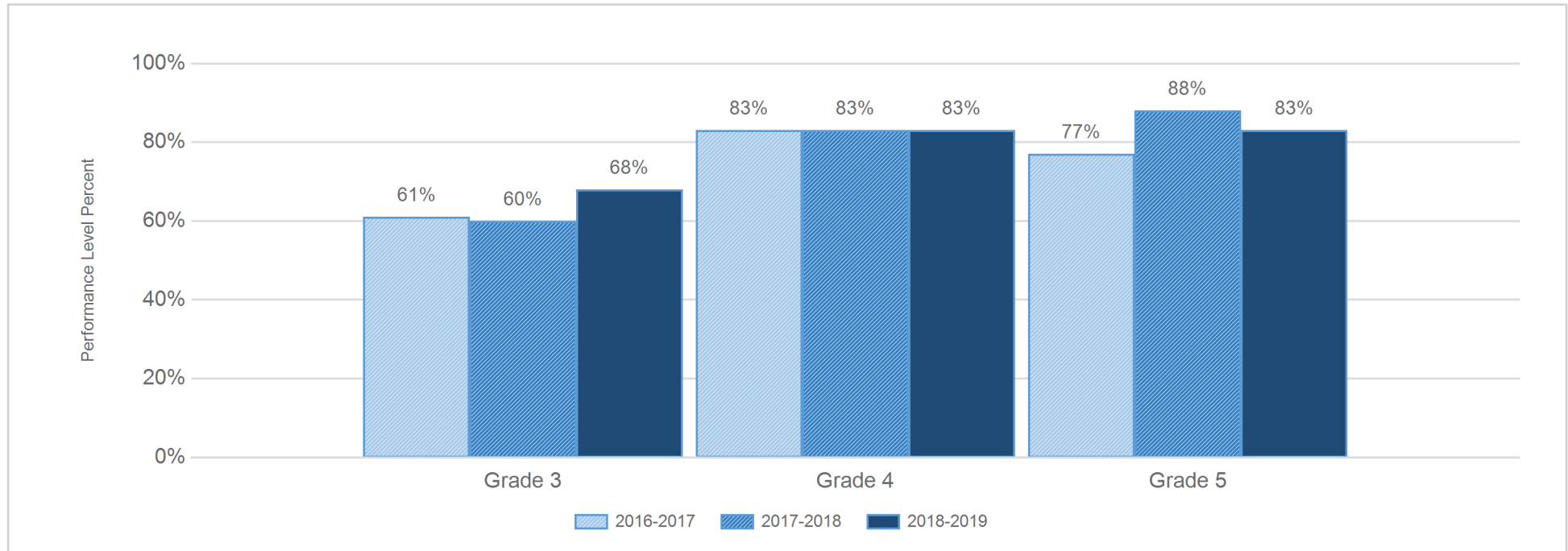
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## English Language Arts Assessment - Performance Trends

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





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### English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	78	762	768	748	*	*	21%	55%	13%	68%	50%
White	61	761	769	757	*	*	23%	*	*	66%	60%
Hispanic	*	*	759	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	36	772	773	753	*	*	*	*	*	75%	55%
Male	42	754	762	743	*	*	*	*	*	62%	46%
Economically Disadvantaged Students	*	*	745	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	769	759	*	*	*	*	*	*	61%
Students with Disabilities	10	718	728	719	*	*	*	*	*	30%	24%
Students without Disabilities	68	769	773	754	*	*	*	*	*	74%	56%
English Learners	*	*	729	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	769	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	90	781	775	755	*	*	11%	51%	32%	83%	57%
White	62	776	771	763	*	*	16%	53%	26%	79%	67%
Hispanic	12	784	774	743	0%	*	0%	*	*	92%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	10	803	801	779	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	42	780	779	760	*	*	*	50%	33%	83%	62%
Male	48	781	770	750	*	*	*	52%	31%	83%	53%
Economically Disadvantaged Students	14	762	756	740	*	*	*	*	*	71%	40%
Non-Economically Disadvantaged Students	76	784	776	765	*	*	*	*	*	86%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	88	776	777	756	0%	*	*	60%	23%	83%	58%
White	66	772	774	764	0%	*	*	62%	18%	80%	68%
Hispanic	*	*	770	743	*	*	*	*	*	*	44%
Black or African American	*	*	750	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	14	789	798	781	0%	*	0%	*	*	93%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	794	762	*	*	*	*	*	*	65%
Female	41	783	785	761	0%	*	*	*	*	90%	64%
Male	47	769	771	750	0%	*	*	*	*	77%	52%
Economically Disadvantaged Students	*	*	763	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	779	766	*	*	*	*	*	*	69%
Students with Disabilities	11	739	738	724	0%	*	*	*	*	36%	23%
Students without Disabilities	77	781	785	762	0%	*	*	*	*	90%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	88	776	*	758	0%	*	*	60%	23%	83%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	253	97.0	82.2	73.7	44.5	82.2	70.1	Met Goal
White	189	96.0	79.9	72.3	54.1	79.9	69.3	Met Target
Hispanic	22	100.0	90.9	68.6	28.8	90.9	63	Met Goal
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	92.0	89.2	76.5	92.0	71.5	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	81.5	53.3	*	**	**
Female	118	96.0	82.2	75.6	44.9	82.2		
Male	135	97.9	82.2	72.0	44.2	82.2		
Economically Disadvantaged Students	27	96.6	66.7	*	26.3	66.7	56.7	Met Target
Non-Economically Disadvantaged Students	226	97.1	84.1	*	54.9	84.1		
Students with Disabilities	28	96.6	46.4	26.6	17.4	46.4	30.5	Met Target
Students without Disabilities	225	97.1	86.7	82.2	50.0	86.7		
English Learners	15	100.0	86.7	66.3	25.0	86.7	**	**
Non-English Learners	238	96.8	81.9	73.9	46.5	81.9		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



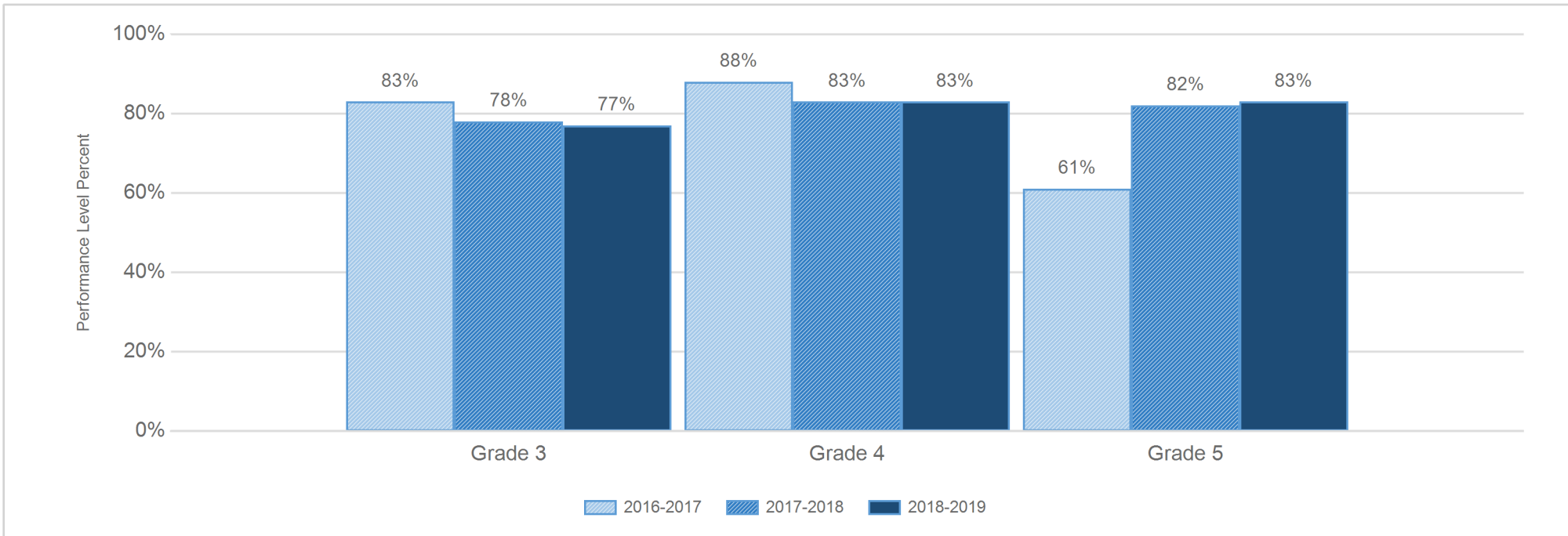
**Milford Brook School**  
(25-2920-063)  
Grades Offered: KG-05  
2018-2019

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### Mathematics Assessment – Performance Trends

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



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



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### Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	78	771	776	752	*	*	18%	50%	27%	77%	55%
White	61	769	776	760	*	*	20%	48%	26%	74%	66%
Hispanic	*	*	766	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	36	772	776	751	*	*	*	*	*	86%	54%
Male	42	770	776	752	*	*	*	*	*	69%	56%
Economically Disadvantaged Students	*	*	751	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	778	761	*	*	*	*	*	*	67%
Students with Disabilities	10	742	746	731	*	*	*	*	*	40%	31%
Students without Disabilities	68	775	781	756	*	*	*	*	*	82%	60%
English Learners	*	*	742	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	777	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%





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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	90	777	774	749	*	*	12%	57%	27%	83%	51%
White	62	776	772	757	0%	*	*	56%	24%	81%	62%
Hispanic	12	769	764	737	*	0%	*	*	*	83%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	10	791	800	776	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	42	776	774	749	*	*	*	*	*	81%	50%
Male	48	778	775	749	*	*	*	*	*	85%	52%
Economically Disadvantaged Students	14	772	761	734	*	*	*	*	*	79%	32%
Non-Economically Disadvantaged Students	76	778	776	759	*	*	*	*	*	84%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	90	775	774	747	*	*	*	52%	31%	83%	47%
White	67	772	772	755	0%	*	*	57%	27%	84%	58%
Hispanic	*	*	757	735	*	*	*	*	*	*	30%
Black or African American	*	*	743	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	14	794	798	775	0%	0%	*	*	*	86%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	781	753	*	*	*	*	*	*	55%
Female	42	776	775	747	*	*	*	50%	31%	81%	47%
Male	48	774	773	747	*	*	*	54%	31%	85%	47%
Economically Disadvantaged Students	*	*	752	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	776	757	*	*	*	*	*	*	59%
Students with Disabilities	11	752	741	725	*	*	*	*	*	45%	19%
Students without Disabilities	79	778	780	752	*	*	*	*	*	89%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	75.0%	56.6%	<u>Exceeds</u>

† 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	19	47.4%	52.6%
3-4	*	*	*
5 or more	*	*	*



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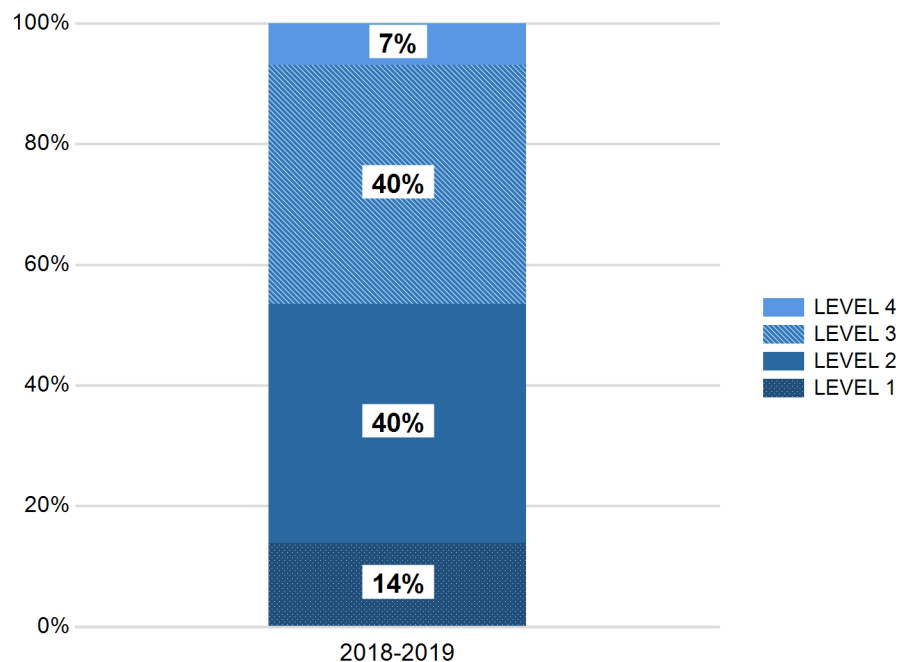
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	14	40	40	7
White	15	41	40	4
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	7	36	36	21
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	9	44	35	12
Male	19	35	44	2
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	33	42	17	8
Students without Disabilities	11	39	43	6
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

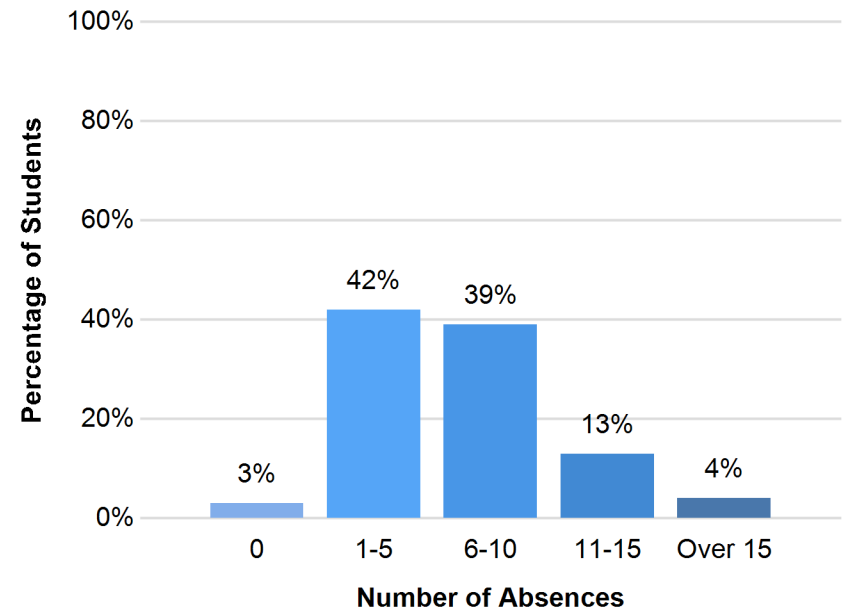
### Chronic Absenteeism

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	2.5	8.9	Met
White	9	2.3	8.9	Met
Hispanic	3	5.6	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	2.9	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	8.9	Met
Female	5	1.9		
Male	8	3.2		
Economically Disadvantaged Students	2	4.5	8.9	Met
Students with Disabilities	4	8.3	8.9	Met
English Learners	2	9.5	8.9	Not Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





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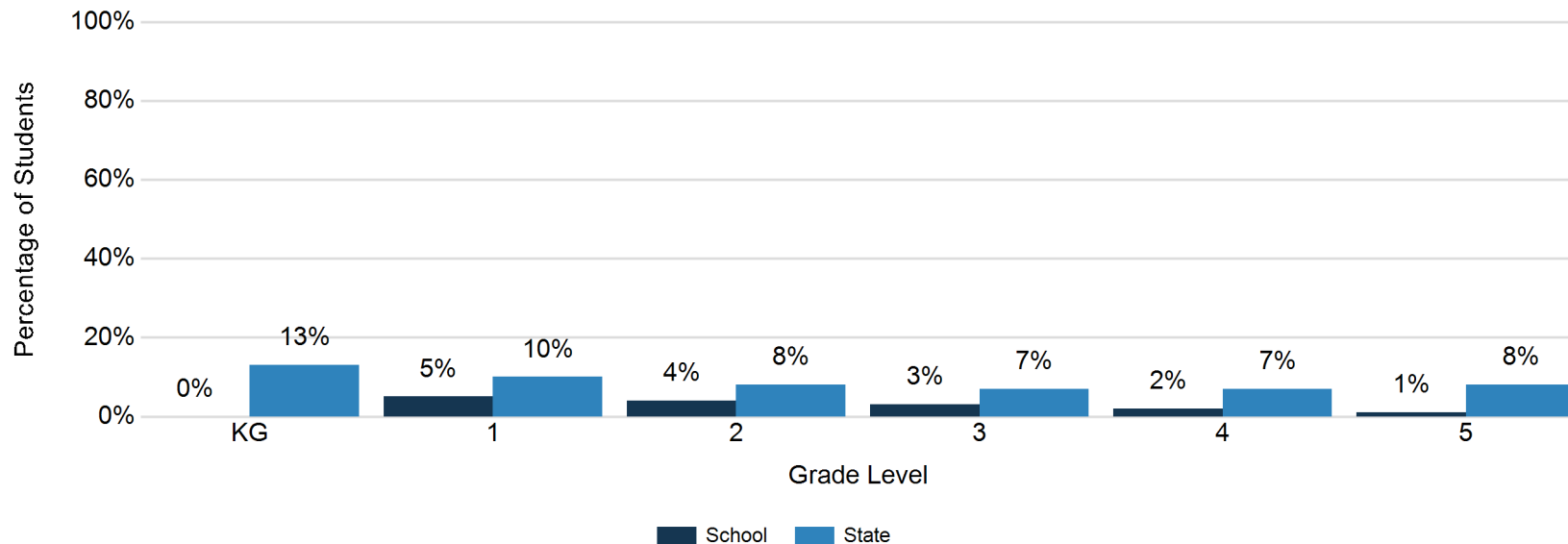
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### Chronic Absenteeism by Grade

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





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

### Violence, Vandalism, HIB, and Substance Offenses

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

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

### Police Notifications

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

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



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

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

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

### Student Disciplinary Removals

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

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

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

N



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### School Day

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

Category	School
Typical Start Time	9:20 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 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	42	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	81.0%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,530
Average years experience in public schools	14.0	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	82.1%	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	273:1	179:1
Teachers to Administrators	21:1	14:1
Students to Librarians/Media Specialists		1001:1
Students to Nurses		501:1
Students to Counselors		715:1
Students to Child Study Team Members		238:1



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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.8%	97.6%	50.0%	48.4%	77.1%	54.9%
Male	50.2%	2.4%	50.0%	51.6%	22.9%	45.1%
White	75.3%	97.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.4%	2.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.1%	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	4.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.3%	90.5%
2017-18 Administrators: Same district 2018-19	89.3%	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	72.2%	77.0%	79.0%
Math Proficiency	76.2%	81.7%	82.2%
ELA Growth	73	70	70
Math Growth	68	64	61
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		73.3%	75.0%
Chronic Absenteeism	3.9%	5.4%	2.5%

† 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	Met Target	Met Goal	Exceeds Standard	Exceeds Standard	Exceeds Target	Met	No
White	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Goal	Met Goal	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	Met Target†	Met Target	**	**	n/a	Met	No
English Learners	**	**	**	**	**	Not Met	No

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





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## School Narrative

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



### Highlights:

- Technology-enhanced lessons are supported by use of Chromebooks, IPADS, SMARTBoards, and document cameras.
- Curriculum includes EnVision 2.0 Math, Balanced Literacy, and Writing Workshop.
- A Problem Solving Team approach and implementation of an RTI model for learning supports student needs.



### Mission, Vision, Theme:

At Milford Brook School, we take pride in establishing a twenty-first century learning environment where students in kindergarten through grade five come together to "learn and grow" in a safe, secure, and caring setting. Our school community has embraced the following ideals into its growth mindset: "Be Respectful, Be Responsible, Be Safe, Be Kind, & Be Ready." By creating an open, communicative partnership as a school community, we can continue to achieve success by not only supporting the academic progress of our students, but by bolstering our students' social and emotional growth as well.



### Awards, Recognition, Accomplishments:

In 2017-2018, Milford Brook scored in the 98th percentile for its summative percentile rating, thus ranking it in amongst the top 50 schools, including high schools and elementary school, within the state of New Jersey. In 2018-2019, it remained above the 93rd percentile for its summative percentile rating. During the 18-19 school year, the school principal was recognized as a New Jersey Exemplary Elementary Educator by the New Jersey Department of Education. Future Ready Bronze Status was also awarded.



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### Courses, Curriculum, Instruction:

Myriad resources (which include Project Read, Making Meaning, The Teachers College Units of Study, book talks, and author studies) support a balanced literacy approach. Hands-on learning, which is fostered through the use of EnVision 2.0 Math and a Daily 3 structure, is the premise of math instruction. Web and game-based technology tools, such as Achieve 3000, IXL, Reflex Math, and ST Math, further engage our learners. The creation of a WIN (What I Need) period, along with a comprehensive RTI model for academics and behavioral support, allow teachers to target the individual needs of students.



### Clubs and Activities:

The Student Council makes contributions to the school and local community. The character education-based Lions Pride student ambassador program provides leadership opportunities to fifth graders. Extracurricular opportunities (such as the STEAM-based Minecraft club, coding club, school newspaper, instrumental music program, chorus, homework club, and Young Scientists) provide students an opportunity to explore their interests while enhancing social skills.





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 <p><b>Before and After School Programs:</b></p>	<p>In addition to services (ELL instruction, RTI support, behavioral interventions, counseling, speech, and enrichment) offered during the day, ELL support and RTI (Tier II) instruction in mathematics is offered before school. Teachers of these programs create targeted and individualized interventions plans for each child, and growth is progress monitored for 15-18 weeks before a new plan is developed. The goal is to narrow identified gaps in learning.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Professional development is on-going and embedded in-house. The school SciP committee distributes a staff survey to determine needs based on content areas/grade levels. The continued implementation of the ICLE's Rigor and Relevance Framework and their Rigor, Relevance, and Engagement Rubrics remains a focus. PLCs exist across the grade levels/subject areas to encourage collaboration and analysis of student data to increase academic achievement. Staff-led book clubs and trainings foster leadership, as well as the implementation of "pineapple charts," microteaching, and lesson study rounds where staff plan, observe, and reflect upon live lesson implementation.</p>



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<p><b>Student Supports and Services:</b></p>	<p>Milford Brook School is home to an ELL program and myriad intervention and special education services for students in grades K-5. A school counselor, school psychologist, and LDTC assist with behavioral, social, and emotional needs of students. Three intervention teachers support an RTI model during the school day for student instruction, while also coaching and modeling practices for staff. A Problem Solving model is the basis of the I&amp;RS process.</p>
<p><b>Student Health and Wellness:</b></p>	<p>A comprehensive health and physical education program is implemented across all grade levels. In addition to bi-weekly physical education classes, recess time is built into each class schedule. Mandatory health and character education lessons are taught across each grade with emphasis in grades 4/5 on "family life." The counselor reinforces with each class concepts on social thinking and anti-bullying strategies; group and 1:1 sessions are also held as proactive measures to support students' social and emotional development.</p>
<p><b>Parent and Community Involvement:</b></p>	<p>A strong home-school connection is an important element that contributes to the academic, social, and emotional well-being of our children. Parent volunteers, along with participation in and support of the school PTO, are encouraged. Parents have on-going access to a child's academic information through the use of a web-based parent portal. Highlighting this area is the inclusion of parents in the intervention process. Home intervention plans are created for Tier II and III students.</p>



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#### Facilities:

Milford Brook School opened in 1972. Recent upgrades include an electrical system upgrade throughout the building to support the addition of air-conditioning to the Media Center and cafeteria.



#### School Safety:

Milford Brook School places the safety and well-being of its school community as a top priority. An Emergency Management team ensures that procedures are in place and practiced for myriad situations -- as per state law. A district security director and building administration review procedures and practices with the staff table top scenarios to further prepare. In addition, each school has implemented the use of a security software system called the Passage Point Visitor Management System which is designed to allow registered parents/guardians the ability to notify the school of an intended visit, while ensuring proper identification is submitted. The local police department also conducts regular walk-throughs.



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### Technology and STEM:

Technology is integrated into all aspects of the curriculum. Students in grades 3, 4, and 5 have their own Chromebook that they use frequently throughout the day. Google Classroom is utilized as a way for teachers and students to communicate with each other regarding assignments and lessons. Milford Brook School has one full computer lab supported with PC technology and a Chrome Base lab in the Media Center to help acclimate students to Chrome technology; students are provided with technology once every other six-day cycle by a technology teacher. A variety of technology such as iPads, virtual reality headsets, Smartboards and document cameras are also utilized to enhance lessons. Web-based programs such as ACHIEVE 3000 and ST Math are used to personalize instruction and provide reinforcement and enrichment. technology is also used for parent communication. We use an electronic backpack and a school website to provide information to parents and the community.



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### Other Information

At Milford Brook School, a comprehensive Response to Intervention (RTI) model is implemented as a component of a successful educational program. It provides rapid intervention as soon as a child experiences difficulty in acquiring a particular skill in a designated subject area or behavior. A team of support staff is designated as Problem Solving Team to support the RTI process. The purpose of the Problem Solving Team is to use the expertise of our various specialists (LDTC, counselor, psychologist, speech/language therapist, administration, intervention teachers, and ELL staff) within the building to develop targeted intervention plans for students referred to the team. Decisions for research-based interventions are determined using data from assessments and progress monitoring. Student growth is continuously monitored every six to eight weeks. Character education is also an important element to ensuring the well-being of our students. The counselor/anti-bullying specialist works closely with school administration, teachers, students, and parents to reinforce the elements of good character and conflict resolution strategies. Students are recognized each month from each class for being an outstanding role model. With strong support from families, the PTO, and staff, we strive to create a home-away-from-home for students.