



Pine Brook School
(25-2920-075)
Grades Offered: 06-06
2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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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:



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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	Ms. Julie Szustowicz
Address	155 PEASE ROAD Manalapan, NJ 07726-3598
Phone Number	732-786-2800
Email Address	jszustowicz@mersnj.us
Website	https://www.mersnj.us/Domain/9
Twitter	https://twitter.com/pbprincipal6



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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	612	617	565
Total	612	617	565

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.0%	47.3%	47.3%
Male	50.0%	52.7%	52.7%
Economically Disadvantaged Students	9.6%	9.2%	4.8%
Students with Disabilities	14.7%	14.6%	13.5%
English Learners	0.3%	0.5%	0.4%
Homeless Students	0.5%	0.2%	N
Students in Foster Care	0.2%	0.2%	N
Military-Connected Students	N	0.5%	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	75.8%	78.8%	77.7%
Hispanic	8.0%	8.6%	9.7%
Black or African American	2.3%	1.1%	1.4%
Asian	11.4%	9.1%	9.6%
Native Hawaiian or Pacific Islander	0.2%	N	N
American Indian or Alaska Native	N	0.2%	0.2%
Two or More Races	2.3%	2.3%	1.4%

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	88.0%
Russian	3.4%
Spanish	1.8%
Chinese	1.2%
Other Languages	5.7%

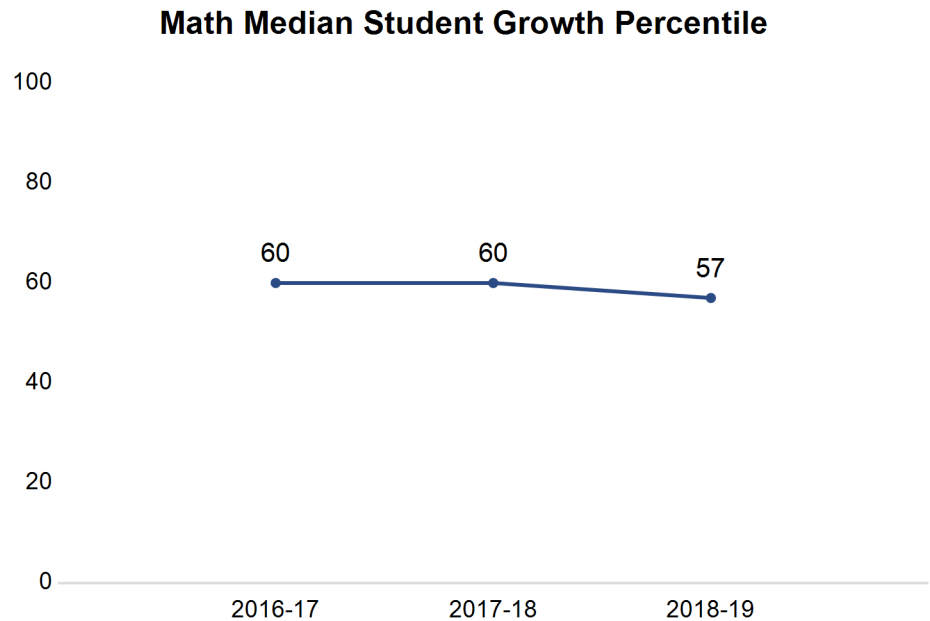
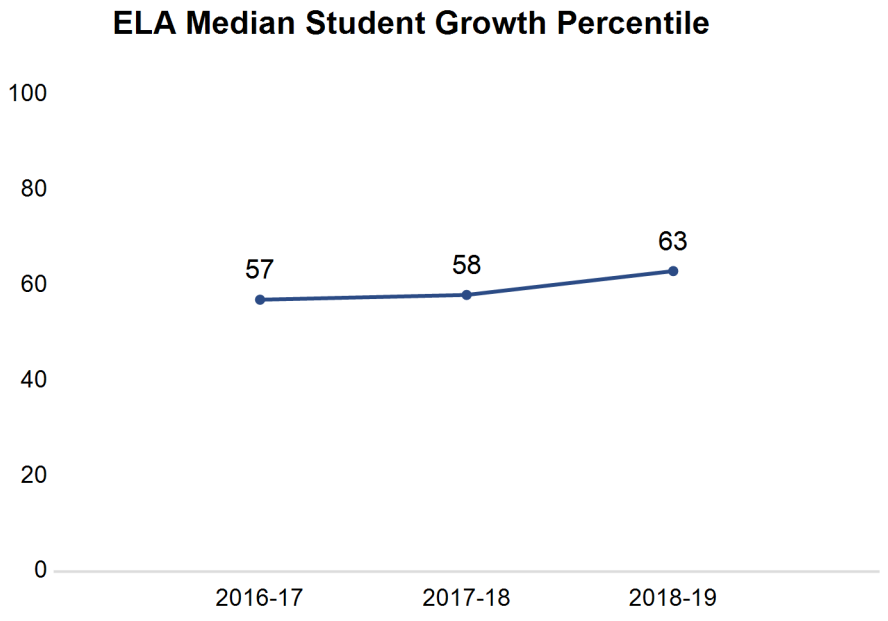


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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	57	58	63	60	60	57
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	63	63	50	Exceeds Standard	57	61	50	Met Standard
White	62	62.5	50	Exceeds Standard	56	60	52	Met Standard
Hispanic	64	67	49	Exceeds Standard	62	62	47	Exceeds Standard
Black or African American	*	44	45	**	*	40.5	43	**
Asian, Native Hawaiian, or Pacific Islander	65.5	67	59	Exceeds Standard	56	68.5	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	67	49	**	*	55	52	**
Female	67	67	53	N	58	60	50	N
Male	61	60	47	N	55.5	61	51	N
Economically Disadvantaged Students	81	63	48	Exceeds Standard	56	59	46	Met Standard
Students with Disabilities	41	48.5	43	Met Standard	51	54.5	45	Met Standard
English Learners	78	75	52	**	67	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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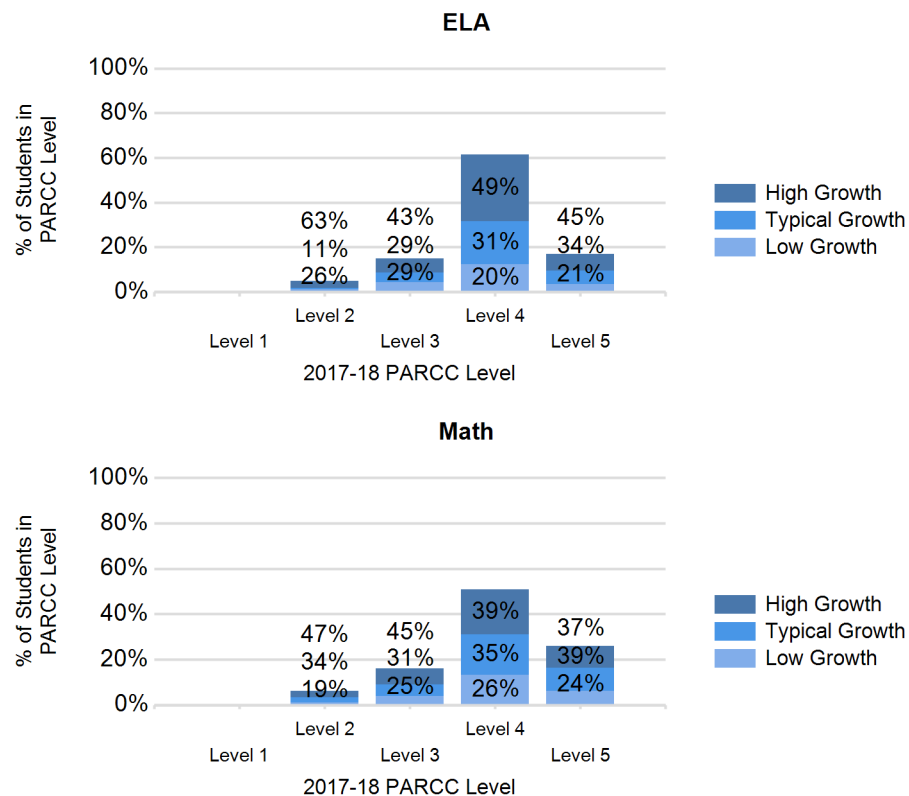
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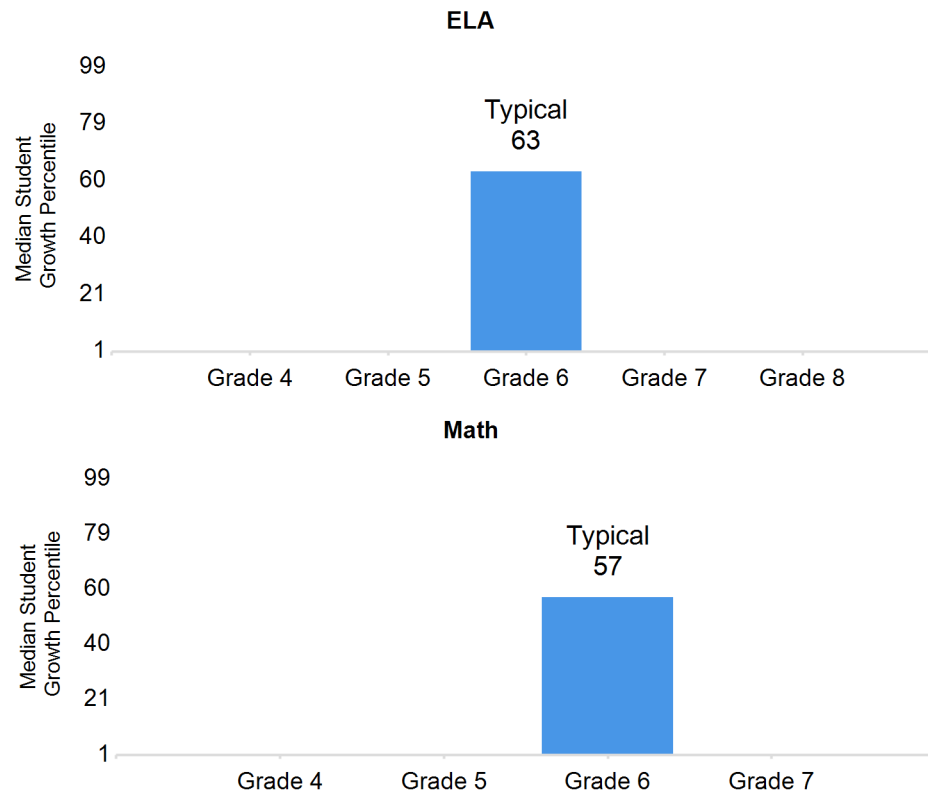
Student Growth by Performance Level

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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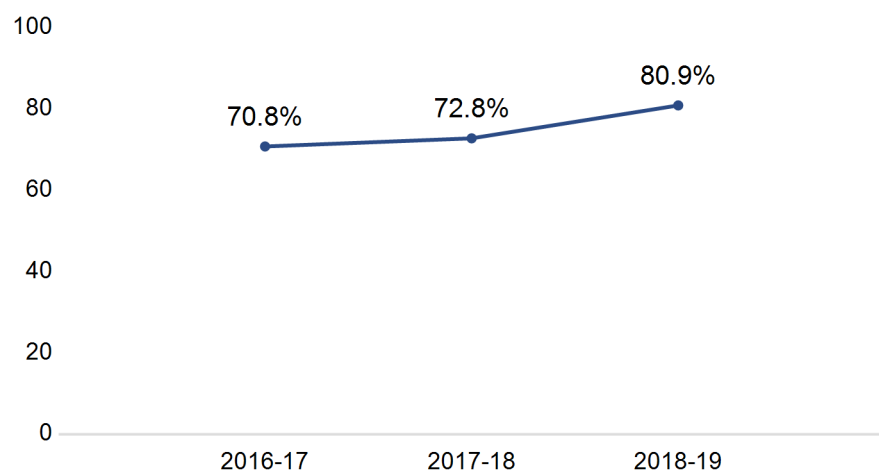
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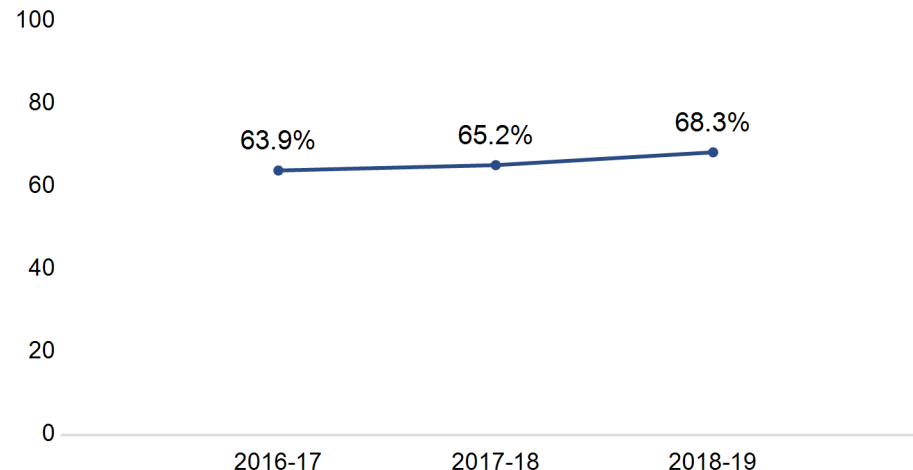
English Language Arts and Mathematics Performance Trends

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	94.6%	97.0%	98.4%	94.7%	97.0%	98.3%
Proficiency Rate for Federal Accountability	70.8%	72.8%	80.9%	63.9%	65.2%	68.3%
Annual Target	68.9%	69.5%	70.1%	62.7%	63.6%	64.5%
Met Annual Target?	Met Target	Met Target	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	555	98.4	80.9	78.1	57.9	80.9	70.1	Met Goal
White	429	98.0	79.7	77.4	66.9	79.7	67.9	Met Target
Hispanic	55	100.0	81.8	72.9	43.9	81.8	70.9	Met Goal
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	54	100.0	90.7	89.4	82.9	90.7	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	77.8	64.4	*	**	**
Female	264	98.9	87.5	84.1	64.8	87.5		
Male	291	98.0	74.9	72.6	51.3	74.9		
Economically Disadvantaged Students	25	96.2	72.0	*	40.0	72.0	59.9	Met Target
Non-Economically Disadvantaged Students	530	98.5	81.3	*	67.9	81.3		
Students with Disabilities	80	96.5	26.3	30.2	22.7	26.3	25.8	Met Target
Students without Disabilities	475	98.8	90.1	86.7	65.1	90.1		
English Learners	12	100.0	83.3	62.8	29.3	83.3	**	**
Non-English Learners	543	98.4	80.8	78.5	60.6	80.8		
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.



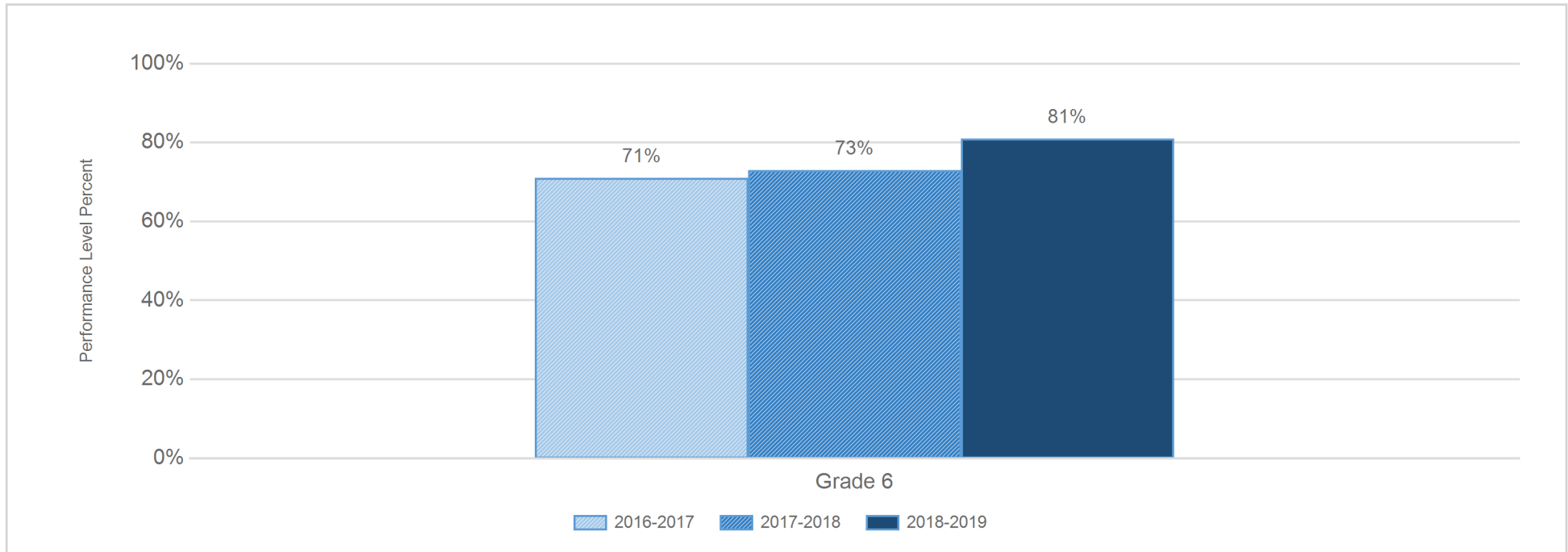
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English Language Arts Assessment - Performance Trends

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 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	557	776	776	754	*	*	14%	52%	29%	81%	56%
White	432	773	773	762	*	*	15%	53%	27%	80%	65%
Hispanic	54	776	776	743	0%	*	*	57%	26%	83%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	54	792	792	780	0%	*	*	43%	48%	91%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	264	782	782	762	*	*	9%	52%	36%	88%	64%
Male	293	769	769	748	*	*	18%	53%	23%	75%	48%
Economically Disadvantaged Students	24	762	762	740	*	*	*	*	*	75%	39%
Non-Economically Disadvantaged Students	533	776	776	763	*	*	*	*	*	82%	67%
Students with Disabilities	77	734	734	722	*	*	*	*	*	26%	19%
Students without Disabilities	480	782	782	761	*	*	*	*	*	90%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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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	555	98.3	68.3	73.7	44.5	68.3	64.5	Met Target
White	429	97.8	65.3	72.3	54.1	65.3	63.3	Met Target
Hispanic	55	100.0	78.2	68.6	28.8	78.2	53.5	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	54	100.0	83.3	89.2	76.5	83.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	81.5	53.3	*	**	**
Female	264	98.9	67.8	75.6	44.9	67.8		
Male	291	97.7	68.7	72.0	44.2	68.7		
Economically Disadvantaged Students	26	96.3	42.3	*	26.3	42.3	54.4	Met Target†
Non-Economically Disadvantaged Students	529	98.4	69.6	*	54.9	69.6		
Students with Disabilities	80	96.5	16.3	26.6	17.4	16.3	25.8	Not Met
Students without Disabilities	475	98.6	77.1	82.2	50.0	77.1		
English Learners	13	100.0	38.5	66.3	25.0	38.5	**	**
Non-English Learners	542	98.2	69.0	73.9	46.5	69.0		
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.



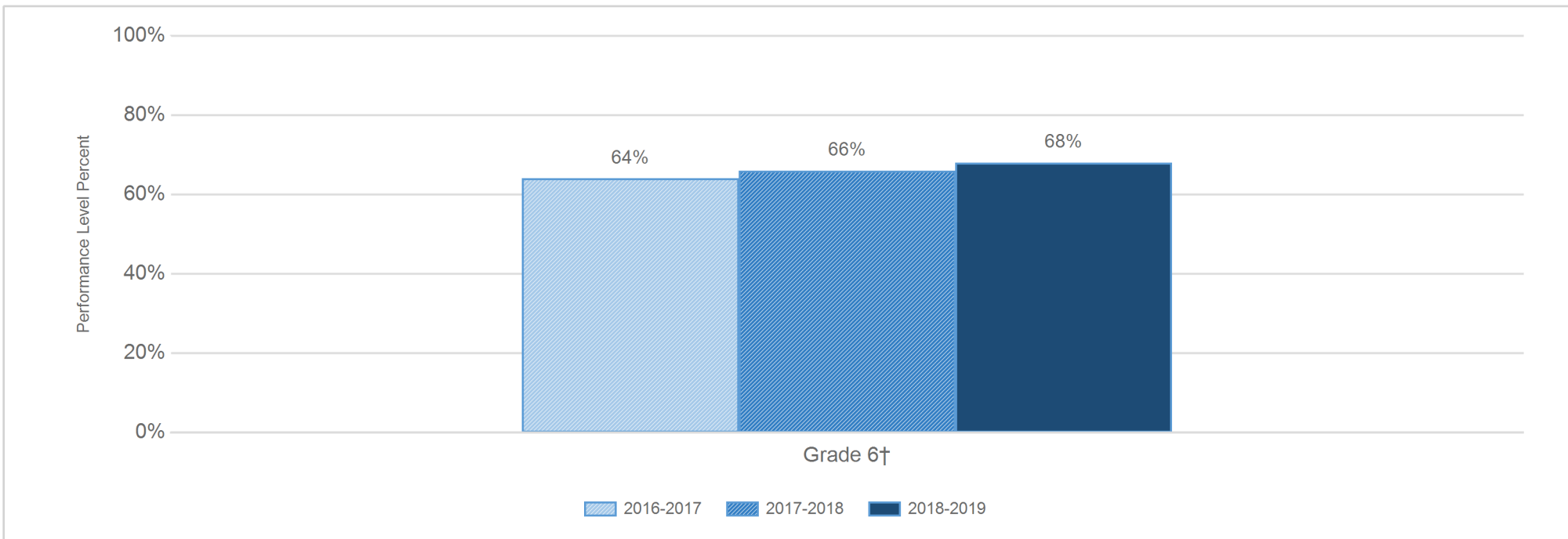
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Mathematics Assessment – Performance Trends

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 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	555	763	763	741	*	*	22%	49%	19%	68%	41%
White	430	761	761	749	*	*	24%	48%	17%	65%	51%
Hispanic	54	762	762	729	0%	*	*	*	*	80%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	54	784	784	769	0%	*	*	37%	46%	83%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	264	763	763	742	*	*	23%	49%	19%	68%	42%
Male	291	763	763	740	*	*	21%	49%	20%	69%	40%
Economically Disadvantaged Students	25	742	742	726	*	*	*	*	*	44%	21%
Non-Economically Disadvantaged Students	530	764	764	750	*	*	*	*	*	70%	53%
Students with Disabilities	77	728	728	716	*	*	32%	*	*	17%	12%
Students without Disabilities	478	769	769	746	*	*	20%	*	*	77%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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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	*	*	788	744	*	*	*	*	*	*	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	N	N	782	728	N	N	N	N	N	N	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	797	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	783	745	N	N	N	N	N	N	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	N	N	*	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
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	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Pine Brook School
(25-2920-075)
Grades Offered: 06-06
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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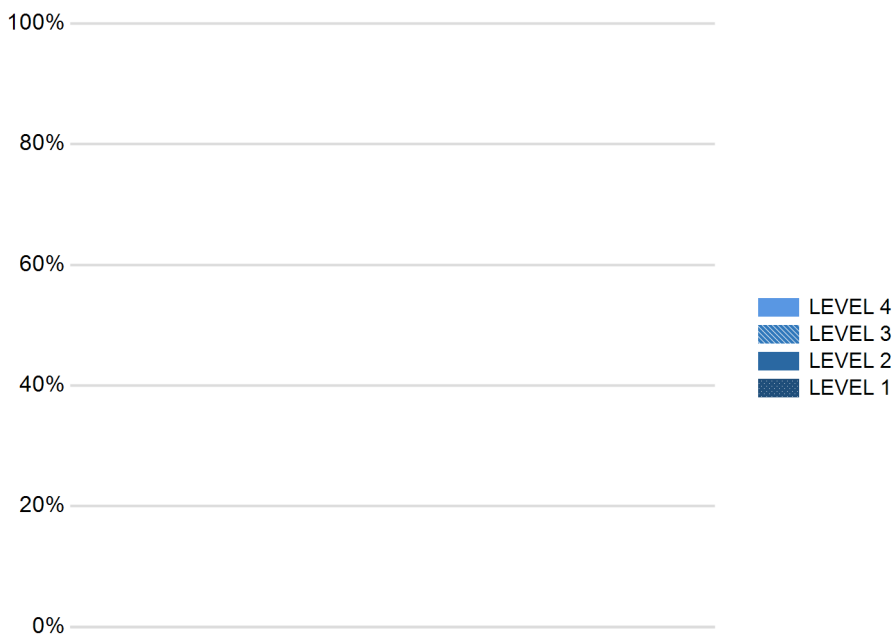
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 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.

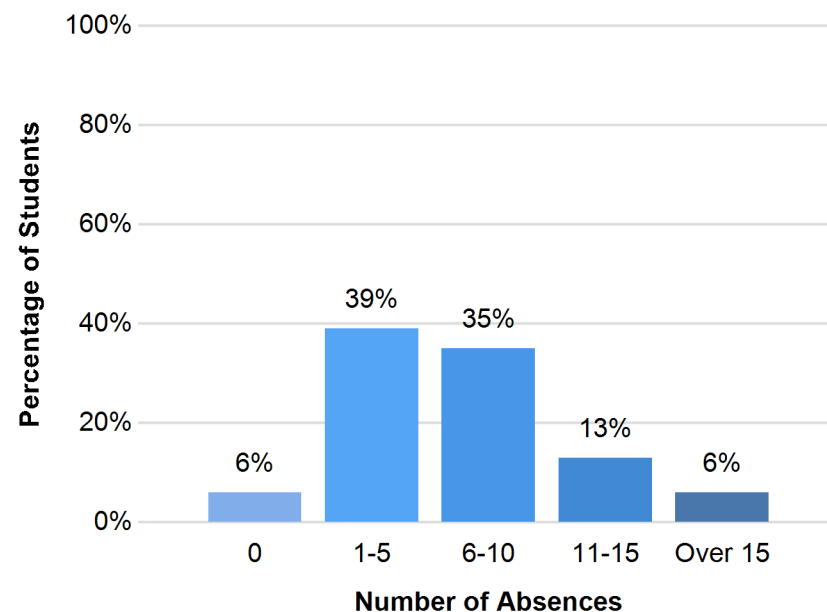
Chronic Absenteeism

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	21	3.7	8.4	Met
White	19	4.3	8.4	Met
Hispanic	1	1.8	8.4	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	8.4	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	7	2.6		
Male	14	4.6		
Economically Disadvantaged Students	1	3.6	8.4	Met
Students with Disabilities	6	7.1	8.4	Met
English Learners	*	*	**	**
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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2018-2019

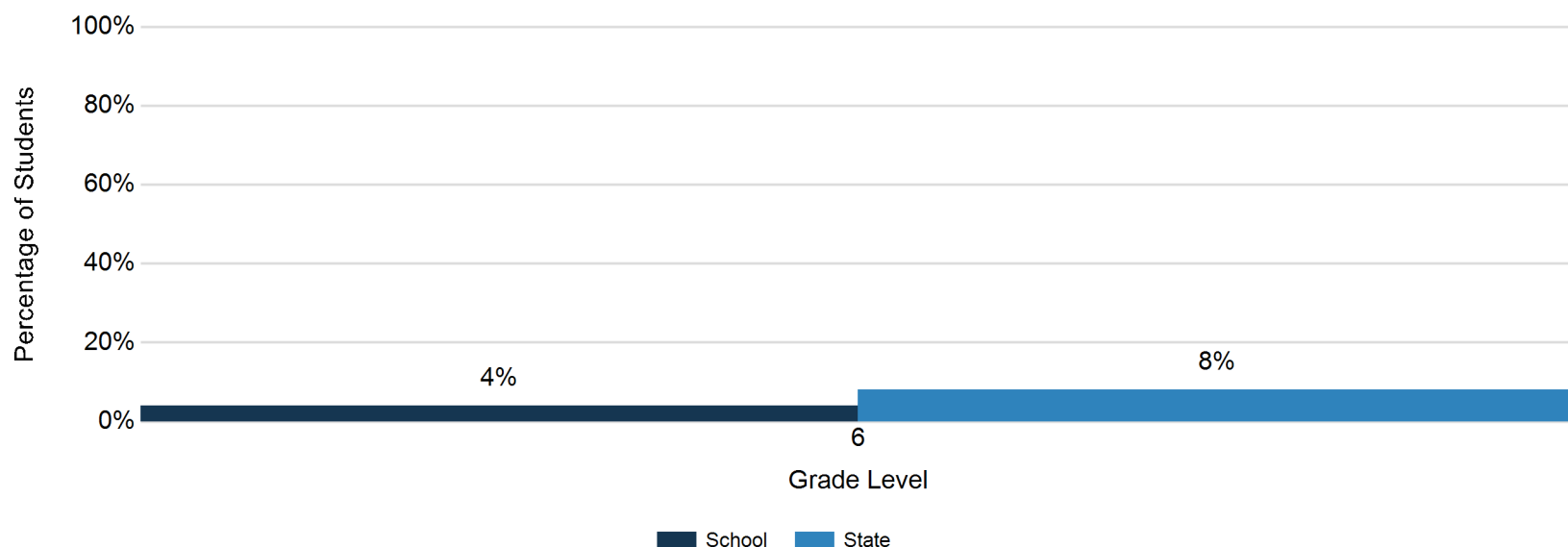
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Chronic Absenteeism by Grade

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)	9
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.59

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	1	1
Other	0	8	8
No Identified Nature	0		0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

0



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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 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	50	118,214
Average years experience in public schools	10.8	12.1
Average years experience in district	10.5	10.8
Percentage of Teachers with 4 or more years experience in the district	72.0%	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	11:1	12:1
Students to Administrators	283:1	179:1
Teachers to Administrators	25:1	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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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.3%	86.0%	100.0%	48.4%	77.1%	54.9%
Male	52.7%	14.0%	0.0%	51.6%	22.9%	45.1%
White	77.7%	94.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.7%	4.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.4%	2.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	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	70.8%	72.8%	80.9%
Math Proficiency	63.9%	65.2%	68.3%
ELA Growth	57	58	63
Math Growth	60	60	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.3%	10.5%	3.7%

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



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

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

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

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

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

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

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

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

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

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



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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 Goal	Met Target	Exceeds Standard	Met Standard	**	Met	No
White	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	Met Goal	Met Target	Exceeds Standard	Exceeds Standard	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	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



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2018-2019

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School Narrative

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Highlights:

- Curriculum includes implementation of NGSS and NJSLs, and offers With Distinction program and Honors Math courses.
- Identified as a Future Ready School, technology is a part of each school day, with all students utilizing 1:1 Chromebooks, utilizing Virtual Reality components, and participating in MakerSpace.
- Extra-curricular activities ranging from the Arts, Academic Enrichment and Athletics.



Mission, Vision, Theme:

We provide a high-quality education by promoting academic, emotional, and cultural development in a nurturing setting that prepares students for an interconnected world. Our motto is Sail to Success by Being Respectful, Responsible, and Ready to Learn. Students strive in an active environment that recognizes individual differences, encourages growth and celebrates achievements. High expectations strengthen our students' content area knowledge, as well as social development. Due to the high effect size research based instructional strategies, our students leave us as global citizens prepared to engage as 21st century learners.



Awards, Recognition, Accomplishments:

Pine Brook was identified as a Future Ready School. Pine Brook was also instrumental in MERS being named a Google Reference District, as lessons include G Suite for Education, Apps and digital learning daily. Previously, Pine Brook has presented at Techspo and hosted a Summer Technology Institute attended by numerous area districts. Pine Brook's Science Department was also a participant in the NGSS District Partnership Program. Pine Brook has been acknowledged by the NJDOE for our continued efforts in school improvement.





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 <p>Courses, Curriculum, Instruction:</p>	<p>Our curriculum aligns to NGSS and NJSLS. Pine Brook offers three levels of math classes: Pre-Algebra A, Pre-Algebra B, and Mathematics 6. Students also have opportunities for enrichment in Language Arts through our With Distinction program. To support our instruction, Pine Brook utilizes Houghton Mifflin Harcourt Collections (2015) and Achieve 3000 in Language Arts, EnVision 2.0 and IXL for Mathematics, Holt Ancient Civilizations(2006) for Social Studies and Amplify for Science. We also maintain a wide range of District approved online resources to support the implementation of a rigorous sixth grade curriculum.</p>
 <p>Clubs and Activities:</p>	<p>Students can select a multitude of before or after school clubs and activities including, Student Council, Band, Jazz Band, Orchestra, Chorus, Math Club, Garden Club, Homework Club, Talent Show, Pine Brook Television, Young Scientists, Battle of the Books, With Distinction In Language Arts and National History Day. Our Student Council has been honored by CJBC for hosting record-setting annual Blood Drives. The Garden Club donates their crop to area food banks. In recent years, students in National History Day advanced to both State and National levels.</p>





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 <p>Before and After School Programs:</p>	<p>Various academic programs are available before and after school. In Project Achievement, District teachers provide research based, data-driven instruction to students identified as in need of additional support in Language Arts and Mathematics. Additionally, we partner with Fairleigh Dickinson University to offer Orton-Gillingham multisensory reading instruction to students with decoding difficulties. District teachers earn certification while participating in the program. Pine Brook also offers homework support to students who need support while reinforcing daily lesson objectives.</p>
 <p>Staff and Professional Learning:</p>	<p>Teachers engage in an array of professional development opportunities. All participate in monthly PLC and department meetings and create individualized professional learning plans. Book clubs, independent studies, lesson studies and peer observations are encouraged. Attendance at conferences, including those hosted by Rutgers Literacy Consortium and Model Schools is common. The Science department has participated in a partnership with the RVCC Science Institute. We also offer online learning opportunities through programs such as Mobile Mind. Numerous teachers have become Google certified, presented with the building or District, as well as to surrounding districts, on topics ranging from their use of technology in the classroom to differentiation. Pine Brook continues to grow in its ability to provide 21st learning opportunities to students through teacher self-motivation, District provided support, and utilizing resources beyond the school to ensure our teachers are well equipped</p>






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 <p>Student Supports and Services:</p>	<p>Pine Brook delivers support programs including ESL and Special Education programs as well as related services including: OT, PT, and Speech. Supplemental support services for students include researched-based, targeted, and tiered interventions through RTI. Weekly team meetings following a problem solving model. PBSIS, Homework Club, Project Achievement, personalized digital learning programs, and counseling services support the various academic, social, and emotional needs of our students.</p>
 <p>Student Health and Wellness:</p>	<p>Pine Brook provides physical education classes to students twice a week and health once a week for the entire year. We deliver informative presentations on wellness including John Halligan's presentation on bullying and suicide prevention. A partnership with NJSP offers the Top Physical Challenge and provides internet safety education opportunities. Our counselor conducts lessons focusing on esteem building, HIB, stress and time management and runs support groups for students who struggle in these areas.</p>
 <p>Parent and Community Involvement:</p>	<p>Pine Brook maintains a positive relationship with families and the community through the PTA, the District SEPAG, Back to School Night, Conferences, Parent University, and Parent Orientations. We host various events to include families in long term learning opportunities, ranging from a STEM Fair to National History Day. Family members are invited to support the financial literacy program available to students through NJ Biztown. Communication regarding student progress is key, so families are encouraged to use Genesis's Parent Portal and to attend team meetings to discuss their child's progress.</p>






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 <p>Climate Surveys:</p>	<p>In recent years, Pine Brook has administered PBSIS climate surveys to our staff, students and families. The findings are reviewed by the School Safety Team/PBSIS committee and areas of strength and growth are identified. Pine Brook prides itself on high levels of student, staff and parent satisfaction regarding the school community.</p>
 <p>Facilities:</p>	<p>53 years young, Pine Brook features lockers for each student, two full-size gymnasiums, two acoustically-insulated music rooms, a state-of-the-art computer lab, two science labs with wireless Smart Technology, a MakerSpace with 3-D Printers, magnetic circuitry, makey-makey, lego construction, engineering, and a video editing lab. Pine Brook also maintains an outdoor garden complete with a greenhouse. SmartBoards and Document Cameras are located in all classrooms. High-speed internet access is provided through our secure network.</p>
 <p>School Safety:</p>	<p>Pine Brook collaborates with the Manalapan Police Department, and has a school security officer present each day. Additionally, routine security drills are held, visitor procedures are established, and facility safeguards are in place to ensure the safety of all. Our School Safety Team meets regularly to ensure a safe and positive school climate.</p>



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Technology and STEM:

As a Future Ready School, Pine Brook has been acknowledged for its dedication to preparing students for 21st century learning. Pine Brook provides each student with a chromebook and access to G-Suite for Education. Pine Brook offers students daily lessons highlighting various STEM opportunities, ranging from our MakerSpace class, our greenhouse, our virtual reality and augmented reality headsets, art projects, and personalized learning opportunities including interior design models and game programming.



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Other Information

Pine Brook is comprised of about 600 sixth grade students following a modified Middle School schedule. Each student is a member of one of six different teams, each of which follows one of three building schedules. In this unique setting, we bring together students from five community-based elementary schools for the first time. We initiate numerous school-wide programs such as Character Education, a PBSIS kickoff, motivational end of year events, and The Week of Respect, to support team building activities that provide students with various effective means of working out conflicts, overcoming peer pressure, and developing a strong sense of community.