




Pine Brook School
2016-2017
Grade Span 06

25-2920-075
MONMOUTH
MANALAPAN-ENGLISHTOWN REG
155 PEASE ROAD
MANALAPAN, NJ 07726-3598

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

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

This table shows the percentage of students by racial and ethnic group.

Grade	2014-15	2015-16	2016-17
6	593	565	612
Ungraded	0	0	0
Total	593	565	612

Student Group	2014-15	2015-16	2016-17
Female	51%	47%	50%
Male	49%	53%	50%
Economically Disadvantaged Students	12%	11%	10%
Students with Disabilities	13%	14%	15%
English Learners	1%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	75.8%
Asian	11.4%
Hispanic	8.0%
Black or African American	2.3%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	2.3%

Enrollment by Home Language

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

Home Language	% of Students
English	88.6%
Russian	1.8%
Spanish	1.6%
Korean	1.3%
<i>Other</i>	7.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	554	94.6	71.20	73.60	54.90	70.8	68.9	Met Target
White	424	94.5	70.20	72.60	63.90	69.8	66.5	Met Target
Hispanic	39	93.6	61.60	66.60	39.80	60.1	69.8	Met Target†
Black or African American	11	85.7	63.60	61.20	35.20	56.5	**	**
Asian, Native Hawaiian, or Pacific Islander	68	100.0	83.80	88.90	80.70	83.8	80	Met Goal
American Indian or Alaska Native	N	N	*	66.60	53.70	*	**	**
Two or More Races	12	85.7	66.70	70.50	54.90	60.1	**	**
Female	274	94.4	77.70	81.00	62.20	77		
Male	280	94.8	64.60	67.00	48.10	64.6		
Economically Disadvantaged Students	59	95.5	52.60	52.80	36.20	*	57.5	Met Target†
Non-Economically Disadvantaged Students	495	94.5	73.30	75.90	65.80	*		
Students with Disabilities	75	83.2	16.00	25.30	20.50	14.1	19.4	Met Target†
Students without Disabilities	479	96.7	79.70	82.00	61.90	79.7		
English Learners	11	100.0	36.40	53.00	25.20	36.4	**	**
Non-English Learners	543	94.5	71.80	74.20	57.40	71.4		
Homeless Students	N	N	*	100.00	26.40	*		
Students In Foster Care	*	*	*	100.00	24.80	*		
Military-Connected Students	N	N	*	75.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	578	765	765	751	2%	8%	19%	50%	21%	71%	54%
White	440	764	764	758	*	*	22%	51%	19%	70%	63%
Hispanic	44	753	753	740	*	*	*	46%	*	59%	38%
Black or African American	12	750	750	735	*	*	0%	*	*	58%	32%
Asian, Native Hawaiian, or Pacific Islander	70	780	780	775	0%	*	*	47%	39%	86%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	12	768	768	753	0%	*	*	*	*	67%	56%
Female	288	771	771	758	*	*	16%	51%	27%	78%	61%
Male	290	759	759	745	*	*	23%	50%	14%	64%	46%
Economically Disadvantaged Students	58	749	749	737	*	*	26%	47%	*	52%	34%
Non-Economically Disadvantaged Students	520	767	767	760	*	*	19%	51%	*	73%	65%
Students with Disabilities	74	727	727	722	*	*	35%	16%	*	16%	17%
Students without Disabilities	504	771	771	757	*	*	17%	55%	*	79%	61%
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	752	*	*	*	*	*	*	N
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	55%
Migrant Students	N	N	N	721	N	N	N	N	N	N	20%

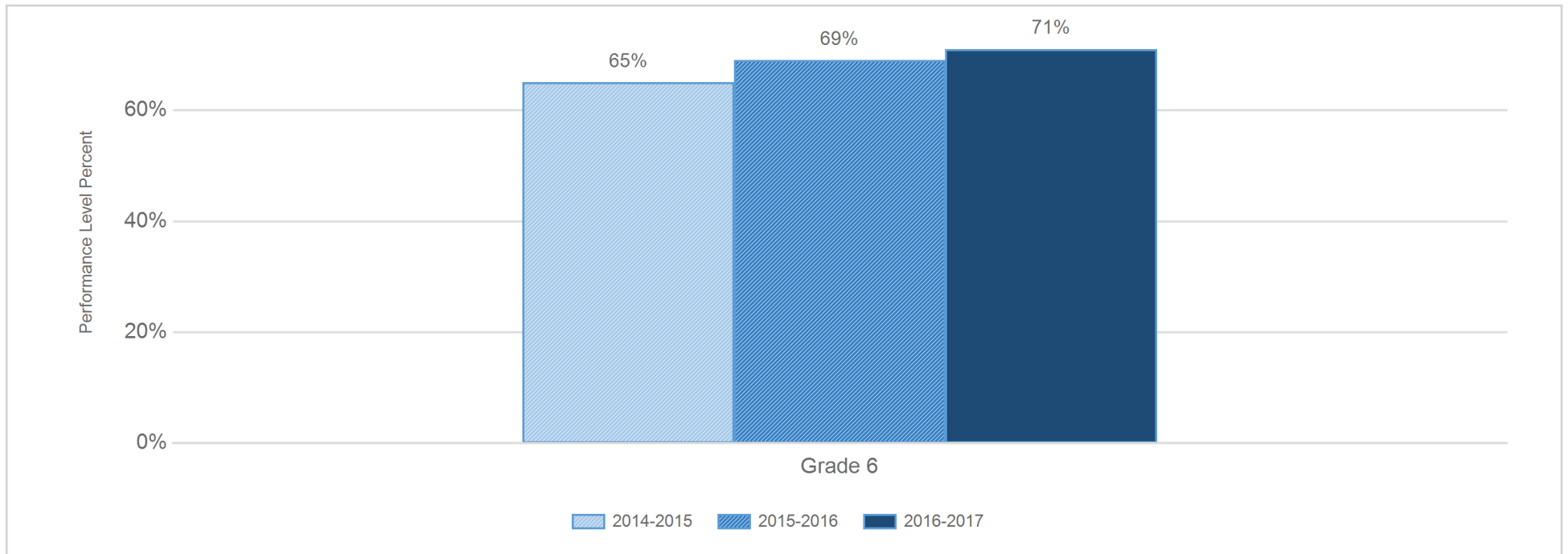


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English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	554	94.7	64.20	67.30	43.50	63.9	62.7	Met Target
White	424	94.5	63.40	66.20	52.40	63	61.3	Met Target
Hispanic	39	93.6	48.70	51.70	27.60	47.6	50.4	Met Target†
Black or African American	11	85.7	36.40	49.00	21.70	32.2	**	**
Asian, Native Hawaiian, or Pacific Islander	68	100.0	82.40	87.70	75.60	82.4	80	Met Goal
American Indian or Alaska Native	N	N	*	33.30	42.50	*	**	**
Two or More Races	12	85.7	66.70	72.10	44.90	60.2	**	**
Female	274	94.5	66.50	68.20	44.10	65.8		
Male	280	94.8	62.20	66.40	42.90	62.1		
Economically Disadvantaged Students	59	95.5	45.80	47.40	25.10	*	51.4	Met Target†
Non-Economically Disadvantaged Students	495	94.6	66.40	69.40	54.30	*		
Students with Disabilities	75	83.2	14.70	23.60	16.50	12.9	19.4	Not Met
Students without Disabilities	479	96.7	72.10	74.80	48.80	72.1		
English Learners	11	100.0	36.40	53.10	23.30	36.4	**	**
Non-English Learners	543	94.5	64.80	67.60	45.20	64.5		
Homeless Students	N	N	*	100.00	16.40	*		
Students In Foster Care	*	*	*	100.00	15.10	*		
Military-Connected Students	N	N	*	25.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	579	761	761	743	2%	8%	27%	44%	19%	64%	44%
White	440	759	759	750	*	*	28%	46%	16%	63%	54%
Hispanic	44	748	748	730	*	*	32%	36%	*	48%	27%
Black or African American	12	741	741	724	*	*	*	*	*	33%	20%
Asian, Native Hawaiian, or Pacific Islander	71	781	781	770	0%	*	*	41%	42%	83%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	12	761	761	744	0%	0%	*	*	*	67%	46%
Female	289	763	763	744	*	*	27%	46%	20%	66%	45%
Male	290	759	759	742	*	*	26%	42%	19%	61%	43%
Economically Disadvantaged Students	58	746	746	728	*	*	29%	40%	*	47%	24%
Non-Economically Disadvantaged Students	521	762	762	752	*	*	26%	45%	*	66%	56%
Students with Disabilities	74	727	727	716	*	*	39%	*	*	14%	13%
Students without Disabilities	505	766	766	748	*	*	25%	*	*	71%	50%
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	744	*	*	*	*	*	*	N
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

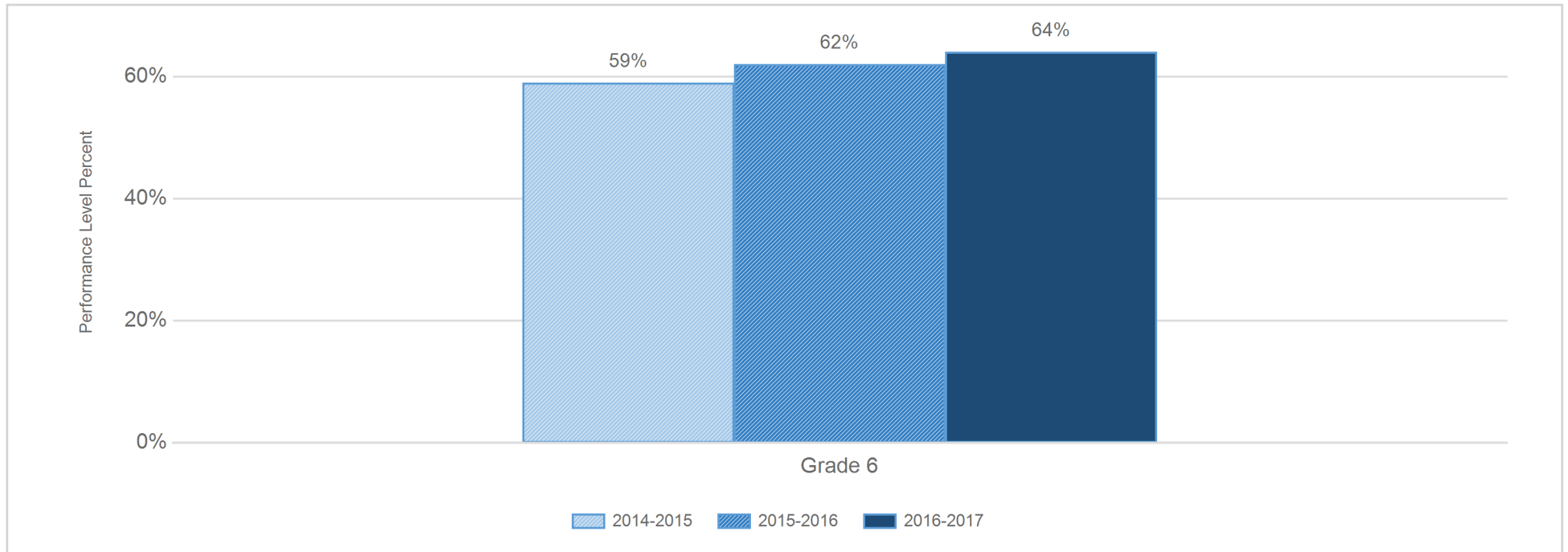


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Mathematics Assessment – Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

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

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

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. The table also shows 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
1	*	*	*
2	N	N	N
3	*	*	*
4	N	N	N
5+	N	N	N



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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	57	57	50	Met Target	60	57	50	Exceeds Target
White	57	56	50	Met Target	60	57	52	Exceeds Target
Hispanic	53	58	49	Met Target	45	53	47	Met Target
Black or African American	53.5	*	45	**	68.5	*	43	**
Asian, Native Hawaiian, or Pacific Islander	58	*	60	Met Target	68	*	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	71	56	51	**	49	54.5	52	**
Economically Disadvantaged	59	59	47	Met Target	55	51	46	Met Target
Students with Disabilities	41	44	41	Met Target	56	49	43	Met Target
English Learners	79	73	53	**	69	54	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



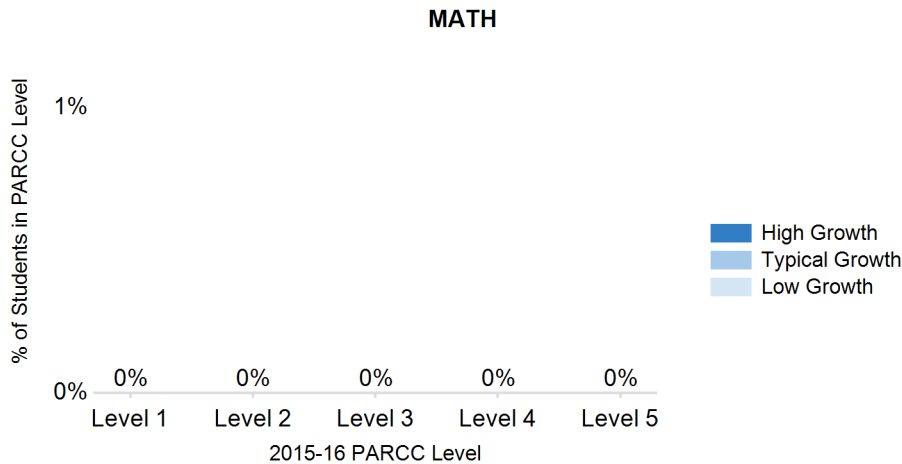
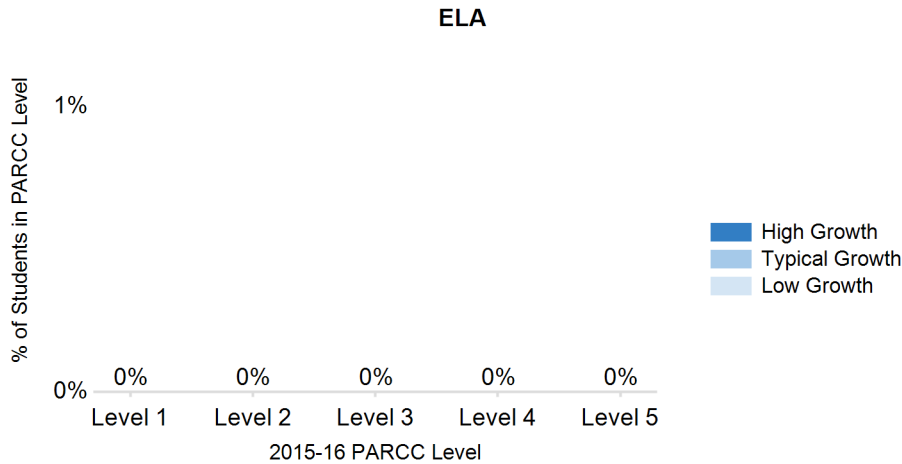
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

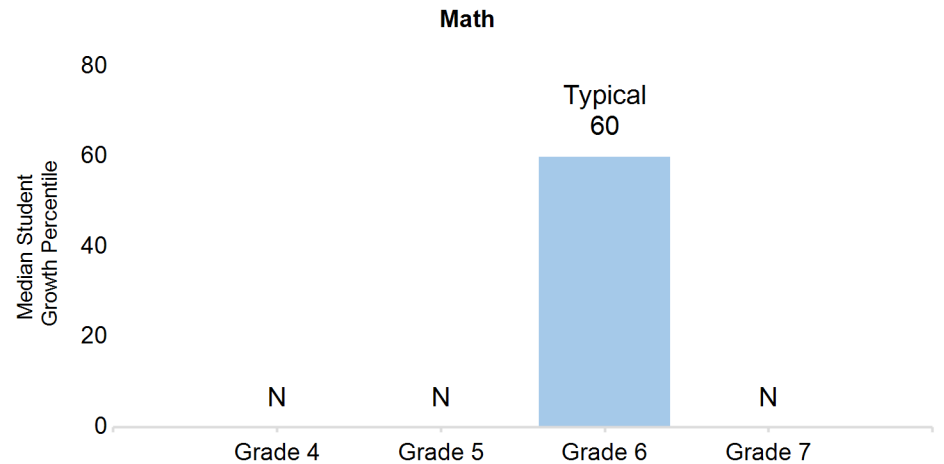
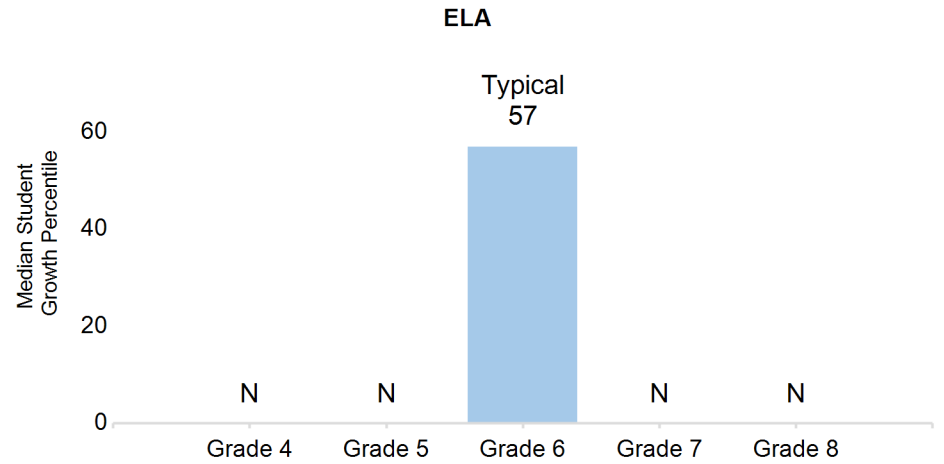
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

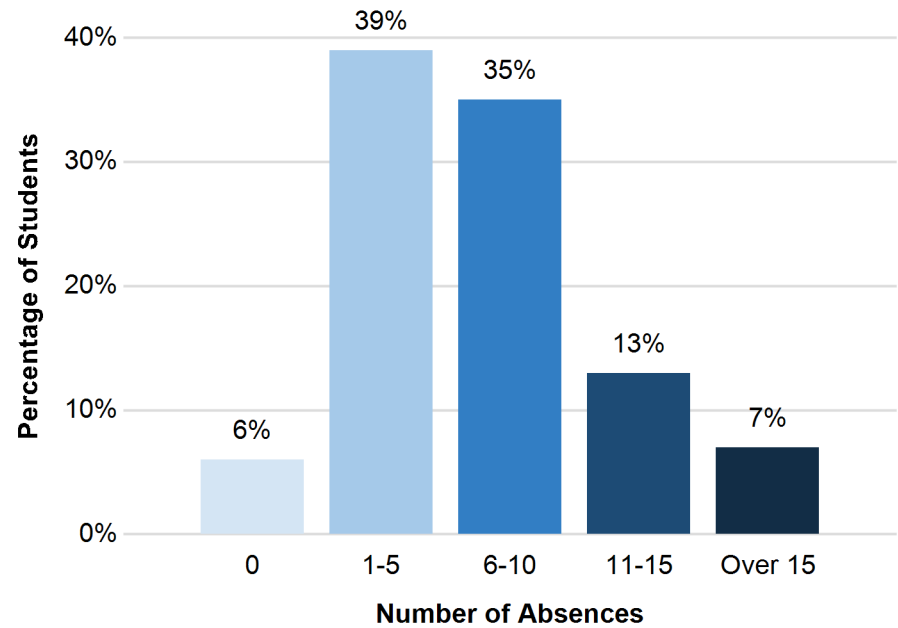
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.30	8.00	Met Target
White	4.70	8.00	Met Target
Hispanic	14.30	8.00	Not Met
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	1.40	8.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	13.30	8.00	Not Met
Students with Disabilities	11.60	8.00	Not Met
English Learners	0	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



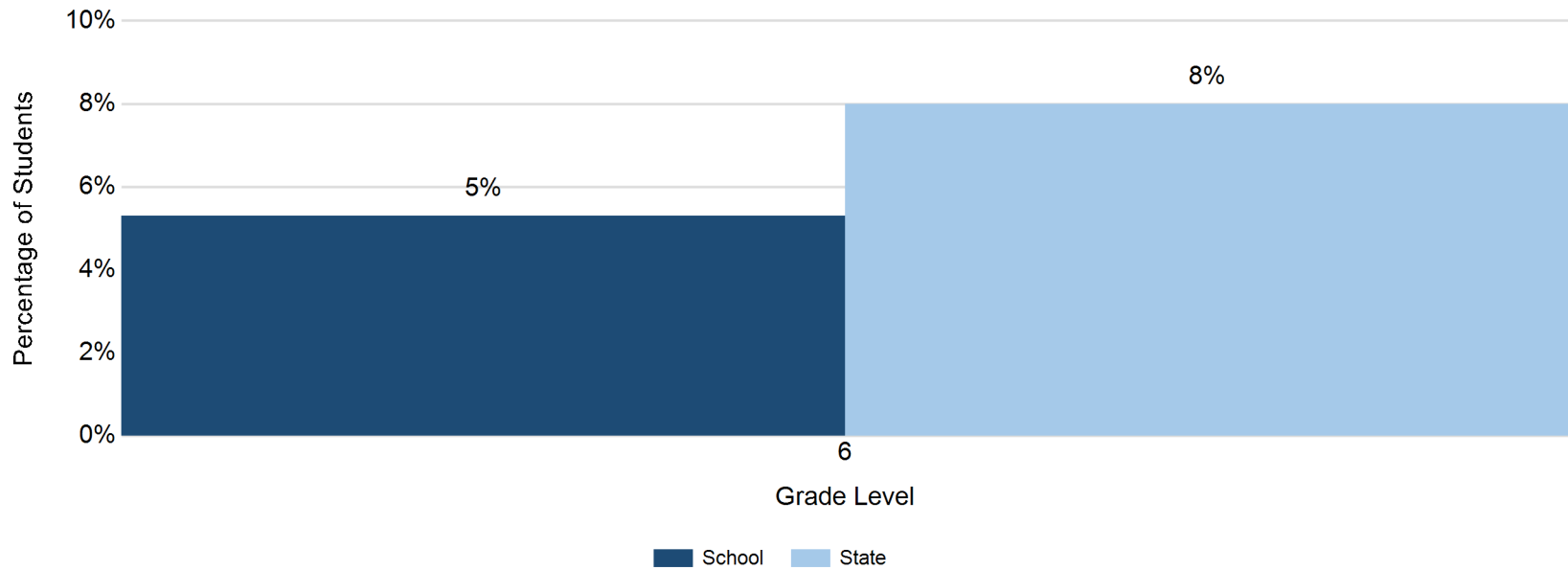


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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.

Category	School
Typical Start Time	8:50AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.80

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.5%
Out-of-School Suspensions	0.7%
Any Suspension	0.8%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.3	197.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$337	\$13,235	\$13,572



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	50	115,100
Average years experience in public schools	11.0	11.8
Average years experience in district	10.5	10.5
Teachers in district for 4 or more years	74%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,476
Average years experience in public schools	14.0	15.7
Average years experience in district	12.9	11.5
Administrators in district for 4 or more years	93%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	306:1	181:1
Librarian/Media Specialists		843:1
Nurses		562:1
Counselors		723:1
Child Study Team		316:1



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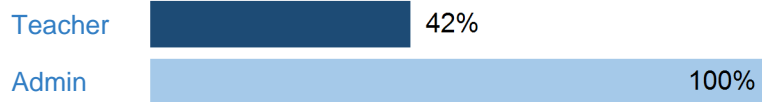
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

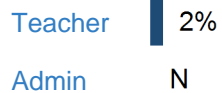
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	77%
2015-16 Administrators: Same district 2016-17	96%	85%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	68	17.5%
Mathematics Proficiency	71	17.5%
English Language Arts Growth	69	25%
Mathematics Growth	77	25%
Chronic Absenteeism	55	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		69.3
Summative Rating: Percentile rank of Summative Score		79 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	69	12	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	68	12	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	59	12	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	60	12	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	78	12	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	54	12	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Szustowicz	Email Address:	jszustowicz@mersnj.us
Address:	155 PEASE ROAD MANALAPAN, NJ 07726-3598	Website:	www.mers.k12.nj.us
Phone:	(732)786-2800	Facebook:	N/A
		Twitter:	https://twitter.com/pbprincipal6

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes implementation of NGSS and NJSLS, and offers With Distinction program and Honors Math courses. • Technology is a part of each school day, with all students utilizing 1:1 Chromebooks and participating in MakerSpace. • Extra-curricular activities ranging from the Arts, Academic Enrichment and Athletics.
 <p>Mission, Vision, Theme:</p>	<p>We provide a high-quality education by promoting academic, emotional, and cultural development in a nurturing setting. Our motto is Sail to Success by Being Respectful, Responsible, and Ready to Learn. Students learn in an active environment that recognizes individual differences. High expectations strengthen our students' content area knowledge. Our students leave us as global citizens prepared to engage as 21st century learners.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Pine Brook was instrumental in MERS being named a Google Reference District, as lessons include G Suite for Education, Apps and digital learning daily. A 1:1 Chromebook program began in 2013, and continues with students being issued Chromebooks as part of a 5 year Digital Conversion. Pine Brook presents annually at Techspo and hosts a Summer Technology Institute attended by numerous area districts. Pine Brook has been acknowledged by the NJDOE for our continued efforts in school improvement.</p>







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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, Big Ideas Math (2014) and IXL for Mathematics, Holt Ancient Civilizations(2006) for Social Studies and Amplify for Science.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (), Basketball (Boys and Girls), Soccer (Boys and Girls), Volleyball (Boys and Girls),</p> <p>Students are invited to participate in three non-competitive intramural sports activities after school.</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, PBTv, Young Scientists, Battle of the Books, and National History Day. Our StuCo 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>
 <p>Before and After School Programs:</p>	<p>Various academic programs are available before and after school. Project Achievement is offered to students identified as in need of additional instruction in Language Arts and Mathematics. District teachers offer research based, data-driven instruction. 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.</p>







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 <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, and peer observations are encouraged. Attendance at conferences, including those hosted by Mooresville Graded School District, Rutgers Literacy Consortium, and Model Schools is common. The Science department has also developed a partnership with the RVCC Science Institute.</p>
 <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 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. 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 PowerSchool’s Parent Portal and to attend team meetings to discuss intervention plans for identified students.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</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>51 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 microscopes, lab tables and wireless Smart Technology, a MakerSpace with 3-D Printers, magnetic circuitry, makey-makey, lego construction, engineering, and a video editing lab. SmartBoards and Document Cameras are located in all classrooms. High-speed internet access is provided through our secure network.</p>



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Other Information:

Pine Brook is comprised of over 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, and 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. Pine Brook facilitates educational opportunities that are rigorous and relevant to the 21st century learner through discovery based learning. Learning tasks require critical thinking by students in order to synthesize, analyze and apply knowledge in real world, unpredictable situations. Pine Brook strives to be on the cutting edge of educational technology, and routinely engages in staff development opportunities to enhance the incorporation of technology into all lessons and introduce new schoolwide technology investments. Pine Brook is paperless, in that all communications with parents and students outside of school are done through District supported Internet based programs. Pine Brook has a long history of excellence in building life-long learners with character and inquisitiveness; it is a reputation that we enhance every day with the collaborative efforts of parents, teachers, support staff, building administration, the Superintendent, and Board of Education.