




Milford Brook School
2016-2017
Grade Span KF-05

25-2920-063
MONMOUTH
MANALAPAN-ENGLISHTOWN REG
20 GLOBAL TERRACE
MANALAPAN, NJ 07726-1599

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](#) 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](#).
- 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
KG	86	44	87
1	86	84	80
2	85	85	88
3	80	80	85
4	110	82	79
5	108	117	86
Ungraded	19	16	15
Total	574	508	520

Student Group	2014-15	2015-16	2016-17
Female	48%	47%	47%
Male	52%	53%	53%
Economically Disadvantaged Students	14%	12%	10%
Students with Disabilities	14%	12%	10%
English Learners	10%	5%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	78.5%
Hispanic	10.6%
Asian	6.3%
Black or African American	1.5%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.9%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

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.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	87	44	87

Home Language	% of Students
English	83.7%
Russian	6.5%
Spanish	3.3%
Ukrainian	1.0%
Other	5.8%



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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	241	93.3	73.50	73.60	54.90	72.2	71.8	Met Target
White	192	92.2	72.40	72.60	63.90	70.4	70.2	Met Target
Hispanic	24	96.2	62.50	66.60	39.80	62.5	58.2	Met Target
Black or African American	*	*	*	61.20	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	19	100.0	94.70	88.90	80.70	94.7	N	N
American Indian or Alaska Native	*	*	*	66.60	53.70	*	**	**
Two or More Races	*	*	*	70.50	54.90	*	**	**
Female	104	89.3	82.70	81.00	62.20	78		
Male	137	96.6	66.40	67.00	48.10	66.4		
Economically Disadvantaged Students	26	82.4	50.00	52.80	36.20	*	52.4	Met Target†
Non-Economically Disadvantaged Students	215	94.9	76.30	75.90	65.80	*		
Students with Disabilities	30	91.9	30.00	25.30	20.50	28.7	33.6	Met Target†
Students without Disabilities	211	93.6	79.60	82.00	61.90	78.5		
English Learners	22	100.0	63.60	53.00	25.20	63.6	N	N
Non-English Learners	219	92.7	74.40	74.20	57.40	72.7		
Homeless Students	N	N	*	100.00	26.40	*		
Students In Foster Care	N	N	*	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 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	88	755	761	749	*	13%	19%	55%	*	61%	50%
White	70	753	759	759	*	*	23%	54%	*	60%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	769	785	775	*	0%	0%	*	*	90%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	39	758	765	753	*	*	*	64%	*	72%	55%
Male	49	752	758	744	*	*	*	47%	*	53%	46%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	733	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	80	786	771	753	0%	0%	18%	31%	51%	83%	56%
White	62	784	768	762	0%	0%	19%	34%	47%	81%	67%
Hispanic	12	787	773	740	0%	0%	*	*	*	83%	40%
Black or African American	*	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	32	794	776	758	0%	0%	*	*	59%	88%	61%
Male	48	780	767	748	0%	0%	*	*	46%	79%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	710	N	N	N	N	N	N	10%
Non-English Learners	80	786	*	755	0%	0%	18%	31%	51%	83%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	79	767	768	755	*	*	14%	61%	17%	77%	59%
White	66	767	768	763	*	*	17%	59%	17%	76%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	N	N	N	756	N	N	N	N	N	N	60%
Female	38	776	774	761	*	*	*	61%	*	84%	66%
Male	41	759	763	749	*	*	*	61%	*	71%	53%
Economically Disadvantaged Students	12	767	755	739	*	*	*	*	*	83%	40%
Non-Economically Disadvantaged Students	67	767	770	765	*	*	*	*	*	76%	71%
Students with Disabilities	11	732	732	724	*	*	*	*	0%	36%	22%
Students without Disabilities	68	773	775	761	*	*	*	*	19%	84%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	756	*	*	*	*	*	*	60%
Homeless Students	N	N	N	732	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%

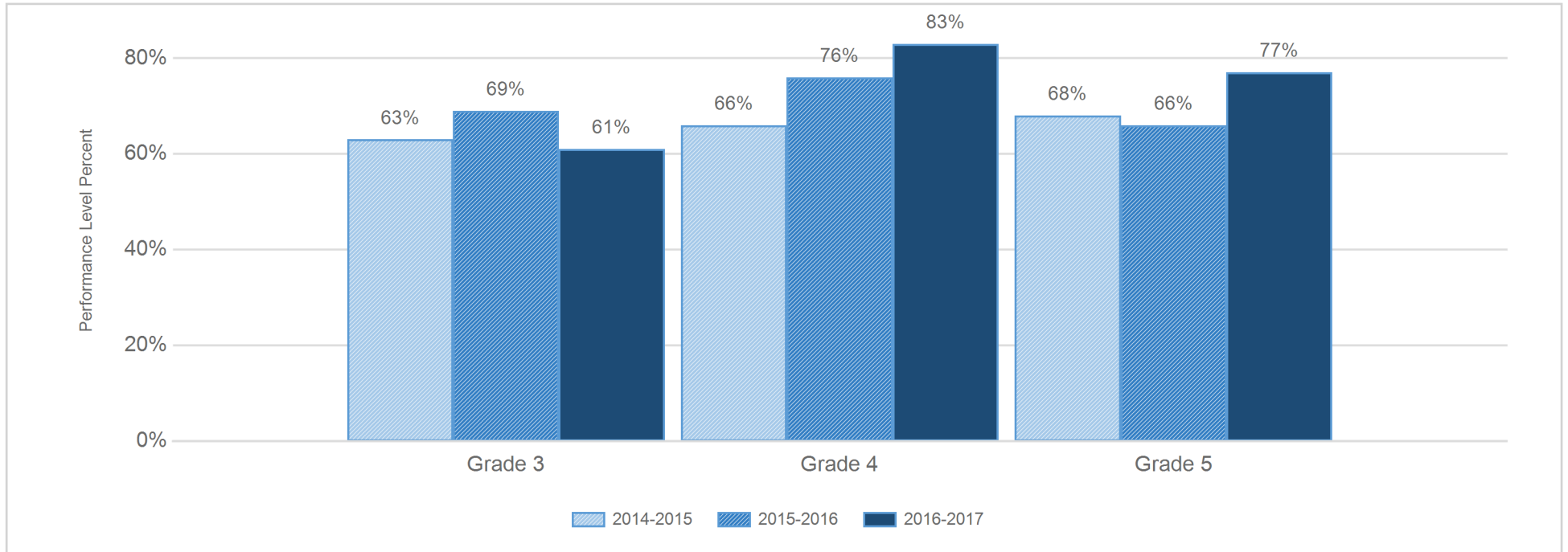


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English Language Arts/Literacy Assessment - Performance Trends

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

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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	242	93.7	77.20	67.30	43.50	76.2	68.9	Met Target
White	193	92.6	77.20	66.20	52.40	75.4	68	Met Target
Hispanic	24	96.4	66.70	51.70	27.60	66.7	61	Met Target
Black or African American	*	*	*	49.00	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	19	100.0	84.20	87.70	75.60	84.2	N	N
American Indian or Alaska Native	*	*	*	33.30	42.50	*	**	**
Two or More Races	*	*	*	72.10	44.90	*	**	**
Female	105	90.2	78.10	68.20	44.10	74.4		
Male	137	96.7	76.70	66.40	42.90	76.7		
Economically Disadvantaged Students	26	83.3	65.30	47.40	25.10	57.7	54	Met Target
Non-Economically Disadvantaged Students	216	95.3	78.70	69.40	54.30	78.7		
Students with Disabilities	30	91.9	40.00	23.60	16.50	38.2	24.7	Met Target
Students without Disabilities	212	94.0	82.50	74.80	48.80	81.8		
English Learners	22	100.0	68.20	53.10	23.30	68.2	N	N
Non-English Learners	220	93.1	78.10	67.60	45.20	76.8		
Homeless Students	N	N	*	100.00	16.40	*		
Students In Foster Care	N	N	*	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 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	89	772	768	750	0%	*	*	58%	25%	83%	53%
White	70	772	767	758	0%	*	*	60%	24%	84%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	782	791	778	0%	0%	*	*	*	90%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	39	768	768	751	0%	*	*	59%	*	77%	52%
Male	50	774	768	750	0%	*	*	58%	*	88%	53%
Economically Disadvantaged Students	10	772	751	735	0%	*	*	*	*	80%	34%
Non-Economically Disadvantaged Students	79	772	770	761	0%	*	*	*	*	84%	65%
Students with Disabilities	*	*	*	728	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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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	80	778	766	746	0%	*	*	56%	31%	88%	47%
White	62	777	764	754	0%	*	*	57%	31%	87%	59%
Hispanic	12	776	759	734	0%	*	*	*	*	83%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	32	787	765	746	*	*	*	41%	47%	88%	47%
Male	48	772	767	746	*	*	*	67%	21%	88%	48%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	80	778	766	748	0%	*	*	56%	31%	88%	49%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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	81	759	761	746	*	*	31%	48%	12%	61%	46%
White	67	757	760	754	*	*	34%	48%	*	58%	57%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	728	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	N	N	N	746	N	N	N	N	N	N	47%
Female	39	761	761	747	*	*	28%	49%	*	64%	47%
Male	42	757	760	746	*	*	33%	48%	*	57%	46%
Economically Disadvantaged Students	13	764	747	732	*	*	*	*	*	77%	27%
Non-Economically Disadvantaged Students	68	758	762	756	*	*	*	*	*	57%	59%
Students with Disabilities	11	735	730	724	*	*	*	*	0%	27%	19%
Students without Disabilities	70	763	766	751	*	*	*	*	14%	66%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%

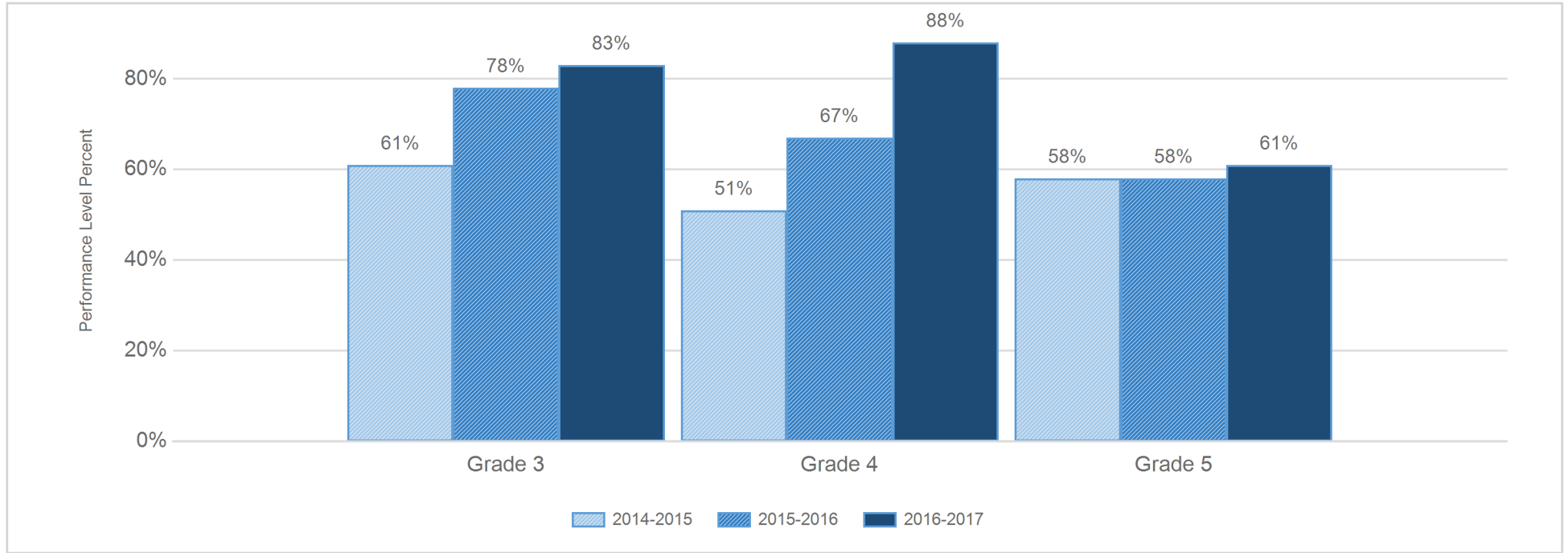


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Mathematics Assessment – Performance Trends

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





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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
3	*	*
4	N	N
5	N	N

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	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

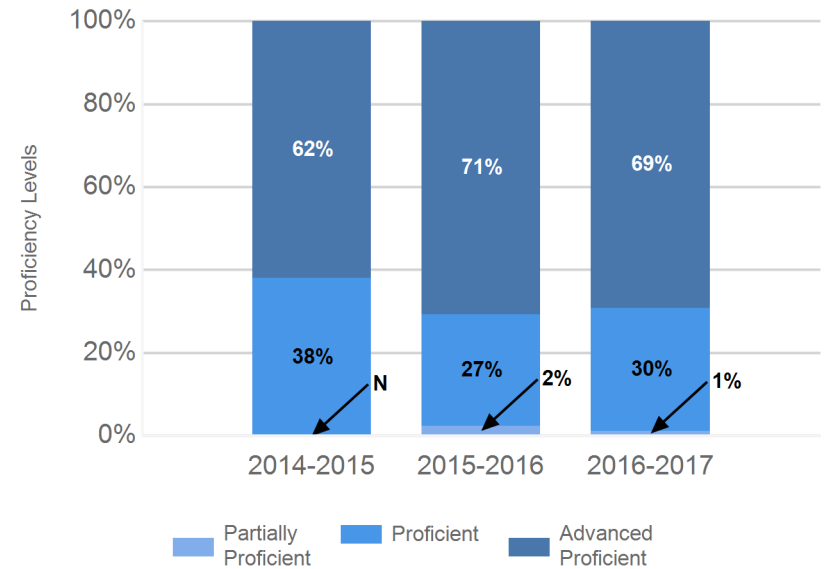
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	69%	30%	1%
White	68%	31%	2%
Hispanic	69%	*	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	18%	82%	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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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	73	57	50	Exceeds Target	68	57	50	Exceeds Target
White	71.5	56	50	Exceeds Target	65	57	52	Exceeds Target
Hispanic	82	58	49	**	82.5	53	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	56	51	**	*	54.5	52	**
Economically Disadvantaged	50.5	59	47	**	57.5	51	46	**
Students with Disabilities	54.5	44	41	**	68	49	43	**
English Learners	76	73	53	**	54	54	51	**

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



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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

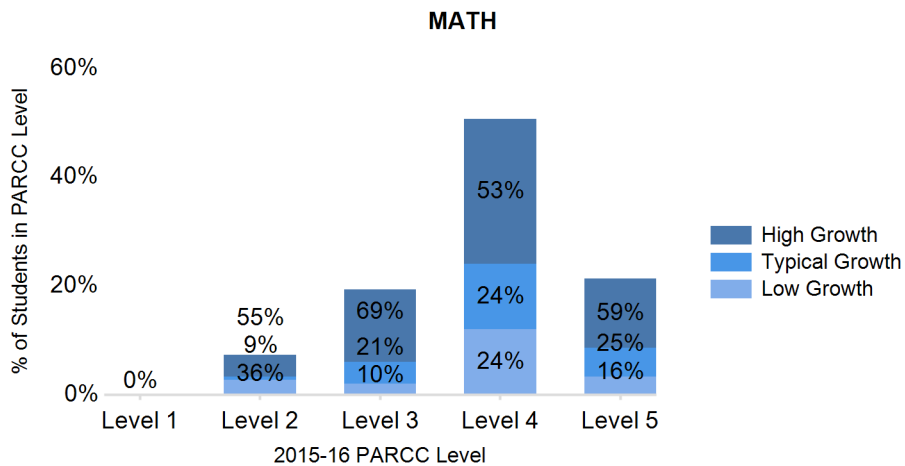
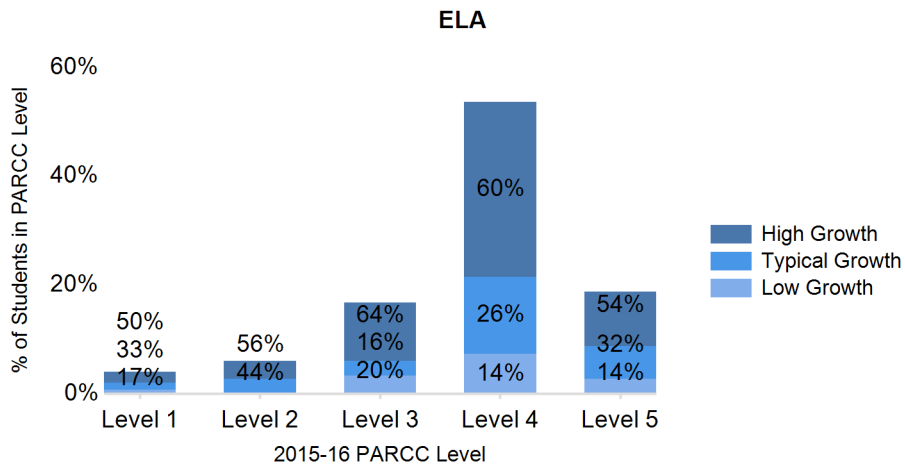
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

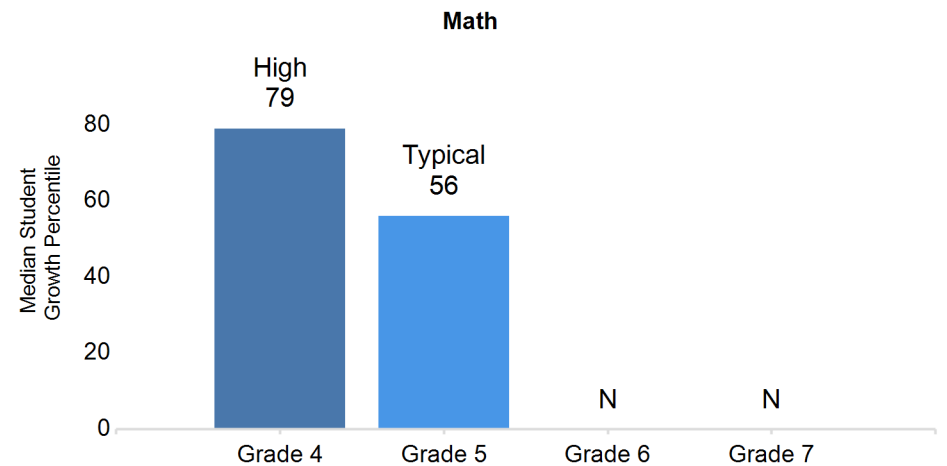
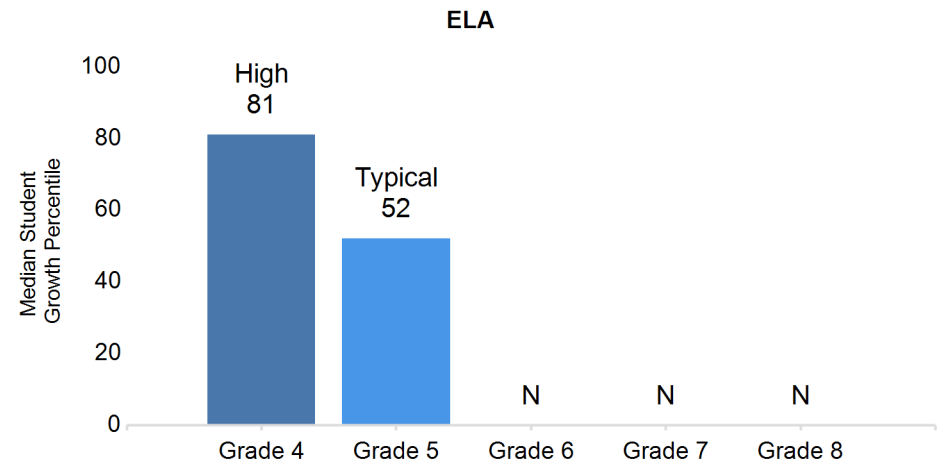
Student Growth by Performance Level

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

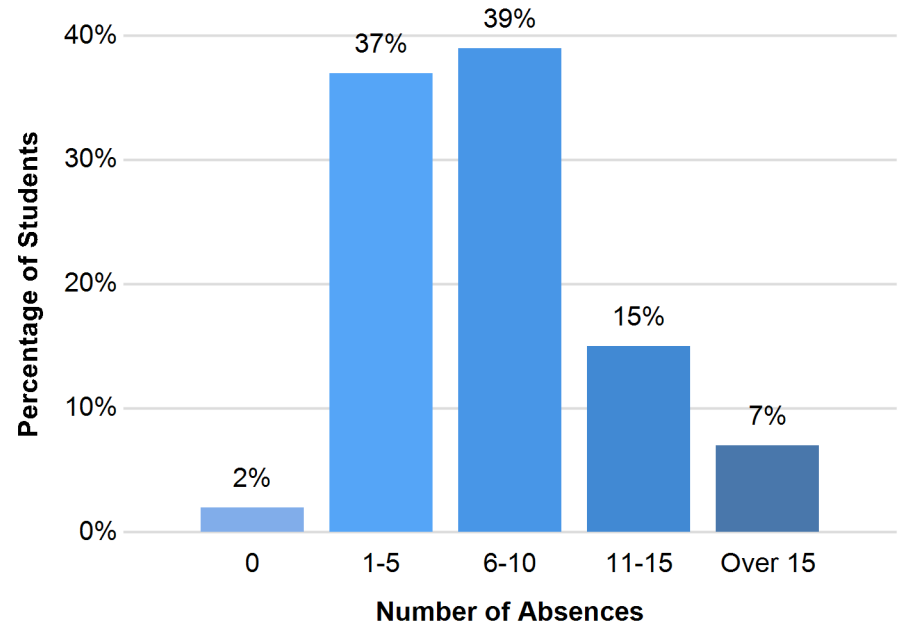
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.90	8.40	Met Target
White	4.40	8.40	Met Target
Hispanic	1.80	8.40	Met Target
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	0	8.40	Met Target
American Indian or Alaska Native	0	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	11.80	8.40	Not Met
Students with Disabilities	11.30	8.40	Not Met
English Learners	4.20	8.40	Met Target

** *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.



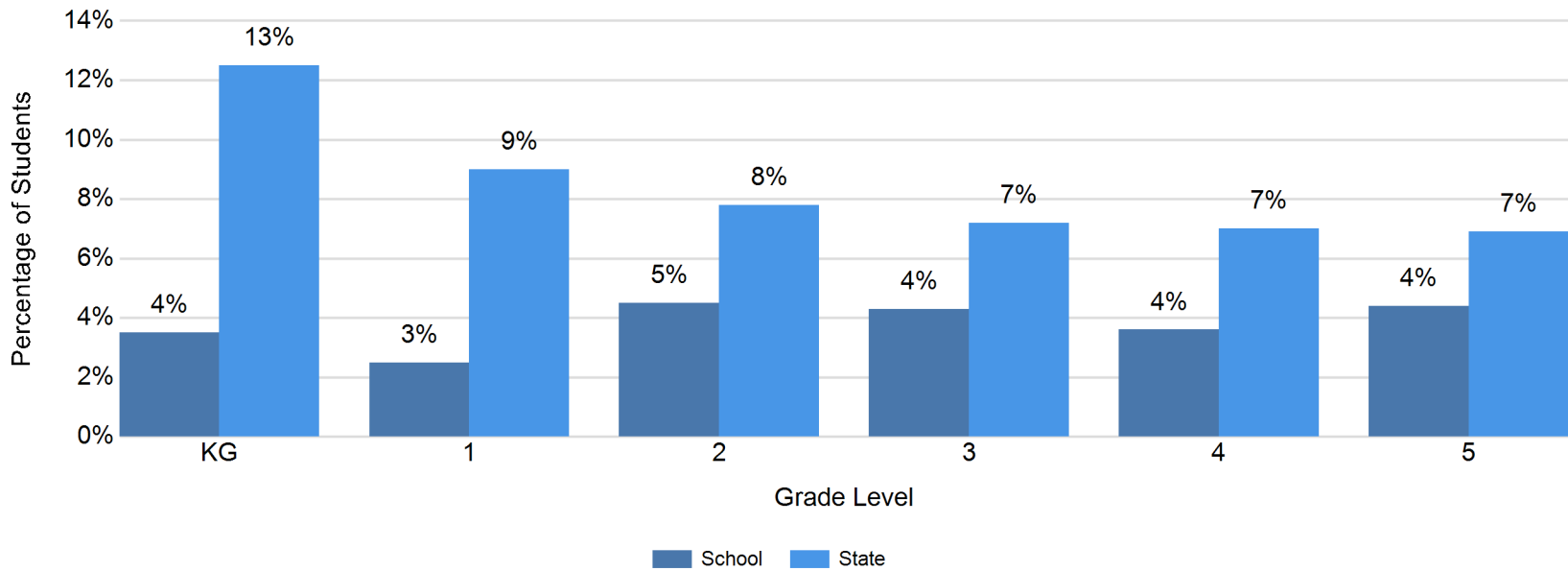


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Chronic Absenteeism by Grade

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.





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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.

Category	School
Typical Start Time	9:20AM
Typical End Time	3:40PM
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	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.58

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	0.2%
Out-of-School Suspensions	0.8%
Any Suspension	1.0%

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	1:1.1	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	40	121,048
Average years experience in public schools	10.5	11.8
Average years experience in district	10.3	10.5
Teachers in district for 4 or more years	83%	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	9,533
Average years experience in public schools	14.0	15.9
Average years experience in district	12.9	11.6
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	13:1	12:1
Administrators	260:1	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	89%	89%
2015-16 Administrators: Same district 2016-17	96%	88%

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	96%



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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	78	17.5%
Mathematics Proficiency	94	17.5%
English Language Arts Growth	98	25%
Mathematics Growth	91	25%
Chronic Absenteeism	79	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		89
Summative Rating: Percentile rank of Summative Score		98 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	N/A	N/A	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	83	12	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Met Target	Not Met	**	**	No
Students with Disabilities	**	**	No	Met Target†	Met Target	Not Met	**	**	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Pepchinski	Email Address:	jpepchinski@mersnj.us
Address:	20 GLOBAL TERRACE MANALAPAN, NJ 07726-1599	Website:	www.mers.k12.nj.us
Phone:	(732)786-2780	Facebook:	N/A
		Twitter:	N/A

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"> • Technology-enhanced lessons are supported by use of Chromebooks, iPads, SMARTBoards, and document cameras. • Curriculum includes EnVision Math, Balanced Literacy, and Writing Workshop. • A Problem Solving Team approach and implementation of an RTI model for learning supports student needs.
 <p>Mission, Vision, Theme:</p>	<p>At Milford Brook School, we take pride in establishing a twenty-first century learning environment where students in kindergarten through grade five can come together and "learn and grow" in a safe, secure, and caring setting. Our school community has embraced the following ideals into its growth mindset: "Be Respectful, Be Responsible, Be Safe, Be Kind, & Be Ready." In addition, by creating an open, communicative partnership as a school community, we can continue to achieve success.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Myriad resources (which include Project Read, Making Meaning, The Teachers College Units of Study, book talks, and author studies) support a balanced literacy approach. Hands-on learning, which is fostered through the use of EnVision Math and a Daily 3 structure, is the premise of math instruction. Web and game-based technology tools, such as Reflex Math and ST Math, further engage our learners. Enrichment programs and an RTI model of support target the individual needs of students.</p>
 <p>Clubs and Activities:</p>	<p>The student council makes contributions to the school and local community. The character education-based Lions Pride student ambassador program provides leadership opportunities to fifth graders. Extracurricular opportunities (such as the STEAM-based Minecraft club, coding club, school newspaper, instrumental music program, chorus, homework club, and Young Scientists) provide students an opportunity to explore their interests while enhancing social skills.</p>
 <p>Before and After School Programs:</p>	<p>In addition to services (ELL instruction, RTI support, behavioral interventions, counseling, speech, and enrichment) offered during the day, ELL support and RTI (Tier II) instruction in mathematics and writing are offered before school. Teachers of these programs create targeted and individualized interventions plans for each child, and growth is progress monitored for 6-8 weeks before a new plan is developed. The goal is to narrow identified gaps in learning.</p>







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School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>Professional development is on-going and embedded in-house. The school ScIP committee distributes a staff survey to determine needs based on content areas/grade levels. The implementation of the ICLE's Rigor and Relevance Framework and their Rigor, Relevance, and Engagement Rubrics has been a focus. PLC's exist across the grade levels/subject areas to encourage collaboration and analysis of student data to increase academic achievement. Staff-led book clubs and trainings foster leadership.</p>
 <p>Student Supports and Services:</p>	<p>Milford Brook School is home to an ELL program and myriad intervention and special education services for students in grades K-5. A school counselor, school psychologist, and LDTC assist with behavioral, social, and emotional needs of students. Three intervention teachers support an RTI model during the school day for student instruction, while also coaching and modeling practices for staff. A Problem Solving model is the basis of the I&RS process.</p>
 <p>Student Health and Wellness:</p>	<p>A comprehensive health and physical education program is implemented across all grade levels. In addition to bi-weekly physical education classes, recess time is built into each class schedule. Mandatory health and character education lessons are taught across each grade with emphasis in grades 4/5 on "family life." The counselor reinforces with each class concepts on Social Thinking and anti-bullying strategies; small group and 1:1 sessions are also held.</p>
 <p>Parent and Community Involvement:</p>	<p>A strong home-school connection is an important element that contributes to the academic, social, and emotional well-being of our children. Parent volunteers, along with participation in and support of the school PTO, are encouraged. Parents have on-going access to a child's academic information through the use of a web-based parent portal. Highlighting this area is the inclusion of parents in the intervention process. Home intervention plans are created for Tier II and III students.</p>




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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>Facilities:</p>	<p>Milford Brook School opened in 1972. Recent upgrades include an electrical system upgrade throughout the building to support the addition of air-conditioning to the Media Center and cafeteria.</p>
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Milford Brook School
2016-2017
Grade Span KF-05

25-2920-063
MONMOUTH
MANALAPAN-ENGLISHTOWN REG
20 GLOBAL TERRACE
MANALAPAN, NJ 07726-1599

School Narrative

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Other Information:

Milford Brook School places the safety and well-being of its school community as a top priority. An Emergency Management team ensures that procedures are in place and practiced for myriad situations -- as per state law. A district security director and building administration review procedures and practices with the staff table top scenarios to further prepare. In addition, each school has implemented the use of a security software system called the Passage Point Visitor Management System which is designed to allow registered parents/guardians the ability to notify the school of an intended visit, while ensuring proper identification is submitted. Furthermore, the school implements a Response to Intervention (RTI) model as a component of a successful educational program. It provides rapid intervention as soon as a child experiences difficulty in acquiring a particular skill in a designated subject area or behavior. A team of support staff is designated as Problem Solving Team to support the RTI process. The purpose of the Problem Solving Team is to use the expertise of our various specialists (LDTC, counselor, psychologist, speech/language therapist, administration, intervention teachers, and ELL staff) within the building to develop targeted intervention plans for students referred to the team. Decisions for research-based interventions are determined using data from assessments and progress monitoring. Student growth is continuously monitored every six to eight weeks. Character education is also an important element to ensuring the well-being of our students. The counselor/anti-bullying specialist works closely with school administration, teachers, students, and parents to reinforce the elements of good character and conflict resolution strategies. Students are recognized each month from each class for being an outstanding role model. With strong support from families, the PTO, and staff, we strive to create a home-away-from-home for students.