NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

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

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

School Contact Info

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	RED BANK BORO
Principal Name	MRS. IOZZI
Address	101 HARDING ROAD RED BANK, NJ 07701-2008
Phone Number	(732)758-1515
Email Address	IOZZIM@RBB.K12.NJ.US
Website	https://www.rbb.k12.nj.us/middle

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
4	122	120	152
5	109	118	122
6	119	113	118
7	107	118	111
8	104	105	120
Total	561	575	623

Enrollment Trends by Student Group

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.

Student Group	2015-16	2016-17	2017-18
Female	50.3%	51.1%	48.5%
Male	49.7%	48.9%	51.5%
Economically Disadvantaged Students	87.9%	85.6%	86.2%
Students with Disabilities	11.6%	12.0%	13.6%
English Learners	9.6%	10.3%	18.9%
Homeless Students		0.0%	0.3%
Students in Foster Care		0.5%	0.3%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	8.0%	8.5%	8.5%
Hispanic	78.6%	79.8%	82.2%
Black or African American	11.8%	9.9%	7.4%
Asian	0.7%	0.5%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.9%	1.2%	1.6%

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
Spanish	75.6%
English	24.2%
Other Languages	0.2%

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

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/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 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/Literacy (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	57	50	Met Standard
White	70.5	70.5	50	Exceeds Standard	63	63	51	Exceeds Standard
Hispanic	63.5	63.5	49	Exceeds Standard	56.5	56.5	48	Met Standard
Black or African American	58	58	44	Met Standard	48	48	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	62	62	48	Exceeds Standard	55	55	47	Met Standard
Students with Disabilities	59	59	41	Met Standard	49	49	43	Met Standard
English Learners	63	63	54	Exceeds Standard	53	53	51	Met Standard

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

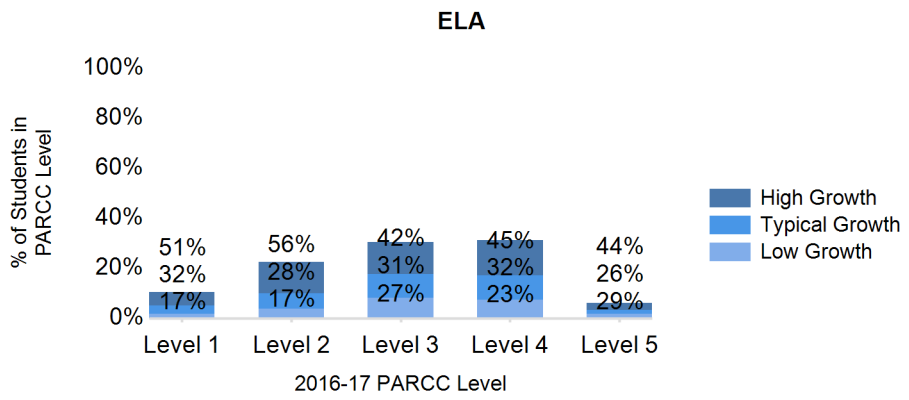
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same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

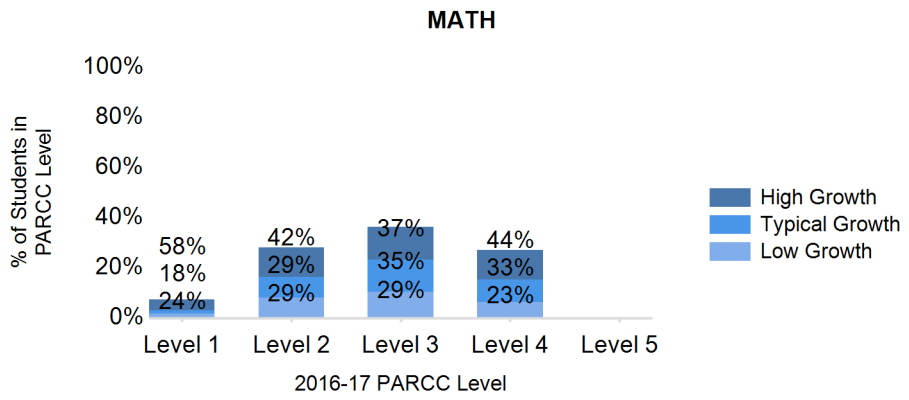
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

Student Growth by Performance Level

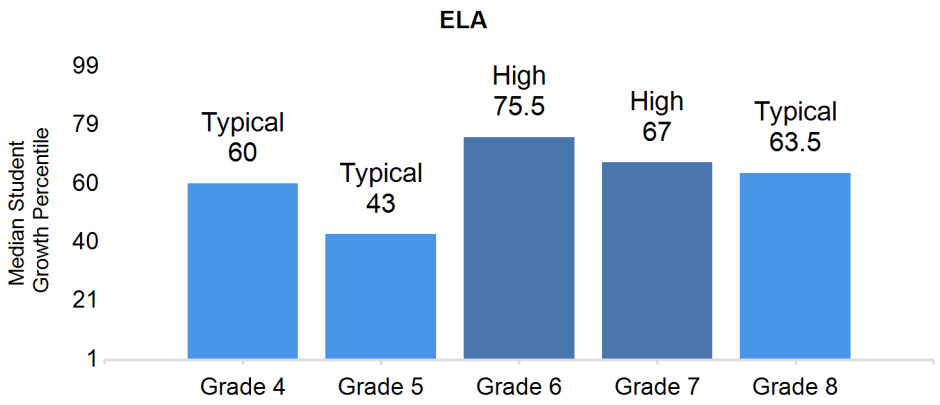
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

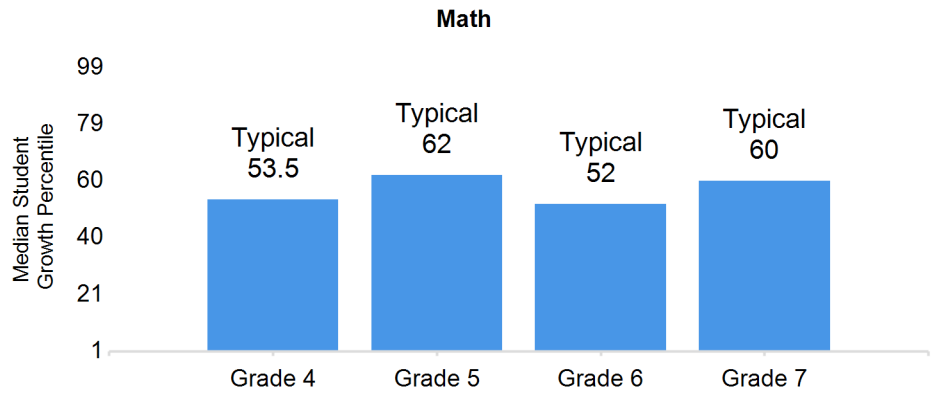




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

English Language Arts/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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows 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 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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	610	99.4	51.2	50.6	56.7	51.2	47.2	Met Target
White	53	98.2	77.3	*	65.6	77.3	72.5	Met Target
Hispanic	501	100.0	48.5	47.3	42.5	48.5	44.3	Met Target
Black or African American	46	93.9	52.2	*	37.3	52.2	47.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	297	99.7	56.9	56.4	64.5	56.9		
Male	313	99.1	45.7	44.9	49.4	45.7		
Economically Disadvantaged Students	519	99.4	48.3	47.8	38.5	48.3	43.6	Met Target
Non-Economically Disadvantaged Students	91	99.0	67.1	67.0	67.5	67.1		
Students with Disabilities	89	98.9	46.1	43.8	21.6	46.1	22.6	Met Target
Students without Disabilities	521	99.4	52.0	51.9	63.9	52.0		
English Learners	253	100.0	29.3	33.1	27.3	29.3	16.6	Met Target
Non-English Learners	357	98.9	66.6	66.9	59.4	66.6		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

English Language Arts/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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	138	747	747	756	*	18%	34%	*	*	43%	58%
White	13	769	769	764	0%	0%	*	*	*	62%	68%
Hispanic	117	745	745	744	*	18%	34%	*	*	43%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	57	746	746	762	*	19%	40%	*	*	39%	63%
Male	81	747	747	751	*	17%	30%	*	*	47%	53%
Economically Disadvantaged Students	119	743	743	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	19	766	766	767	*	*	*	*	*	63%	70%
Students with Disabilities	18	742	742	726	*	*	*	*	*	33%	25%
Students without Disabilities	120	747	747	762	*	*	*	*	*	45%	64%
English Learners	64	729	729	720	*	*	48%	*	*	16%	17%
Non-English Learners	74	762	762	759	*	*	22%	*	*	68%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

English Language Arts/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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	116	737	737	755	*	30%	33%	*	*	32%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	100	735	735	743	*	34%	32%	*	*	28%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	62	741	741	762	*	29%	27%	*	*	39%	66%
Male	54	733	733	749	*	31%	39%	*	*	24%	51%
Economically Disadvantaged Students	104	735	735	739	*	*	*	*	*	28%	39%
Non-Economically Disadvantaged Students	12	761	761	766	*	*	*	*	*	67%	71%
Students with Disabilities	11	720	720	724	*	*	*	*	*	27%	22%
Students without Disabilities	105	739	739	762	*	*	*	*	*	32%	65%
English Learners	24	721	721	712	*	*	*	*	*	*	11%
Non-English Learners	92	742	742	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

English Language Arts/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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	107	755	755	754	*	*	30%	46%	12%	58%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	88	755	755	742	*	*	32%	*	*	58%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	50	763	763	761	*	*	20%	*	*	72%	64%
Male	57	749	749	748	*	*	39%	*	*	46%	48%
Economically Disadvantaged Students	86	754	754	739	*	*	*	*	*	56%	37%
Non-Economically Disadvantaged Students	21	760	760	764	*	*	*	*	*	67%	68%
Students with Disabilities	*	*	*	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	109	753	753	760	10%	11%	23%	39%	17%	56%	63%
White	13	789	789	768	0%	0%	*	*	*	92%	72%
Hispanic	83	748	748	746	*	12%	27%	*	*	51%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	55	756	756	769	*	*	24%	*	*	58%	72%
Male	54	749	749	752	*	*	22%	*	*	54%	54%
Economically Disadvantaged Students	89	748	748	742	*	13%	*	*	*	52%	44%
Non-Economically Disadvantaged Students	20	772	772	771	*	0%	*	*	*	75%	73%
Students with Disabilities	13	739	739	721	*	*	*	*	*	38%	22%
Students without Disabilities	96	755	755	768	*	*	*	*	*	58%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	120	757	757	759	*	*	22%	48%	14%	62%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	92	750	750	744	11%	*	24%	*	*	57%	45%
Black or African American	14	760	760	739	*	0%	*	*	*	79%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	64	764	764	768	*	*	19%	*	*	72%	69%
Male	56	748	748	751	*	*	25%	*	*	50%	52%
Economically Disadvantaged Students	100	753	753	740	*	*	*	*	*	61%	42%
Non-Economically Disadvantaged Students	20	773	773	769	*	*	*	*	*	65%	71%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

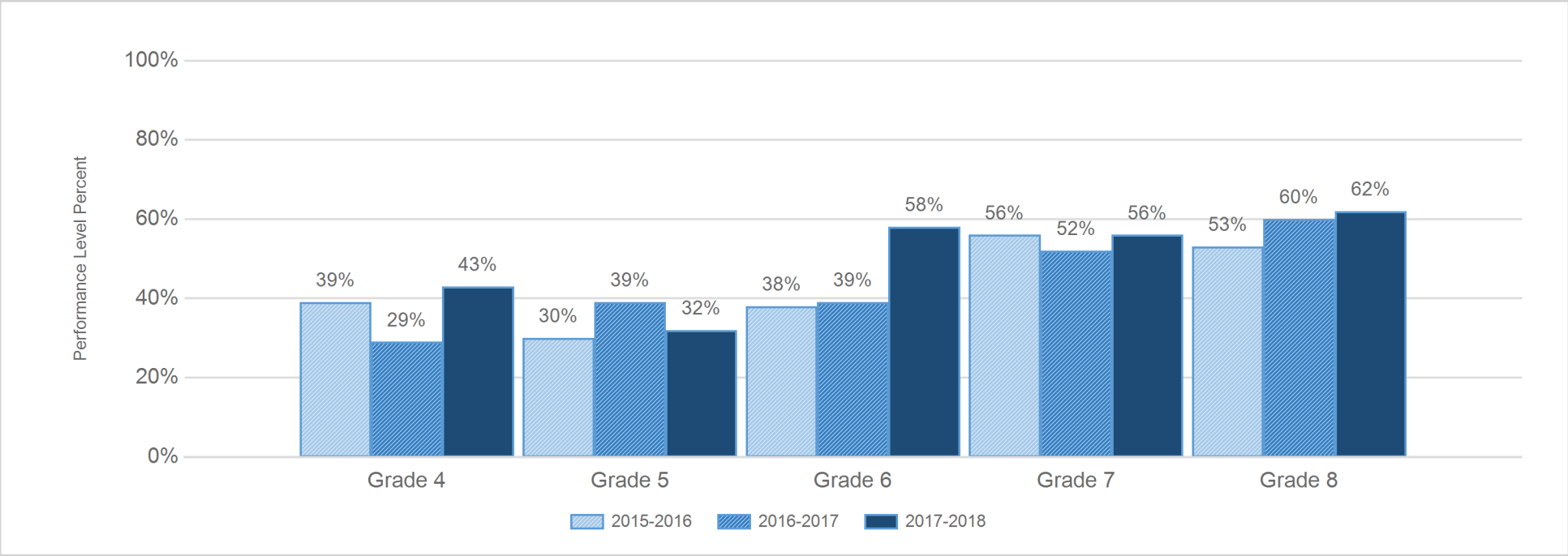
NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows 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 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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	612	99.5	33.5	35.1	45.0	33.5	32.6	Met Target
White	54	100.0	61.1	*	54.1	61.1	53	Met Target
Hispanic	502	100.0	31.9	32.7	29.2	31.9	30.6	Met Target
Black or African American	46	93.9	21.7	*	23.4	21.7	29.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	297	99.7	31.0	33.2	46.0	31.0		
Male	315	99.4	35.8	37.1	43.9	35.8		
Economically Disadvantaged Students	521	99.6	31.5	33.0	26.6	31.5	30.1	Met Target
Non-Economically Disadvantaged Students	91	99.0	45.1	47.7	55.9	45.1		
Students with Disabilities	89	98.9	31.5	34.8	17.1	31.5	21.2	Met Target
Students without Disabilities	523	99.6	33.8	35.1	50.5	33.8		
English Learners	254	100.0	20.1	24.9	24.6	20.1	19.5	Met Target
Non-English Learners	358	99.2	43.0	44.7	46.9	43.0		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	139	739	739	748	*	22%	40%	*	*	32%	49%
White	13	760	760	755	0%	0%	*	*	*	62%	60%
Hispanic	118	737	737	737	*	22%	42%	*	*	29%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	58	732	732	748	*	29%	40%	*	*	21%	50%
Male	81	744	744	748	*	17%	40%	*	*	40%	49%
Economically Disadvantaged Students	120	737	737	733	*	26%	*	*	*	28%	30%
Non-Economically Disadvantaged Students	19	755	755	758	*	0%	*	*	*	53%	62%
Students with Disabilities	18	738	738	725	*	*	*	*	*	33%	22%
Students without Disabilities	121	739	739	753	*	*	*	*	*	31%	55%
English Learners	65	725	725	722	*	32%	45%	*	*	11%	16%
Non-English Learners	74	752	752	750	*	14%	35%	*	*	50%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	117	744	744	748	*	17%	40%	*	*	38%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	100	743	743	736	*	19%	39%	*	*	36%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	62	743	743	749	*	*	37%	*	*	35%	50%
Male	55	746	746	747	*	*	44%	*	*	40%	48%
Economically Disadvantaged Students	105	743	743	733	*	19%	*	*	*	36%	29%
Non-Economically Disadvantaged Students	12	759	759	758	*	0%	*	*	*	50%	62%
Students with Disabilities	11	735	735	726	*	*	*	*	*	18%	20%
Students without Disabilities	106	745	745	752	*	*	*	*	*	40%	55%
English Learners	24	722	722	718	*	*	*	*	*	*	13%
Non-English Learners	93	750	750	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	113	736	736	744	10%	22%	36%	*	*	32%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	94	737	737	731	*	20%	39%	*	*	31%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	54	735	735	745	*	28%	35%	*	*	30%	45%
Male	59	737	737	742	*	17%	37%	*	*	34%	42%
Economically Disadvantaged Students	91	736	736	729	*	*	*	*	*	30%	24%
Non-Economically Disadvantaged Students	22	736	736	753	*	*	*	*	*	41%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	49%
English Learners	12	717	717	713	*	*	*	*	*	*	11%
Non-English Learners	101	739	739	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	110	732	732	743	10%	33%	35%	*	*	23%	43%
White	13	754	754	750	0%	*	*	*	*	62%	54%
Hispanic	84	729	729	732	*	35%	38%	*	*	18%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	55	730	730	745	*	29%	40%	*	*	18%	45%
Male	55	734	734	741	*	36%	29%	*	*	27%	42%
Economically Disadvantaged Students	90	728	728	730	*	*	*	*	*	17%	24%
Non-Economically Disadvantaged Students	20	747	747	751	*	*	*	*	*	50%	55%
Students with Disabilities	13	716	716	717	*	*	*	*	*	*	12%
Students without Disabilities	97	734	734	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	95	725	725	728	19%	29%	29%	*	*	22%	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	75	726	726	722	17%	29%	32%	*	*	21%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	49	731	731	731	*	33%	33%	*	*	24%	31%
Male	46	719	719	725	*	26%	26%	*	*	20%	26%
Economically Disadvantaged Students	83	725	725	719	*	*	*	*	*	22%	20%
Non-Economically Disadvantaged Students	12	728	728	735	*	*	*	*	*	25%	35%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	735	*	*	*	*	*	*	*
English Learners	10	736	736	705	*	*	*	*	*	40%	10%
Non-English Learners	85	724	724	729	*	*	*	*	*	20%	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

Mathematics Assessment - Performance by Test: Algebra I

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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	26	768	768	746	0%	0%	*	*	*	81%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	18	760	760	730	0%	0%	*	*	*	72%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	15	764	764	748	0%	0%	*	*	*	80%	48%
Male	11	774	774	745	0%	0%	*	*	*	82%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	13%
Students without Disabilities	26	768	768	752	0%	0%	*	*	*	81%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	26	768	768	749	0%	0%	*	*	*	81%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

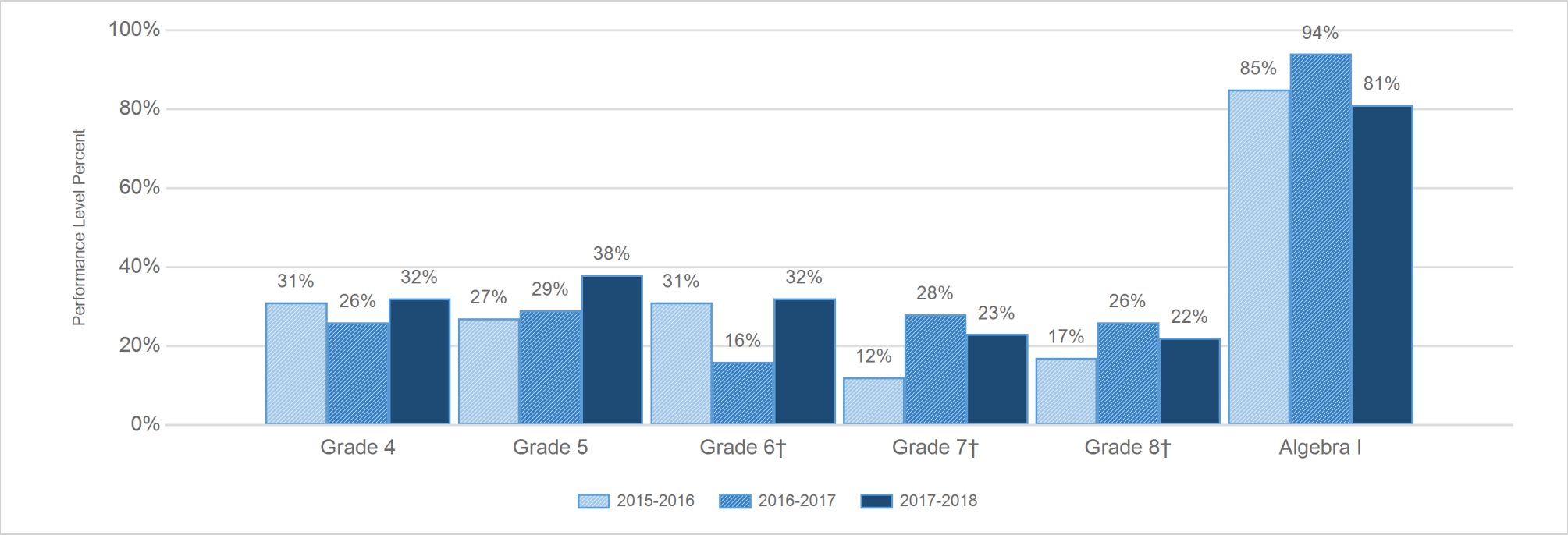
NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

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 Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

DLM Alternate Assessment - 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
4	13	13
5	*	*
6	*	*
7	*	*
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	67.0%	46.8%	Exceeds

† 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	20	85.0%	15.0%
3-4	17	88.2%	11.8%
5 or more	78	53.8%	46.2%

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

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 grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	121
7	0	0	116
8	26	0	99
Total	26	0	336

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	53	0	0	0	0	115	0
7	56	0	0	0	0	34	0
8	66	0	0	0	0	30	0
Total	175	0	0	0	0	179	0

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

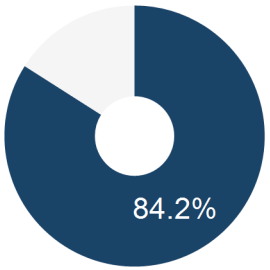
Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Visual and Performing Arts – Course Participation

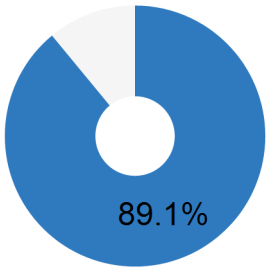
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

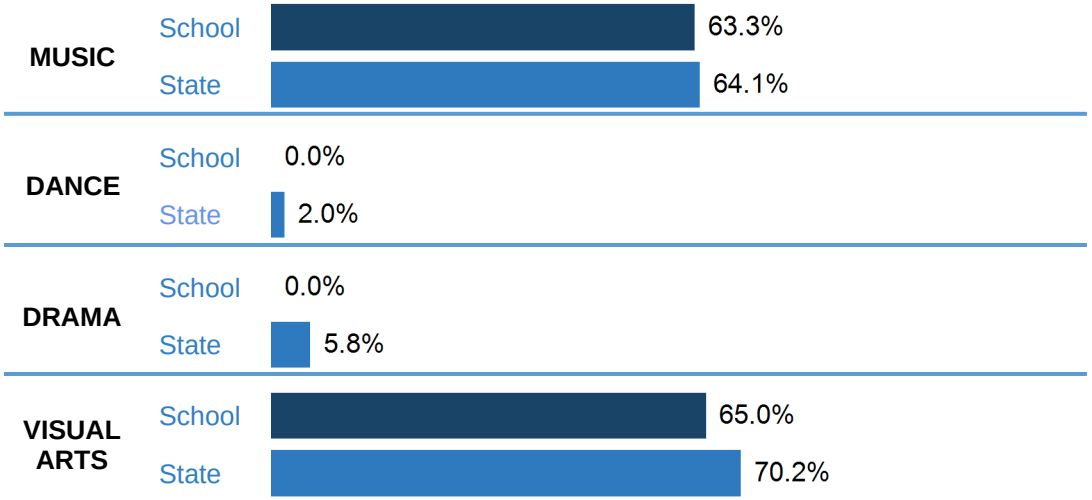


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

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.

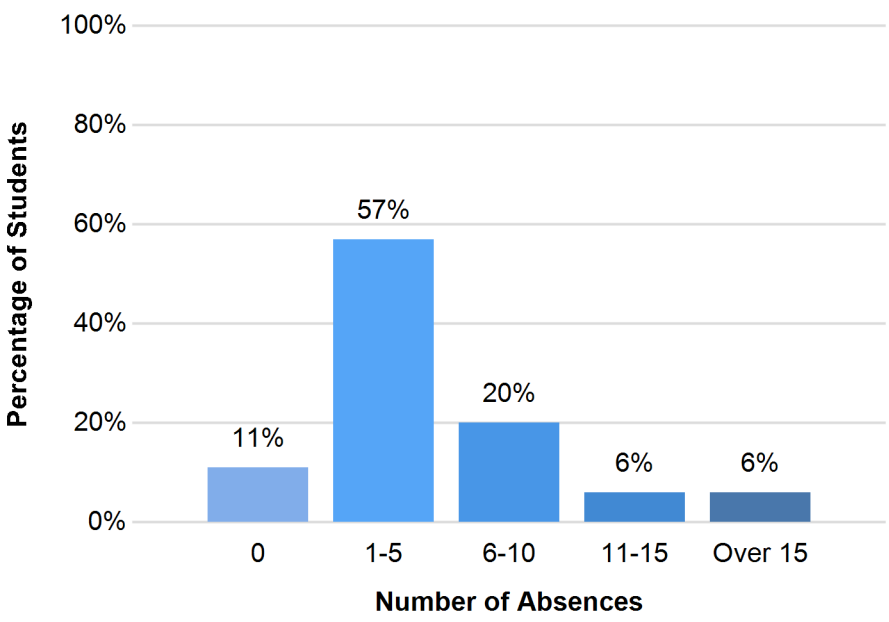
Chronic Absenteeism

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	29	4.6	8.7	Met
White	3	5.6	8.7	Met
Hispanic	14	2.7	8.7	Met
Black or African American	10	20.8	8.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	24	4.5	8.7	Met
Students with Disabilities	5	5.6	8.7	Met
English Learners	4	3.4	8.7	Met

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

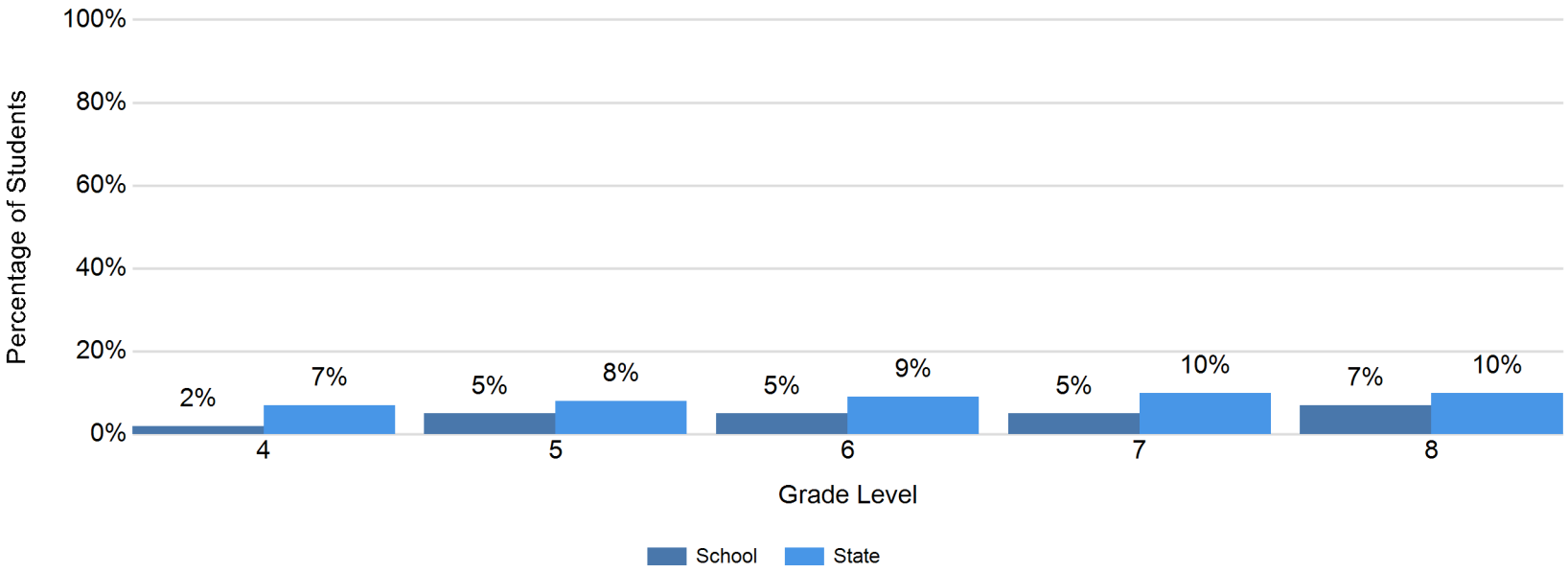
RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

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.

Chronic Absenteeism by Grade

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



NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

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	4
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	2.09

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	4
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	4

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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	1	1
Ancestry	0	0	0
Gender	0	5	5
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	4	4
No Identified Nature	3		3

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	50	8.0%
Out-of-School Suspensions	19	3.0%
Any Suspension	60	9.6%
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
84

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

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	8:10 AM
Typical End Time	3:10 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	6 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 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 3-11. 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
2017-18	1:1

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). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,194	$15,073	$16,267

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

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 experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	50	117,464
Average years experience in public schools	8.9	12.0
Average years experience in district	6.1	10.7
Teachers in district for 4 or more years	53.1%	75.5%

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	10	9,374
Average years experience in public schools	15.7	16.0
Average years experience in district	7.2	12.0
Administrators in district for 4 or more years	80.0%	76.2%

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	12:1	13:1
Students to Administrators	156:1	144:1
Teachers to Administrators	13:1	11:1
Students to Librarians/Media Specialists		N
Students to Nurses		480:1
Students to Counselors		720:1
Students to Child Study Team		480:1

NJ SCHOOL PERFORMANCE REPORT

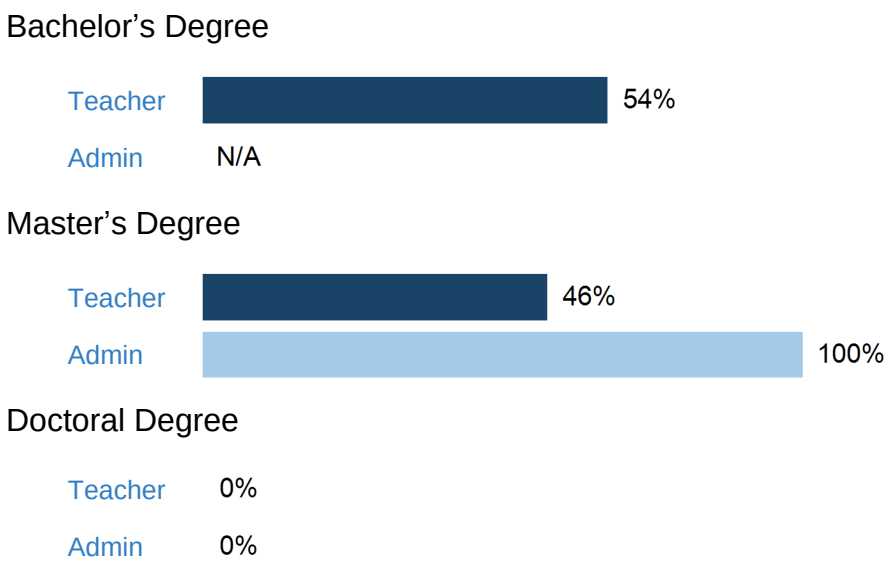
RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the 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.



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	85.6%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

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
2017-18	98.4%

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	76.0%	50.0%
Male	24.0%	50.0%
White	82.0%	75.0%
Hispanic	12.0%	0.0%
Black or African American	4.0%	25.0%
Asian	2.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

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). 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.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	51.95	15.0%
Mathematics Proficiency	33.12	15.0%
English Language Arts Growth	90.17	20.0%
Mathematics Growth	71.99	20.0%
Progress Towards English Language Proficiency	79.15	20.0%
Chronic Absenteeism	74.52	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	68.47	n/a
Summative Rating: Percentile Rank of Summative Score	78.32	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing 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	n/a	n/a	No	Met Target	Met Target	Exceeds Standard	Met Standard	Exceeds Target	Met	No
White	77.11	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	72.93	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	63.78	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	78.74	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	83.25	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
English Learners	65.98	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	Met Standard	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

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.

Highlights:	• The integration of technology is integral in our day-to-day operation. The 1:1 Chromebook initiative is an important initiative that develops 21st century learning skills throughout the curriculum. • Our School always focuses on expanding Performing Arts opportunities. Students can participate in Jazz and Concert Band, Strings, and Kids on Broadway through our various community partnerships. • Middle School teachers have been awarded the NJDOE Exemplary Elementary Educator Award in 2017 and 2018. Red Bank Borough had 3 award recipients out of the 5 in Monmouth County for 2018.
Mission, Vision, Theme:	Red Bank Middle School's mission focuses on the combined efforts of our staff, students, parents, community members and community partnerships to ensure that all students achieve and become inspired. Our district's vision and mission statements truly encompass everything that we stand for: We believe that our children should Dream BIG and we'll help them get there! We will inspire. We will challenge. They will achieve. Driven by the needs of our children, we provide a safe, nurturing, and challenging learning environment for EVERY student, every day.
Awards, Recognition, Accomplishments:	- The Principal was awarded the NJPSA Visionary Leadership Award & the National Distinguished - Principal Award for New Jersey in 2014 Middle School teachers were awarded the NJDOE Exemplary Elementary Educator Award in 2017 and 2018 - Various teachers have been recognized as 'Teachers Who Rock' - RBMS Boys Soccer Team has won the title of Shore Athletic League Champions for 3 consecutive years (2018, 2017, and 2016) - The RBMS has received numerous Donors Choose Grant donations that teachers have applied for.

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

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.

Courses, Curriculum, Instruction:	The Middle School continues to focus on implementing instructional models that will support, address, and improve the academic and linguistic needs of all of our students. Our entire staff has been SIOP (Sheltered Instruction Observation Protocol) trained. Readers and Writers Workshop implementation and training are currently the focus at the fourth and fifth grade levels. We also provide added academic support in Language Arts and Math through our intervention SOAR classes. The implementation and expansion of the co-teaching model in grades 4 - 8 allow for added teacher support with more opportunity for intense, small group instruction. The co-teaching model focuses on providing more differentiated instruction in a more individualized manner for students with specific needs. Also, we continue to enhance and integrate the AVID curriculum in grades 4 - 8. The AVID program works collaboratively with our partners from Project Write Now to focus on advanced levels of writing techniques.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls) RBMS offers Boys and Girls Soccer, Baseball and Softball, and Boys and Girls Basketball. Additionally, our students are provided with unique opportunities that allow them to have exceptional experiences through a variety of partnerships that our district has established. Our morning recreational program provides the opportunity for approximately forty students to develop their athletic skills through various drills and activities.
Clubs and Activities:	Our goal is to extend learning and enrichment opportunities beyond the school day. We offer an after school program that provides academic support and enrichment opportunities to all of our students. The extended day program allows for the integration of performing arts, tutoring, enrichment, student leadership, community service learning, and athletic opportunities. Additionally, our students are provided with unique opportunities that allow them to have exceptional experiences through a variety of partnerships that our district has established.

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

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.

Before and After School Programs:	Our goal is to extend learning and enrichment opportunities beyond the school day. We offer an after school program that provides academic support and enrichment opportunities for our students. The extended day program allows for the integration of performing arts, tutoring, enrichment, student leadership, community service learning, and athletic opportunities. Our students are provided with unique opportunities that allow them to have exceptional experiences through a variety of partnerships that our district has established with the Stars Challenge program at Monmouth University, Project Write Now, Horizons @ Rumson Country Day School, Community YMCA, Boys and Girls Club, Salvation Army, and Red Bank Elks Lodge.
Staff and Professional Learning:	We are committed to providing professional development that provides our teachers with the necessary resources and knowledge of research-based instruction. The RBMS focuses on implementing instructional models that will support, address, and improve the academic and linguistic needs of all of our students. Readers and Writers Workshop implementation and training are currently the focus at the fourth and fifth grade levels. Our entire staff is trained in SIOP (Sheltered Instruction Observation Protocol) and in AVID (Advancement Via Individual Determination). Additionally, the district currently has a Language Arts Coach, a Math Coach, and an ELL Coach that serve as additional resources for teachers and students.

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

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.

Student Supports and Services:	RBMS has a number of student support services. The Intervention and Referral Services (I&RS) process allows early student intervention that renders numerous supports and services for students and teachers. Our Child Study Team provides additional student support systems that include speech and language services, and the Occupational and Physical Therapists collaborate with staff to promote generalization of skills throughout all classroom contexts. Students with disabilities have access to settings including self-contained and full-day inclusion classrooms. All ELL students are supported in their Bilingual classroom settings or via ESL teachers using the push-in model.
Student Health and Wellness:	We bring in various outside resources to assist students with their health needs. The VNA visits our building on a weekly basis. The Mobile Dentist does on-site cleanings and basic tooth care. The Optical Academy does on-site eye exams for students and staff. We receive donations for our students from the Horizons Program, including but not limited to, coats, hats, and gloves for our students in need. The Bridge of Books Foundation has also donated books for our students.
Parent and Community Involvement:	Our school community maintains positive and collaborative relationships with the parents and families. The Parent-Teacher conferences and Parent Portal has enabled teachers, parents, and students to stay abreast of students' academic progress. Our Academic Showcase continues to support and promote the connections between home and school. Teachers, parents, and students take part in these fun-filled, educational and hands-on programs in order to present educational concepts in a way that is meaningful and that the whole family enjoys. Teachers and staff give their time to prepare and organize special activities and events throughout the school year. Some of the amazing events that we offer include; Family BBQ and Movie Night, The Brain Show and Family Fun Night, various themed dances and dinners, concerts and student performances, family informational sessions, various fundraisers and sales, and incentives and recognition activities that are held throughout the school year.

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Students, staff, and parents are asked to complete a school culture and climate survey on a yearly basis during the Spring. Feedback is gathered and analysis of data is conducted by the School Improvement Team. The analysis is used for preparation and enhancement of educational planning for the upcoming school year.
Facilities:	Our school currently houses students from grades 4 through 8, and our enrollment is approximately 650 students. Our first floor houses grades four and five, a cafeteria, gymnasium, auditorium and a number of offices. Our second floor consists of all 6th grade classes, additional office space, rooms for smaller group instruction, the AVID/Media Center, the PLTW lab and the auditorium balcony. The third floor houses our seventh and eighth grade classes and a few small office and classroom spaces. Students have access to lunch and recess time on a daily basis. During inclement weather, various indoor recess activities such as foosball tables, basketball arcade games, and air hockey are available for all students.
School Safety:	Our number one priority is safety and security. All staff wears picture ID badges which allow them access to various entrances. Visitors are buzzed in via the main office and must report to the main office after indicating their reason for visiting school grounds. All doors are locked throughout the entire day and we house video surveillance cameras both inside and on the exterior areas of the building. Additionally, staff and students practice various types of safety drills on a monthly basis. The Red Bank Borough Police Department also makes frequent visits to our building in order to serve as a presence on school grounds and check the facility to ensure all areas are secure.

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

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.

Technology and STEM:	The integration of technology is integral in our day-to-day operation. The 1:1 chromebook initiative develops 21st century learning skills throughout the curriculum. Teachers integrate technology in meaningful ways by way of utilizing Chromebooks, Interactive Whiteboards, LCD projectors, and web-based learning management systems that push student creativity to new heights. Google Classroom and Google Drive bring teachers and students together, working in partnership, or within small groups, allowing for students to provide real-time and ongoing peer feedback. Students at RBMS participate in Project Lead the Way (PLTW) which integrates science, technology, engineering, art and math (STEAM). This hands-on curriculum enhances problem-solving skills, develops critical thinking, and fosters innovative reasoning. RBMS also offers a variety of special area classes including Art, Music, AVID, Physical Education/Health, Chinese, and Spanish.

NJ SCHOOL PERFORMANCE REPORT

RED BANK MIDDLE SCHOOL
(25-4360-060)
Grades Offered: 04-08
2017-2018

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

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.

Other Information:	The Red Bank Middle School believes that our hard work and dedication will motivate all of our students to achieve and aspire to excellence. Everyone is committed to cultivating a safe, nurturing, challenging, and inspiring learning environment for all our students. We not only work towards their academic success, but we also model positivity, respect, empathy, and collaboration so that our students become compassionate, kind, and valuable citizens of our community and society. Our staff, parents, and community partners work collaboratively and dedicate themselves to inspire our students to work hard, persevere, and to maintain the RBBisBIA (Red Bank Borough is Best In America) positive mindset in order to build upon our successes. GO ROCKETS!