NJ SCHOOL PERFORMANCE REPORT

HOWELL TOWNSHIP MIDDLE SCHOOL NORTH
(25-2290-025)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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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	HOWELL TWP
Principal Name	MR. FARLEY
Address	501 SQUANKUM YELLOWBROOK ROAD FARMINGDALE, NJ 07727
Phone Number	(732)919-0095
Email Address	PFARLEY@HOWELL.K12.NJ.US
Website	https://msn.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellTwpMSN

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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
6	382	351	376
7	425	388	354
8	365	413	391
Total	1,172	1,152	1,121

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	50.1%	52.3%	51.2%
Male	49.9%	47.7%	48.8%
Economically Disadvantaged Students	17.0%	20.4%	16.9%
Students with Disabilities	18.3%	19.8%	18.1%
English Learners	2.2%	1.7%	1.9%
Homeless Students		0.3%	0.8%
Students in Foster Care		0.0%	0.3%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.2%

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	76.9%	75.1%	74.1%
Hispanic	10.5%	12.2%	12.8%
Black or African American	5.9%	4.9%	5.6%
Asian	6.1%	6.4%	6.2%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	0.4%	1.0%	0.9%

Enrollment by Home Language

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

Home Language	% of Students
English	91.6%
Spanish	5.2%
Other Languages	3.2%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/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	55	51	50	Met Standard	52	52	50	Met Standard
White	55	51	50	Met Standard	52	51	51	Met Standard
Hispanic	43	49	49	Met Standard	54	54	48	Met Standard
Black or African American	59	52.5	44	Met Standard	54	46.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	76	63.5	61	Exceeds Standard	50	54	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	50	49	**	*	62	51	**
Economically Disadvantaged	46.5	48	48	Met Standard	50	51	47	Met Standard
Students with Disabilities	46	45	41	Met Standard	51	49	43	Met Standard
English Learners	50	44	54	Met Standard	54.5	56	51	Met Standard

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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**

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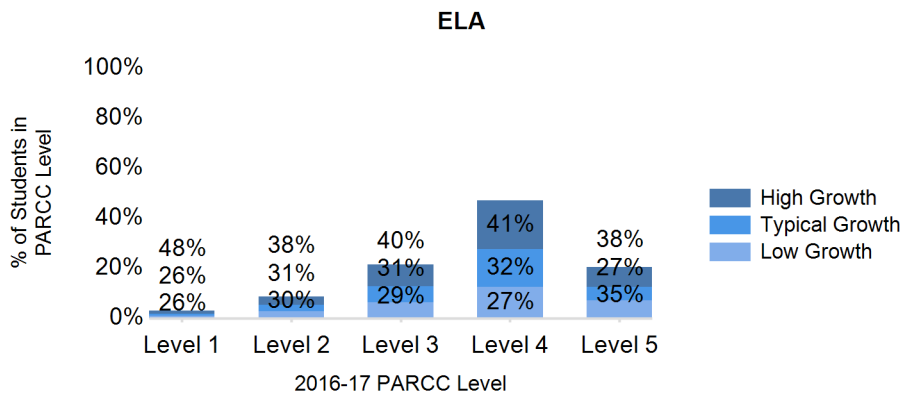
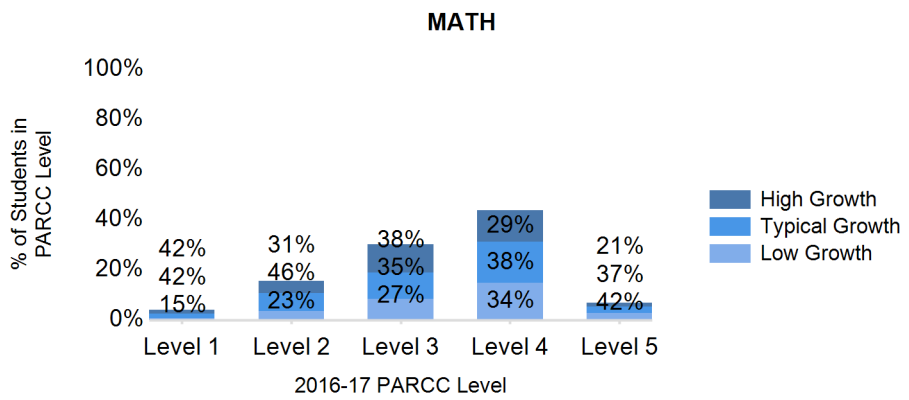
Student Growth by Performance Level

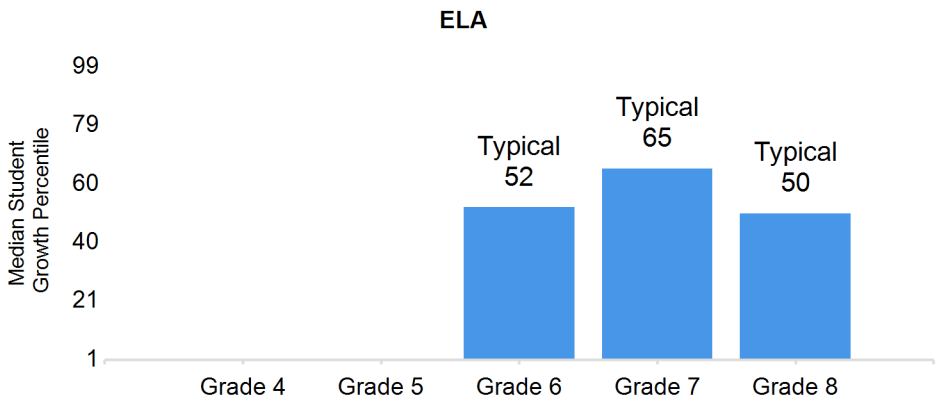
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

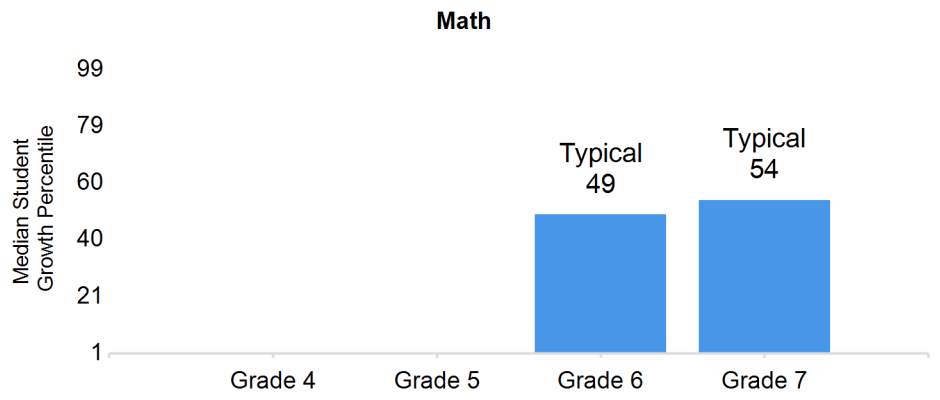




Student Growth by Grade

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





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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 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	1071	94.9	70.1	68.2	56.7	70.0	62.5	Met Target
White	793	94.0	72.2	70.3	65.6	71.4	63.1	Met Target
Hispanic	137	97.9	53.3	57.0	42.5	53.3	49.3	Met Target
Black or African American	56	95.1	58.9	56.7	37.3	58.9	53.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	74	98.7	89.1	*	82.3	89.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	539	94.8	77.7	75.3	64.5	77.5		
Male	532	95.0	62.4	61.2	49.4	62.4		
Economically Disadvantaged Students	165	92.3	46.7	45.9	38.5	45.3	44.2	Met Target
Non-Economically Disadvantaged Students	906	95.4	74.4	71.9	67.5	74.4		
Students with Disabilities	210	92.6	26.7	28.9	21.6	26.0	21	Met Target
Students without Disabilities	861	95.5	80.7	78.1	63.9	80.7		
English Learners	37	100.0	35.1	32.2	27.3	35.1	35.6	Met Target†
Non-English Learners	1034	94.7	71.3	69.6	59.4	71.1		
Homeless Students	10	90.9	30.0	37.0	27.7	70.8		
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		

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	359	760	763	754	*	*	23%	46%	17%	63%	56%
White	269	761	764	761	*	*	24%	48%	17%	65%	66%
Hispanic	42	744	753	742	*	29%	26%	*	*	38%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	26	777	*	779	*	*	0%	*	*	88%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	177	765	769	761	*	*	22%	47%	21%	68%	64%
Male	182	756	757	748	*	*	25%	44%	14%	58%	48%
Economically Disadvantaged Students	52	743	747	739	*	*	33%	*	*	37%	37%
Non-Economically Disadvantaged Students	307	763	766	764	*	*	22%	*	*	67%	68%
Students with Disabilities	59	727	727	723	*	*	36%	*	*	17%	18%
Students without Disabilities	300	767	770	760	*	*	21%	*	*	72%	63%
English Learners	*	*	718	712	*	*	*	*	*	*	*
Non-English Learners	*	*	764	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%

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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	344	773	773	760	4%	6%	16%	34%	40%	74%	63%
White	247	775	774	768	*	*	17%	34%	41%	76%	72%
Hispanic	45	752	760	746	*	*	*	*	*	58%	49%
Black or African American	19	762	*	740	*	*	*	*	*	63%	42%
Asian, Native Hawaiian, or Pacific Islander	26	797	*	790	*	0%	*	*	*	92%	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	184	781	780	769	*	*	14%	32%	49%	81%	72%
Male	160	763	766	752	*	*	19%	37%	29%	66%	54%
Economically Disadvantaged Students	65	750	755	742	*	*	28%	31%	20%	51%	44%
Non-Economically Disadvantaged Students	279	778	777	771	*	*	14%	35%	44%	80%	73%
Students with Disabilities	68	737	734	721	*	*	32%	*	*	37%	22%
Students without Disabilities	276	782	783	768	*	*	12%	*	*	83%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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%

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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	360	771	770	759	5%	6%	15%	47%	27%	74%	60%
White	272	773	772	767	4%	4%	16%	48%	28%	76%	70%
Hispanic	48	753	754	744	*	*	*	*	*	63%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	20	801	*	789	0%	0%	*	*	*	95%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	181	780	780	768	*	*	11%	47%	36%	83%	69%
Male	179	762	760	751	*	*	18%	47%	17%	65%	52%
Economically Disadvantaged Students	48	751	746	740	*	21%	*	*	*	50%	42%
Non-Economically Disadvantaged Students	312	774	773	769	*	4%	*	*	*	78%	71%
Students with Disabilities	69	724	730	719	*	*	33%	22%	0%	22%	19%
Students without Disabilities	291	782	780	766	*	*	10%	53%	33%	87%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	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%

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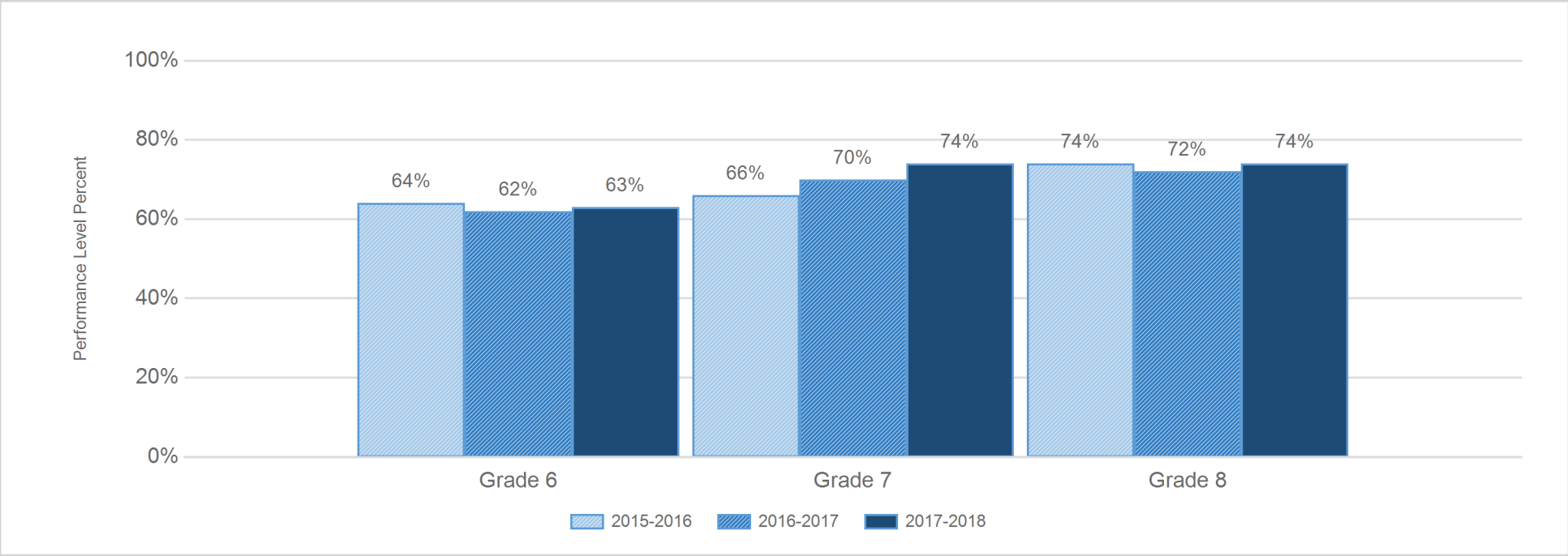
English Language Arts/Literacy Assessment - Performance Trends

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.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment 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	1073	95.2	50.4	57.4	45.0	50.4	47.5	Met Target
White	794	94.2	52.4	59.9	54.1	51.9	48.5	Met Target
Hispanic	138	98.6	33.3	42.2	29.2	33.3	31.5	Met Target
Black or African American	56	95.1	34.0	35.5	23.4	34.0	35.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	74	98.7	78.4	*	77.0	78.4	68.5	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	540	95.1	50.4	57.7	46.0	50.4		
Male	533	95.2	50.5	57.1	43.9	50.5		
Economically Disadvantaged Students	165	92.3	29.7	33.0	26.6	28.8	24.7	Met Target
Non-Economically Disadvantaged Students	908	95.7	54.2	61.4	55.9	54.2		
Students with Disabilities	210	92.6	11.5	23.3	17.1	11.1	14.3	Met Target†
Students without Disabilities	863	95.8	59.9	65.9	50.5	59.9		
English Learners	37	100.0	21.6	36.2	24.6	21.6	17.6	Met Target
Non-English Learners	1036	95.0	51.4	58.2	46.9	51.4		
Homeless Students	10	90.9	30.0	25.9	17.3	51.3		
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		

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	360	749	751	744	3%	16%	28%	44%	9%	53%	44%
White	269	750	752	751	*	15%	28%	*	*	54%	54%
Hispanic	43	740	743	731	*	23%	30%	*	*	40%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	26	767	*	771	0%	*	*	*	*	81%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	177	749	751	745	*	15%	31%	*	*	50%	45%
Male	183	750	751	742	*	17%	24%	*	*	55%	42%
Economically Disadvantaged Students	52	736	736	729	*	21%	35%	*	*	31%	24%
Non-Economically Disadvantaged Students	308	752	754	753	*	16%	26%	*	*	56%	56%
Students with Disabilities	59	723	725	717	*	46%	22%	*	*	20%	13%
Students without Disabilities	301	755	756	748	*	11%	29%	*	*	59%	49%
English Learners	*	*	728	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	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

HOWELL TOWNSHIP MIDDLE SCHOOL NORTH
(25-2290-025)
Grades Offered: 06-08
2017-2018

Report Key:
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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	317	744	745	743	3%	19%	34%	41%	3%	44%	43%
White	229	746	746	750	*	14%	35%	*	*	48%	54%
Hispanic	46	731	737	732	*	39%	33%	*	*	22%	27%
Black or African American	17	733	*	727	0%	*	*	*	*	35%	21%
Asian, Native Hawaiian, or Pacific Islander	18	758	*	767	0%	0%	*	*	*	72%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	176	746	747	745	*	16%	36%	*	*	46%	45%
Male	141	741	743	741	*	23%	30%	*	*	42%	42%
Economically Disadvantaged Students	64	733	735	730	*	39%	33%	*	*	25%	24%
Non-Economically Disadvantaged Students	253	746	747	751	*	14%	34%	*	*	49%	55%
Students with Disabilities	67	721	719	717	*	*	*	*	*	*	12%
Students without Disabilities	250	750	752	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
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

HOWELL TOWNSHIP MIDDLE SCHOOL NORTH
(25-2290-025)
Grades Offered: 06-08
2017-2018

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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	208	726	729	728	21%	25%	30%	24%	0%	24%	28%
White	155	728	732	736	19%	27%	28%	26%	0%	26%	36%
Hispanic	32	720	720	722	*	*	34%	*	*	19%	22%
Black or African American	16	722	726	715	*	*	*	*	*	19%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	106	733	735	731	13%	22%	35%	30%	0%	30%	31%
Male	102	719	725	725	28%	28%	25%	18%	0%	18%	26%
Economically Disadvantaged Students	40	721	721	719	28%	33%	*	*	*	20%	20%
Non-Economically Disadvantaged Students	168	727	731	735	19%	23%	*	*	*	25%	35%
Students with Disabilities	68	703	712	705	*	*	*	*	*	*	*
Students without Disabilities	140	737	739	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	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

HOWELL TOWNSHIP MIDDLE SCHOOL NORTH
(25-2290-025)
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2017-2018

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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	146	777	775	746	0%	*	*	71%	16%	87%	46%
White	107	776	774	755	0%	*	*	71%	16%	87%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	20	791	*	779	0%	0%	*	*	*	95%	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	69	773	772	748	0%	*	*	*	*	81%	48%
Male	77	781	778	745	0%	*	*	*	*	92%	44%
Economically Disadvantaged Students	*	*	763	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	775	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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%

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Mathematics Assessment - Performance by Test: Geometry

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	35	785	785	735	0%	0%	0%	40%	60%	100%	30%
White	29	783	784	740	0%	0%	0%	45%	55%	100%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	16	786	*	736	0%	0%	0%	*	*	100%	30%
Male	19	784	*	734	0%	0%	0%	*	*	100%	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	N	713	N	N	N	N	N	N	*
Students without Disabilities	35	785	785	738	0%	0%	0%	40%	60%	100%	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	35	785	785	736	0%	0%	0%	40%	60%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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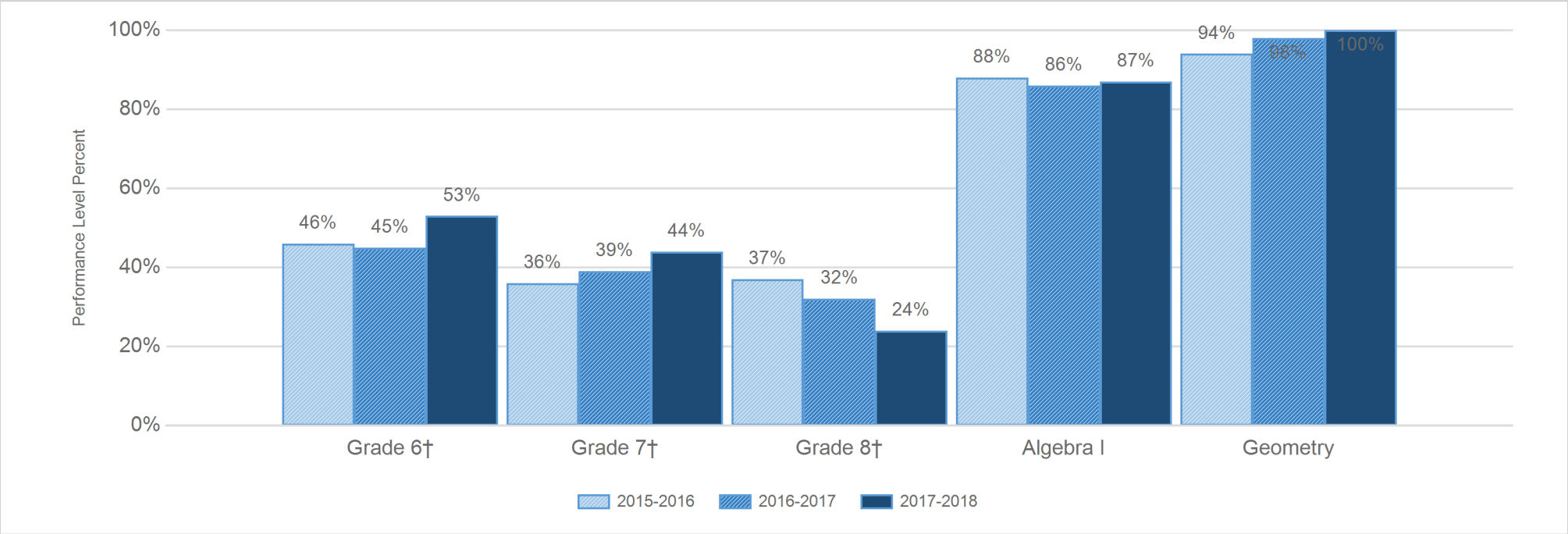
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the 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

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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
6	*	*
7	*	*
8	*	*

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	45.0%	46.8%	Met Target†

† 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	10	50.0%	50.0%
3-4	*	*	*
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in 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

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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	376
7	27	0	327
8	122	43	227
Total	149	43	930

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	264	82	0	0	0	0	25
7	262	51	0	0	0	0	36
8	271	80	0	0	0	0	36
Total	797	213	0	0	0	0	97

NJ SCHOOL PERFORMANCE REPORT

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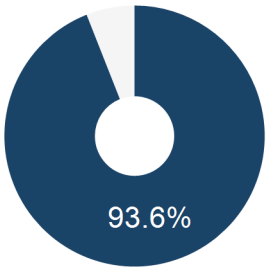
Visual and Performing Arts – Course Participation

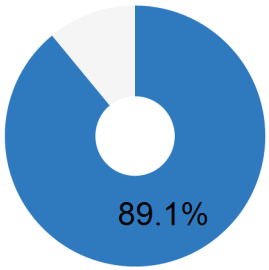
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

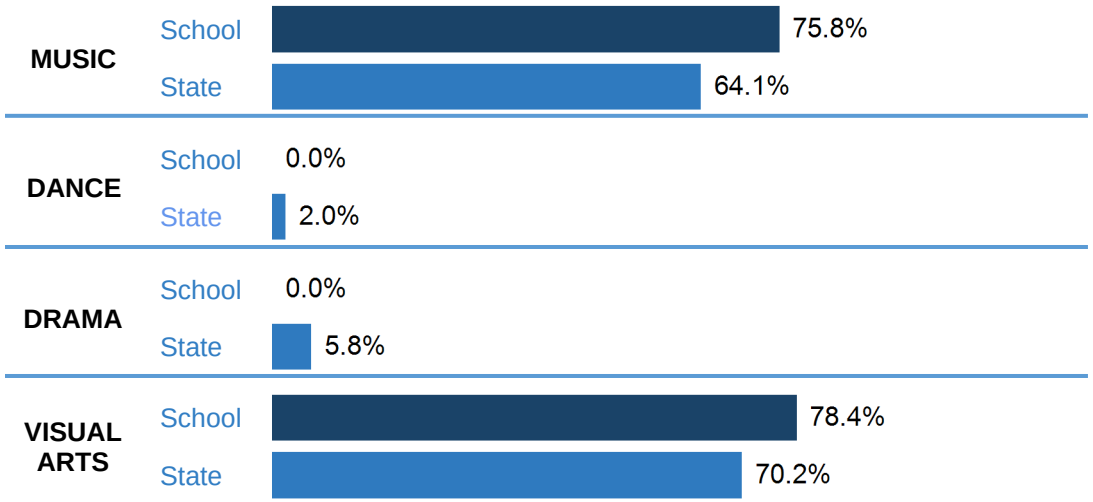


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

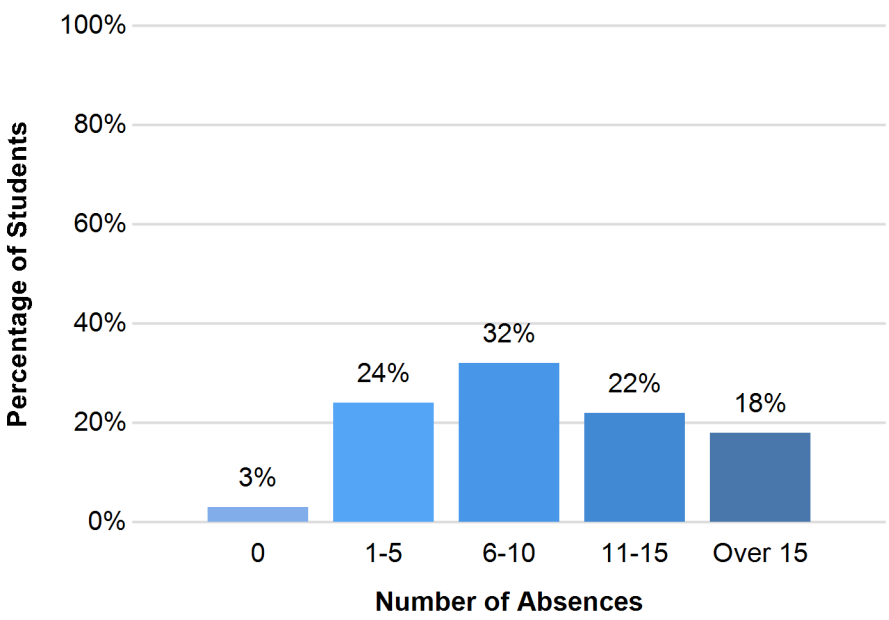
Chronic Absenteeism

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	140	12.5	9.5	Not Met
White	106	12.7	9.5	Not Met
Hispanic	20	14.2	9.5	Not Met
Black or African American	8	12.9	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	5	6.8	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	39	20.5	9.5	Not Met
Students with Disabilities	47	22.9	9.5	Not Met
English Learners	3	14.3	9.5	Not Met

Days Absent

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



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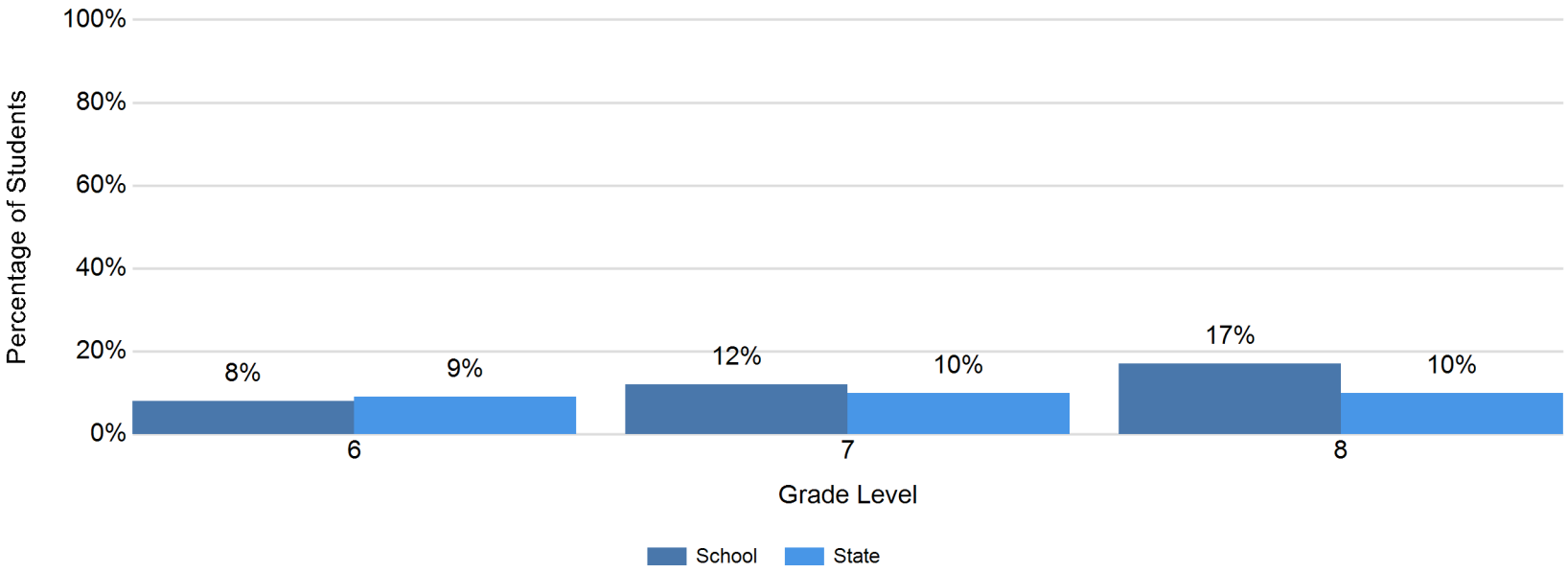
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), 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	29
Weapons	1
Vandalism	2
Substances	10
Harassment, Intimidation, Bullying (HIB)	16
Total Unique Incidents	58
Incidents Per 100 Students Enrolled	5.17

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	5
Weapons	1
Vandalism	1
Substances	9
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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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	2	4	6
Religion	1	0	1
Ancestry	2	1	3
Gender	1	1	2
Sexual Orientation	8	6	14
Disability	0	2	2
Other	4	4	8
No Identified Nature	8		8

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	0	0.0%
Out-of-School Suspensions	62	5.5%
Any Suspension	62	5.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
136

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HOWELL TOWNSHIP MIDDLE SCHOOL NORTH
(25-2290-025)
Grades Offered: 06-08
2017-2018

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School Day

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

Category	School
Typical Start Time	7:25 AM
Typical End Time	2:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 38 Mins
Shared Time - Instructional Time	N

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	1.1:1

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)	$380	$15,433	$15,813

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	102	117,464
Average years experience in public schools	15.6	12.0
Average years experience in district	15.1	10.7
Teachers in district for 4 or more years	94.1%	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	37	9,374
Average years experience in public schools	16.3	16.0
Average years experience in district	15.1	12.0
Administrators in district for 4 or more years	91.9%	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	11:1	12:1
Students to Administrators	374:1	157:1
Teachers to Administrators	34:1	13:1
Students to Librarians/Media Specialists		580:1
Students to Nurses		446:1
Students to Counselors		527:1
Students to Child Study Team		207:1

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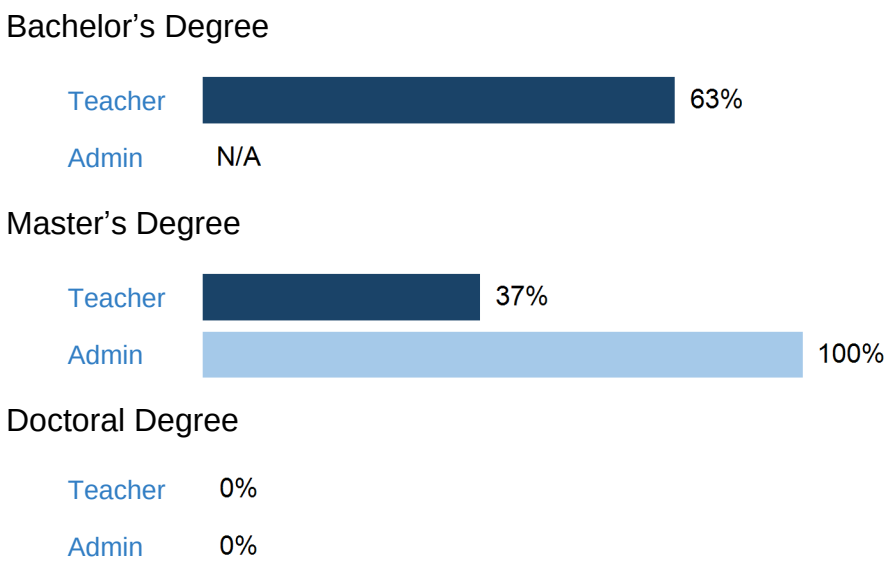
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. 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	92.0%	90.2%
2016-17 Administrators: Same district 2017-18	94.6%	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	95.8%

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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	86.3%	0.0%
Male	13.7%	100.0%
White	98.0%	100.0%
Hispanic	1.0%	0.0%
Black or African American	1.0%	0.0%
Asian	0.0%	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%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). 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		

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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	67.30	15.0%
Mathematics Proficiency	45.62	15.0%
English Language Arts Growth	65.34	20.0%
Mathematics Growth	56.02	20.0%
Progress Towards English Language Proficiency	28.09	20.0%
Chronic Absenteeism	16.01	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	48.43	n/a
Summative Rating: Percentile Rank of Summative Score	46.27	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

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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	Met Standard	Met Standard	Met Target†	Not Met	No
White	48.90	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	48.75	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	78.45	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	48.63	14.08	No	Met Goal	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	48.87	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	54.08	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	45.60	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	Met Standard	Not Met	No

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

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School Narrative

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

Highlights:	• 2018 Certified Silver Future Ready School • NJDOE ESL Model Program • 1:1 MacBook Air learning environment which utilizes Schoology as a learning management system to improve student performance, foster collaboration, and personalize learning.
Mission, Vision, Theme:	Howell Middle School North recognizes school as a place where unexplored abilities, talents, interests and traits are discovered and given the opportunity for growth. Teachers educate students to become skillful communicators, independent thinkers and life-long learners. We encourage our students to develop the skills that will fulfill their potential to become responsible decision-makers in our democratic society. Based on input from students and staff, four core values (Teamwork, Safety, Respect, and Effort) were identified. These values serve as the cornerstone for our school's culture and climate.
Awards, Recognition, Accomplishments:	2018 Certified Silver Future Ready School, NJDOE ESL Model Program, state and nationally recognized TSA Club, Tower Garden Grant Recipient

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Courses, Curriculum, Instruction:	Howell Middle School North has developed a curriculum in accordance with the New Jersey Student Learning Standards that allows for personalized learning experiences. Students are challenged to become skillful communicators, independent thinkers, and life-long learners. Enrichment and intervention programs are designed to meet the unique needs of every child. The curriculum is rigorous and infuses opportunities for learners to develop individual, social, and civic responsibility as well as respect for themselves, others, and their environment.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed) Howell Middle School North believes that participating in organized athletics teaches children values and life lessons that help students develop skills for future success on and off the field. We are proud of our many championship teams but most of all we take pride in promoting sportsmanship, school spirit, fitness, character, leadership and hard work.
Clubs and Activities:	The following is a list of co-curricular activities that are available at Howell Middle School North. Students are encouraged to participate as they pursue their passions and explore new interests. Art Club; Chorus; ComputeClub; Spring Musical; Newspaper Club; Literary Art Journal; Peer Tutoring; Photography Club; Student Council; Yearbook Club; Technology Student Association (TSA); Cooking Club; Eco-Ac on Club; Pee Mentoring; Robotics

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Before and After School Programs:	After school support programs take a diagnostic and prescriptive approach towards remediating any specific academic needs that may exist. These programs are aligned with the New Jersey Student Learning Standards and specifically target academic skills necessary for a successful future. In addition to these academic supports, we also take pride in our peer mentoring program which promotes an inclusive social environment for our special needs students.
Staff and Professional Learning:	Professional development is ongoing and job embedded. Staff members are provided an opportunity to explore a variety of professional development experiences and share their expertise with colleagues. District and building training is conducted throughout the year. In addition, staff is provided time to conduct content specific PLCs during the school day. Math and Literacy coaches are able to support teachers through a variety of methods.

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Student Supports and Services:	Howell Middle School North is committed to the success of all students. Our award winning ESL program creates an inclusive environment with many supports for our ELL students. Collaboration with Child Study Team members ensure that measurable goals and objectives are created for students with Individualized Education Programs. Through RTI, we are able to intervene quickly and effectively with any student who might be experiencing academic difficulties. Student needs are addressed with a personalized learning approach in all core classes and unique needs are supported through additional courses with student specific goals.
Student Health and Wellness:	Many students take advantage of our breakfast program starting the day off with a healthy meal. Children all participate in a Physical Education program where they have voice and choice in their fitness experiences. Health and wellness are promoted and encouraged outside of the physical education classes as well in an effort to promote life-long health and wellness.
Parent and Community Involvement:	Howell Middle School North has an active PTA which hosts many events for students, staff, and community members. A parent portal provides access to current grades, attribute scores, and other information. In addition, Howell Middle School North utilizes Schoology and other online platforms to ensure parents are well informed. Throughout the year there are many events for parents to visit the school and see their child's accomplishments.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers School surveys are used to gather meaningful feedback from students and staff. An online survey is completed in the Fall and then again in the Spring. Results are analyzed and an action plan is developed.
Facilities:	Howell Middle School North is an air conditioned building which opened in 1994. Recently, the media center area has undergone renovations adding a MakerSpace area with a video production studio. All students are provided a Macbook Air and every room is equipped with Apple TV and a digital projector. Other recent improvements include a new marquee, sound system in the gym, and renovations to our stage which is used for many events.
School Safety:	The students and staff at Howell Middle School North are trained to deal with emergency situations and drill often to practice how to respond to a variety of possible scenarios. Building administration work closely with the local police department taking a proactive approach to safety and security. There is District Security Director who works with all buildings to ensure the safest environment for students and staff. In addition, a SLEO Class III Officer visits the building often fostering a positive relationship with students and staff while providing another layer of security.

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Technology and STEM:	STEM is incorporated in all classrooms and students are provided other opportunities outside of the classroom as they are continually encouraged to explore STEM. This includes clubs such as TSA, Computers, and Robotics. In addition students are provided an opportunity to visit our newly renovated Makerspace which allows them to create and design as they personalize their learning through a variety of STEM related activities.

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Other Information:	Howell Middle School North believes that experiences influence development. We realize that teaching students how to learn is as important as teaching the content area. Howell Middle School North promotes an evironment where abilities are cultivated, interests are developed, intellects are challenged and the unique characteristics of each student are identified and enriched. Our teachers remain committed to staff development that focuses on the acquisition of knowledge and skills pertinent to implementing innovative instructional methods that serve the needs of every student in a rapidly growing technological society. We continue to utilize the strategies of differentiated instruction and personalized learning to further highlight our students' abilities to learn in multiple ways. Our focus is on making informed decisions regarding student learning so that we can best meet each student's individual needs.