



**Central Middle School**  
(27-4000-030)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



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### School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Morris
District	Long Hill Township School District
Principal Name	Mr. George Villar
Address	90 Central Avenue Stirling, NJ 07980
Phone Number	908-647-2311
Email Address	<a href="mailto:gvillar@longhill.org">gvillar@longhill.org</a>
Website	<a href="https://central.longhill.org/">https://central.longhill.org/</a>
Facebook	<a href="https://www.facebook.com/longhilltownship">https://www.facebook.com/longhilltownship</a>
Twitter	<a href="https://twitter.com/lh_CentralMS">https://twitter.com/lh_CentralMS</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

**Enrollment Trends by Grade**

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	71	104	85
7	93	72	100
8	106	91	68
Total	270	267	253

**Enrollment Trends by Student Group**

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

Student Group	2016-17	2017-18	2018-19
Female	50.0%	53.6%	54.5%
Male	50.0%	46.4%	45.5%
Economically Disadvantaged Students	0.0%	2.6%	0.0%
Students with Disabilities	14.8%	16.5%	16.6%
English Learners	1.5%	1.1%	0.8%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.4%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	78.9%	81.3%	79.8%
Hispanic	11.5%	9.4%	11.9%
Black or African American	0.4%	0.4%	0.0%
Asian	8.1%	8.2%	5.9%
Native Hawaiian or Pacific Islander	0.7%	0.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.4%	0.4%	2.4%

**Enrollment by Home Language**

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

Home Language	% of Students
English	89.7%
Spanish	5.1%
Russian	1.2%
Other Languages	4.0%

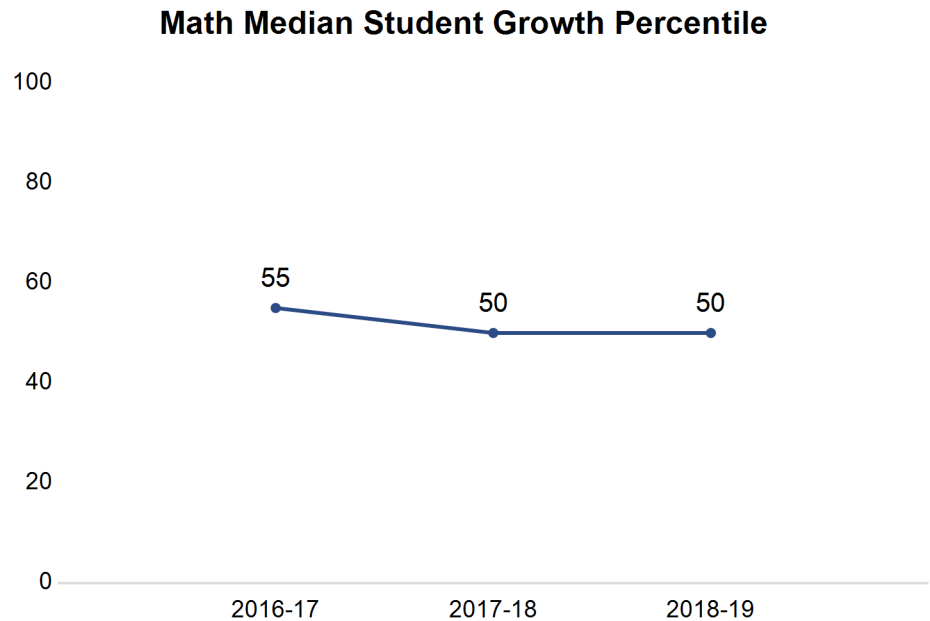
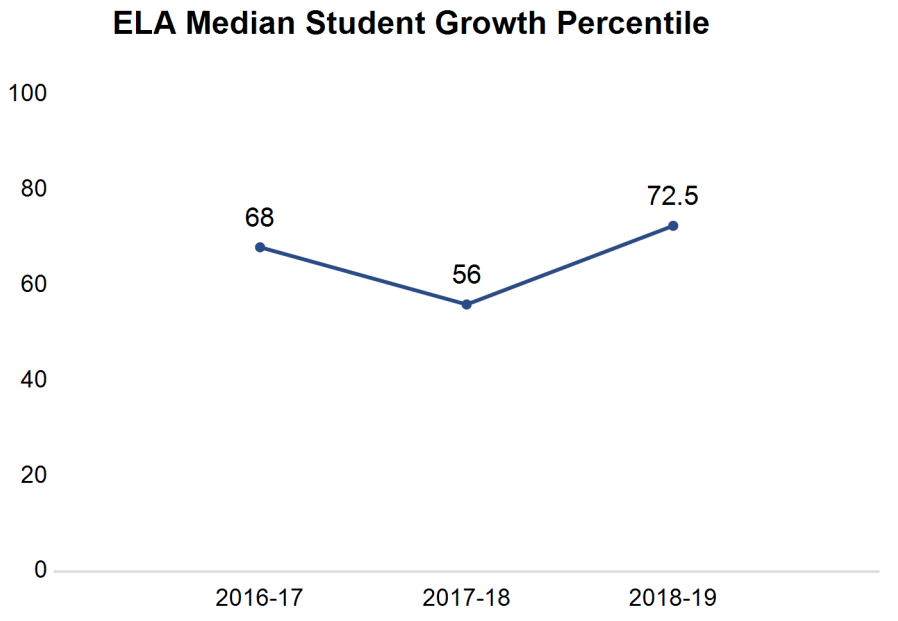


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**Student Growth Trends and Progress**

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	68	56	72.5	55	50	50
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	72.5	58	50	Exceeds Standard	50	43	50	Met Standard
White	74	60	50	Exceeds Standard	47.5	42	52	Met Standard
Hispanic	66	39.5	49	Exceeds Standard	53	41	47	Met Standard
Black or African American	N	*	45	**	N	*	43	**
Asian, Native Hawaiian, or Pacific Islander	73.5	55	59	**	73	61	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	79	65	53	N	50	41.5	50	N
Male	60	52	47	N	49	44	51	N
Economically Disadvantaged Students	N	N	48	**	N	N	46	**
Students with Disabilities	54	36	43	Met Standard	40	40	45	Met Standard
English Learners	*	21.5	52	**	*	33.5	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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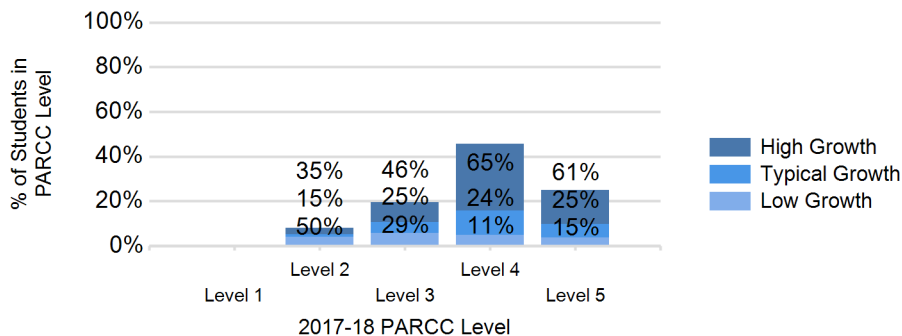
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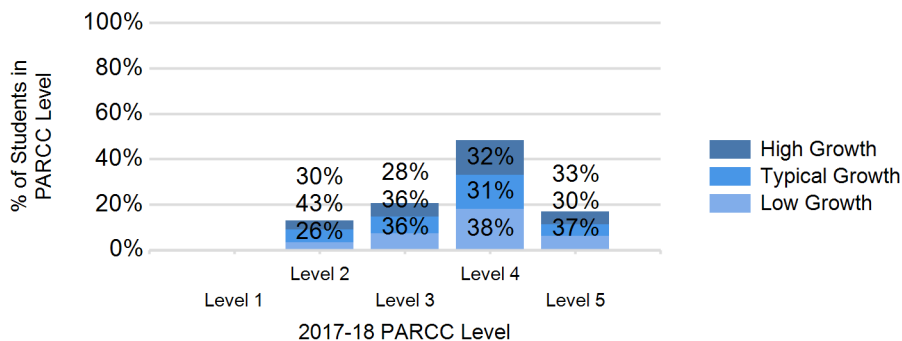
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

**ELA**



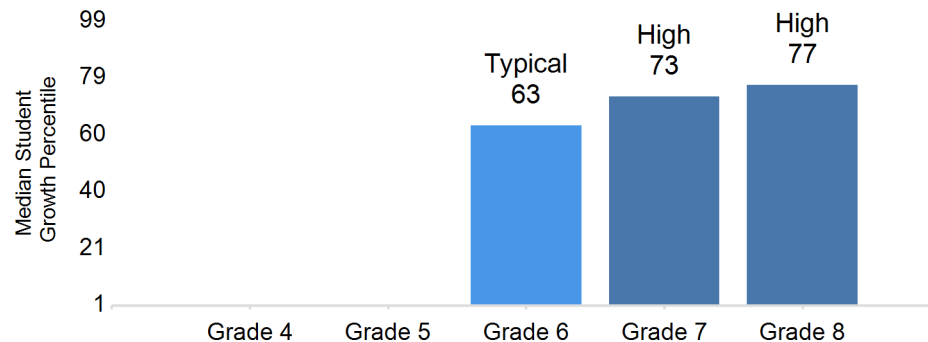
**Math**



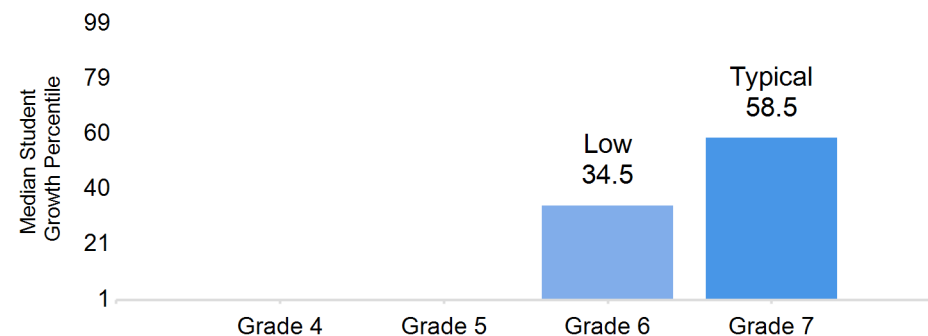
**Student Growth by Grade**

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

**ELA**



**Math**





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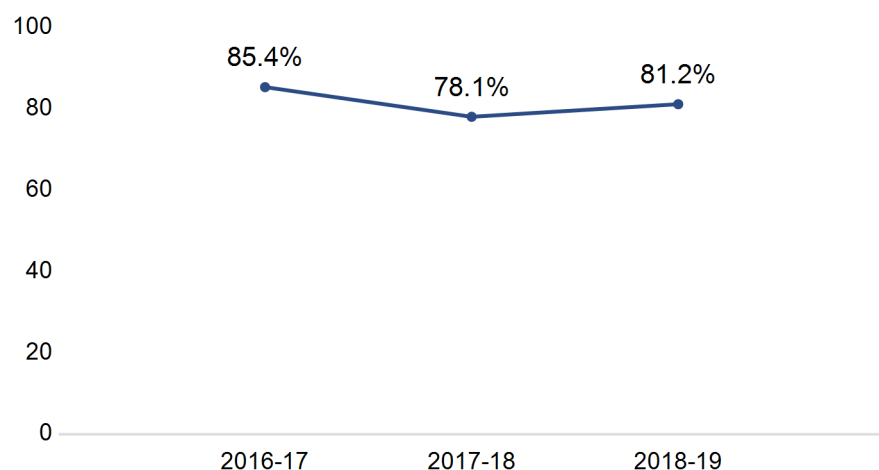
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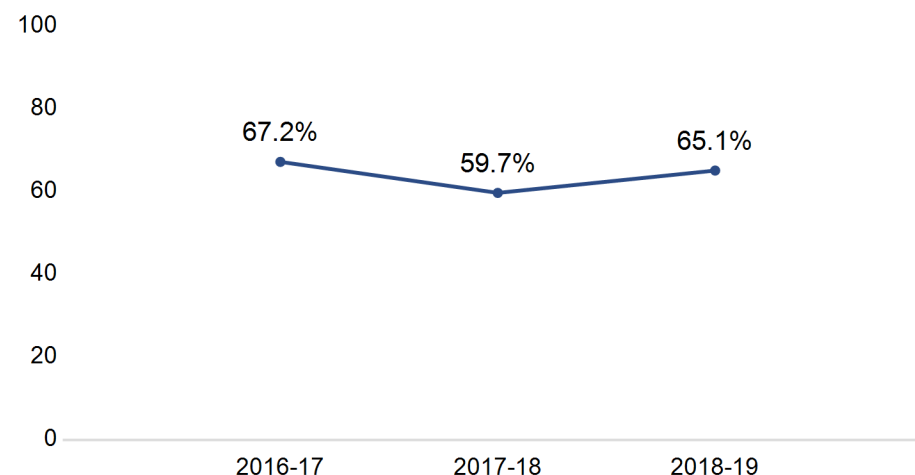
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.6%	97.4%	98.4%	99.6%	97.4%	98.0%
Proficiency Rate for Federal Accountability	85.4%	78.1%	81.2%	67.2%	59.7%	65.1%
Annual Target	80.0%	80.0%	80.0%	60.7%	61.7%	62.7%
Met Annual Target?	Met Goal	Met Target†	Met Goal	Met Target	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	250	98.4	81.2	76.1	57.9	81.2	80	Met Goal
White	202	99.0	81.7	78.4	66.9	81.7	80	Met Goal
Hispanic	28	96.7	75.0	62.5	43.9	75.0	80	Met Target†
Black or African American	N	N	N	*	38.5	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	136	98.6	87.5	82.0	64.8	87.5		
Male	114	98.3	73.7	69.8	51.3	73.7		
Economically Disadvantaged Students	N	N	N	N	40.0	N	**	**
Non-Economically Disadvantaged Students	250	98.4	81.2	76.1	67.9	81.2		
Students with Disabilities	39	95.1	43.6	37.8	22.7	43.6	47.1	Met Target†
Students without Disabilities	211	99.1	88.2	85.1	65.1	88.2		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

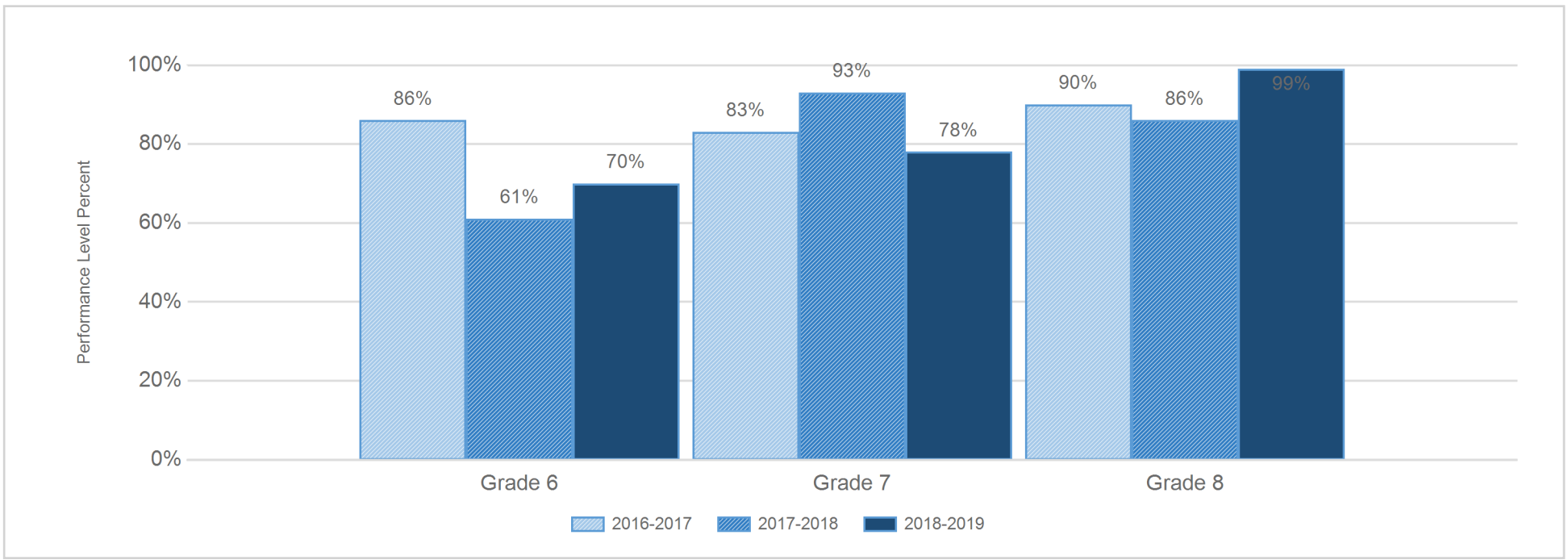


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**English Language Arts Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	83	766	766	754	*	*	20%	45%	25%	70%	56%
White	60	766	766	762	*	*	17%	50%	23%	73%	65%
Hispanic	15	761	761	743	0%	*	*	*	*	60%	43%
Black or African American	N	N	N	738	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	46	774	774	762	*	*	*	*	*	76%	64%
Male	37	755	755	748	*	*	*	*	*	62%	48%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	83	766	766	763	*	*	20%	45%	25%	70%	67%
Students with Disabilities	15	736	736	722	*	*	*	*	*	47%	19%
Students without Disabilities	68	772	772	761	*	*	*	*	*	75%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	100	783	783	761	*	*	*	24%	54%	78%	63%
White	83	781	781	769	*	*	*	25%	51%	76%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	N	N	N	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	61	794	794	769	*	*	*	23%	66%	89%	71%
Male	39	765	765	753	*	*	*	26%	36%	62%	55%
Economically Disadvantaged Students	N	N	N	743	N	N	N	N	N	N	45%
Non-Economically Disadvantaged Students	100	783	783	771	*	*	*	24%	54%	78%	73%
Students with Disabilities	15	718	718	720	*	*	*	*	*	13%	22%
Students without Disabilities	85	794	794	769	*	*	*	*	*	89%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	100	783	783	763	*	*	*	24%	54%	78%	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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### English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	68	809	809	762	0%	0%	*	*	*	99%	63%
White	59	808	808	770	0%	0%	*	*	*	98%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	N	N	N	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	30	820	820	771	0%	0%	*	*	*	100%	71%
Male	38	799	799	753	0%	0%	*	*	*	97%	55%
Economically Disadvantaged Students	N	N	N	743	N	N	N	N	N	N	45%
Non-Economically Disadvantaged Students	68	809	809	772	0%	0%	*	*	*	99%	72%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	770	*	*	*	*	*	*	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	68	809	809	764	0%	0%	*	*	*	99%	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	249	98.0	65.1	67.8	44.5	65.1	62.7	Met Target
White	201	98.5	63.7	69.0	54.1	63.7	63.8	Met Target†
Hispanic	28	96.7	64.3	55.6	28.8	64.3	48	Met Target
Black or African American	N	N	N	*	23.0	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	135	97.8	69.6	70.2	44.9	69.6		
Male	114	98.3	59.6	65.3	44.2	59.6		
Economically Disadvantaged Students	N	N	N	N	26.3	N	**	**
Non-Economically Disadvantaged Students	249	98.0	65.1	67.8	54.9	65.1		
Students with Disabilities	38	92.7	28.9	33.0	17.4	28.2	22.9	Met Target
Students without Disabilities	211	99.1	71.6	76.0	50.0	71.6		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



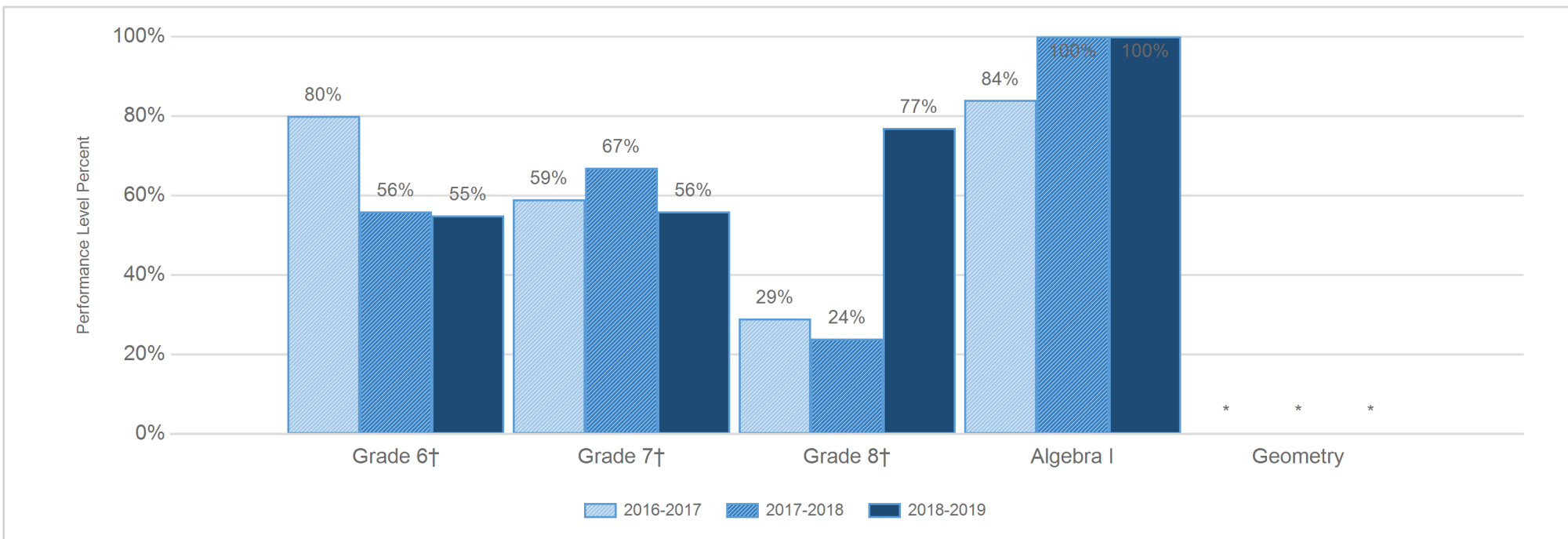
**Central Middle School**  
(27-4000-030)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



**Central Middle School**  
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### Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	82	752	752	741	*	15%	28%	*	*	55%	41%
White	59	752	752	749	0%	*	34%	*	*	53%	51%
Hispanic	15	749	749	729	0%	*	*	*	*	53%	24%
Black or African American	N	N	N	722	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	46	752	752	742	*	*	*	*	*	59%	42%
Male	36	751	751	740	*	*	*	*	*	50%	40%
Economically Disadvantaged Students	N	N	N	726	N	N	N	N	N	N	21%
Non-Economically Disadvantaged Students	82	752	752	750	*	15%	28%	*	*	55%	53%
Students with Disabilities	15	726	726	716	*	*	*	*	*	27%	12%
Students without Disabilities	67	757	757	746	*	*	*	*	*	61%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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### Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	93	758	758	744	*	*	30%	37%	19%	56%	42%
White	77	755	755	751	*	*	31%	38%	16%	53%	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	N	N	N	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	56	763	763	744	*	*	27%	*	*	63%	42%
Male	37	751	751	743	*	*	35%	*	*	46%	42%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	93	758	758	751	*	*	30%	37%	19%	56%	53%
Students with Disabilities	14	724	724	718	*	*	*	*	*	*	13%
Students without Disabilities	79	764	764	749	*	*	*	*	*	*	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	93	758	758	745	*	*	30%	37%	19%	56%	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	44	761	761	728	0%	*	*	*	*	77%	29%
White	39	762	762	737	0%	*	*	*	*	77%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	N	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	17	762	762	731	0%	*	*	*	*	88%	31%
Male	27	761	761	726	0%	*	*	*	*	70%	27%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	44	761	761	735	0%	*	*	*	*	77%	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	44	761	761	730	0%	*	*	*	*	77%	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	28	796	796	744	0%	0%	0%	*	*	100%	42%
White	24	797	797	752	0%	0%	0%	*	*	100%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	14	796	796	745	0%	0%	0%	*	*	100%	44%
Male	14	796	796	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	28	796	796	752	0%	0%	0%	*	*	100%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	28	796	796	745	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



**Central Middle School**  
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### Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	*	*	*	737	*	*	*	*	*	*	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	N	N	N	724	N	N	N	N	N	N	17%
Black or African American	N	N	N	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	N	N	N	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	N	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	N	712	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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### DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
7	N	N
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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

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

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



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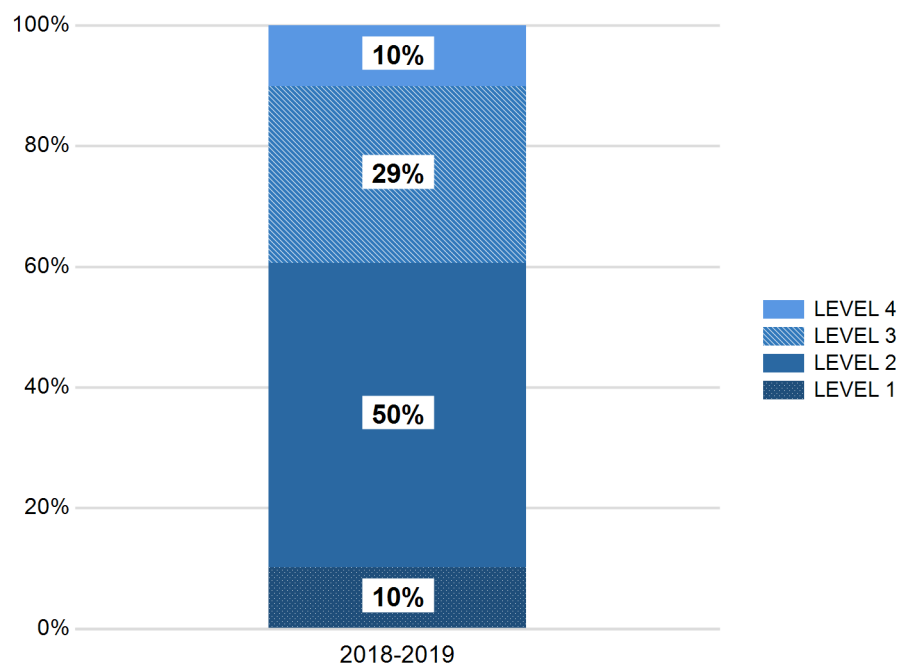
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	10	50	29	10
White	8	51	31	10
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	7	47	33	13
Male	13	53	26	8
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	10	50	29	10
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	10	50	29	10
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	1	0	86
7	6	0	95
8	21	3	43
Total	28	3	224

### 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	31	44	0	0	0	0	0
7	36	52	0	0	0	0	0
8	41	19	0	0	0	0	0
Total	108	115	0	0	0	0	0



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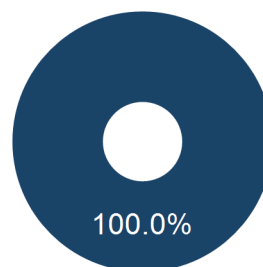
- \* Data is not displayed in order to protect student privacy
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## Visual and Performing Arts – Course Participation

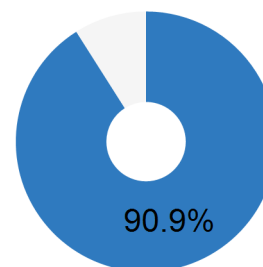
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 6-8:**

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

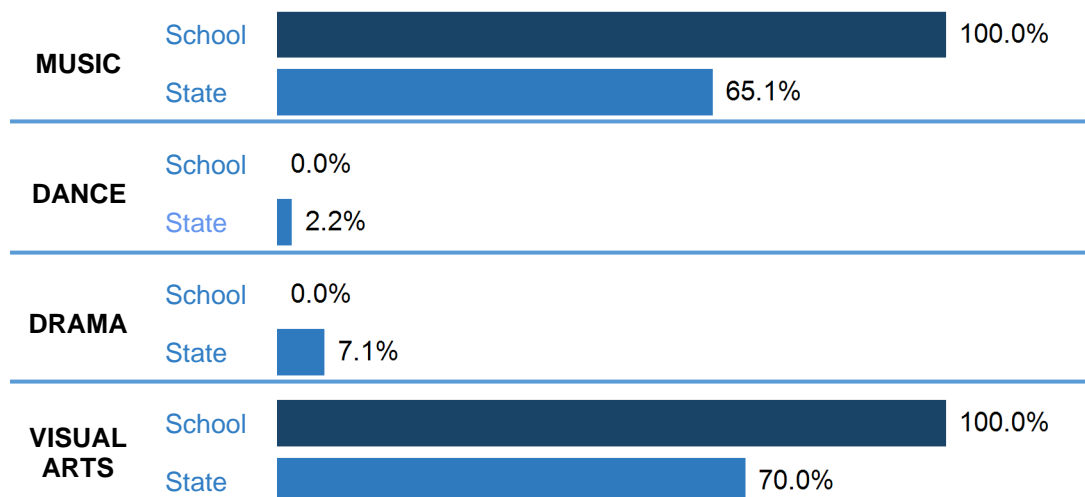


School



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. Students with fewer than 45 days in membership are excluded from attendance calculations.

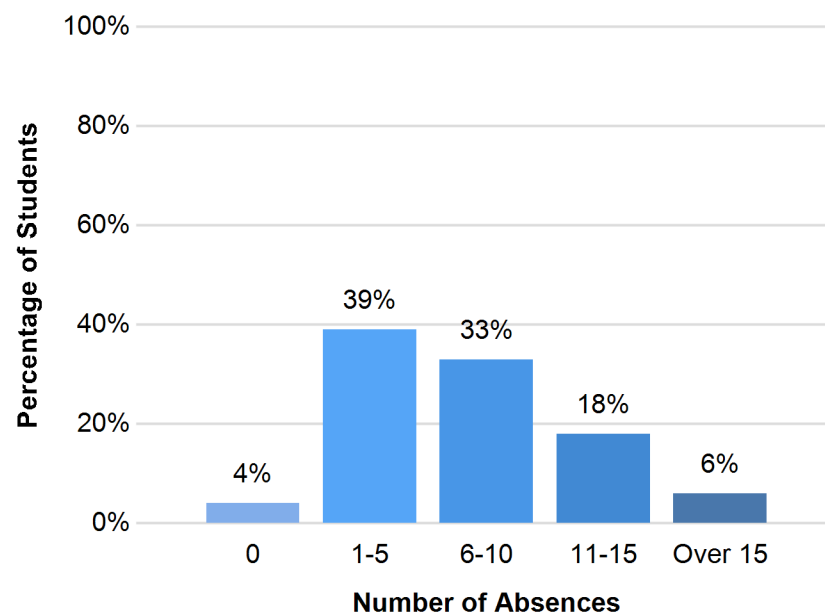
### Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	9	3.6	9.1	Met
White	8	4.0	9.1	Met
Hispanic	0	0	9.1	Met
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	2	1.4		
Male	7	6.2		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	2	4.9	9.1	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





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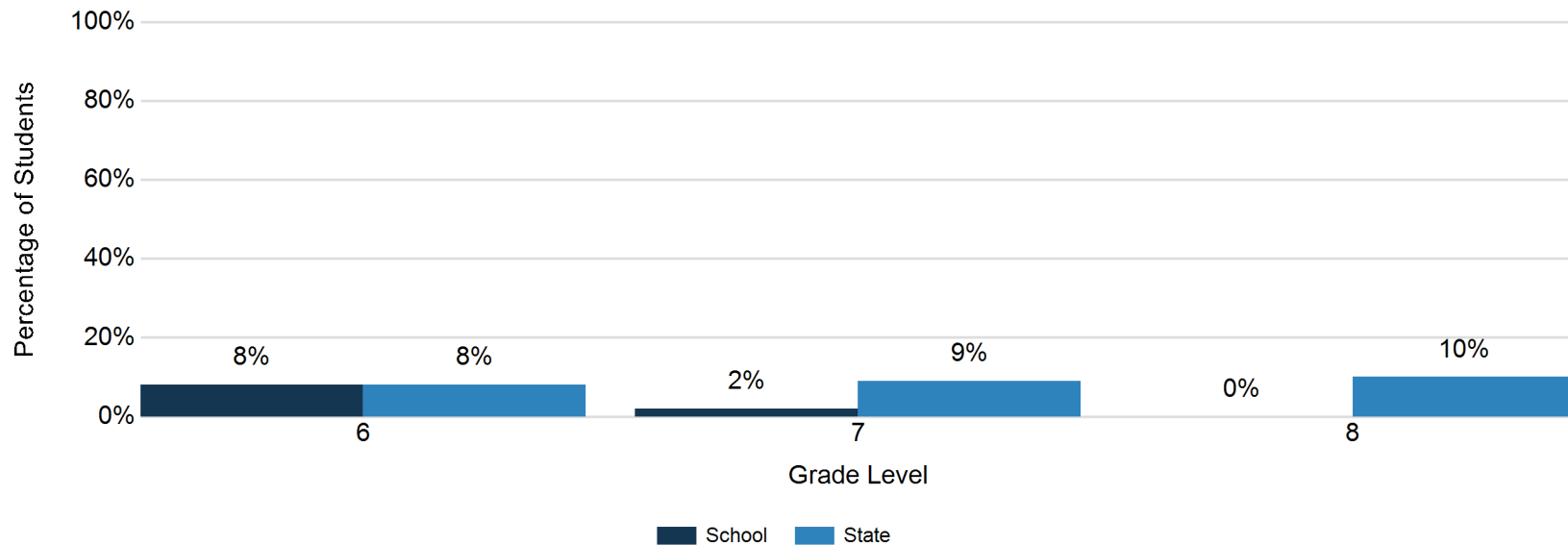
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	4
Substances	1
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	2.77

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	0	0
No Identified Nature	0		0

### Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	13	5.1%
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
10



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### School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	28	118,214
Average years experience in public schools	13.2	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	67.9%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,530
Average years experience in public schools	9.2	16.0
Average years experience in district	5.8	12.0
Percentage of Administrators with 4 or more years experience in the district	50.0%	76.9%

### Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	10:1
Students to Administrators	253:1	143:1
Teachers to Administrators	28:1	14:1
Students to Librarians/Media Specialists		429:1
Students to Nurses		286:1
Students to Counselors		429:1
Students to Child Study Team Members		214:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	54.5%	82.1%	0.0%	48.4%	77.1%	54.9%
Male	45.5%	17.9%	100.0%	51.6%	22.9%	45.1%
White	79.8%	96.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.9%	3.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	85.4%	90.5%
2017-18 Administrators: Same district 2018-19	75.0%	87.9%

### Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.8%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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

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

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

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

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

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

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

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

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	85.4%	78.1%	81.2%
Math Proficiency	67.2%	59.7%	65.1%
ELA Growth	68	56	72
Math Growth	55	50	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	4.7%	5.2%	3.6%

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



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

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

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Met Target	Exceeds Standard	Met Standard	**	Met	No
White	Met Goal	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	Met Target†	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



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## 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 the school or district directly.



### Highlights:

- Central Middle School has three residency programs that focus on Language Arts. One for each grade level.
- An Extra Assistance Program was created after school to assist students with academic needs. Services are available daily in all core content areas.
- Lego Robotics Mindstorm kits were added to STEAM cycles.



### Mission, Vision, Theme:

Central Middle School has served the families of Long Hill Township since the original structure of the school building was opened in 1933. This school has served as a vital link between student's elementary education and the transition to Watchung Hills Regional High School. Currently the 255 students in grades 6, 7 and 8 receive diverse instruction which is aligned to the student learning standards. The 35 members of the instructional staff are divided into three grade level teams that closely monitor the academic and social progress of the students. These small learning communities allow our staff to develop prescriptive instructional plans that assist students in meeting their full potential.



### Awards, Recognition, Accomplishments:

Central Middle School state assessment scores reflected 100% of Algebra 1 and Geometry students met or exceeded expectations. 98.5% of students met or exceeded expectations in 8th grade Language Arts. 77.7% of 8th grade math students met or exceeded expectations.






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>All students receive daily instruction in Language Arts, Mathematics, Science and Social Studies. Our Mathematics program provides opportunities for students to enroll in Algebra I and Geometry. Sixth, seventh and eighth grade students have the choice of French or Spanish as a World Language. Each grade level rotates through cycle classes on a seven week schedule. Cycle classes include: Art, STEAM (Science Technology Engineering Art and Math), Music, 21st Century Literacy, and Geography. High achieving students have the option of Horizon level courses in specific academic areas.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Cheerleading (Girls), Cross Country (Boys &amp; Girls), Fencing (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls)</p> <p>Our students have many opportunities to engage in a wide range of extra-curricular activities. Our athletic costs are offset through the donations of Long Hill Townships PTO. The athletic program offers soccer, cross-country, basketball, fencing, cheerleading, track and field, baseball and softball.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students may participate in our school newspaper Tiger Talk, Yearbook Club, Environmental Club, Booster Club, Student Council, and the school play/musical. Central Middle School also participates in the School Consortium of New Jersey in which 5 schools participate in a series of events throughout the year. These events include: a chess tournament, spelling bee, forensics lab activities, science activities, competitions of general knowledge, volleyball, and problem solving. All students have the opportunity to take part in our Geography and Spelling Bees. We also have a rich performance based music program that consists of chorus, instrumental band, and Honors Jazz programs.</p>






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 <p><b>Before and After School Programs:</b></p>	<p>Central Middle School also offers an Extra-Assistance Program. This voluntary program was offered to all students and provided them with an opportunity to meet with their teachers after school. Students that participated are able gain extra guidance and assistance in a specific content area they registered for. Additionally, students that were identified in need of assistance were offered a before school program in the areas of Language Arts and Math.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Faculty members continue to enhance their skills and knowledge through their involvement in professional development programs and opportunities provided through the Long Hill Township School District. Teachers are involved in Professional Learning Communities (PLC's) in the area of literacy and mathematics and best practices for student achievement. Faculty meetings provide staff with ongoing opportunities for professional development and resources. Additionally faculty members have collaborated with our sending districts and receiving high school through learning walks.</p>
 <p><b>Postsecondary Information:</b></p>	<p>Articulation takes place with the receiving high schools, Watchung Hills Regional High School, to ensure a smooth transition for our students into High School.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>Programs that address the special individual needs of students are provided at Central School including Special Services, ESL, and BSI. An Intervention and Referral Services Committee meets with teachers and parents, as needed, to address questions and develop strategies for success. The STAR Program (Skills, Technology, Academics and Readiness) provides an integrated life-skills based curriculum. This program is uniquely designed for the individualized needs of specific special education students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Central School has a lunch program where parent volunteers from the PTO help distribute food that is pre-ordered by students. The food is ordered from various restaurants in town, providing healthy options for students. All students receive 200 minutes a week of health and physical education. Students participate in daily, 40 minute periods of physical education per week. Health education is provided to students through the physical education curriculum.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Central School benefits from ongoing support from the Parent Teacher Organization (PTO), the district's education foundation, and Focusing Our Resources for Children's Enrichment (FORCE). Through their fundraisers, these groups have provided financial support for a wide variety of educational activities. Parents have access to a parent portal where they can obtain information about their children's academic progress.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers A School Climate Rubric developed by the BOE was reviewed with the School Safety Team to assess what programs and initiatives are needed and would most benefit the students. The School Safety Team is comprised of administrators, teachers, counselors, CST members and parents. Together, we reviewed the rubric and acknowledged areas in need of improvement and what actions were going to be taken to achieve our school climate goals.</p>
 <p>Facilities:</p>	<p>Central Middle School is air conditioned through central air and has a large cafeteria, library, band and choir room, art room, gymnasium and STEAM room. There are three full computer labs. Filtered water fountains have been installed for students.</p>
 <p>School Safety:</p>	<p>All three buildings have various committees that work collaboratively with the entire school community to ensure we are providing our students with a safe environment to learn and grow. Such committees include School Safety Teams, School Climate Teams, Crisis Management Teams and Emergency Medical response teams. Additional security measures have been added to each of our buildings, including vestibules. Drills are conducted monthly including; fire, evacuation, medical containment and bomb threat, active shooter and lockdown.</p>



**Central Middle School**  
(27-4000-030)  
Grades Offered: 06-08  
2018-2019

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### School Narrative

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#### Technology and STEM:

The STEAM program continues at all grade levels. Students now receive STEAM as part of a cycle class to further refine their skills.



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2018-2019

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### Other Information

The staff of Central Middle School presents a series of excellent educational experiences throughout the year to enhance student learning. Our 6th grade participates in a medieval day as a culmination to the study of the Middle Ages. Grade 7 hosts a Victorian Tea to celebrate the conclusion of the Victorian Unit of study. Our 8th grade travels to Washington D.C. in late spring to explore our nation's capital.



**Gillette Elementary School**  
(27-4000-050)  
Grades Offered: PK-01  
2018-2019

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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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



**Gillette Elementary School**  
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### School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Morris
District	Long Hill Township School District
Principal Name	Dr. Lori Jones
Address	759 Valley Road Gillette, NJ 07933
Phone Number	908-647-2313
Email Address	<a href="mailto:ljones@longhill.org">ljones@longhill.org</a>
Website	<a href="https://gillette.longhill.org/">https://gillette.longhill.org/</a>
Facebook	<a href="https://www.facebook.com/LHTPS/">https://www.facebook.com/LHTPS/</a>
Twitter	<a href="https://twitter.com/LH_Gillette">https://twitter.com/LH_Gillette</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	41	40	46
KG	82	99	93
1	94	92	102
Total	217	231	241

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.8%	48.9%	46.9%
Male	50.2%	51.1%	53.1%
Economically Disadvantaged Students	0.0%	2.6%	0.0%
Students with Disabilities	26.3%	27.7%	24.9%
English Learners	6.0%	8.7%	4.1%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	77.4%	74.0%	74.3%
Hispanic	13.8%	12.6%	12.4%
Black or African American	0.5%	1.3%	1.2%
Asian	6.0%	9.1%	9.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	2.3%	3.0%	2.5%

### Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	40	40	46
PK - Full Day	1	0	0
KG - Half Day	0	0	0
KG - Full Day	82	99	93

### 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	83.4%
Spanish	8.3%
Chinese	2.9%
Other Languages	5.4%



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### 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	*	*	*

### 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	12	75%	25%
3-4	*	*	*
5 or more	*	*	*



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

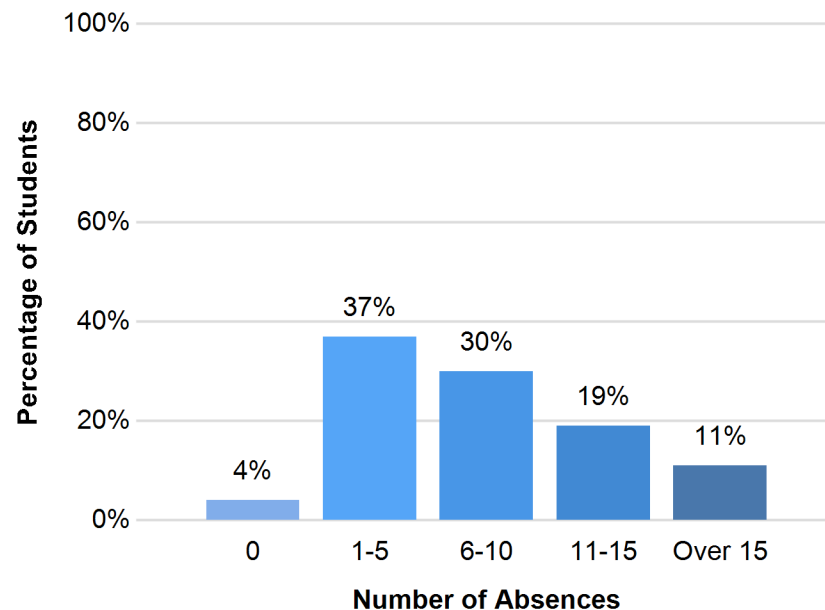
### Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	16	8.3	11.4	Met
White	11	7.8	11.4	Met
Hispanic	0	0	11.4	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	10.0	11.4	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	8	8.2		
Male	8	8.3		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	3	9.7	11.4	Met
English Learners	0	0	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





**Gillette Elementary School**  
 (27-4000-050)  
 Grades Offered: PK-01  
 2018-2019

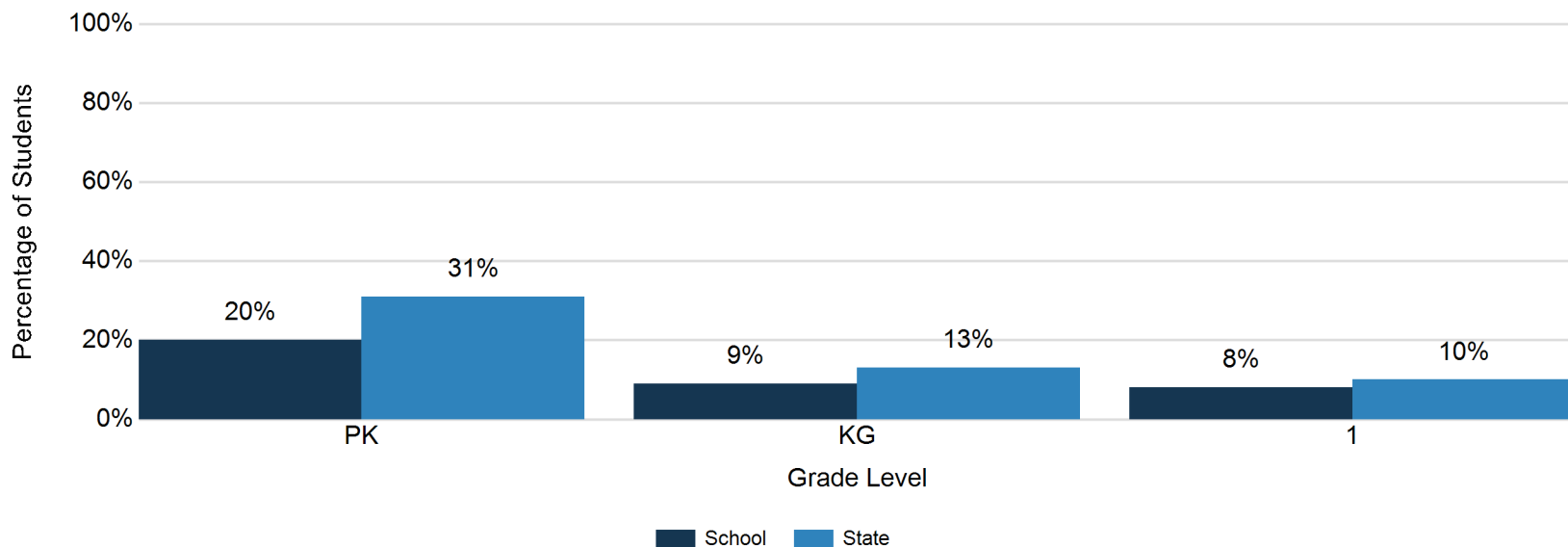
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**Chronic Absenteeism by Grade**

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

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

### 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

### 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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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



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(27-4000-050)

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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	9:00 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.



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**Key terms for staff data:**

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	19	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	9.0	10.8
Percentage of Teachers with 4 or more years experience in the district	63.2%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,530
Average years experience in public schools	9.2	16.0
Average years experience in district	5.8	12.0
Percentage of Administrators with 4 or more years experience in the district	50.0%	76.9%

### Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	10:1
Students to Administrators	241:1	143:1
Teachers to Administrators	19:1	14:1
Students to Librarians/Media Specialists		429:1
Students to Nurses		286:1
Students to Counselors		429:1
Students to Child Study Team Members		214:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.9%	94.7%	100.0%	48.4%	77.1%	54.9%
Male	53.1%	5.3%	0.0%	51.6%	22.9%	45.1%
White	74.3%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	85.4%	90.5%
2017-18 Administrators: Same district 2018-19	75.0%	87.9%

### Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	97.1%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.






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## School Narrative

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 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Students participated in grade level based residency programs that exposed students to diversity. Programs included Circus Yoga and Dance.</li> <li>• Our staff is receiving training in guided reading, Fountas and Pinnell Benchmark assessments and Conquer Mathematics.</li> <li>• Students have access to touchscreen interactive Chromebooks to enhance instruction utilizing technology.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Gillette School is a primary school housing preschool through first grade students. Gillette School provides a child-centered learning environment that seeks to nurture and support our district's youngest students. We focus on developing good character traits in young children at an early age through our character education program. Student achievement is supported by dedicated and professional educators.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Gillette teachers are pursuing higher education degrees at colleges and universities in NJ. Staff and students are recognized monthly for their random acts of good deeds. We are working towards becoming a Future Ready School.</p>



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#### Courses, Curriculum, Instruction:

The curriculum at Gillette School is fully aligned with the New Jersey Student Learning Standards. It incorporates components of balanced literacy, guided reading, data driven assessments, and cross curricular programs so the students can reach their highest potential. Students have access to Chromebooks to supplement their instruction on a weekly basis.



#### Clubs and Activities:

Students may join F.O.R.C.E (Focusing Our Resources for Our Children's Enrichment). These classes meet after school hours and include activities such as: cooking, digital photography, mad science, knitting, golf, robotics, etc. This organization has raised funds for grant money that has gone back into the classrooms.





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 <p>Before and After School Programs:</p>	<p>Gillette School has before care and after care services for students in Pre-k through first grade. Additionally, Gillette has a wrap-around program for our Pre-K students that only attend school half of the day. This service provides working parents a place for their children to stay throughout the day which utilizes the "Creative Curriculum".</p>
 <p>Staff and Professional Learning:</p>	<p>Our faculty members continue to enhance their skills and knowledge through their involvement in professional development programs and opportunities provided through Long Hill Township School District. Teachers are involved in Professional Learning Communities (PLC's) in the area of literacy, social emotional learning, and best practices for student achievement.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>Programs that address the special individual needs of students are provided at Gillette School including Special Services, ESL, and BSI. An Intervention and Referral Services Committee meets with parents, as needed, to address questions and develop strategies for student success.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>All students receive 150 minutes a week of health and physical education. Students participate in physical education classes for 90 minutes per week. They are also given 30 minutes of recess time daily. Health and nutrition are part of their curriculum. They also participate in activities such as "Red Ribbon Week" where they learn about making healthy choices.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Gillette School benefits from ongoing support from the Parent Teacher Organization (PTO), the district's education foundation, and Focusing Our Resources for Children's Enrichment (FORCE). Through their fundraisers, these groups have provided financial support for a wide variety of educational activities.</p>






**Gillette Elementary School**  
(27-4000-050)  
Grades Offered: PK-01  
2018-2019

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### School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers A School Climate Rubric developed by the BOE was reviewed with the School Climate Team to assess what programs and initiatives are needed and would most benefit the students. The School Climate Team is comprised of administrators, teachers, counselors, CST members and parents. Together, we reviewed the rubric and acknowledged areas in need of improvement and what actions were going to be taken to achieve our school climate goals.</p>
 <p>Facilities:</p>	<p>Gillette School has central air conditioning. A new computer lab has been added as well as additional Chromebooks provided to the school for student use. There is a full library and art room. Students have access to state of the art recess equipment and a playground that they utilize during recess time.</p>
 <p>School Safety:</p>	<p>Gillette school participates in monthly drills. Table top school safety discussion are held with staff. A crisis and medical response team are in place for emergencies. All three buildings have various committees that work collaboratively with the entire school community to ensure we are providing our students with a safe environment to learn and grow. Such committees include School Safety Teams, School Climate Teams, Crisis Management Teams and Emergency Medical response teams. Additional security measures including vestibules have been added to each of our buildings. Drills are conducted monthly including; fire, evacuation, medical containment and bomb threat, active shooter and lockdown.</p>





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School Narrative

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 <p>Technology and STEM:</p>	<p>Gillette school has Chromebook carts for teachers to use with students as well as I pads for teachers to utilize to enhance their instruction.</p>
 <p>Early Childhood Education:</p>	<p>The district's special needs preschool programs are housed at Gillette School. These programs are designed to meet the needs of students who are three to five years old. The programs address the goals and objectives of each student's Individualized Education Plan (IEP). Classroom instruction is supplemented by speech, physical and occupational therapy to meet their educational needs.</p>

**Millington Elementary School**

(27-4000-060)

Grades Offered: 02-05

2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**

**Millington Elementary School**

(27-4000-060)

Grades Offered: 02-05

2018-2019

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## School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Morris
District	Long Hill Township School District
Principal Name	Mrs. Jennifer Dawson
Address	91 Northfield Road Millington, NJ 07946-1352
Phone Number	908-647-2312
Email Address	<a href="mailto:jdawson@longhill.org">jdawson@longhill.org</a>
Website	<a href="https://millington.longhill.org/">https://millington.longhill.org/</a>
Facebook	<a href="https://www.facebook.com/LHTPS/">https://www.facebook.com/LHTPS/</a>
Twitter	<a href="https://twitter.com/LH_Millington">https://twitter.com/LH_Millington</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
2	94	94	95
3	81	90	95
4	80	83	92
5	105	81	81
Total	360	348	363

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	52.5%	48.9%	51.5%
Male	47.5%	51.1%	48.5%
Economically Disadvantaged Students	0.0%	5.5%	0.0%
Students with Disabilities	22.2%	22.4%	24.8%
English Learners	2.5%	4.9%	6.9%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	76.9%	73.0%	71.6%
Hispanic	13.1%	16.7%	17.6%
Black or African American	0.8%	0.9%	1.1%
Asian	6.4%	6.6%	7.4%
Native Hawaiian or Pacific Islander	0.6%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.2%	2.6%	1.9%

### 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	85.4%
Spanish	8.0%
Russian	2.2%
Other Languages	4.4%



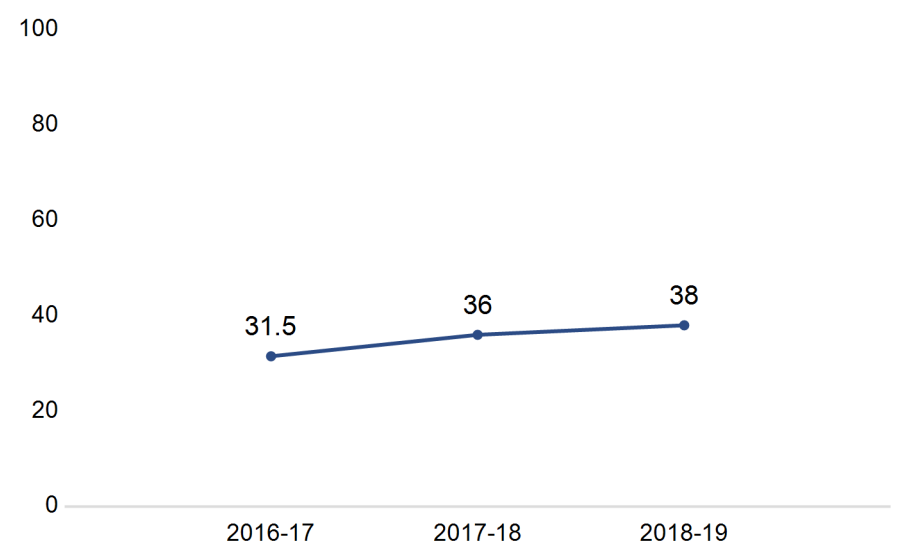
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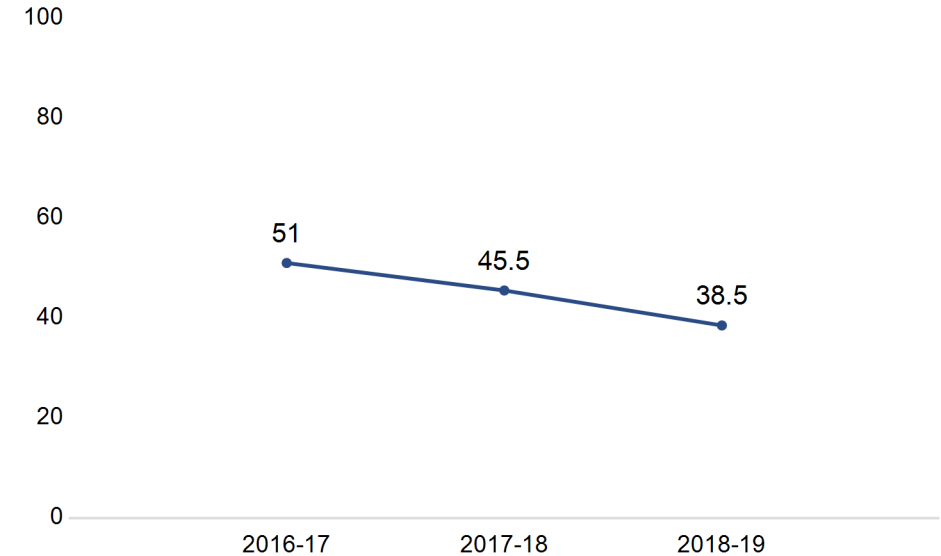
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	31.5	36	38	51	45.5	38.5
Met Standard (40-59.5)?	Not Met	Not Met	Not Met	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	38	58	50	Not Met	38.5	43	50	Not Met
White	40	60	50	Met Standard	37	42	52	Not Met
Hispanic	31	39.5	49	Not Met	33.5	41	47	Not Met
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	35	55	59	**	47	61	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	38	65	53	N	29	41.5	50	N
Male	36	52	47	N	43	44	51	N
Economically Disadvantaged Students	N	N	48	**	N	N	46	**
Students with Disabilities	23	36	43	Not Met	39.5	40	45	Not Met
English Learners	12.5	21.5	52	**	38.5	33.5	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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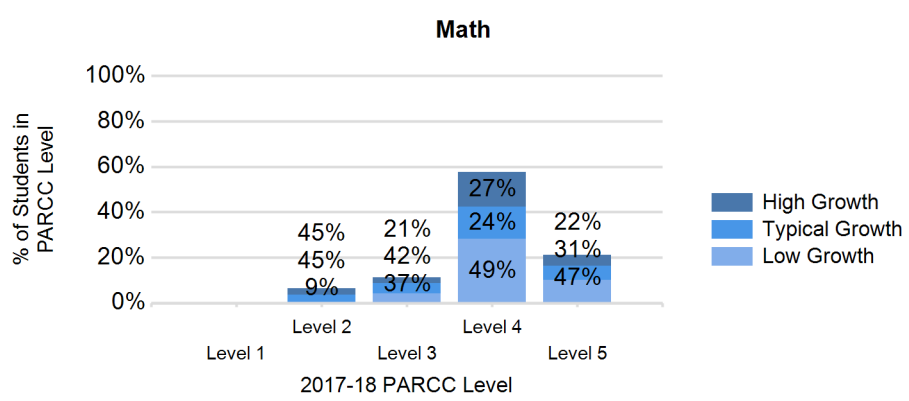
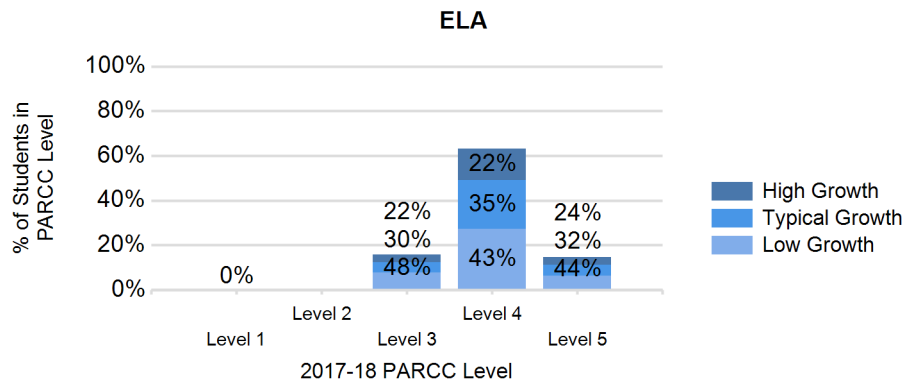
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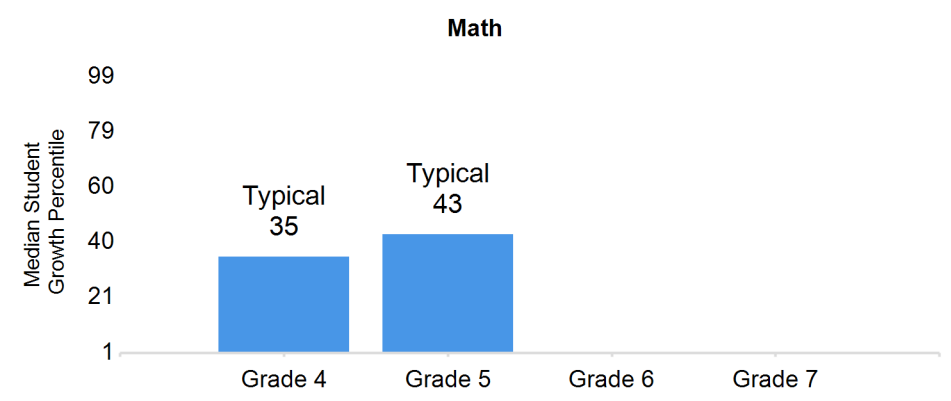
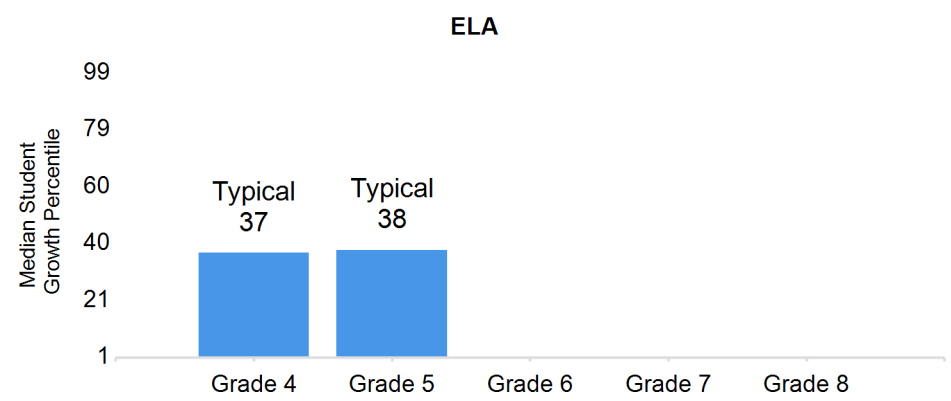
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



**Student Growth by Grade**

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





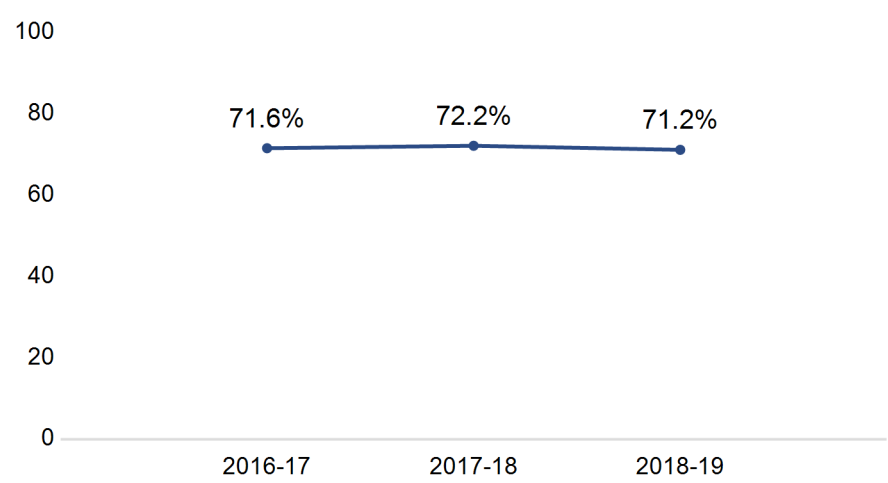
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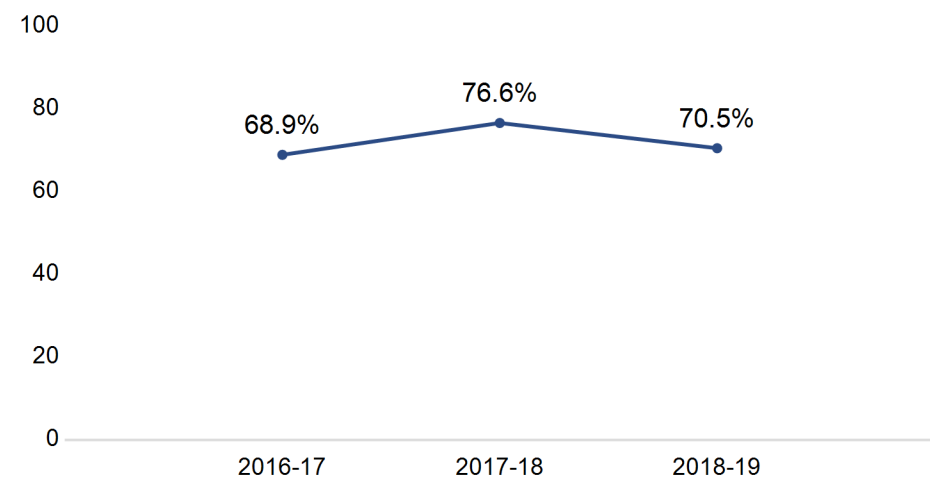
**English Language Arts and Mathematics Performance Trends**

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.2%	98.1%	99.6%	95.9%	97.7%	99.6%
Proficiency Rate for Federal Accountability	71.6%	72.2%	71.2%	68.9%	76.6%	70.5%
Annual Target	69.1%	69.7%	70.2%	72.0%	72.4%	72.9%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	264	99.6	71.2	76.1	57.9	71.2	70.2	Met Target
White	192	99.5	75.0	78.4	66.9	75.0	72.3	Met Target
Hispanic	44	100.0	54.5	62.5	43.9	54.5	54.5	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	85.0	*	82.9	85.0	N	N
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	130	100.0	76.2	82.0	64.8	76.2		
Male	134	99.3	66.4	69.8	51.3	66.4		
Economically Disadvantaged Students	N	N	N	N	40.0	N	**	**
Non-Economically Disadvantaged Students	264	99.6	71.2	76.1	67.9	71.2		
Students with Disabilities	59	98.4	33.9	37.8	22.7	33.9	43.9	Met Target†
Students without Disabilities	205	100.0	82.0	85.1	65.1	82.0		
English Learners	19	100.0	10.5	*	29.3	10.5	**	**
Non-English Learners	245	99.6	75.9	*	60.6	75.9		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



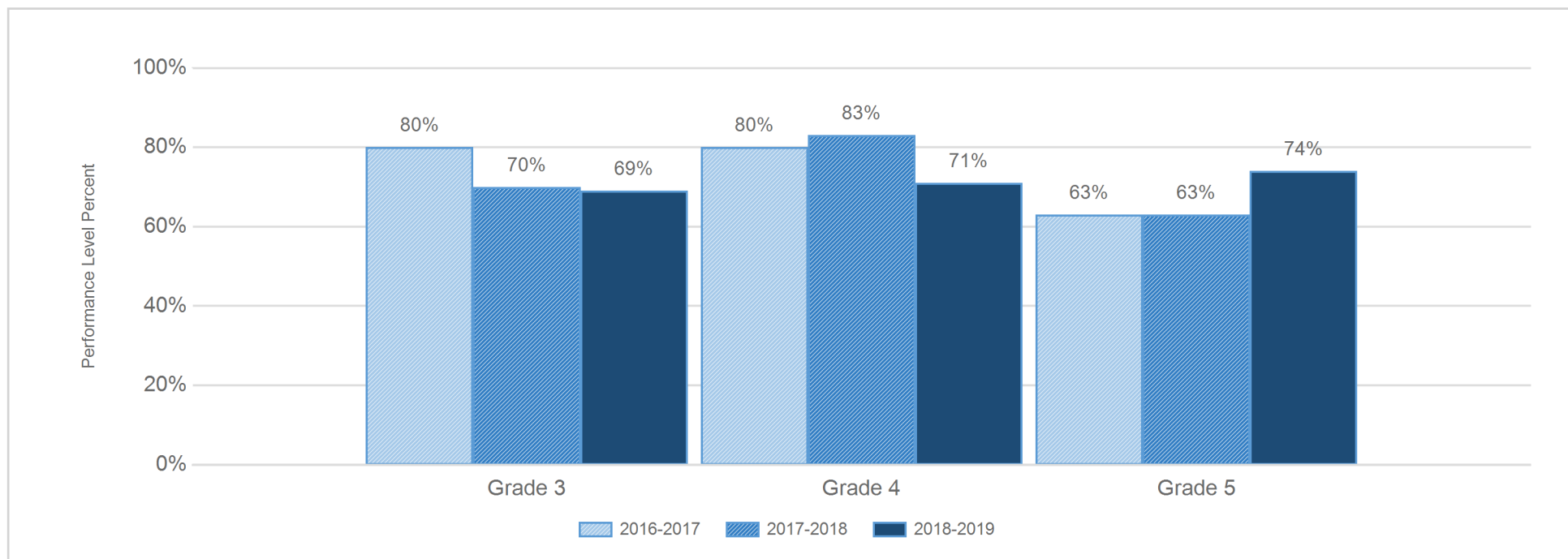
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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	93	759	759	748	*	*	19%	*	*	69%	50%
White	68	760	760	757	*	*	19%	*	*	71%	60%
Hispanic	16	750	750	734	*	*	*	*	*	56%	36%
Black or African American	N	N	N	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	46	763	763	753	*	*	*	*	*	72%	55%
Male	47	755	755	743	*	*	*	*	*	66%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	93	759	759	759	*	*	19%	*	*	69%	61%
Students with Disabilities	23	729	729	719	*	*	*	*	*	30%	24%
Students without Disabilities	70	769	769	754	*	*	*	*	*	81%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	91	763	763	755	*	*	20%	51%	21%	71%	57%
White	63	768	768	763	*	*	*	54%	25%	79%	67%
Hispanic	16	749	749	743	*	*	*	*	*	50%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	44	767	767	760	*	*	*	*	*	75%	62%
Male	47	760	760	750	*	*	*	*	*	68%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	91	763	763	765	*	*	20%	51%	21%	71%	69%
Students with Disabilities	18	733	733	725	*	*	*	*	*	33%	25%
Students without Disabilities	73	771	771	761	*	*	*	*	*	81%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	81	763	763	756	*	*	17%	*	*	74%	58%
White	61	764	764	764	*	*	20%	*	*	74%	68%
Hispanic	13	752	752	743	0%	*	*	*	*	69%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	41	769	769	761	*	*	*	*	*	83%	64%
Male	40	757	757	750	*	*	*	*	*	65%	52%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	81	763	763	766	*	*	17%	*	*	74%	69%
Students with Disabilities	17	735	735	724	*	*	*	*	*	35%	23%
Students without Disabilities	64	770	770	762	*	*	*	*	*	84%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



**Millington Elementary School**  
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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	264	99.6	70.5	67.8	44.5	70.5	72.9	Met Target†
White	192	99.5	74.5	69.0	54.1	74.5	73.2	Met Target
Hispanic	44	100.0	50.0	55.6	28.8	50.0	62.2	Met Target†
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	85.0	*	76.5	85.0	N	N
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	130	100.0	70.8	70.2	44.9	70.8		
Male	134	99.3	70.1	65.3	44.2	70.1		
Economically Disadvantaged Students	N	N	N	N	26.3	N	**	**
Non-Economically Disadvantaged Students	264	99.6	70.5	67.8	54.9	70.5		
Students with Disabilities	59	98.4	35.6	33.0	17.4	35.6	46.9	Not Met
Students without Disabilities	205	100.0	80.5	76.0	50.0	80.5		
English Learners	19	100.0	31.6	*	25.0	31.6	**	**
Non-English Learners	245	99.6	73.5	*	46.5	73.5		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



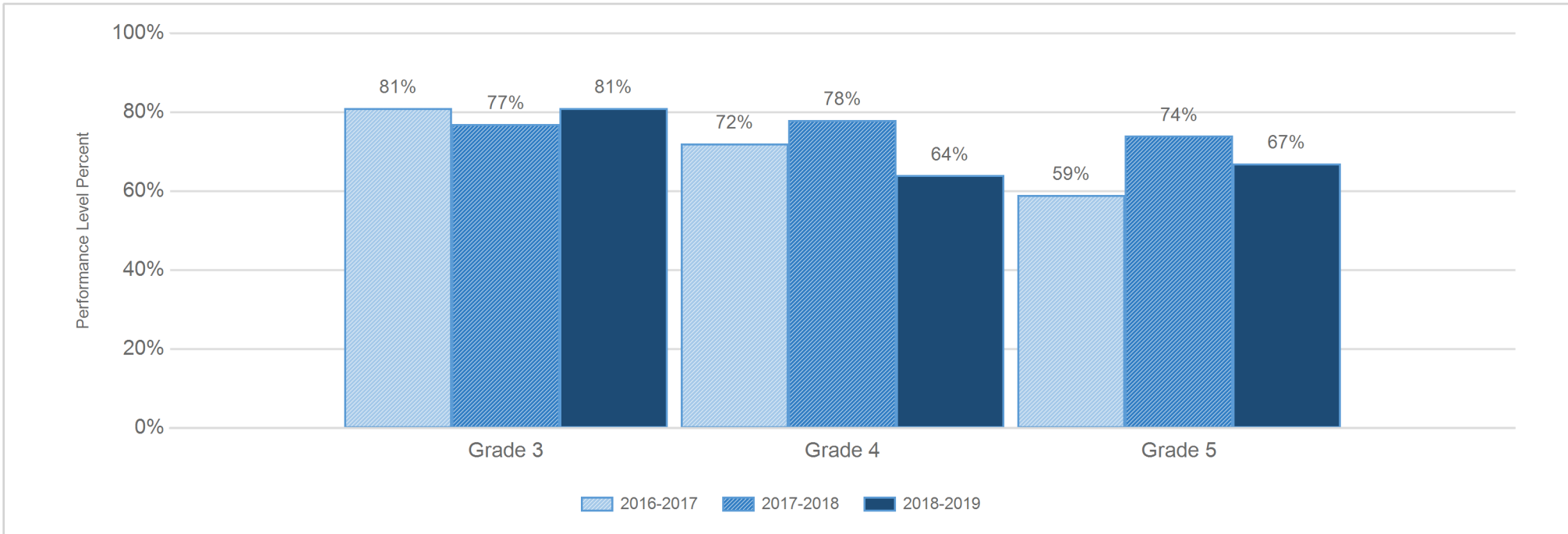
**Millington Elementary School**  
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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	93	769	769	752	*	*	11%	53%	28%	81%	55%
White	68	770	770	760	*	*	*	57%	25%	82%	66%
Hispanic	16	759	759	739	*	0%	*	*	*	69%	40%
Black or African American	N	N	N	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	46	769	769	751	*	*	*	54%	28%	83%	54%
Male	47	769	769	752	*	*	*	51%	28%	79%	56%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	93	769	769	761	*	*	11%	53%	28%	81%	67%
Students with Disabilities	23	742	742	731	*	*	*	*	*	43%	31%
Students without Disabilities	70	778	778	756	*	*	*	*	*	93%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	91	759	759	749	*	*	25%	*	*	64%	51%
White	63	762	762	757	*	*	22%	*	*	71%	62%
Hispanic	16	741	741	737	*	*	*	*	*	38%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	44	757	757	749	*	*	27%	*	*	64%	50%
Male	47	760	760	749	*	*	23%	*	*	64%	52%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	91	759	759	759	*	*	25%	*	*	64%	63%
Students with Disabilities	18	732	732	726	*	*	*	*	*	33%	25%
Students without Disabilities	73	765	765	754	*	*	*	*	*	71%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	81	764	764	747	0%	*	23%	*	*	67%	47%
White	61	764	764	755	0%	*	25%	*	*	67%	58%
Hispanic	13	753	753	735	0%	*	*	*	*	54%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	41	761	761	747	0%	*	*	*	*	66%	47%
Male	40	767	767	747	0%	*	*	*	*	68%	47%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	81	764	764	757	0%	*	23%	*	*	67%	59%
Students with Disabilities	17	741	741	725	0%	*	*	*	*	24%	19%
Students without Disabilities	64	770	770	752	0%	*	*	*	*	78%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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#### DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*

#### English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.0%	**	**

† Target was met within one standard deviation

#### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	11	*	*
5 or more	*	*	*



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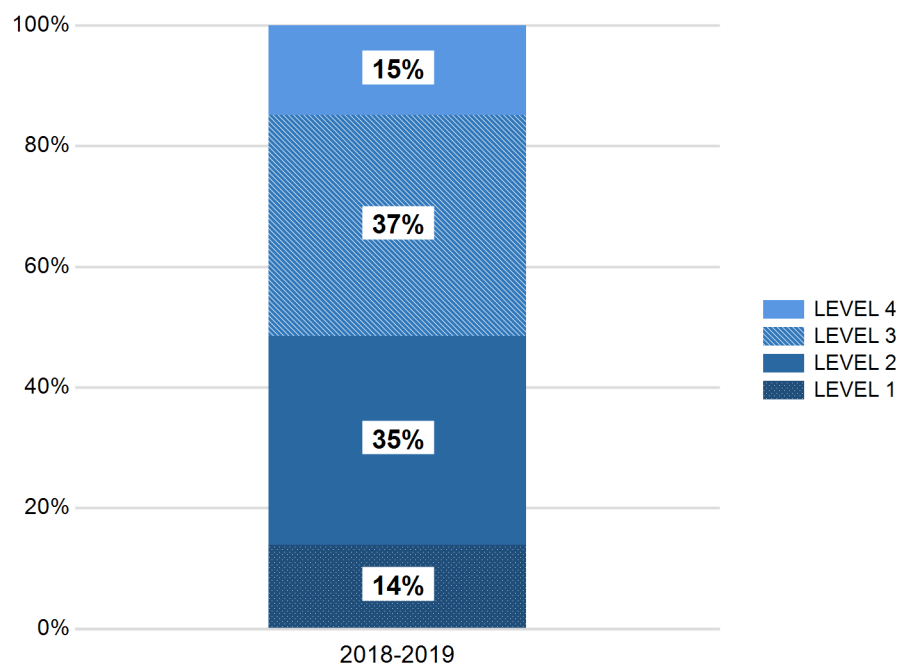
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	14	35	37	15
White	13	30	43	15
Hispanic	15	62	23	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	12	44	29	15
Male	15	25	45	15
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	14	35	37	15
Students with Disabilities	35	47	6	12
Students without Disabilities	8	31	45	16
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

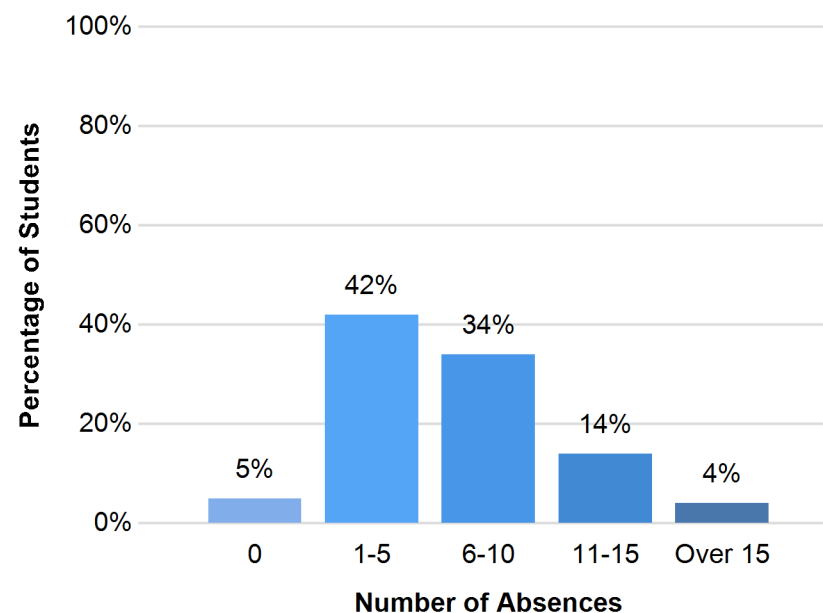
#### Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	11	3.0	7.7	Met
White	9	3.5	7.7	Met
Hispanic	2	3.1	7.7	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	7.7	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	5	2.7		
Male	6	3.4		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	5	5.6	7.7	Met
English Learners	0	0	7.7	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

#### Days Absent

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





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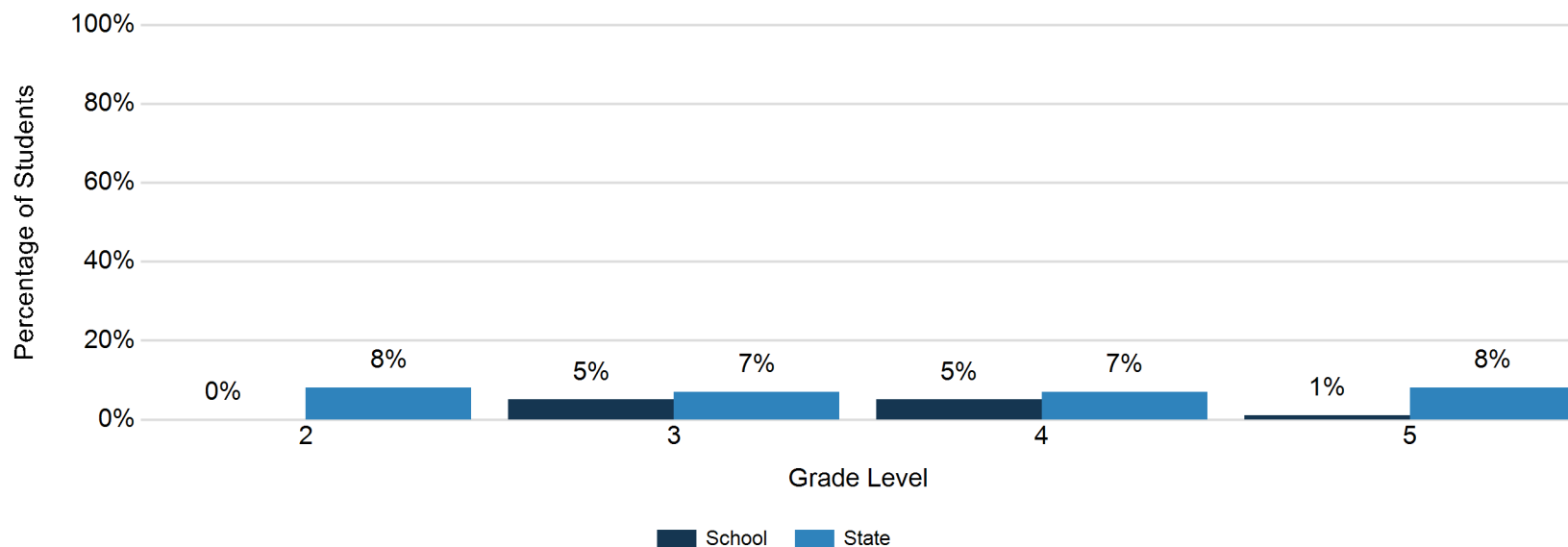
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.28

### Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

### Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0



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#### School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.

#### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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### Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	38	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	10.5	10.8
Percentage of Teachers with 4 or more years experience in the district	65.8%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,530
Average years experience in public schools	9.2	16.0
Average years experience in district	5.8	12.0
Percentage of Administrators with 4 or more years experience in the district	50.0%	76.9%

### Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	363:1	143:1
Teachers to Administrators	38:1	14:1
Students to Librarians/Media Specialists		429:1
Students to Nurses		286:1
Students to Counselors		429:1
Students to Child Study Team Members		214:1



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**Key terms for staff data:**

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.5%	89.5%	100.0%	48.4%	77.1%	54.9%
Male	48.5%	10.5%	0.0%	51.6%	22.9%	45.1%
White	71.6%	94.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.6%	5.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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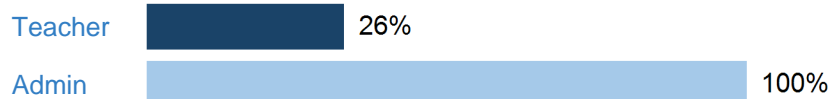
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	85.4%	90.5%
2017-18 Administrators: Same district 2018-19	75.0%	87.9%

### Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.4%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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

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

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

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

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

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

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

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

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	71.6%	72.2%	71.2%
Math Proficiency	68.9%	76.6%	70.5%
ELA Growth	32	36	38
Math Growth	51	46	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		35.7%	50.0%
Chronic Absenteeism	4.7%	4.9%	3.0%

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



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

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

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

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Not Met	Not Met	**	Met	No
White	Met Target	Met Target	Met Standard	Not Met	n/a	Met	No
Hispanic	Met Target	Met Target†	Not Met	Not Met	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	N	N	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target†	Not Met	Not Met	Not Met	n/a	Met	No
English Learners	**	**	**	**	**	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 the school or district directly.



### Highlights:

- Next Generation Science PLC was implemented to map curriculum and strengthen hands on learning activities for students focused upon investigation in which students make a claim and explain reasoning.
- Chromebook initiative allowed 5th grade students 1:1 access to personal Chromebooks and 4th grade 2:1 access in school.
- Social Emotional learning opportunities and activities, take place monthly bringing the entire school together to build comradery and focus upon strengthening school climate and culture.



### Mission, Vision, Theme:

Millington School houses approximately 400 students in grades 2-5 as well as sixty teachers and support personnel. Millington School is at the forefront of technology with computer labs, SMARTboards, and Elmo document cameras in all classrooms. We have a 1:1 Chromebook initiative for our 5th grade students, 2:1 Chromebook initiative for 4th grade students. Grades 2 and 3 have two mobile Chromebook carts to enhance student learning. We are focused upon the whole child and support academic, behavioral, social and emotional growth.



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### Courses, Curriculum, Instruction:

The District Courses of Study are aligned with the New Jersey Student Learning Standards. All of our students are engaged in a Reader's and Writer's Workshop model for literacy acquisition. Additionally, we have guided reading at all grade levels as part of our literacy program. Our programs challenge students academically, while nurturing them socially and emotionally during the elementary years.



### Clubs and Activities:

Many of our students are involved in various activities in our school. Our fifth grade band program is an excellent way for students to become involved in music education. We have a very active and strong choral program for students in grades 2-5. Students may join F.O.R.C.E (Focusing Our Resources for Our Children's Enrichment). These classes meet after school hours and include activities such as: cooking, digital photography, mad science, knitting, golf, robotics, etc. This organization has raised funds for grant money that has gone back into the classrooms.



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 <p><b>Before and After School Programs:</b></p>	<p>Millington school offers before and after care services provided by an outside agency, called the "Work-Family Connection". Students may join F.O.R.C.E (Focusing Our Resources for Our Children's Enrichment). These classes meet after hours and include activities such as: cooking, mad science, digital photography, knitting, golf, robotics, etc. This organization has raised funds for grant money that has gone back into the classrooms.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>All staff are provided with opportunities for professional development. We provide in-house professional development in various subject areas, often times offering staff their choice of area of focus. All staff members are afforded the opportunity to attend professional development outside of the school in various content areas. Our staff holds PLC's where they are able to work with their peers and provide information on topics of interest and expertise.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>Programs that address the special individual needs of students are provided at Millington School including Special Services, ESL, and BSI. An Intervention and Referral Services Committee meets with parents, as needed, to address questions and develop strategies for success. There is a school counselor that works with students both individually and in groups to strengthen social skills and work with students with any academic, behavioral, social and/or emotional concerns.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>All students receive 150 minutes a week of health and physical education. Students participate in physical education classes twice weekly. They are also given 30 minutes of recess time daily. Health and nutrition are part of their curriculum. They also participate in activities such as "Red Ribbon Week" where they learn about making healthy choices.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>F.O.R.C.E. (Focusing Our Resources for Children's Enrichment), and the P.T.O., provide financial contributions as well as volunteers to support academic and athletic programs in our district. Parents have access to a parent portal where they can obtain information about their children's academic progress. Parents are provided with the opportunity to participate in their child's classroom for student learning activities/events.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers A School Climate Rubric developed by the BOE was reviewed with the School Safety Team to assess what programs and initiatives are needed and would most benefit the students. The School Safety Team is comprised of administrators, teachers, counselors, CST members and parents. Together, we reviewed the rubric and acknowledged areas in need of improvement and what actions were going to be taken to achieve our school climate goals.</p>
 <p>Facilities:</p>	<p>There are two computer labs which are used across all grade levels and curricula. Millington school has A media center, gymnasium, art room and music room. The entire building has central air conditioning. Millington School has state of the art recess equipment, basketball courts and a large soccer field for students to utilize during recess time.</p>
 <p>School Safety:</p>	<p>Millington school has various committees that work collaboratively with the entire school community to ensure we are providing our students with a safe environment to learn and grow. Such committees include, School Climate Teams, Crisis Management Teams and Emergency Medical response teams. Additional security measures have been added to each of our buildings, including vestibules. Drills are conducted monthly including; fire, evacuation, medical containment and bomb threat, active shooter and lockdown.</p>



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#### Technology and STEM:

This school year, Millington school continued to make a commitment to integrate the arts into the existing Science, Technology, Engineering, and Mathematics (STEM) courses. STEAM is offered to all students in grades 2-5 for an entire year. Our students at the elementary level have tinkered with programming of robots while also using coding as a way of integrating 21st century skills to problem solve and foster future career readiness.



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### Other Information

Students have the opportunity to participate in programs that enrich and extend learning beyond the classroom. Through interdisciplinary units, the students make connections between curriculum areas. Each unit has a culminating activity, a trip or a special day, in which students participate with hands-on learning activities. Second grade students participate in Environmental Day. They learn how to protect the environment in their own community. Third grade students participate in International Day. Parent volunteers set up booths based on ten different countries for the students to visit. A science fair culminates the fourth grade year. Students work in small groups, learning about the scientific process and then conducting experiments. The experiments are showcased in the All Purpose Room at the end of the year for students and parents to see. The year ends with a special event for our fifth grade students. They participate in Colonial Day learning about the crafts, skills, games, and lifestyle of the early colonists.