NJ SCHOOL PERFORMANCE REPORT

SOUTH RIVER MIDDLE SCHOOL
(23-4920-055)
Grades Offered: 06-08
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	SOUTH RIVER BORO
Principal Name	MR. RIZK
Address	3 MONTGOMERY STREET SOUTH RIVER, NJ 08882
Phone Number	(732)613-4073
Email Address	TRIZK@SRIVERNJ.ORG
Website	https://ms.srivernj.org/
Facebook	https://www.facebook.com/SRivernj

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	183	195	167
7	157	181	190
8	176	157	175
Total	516	533	532

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	50.4%	49.9%	49.1%
Male	49.6%	50.1%	50.9%
Economically Disadvantaged Students	14.5%	44.5%	45.9%
Students with Disabilities	16.3%	18.0%	17.2%
English Learners	2.5%	6.9%	7.1%
Homeless Students		0.0%	0.8%
Students in Foster Care		0.0%	0.4%
Military-Connected Students		0.2%	0.2%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	54.1%	49.4%	50.2%
Hispanic	31.4%	36.7%	36.7%
Black or African American	7.4%	8.3%	7.8%
Asian	4.7%	3.0%	2.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	2.5%	2.4%	2.8%

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	49.8%
Spanish	25.6%
Portuguese	20.5%
Polish	1.1%
Other Languages	3.0%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	45	46	50	Met Standard	50	51	50	Met Standard
White	44.5	46.5	50	Met Standard	49.5	51	51	Met Standard
Hispanic	42	44	49	Met Standard	49.5	52	48	Met Standard
Black or African American	41	44.5	44	Met Standard	56	51	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	59	50.5	61	**	*	62	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	47	49.5	49	**	*	56	51	**
Economically Disadvantaged	45	46	48	Met Standard	44	48	47	Met Standard
Students with Disabilities	44.5	41	41	Met Standard	45	40.5	43	Met Standard
English Learners	37.5	41	54	Not Met	56	51	51	Met Standard

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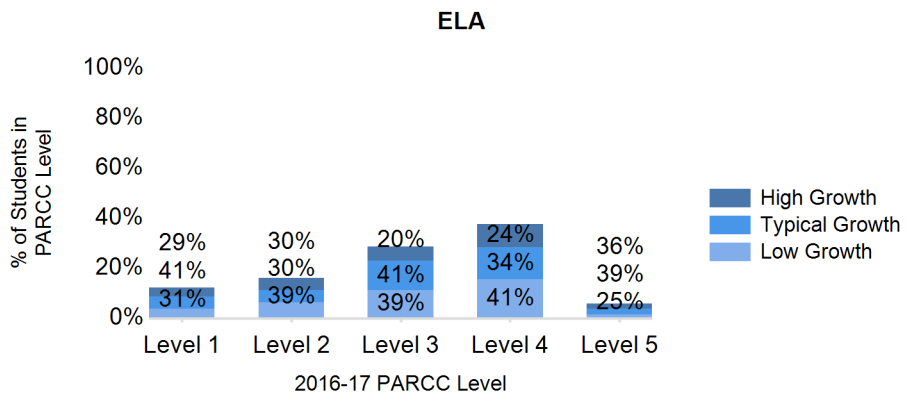
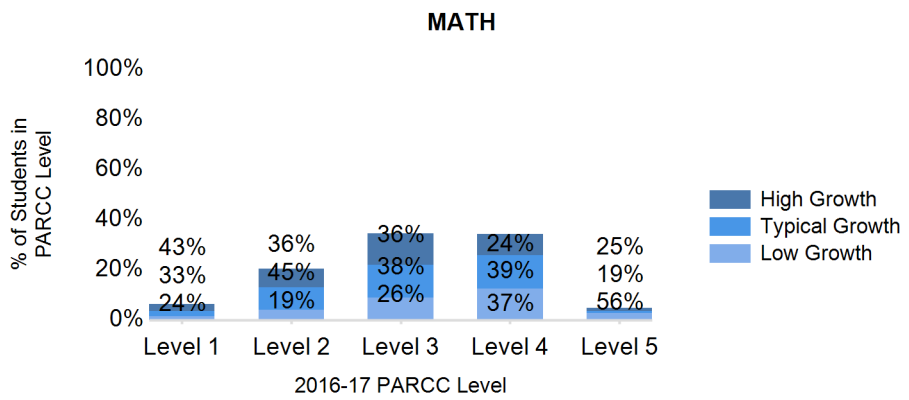
Student Growth by Performance Level

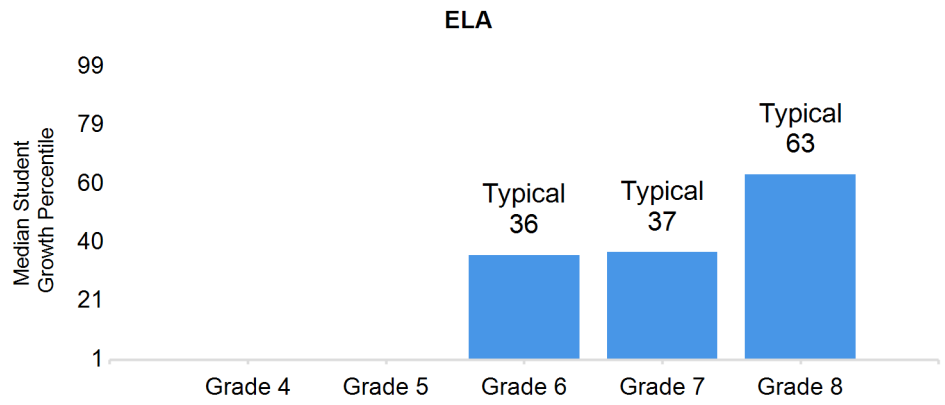
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

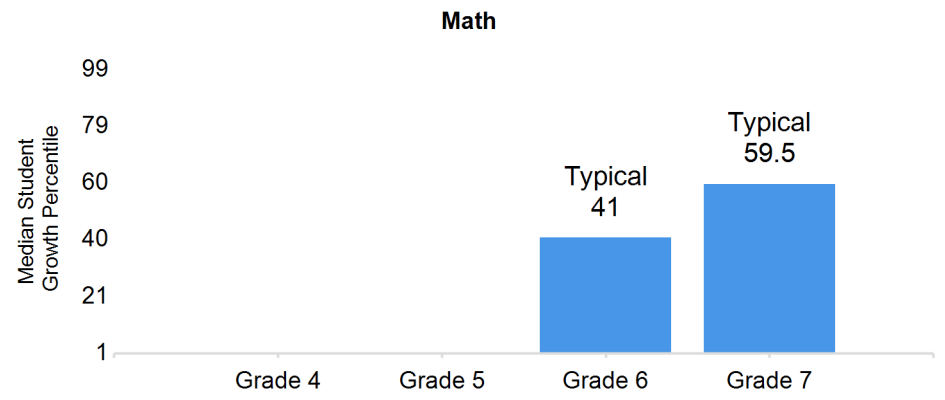




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	524	98.0	45.6	43.9	56.7	45.6	50.2	Not Met
White	262	98.5	53.0	50.9	65.6	53.0	54.4	Met Target†
Hispanic	190	97.5	36.8	34.5	42.5	36.8	40.5	Met Target†
Black or African American	43	95.6	25.6	34.6	37.3	25.6	42.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.8	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	16	100.0	50.0	*	63.4	50.0	**	**
Female	256	97.4	58.2	53.0	64.5	58.2		
Male	268	98.6	33.6	35.3	49.4	33.6		
Economically Disadvantaged Students	245	98.4	38.8	34.4	38.5	38.8	43.1	Met Target†
Non-Economically Disadvantaged Students	279	97.6	51.6	51.6	67.5	51.6		
Students with Disabilities	97	94.2	16.5	*	21.6	16.5	22.2	Met Target†
Students without Disabilities	427	98.9	52.2	*	63.9	52.2		
English Learners	49	96.2	12.3	*	27.3	12.3	13.7	Met Target†
Non-English Learners	475	98.2	49.0	*	59.4	49.0		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	165	746	746	754	*	15%	33%	*	*	47%	56%
White	91	750	750	761	*	12%	29%	*	*	56%	66%
Hispanic	57	738	738	742	*	18%	42%	*	*	30%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	82	754	754	761	*	*	39%	*	*	52%	64%
Male	83	739	739	748	*	*	28%	*	*	41%	48%
Economically Disadvantaged Students	79	742	742	739	*	16%	38%	*	*	39%	37%
Non-Economically Disadvantaged Students	86	750	750	764	*	13%	29%	*	*	53%	68%
Students with Disabilities	26	723	723	723	*	*	*	*	*	27%	18%
Students without Disabilities	139	751	751	760	*	*	*	*	*	50%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	183	736	736	760	20%	16%	27%	25%	11%	37%	63%
White	86	740	740	768	17%	14%	28%	*	*	41%	72%
Hispanic	73	731	731	746	23%	18%	26%	*	*	33%	49%
Black or African American	15	733	733	740	*	*	*	*	*	27%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	85	750	750	769	*	*	27%	*	*	53%	72%
Male	98	725	725	752	*	*	28%	*	*	22%	54%
Economically Disadvantaged Students	80	733	733	742	24%	18%	28%	*	*	31%	44%
Non-Economically Disadvantaged Students	103	739	739	771	17%	16%	27%	*	*	41%	73%
Students with Disabilities	32	698	698	721	*	*	*	*	*	*	22%
Students without Disabilities	151	745	745	768	*	*	*	*	*	*	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	173	751	751	759	9%	14%	25%	40%	12%	52%	60%
White	81	758	758	767	*	*	22%	*	*	60%	70%
Hispanic	64	741	741	744	*	17%	23%	*	*	45%	45%
Black or African American	17	733	733	739	*	*	*	*	*	29%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	85	761	761	768	*	*	19%	*	*	67%	69%
Male	88	740	740	751	*	*	31%	*	*	38%	52%
Economically Disadvantaged Students	85	741	741	740	*	*	25%	*	*	44%	42%
Non-Economically Disadvantaged Students	88	759	759	769	*	*	25%	*	*	60%	71%
Students with Disabilities	31	717	717	719	*	*	*	*	*	*	19%
Students without Disabilities	142	758	758	766	*	*	*	*	*	*	68%
English Learners	13	691	691	703	*	*	*	*	*	*	*
Non-English Learners	160	755	755	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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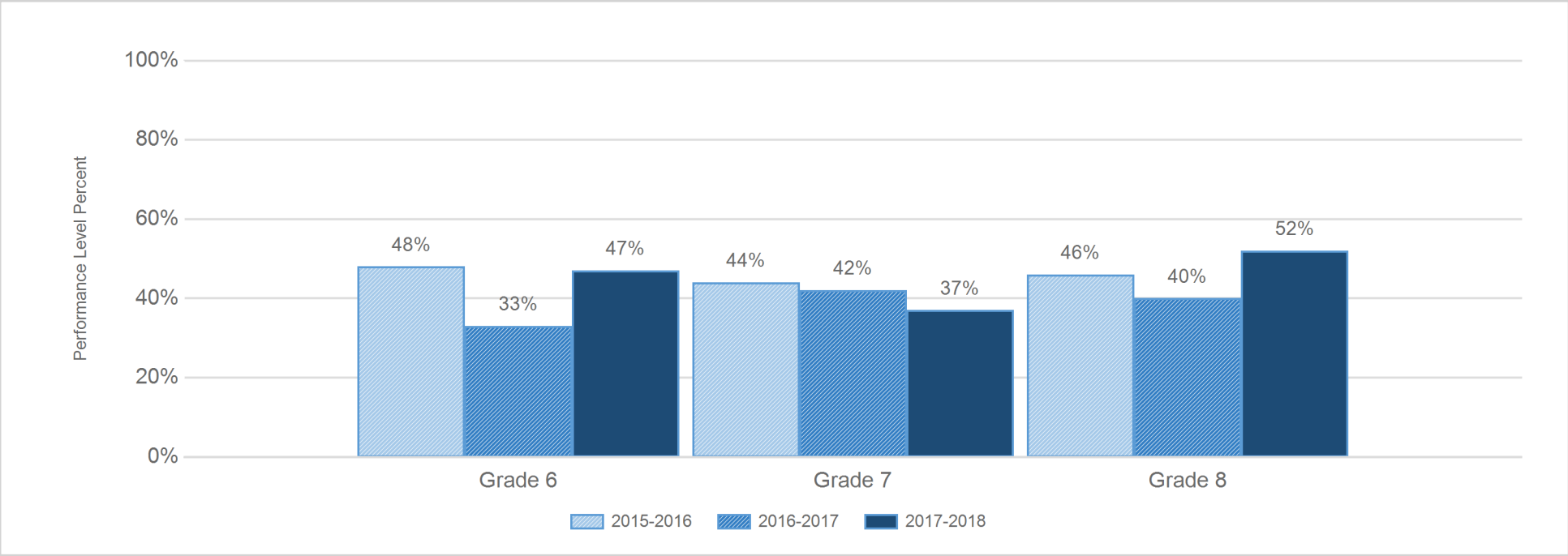
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	525	97.8	38.4	33.9	45.0	38.4	41	Met Target†
White	264	98.5	43.9	36.8	54.1	43.9	46.2	Met Target†
Hispanic	191	98.0	33.0	29.9	29.2	33.0	32.1	Met Target
Black or African American	42	93.3	16.7	21.7	23.4	16.4	19.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.4	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	15	93.7	33.3	*	53.0	32.9	**	**
Female	258	97.8	44.6	34.7	46.0	44.6		
Male	267	97.8	32.5	33.3	43.9	32.5		
Economically Disadvantaged Students	246	98.0	30.9	28.2	26.6	30.9	35.2	Met Target†
Non-Economically Disadvantaged Students	279	97.6	45.2	38.7	55.9	45.2		
Students with Disabilities	95	92.3	13.7	*	17.1	13.5	17.5	Met Target†
Students without Disabilities	430	99.1	43.9	*	50.5	43.9		
English Learners	51	98.2	13.7	*	24.6	13.7	10.9	Met Target
Non-English Learners	474	97.8	41.1	*	46.9	41.1		
Homeless Students	*	*	*	20.0	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	166	745	745	744	*	18%	36%	*	*	44%	44%
White	91	749	749	751	*	15%	34%	*	*	49%	54%
Hispanic	58	739	739	731	*	19%	41%	*	*	36%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	83	747	747	745	*	16%	39%	*	*	45%	45%
Male	83	743	743	742	*	20%	34%	*	*	43%	42%
Economically Disadvantaged Students	79	739	739	729	*	22%	41%	*	*	37%	24%
Non-Economically Disadvantaged Students	87	750	750	753	*	15%	32%	*	*	51%	56%
Students with Disabilities	26	728	728	717	*	54%	*	*	*	19%	13%
Students without Disabilities	140	748	748	748	*	11%	*	*	*	49%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

SOUTH RIVER MIDDLE SCHOOL
(23-4920-055)
Grades Offered: 06-08
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	186	739	739	743	*	26%	34%	*	*	35%	43%
White	88	743	743	750	*	20%	39%	*	*	39%	54%
Hispanic	74	735	735	732	*	31%	28%	*	*	32%	27%
Black or African American	15	737	737	727	0%	*	*	*	*	20%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	87	744	744	745	*	18%	36%	*	*	43%	45%
Male	99	735	735	741	*	32%	32%	*	*	29%	42%
Economically Disadvantaged Students	81	733	733	730	*	28%	40%	*	*	26%	24%
Non-Economically Disadvantaged Students	105	744	744	751	*	24%	30%	*	*	43%	55%
Students with Disabilities	32	715	715	717	*	66%	*	*	*	13%	12%
Students without Disabilities	154	744	744	748	*	18%	*	*	*	40%	50%
English Learners	12	709	709	716	*	*	*	*	*	*	10%
Non-English Learners	174	741	741	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

SOUTH RIVER MIDDLE SCHOOL
(23-4920-055)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	145	730	730	728	17%	26%	33%	*	*	24%	28%
White	66	736	736	736	*	17%	38%	*	*	32%	36%
Hispanic	57	724	724	722	19%	35%	28%	18%	0%	18%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	71	738	738	731	*	*	31%	*	*	35%	31%
Male	74	722	722	725	*	*	35%	*	*	14%	26%
Economically Disadvantaged Students	79	727	727	719	*	29%	25%	*	*	24%	20%
Non-Economically Disadvantaged Students	66	734	734	735	*	23%	42%	*	*	24%	35%
Students with Disabilities	29	703	703	705	*	*	*	*	*	*	*
Students without Disabilities	116	737	737	735	*	*	*	*	*	*	*
English Learners	13	701	701	705	*	*	*	*	*	*	10%
Non-English Learners	132	733	733	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	27	786	734	746	0%	0%	0%	*	*	100%	46%
White	15	785	741	755	0%	0%	0%	*	*	100%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	719	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	15	782	737	748	0%	0%	0%	*	*	100%	48%
Male	12	792	731	745	0%	0%	0%	*	*	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	702	716	N	N	N	N	N	N	13%
Students without Disabilities	27	786	740	752	0%	0%	0%	*	*	100%	52%
English Learners	N	N	688	710	N	N	N	N	N	N	*
Non-English Learners	27	786	740	749	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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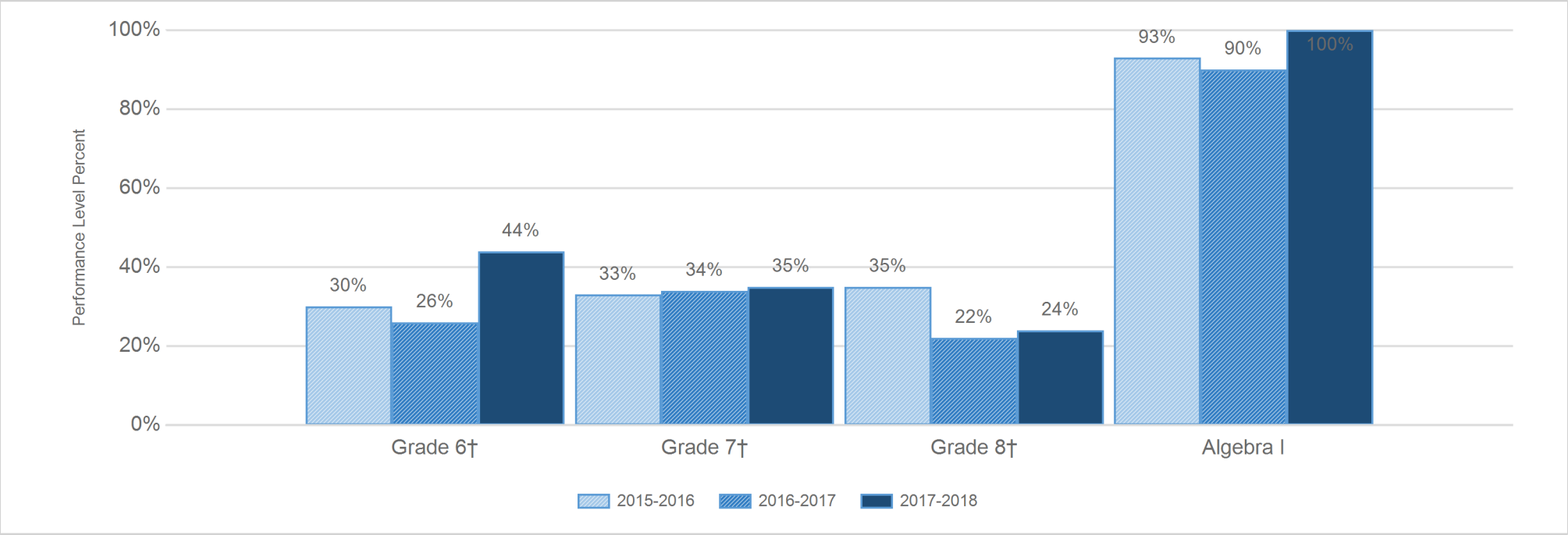
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	21.7%	46.8%	Not Met

† 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	17	*	*
3-4	*	*	*
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	168
7	0	0	191
8	27	0	149
Total	27	0	508

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	0	0	0	0	0	0	168
7	0	0	0	0	0	0	190
8	0	0	0	0	0	0	178
Total	0	0	0	0	0	0	536

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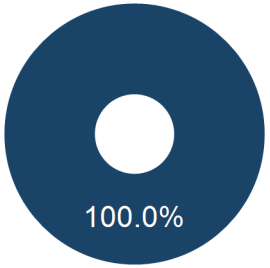
Visual and Performing Arts – Course Participation

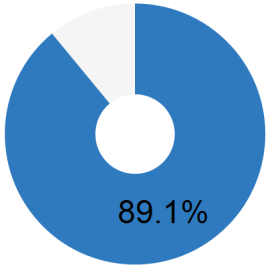
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

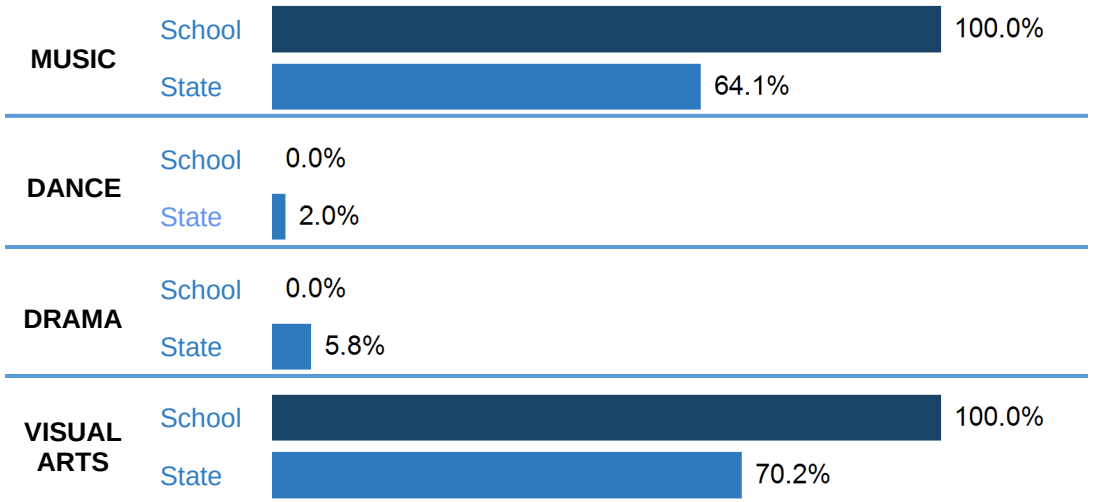


School



State

Students enrolled in one or more classes by discipline:



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

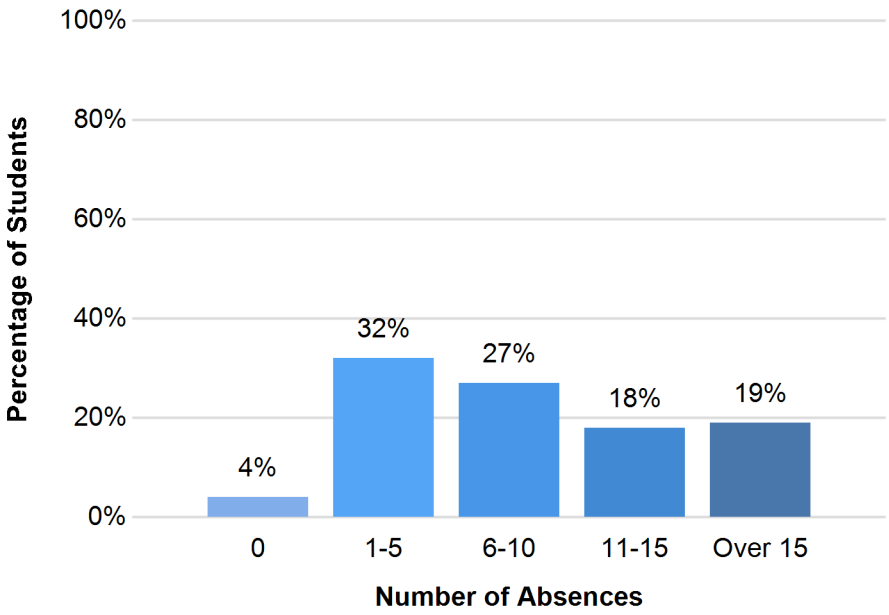
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	80	15.0	9.5	Not Met
White	43	16.0	9.5	Not Met
Hispanic	24	12.2	9.5	Not Met
Black or African American	6	13.6	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	7	50.0	**	**
Economically Disadvantaged Students	51	21.0	9.5	Not Met
Students with Disabilities	21	21.4	9.5	Not Met
English Learners	5	13.5	9.5	Not Met

Days Absent

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



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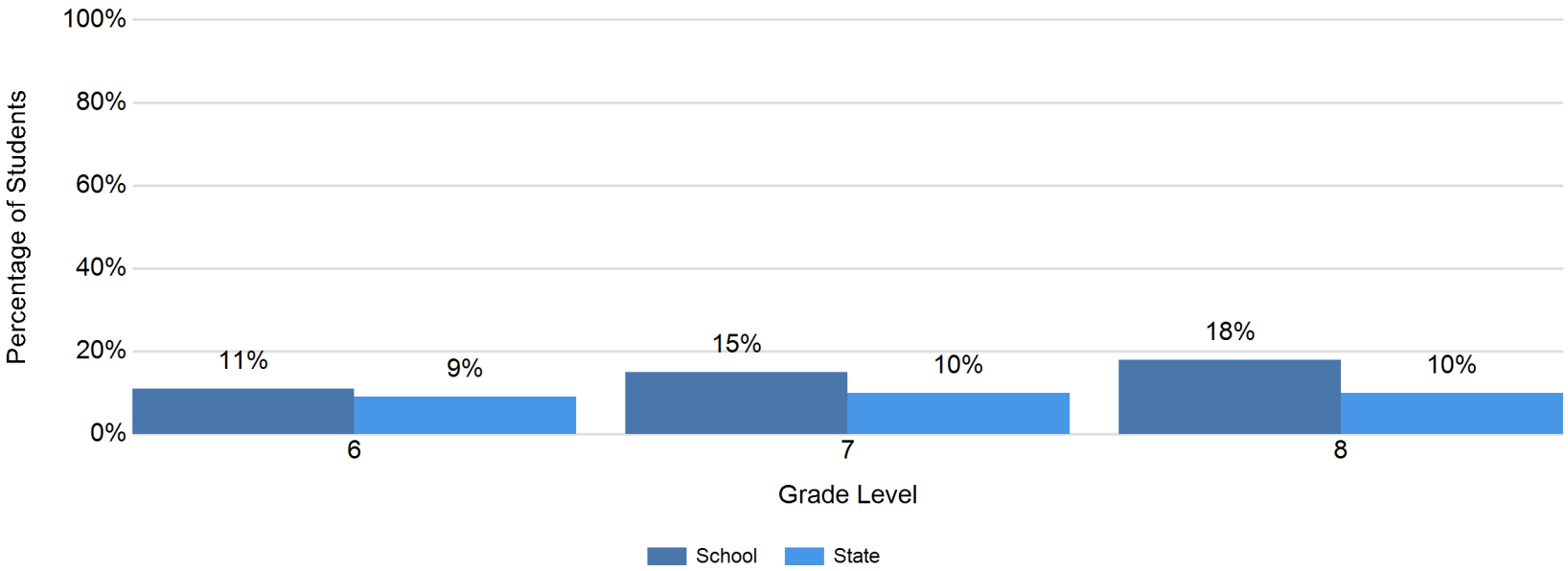
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	15
Weapons	3
Vandalism	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	4.52

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	3
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	4	0	4
Disability	1	0	1
Other	12	2	14
No Identified Nature	8		8

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	45	8.5%
Out-of-School Suspensions	26	4.9%
Any Suspension	56	10.5%
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
65

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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	8:00 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 44 Mins
Shared Time - Instructional Time	2 Hrs. 45 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	2.6:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$706	$11,539	$12,245

NJ SCHOOL PERFORMANCE REPORT

SOUTH RIVER MIDDLE SCHOOL
(23-4920-055)
Grades Offered: 06-08
2017-2018

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	51	117,464
Average years experience in public schools	12.3	12.0
Average years experience in district	9.6	10.7
Teachers in district for 4 or more years	68.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,374
Average years experience in public schools	23.7	16.0
Average years experience in district	17.9	12.0
Administrators in district for 4 or more years	85.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	106:1	156:1
Teachers to Administrators	10:1	13:1
Students to Librarians/Media Specialists		2191:1
Students to Nurses		2191:1
Students to Counselors		313:1
Students to Child Study Team		243:1

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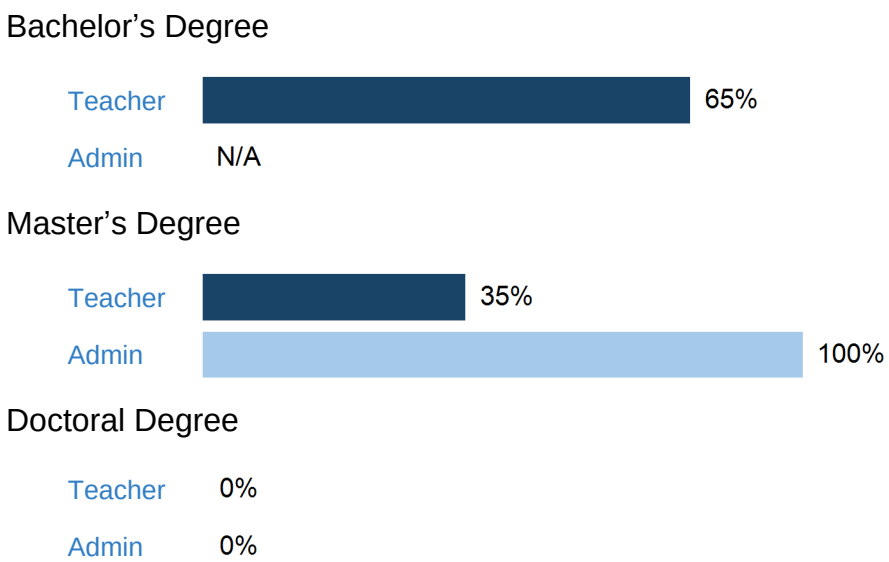
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	85.1%	90.2%
2016-17 Administrators: Same district 2017-18	80.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.5%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	80.4%	40.0%
Male	19.6%	60.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

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

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

Targeted Status

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

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

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

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	23.10	15.0%
Mathematics Proficiency	28.02	15.0%
English Language Arts Growth	29.03	20.0%
Mathematics Growth	51.04	20.0%
Progress Towards English Language Proficiency	3.19	20.0%
Chronic Absenteeism	11.99	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	25.52	n/a
Summative Rating: Percentile Rank of Summative Score	13.33	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Met Target†	Met Standard	Met Standard	Not Met	Not Met	No
White	24.69	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	38.49	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	45.94	14.08	No	Not Met	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	40.40	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	45.94	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	23.02	14.08	No	Met Target†	Met Target	Not Met	Met Standard	Met Standard	Not Met	No

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

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School Narrative

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

Highlights:	• Our "Make an Imprint" program recognizes students who demonstrate our district's five core ethical values during the school day. • Accelerated courses are offered in ELA and in mathematics at each grade level. • Students have the opportunity to participate in visual and performing arts classes, and a technology course.
Mission, Vision, Theme:	We strive to help students learn to use their minds well in preparation for responsible citizenship, further learning, and productive employment in our modern economy. We take pride in our academics and efforts to maintain high expectations. Our philosophy is that all students can and will succeed. We believe every child should feel that school is vitally important to the future and that he/she becomes able to think, analyze, and synthesize in critical, higher order thinking skill capabilities.
Awards, Recognition, Accomplishments:	Students are recognized for their academic performance each marking period at an Awards Ceremony. Athletes are recognized at a Sports Awards Ceremony which is held twice per year. STAR (Special, Terrific and Remarkable) students are awarded for their improvement in the classroom. Each grade level recognizes a student of the month.

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Courses, Curriculum, Instruction:	Each grade 6-8 has a team of teachers in the areas of ELA, math, science, and social studies. The schedule is a modified block, providing additional time for math and ELA. Accelerated courses are offered at each grade level in math and ELA. Students participate in quarter-year cycles, which afford students an exploratory opportunity in technology, art, Spanish and music appreciation. Physical education/health is held daily throughout the year.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed)
Clubs and Activities:	Extracurricular opportunities for students include Student Council, Newspaper Club, Drama Club and the Yearbook Club. Students have the opportunity to play an instrument in the band, sing in the chorus, or join the percussion ensemble. Concerts are held in the winter and spring. A drama production is held each spring.

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Before and After School Programs:	South River Middle School provides an opportunity for students to strengthen their math and ELA skills through an after school program. This is available to students at all grade levels.
Staff and Professional Learning:	Faculty members are presented ongoing opportunities to engage in meaningful, high quality, sustained, job-embedded professional learning opportunities via workshops. Staff turn-key information gleaned from attending workshops to district colleagues. Faculty members are also provided the opportunity to conduct an observation of another instructional program/school. The school's Professional Development Committee plays a role by facilitating a needs assessment and establishing goals.

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Student Supports and Services:	English language learners receive instruction each day in lieu of an ELA class. ELL students are also afforded the opportunity for additional support in math via our ASI (academic support instruction) program. Students with special needs have access to the least restrictive learning environment via in-class resource room classes or resource room classes. These are taught by special education teachers with content certification.
Student Health and Wellness:	Students have access to a healthy breakfast through a Grab and Go option offered as students enter the building each morning. Students and staff partner with the food service vendor through a Youth Advisory Council, providing an opportunity for input into cafeteria offerings.
Parent and Community Involvement:	South River Middle School shares a strong partnership with its PTA which sponsors a number of programs for students. Teachers have been awarded grants from the South River Foundation for Educational Excellence, which supports our school community. Parent Access provides parents with access to their children's grades, discipline, and attendance information online. Connect Ed is a notification system that provides emergency information as well as reminders of events, another way we work to communicate with parents.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers Teacher surveys are included in the Principal's evaluation Report, and a group of stakeholders provide feedback related to school priority and needs.
Facilities:	The current school building opened in 1997. Recent renovations include replacement of the roof, media center window system, and gutters/flashing. The media center was renovated as well, with new carpeting installed and a reconfiguration of the bookshelves to allow for additional computers for student use. A security camera system was also installed as part of the renovation.
School Safety:	Cameras are located throughout the building. Visitors to the building must be buzzed in and present photo ID. We have a close working relationship with our local police department, and conduct carefully designed school security and fire drills on a monthly basis.

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Technology and STEM:	Technology infusion is evident via computer labs and individual classroom computers/chromebooks. Math and ELA instruction is supplemented with the use of iReady. Classroom teachers are provided with access to SMART Boards, LCD projectors, Smart Response clickers, and a TI-avigator system. The use of iPads, Chromebooks, and laptops via a wireless network enhances student and staff access. Google Classroom is used by many teachers in the school.