NJ SCHOOL PERFORMANCE REPORT

JONAS SALK MIDDLE SCHOOL
(23-3845-110)
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	OLD BRIDGE TWP
Principal Name	MR. REZES
Address	155 W GREYSTONE ROAD OLD BRIDGE, NJ 08857-9625
Phone Number	(732)360-4519
Email Address	WILLIAM.REZES@OBPS.ORG
Website	https://www.oldbridgeadmin.org/jsms
Facebook	https://www.facebook.com/groups/135245793346187/
Twitter	https://twitter.com/OB_JSMS_Rezes

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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	332	322	303
7	322	348	328
8	326	323	351
Total	980	993	982

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	46.9%	47.2%	48.0%
Male	53.1%	52.8%	52.0%
Economically Disadvantaged Students	19.9%	20.5%	20.1%
Students with Disabilities	17.1%	17.0%	14.5%
English Learners	0.0%	0.0%	0.5%
Homeless Students		0.1%	0.4%
Students in Foster Care		0.0%	0.1%
Military-Connected Students		0.1%	0.1%
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	66.5%	64.7%	62.1%
Hispanic	12.5%	14.3%	16.2%
Black or African American	6.4%	5.8%	6.5%
Asian	14.3%	14.7%	14.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two or More Races	0.2%	0.4%	0.5%

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	93.7%
Spanish	1.7%
Arabic	1.1%
Other Languages	3.5%

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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	35	43	50	Not Met	54	46	50	Met Standard
White	33	40	50	Not Met	51	45	51	Met Standard
Hispanic	26.5	41	49	Not Met	54	44.5	48	Met Standard
Black or African American	51	45	44	Met Standard	53.5	47.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	49	56	61	Met Standard	60	52	61	Exceeds Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	41	49	**	*	55	51	**
Economically Disadvantaged	35	40	48	Not Met	58	44	47	Met Standard
Students with Disabilities	38	43	41	Not Met	29	39	43	Not Met
English Learners	41	52	54	Met Standard	50	51.5	51	**

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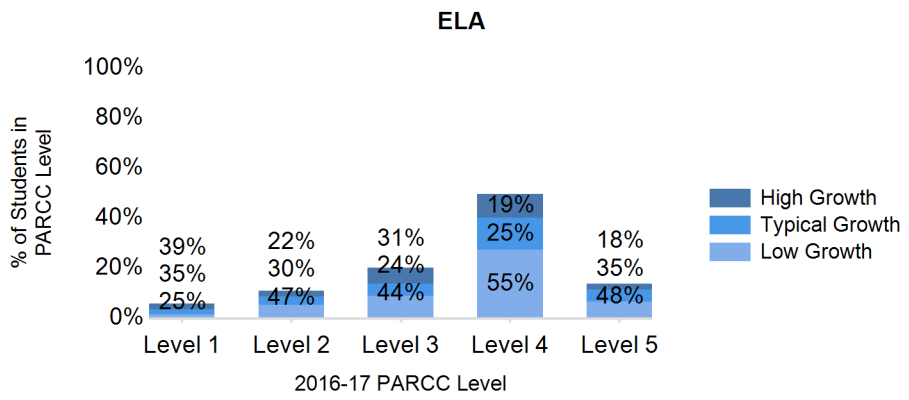
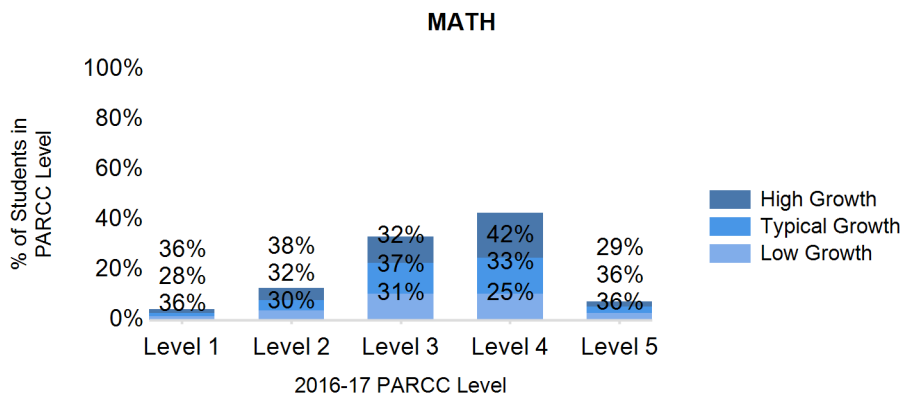
Student Growth by Performance Level

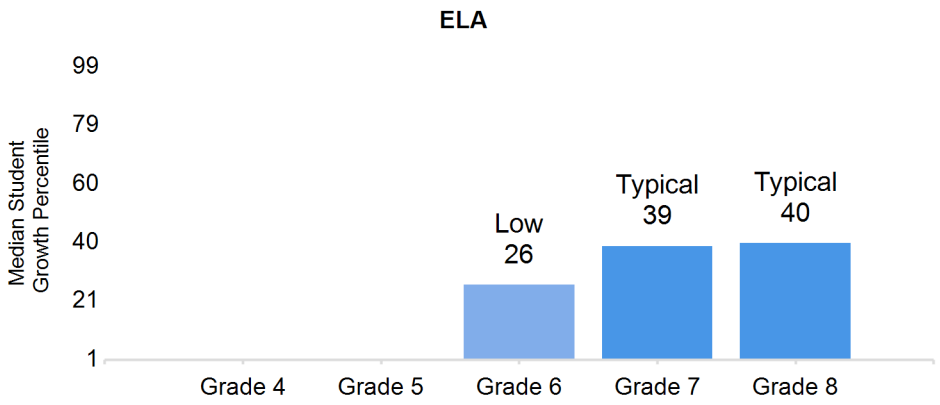
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

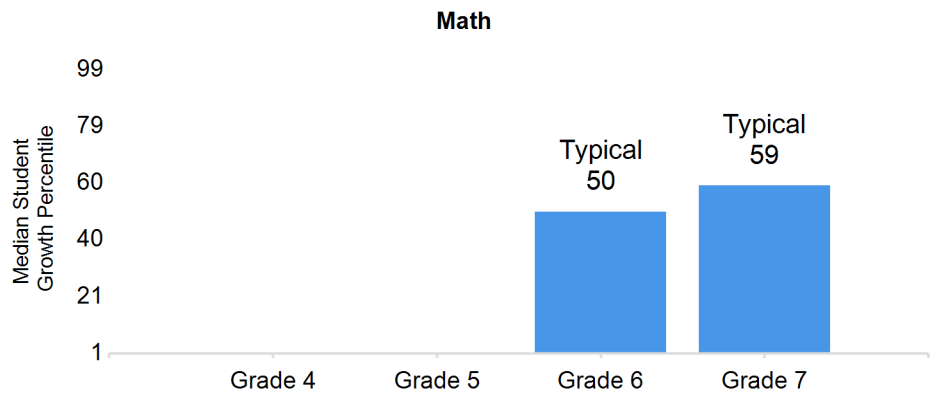




Student Growth by Grade

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	939	96.8	58.0	58.5	56.7	58.0	53.8	Met Target
White	589	96.3	55.9	57.7	65.6	55.9	51.6	Met Target
Hispanic	146	95.6	45.2	45.5	42.5	45.2	42.6	Met Target
Black or African American	*	*	*	49.1	37.3	*	50	Met Target
Asian, Native Hawaiian, or Pacific Islander	139	99.3	79.8	75.2	82.3	79.8	71.5	Met Target
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	447	95.6	66.6	66.9	64.5	66.6		
Male	492	97.9	50.2	50.6	49.4	50.2		
Economically Disadvantaged Students	179	95.4	42.4	*	38.5	42.4	40.4	Met Target
Non-Economically Disadvantaged Students	760	97.1	61.7	*	67.5	61.7		
Students with Disabilities	145	94.8	11.7	18.6	21.6	11.7	17.9	Not Met
Students without Disabilities	794	97.1	66.5	66.3	63.9	66.5		
English Learners	21	100.0	47.6	42.0	27.3	47.6	42	Met Target
Non-English Learners	918	96.7	58.3	59.4	59.4	58.3		
Homeless Students	*	*	*	64.3	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	*	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	299	752	754	754	*	13%	33%	*	*	51%	56%
White	193	751	752	761	*	12%	35%	*	*	50%	66%
Hispanic	37	741	743	742	0%	27%	38%	*	*	35%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	44	772	772	779	*	*	*	39%	34%	73%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	155	759	763	761	*	*	30%	*	*	61%	64%
Male	144	744	746	748	*	*	36%	*	*	41%	48%
Economically Disadvantaged Students	45	741	742	739	*	*	47%	*	*	36%	37%
Non-Economically Disadvantaged Students	254	754	757	764	*	*	31%	*	*	54%	68%
Students with Disabilities	36	727	722	723	*	*	36%	*	*	14%	18%
Students without Disabilities	263	756	759	760	*	*	33%	*	*	56%	63%
English Learners	N	N	*	712	N	N	N	N	N	N	*
Non-English Learners	299	752	*	755	*	13%	33%	*	*	51%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	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	319	764	765	760	8%	8%	10%	44%	29%	74%	63%
White	186	763	764	768	8%	9%	10%	47%	27%	74%	72%
Hispanic	59	748	747	746	*	17%	*	*	*	54%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	52	787	785	790	*	0%	*	37%	58%	94%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	146	775	775	769	*	*	11%	42%	40%	82%	72%
Male	173	756	755	752	*	*	9%	46%	20%	66%	54%
Economically Disadvantaged Students	65	747	746	742	*	17%	*	38%	17%	55%	44%
Non-Economically Disadvantaged Students	254	769	770	771	*	6%	*	46%	33%	78%	73%
Students with Disabilities	61	715	714	721	*	*	23%	*	*	11%	22%
Students without Disabilities	258	776	774	768	*	*	7%	*	*	88%	71%
English Learners	N	N	*	705	N	N	N	N	N	N	11%
Non-English Learners	319	764	*	762	8%	8%	10%	44%	29%	74%	64%
Homeless Students	N	N	*	729	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	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	336	746	751	759	13%	16%	22%	38%	11%	49%	60%
White	212	745	751	767	12%	17%	25%	36%	10%	46%	70%
Hispanic	56	732	736	744	25%	20%	*	*	*	39%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	47	764	771	789	*	*	*	*	*	68%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	153	757	760	768	7%	12%	24%	*	*	58%	69%
Male	183	736	743	751	18%	20%	21%	*	*	41%	52%
Economically Disadvantaged Students	75	731	733	740	21%	24%	21%	*	*	33%	42%
Non-Economically Disadvantaged Students	261	750	757	769	11%	14%	22%	*	*	53%	71%
Students with Disabilities	47	707	714	719	43%	32%	*	*	*	11%	19%
Students without Disabilities	289	752	757	766	8%	14%	*	*	*	55%	68%
English Learners	N	N	*	703	N	N	N	N	N	N	*
Non-English Learners	336	746	*	761	13%	16%	22%	38%	11%	49%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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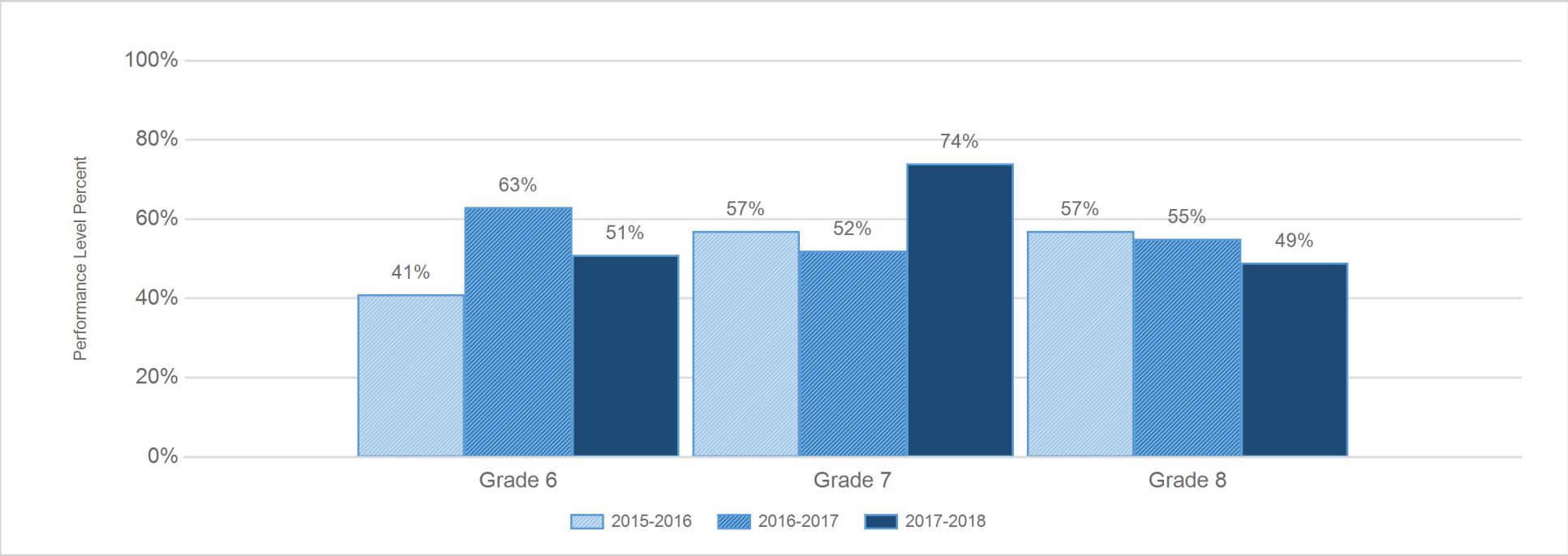
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	934	96.2	45.2	47.2	45.0	45.2	46	Met Target†
White	584	95.5	43.2	46.7	54.1	43.2	43	Met Target
Hispanic	146	95.6	31.6	31.8	29.2	31.6	33.8	Met Target†
Black or African American	*	*	*	36.8	23.4	*	47	Met Target†
Asian, Native Hawaiian, or Pacific Islander	139	98.6	71.9	66.3	77.0	71.9	66.9	Met Target
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	444	95.0	52.0	50.1	46.0	52.0		
Male	490	97.3	39.0	44.7	43.9	39.0		
Economically Disadvantaged Students	178	94.4	32.0	*	26.6	31.9	36.1	Met Target†
Non-Economically Disadvantaged Students	756	96.6	48.2	*	55.9	48.2		
Students with Disabilities	145	94.8	*	16.5	17.1	*	15.7	Not Met
Students without Disabilities	789	96.4	*	53.3	50.5	*		
English Learners	21	100.0	23.8	37.2	24.6	23.8	44.8	Not Met
Non-English Learners	913	96.1	45.7	47.9	46.9	45.7		
Homeless Students	*	*	*	35.7	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	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	297	747	747	744	3%	18%	35%	36%	7%	43%	44%
White	191	745	746	751	*	18%	33%	*	*	45%	54%
Hispanic	37	738	738	731	0%	*	54%	*	*	22%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	44	769	763	771	0%	*	*	39%	32%	70%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	154	751	751	745	*	14%	31%	*	*	52%	45%
Male	143	743	743	742	*	22%	40%	*	*	34%	42%
Economically Disadvantaged Students	45	735	735	729	*	29%	47%	*	*	22%	24%
Non-Economically Disadvantaged Students	252	749	750	753	*	16%	33%	*	*	47%	56%
Students with Disabilities	36	718	719	717	*	*	*	*	*	*	13%
Students without Disabilities	261	751	751	748	*	*	*	*	*	*	49%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	297	747	*	745	3%	18%	35%	36%	7%	43%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	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

JONAS SALK MIDDLE SCHOOL
(23-3845-110)
Grades Offered: 06-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	319	751	750	743	4%	13%	29%	42%	12%	54%	43%
White	186	750	750	750	*	15%	29%	*	*	52%	54%
Hispanic	59	741	*	732	*	*	37%	*	*	41%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	52	769	763	767	*	*	*	42%	35%	77%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	146	755	753	745	*	*	29%	49%	11%	60%	45%
Male	173	748	747	741	*	*	29%	35%	13%	48%	42%
Economically Disadvantaged Students	65	740	739	730	*	26%	23%	*	*	45%	24%
Non-Economically Disadvantaged Students	254	754	753	751	*	9%	31%	*	*	56%	55%
Students with Disabilities	61	715	716	717	23%	*	*	*	*	10%	12%
Students without Disabilities	258	760	756	748	0%	*	*	*	*	64%	50%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	319	751	*	744	4%	13%	29%	42%	12%	54%	45%
Homeless Students	N	N	*	720	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	*	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

JONAS SALK MIDDLE SCHOOL
(23-3845-110)
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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	280	728	730	728	21%	21%	31%	*	*	27%	28%
White	179	728	731	736	18%	25%	33%	*	*	25%	36%
Hispanic	50	717	720	722	36%	22%	24%	*	*	18%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	31	743	742	747	*	*	32%	48%	0%	48%	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	118	730	732	731	16%	24%	31%	*	*	29%	31%
Male	162	727	729	725	25%	19%	30%	*	*	26%	26%
Economically Disadvantaged Students	69	718	721	719	36%	17%	26%	*	*	20%	20%
Non-Economically Disadvantaged Students	211	731	734	735	17%	22%	32%	*	*	29%	35%
Students with Disabilities	47	693	702	705	*	*	*	*	*	*	*
Students without Disabilities	233	735	736	735	*	*	*	*	*	*	*
English Learners	N	N	*	705	N	N	N	N	N	N	10%
Non-English Learners	280	728	*	729	21%	21%	31%	*	*	27%	29%
Homeless Students	N	N	*	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	782	741	746	0%	0%	*	*	*	96%	46%
White	30	780	741	755	0%	0%	*	*	*	97%	57%
Hispanic	*	*	731	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	16	784	755	779	0%	0%	*	*	*	94%	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	33	782	743	748	0%	0%	*	*	*	97%	48%
Male	20	781	738	745	0%	0%	*	*	*	95%	44%
Economically Disadvantaged Students	*	*	727	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	745	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	53	782	*	752	0%	0%	*	*	*	96%	52%
English Learners	N	N	709	710	N	N	N	N	N	N	*
Non-English Learners	53	782	741	749	0%	0%	*	*	*	96%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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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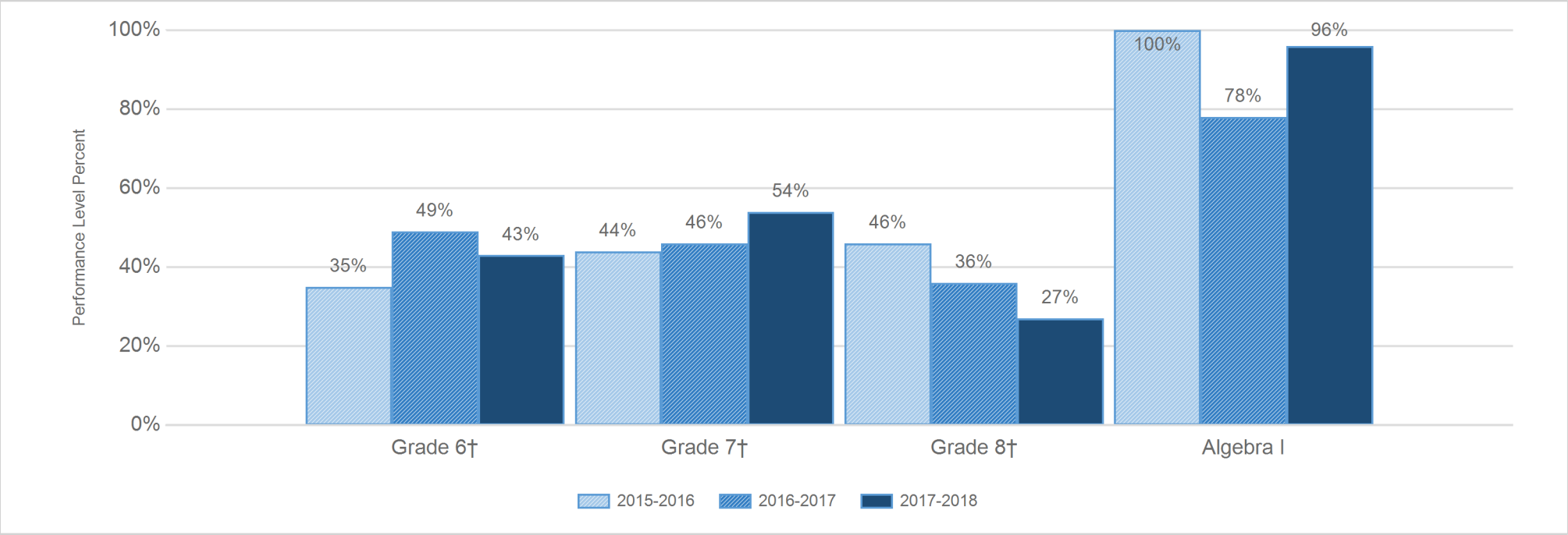
Mathematics Assessment – Performance Trends

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	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	N	N	N

† 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	N	N	N
3-4	N	N	N
5 or more	N	N	N

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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	287
7	0	0	330
8	54	0	304
Total	54	0	921

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	254	252	258	0	256	251	0
7	286	286	287	0	290	285	0
8	59	33	46	0	27	6	0
Total	599	571	591	0	573	542	0

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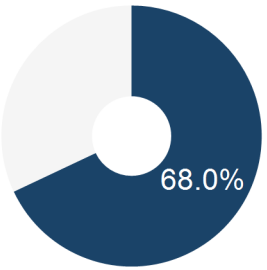
Visual and Performing Arts – Course Participation

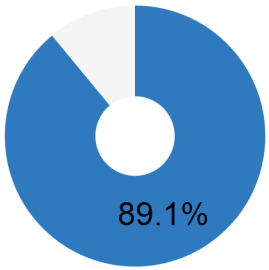
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

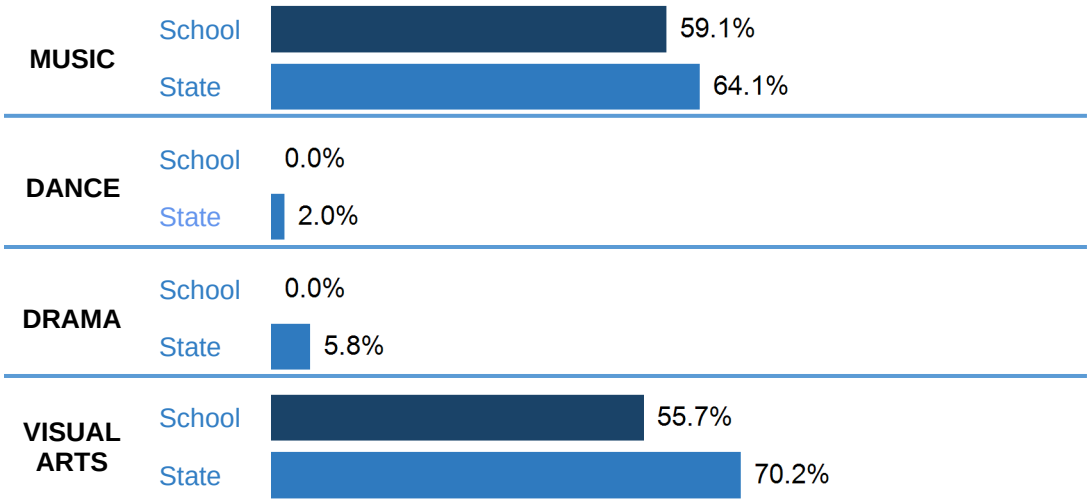


School



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.

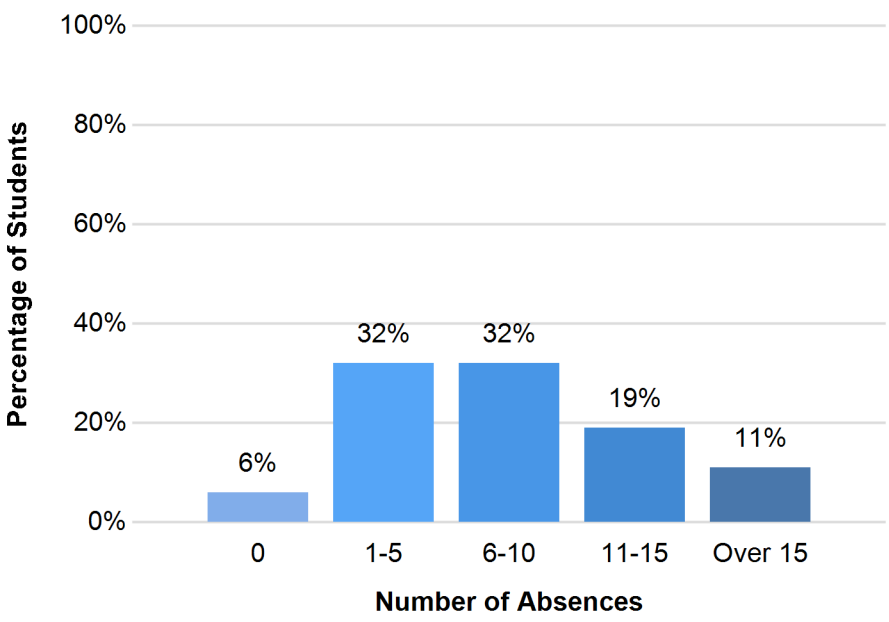
Chronic Absenteeism

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	71	7.2	9.5	Met
White	53	8.6	9.5	Met
Hispanic	7	4.4	9.5	Met
Black or African American	*	*	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	6	4.1	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	23	11.4	9.5	Not Met
Students with Disabilities	20	13.2	9.5	Not Met
English Learners	*	*	**	**

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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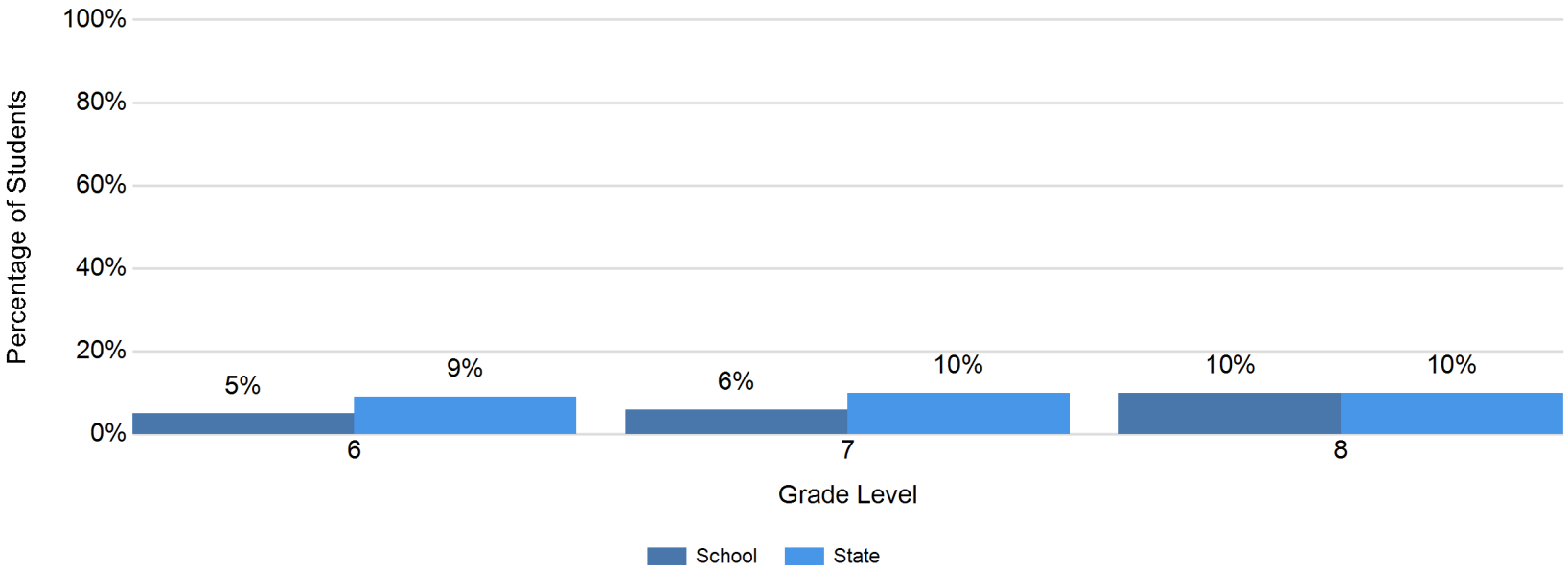
Chronic Absenteeism by Grade

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	13
Weapons	2
Vandalism	3
Substances	3
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	2.55

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	2
Weapons	1
Vandalism	2
Substances	1
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	1	1
Ancestry	1	1	2
Gender	1	1	2
Sexual Orientation	0	1	1
Disability	0	1	1
Other	7	0	7
No Identified Nature	1		1

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	87	8.9%
Out-of-School Suspensions	22	2.2%
Any Suspension	90	9.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
108

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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	8:05 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	2 Hrs. 40 Mins.

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$385	$14,524	$14,909

NJ SCHOOL PERFORMANCE REPORT

JONAS SALK MIDDLE SCHOOL
(23-3845-110)
Grades Offered: 06-08
2017-2018

Report Key:
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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	87	117,464
Average years experience in public schools	15.2	12.0
Average years experience in district	14.2	10.7
Teachers in district for 4 or more years	88.5%	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	40	9,374
Average years experience in public schools	16.8	16.0
Average years experience in district	13.3	12.0
Administrators in district for 4 or more years	95.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	327:1	217:1
Teachers to Administrators	29:1	18:1
Students to Librarians/Media Specialists		1738:1
Students to Nurses		668:1
Students to Counselors		362:1
Students to Child Study Team		272:1

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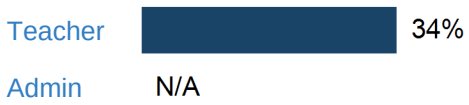
Teachers and Administrators - Level of Education

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.

Bachelor's Degree



Master's Degree

Doctoral Degree

Teacher 0%

Admin 0%

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	93.9%	90.2%
2016-17 Administrators: Same district 2017-18	92.5%	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	71.3%	33.3%
Male	28.7%	66.7%
White	89.7%	100.0%
Hispanic	2.3%	0.0%
Black or African American	3.4%	0.0%
Asian	4.6%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	48.70	17.5%
Mathematics Proficiency	38.74	17.5%
English Language Arts Growth	8.83	25.0%
Mathematics Growth	58.52	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	50.90	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	39.77	n/a
Summative Rating: Percentile Rank of Summative Score	32.46	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Not Met	Met Standard	N	Met	No
White	25.13	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Met	No
Hispanic	46.60	14.08	No	Met Target	Met Target†	Not Met	Met Standard	n/a	Met	No
Black or African American	79.23	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	31.13	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	52.51	14.08	No	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	27.44	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	45.40	14.08	No	Met Target	Not Met	Met Standard	**	**	**	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:	• State & National School of Character, Promising Practice Award for Peer Day, & the PTA School of Excellence Award. • GR6 Honors courses in Math GR7 Honors courses in ELA & Math GR8 Honors courses in Math ELA Social Studies & Science
Mission, Vision, Theme:	As Roadrunners, we promise to See the good in everyone and everything, Always do the right thing, Lead by example and Keep our school safe and continue to "Own It" each and every day. The Salk community has an excellent reputation in the Old Bridge educational system as our students achieve at high levels and the staff work tirelessly at making the middle school years both educational and enjoyable.
Awards, Recognition, Accomplishments:	We were honored to have received the following awards: State School of Character, National School of Character, and Promising Practice Award for Peer Day, as well as the PTA School of Excellence Award. We are also proud to now have a National Junior Honor Society Chapter.

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Courses, Curriculum, Instruction:	Staff utilizes current technology to personalize educational experiences for our students. Technology tools are used to enhance classroom instruction and promote critical thinking, problem solving skills, and inquiry based learning. The district's goal is to provide an equitable learning environment with our use of technology to meet students' academic needs and promote achievement.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Lacrosse (Boys), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) We have 14 different interscholastic sports teams for our student-athletes to participate in. We offer both cut and non-cut sports. Our wrestling team has won it's conference every year since 2012 and the girls' track team went undefeated and won the conference championship in 2016, both first time in school history.
Clubs and Activities:	Students are encouraged to participate in one of the 30 clubs and activities we offer here at Salk. There are new clubs that start up every year which students can initiate an interest meeting with an advisor and start. Many students also participate in our school band, chorus and the yearly play/musical.

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Staff and Professional Learning:	Professional development and ongoing training focus on the needs of learners and promoting instructional improvement to meet those needs. Staff members engage in professional learning throughout the school year with colleagues in faculty meetings, PLC's, grade and content area meetings, in-service offerings and articulation. The goal of placing a high value on professional learning is to directly affect the learning and success of our students.

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Student Supports and Services:	Teachers are trained on a number of summative and formative assessments to differentiate instruction based on individual level. JSMS utilizes a Response to Intervention (RTI) 3-tiered model to provide students with evidenced-based interventions in a general education setting. RTI allows for consultation with related service providers such as speech, OT, PT, Learning Consultant, & Psychologist. After-School Academic Intervention and RTI during the day can be provided when needed.
Student Health and Wellness:	At JSMS, students have easy access to support for emotional and social concerns through the widely utilized Student Assistance Program. Students receive counseling support through individual meetings and support groups. Parents are introduced to the Student Assistance Program on the school website and at parent nights such as fifth grade parent orientation and Open House. They often contact the Student Assistance Counselor for referral information and support
Parent and Community Involvement:	JSMS has an active PTA that works closely with the school to ensure events & activities are created that support the community & the school. Parents volunteer their time to attend manage & organize school based events. Real-time, our online grading & communication system provides parents with knowledge of their child's academics & community news. The community is kept informed of events & accomplishments via Twitter, the JSMS website, & the PTA Facebook.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers JSMS uses the New Jersey School Climate Survey which includes four validated questionnaires to support local school climate and culture improvement activities, as an integral part of their continuous efforts to improve students' educations and prevent at–risk student behavior. Results of our survey may be found at JSMS.com

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Other Information:	Jonas Salk Middle School is a professional learning community educating an average of 1000 students with the support of 93 staff members. There are three teaching teams at each grade level with students set in heterogeneous groupings. Each team has five teachers assigned with Mathematics, Science and Social Studies represented by one staff member, along with two Language Arts Literacy teachers. We utilize a modified block schedule to provide each student with a ninety minute block of Language Arts Literacy each day. While serving our special needs population, it is not uncommon to have two or three Special Education staff assigned to each block to provide consistency in developing lessons that address the New Jersey Student Learning Standards. Our team concept reflects our school within a school philosophy that makes students and staff feel comfortable in our large setting and allow students to form relationships with teachers and classmates. Our Board approved curriculum recognizes the needs and interests of all our students. In concert with a strong core academic instructional program in Science, Social Studies, Mathematics and English Language Arts, the Jonas Salk Middle School offers courses in World Languages, Health and Physical Education, Related Arts and RTI. More than forty student activities are featured in our Roadrunner REACH Activities booklet which includes Yearbook, the Salk Vaccine Newspaper, Band, Chorus, Art & Literary Club, Student Council, Color Guard, Cheerleading, as well as interscholastic teams in Soccer, Cross Country, Lacrosse, Volleyball, Basketball, Wrestling, Track & Field, and Softball. Our annual school musical introduces students to the performing arts and includes opportunities for students in planning set design, set construction, and back stage management. Likewise, our planetarium provides simulated state of the art lessons in astronomy for both Jonas Salk Middle School and district elementary school students.