NJ SCHOOL PERFORMANCE REPORT

MATAWAN-ABERDEEN MIDDLE SCHOOL
(25-3040-053)
Grades Offered: 06-08
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MONMOUTH
District	MATAWAN-ABERDEEN REGIONAL
Principal Name	MR. WELLS
Address	469 MATAWAN AVENUE CLIFFWOOD, NJ 07721-1295
Phone Number	(732)705-5400
Email Address	mwells@marsd.org
Website	https://www.marsd.org/Domain/319
Twitter	https://twitter.com/mamshighlights

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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	285	278	326
7	307	282	269
8	286	306	289
Total	879	867	884

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	45.5%	48.6%	51.5%
Male	54.5%	51.4%	48.5%
Economically Disadvantaged Students	26.3%	27.1%	28.1%
Students with Disabilities	16.6%	17.2%	17.4%
English Learners	1.5%	1.2%	1.4%
Homeless Students		0.0%	0.5%
Students in Foster Care		0.0%	0.3%
Military-Connected Students		0.2%	0.5%
Migrant Students		0.1%	0.2%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	63.5%	63.1%	61.4%
Hispanic	14.6%	15.8%	16.5%
Black or African American	14.7%	12.0%	12.1%
Asian	6.3%	6.9%	6.7%
Native Hawaiian or Pacific Islander	0.5%	0.3%	0.5%
American Indian or Alaska Native	0.1%	0.6%	0.3%
Two or More Races	0.5%	1.3%	2.5%

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	90.6%
Spanish	5.8%
Other Languages	3.6%

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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	59	47	50	Met Standard	55	50	50	Met Standard
White	59	46	50	Met Standard	53	50	51	Met Standard
Hispanic	59	45	49	Met Standard	54	47	48	Met Standard
Black or African American	56	47	44	Met Standard	57	45	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	75.5	57	61	Exceeds Standard	79	65.5	61	Exceeds Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	54	34.5	49	Met Standard	55	47.5	51	**
Economically Disadvantaged	53	42	48	Met Standard	56	45	47	Met Standard
Students with Disabilities	49	41	41	Met Standard	52	48	43	Met Standard
English Learners	66.5	45	54	Exceeds Standard	62	53.5	51	Exceeds Standard

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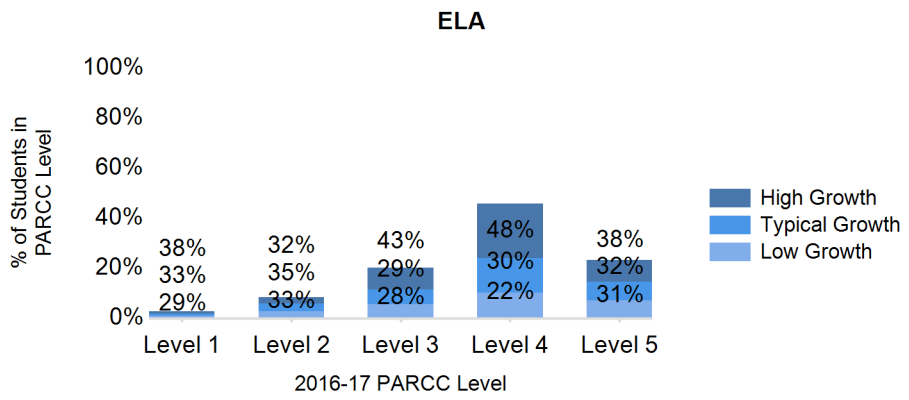
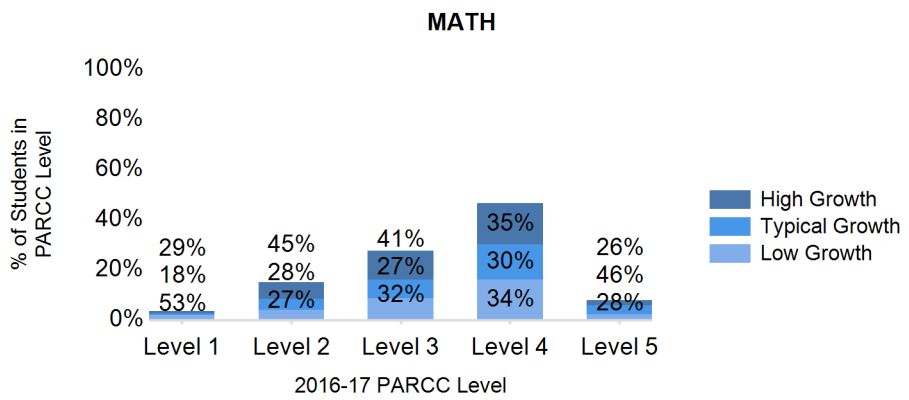
Student Growth by Performance Level

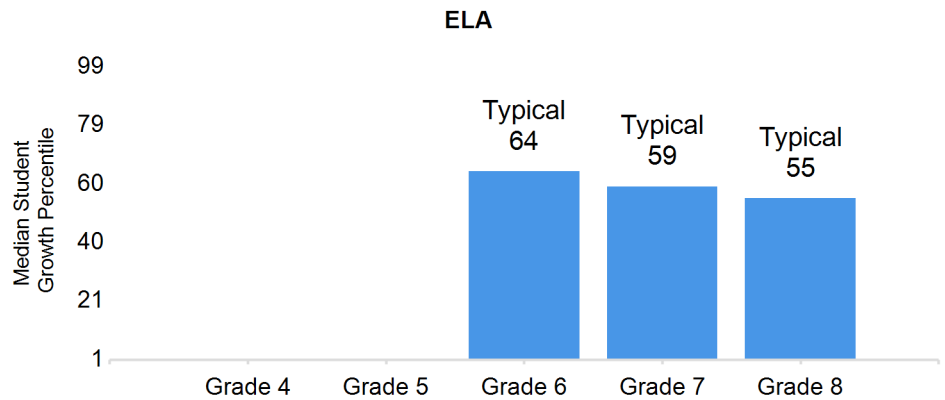
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

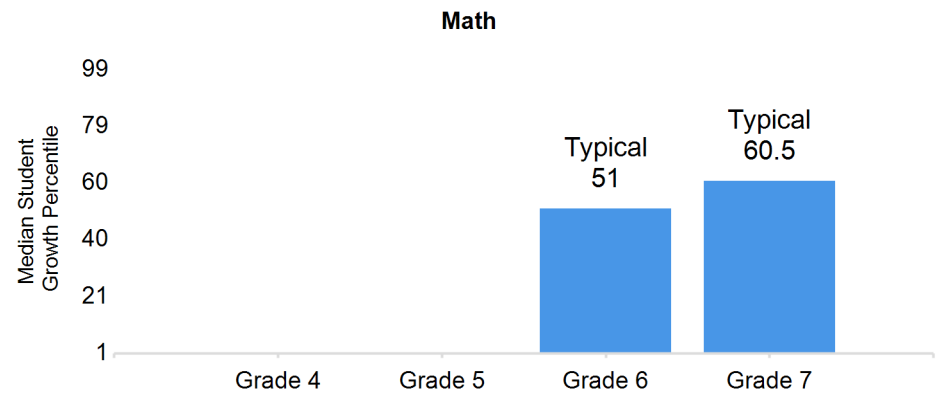




Student Growth by Grade

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	819	95.9	69.8	65.8	56.7	69.8	54.4	Met Target
White	510	95.9	73.3	70.6	65.6	73.3	57.6	Met Target
Hispanic	127	94.9	60.6	54.4	42.5	60.4	44	Met Target
Black or African American	96	94.2	56.2	52.8	37.3	56.2	39.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	62	100.0	83.9	78.5	82.3	83.9	76.8	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	N	N
Female	420	97.2	78.8	76.2	64.5	78.8		
Male	399	94.6	60.4	55.7	49.4	60.4		
Economically Disadvantaged Students	206	91.6	52.9	46.6	38.5	51.2	42.9	Met Target
Non-Economically Disadvantaged Students	613	97.5	75.5	72.9	67.5	75.5		
Students with Disabilities	140	93.4	22.1	*	21.6	22.0	18.1	Met Target
Students without Disabilities	679	96.5	79.7	*	63.9	79.7		
English Learners	31	100.0	35.5	30.6	27.3	35.5	30.6	Met Target
Non-English Learners	788	95.8	71.2	67.7	59.4	71.2		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	41.7	57.4	*		
Migrant Students	*	*	*	*	30.1	*		

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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	302	766	766	754	*	*	20%	45%	24%	69%	56%
White	189	769	769	761	*	*	16%	43%	29%	72%	66%
Hispanic	46	756	756	742	0%	*	30%	*	*	59%	42%
Black or African American	39	760	760	737	*	*	28%	*	*	64%	35%
Asian, Native Hawaiian, or Pacific Islander	16	790	790	779	0%	*	*	*	*	88%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	156	774	774	761	*	*	16%	51%	28%	79%	64%
Male	146	757	757	748	*	*	23%	40%	19%	59%	48%
Economically Disadvantaged Students	73	752	752	739	*	*	26%	*	*	55%	37%
Non-Economically Disadvantaged Students	229	771	771	764	*	*	17%	*	*	74%	68%
Students with Disabilities	49	738	738	723	*	33%	*	*	*	39%	18%
Students without Disabilities	253	771	771	760	*	4%	*	*	*	75%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	*	*	*	732	*	*	*	*	*	*	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	257	776	776	760	4%	5%	12%	33%	46%	79%	63%
White	153	778	778	768	*	*	9%	29%	52%	81%	72%
Hispanic	44	770	770	746	*	*	*	36%	34%	70%	49%
Black or African American	29	763	763	740	*	*	*	*	*	69%	42%
Asian, Native Hawaiian, or Pacific Islander	22	791	791	790	0%	0%	*	*	*	86%	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	134	787	787	769	*	*	8%	31%	57%	89%	72%
Male	123	765	765	752	*	*	16%	34%	33%	67%	54%
Economically Disadvantaged Students	67	765	765	742	*	*	16%	30%	36%	66%	44%
Non-Economically Disadvantaged Students	190	780	780	771	*	*	11%	34%	49%	83%	73%
Students with Disabilities	38	729	729	721	*	*	26%	*	*	24%	22%
Students without Disabilities	219	785	785	768	*	*	10%	*	*	88%	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	256	765	765	759	10%	7%	20%	39%	25%	64%	60%
White	163	768	768	767	8%	7%	16%	43%	26%	69%	70%
Hispanic	41	754	754	744	*	*	24%	*	*	54%	45%
Black or African American	25	741	741	739	*	*	*	*	*	36%	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	129	772	772	768	*	*	19%	43%	27%	71%	69%
Male	127	757	757	751	*	*	20%	34%	23%	57%	52%
Economically Disadvantaged Students	63	744	744	740	19%	*	30%	*	*	41%	42%
Non-Economically Disadvantaged Students	193	771	771	769	7%	*	16%	*	*	71%	71%
Students with Disabilities	44	710	710	719	*	*	*	*	*	*	19%
Students without Disabilities	212	776	776	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	*	*	*	718	*	*	*	*	*	*	21%

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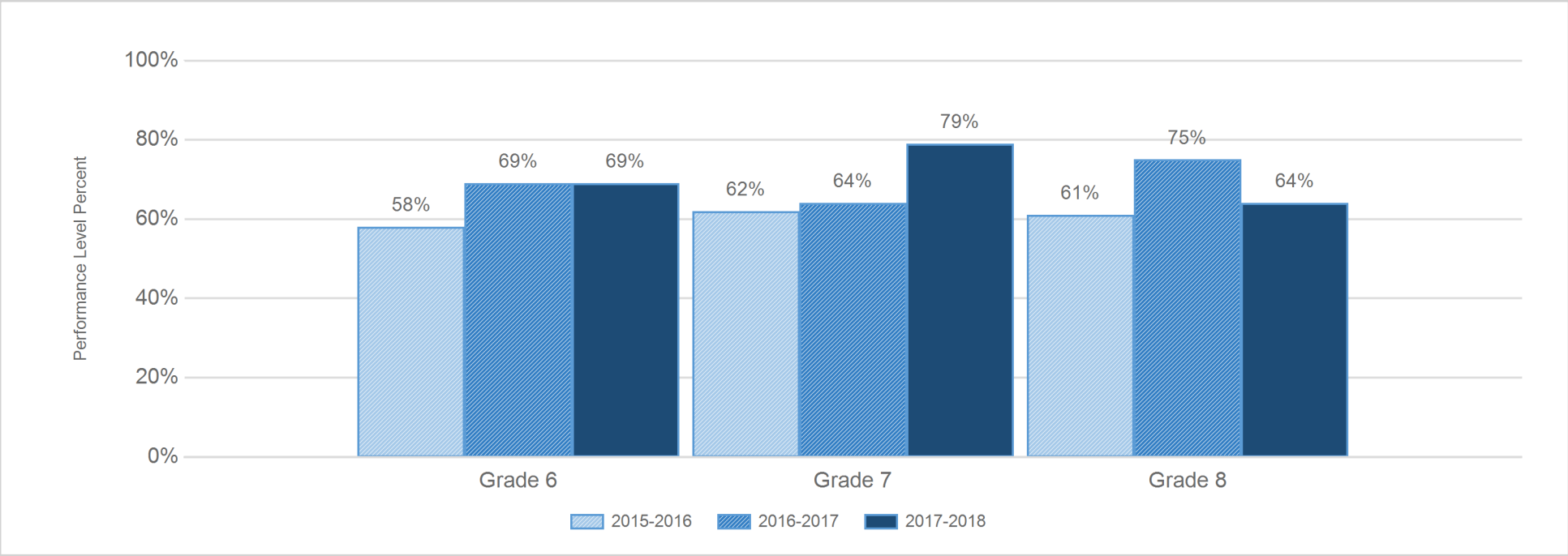
English Language Arts/Literacy Assessment - Performance Trends

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	828	96.2	56.1	55.2	45.0	56.1	49.6	Met Target
White	515	96.3	60.7	60.0	54.1	60.7	52.7	Met Target
Hispanic	129	95.0	43.4	43.3	29.2	43.4	33.8	Met Target
Black or African American	97	94.2	35.1	35.0	23.4	35.1	38.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	63	100.0	79.4	80.9	77.0	79.4	76.8	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	N	N
Female	428	97.7	58.2	58.1	46.0	58.2		
Male	400	94.6	53.8	52.1	43.9	53.8		
Economically Disadvantaged Students	208	92.1	39.4	37.6	26.6	38.4	33.7	Met Target
Non-Economically Disadvantaged Students	620	97.7	61.6	61.7	55.9	61.6		
Students with Disabilities	140	93.4	12.8	*	17.1	12.8	13.8	Met Target†
Students without Disabilities	688	96.8	64.8	*	50.5	64.8		
English Learners	33	100.0	30.3	31.6	24.6	30.3	23	Met Target
Non-English Learners	795	96.0	57.1	56.5	46.9	57.1		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	27.3	45.8	*		
Migrant Students	*	*	*	*	23.7	*		

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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	303	749	749	744	5%	14%	34%	41%	6%	47%	44%
White	189	751	751	751	*	13%	29%	*	*	53%	54%
Hispanic	47	738	738	731	*	26%	49%	*	*	23%	27%
Black or African American	39	744	744	726	*	*	44%	38%	0%	38%	21%
Asian, Native Hawaiian, or Pacific Islander	16	776	776	771	0%	0%	*	*	*	69%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	158	750	750	745	*	10%	38%	*	*	47%	45%
Male	145	747	747	742	*	19%	30%	*	*	46%	42%
Economically Disadvantaged Students	74	738	738	729	*	*	43%	*	*	30%	24%
Non-Economically Disadvantaged Students	229	752	752	753	*	*	31%	*	*	52%	56%
Students with Disabilities	49	724	724	717	*	33%	29%	*	*	20%	13%
Students without Disabilities	254	753	753	748	*	11%	35%	*	*	52%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	*	*	*	717	*	*	*	*	*	*	18%

NJ SCHOOL PERFORMANCE REPORT

MATAWAN-ABERDEEN MIDDLE SCHOOL
(25-3040-053)
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	233	752	752	743	4%	12%	26%	48%	10%	58%	43%
White	134	754	754	750	*	9%	24%	*	*	63%	54%
Hispanic	43	750	750	732	*	*	33%	*	*	51%	27%
Black or African American	29	740	740	727	*	*	34%	*	*	34%	21%
Asian, Native Hawaiian, or Pacific Islander	18	764	764	767	*	*	*	*	*	72%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	122	755	755	745	*	12%	27%	*	*	59%	45%
Male	111	749	749	741	*	12%	24%	*	*	57%	42%
Economically Disadvantaged Students	64	745	745	730	*	*	33%	*	*	44%	24%
Non-Economically Disadvantaged Students	169	755	755	751	*	*	23%	*	*	63%	55%
Students with Disabilities	38	724	724	717	26%	32%	*	*	*	18%	12%
Students without Disabilities	195	758	758	748	0%	8%	*	*	*	66%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	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

MATAWAN-ABERDEEN MIDDLE SCHOOL
(25-3040-053)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	202	744	744	728	12%	17%	21%	*	*	50%	28%
White	124	747	747	736	*	16%	26%	*	*	51%	36%
Hispanic	38	740	740	722	*	*	*	50%	0%	50%	22%
Black or African American	23	721	721	715	*	*	*	*	*	26%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	99	747	747	731	11%	12%	24%	*	*	53%	31%
Male	103	741	741	725	13%	22%	18%	*	*	47%	26%
Economically Disadvantaged Students	59	731	731	719	*	32%	*	*	*	41%	20%
Non-Economically Disadvantaged Students	143	749	749	735	*	11%	*	*	*	53%	35%
Students with Disabilities	44	706	706	705	*	*	*	*	*	*	*
Students without Disabilities	158	754	754	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	*	703	*	*	*	*	*	*	10%

NJ SCHOOL PERFORMANCE REPORT

MATAWAN-ABERDEEN MIDDLE SCHOOL
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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	72	801	764	746	0%	0%	*	*	*	99%	46%
White	54	799	768	755	0%	0%	*	*	*	98%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	10	816	*	779	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	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	39	800	767	748	0%	0%	*	*	*	100%	48%
Male	33	802	762	745	0%	0%	*	*	*	97%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	708	716	N	N	N	N	N	N	13%
Students without Disabilities	72	801	767	752	0%	0%	*	*	*	99%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	72	801	*	749	0%	0%	*	*	*	99%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	17	789	742	735	0%	0%	0%	*	*	100%	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	N	N	731	723	N	N	N	N	N	N	14%
Black or African American	N	N	729	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	715	713	N	N	N	N	N	N	*
Students without Disabilities	17	789	747	738	0%	0%	0%	*	*	100%	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	17	789	*	736	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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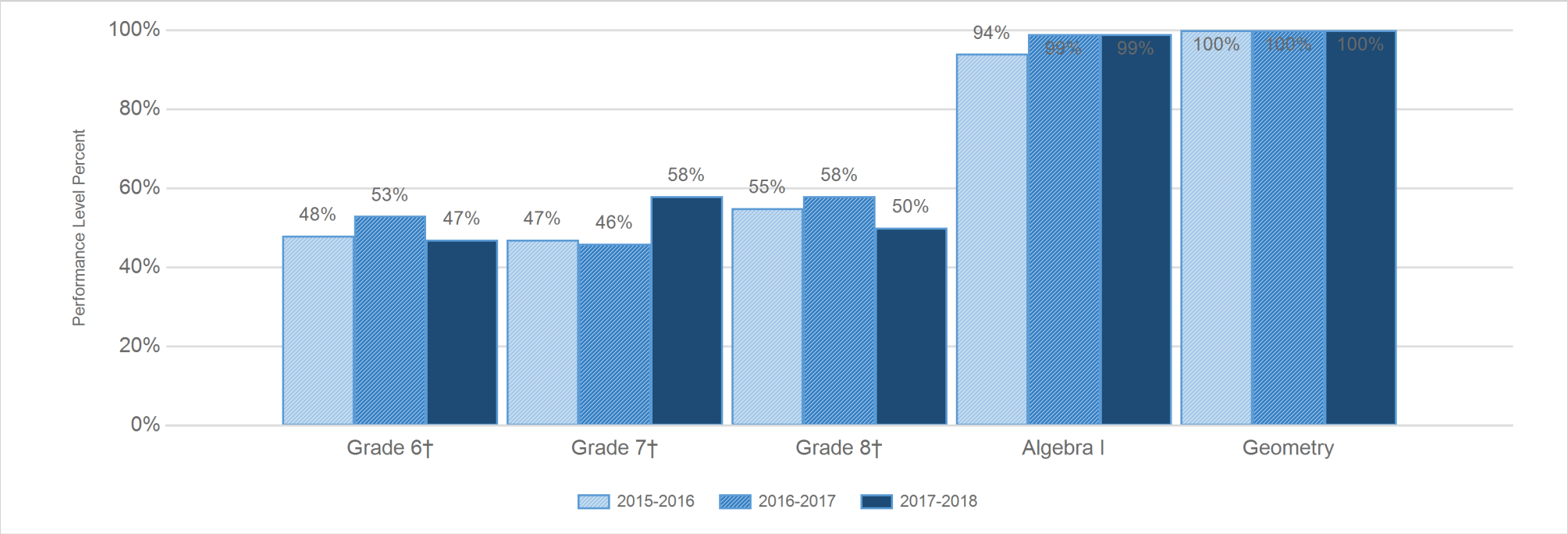
Mathematics Assessment – Performance Trends

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



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

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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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
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	327
7	23	1	247
8	49	17	224
Total	72	18	798

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	156	46	116	0	0	0	0
7	131	37	94	0	0	0	0
8	111	55	104	0	0	0	0
Total	398	138	314	0	0	0	0

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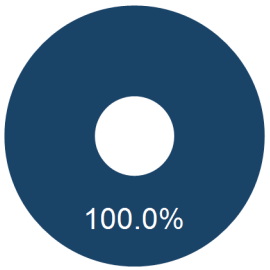
Visual and Performing Arts – Course Participation

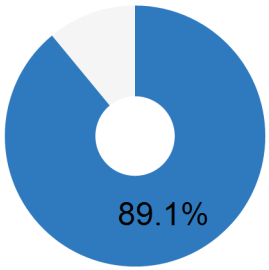
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

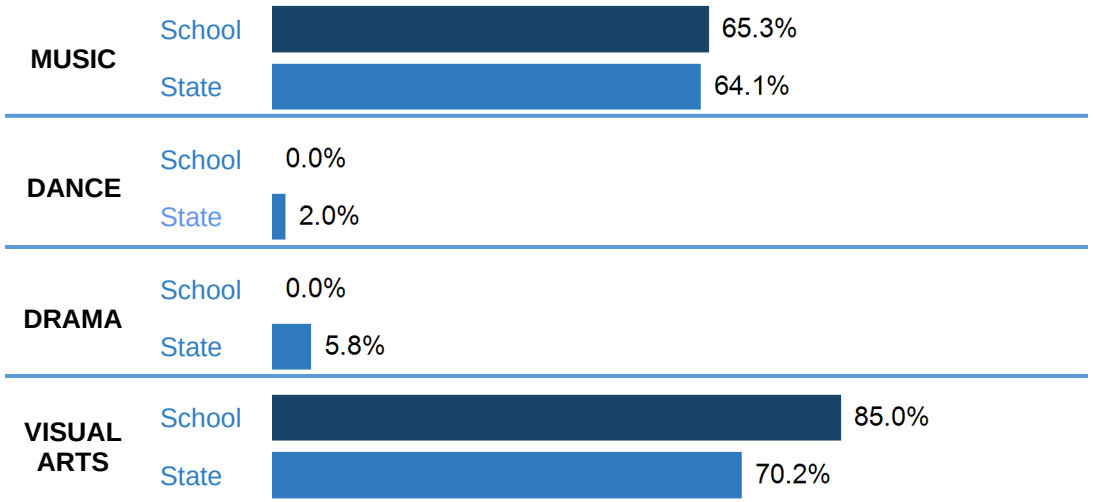


School



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.

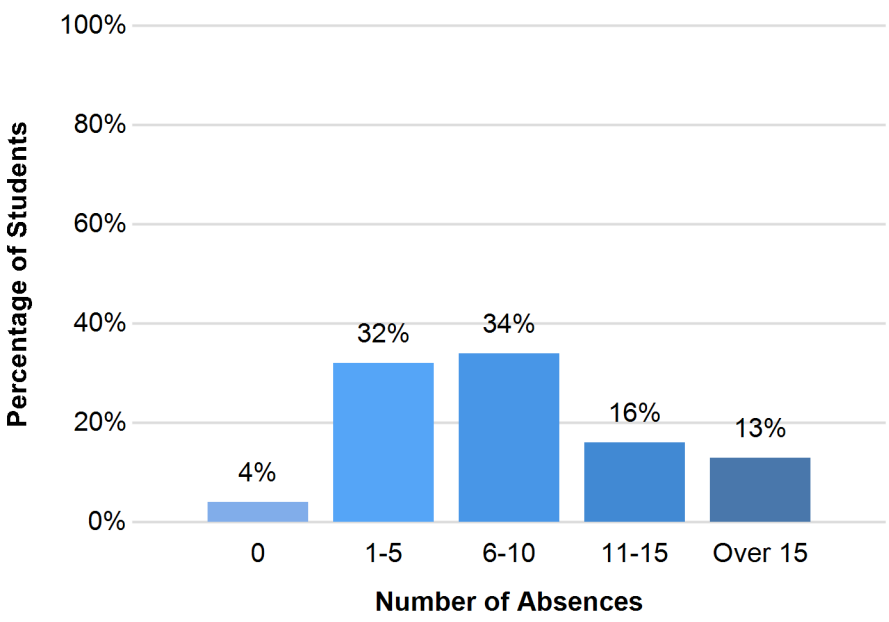
Chronic Absenteeism

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	85	9.5	9.5	Met
White	60	10.9	9.5	Not Met
Hispanic	11	7.7	9.5	Met
Black or African American	9	8.3	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	2	3.2	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.5	Met
Economically Disadvantaged Students	30	12.1	9.5	Not Met
Students with Disabilities	35	21.3	9.5	Not Met
English Learners	0	0	**	**

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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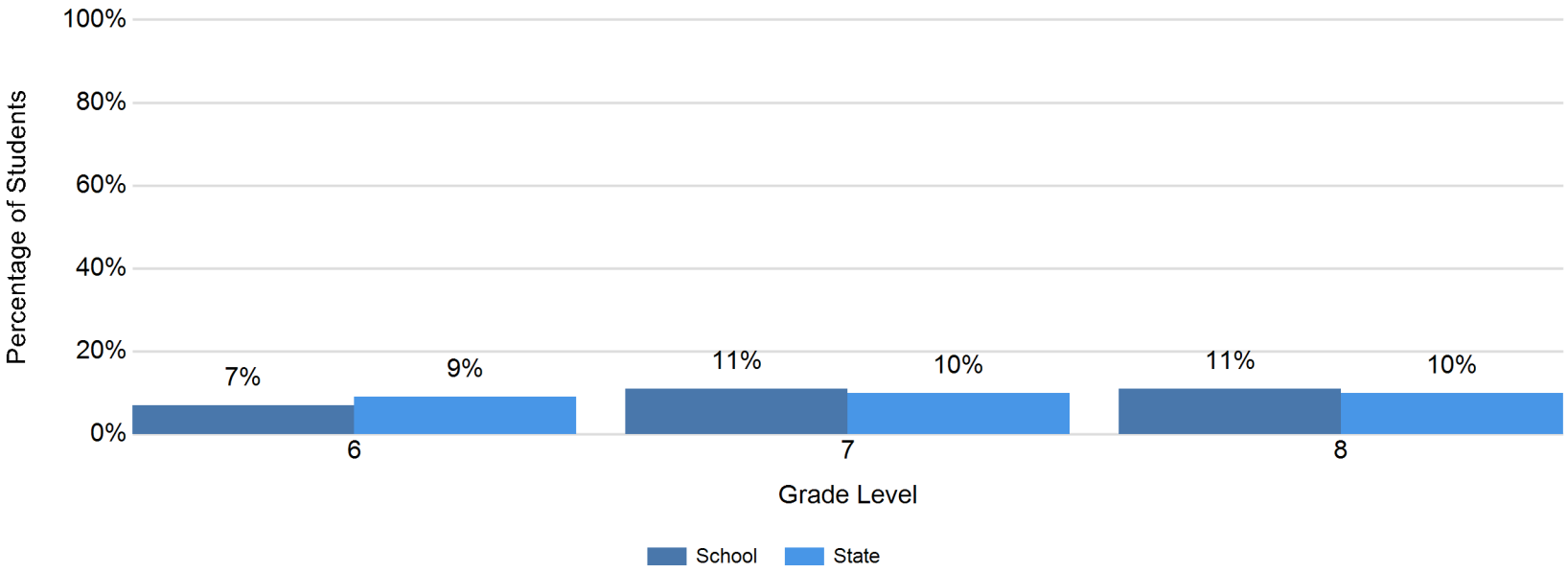
Chronic Absenteeism by Grade

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	1
Vandalism	0
Substances	8
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	36
Incidents Per 100 Students Enrolled	4.07

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	5
Weapons	1
Vandalism	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	1	3
Religion	1	0	1
Ancestry	0	1	1
Gender	2	1	3
Sexual Orientation	0	4	4
Disability	1	1	2
Other	20	8	28
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	42	4.8%
Out-of-School Suspensions	39	4.4%
Any Suspension	64	7.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
127

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MATAWAN-ABERDEEN MIDDLE SCHOOL
(25-3040-053)
Grades Offered: 06-08
2017-2018

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School Day

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

Category	School
Typical Start Time	8:05 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 33 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

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)	$375	$15,391	$15,766

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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	79	117,464
Average years experience in public schools	11.5	12.0
Average years experience in district	11.5	10.7
Teachers in district for 4 or more years	74.7%	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	21	9,374
Average years experience in public schools	9.6	16.0
Average years experience in district	9.5	12.0
Administrators in district for 4 or more years	71.4%	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	11:1
Students to Administrators	442:1	176:1
Teachers to Administrators	40:1	16:1
Students to Librarians/Media Specialists		741:1
Students to Nurses		529:1
Students to Counselors		309:1
Students to Child Study Team		265:1

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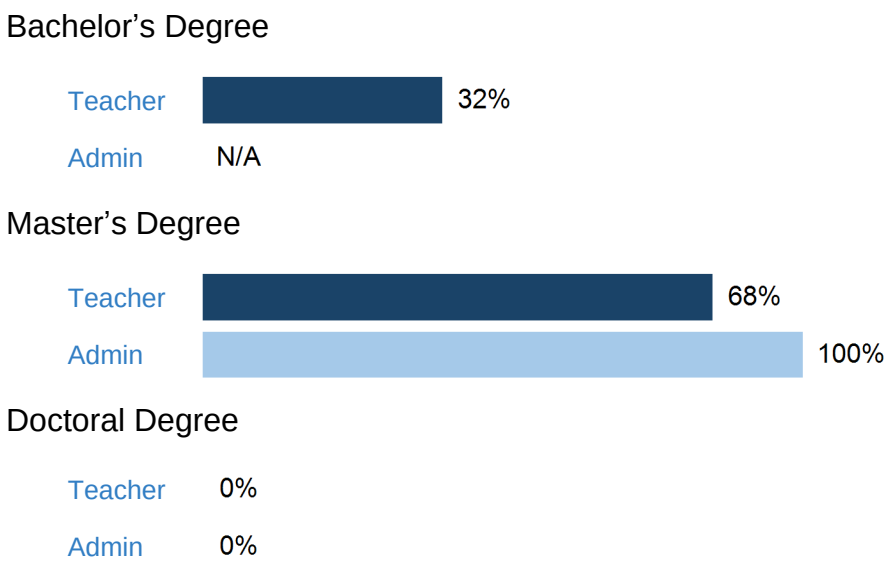
Teachers and Administrators - Level of Education

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	93.5%	90.2%
2016-17 Administrators: Same district 2017-18	95.0%	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	97.2%

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Teachers: All classroom teachers
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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	78.5%	0.0%
Male	21.5%	100.0%
White	97.5%	100.0%
Hispanic	1.3%	0.0%
Black or African American	1.3%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	66.23	17.5%
Mathematics Proficiency	55.69	17.5%
English Language Arts Growth	79.56	25.0%
Mathematics Growth	73.77	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	33.33	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	64.67	n/a
Summative Rating: Percentile Rank of Summative Score	72.87	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	**	Met	No
White	57.95	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	74.51	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	82.27	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	69.44	14.08	No	Met Goal	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	45.04	14.08	No	N	N	Met Standard	**	n/a	Met	No
Economically Disadvantaged Students	72.84	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	56.60	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	75.82	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Exceeds 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:	• STEAM Initiative for all students Grades 6-8 including: STEAM Experience 1, STEAM Experience 2, Computer Science/ Coding and Project Lead the Way • Special Education Programs which includes an Autism program, a program for students with Multiple Disabilities and a LLD Program. • In an attempt to ease the transition from Lloyd Road, students are introduced to "The MAMS Experience" during the spring semester. This allows students to become familiar with school expectations.
Mission, Vision, Theme:	“The MAMS Experience”: an emphasis on hard work, high expectations with student ownership of those expectations, exposure to rigorous curriculum in all areas, and a focus on social and emotional development that enhances a student’s ability to be an integral member of a global community.
Awards, Recognition, Accomplishments:	MAMS boasts an award winning chorus with recent accomplishments including a superior rating and 1st place in the following categories at the Music in the Parks competition: Vigoroso (men’s select ensemble), and Dolce (women’s select ensemble). Additionally the Dolce choir was given the highest score of the entire competition and was recently chosen to perform in the Joy to the World concert at the Count Basie Theater with the Monmouth Civic Chorus and full orchestra. Members of the MAMS STEAM Committee recently had the opportunity to present and lead a panel discussion at the 2018 NJ Science Convention.

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Courses, Curriculum, Instruction:	MAMS operates on an A/B Day Block Schedule with 74 minute class periods. Advanced courses in English Language Arts and Mathematics are available for students as early as 7th grade taking Algebra I. The STEAM Experience has been added for students in grades 6-8 for the 2018-2019 school year and students have the option to enroll in our Band and/ or Chorus Program during their study hall. In addition to the core academic subjects of Science, Social Studies, Mathematics, and Language Arts, our students study World Languages and exploratory arts.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls) The Matawan Aberdeen Middle School offers a Challenger Sports Program competing against area schools in soccer, basketball, flag football, basketball and bowling. Additionally students at MAMS have the ability to compete at both regional and state sanctioned competitions for the Special Olympics.
Clubs and Activities:	MAMS offers over 25 co-curricular clubs and activities for students to participate in including: Art Club, African-American Student Union, Band, Chorus, Chess Club, Environmental Club, Literary Art Magazine, Math Club, Multicultural Club, National Junior Honor Society, Peer Buddies, Peer Leadership, Student Council, and Willow Tree. Students are encouraged to participate in an after-school program and the district provides transportation for all students who stay after school. Over 35 clubs and activities are available for students after school, including both competitive athletics and intramurals as well as co-curricular activities.

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Before and After School Programs:	Matawan-Aberdeen Middle School offers a number of after-school programs that provide students with academic, behavioral, and emotional support. Our Academic Assistance Program and M.O.S.T. (Mentoring Our Students Together) offer support to students in all subject areas and includes a partnership where high school students earn community service hours.
Staff and Professional Learning:	Staff participate in three full days of professional development as part of our effort to continue life-long learning. During these days, conversations revolve around the use of data to drive instruction, improving school climate, and supporting struggling learners. Additionally, staff are encouraged to participate in trainings offered outside of the district which are then "turn-keyed" during monthly department meetings.

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Student Supports and Services:	The Matawan Aberdeen Middle School has three full time school counselors, a school psychologist, learning disabilities teacher consultant and a social worker on staff. Additionally the middle school has partnered with Effective School Solutions and The Community YMCA to provide additional social and emotional supports for students.
Student Health and Wellness:	Students participate in Health/ Physical Education every other day for 74 minutes where the focus is on life-long fitness. Students are assigned a fitness task each day with the goal of improving both their strength and cardio-vascular endurance. Additionally, the Matawan Aberdeen Middle School offers a "Breakfast Before the Bell" program for students to ensure the opportunity for all students to be well nourished before the start of the school day.
Parent and Community Involvement:	MAMS has a PTSO that meets once a month and holds numerous programs throughout the year. They work tirelessly to fund raise and provide assemblies and extracurricular programs for all students that exist outside or the traditional budget process. MAMS staff frequently apply for grants through the Matawan-Aberdeen Educational Foundation and have been provided with funds to bring in special assemblies, programs as well as new technology and equipment for student use.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students Matawan Aberdeen Middle School was a participant in the School Climate Transformation Project sponsored by Rutgers University and the NJDOE. Through this program, the school administered a climate survey to students, staff, and parents.
Facilities:	MAMS utilizes a "pod" organization where grade levels are housed separately from each other. This allows for students classes to be based in close proximity to each other. Recent facility upgrades include the addition of a Life-Skills room to be utilized by both the Autism and Multiple Disabilities programs. MAMS is also in the middle of a major HVAC overhaul which will bring a controlled climate to the entire building by the end of 2019.
School Safety:	In addition to the state required security drills each month, the school administration works closely with both the Aberdeen and Matawan Police Departments in conjunction with the Districts Student Resource Officer to conduct security walkthroughs of the campus on a regular basis. Additionally, the school visitor policy has been updated and all visitors must enter through a security vestibule where their identification is verified through a national security database prior to being granted access to the campus.

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Technology and STEM:	In an attempt to support a very competitive STEM program at the high school and to increase exposure of Science, Technology, Engineering and Mathematics to a broader audience, MAMS has created an elective system for all students called The STEAM Experience. Students in grades 6/7/8 are afforded the opportunity to enroll in STEAM Experience 1, STEAM Experience 2, Computer Programming/ Coding and Project Lead the Way.

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School Narrative

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Other Information:	Matawan Aberdeen Middle School is located in Cliffwood, New Jersey and is part of the Matawan-Aberdeen Regional School District. Matawan Aberdeen Middle School educates students in sixth through eighth grade. Matawan Aberdeen Middle School's 2017-18 enrollment is approximately 890 students.