



Middle Township Elementary #1
2016-2017


Grade Span PK-02

09-3130-080
CAPE MAY
MIDDLE TWP
215 ELDREDGE ROAD
CAPE MAY COURT HOUSE, NJ 08210

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
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Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	137	140	137
KG	198	171	177
1	161	206	167
2	158	159	193
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	37	51	49
Total	691	727	723

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	2014-15	2015-16	2016-17
Female	46%	45%	41%
Male	54%	55%	59%
Economically Disadvantaged Students	31%	41%	46%
Students with Disabilities	16%	17%	19%
English Learners	4%	5%	3%
Homeless Students			3%
Students in Foster Care			2%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	61.8%
Black or African American	20.6%
Hispanic	14.4%
Asian	2.6%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.4%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	133	140	137
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	196	171	177

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. All other students are included in Other Languages.

Home Language	% of Students
English	88.9%
Spanish	8.7%
Other	2.2%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

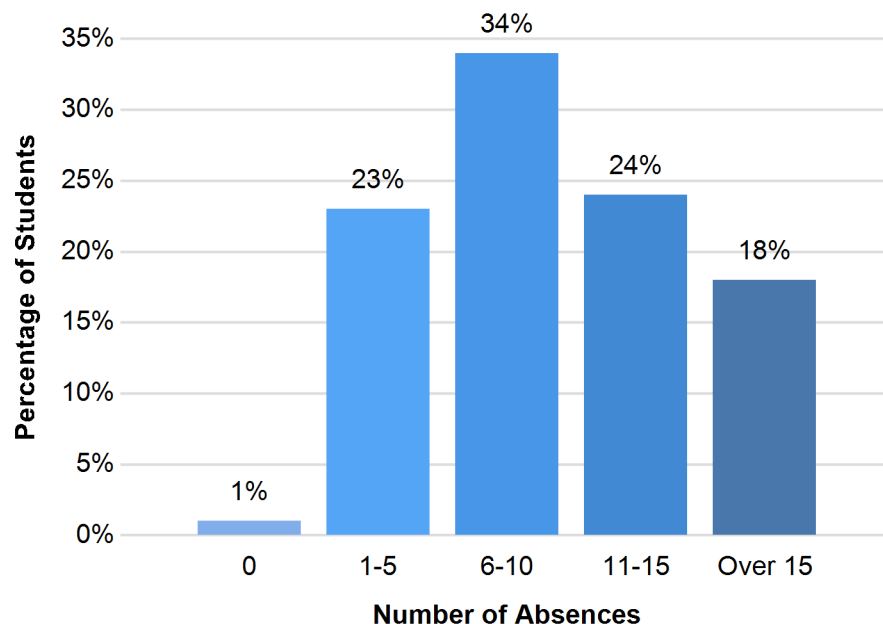
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.30	9.80	Not Met
White	11.90	9.80	Not Met
Hispanic	13.30	9.80	Not Met
Black or African American	18.80	9.80	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	17.00	9.80	Not Met
Students with Disabilities	14.20	9.80	Not Met
English Learners	8.30	9.80	Met Target

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



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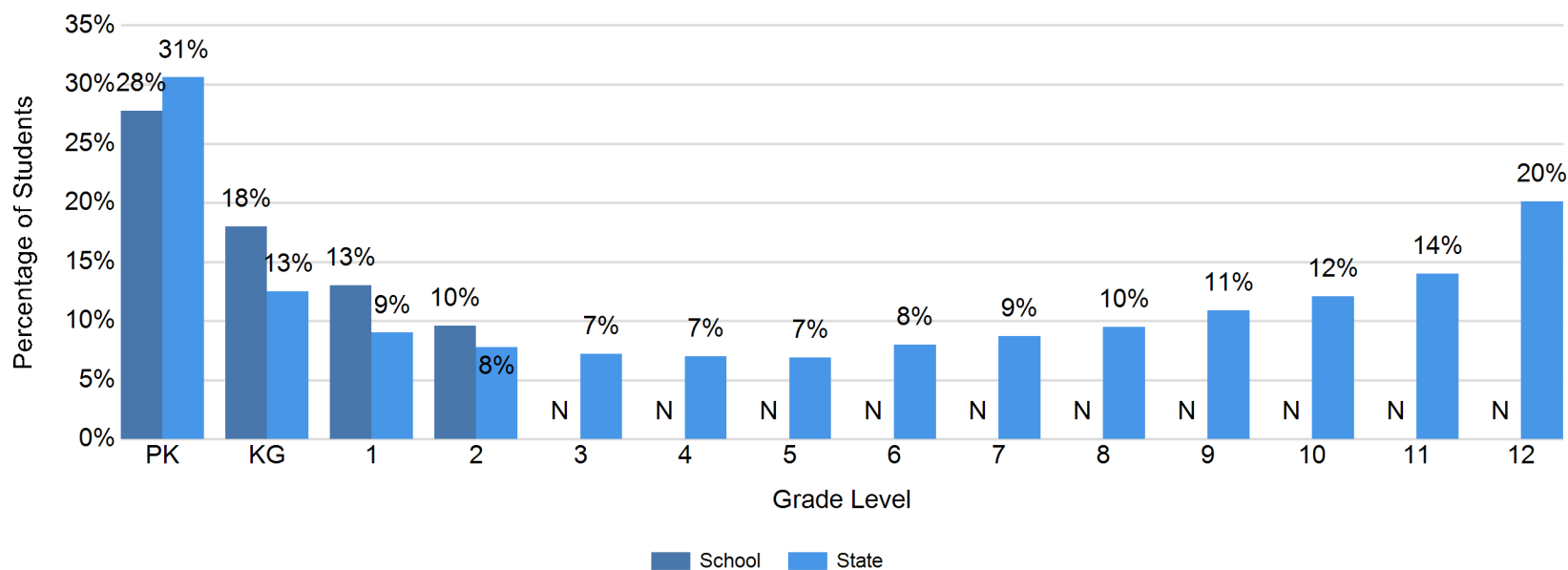
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:40AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$637	\$13,421	\$14,058



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	53	120,724
Average years experience in public schools	14.3	11.8
Average years experience in district	14.3	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,506
Average years experience in public schools	12.4	15.9
Average years experience in district	12.4	11.6
Administrators in district for 4 or more years	79%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	12:1
Administrators	723:1	179:1
Librarian/Media Specialists		1255:1
Nurses		627:1
Counselors		418:1
Child Study Team		358:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	95%



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School General Info

Principal:	Mr. Paskalides	Email Address:	paskalidesc@middletwp.k12.nj.us
Address:	215 ELDREDGE ROAD CAPE MAY COURT HOUSE, NJ 08210	Website:	http://www.middletwp.k12.nj.us/elm1/
Phone:	(609)463-1900	Facebook:	https://www.facebook.com/Middle-Township-Elementary-School-1-780017358763632/

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes Everyday Math, Journeys Literacy, and National Geographic Science. • Smart boards or interactive TV's in every classroom. • New preschool facility, OT/PT room, and gymnasium.
 <p>Mission, Vision, Theme:</p>	<p>Middle Township Elementary #1 serves students in pre-kindergarten through grade 2. As part of our mission, each program is designed to integrate all facets of the learning experience of children. We strive to deliver a balanced curriculum with a focus on 21st century skills, emotional and social growth, and academic achievement. We promote diversity and citizenship by teaching students to recognize individual differences and encouraging them to take responsibility for their actions.</p>



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Courses, Curriculum, Instruction:

Our academic offerings, kindergarten through grade 2, have also seen remarkable progress with the implementation of the Journeys Common Core Literacy Program. This rigorous, researched-based program, which includes reading and literature, writing, speaking and listening, and language, is designed to help students successfully meet New Jersey's Student Learning Standards. Additionally, we utilize the Everyday Math program and National Geographic Exploring Science in grades K-2.



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Parent and Community Involvement:

We recognize that the school must work hand-in-hand with the home and community at large in order to provide our students with a well-rounded learning experience. Each year, Elementary #1 hosts several parental involvement programs such as Family Reading Night; Family Math, Science & Technology Night; and Family Movie Night. We have a very active PTO that meets monthly.



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Facilities:

The passing of a recent bond referendum will provide for necessary additions and upgrades to our existing building. The projects at the elementary school include a new nurse's suite, and OT/PT addition, renovated conference room, school handicapped ramp, and a state of the art preschool facility.



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We are extremely proud of the exemplary Preschool Program, with its teachers and aides, now in the seventeenth year of its existence. This challenge of providing a vital, stimulating, and comprehensive early childhood component, in addition to the other services we render to our community, has proved successful far beyond our original expectations. Elementary #1 continues to focus on 21st century skills. Our 25 station computer lab is regularly utilized by classroom teachers and special areas. We have two iPad carts consisting of 25 iPads each, one iPod Touch case, and one Google Chromebook cart. Additionally, the Special Education and Basic Skills departments each have their own set of 10 iPads. Teachers are regularly infusing technology into their instructional program. All classrooms have Smart Boards or interactive TV's installed. Our 1st and 2nd grades teams each have two Google Chromebook carts that they use regularly for lessons and online assessments. Our media center includes a mini-computer lab, Smart Table, and Smart Board for the exposure to and enrichment of our younger students in the area of technology.



Other Information:




Middle Township Elementary #2
2016-2017
Grade Span 03-05

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This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
3	168	165	162
4	163	166	158
5	161	160	162
Ungraded	37	35	37
Total	529	526	519

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	2014-15	2015-16	2016-17
Female	48%	48%	49%
Male	52%	52%	51%
Economically Disadvantaged Students	44%	47%	53%
Students with Disabilities	22%	24%	24%
English Learners	2%	4%	4%
Homeless Students			3%
Students in Foster Care			1%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	62.0%
Black or African American	19.5%
Hispanic	14.5%
Asian	3.5%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.2%

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. All other students are included in Other Languages.

Home Language	% of Students
English	88.6%
Spanish	8.9%
Other	2.6%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	525	99.8	50.90	40.90	54.90	50.9	44.8	Met Target
White	321	99.7	58.90	48.20	63.90	58.9	52.1	Met Target
Hispanic	78	100.0	43.60	29.80	39.80	43.6	38.4	Met Target
Black or African American	106	100.0	34.00	24.20	35.20	34	25.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	18	100.0	38.90	*	80.70	38.9	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	N	**	**
Female	259	99.6	52.50	45.80	62.20	52.5		
Male	266	100.0	49.20	36.00	48.10	49.2		
Economically Disadvantaged Students	248	100.0	43.20	29.80	36.20	43.2	35.4	Met Target
Non-Economically Disadvantaged Students	277	99.6	57.80	48.90	65.80	57.8		
Students with Disabilities	129	100.0	27.90	18.50	20.50	27.9	25.7	Met Target
Students without Disabilities	396	99.7	58.30	48.10	61.90	58.3		
English Learners	42	100.0	31.00	*	25.20	31	27.8	Met Target
Non-English Learners	483	99.8	52.50	*	57.40	52.5		
Homeless Students	20	100.0	25.00	*	26.40	25		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	162	742	742	749	15%	*	27%	44%	*	45%	50%
White	101	747	747	759	13%	*	23%	55%	*	55%	61%
Hispanic	19	730	730	734	*	*	*	*	0%	26%	35%
Black or African American	35	732	732	731	*	*	34%	*	*	29%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	88	747	747	754	*	11%	25%	52%	*	53%	55%
Male	74	735	735	745	*	15%	30%	35%	*	35%	46%
Economically Disadvantaged Students	80	736	736	731	*	*	25%	38%	*	39%	31%
Non-Economically Disadvantaged Students	82	747	747	762	*	*	29%	51%	*	51%	63%
Students with Disabilities	37	721	721	720	*	*	27%	*	*	22%	24%
Students without Disabilities	125	748	748	755	*	*	27%	*	*	52%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	167	751	751	753	*	16%	26%	41%	*	53%	56%
White	106	756	756	762	*	*	23%	48%	14%	62%	67%
Hispanic	28	748	748	740	*	*	*	39%	*	50%	40%
Black or African American	29	743	743	737	0%	*	45%	*	*	31%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	74	755	755	758	*	*	31%	38%	*	53%	61%
Male	93	749	749	749	*	*	23%	44%	*	54%	51%
Economically Disadvantaged Students	74	743	743	737	*	*	32%	28%	*	38%	36%
Non-Economically Disadvantaged Students	93	758	758	764	*	*	22%	52%	*	66%	69%
Students with Disabilities	41	727	727	725	*	*	37%	*	*	17%	25%
Students without Disabilities	126	759	759	759	*	*	23%	*	*	65%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	170	748	748	756	*	13%	27%	48%	*	52%	59%
White	106	753	753	763	*	9%	26%	54%	*	59%	69%
Hispanic	23	732	732	743	*	*	*	*	0%	35%	44%
Black or African American	32	740	740	740	*	*	38%	34%	0%	34%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	90	749	749	761	*	12%	28%	47%	*	51%	66%
Male	80	746	746	750	*	14%	25%	49%	*	53%	53%
Economically Disadvantaged Students	68	741	741	740	*	*	25%	43%	*	46%	40%
Non-Economically Disadvantaged Students	102	752	752	765	*	*	28%	51%	*	56%	71%
Students with Disabilities	25	722	722	725	*	*	*	*	*	16%	22%
Students without Disabilities	145	752	752	762	*	*	*	*	*	58%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

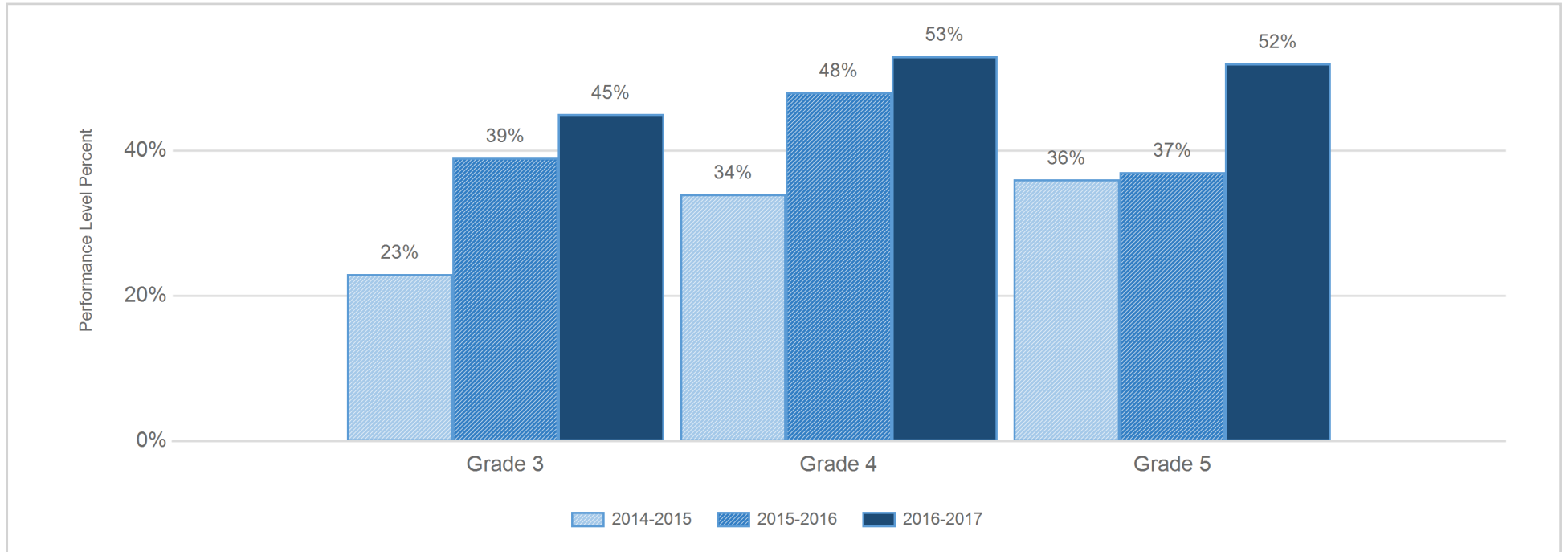


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	522	99.6	45.80	32.20	43.50	45.8	46.2	Met Target†
White	321	99.7	52.90	37.80	52.40	52.9	54.1	Met Target†
Hispanic	76	100.0	34.20	*	27.60	34.2	33.3	Met Target
Black or African American	105	99.1	31.40	19.70	21.70	31.4	28.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	18	100.0	55.50	*	75.60	55.5	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	257	99.2	41.20	32.00	44.10	41.2		
Male	265	100.0	50.20	32.20	42.90	50.2		
Economically Disadvantaged Students	246	99.6	39.00	*	25.10	39	35	Met Target
Non-Economically Disadvantaged Students	276	99.6	51.90	*	54.30	51.9		
Students with Disabilities	128	100.0	32.00	16.20	16.50	32	29.8	Met Target
Students without Disabilities	394	99.5	50.30	37.30	48.80	50.3		
English Learners	42	100.0	26.20	*	23.30	26.2	23.6	Met Target
Non-English Learners	480	99.6	47.50	*	45.20	47.5		
Homeless Students	20	100.0	25.00	15.00	16.40	25		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	162	742	742	751	*	19%	34%	38%	*	41%	53%
White	101	746	746	759	*	16%	30%	46%	*	50%	63%
Hispanic	19	732	732	738	*	*	53%	*	0%	21%	37%
Black or African American	35	730	730	733	*	*	37%	*	*	26%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	87	742	742	751	*	14%	35%	41%	*	45%	52%
Male	75	741	741	751	*	24%	33%	33%	*	37%	53%
Economically Disadvantaged Students	80	735	735	736	*	25%	38%	28%	*	30%	34%
Non-Economically Disadvantaged Students	82	748	748	761	*	12%	31%	48%	*	52%	65%
Students with Disabilities	38	724	724	729	*	32%	*	29%	*	29%	29%
Students without Disabilities	124	747	747	755	*	15%	*	40%	*	45%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	165	750	750	747	*	10%	36%	48%	*	50%	47%
White	105	754	754	755	*	*	35%	53%	*	56%	59%
Hispanic	28	742	742	734	*	*	36%	43%	0%	43%	30%
Black or African American	28	743	743	729	0%	*	39%	*	*	36%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	73	747	747	747	*	*	43%	40%	*	43%	47%
Male	92	752	752	747	*	*	30%	54%	*	57%	48%
Economically Disadvantaged Students	73	743	743	732	*	*	38%	37%	*	40%	27%
Non-Economically Disadvantaged Students	92	756	756	757	*	*	34%	57%	*	59%	61%
Students with Disabilities	40	734	734	724	*	*	38%	33%	*	33%	22%
Students without Disabilities	125	755	755	751	*	*	35%	53%	*	56%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	169	745	745	747	*	17%	34%	44%	*	46%	46%
White	106	749	749	754	*	10%	33%	52%	*	54%	57%
Hispanic	22	731	731	735	*	*	*	*	0%	32%	30%
Black or African American	32	740	740	729	0%	*	47%	*	0%	28%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	90	740	740	747	*	*	38%	34%	*	36%	47%
Male	79	751	751	746	*	*	29%	54%	*	57%	46%
Economically Disadvantaged Students	67	743	743	732	*	21%	28%	46%	*	46%	27%
Non-Economically Disadvantaged Students	102	746	746	756	*	14%	37%	42%	*	45%	59%
Students with Disabilities	24	724	724	725	*	42%	*	*	*	21%	19%
Students without Disabilities	145	748	748	751	*	12%	*	*	*	50%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

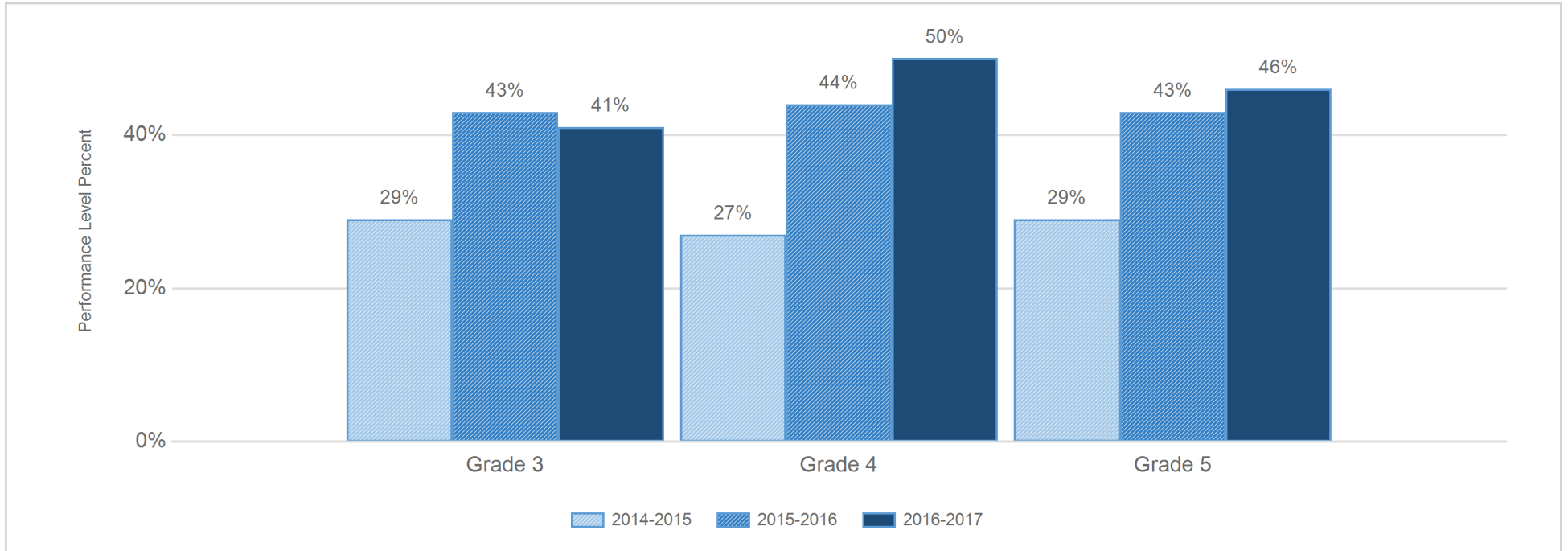


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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
3	*	*
4	*	10
5	*	*

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. The table also shows 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
1	N	N	N
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

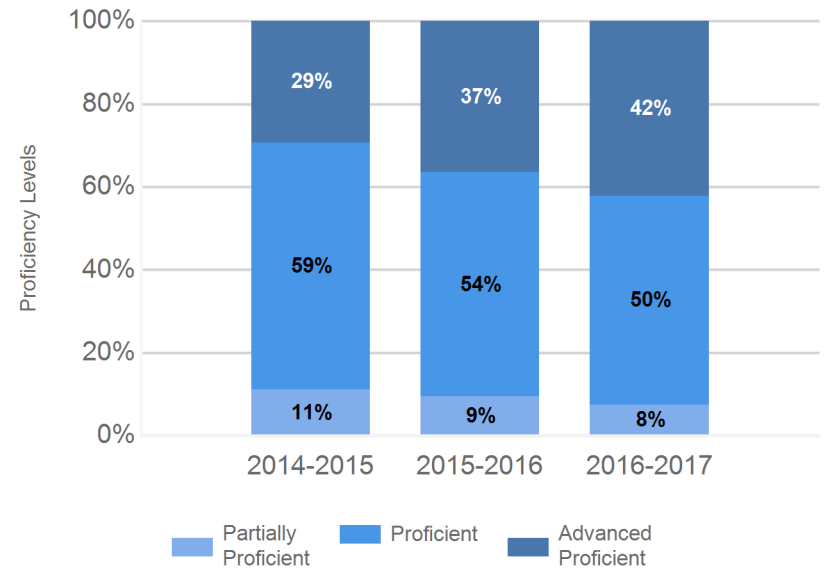
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	42%	50%	8%
White	53%	43%	5%
Hispanic	30%	*	11%
Black or African American	24%	62%	14%
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	26%	60%	14%
Students with Disabilities	19%	61%	19%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	55	47	50	Met Target	65	50.5	50	Exceeds Target
White	53	48	50	Met Target	63	51	52	Exceeds Target
Hispanic	46.5	40	49	Met Target	58	*	47	Met Target
Black or African American	61.5	43	45	Exceeds Target	72	52.5	43	Exceeds Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	53	45	47	Met Target	65	48	46	Exceeds Target
Students with Disabilities	46.5	46	41	Met Target	59	35	43	Met Target
English Learners	64	58.5	53	**	70	48	51	Exceeds Target

** ESSA accountability targets are only included if data is available for at least 20 students.



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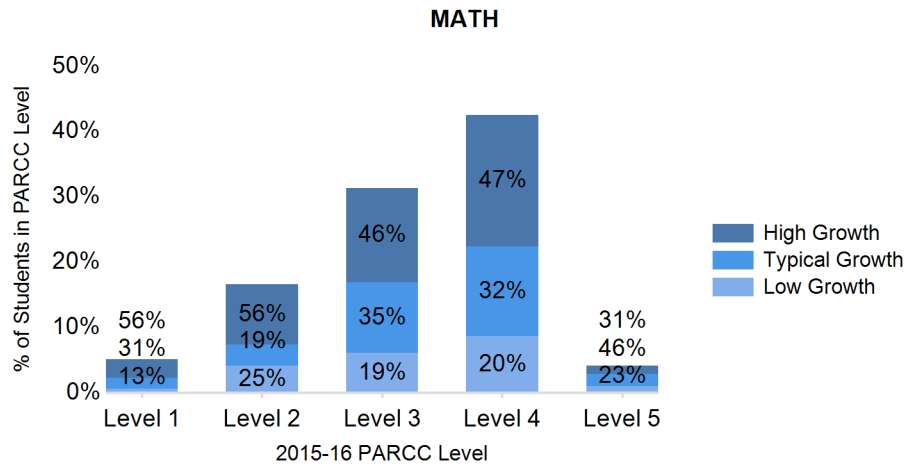
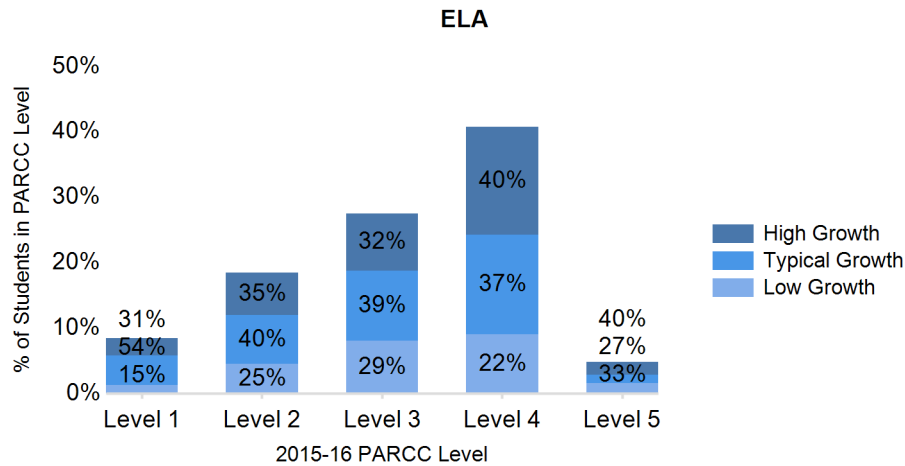
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

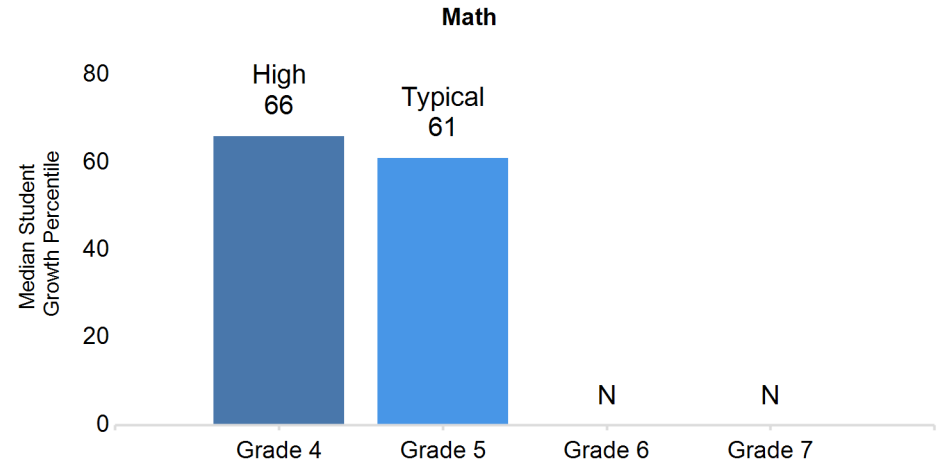
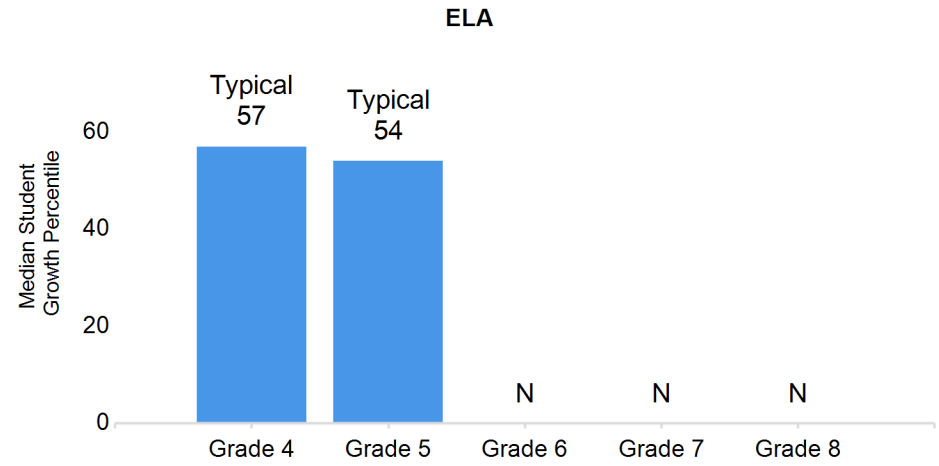
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

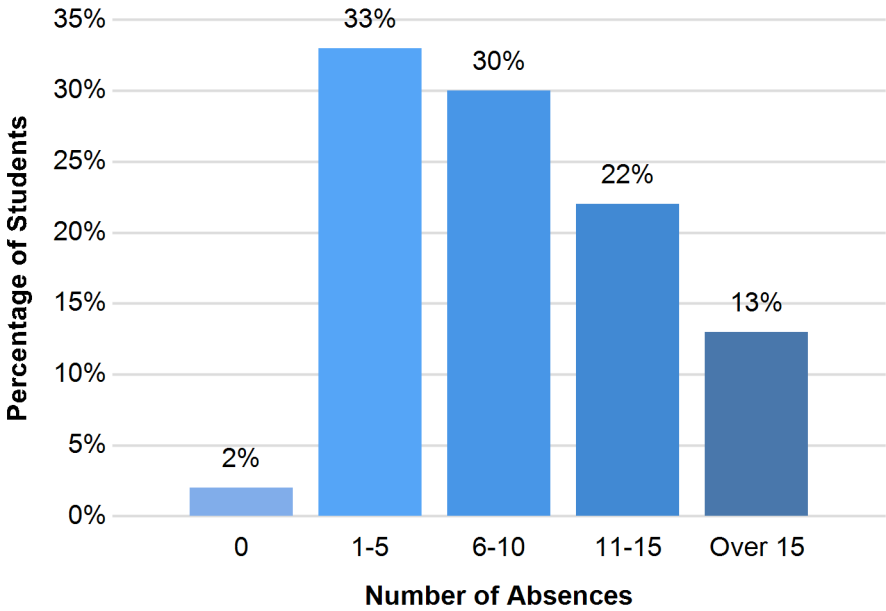
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.60	7.00	Not Met
White	8.60	7.00	Not Met
Hispanic	8.00	7.00	Not Met
Black or African American	10.70	7.00	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.60	7.00	Not Met
Students with Disabilities	14.00	7.00	Not Met
English Learners	10.00	7.00	Not Met

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



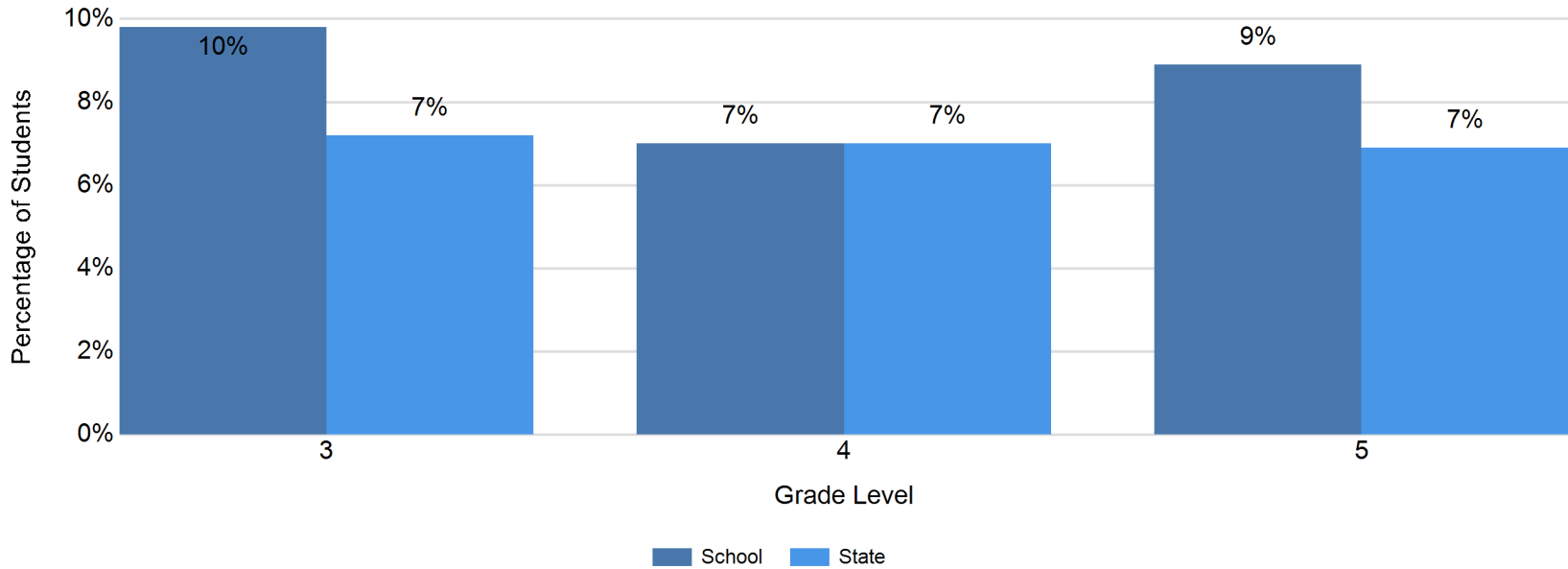


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:50AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.16

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.6%
Out-of-School Suspensions	3.1%
Any Suspension	3.1%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.1:1	39.9 kbps	100 kbps	No	N	Fiber	N

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$637	\$13,421	\$14,058



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	44	120,724
Average years experience in public schools	16.8	11.8
Average years experience in district	16.8	10.5
Teachers in district for 4 or more years	91%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,506
Average years experience in public schools	12.4	15.9
Average years experience in district	12.4	11.6
Administrators in district for 4 or more years	79%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	N	179:1
Librarian/Media Specialists		1255:1
Nurses		627:1
Counselors		418:1
Child Study Team		358:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	93%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	41.4	17.5%
Mathematics Proficiency	51.6	17.5%
English Language Arts Growth	67.5	25.0%
Mathematics Growth	91.5	25.0%
Chronic Absenteeism	33.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		61.1
Summative Rating: Percentile rank of Summative Score		67.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	61.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No
White	51.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No
Hispanic	58.1	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	77.3	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	73.6	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	70.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	67.2	11.9	No	Met Target	Met Target	Not Met	**	Exceeds Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Penkethman	Email Address:	penkethmand@middletpw.k12.nj.us
Address:	101 WEST PACIFIC AVE CAPE MAY COURT HOUSE, NJ 08210	Website:	http://www.middletpw.k12.nj.us/Elm2/
Phone:	(609)465-1828	Facebook:	https://www.facebook.com/MiddleTwpElem2/

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:	<ul style="list-style-type: none"> • Curricula includes Everyday Math4, Journeys Comprehensive Literacy Program, and Exploring Science. • Renaissance STAR Math and Reading Assessments are administered to monitor student growth. • We offer instrumental music lessons and band, a choral program, and a school musical/drama club.
Mission, Vision, Theme:	Students will perform at or above grade-level while reaching their highest potential
Awards, Recognition, Accomplishments:	Significant student growth is demonstrated based on standardized assessments.





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 <p>Courses, Curriculum, Instruction:</p>	<p>Gifted and Talented instruction in the areas of Reading and Math is offered to qualifying fifth-grade students.</p>
 <p>Clubs and Activities:</p>	<p>Band, Choir, & Drama.</p>







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 <p>Staff and Professional Learning:</p>	<p>The staff participates in numerous professional development workshops throughout the schoolyear on such topics as technology, curriculum, and instruction. The staff also participates in monthly grade-level Professional Learning Community activities monthly where instructional pedagogy is discussed. The majority of staff members have daily collaborative planning opportunities.</p>
 <p>Student Supports and Services:</p>	<p>Each teacher has a daily Intervention Period during which they meet with struggling students in order to address specific areas of concern. A continuum of services is offered for students with disabilities including specialized self-contained classrooms, a behavioral support classroom, as well as resource and in-class support instructional settings. English Language Learners receive daily instruction in order to provide language support.</p>
 <p>Student Health and Wellness:</p>	<p>A daily breakfast program is offered for those students who wish to participate. Physical education is offered to all students twice weekly and health is offered one time per week.</p>
 <p>Parent and Community Involvement:</p>	<p>Several parent and community involvement activities are held throughout the year including Parent-Teacher Conferences, Family Reading Night, Technology Night, Back to School Night, drama club presentation and two band concerts. The district's PTO is very involved in both fundraising efforts and coordinating community involvement activities.</p>




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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.

 <p>Facilities:</p>	<p>The building is currently undergoing a complete exterior renovation in which the facad is being replaced. An additional parking lot has just been added.</p>
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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.

The school day begins at 8:50 a.m. and ends at 3:30 p.m. All students receive art, general music, and library instruction weekly; physical education is offered twice weekly. We have two large computer labs containing 30 computers in each; one lab is equipped with a 3-D printer. Interactive boards are available in each classroom for instruction. Chromebook carts are available for the students. Our students participate in various Google Classroom activities throughout the school year. The students with disabilities have access to iPads for instructional purposes.



Other Information:



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	159	175	161
7	186	169	179
8	196	176	171
Ungraded	17	25	20
Total	558	545	531

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	2014-15	2015-16	2016-17
Female	48%	48%	50%
Male	52%	52%	50%
Economically Disadvantaged Students	41%	38%	44%
Students with Disabilities	24%	24%	22%
English Learners	0%	1%	2%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	67.4%
Black or African American	15.8%
Hispanic	13.9%
Asian	2.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.2%

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. All other students are included in Other Languages.

Home Language	% of Students
English	92.7%
Spanish	5.3%
<i>Other</i>	2.2%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	542	97.1	40.10	40.90	54.90	40.1	42.7	Met Target†
White	364	97.1	47.80	48.20	63.90	47.8	47.5	Met Target
Hispanic	75	97.4	21.40	29.80	39.80	21.4	33.8	Not Met
Black or African American	87	97.8	18.30	24.20	35.20	18.3	24.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	15	100.0	73.30	*	80.70	73.3	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	N	**	**
Female	274	98.2	48.50	45.80	62.20	48.5		
Male	268	96.1	31.40	36.00	48.10	31.4		
Economically Disadvantaged Students	209	98.6	24.40	29.80	36.20	24.4	21.8	Met Target
Non-Economically Disadvantaged Students	333	96.2	49.80	48.90	65.80	49.8		
Students with Disabilities	136	97.1	14.00	18.50	20.50	14	20.9	Not Met
Students without Disabilities	406	97.1	48.80	48.10	61.90	48.8		
English Learners	27	93.1	25.90	*	25.20	25.3	N	N
Non-English Learners	515	97.4	40.70	*	57.40	40.7		
Homeless Students	12	100.0	25.00	*	26.40	25		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	164	737	737	752	*	24%	38%	29%	*	32%	54%
White	113	744	744	758	*	17%	41%	36%	*	40%	63%
Hispanic	23	720	720	740	*	*	*	*	0%	13%	38%
Black or African American	24	719	719	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	85	741	741	758	*	18%	39%	33%	*	38%	61%
Male	79	732	732	746	*	30%	37%	25%	*	25%	46%
Economically Disadvantaged Students	67	726	726	737	*	36%	37%	15%	*	15%	34%
Non-Economically Disadvantaged Students	97	744	744	761	*	16%	38%	39%	*	43%	65%
Students with Disabilities	39	716	716	722	*	*	*	*	*	*	17%
Students without Disabilities	125	743	743	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	186	745	745	756	12%	14%	28%	30%	16%	46%	59%
White	121	752	752	764	*	*	29%	37%	17%	55%	69%
Hispanic	24	725	725	742	*	*	*	*	*	25%	44%
Black or African American	36	732	732	737	*	*	33%	*	*	25%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	96	755	755	764	*	*	29%	31%	*	54%	68%
Male	90	735	735	749	*	*	27%	29%	*	38%	51%
Economically Disadvantaged Students	66	733	733	739	*	*	27%	24%	*	33%	40%
Non-Economically Disadvantaged Students	120	752	752	766	*	*	28%	33%	*	53%	70%
Students with Disabilities	40	712	712	719	*	*	*	*	*	*	19%
Students without Disabilities	146	755	755	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	173	736	736	757	*	19%	27%	36%	*	39%	59%
White	122	741	741	764	*	14%	26%	44%	*	48%	68%
Hispanic	23	724	724	742	*	*	*	*	*	22%	44%
Black or African American	22	715	715	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	86	751	751	766	*	*	33%	47%	*	54%	68%
Male	87	722	722	749	*	*	22%	25%	*	25%	50%
Economically Disadvantaged Students	57	716	716	739	*	21%	35%	*	*	14%	40%
Non-Economically Disadvantaged Students	116	746	746	766	*	17%	23%	*	*	52%	69%
Students with Disabilities	38	708	708	718	*	*	*	*	*	*	18%
Students without Disabilities	135	744	744	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

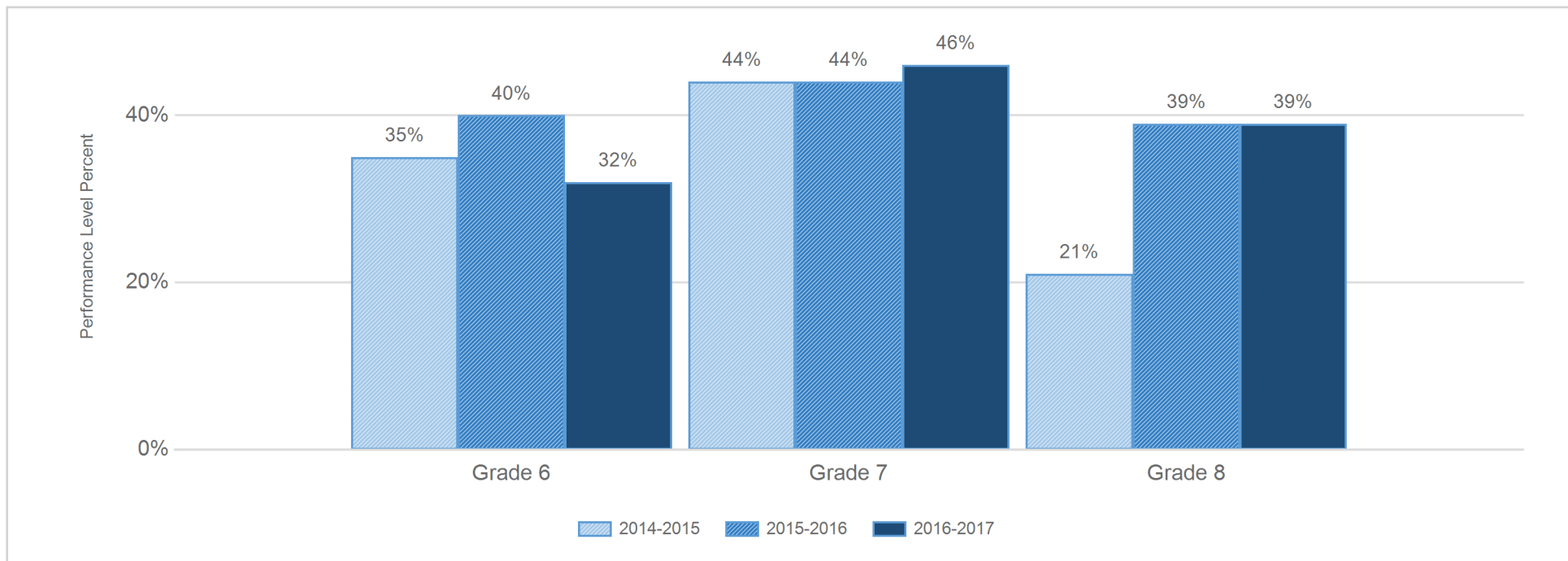


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	543	97.5	27.60	32.20	43.50	27.6	36.4	Not Met
White	364	97.1	32.70	37.80	52.40	32.7	40.9	Not Met
Hispanic	75	98.7	13.30	*	27.60	13.3	23	Not Met
Black or African American	87	97.8	12.60	19.70	21.70	12.6	22.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	15	100.0	60.00	*	75.60	60	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	274	98.2	32.50	32.00	44.10	32.5		
Male	269	96.8	22.70	32.20	42.90	22.7		
Economically Disadvantaged Students	208	99.0	13.50	*	25.10	13.5	20.1	Not Met
Non-Economically Disadvantaged Students	335	96.5	36.40	*	54.30	36.4		
Students with Disabilities	136	97.1	*	16.20	16.50	*	17.9	Not Met
Students without Disabilities	407	97.6	*	37.30	48.80	*		
English Learners	29	100.0	17.20	*	23.30	17.2	N	N
Non-English Learners	514	97.3	28.20	*	45.20	28.2		
Homeless Students	12	100.0	*	15.00	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	165	731	731	743	*	24%	37%	22%	*	24%	44%
White	113	738	738	751	*	21%	41%	28%	*	31%	54%
Hispanic	24	715	715	731	*	*	*	*	*	*	27%
Black or African American	24	713	713	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	86	730	730	745	*	20%	33%	28%	*	28%	45%
Male	79	732	732	742	*	29%	42%	17%	*	20%	43%
Economically Disadvantaged Students	68	718	718	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	97	740	740	752	*	*	*	*	*	*	56%
Students with Disabilities	40	712	712	717	*	*	*	*	*	*	13%
Students without Disabilities	125	737	737	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	184	737	737	741	*	20%	39%	31%	*	33%	40%
White	119	741	741	748	*	18%	36%	36%	*	40%	49%
Hispanic	24	728	728	730	*	*	42%	*	0%	21%	23%
Black or African American	36	725	725	726	*	*	44%	*	0%	17%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	95	741	741	743	*	18%	40%	34%	*	37%	41%
Male	89	732	732	740	*	21%	37%	28%	*	29%	38%
Economically Disadvantaged Students	66	726	726	729	*	23%	44%	18%	*	18%	22%
Non-Economically Disadvantaged Students	118	743	743	749	*	18%	36%	38%	*	42%	50%
Students with Disabilities	40	707	707	716	*	*	*	*	*	*	11%
Students without Disabilities	144	745	745	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	146	723	723	728	26%	23%	34%	17%	0%	17%	28%
White	101	728	728	736	20%	22%	38%	21%	0%	21%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	73	731	731	730	*	*	*	*	*	*	30%
Male	73	715	715	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	56	713	713	719	38%	30%	21%	*	*	11%	19%
Non-Economically Disadvantaged Students	90	729	729	734	19%	18%	42%	*	*	21%	34%
Students with Disabilities	37	709	709	705	*	*	*	*	*	*	*
Students without Disabilities	109	728	728	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	27	759	724	743	0%	*	*	59%	0%	59%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	12	760	726	744	0%	*	*	*	0%	67%	43%
Male	15	758	721	741	0%	*	*	*	0%	53%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	27	759	*	745	0%	*	*	59%	0%	59%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	*	*	*	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	N	N	N	725	N	N	N	N	N	N	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	761	N	N	N	N	N	N	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	N	N	N	725	N	N	N	N	N	N	27%
Male	N	N	N	725	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	729	N	N	N	N	N	N	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	N	N	N	726	N	N	N	N	N	N	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

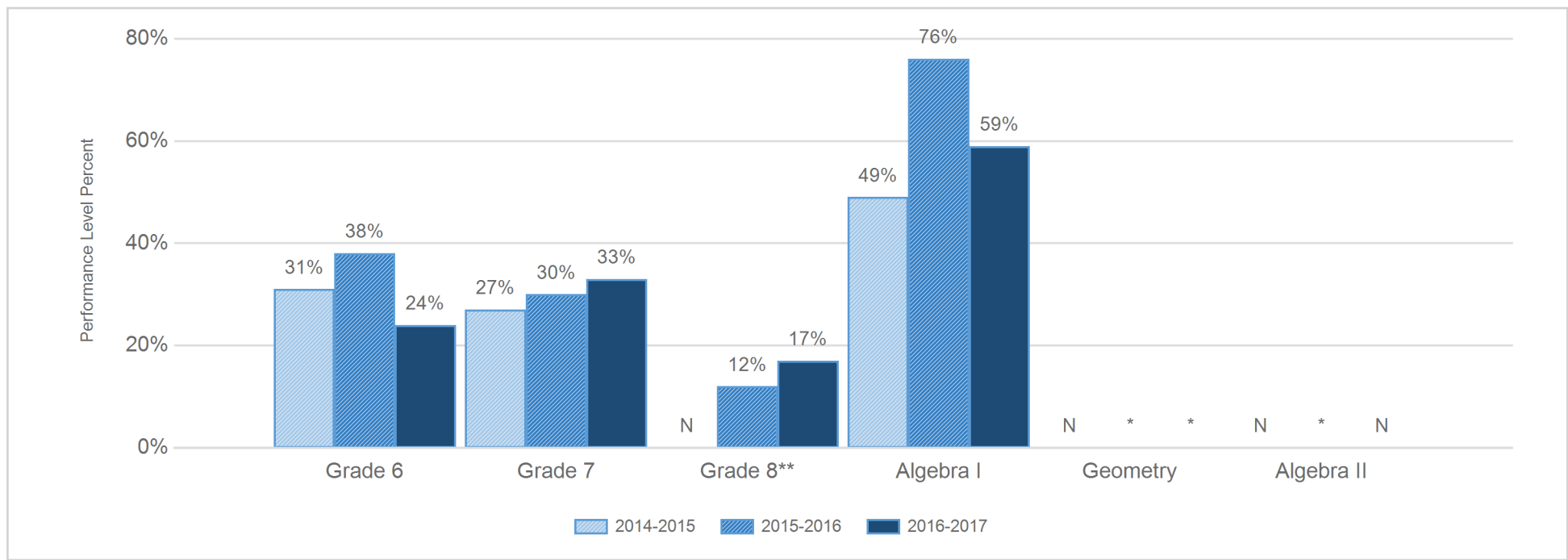


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - 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 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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	*	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

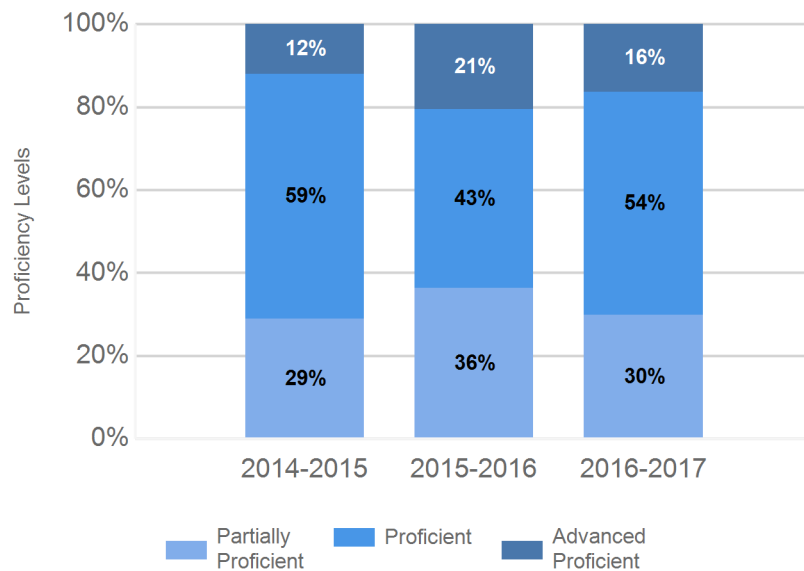
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	16%	54%	30%
White	20%	59%	21%
Hispanic	*	40%	*
Black or African American	4%	41%	56%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	9%	49%	42%
Students with Disabilities	3%	42%	55%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	40	47	50	Met Target	37.5	50.5	50	Not Met
White	43.5	48	50	Met Target	40	51	52	Met Target
Hispanic	38	40	49	Not Met	*	*	47	Not Met
Black or African American	34	43	45	Not Met	34	52.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	59	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	40.5	45	47	Met Target	31.5	48	46	Not Met
Students with Disabilities	43	46	41	Met Target	27	35	43	Not Met
English Learners	58	58.5	53	Met Target	38	48	51	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.



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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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

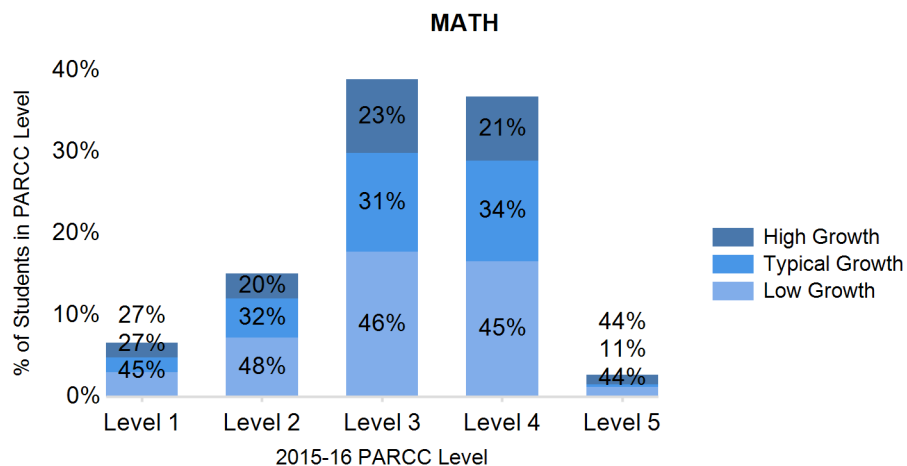
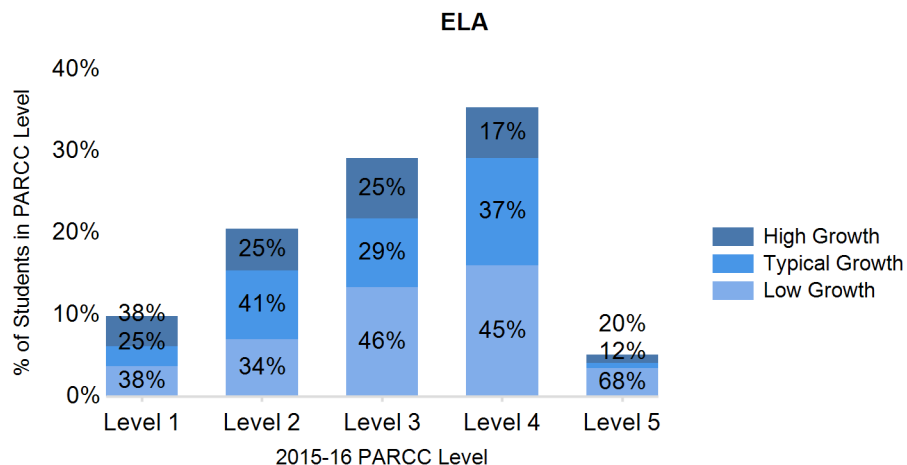
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

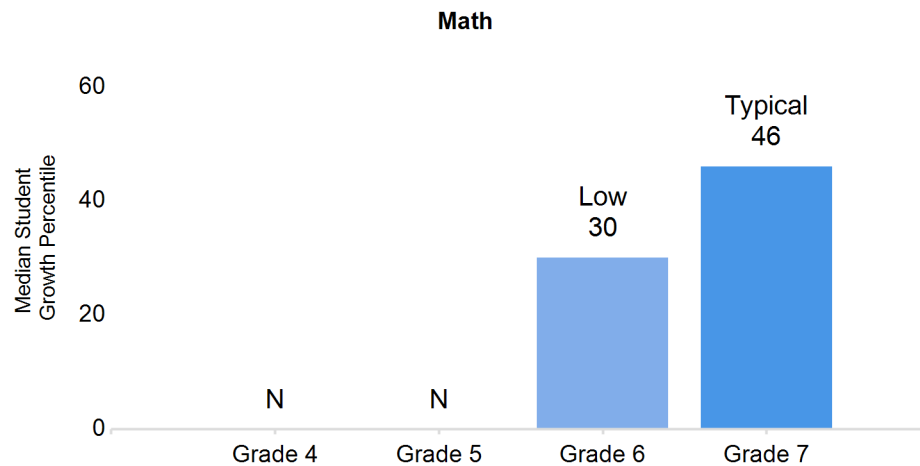
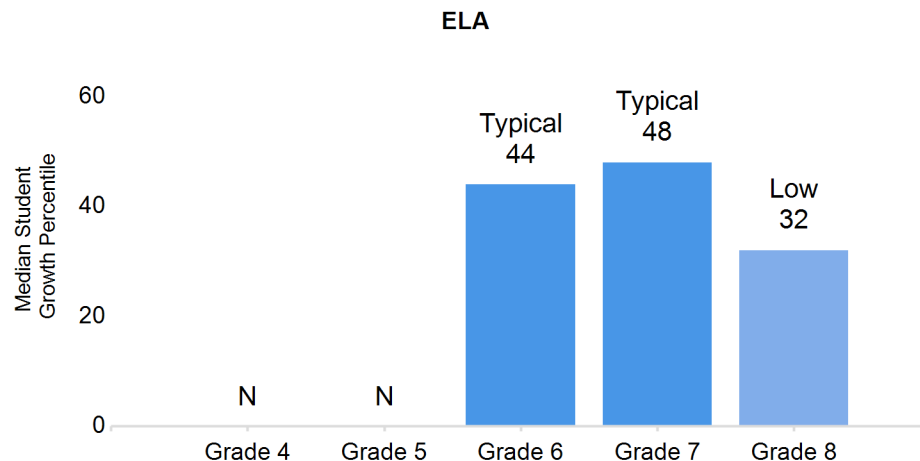
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	169
7	3	0	182
8	24	0	149
Schoolwide	27	0	500

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	171	0	0	0	0	0	0
7	186	0	0	0	0	0	0
8	175	0	0	0	0	0	0
Schoolwide	532	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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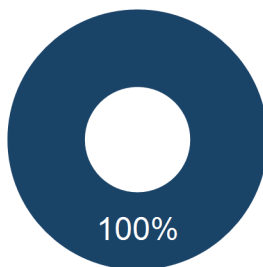
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Visual and Performing Arts – Course Participation

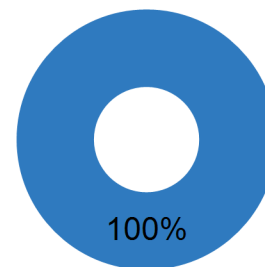
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

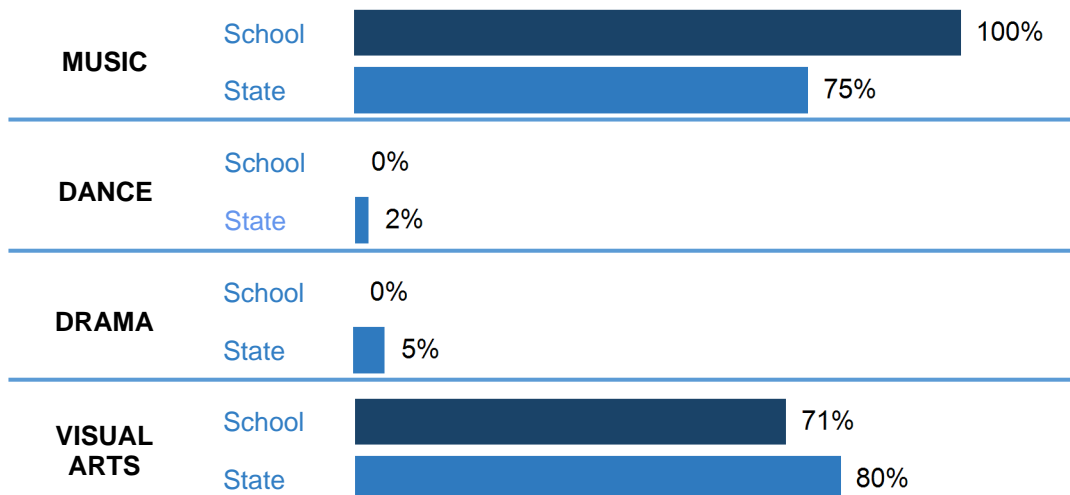


School



State

Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

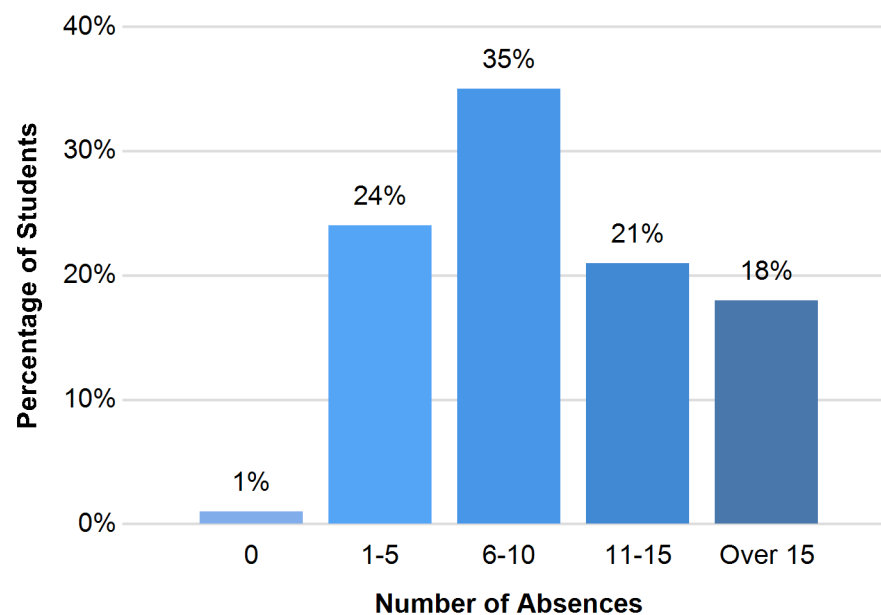
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.00	8.70	Not Met
White	11.50	8.70	Not Met
Hispanic	9.10	8.70	Not Met
Black or African American	12.80	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	14.30	8.70	Not Met
Students with Disabilities	15.00	8.70	Not Met
English Learners	N	**	**

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



** ESSA accountability targets are only included if data is available for at least 20 students.

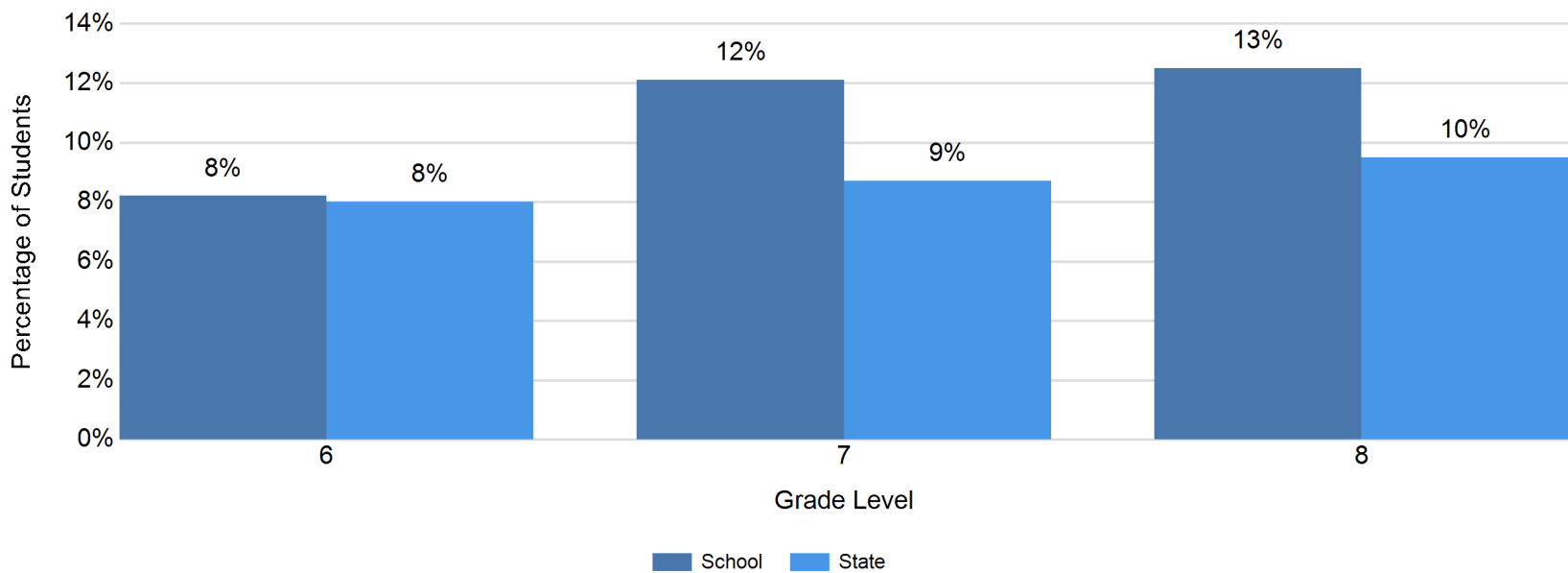


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:40AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 8 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	8
Vandalism	1
Weapons	3
Substances	3
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	23
Incidents Per 100 Students Enrolled	4.33

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	8.9%
Out-of-School Suspensions	9.4%
Any Suspension	14.1%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.8:1	39.9 kbps	100 kbps	No	N	Fiber	N

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$637	\$13,421	\$14,058



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	46	120,724
Average years experience in public schools	12.1	11.8
Average years experience in district	12.0	10.5
Teachers in district for 4 or more years	85%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,506
Average years experience in public schools	12.4	15.9
Average years experience in district	12.4	11.6
Administrators in district for 4 or more years	79%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	133:1	179:1
Librarian/Media Specialists		1255:1
Nurses		627:1
Counselors		418:1
Child Study Team		358:1



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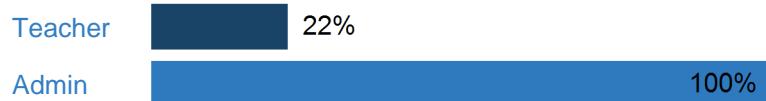
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	16.9	17.5%
Mathematics Proficiency	13.2	17.5%
English Language Arts Growth	19.8	25.0%
Mathematics Growth	11.1	25.0%
Chronic Absenteeism	22.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		16.4
Summative Rating: Percentile rank of Summative Score		6.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	16.4	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
White	14.1	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Hispanic	16.7	11.9	No	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
Black or African American	21.6	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	17.7	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	30.3	11.9	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
English Learners	43.5	11.9	No	N	N	**	Met Target	Not Met	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Lehman	Email Address:	lehmant@middletpw.k12.nj.us
Address:	300 E PACIFIC AVE CAPE MAY COURT HOUSE, NJ 08210	Website:	www.middletpw.k12.nj.us/middleschool
Phone:	(609)465-1834	Facebook:	https://www.facebook.com/Middle-Township-Middle-School-430389343708717/

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • All 6th Grade Students have an opportunity to participate in a weeklong overnight Outdoor Educational Experience. • Academic Programs include Gifted and Talented Programs for Math and Literacy as well as Algebra 1. • Offer a wide range of extracurricular activities in addition to our sports, and music programs.
 <p>Mission, Vision, Theme:</p>	<p>The mission of Middle Township Middle School is to provide high level learning activities where students demonstrate their ability to use a wide range of applied skills independently as well as cooperatively. This mirrors the mission of the school district which is to provide excellence in education while celebrating the strength of its diversity and upholding the values and traditions of the community in order to produce graduates who possess a love of learning and a sense of responsibility.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Awarded several grants to support our science and STEM education programs. Student artwork has been recognized in winning design contests. Students have won competitive writing contests throughout the county.</p>






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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.

 <p>Courses, Curriculum, Instruction:</p>	<p>Gifted and Talented opportunities are available in literacy and math for all grade levels. Students also have the opportunity to participate in Algebra in 8th grade. All students have math, literacy, science, social studies, gym, and special area daily. Special area classes include Computers, Art, Music, Spanish and Woodshop. Homework assistance is available daily after school.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Wrestling (Co-ed)</p> <p>In addition to the sports above, Winter Cheerleading is offered. All sports teams at Middle Township Middle School are competitive from year to year and have won several accolades over the past few years.</p>
 <p>Clubs and Activities:</p>	<p>Clubs and Activities include: Lego Club, Movie Club, Art Club, Choir, Drama Club, Band, Robotics, STEM/GIS Club, Beekeeping, Homework Club, Success Club, Pink Panthers, Student Council, National Junior Honor Society, Wood Club, Gardening Club, United Young Generation, Book Club, and Stage Crew.</p>







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Grade Span 06-08

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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.

 <p>Staff and Professional Learning:</p>	<p>Staff professional development and training focuses on the review of formative and summative data. Staff members have monthly department meetings in addition to daily professional learning communities in which they work collaboratively to improve instruction by reviewing and analyzing data and discussing how to prepare our students for the technologically global world.</p>
 <p>Student Supports and Services:</p>	<p>The Middle School provides the continuum of supports for Special Education Students. The support for ELL's includes after school tutoring as well as support throughout the school day with an ELL teacher. The I&RS Team is in place to assist students with learning and behavioral concerns. Guidance Counselors, Child Study Team, Nurse and Substance Abuse Coordinator work collaboratively to address all student needs.</p>
 <p>Student Health and Wellness:</p>	<p>Students at MTMS has 44 minutes of physical education daily including one day per week of intense physical exercise and circuit training. Breakfast and lunch are offered daily to all students. The Pink Panthers and Success Clubs provide opportunities for student activities that encompass health and wellness. In addition, there are several athletic teams at MTMS.</p>
 <p>Parent and Community Involvement:</p>	<p>MTMS has a PAWS (Parents Active W/ School) Group that provides support for student activities. Community Events at MTMS have included a Veteran's Day Assembly, St. Baldrick's, Community Carnival, Girls Overnight Lockin and a weeklong camping trip. There is a strong bond with the local police department who works closely with MTMS to further support community events.</p>



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School Narrative

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Facilities:

MTMS was built in 1972 with an addition put on about ten years ago. MTMS has state of the art science labs, two gymnasiums, a woodshop, art room, music room, band room, a full service library and several computer labs. In addition we have an outdoor classroom in our school courtyard with a full garden, pond, greenhouse and beehives. Most recently, a district-wide referendum project for MTMS has allowed for a covered parent drop-off area and an updated fire alarm system.



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School Narrative

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In addition to activities throughout the school year, MTMS offers quality summer programs that include a STEM based program, transitional academic programs and a sixth grade experience that allows all incoming sixth graders to spend a week with their peers and get a sneak peak of MTMS. The summer programs conclude with a barbecue that brings together staff, parents, students and community. MTMS is a Choice School that accepts students on a space available basis. MTMS has a school dresscode that promotes wearing school spirit wear as part of the dress code. MTMS provides a very welcoming, diverse academic experience with several opportunities for athletics and extracurricular activities. We pride ourselves on being a diverse academic institution.



Other Information:




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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	179	178	216
10	169	145	190
11	184	154	163
12	175	168	168
Ungraded	7	5	0
Total	713	650	737

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	2014-15	2015-16	2016-17
Female	46%	48%	48%
Male	54%	52%	52%
Economically Disadvantaged Students	37%	35%	36%
Students with Disabilities	25%	20%	19%
English Learners	0%	1%	1%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	65.8%
Black or African American	18.8%
Hispanic	11.3%
Asian	1.5%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.5%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	696
Shared Time Students	80
Full Time Equivalent	736

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. All other students are included in Other Languages.

Home Language	% of Students
English	96.5%
Spanish	3.0%
Other	0.4%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	336	94.9	26.50	40.90	54.90	26.5	30	Met Target†
White	207	93.7	32.40	48.20	63.90	31.9	36.6	Met Target†
Hispanic	35	100.0	17.10	29.80	39.80	17.1	19.1	Met Target†
Black or African American	76	96.2	17.10	24.20	35.20	17.1	18	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	13	92.9	*	*	54.90	*	**	**
Female	169	96.0	30.80	45.80	62.20	30.8		
Male	167	93.9	22.20	36.00	48.10	21.9		
Economically Disadvantaged Students	131	91.7	13.00	29.80	36.20	12.5	17.9	Not Met
Non-Economically Disadvantaged Students	205	97.2	35.10	48.90	65.80	35.1		
Students with Disabilities	77	87.6	10.40	18.50	20.50	*	6	Met Target
Students without Disabilities	259	97.4	31.20	48.10	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	171	733	733	749	20%	*	26%	30%	*	35%	52%
White	110	741	741	757	*	16%	27%	36%	*	43%	62%
Hispanic	18	718	718	733	*	*	*	*	0%	17%	35%
Black or African American	37	715	715	730	32%	30%	*	*	0%	19%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	84	743	743	756	*	14%	*	36%	*	43%	60%
Male	87	723	723	741	*	24%	*	24%	*	26%	43%
Economically Disadvantaged Students	63	713	713	731	*	27%	25%	*	*	14%	32%
Non-Economically Disadvantaged Students	108	744	744	758	*	15%	27%	*	*	46%	62%
Students with Disabilities	34	698	698	714	*	*	*	*	*	*	13%
Students without Disabilities	137	741	741	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	155	714	714	743	37%	21%	25%	*	*	16%	46%
White	91	722	722	749	33%	*	30%	*	*	21%	52%
Hispanic	17	701	701	728	*	*	*	*	0%	12%	34%
Black or African American	35	706	706	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	81	724	724	752	25%	22%	35%	*	*	19%	54%
Male	74	703	703	734	51%	20%	15%	*	*	14%	39%
Economically Disadvantaged Students	58	698	698	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	97	724	724	751	*	*	*	*	*	*	54%
Students with Disabilities	33	686	686	704	*	*	*	*	*	*	12%
Students without Disabilities	122	722	722	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	100	727	727	736	31%	*	25%	26%	*	32%	38%
White	61	730	730	738	25%	*	31%	25%	*	31%	40%
Hispanic	12	709	709	731	*	*	*	*	0%	17%	34%
Black or African American	24	729	729	728	*	*	*	*	*	38%	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	756	N	N	N	N	N	N	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	43	739	739	744	*	*	30%	28%	*	40%	46%
Male	57	719	719	729	*	*	21%	25%	*	26%	31%
Economically Disadvantaged Students	31	721	721	729	39%	*	*	*	*	32%	32%
Non-Economically Disadvantaged Students	69	730	730	740	28%	*	*	*	*	32%	42%
Students with Disabilities	24	680	680	709	*	*	*	*	*	*	12%
Students without Disabilities	76	742	742	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

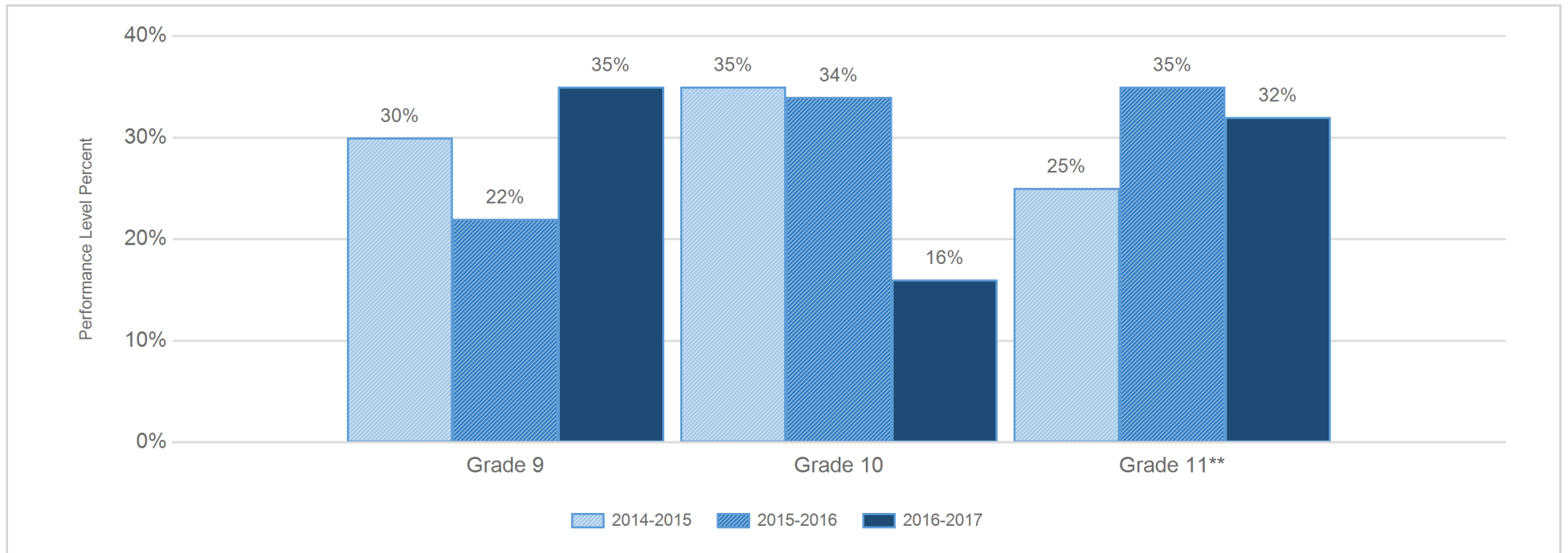


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/CELS exam and their performance may not be reflected in the results.



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	327	92.4	17.70	32.20	43.50	17.3	15.6	Met Target
White	202	90.6	22.80	37.80	52.40	21.7	20.2	Met Target
Hispanic	35	100.0	*	*	27.60	*	N	N
Black or African American	73	92.5	11.00	19.70	21.70	10.7	7.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	11	100.0	*	*	44.90	*	**	**
Female	162	92.6	16.60	32.00	44.10	16.2		
Male	165	92.2	18.80	32.20	42.90	18.2		
Economically Disadvantaged Students	128	91.5	*	*	25.10	*	8.6	Met Target
Non-Economically Disadvantaged Students	199	93.0	*	*	54.30	*		
Students with Disabilities	76	91.7	*	16.20	16.50	*	5	Met Target
Students without Disabilities	251	92.6	*	37.30	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	134	716	724	743	*	*	*	*	*	*	42%
White	81	720	*	751	24%	36%	28%	12%	0%	12%	52%
Hispanic	16	713	*	728	*	*	*	*	*	*	24%
Black or African American	35	711	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	58	720	726	744	*	*	*	*	*	*	43%
Male	76	714	721	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	61	710	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	73	722	*	751	*	*	*	*	*	*	52%
Students with Disabilities	38	701	*	714	*	*	*	*	*	*	10%
Students without Disabilities	96	722	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	154	721	722	734	20%	41%	20%	*	*	19%	30%
White	92	724	*	740	20%	36%	*	24%	*	26%	38%
Hispanic	18	721	721	722	*	*	*	*	0%	11%	14%
Black or African American	31	712	712	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	83	724	*	735	*	40%	24%	18%	*	21%	31%
Male	71	717	*	733	*	42%	16%	17%	*	17%	30%
Economically Disadvantaged Students	51	714	714	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	103	724	*	740	*	*	*	*	*	*	39%
Students with Disabilities	27	703	703	711	*	*	*	*	*	*	*
Students without Disabilities	127	724	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	154	721	*	735	20%	41%	20%	*	*	19%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	100	707	707	725	48%	26%	13%	13%	0%	13%	28%
White	57	714	714	731	40%	23%	18%	19%	0%	19%	33%
Hispanic	13	691	691	710	*	*	*	*	*	*	14%
Black or African American	25	699	699	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	49	709	709	725	45%	31%	*	*	0%	12%	27%
Male	51	705	705	725	51%	22%	*	*	0%	14%	29%
Economically Disadvantaged Students	32	697	697	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	68	711	711	733	*	*	*	*	*	*	35%
Students with Disabilities	28	680	680	692	*	*	*	*	*	*	*
Students without Disabilities	72	717	717	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

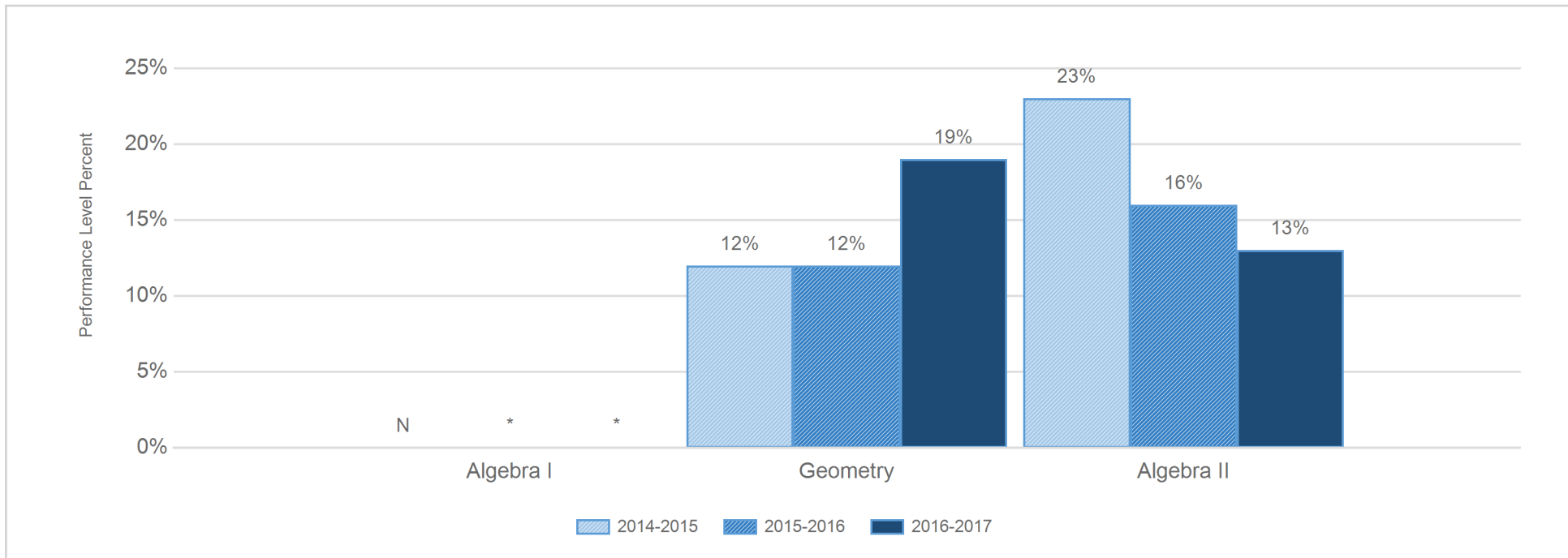


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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
9	N	N
10	N	N
11	11	11

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

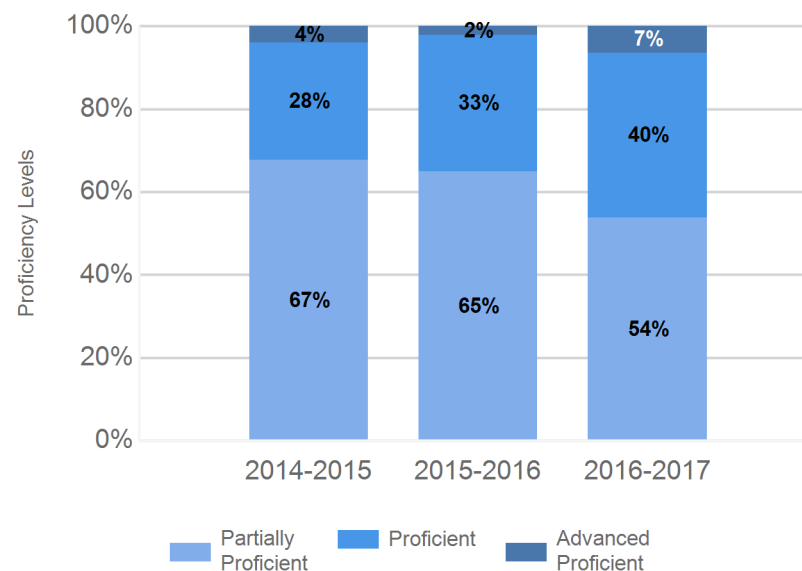
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	7%	40%	54%
White	N	*	*
Hispanic	N	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	7%	39%	*
Economically Disadvantaged Students	N	*	N
Students with Disabilities	N	*	*
English Learners	N	N	N

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	95.5%	89.4%
Percentage of students taking the SAT	85.1%	70.0%
Percentage of students taking the ACT	13.1%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	443	481	Varies By Grade	53%	67%
PSAT - Math	456	483	Varies By Grade	36%	49%
SAT - Reading and Writing	555	551	480	85%	77%
SAT - Math	562	552	530	73%	58%
ACT - Reading	24	24	22	59%	65%
ACT - English	23	24	18	82%	79%
ACT - Math	23	24	22	64%	65%
ACT - Science	23	23	23	64%	54%



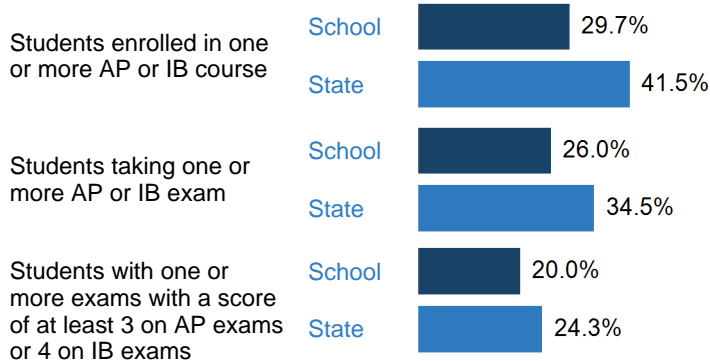
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

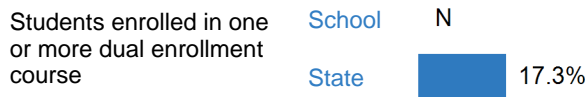
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	22	19
AP Calculus AB	13	13
AP Chemistry	9	9
AP Computer Science A	23	5
AP Computer Science Principles	0	10
AP English Language and Composition	30	29
AP English Literature and Composition	24	17
AP Environmental Science	10	4
AP French Language and Culture	4	4
AP Physics 1	23	4
AP Psychology	22	22
AP Spanish Language	0	5
AP Statistics	7	6
AP U.S. Government and Politics	11	10
AP U.S. History	21	20
Total Exams Taken		177
Exams with scores of at least 3 on AP exams or 4 on IB exams		131



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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

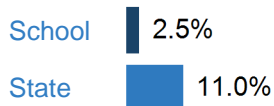
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

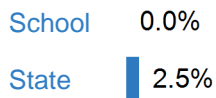
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	*	*
Business Management & Administration	*	*
Hospitality & Tourism	*	*
Human Services	*	*
Law, Public Safety, Corrections & Security	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	170	54	2	1	0	0	1
10	19	145	41	3	1	1	0
11	1	17	96	56	0	0	4
12	3	8	52	32	33	6	9
Schoolwide	193	224	191	92	34	7	14
Enrolled in AP/IB Course					13	7	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	146	3	77	5	2	0
10	10	152	17	27	5	9
11	12	34	8	41	93	42
12	20	2	4	24	20	36
Schoolwide	188	191	106	97	120	87
Enrolled in AP/IB Course	22	9		10	23	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	213	10	0	0	0	4
10	7	198	0	0	0	3
11	7	159	0	13	11	19
12	8	32	0	31	16	23
Schoolwide	235	399	0	44	27	49
Enrolled in AP/IB Course	0	21	0	22	0	11

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	170	28	0	0	0	0	0
10	118	25	0	0	0	0	0
11	43	12	0	0	0	0	0
12	13	1	0	0	0	0	0
Schoolwide	344	66	0	0	0	0	0
Enrolled in AP/IB Course	0	4	0	0	0	0	0
Enrolled in Level 3 or Higher	30	18	0	0	0	0	0
Earned Seal of Biliteracy	*	0	0	0	0	0	0



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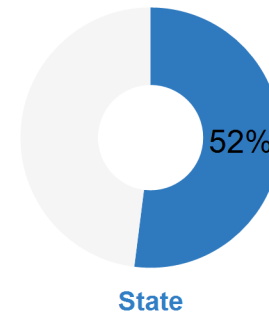
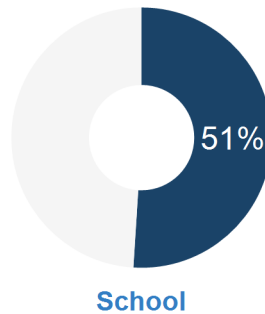
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Visual and Performing Arts – Course Participation

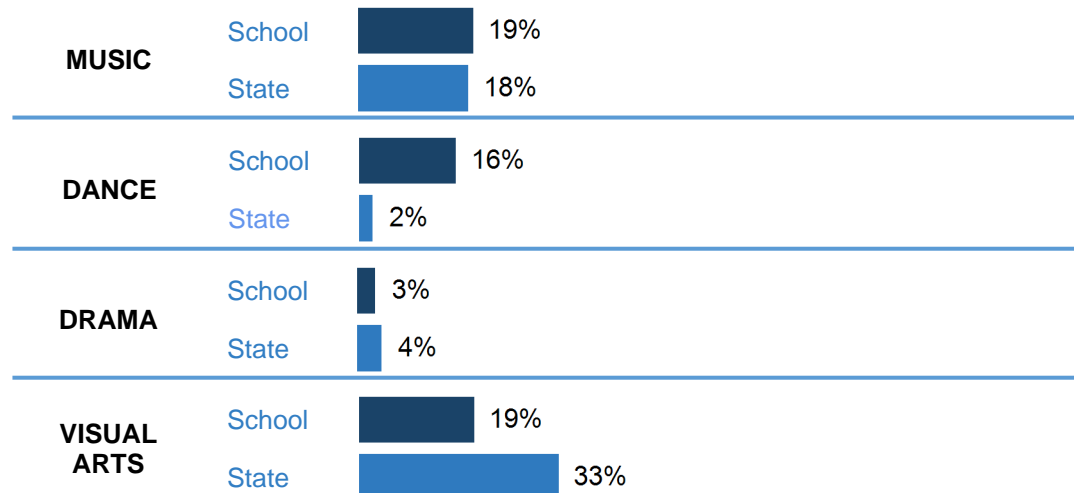
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	81.5%	90.5%	85.9%	91.8%	81.3%	81.4%	Not Met	84.7%	83.5%	Met Target
White	85.7%	94.5%	85.9%	95.1%	82.7%	81.1%	Met Target	84.0%	87.0%	Not Met
Hispanic	*	84.3%	78.6%	86.3%	71.4%	**	**	92.3%	**	**
Black or African American	75.0%	83.4%	85.7%	85.3%	83.8%	82.1%	Met Target	86.1%	80.3%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	68.3%	83.9%	76.5%	85.6%	68.7%	78.9%	Not Met	82.9%	76.3%	Met Target
Students with Disabilities	64.3%	78.8%	79.3%	82.1%	69.5%	75.3%	Not Met	77.0%	69.2%	Met Target
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

** ESSA accountability targets are only included if data is available for at least 20 students

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	81.5%	-
2016	81.3%	85.9%
2015	80.7%	84.7%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	1.2%	1.1%
2015-2016	3%	1.1%
2014-2015	1.8%	1.1%



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	65.1%	37.1%	62.9%
White	70.9%	31.5%	68.5%
Hispanic	61.5%	62.5%	37.5%
Black or African American	53.6%	53.3%	46.7%
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	43.1%	68.2%	31.8%
Students with Disabilities	24%	100%	0%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	66.9%	30.5%	69.5%	68.6%	31.4%	59.1%	41%
White	73.3%	24.7%	75.3%	65.9%	34.1%	56.5%	43.5%
Hispanic	*	*	*	*	*	*	*
Black or African American	51.9%	64.3%	35.7%	78.6%	21.4%	78.6%	21.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	45%	61.1%	38.9%	83.3%	16.7%	88.9%	11.1%
Students with Disabilities	25.8%	75%	25%	75%	25%	75%	25%
English Learners	*	*	*	*	*	*	*

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

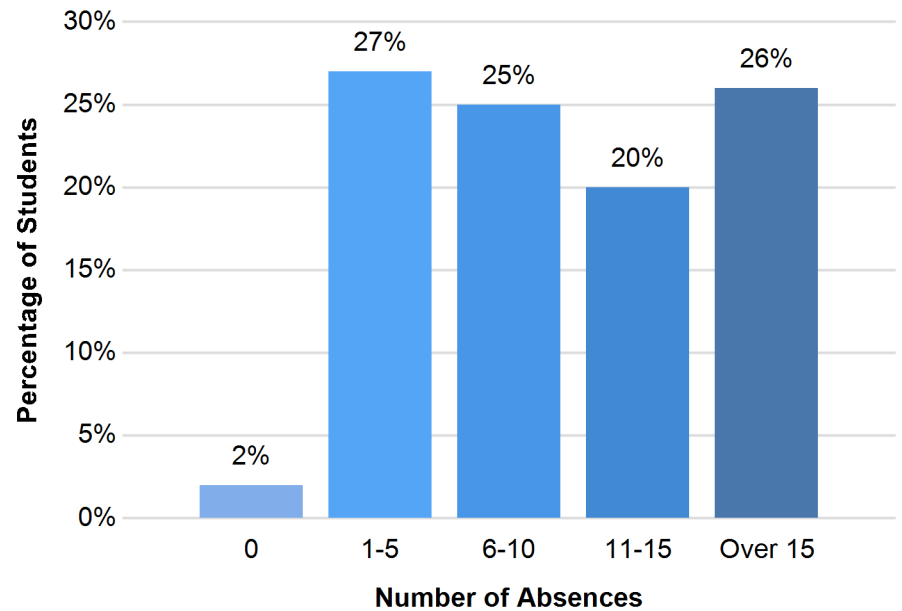
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	21.50	14.30	Not Met
White	20.30	14.30	Not Met
Hispanic	21.30	14.30	Not Met
Black or African American	27.30	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	20.00	14.30	Not Met
Economically Disadvantaged Students	31.60	14.30	Not Met
Students with Disabilities	28.60	14.30	Not Met
English Learners	N	**	**

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



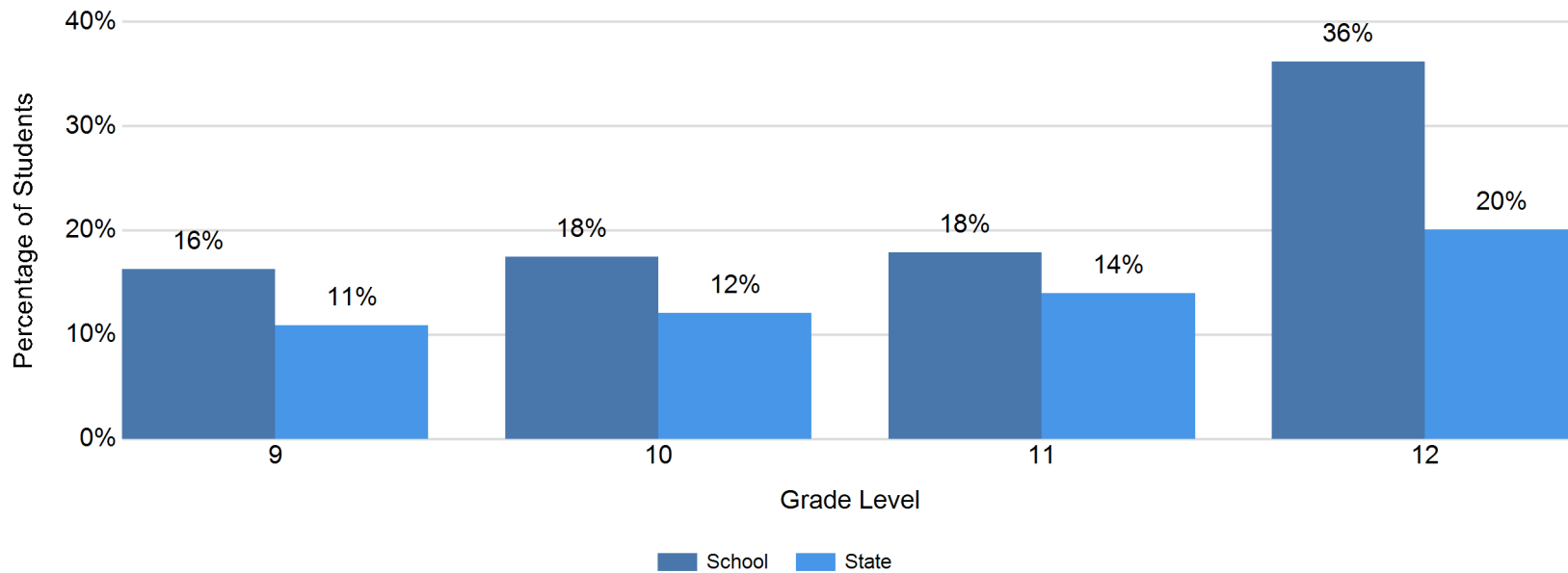


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:40AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 15 Mins.
Shared Time - Instructional Time	1 Hrs. 30 Mins.

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	16
Vandalism	3
Weapons	3
Substances	8
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	31
Incidents Per 100 Students Enrolled	4.21

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	9.5%
Out-of-School Suspensions	14.5%
Any Suspension	17.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	4.2:1	39.9 kbps	100 kbps	No	N	Fiber	N

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$637	\$13,421	\$14,058



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	66	120,724
Average years experience in public schools	11.9	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	79%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,506
Average years experience in public schools	12.4	15.9
Average years experience in district	12.4	11.6
Administrators in district for 4 or more years	79%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	147:1	179:1
Librarian/Media Specialists		1255:1
Nurses		627:1
Counselors		418:1
Child Study Team		358:1



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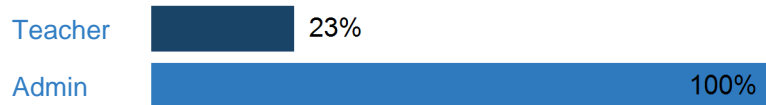
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	94%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	14.5	17.5%
Mathematics Proficiency	27.6	17.5%
Graduation - 4-Year	11.3	25.0%
Graduation - 5-Year	13.6	25.0%
Chronic Absenteeism	17.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		16.2
Summative Rating: Percentile rank of Summative Score		13.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	16.2	6.2	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
White	8.4	6.2	No	Met Target†	Met Target	Not Met	Met Target	Not Met	No
Hispanic	**	**	No	Met Target†	N	Not Met	**	**	No
Black or African American	33.2	6.2	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	14.9	6.2	No	Not Met	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	29.4	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Riggitano	Email Address:	riggitanof@middletp.k12.nj.us
Address:	300 EAST ATLANTIC AVENUE CAPE MAY COURT HOUSE, NJ 08210	Website:	http://www.middletp.k12.nj.us/highschool/
Phone:	(609)465-1852	Facebook:	https://www.facebook.com/Middle-Township-High-School-705880756196140/

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.

	<p>Highlights:</p> <ul style="list-style-type: none"> • Numerous educational opportunities using a college prep curriculum and an academy approach to course offerings. • Several extra curricular and co curricular opportunities are available to all students. • Technology advancements are in place to help prepare students for the 21st century.
	<p>Mission, Vision, Theme:</p> <p>Mission of the Middle Township School District is to provide excellence in education while celebrating the strength of its diversity and upholding the values and traditions of the community. We provide equitable access to academic subject areas, as well as exposure to the arts, athletics, and other activities, all of which are available to every student.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>We offer advanced placement courses and dual credit courses with Atlantic Cape Community College. We also offer pathways in an academy approach which include performing arts, computer STEM, medical and health, and business.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Co-ed), Golf (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls), Wrestling (Co-ed)</p> <p>We offer 20 athletic teams that compete at the varsity level. Numerous league, state, and sectional championship teams have been produced over the last 30 years.</p>
 <p>Clubs and Activities:</p>	<p>There are approximately 35 student clubs/organizations from which to choose. We want our students to take pride in our school, and belonging to a club, organization or athletic team promotes school unity.</p>





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 <p>Postsecondary Information:</p>	<p>Our high school students are involved with programs that prepare them for college and career readiness that align their strengths & interests to postsecondary goals. Connecting students' interests to their potential career paths early ensures active participation in their own academic success & opens their eyes to the wide world of career opportunities. The career planning tools in Naviance allow students to understand how their strengths, goals, skills, & interests can lead to exciting careers.</p>
 <p>Parent and Community Involvement:</p>	<p>We want the community to be proud of its high school we accomplish this by working together with parents and community members by involving them in our student body's educational opportunities.</p>



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Facilities:

The passing of a recent bond referendum will provide for necessary upgrades to our existing building and provide a state of the art athletic facility for multiple fall and spring sports.