NJ SCHOOL PERFORMANCE REPORT

MIDTOWN COMMUNITY SCHOOL #8
(17-0220-085)
Grades Offered: PK-08
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	HUDSON
District	BAYONNE CITY
Principal Name	MRS. MERCUN
Address	550 AVENUE A BAYONNE, NJ 07002
Phone Number	(201)858-5984
Email Address	CMERCUN@BBOED.ORG
Website	https://www.bboed.org/domain/25
Facebook	https://www.facebook.com/bboed/
Twitter	https://twitter.com/MidtownSchool8

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	77	67	97
KG	115	110	111
1	129	103	124
2	114	123	110
3	122	107	130
4	108	124	106
5	124	103	123
6	102	124	115
7	94	95	135
8	114	98	99
Total	1,099	1,054	1,150

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.2%	47.7%	46.3%
Male	51.8%	52.3%	53.7%
Economically Disadvantaged Students	70.1%	73.3%	70.8%
Students with Disabilities	13.3%	16.3%	16.9%
English Learners	0.4%	0.1%	1.6%
Homeless Students		0.2%	0.0%
Students in Foster Care		0.2%	0.1%
Military-Connected Students		0.0%	1.2%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	34.4%	35.7%	37.3%
Hispanic	46.8%	46.2%	43.4%
Black or African American	10.4%	9.7%	10.8%
Asian	5.8%	5.7%	5.7%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.5%	2.5%	2.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	77	67	97
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	115	110	111

Enrollment by Home Language

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

Home Language	% of Students
English	68.4%
Spanish	14.7%
Arabic	13.3%
Other Languages	3.6%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	52	54	50	Met Standard	49	46	50	Met Standard
White	53	56	50	Met Standard	52	48	51	Met Standard
Hispanic	54	53	49	Met Standard	45	42	48	Met Standard
Black or African American	44	47.5	44	Met Standard	42	40.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	39	60.5	61	Not Met	60	55	61	Exceeds Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	38	49.5	49	**	44	50	51	**
Economically Disadvantaged	56	54	48	Met Standard	52	44	47	Met Standard
Students with Disabilities	54	43	41	Met Standard	42	40	43	Met Standard
English Learners	53.5	52	54	Met Standard	56.5	53	51	Met Standard

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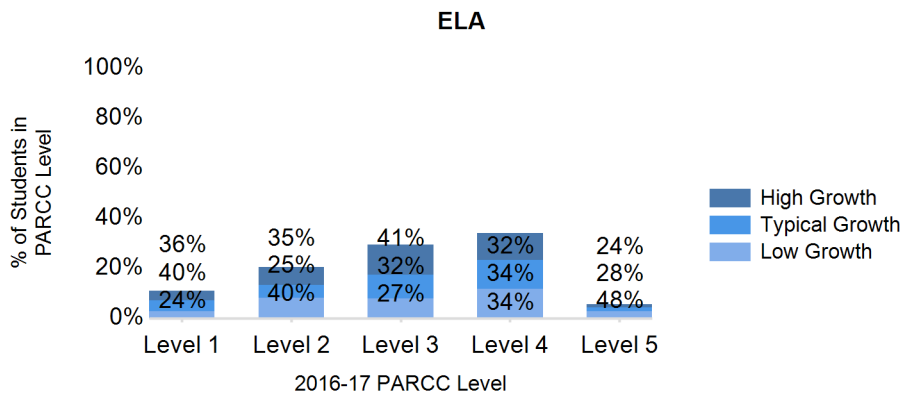
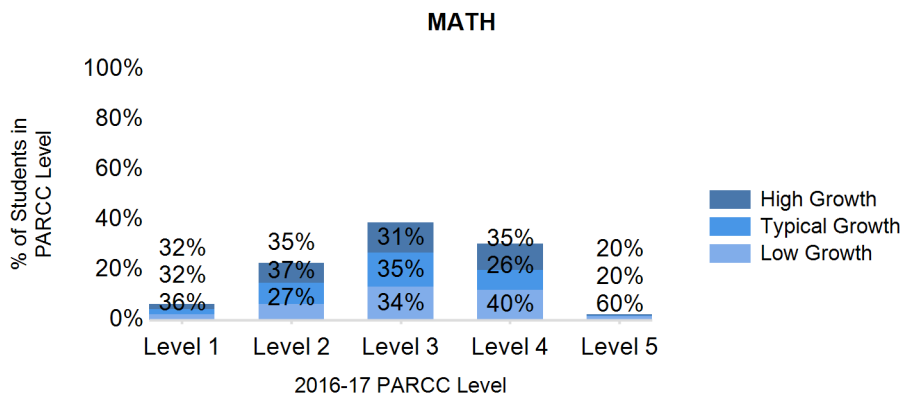
Student Growth by Performance Level

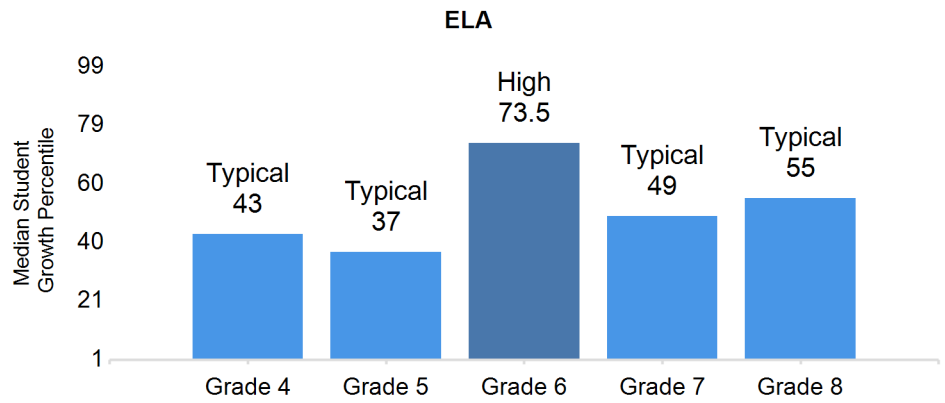
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

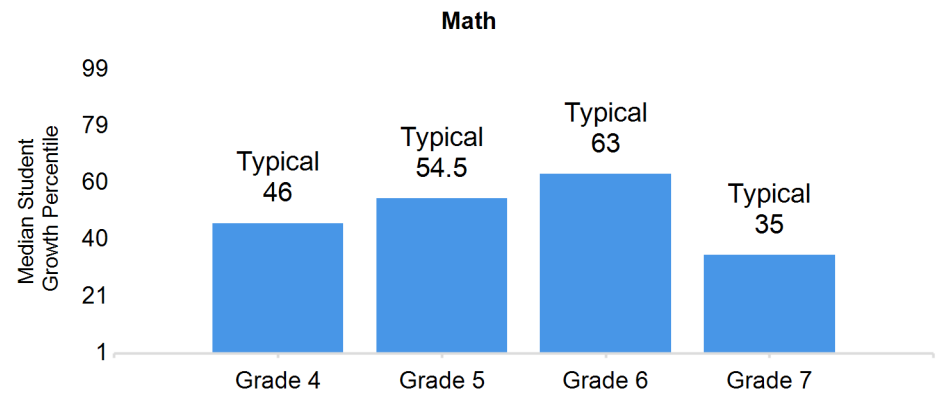




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	702	98.8	45.9	56.2	56.7	45.9	41.2	Met Target
White	266	99.3	49.3	60.5	65.6	49.3	47.7	Met Target
Hispanic	298	98.7	42.9	48.9	42.5	42.9	33.6	Met Target
Black or African American	78	97.7	32.1	*	37.3	32.1	30.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	41	97.7	75.6	81.0	82.3	75.6	75	Met Target
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	19	100.0	36.9	*	63.4	36.9	**	**
Female	327	99.7	52.9	65.2	64.5	52.9		
Male	375	97.9	39.7	47.3	49.4	39.7		
Economically Disadvantaged Students	471	99.4	43.9	50.1	38.5	43.9	39.2	Met Target
Non-Economically Disadvantaged Students	231	97.5	49.8	63.2	67.5	49.8		
Students with Disabilities	155	98.2	11.0	11.1	21.6	11.0	11.5	Met Target†
Students without Disabilities	547	98.9	55.7	64.4	63.9	55.7		
English Learners	50	100.0	50.0	26.7	27.3	50.0	35.1	Met Target
Non-English Learners	652	98.7	45.6	58.7	59.4	45.6		
Homeless Students	*	*	*	12.5	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	37.9	57.4	*		
Migrant Students	N	N	N	*	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	746	743	750	13%	15%	23%	*	*	49%	52%
White	53	745	*	759	*	21%	21%	*	*	49%	61%
Hispanic	62	744	737	736	16%	*	27%	*	*	47%	38%
Black or African American	*	*	739	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	63	751	749	756	*	*	21%	*	*	54%	57%
Male	69	742	738	744	*	*	25%	*	*	45%	46%
Economically Disadvantaged Students	93	743	*	733	*	11%	*	*	*	46%	34%
Non-Economically Disadvantaged Students	39	754	*	762	*	26%	*	*	*	56%	64%
Students with Disabilities	21	709	694	719	*	*	*	*	*	14%	24%
Students without Disabilities	111	753	752	756	*	*	*	*	*	56%	57%
English Learners	*	*	700	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	746	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	751	N	N	N	N	N	N	52%
Migrant Students	N	N	*	741	N	N	N	N	N	N	48%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	740	750	756	16%	15%	29%	*	*	41%	58%
White	37	738	751	764	*	*	*	*	*	43%	68%
Hispanic	38	744	*	744	*	*	39%	*	*	39%	44%
Black or African American	15	717	741	739	*	*	*	*	*	13%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	47	743	*	762	*	*	23%	*	*	51%	63%
Male	56	737	*	751	*	*	34%	*	*	32%	53%
Economically Disadvantaged Students	68	740	*	740	*	*	24%	*	*	43%	40%
Non-Economically Disadvantaged Students	35	740	*	767	*	*	40%	*	*	37%	70%
Students with Disabilities	21	706	708	726	*	*	*	*	*	10%	25%
Students without Disabilities	82	749	758	762	*	*	*	*	*	49%	64%
English Learners	*	*	716	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	730	747	755	16%	26%	28%	29%	0%	29%	58%
White	56	739	755	763	*	*	30%	38%	0%	38%	68%
Hispanic	42	722	737	743	24%	29%	31%	*	*	17%	43%
Black or African American	17	720	738	738	*	*	*	*	*	29%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	754	763	*	*	*	*	*	*	65%
Female	40	741	752	762	*	*	38%	38%	0%	38%	66%
Male	83	725	743	749	*	*	24%	25%	0%	25%	51%
Economically Disadvantaged Students	87	729	740	739	*	*	26%	28%	0%	28%	39%
Non-Economically Disadvantaged Students	36	733	756	766	*	*	33%	33%	0%	33%	71%
Students with Disabilities	29	706	709	724	*	*	*	*	*	*	22%
Students without Disabilities	94	738	754	762	*	*	*	*	*	*	65%
English Learners	*	*	713	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	748	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	750	756	754	*	12%	27%	*	*	54%	56%
White	40	752	761	761	*	*	28%	*	*	55%	66%
Hispanic	47	751	*	742	*	*	30%	*	*	57%	42%
Black or African American	17	738	737	737	*	*	*	*	*	41%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	752	761	*	*	*	*	*	*	64%
Female	58	752	764	761	*	*	24%	*	*	59%	64%
Male	54	748	747	748	*	*	30%	*	*	50%	48%
Economically Disadvantaged Students	79	748	749	739	*	*	*	*	*	49%	37%
Non-Economically Disadvantaged Students	33	755	763	764	*	*	*	*	*	67%	68%
Students with Disabilities	24	723	709	723	*	*	*	*	*	21%	18%
Students without Disabilities	88	758	765	760	*	*	*	*	*	64%	63%
English Learners	*	*	714	712	*	*	*	*	*	*	*
Non-English Learners	*	*	757	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	136	750	759	760	11%	13%	21%	38%	17%	54%	63%
White	44	756	*	768	*	*	*	39%	27%	66%	72%
Hispanic	67	745	750	746	*	*	28%	*	*	46%	49%
Black or African American	16	735	753	740	*	*	*	*	*	38%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	765	767	*	*	*	*	*	*	68%
Female	67	752	768	769	*	*	*	*	*	57%	72%
Male	69	747	750	752	*	*	*	*	*	52%	54%
Economically Disadvantaged Students	90	747	752	742	*	*	*	*	*	49%	44%
Non-Economically Disadvantaged Students	46	755	768	771	*	*	*	*	*	65%	73%
Students with Disabilities	24	705	709	721	*	*	*	*	*	*	22%
Students without Disabilities	112	759	767	768	*	*	*	*	*	*	71%
English Learners	*	*	706	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	762	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

MIDTOWN COMMUNITY SCHOOL #8
(17-0220-085)
Grades Offered: PK-08
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	755	757	759	*	*	31%	41%	12%	53%	60%
White	33	761	765	767	*	*	39%	*	*	55%	70%
Hispanic	43	755	746	744	*	*	30%	*	*	53%	45%
Black or African American	12	730	737	739	*	*	*	*	*	33%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	750	766	*	*	*	*	*	*	66%
Female	55	763	767	768	*	*	31%	*	*	60%	69%
Male	43	744	746	751	*	*	30%	*	*	44%	52%
Economically Disadvantaged Students	56	757	751	740	*	*	21%	*	*	61%	42%
Non-Economically Disadvantaged Students	42	751	762	769	*	*	43%	*	*	43%	71%
Students with Disabilities	25	726	713	719	*	*	52%	*	*	12%	19%
Students without Disabilities	73	765	765	766	*	*	23%	*	*	67%	68%
English Learners	N	N	688	703	N	N	N	N	N	N	*
Non-English Learners	98	755	759	761	*	*	31%	41%	12%	53%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

MIDTOWN COMMUNITY SCHOOL #8
(17-0220-085)
Grades Offered: PK-08
2017-2018

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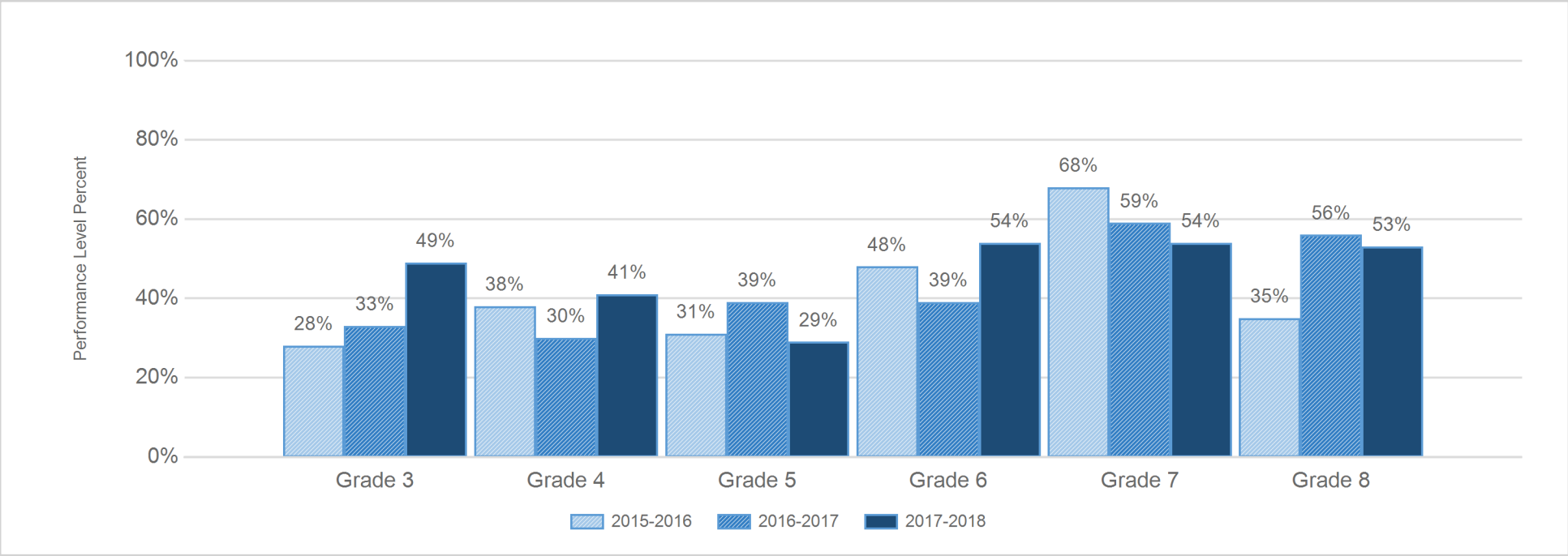
English Language Arts/Literacy Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

MIDTOWN COMMUNITY SCHOOL #8
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2017-2018

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	702	98.6	35.1	38.8	45.0	35.1	36.3	Met Target†
White	266	99.3	44.7	46.4	54.1	44.7	43.2	Met Target
Hispanic	298	98.7	26.5	27.9	29.2	26.5	31.4	Not Met
Black or African American	78	97.7	16.7	23.4	23.4	16.7	20.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	41	95.3	73.2	68.6	77.0	73.2	63.3	Met Target
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	19	100.0	31.6	*	53.0	31.6	**	**
Female	327	99.7	36.1	41.1	46.0	36.1		
Male	375	97.7	34.4	36.6	43.9	34.4		
Economically Disadvantaged Students	471	99.2	33.3	33.7	26.6	33.3	36.3	Met Target†
Non-Economically Disadvantaged Students	231	97.5	39.0	44.9	55.9	39.0		
Students with Disabilities	155	98.2	*	*	17.1	*	8.3	Not Met
Students without Disabilities	547	98.8	*	*	50.5	*		
English Learners	50	100.0	60.0	29.3	24.6	60.0	48.6	Met Target
Non-English Learners	652	98.5	33.3	39.8	46.9	33.3		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	16.2	45.8	*		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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(17-0220-085)
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2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	744	748	752	*	20%	35%	*	*	41%	53%
White	53	748	*	760	*	19%	34%	*	*	45%	64%
Hispanic	62	737	740	739	*	23%	37%	*	*	34%	38%
Black or African American	*	*	739	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	63	742	748	752	*	25%	30%	*	*	40%	53%
Male	69	745	747	751	*	16%	39%	*	*	42%	53%
Economically Disadvantaged Students	93	742	*	736	*	*	39%	*	*	38%	35%
Non-Economically Disadvantaged Students	39	749	*	762	*	*	26%	*	*	49%	66%
Students with Disabilities	21	725	715	730	*	*	*	*	*	14%	29%
Students without Disabilities	111	747	754	756	*	*	*	*	*	46%	57%
English Learners	*	*	726	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	749	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

MIDTOWN COMMUNITY SCHOOL #8
(17-0220-085)
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2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	740	743	748	*	19%	36%	*	*	36%	49%
White	37	745	747	755	*	*	*	*	*	46%	60%
Hispanic	38	735	*	737	*	*	47%	26%	0%	26%	34%
Black or African American	15	723	735	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	47	744	*	748	*	21%	28%	*	*	43%	50%
Male	56	737	*	748	*	18%	43%	*	*	30%	49%
Economically Disadvantaged Students	68	739	*	733	*	*	37%	*	*	37%	30%
Non-Economically Disadvantaged Students	35	741	*	758	*	*	34%	*	*	34%	62%
Students with Disabilities	21	712	710	725	*	*	*	*	*	*	22%
Students without Disabilities	82	747	749	753	*	*	*	*	*	*	55%
English Learners	*	*	726	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	744	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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(17-0220-085)
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2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	735	742	748	*	27%	39%	*	*	28%	49%
White	56	743	749	756	*	20%	39%	*	*	39%	60%
Hispanic	42	726	732	736	*	40%	43%	*	*	12%	32%
Black or African American	17	724	730	730	*	*	*	*	*	24%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	749	754	*	*	*	*	*	*	55%
Female	40	737	742	749	*	*	50%	*	*	25%	50%
Male	83	734	741	747	*	*	34%	*	*	30%	48%
Economically Disadvantaged Students	87	733	738	733	*	*	39%	*	*	25%	29%
Non-Economically Disadvantaged Students	36	738	747	758	*	*	39%	*	*	36%	62%
Students with Disabilities	29	719	715	726	*	*	*	*	*	*	20%
Students without Disabilities	94	740	746	752	*	*	*	*	*	*	55%
English Learners	*	*	731	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	742	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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(17-0220-085)
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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	742	740	744	*	22%	38%	*	*	36%	44%
White	40	749	746	751	0%	*	35%	*	*	43%	54%
Hispanic	47	739	*	731	*	*	47%	30%	0%	30%	27%
Black or African American	17	725	723	726	*	*	*	*	*	18%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	741	749	*	*	*	*	*	*	52%
Female	58	741	744	745	*	22%	40%	*	*	34%	45%
Male	54	742	736	742	*	22%	37%	*	*	37%	42%
Economically Disadvantaged Students	79	741	735	729	*	*	42%	*	*	34%	24%
Non-Economically Disadvantaged Students	33	743	746	753	*	*	30%	*	*	39%	56%
Students with Disabilities	24	719	709	717	*	*	*	*	*	*	13%
Students without Disabilities	88	748	746	748	*	*	*	*	*	*	49%
English Learners	*	*	714	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	741	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	*	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

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(17-0220-085)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	136	737	740	743	7%	24%	32%	*	*	36%	43%
White	44	744	*	750	*	27%	*	*	*	55%	54%
Hispanic	67	732	731	732	*	*	40%	27%	0%	27%	27%
Black or African American	16	720	730	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	745	748	*	*	*	*	*	*	51%
Female	67	733	743	745	*	28%	31%	*	*	31%	45%
Male	69	740	737	741	*	20%	33%	*	*	41%	42%
Economically Disadvantaged Students	90	734	735	730	11%	22%	32%	*	*	34%	24%
Non-Economically Disadvantaged Students	46	742	746	751	0%	28%	33%	*	*	39%	55%
Students with Disabilities	24	707	707	717	*	*	*	*	*	*	12%
Students without Disabilities	112	743	745	748	*	*	*	*	*	*	50%
English Learners	*	*	714	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	742	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	728	731	728	22%	24%	24%	29%	0%	29%	28%
White	30	733	736	736	*	*	*	43%	0%	43%	36%
Hispanic	38	726	725	722	*	*	37%	*	*	21%	22%
Black or African American	11	711	719	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	735	729	*	*	*	*	*	*	28%
Female	48	731	736	731	*	*	*	*	*	33%	31%
Male	38	723	727	725	*	*	*	*	*	24%	26%
Economically Disadvantaged Students	49	729	727	719	*	*	*	29%	0%	29%	20%
Non-Economically Disadvantaged Students	37	726	736	735	*	*	*	30%	0%	30%	35%
Students with Disabilities	25	697	696	705	*	*	*	*	*	*	*
Students without Disabilities	61	740	739	735	*	*	*	*	*	*	*
English Learners	N	N	708	705	N	N	N	N	N	N	10%
Non-English Learners	86	728	733	729	22%	24%	24%	29%	0%	29%	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	11	780	738	746	0%	0%	0%	*	*	100%	46%
White	*	*	747	755	*	*	*	*	*	*	57%
Hispanic	*	*	728	730	*	*	*	*	*	*	27%
Black or African American	*	*	726	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	*	*	741	748	*	*	*	*	*	*	48%
Male	*	*	736	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	733	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	745	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	708	716	N	N	N	N	N	N	13%
Students without Disabilities	11	780	743	752	0%	0%	0%	*	*	100%	52%
English Learners	N	N	721	710	N	N	N	N	N	N	*
Non-English Learners	11	780	740	749	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

MIDTOWN COMMUNITY SCHOOL #8
(17-0220-085)
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2017-2018

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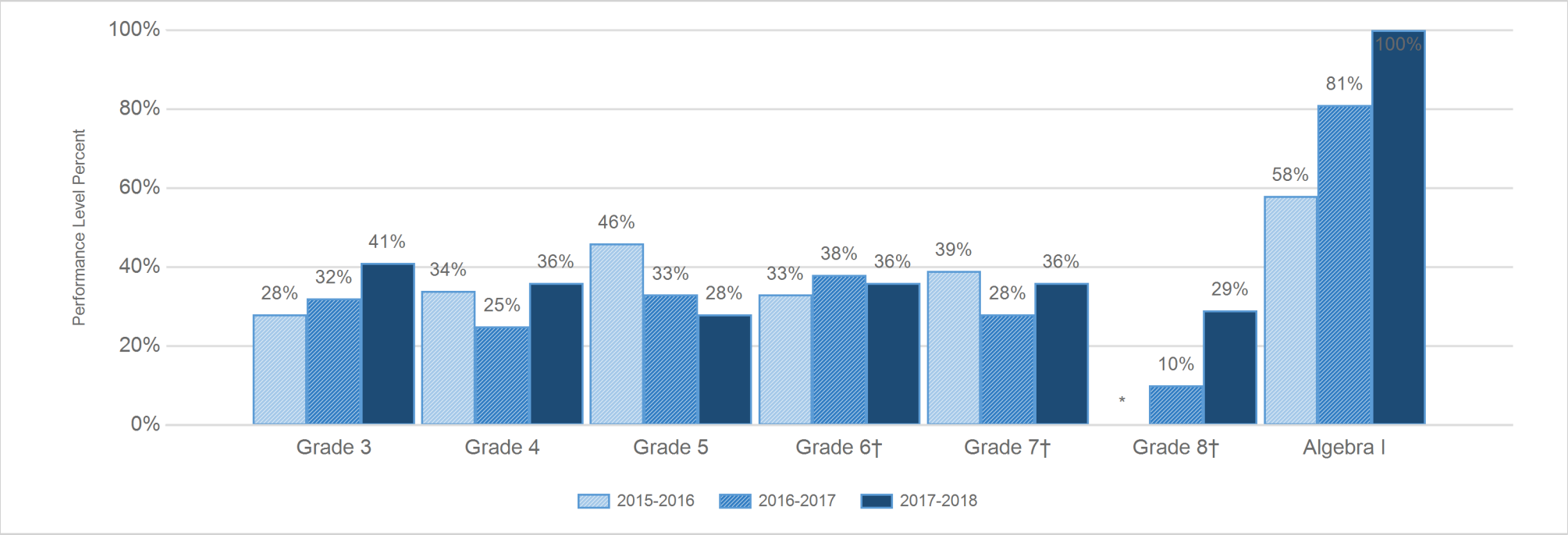
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	50.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	117
7	0	0	137
8	11	0	91
Total	11	0	345

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	117	0	0	0	0	0	0
7	137	0	0	0	0	0	0
8	102	0	0	0	0	0	0
Total	356	0	0	0	0	0	0

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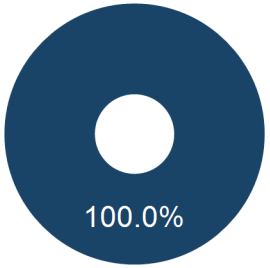
Visual and Performing Arts – Course Participation

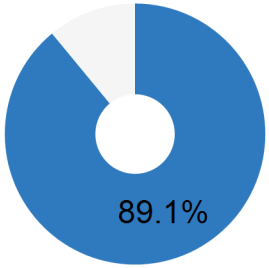
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

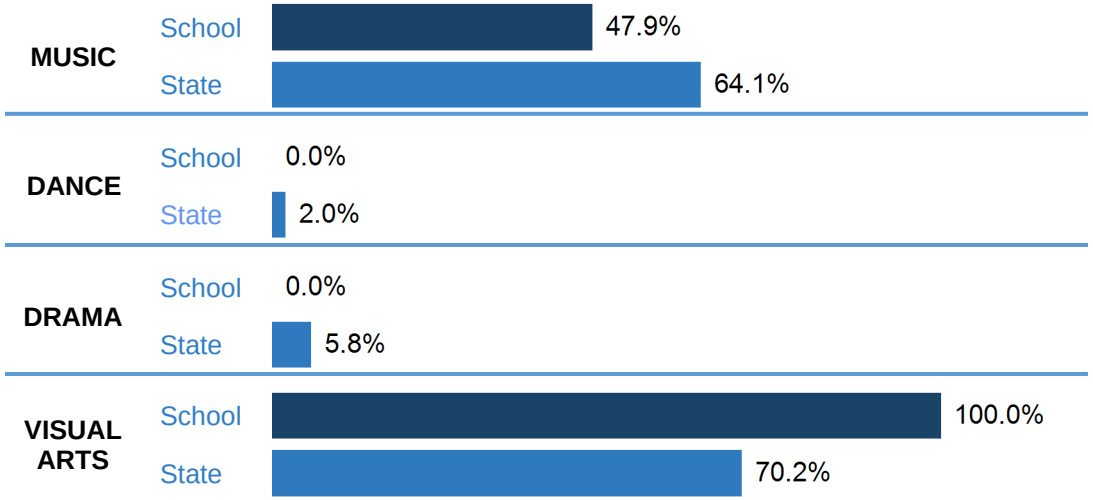


School



State

Students enrolled in one or more classes by discipline:



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

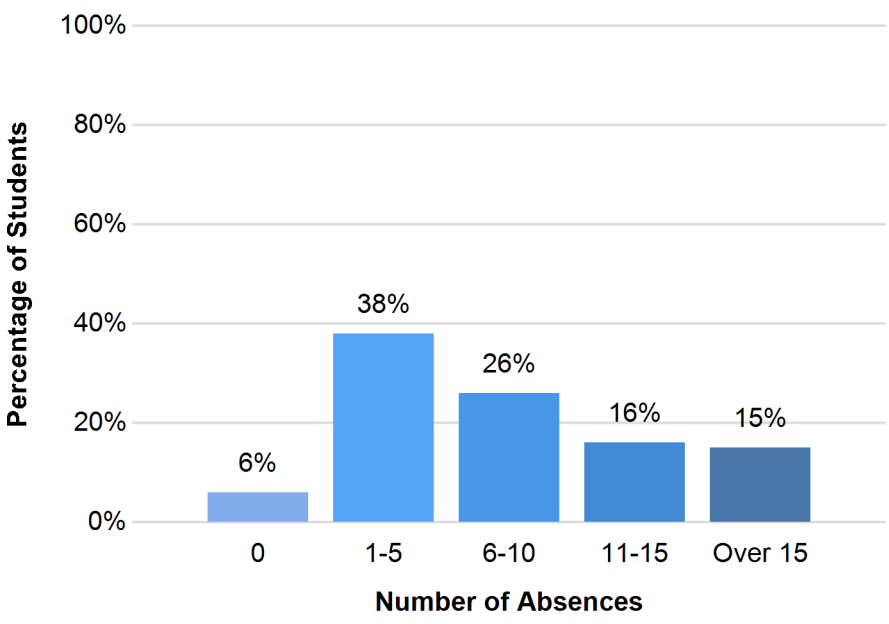
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	129	12.2	9.1	Not Met
White	27	7.0	9.1	Met
Hispanic	82	17.7	9.1	Not Met
Black or African American	14	12.0	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	4	6.7	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	6.9	9.1	Met
Economically Disadvantaged Students	101	13.2	9.1	Not Met
Students with Disabilities	40	21.7	9.1	Not Met
English Learners	0	0	**	**

Days Absent

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



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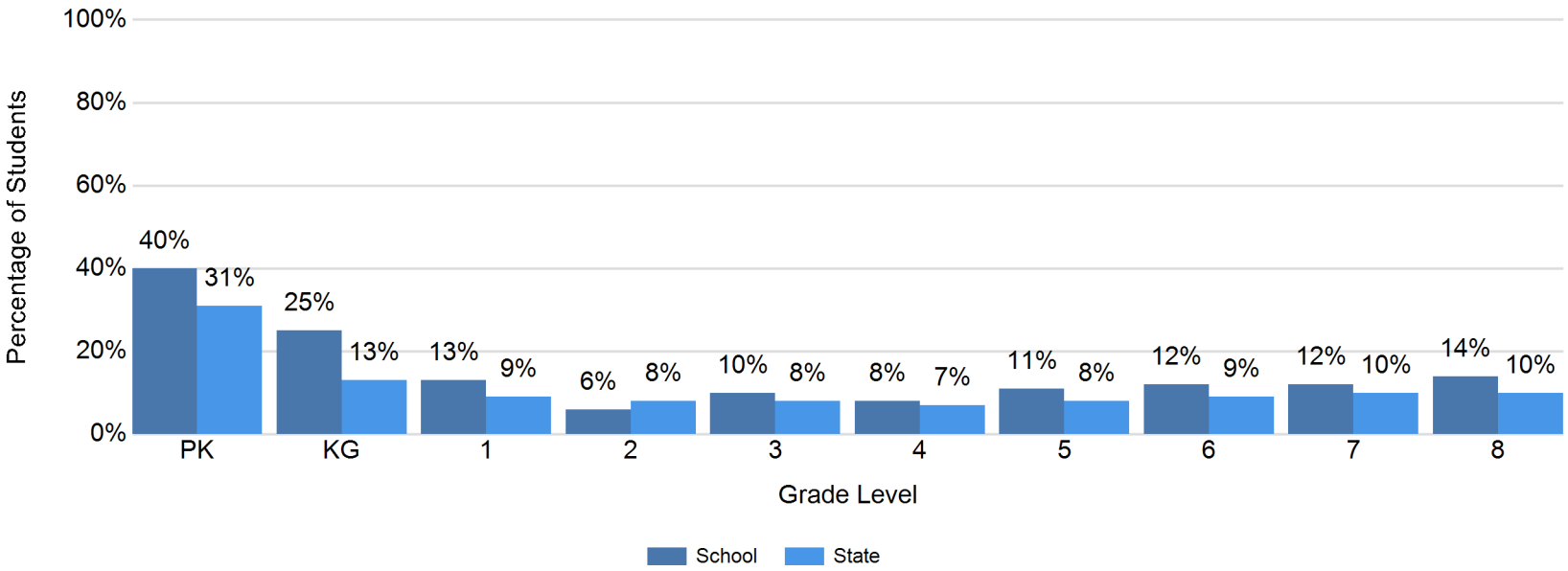
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.09

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
10

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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	7.9:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$705	$12,470	$13,175

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	84	117,464
Average years experience in public schools	13.0	12.0
Average years experience in district	11.3	10.7
Teachers in district for 4 or more years	73.8%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	42	9,374
Average years experience in public schools	24.1	16.0
Average years experience in district	20.1	12.0
Administrators in district for 4 or more years	95.2%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	14:1
Students to Administrators	575:1	227:1
Teachers to Administrators	42:1	16:1
Students to Librarians/Media Specialists		3182:1
Students to Nurses		530:1
Students to Counselors		382:1
Students to Child Study Team		502:1

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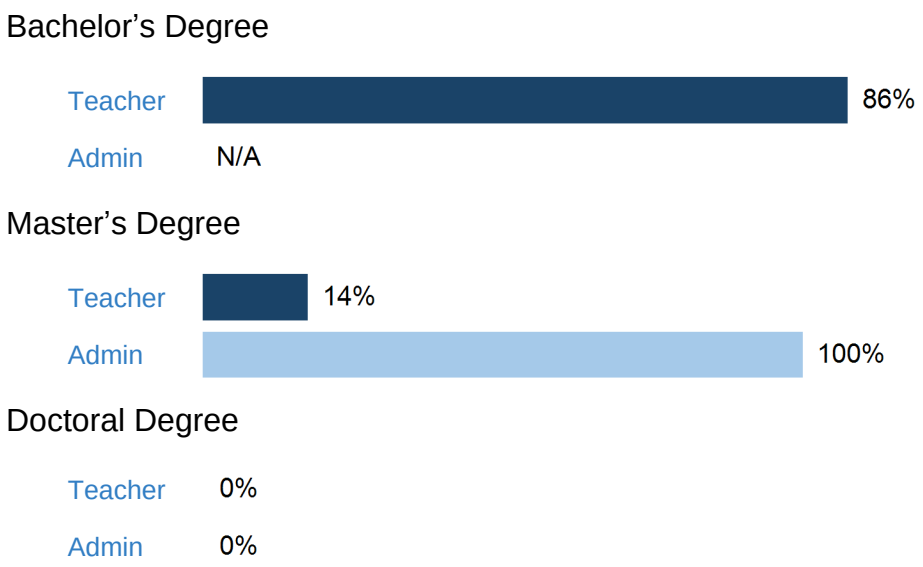
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	88.9%	90.2%
2016-17 Administrators: Same district 2017-18	78.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.2%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	82.1%	100.0%
Male	17.9%	0.0%
White	88.1%	100.0%
Hispanic	7.1%	0.0%
Black or African American	2.4%	0.0%
Asian	2.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	29.15	17.5%
Mathematics Proficiency	29.27	17.5%
English Language Arts Growth	53.02	25.0%
Mathematics Growth	44.81	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	21.58	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	37.92	n/a
Summative Rating: Percentile Rank of Summative Score	30.33	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Standard	Met Standard	**	Not Met	No
White	40.65	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	41.65	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	42.28	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	24.28	14.08	No	Met Target	Met Target	Not Met	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	65.43	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	40.93	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	71.48	14.08	No	Met Target	Met Target	Met Standard	Met Standard	Met Standard	**	No

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

NJ SCHOOL PERFORMANCE REPORT

MIDTOWN COMMUNITY SCHOOL #8
(17-0220-085)
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School Narrative

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

Highlights:	• Midtown Community School was thrilled to celebrate their 25th Anniversary in February, 2018. • April, 2018 proved to be Midtown Community School's largest participation ever in Autism Awareness Month Activities. • The Midtown Community School Student Council was the proud recipient of the Honor Council Excellence Award and has won for the past 20 years.
Mission, Vision, Theme:	The mission of MCS is to provide a flexible educational environment that fosters personal and interpersonal growth, lifelong learning and a strong sense of community. Educational excellence will be achieved through a curriculum that will include a quality instructional and cultural program which utilizes a variety of research-based methods, materialsand state of the art technologies in order to meet the needs, interests and abilities of the individual.
Awards, Recognition, Accomplishments:	MCS has been selected as a Blue Ribbon School by the US Department of Education. This award distinguishes the school for its excellence in leadership, teaching, curriculum, student achievement, parent involvement, and community support, MCS has also been the recipient of the NJ Star School Award and the Redbook Award for Overall Excellence.been acknowledged by the state of New Jersey for NJ Best Practices in for innovative technology, and for health andphysical education integration.

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Courses, Curriculum, Instruction:	The curriculum at MCS includes a quality instructional and cultural program utilizing a variety of research based methods, materials, and state of the art technologies in order to meet the needs, interests and abilities of all individuals. Technology is a major component in restructuring traditional teaching methods, and vital in creating a schoolenvironment based on active student learning. Everyone is trained to utilize the power and potential of Computers, Smart Boards and Smart Tables.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls) Sports Offered: Basketball (Boys & Girls), Football (Boys), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls). Midtown has a comprehensive basketball program for girls and boys. Flag football is offered for boys. Upper grade children compete with other elementary schools for Track and Field. The city runs a girls' softball league in the Spring.
Clubs and Activities:	MCS has numerous clubs and activities including: Choir, Orchestra, Beginning Band, Yearbook, Spelling Bee, Geography Bee, Math Olympiad, Academic Challenge, Color Guard, Forensics, Chess, Robotics, Care Bears, Community Read Aloud, Garden Club, Gold Slips, Metropolitan Opera Guild, Peer Leadership, National Junior HonorSociety, Student Council, Science and Environmental Club, Project Innovate, Fire Bowl, School Safety Patrol, Honor Guard, Captain McFinn and Friends Anti-Bullying Program

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Before and After School Programs:	MCS has numerous after school opportunities for our students. Community Education classes run in 3 cycles. These classes are open to students in all grades. ARMS tutoring is provided to children in Grades 3-8. This tutoring helps to prepare our students for PARCC testing. The 100 Book Challenge is available to students who are in need ofreinforcement in Grades K-2. Both Before and After Care opportunities are available for families that are in need of childcare.

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Parent and Community Involvement:	MCS is dedicated to the concept of community education and lifelong learning. It is an urban educational institution restructured by the collective efforts of all stakeholders who adopted the community education concept, which encourages the use of the facility for people of all ages, as well as a building design that provides a flexible environment.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Students at MCS are taught behaviors to insure their personal safety and that of others. Our school philosophy, MIDTOWN MAGIC: Motivation And Guidance Instill Character, exemplifies the school's commitment to developing high self esteem and good character traits. Children are encouraged to feel the magic within themselves, and to develop a sense of self confidence, while setting personal goals to follow their dreams for a bright and successful future.
Facilities:	Midtown Community School is a state of the art facility that is celebrating its 25th Anniversary. MCS received numerous architectural awards when it opened in 1992. A whole city block, Midtown houses 1200 students and over 100 staff members.
School Safety:	School safety is a top priority with administrators and faculty. Metal detectors have been installed at three locations in the building, and every individual entering the building is subject to bag inspection. Midtown also has an effective and engaged School Safety Team that meets on a regular basis to review safety and security procedures. We are fortunate to have a Bayonne Police Officer in the building each and every day.

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Other Information:	At Midtown Community School, children are all S.T.A.R.S. (Striving To Achieve Remarkable Success). The school's RESPECT campaign is embraced by the entireschool community, and is an integral part of the school culture. Students at Midtown are taught behaviors designed to ensure their personal safety. The elementary school management plan, which was developed by the staff, reflects high student expectations, student responsibilities and positive reinforcement rewards. The Shared Decision Making Team (SDMT) is a vital component in the management of the school. Encouraged by the administrative structure, the team concept fosters empowerment by all the stakeholders, while building a collegiality among staff, students and parents.The foundation of the school is based upon the cooperative efforts of the entire school community working together toward success.