NJ SCHOOL PERFORMANCE REPORT

HELEN A. FORT MIDDLE SCHOOL
(05-4050-050)
Grades Offered: 07-08
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BURLINGTON
District	PEMBERTON TWP
Principal Name	MRS. STREGE
Address	101 FORT DIX ROAD PEMBERTON, NJ 08068
Phone Number	(609)893-8141
Email Address	tstrege@pemb.org
Website	https://www.pemberton.k12.nj.us/helenfort
Facebook	https://www.facebook.com/Helen-Fort-Middle-School-537495979664076
Twitter	https://twitter.com/helenfortschool

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	337	358	0
7	347	326	346
8	308	330	320
Total	992	1,014	666

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	52.2%	50.1%	48.2%
Male	47.8%	49.9%	51.8%
Economically Disadvantaged Students	45.1%	43.7%	45.8%
Students with Disabilities	17.1%	17.5%	19.4%
English Learners	0.8%	0.6%	1.1%
Homeless Students		1.8%	1.4%
Students in Foster Care		1.0%	0.8%
Military-Connected Students		13.0%	11.3%
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	55.2%	56.6%	53.5%
Hispanic	15.5%	15.6%	17.3%
Black or African American	26.0%	24.2%	25.2%
Asian	2.2%	1.9%	1.8%
Native Hawaiian or Pacific Islander	0.4%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.3%	0.5%
Two or More Races	0.4%	1.3%	1.7%

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	95.0%
Spanish	3.8%
Other Languages	1.2%

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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	44.5	40	50	Met Standard	37	40	50	Not Met
White	45	40	50	Met Standard	39.5	41	51	Not Met
Hispanic	33	39	49	Not Met	37	39	48	Not Met
Black or African American	46	41.5	44	Met Standard	34	37	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	63	39	61	**	*	31	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	19	49	**	*	25	51	**
Economically Disadvantaged	44	39	48	Met Standard	40	40	47	Met Standard
Students with Disabilities	25.5	30.5	41	Not Met	34.5	35	43	Not Met
English Learners	57	35	54	**	69	53	51	**

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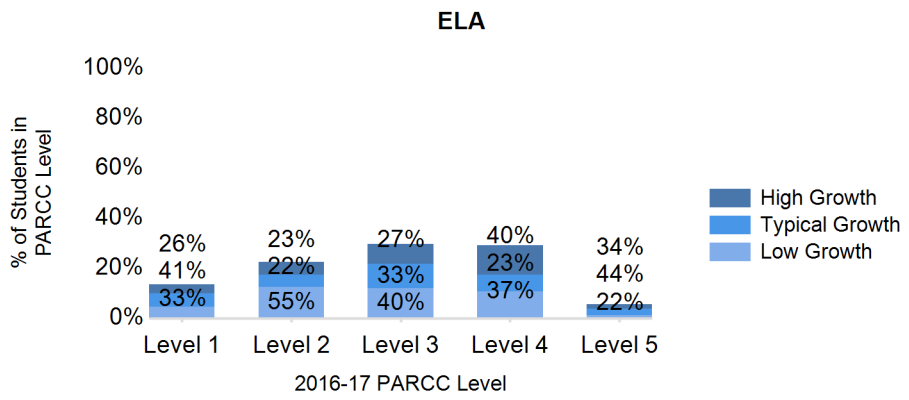
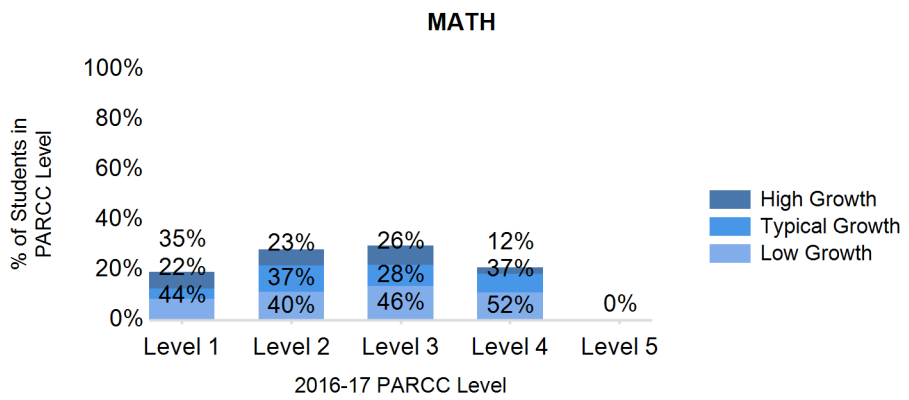
Student Growth by Performance Level

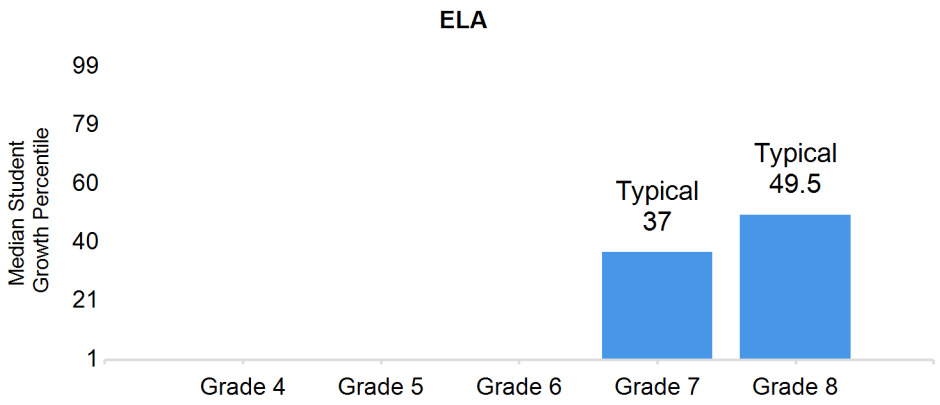
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

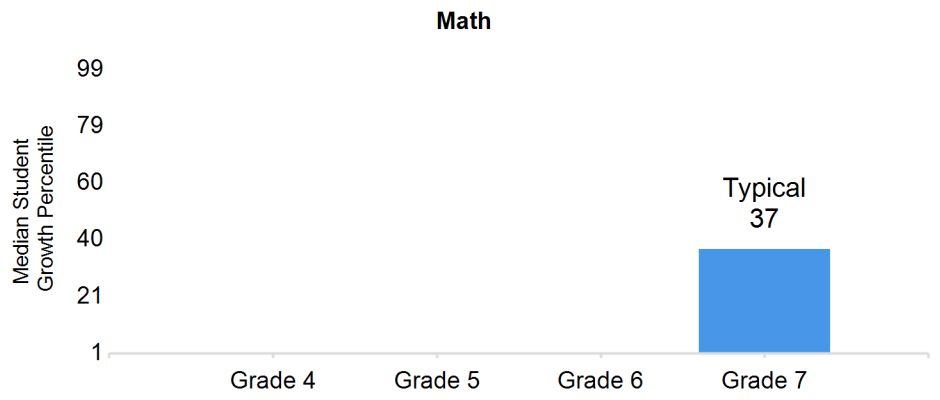




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	608	93.0	41.5	38.1	56.7	40.6	37.6	Met Target
White	334	93.5	42.8	41.3	65.6	42.1	37.2	Met Target
Hispanic	101	96.5	37.6	37.2	42.5	37.6	39.5	Met Target†
Black or African American	149	89.0	38.3	30.5	37.3	36.2	35.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	12	100.0	75.0	53.3	82.3	75.0	**	**
American Indian or Alaska Native	*	*	*	36.4	52.7	*	**	**
Two or More Races	*	*	*	30.6	63.4	*	**	**
Female	288	91.4	54.2	47.2	64.5	52.1		
Male	320	94.4	30.0	29.4	49.4	29.8		
Economically Disadvantaged Students	280	91.9	35.0	29.6	38.5	*	34.8	Met Target†
Non-Economically Disadvantaged Students	328	93.9	46.9	45.0	67.5	*		
Students with Disabilities	118	91.5	17.0	14.5	21.6	16.2	18.4	Met Target†
Students without Disabilities	490	93.4	47.4	43.6	63.9	46.6		
English Learners	16	100.0	31.3	28.1	27.3	31.3	**	**
Non-English Learners	592	92.8	41.8	38.3	59.4	40.7		
Homeless Students	*	*	*	20.0	27.7	*		
Students In Foster Care	*	*	*	20.0	26.3	*		
Military-Connected Students	66	94.7	60.6	50.7	57.4	60.1		
Migrant Students	N	N	N	N	30.1	N		

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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	306	735	735	760	23%	18%	22%	26%	11%	38%	63%
White	173	737	737	768	21%	17%	21%	28%	13%	41%	72%
Hispanic	55	728	728	746	24%	20%	27%	*	*	29%	49%
Black or African American	69	730	730	740	28%	20%	19%	*	*	33%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	147	747	747	769	13%	13%	25%	32%	17%	49%	72%
Male	159	723	723	752	31%	22%	19%	21%	6%	27%	54%
Economically Disadvantaged Students	139	730	730	742	24%	22%	24%	20%	9%	29%	44%
Non-Economically Disadvantaged Students	167	738	738	771	21%	14%	21%	31%	13%	44%	73%
Students with Disabilities	60	700	700	721	57%	22%	*	*	*	10%	22%
Students without Disabilities	246	743	743	768	14%	17%	*	*	*	44%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	42	748	748	758	*	*	*	*	*	57%	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	310	743	743	759	14%	20%	25%	31%	11%	42%	60%
White	162	745	745	767	14%	20%	25%	28%	13%	41%	70%
Hispanic	52	745	745	744	*	19%	25%	*	*	44%	45%
Black or African American	79	737	737	739	16%	20%	24%	*	*	39%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	143	757	757	768	*	*	23%	41%	16%	57%	69%
Male	167	732	732	751	*	*	26%	22%	7%	29%	52%
Economically Disadvantaged Students	133	735	735	740	23%	19%	22%	*	*	36%	42%
Non-Economically Disadvantaged Students	177	749	749	769	6%	21%	27%	*	*	46%	71%
Students with Disabilities	50	699	699	719	*	*	*	*	*	*	19%
Students without Disabilities	260	752	752	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	29	756	756	760	*	*	*	*	*	59%	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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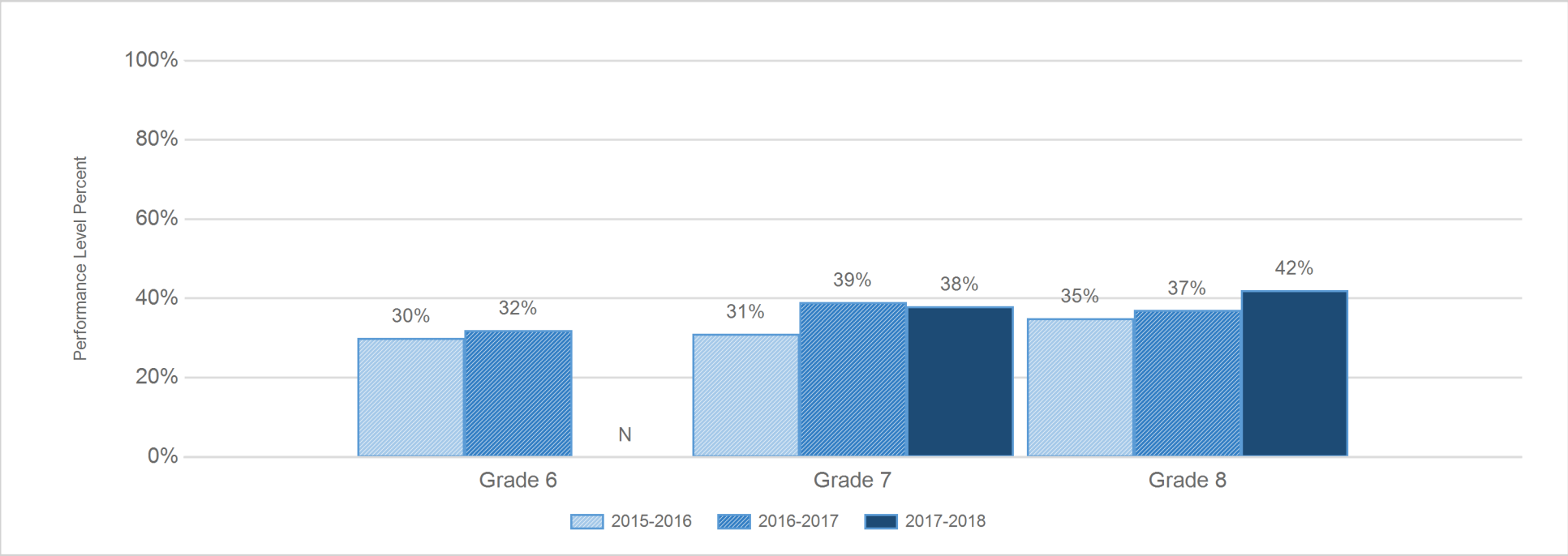
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	604	91.8	24.0	26.2	45.0	23.3	26.8	Not Met
White	333	92.7	29.1	30.6	54.1	28.5	27.8	Met Target
Hispanic	100	93.9	13.0	*	29.2	13.0	26.7	Not Met
Black or African American	146	87.9	17.8	*	23.4	16.5	21.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	100.0	50.0	40.9	77.0	50.0	**	**
American Indian or Alaska Native	*	*	*	36.4	42.5	*	**	**
Two or More Races	*	*	*	16.2	53.0	*	**	**
Female	289	91.4	27.0	*	46.0	26.1		
Male	315	92.2	21.3	*	43.9	20.8		
Economically Disadvantaged Students	276	90.6	18.1	*	26.6	*	23.9	Not Met
Non-Economically Disadvantaged Students	328	92.8	29.0	*	55.9	*		
Students with Disabilities	119	92.3	*	13.3	17.1	*	15.7	Not Met
Students without Disabilities	485	91.7	*	29.1	50.5	*		
English Learners	16	94.4	*	23.2	24.6	*	**	**
Non-English Learners	588	91.8	*	26.2	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	65	93.3	32.3	42.8	45.8	31.6		
Migrant Students	N	N	N	N	23.7	N		

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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	304	728	728	743	13%	33%	30%	*	*	24%	43%
White	174	730	730	750	12%	32%	27%	*	*	29%	54%
Hispanic	54	724	724	732	*	46%	31%	*	*	11%	27%
Black or African American	67	722	722	727	21%	28%	37%	*	*	13%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	148	731	731	745	11%	31%	30%	*	*	28%	45%
Male	156	725	725	741	16%	35%	29%	*	*	20%	42%
Economically Disadvantaged Students	139	724	724	730	16%	35%	33%	*	*	16%	24%
Non-Economically Disadvantaged Students	165	731	731	751	12%	31%	27%	*	*	30%	55%
Students with Disabilities	60	706	706	717	*	*	*	*	*	*	12%
Students without Disabilities	244	734	734	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	42	737	737	743	*	24%	43%	*	*	31%	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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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	199	712	712	728	*	*	*	*	*	*	28%
White	100	714	714	736	*	*	*	*	*	*	36%
Hispanic	35	716	716	722	*	*	*	*	*	*	22%
Black or African American	53	705	705	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	80	714	714	731	*	*	*	*	*	*	31%
Male	119	711	711	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	90	708	708	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	109	715	715	735	*	*	*	*	*	*	35%
Students with Disabilities	50	697	697	705	*	*	*	*	*	*	*
Students without Disabilities	149	717	717	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	13	714	714	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

HELEN A. FORT MIDDLE SCHOOL
(05-4050-050)
Grades Offered: 07-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	755	732	746	0%	*	34%	*	*	59%	46%
White	58	757	733	755	0%	*	*	67%	0%	67%	57%
Hispanic	17	753	731	730	0%	0%	59%	*	*	41%	27%
Black or African American	26	749	728	727	0%	*	*	54%	0%	54%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	63	751	733	748	0%	*	*	*	*	52%	48%
Male	44	759	731	745	0%	*	*	*	*	68%	44%
Economically Disadvantaged Students	39	753	727	729	0%	*	*	*	*	51%	25%
Non-Economically Disadvantaged Students	68	756	736	756	0%	*	*	*	*	63%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	107	755	*	749	0%	*	34%	*	*	59%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	15	759	743	752	0%	0%	*	*	*	60%	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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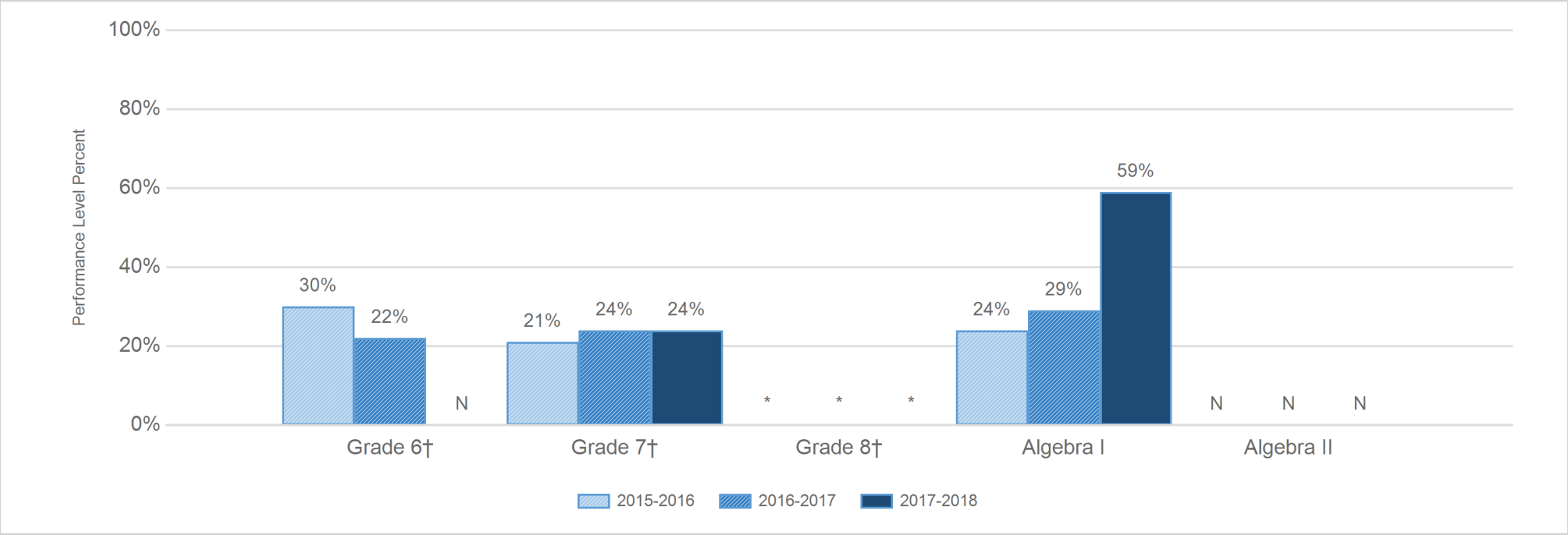
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	13	13
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	N	N	N
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
7	0	0	364
8	122	0	228
Total	122	0	592

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
7	303	0	0	0	0	0	0
8	286	0	0	0	0	0	0
Total	589	0	0	0	0	0	0

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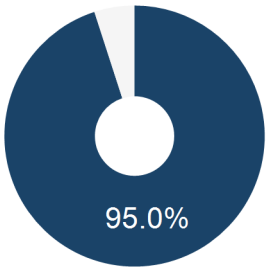
Visual and Performing Arts – Course Participation

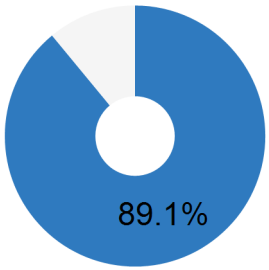
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

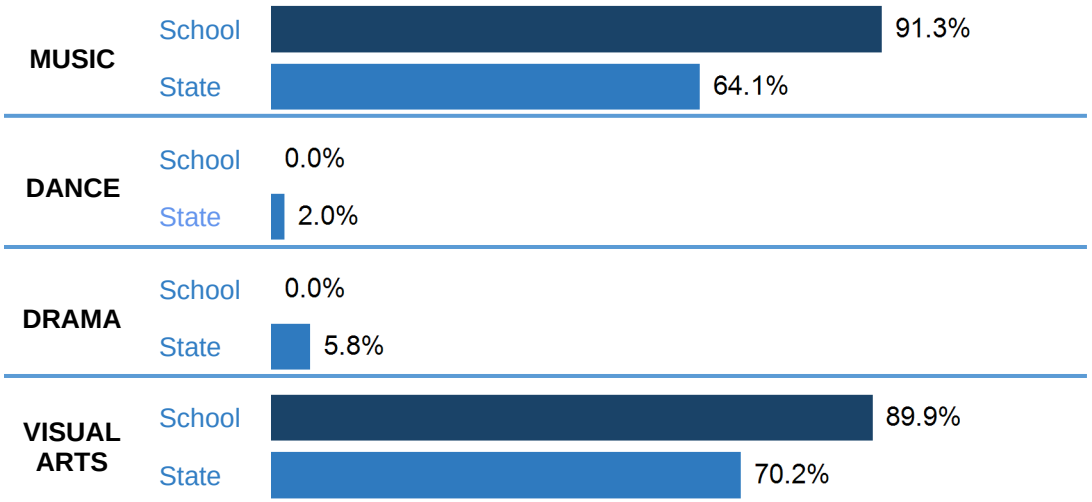


School



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.

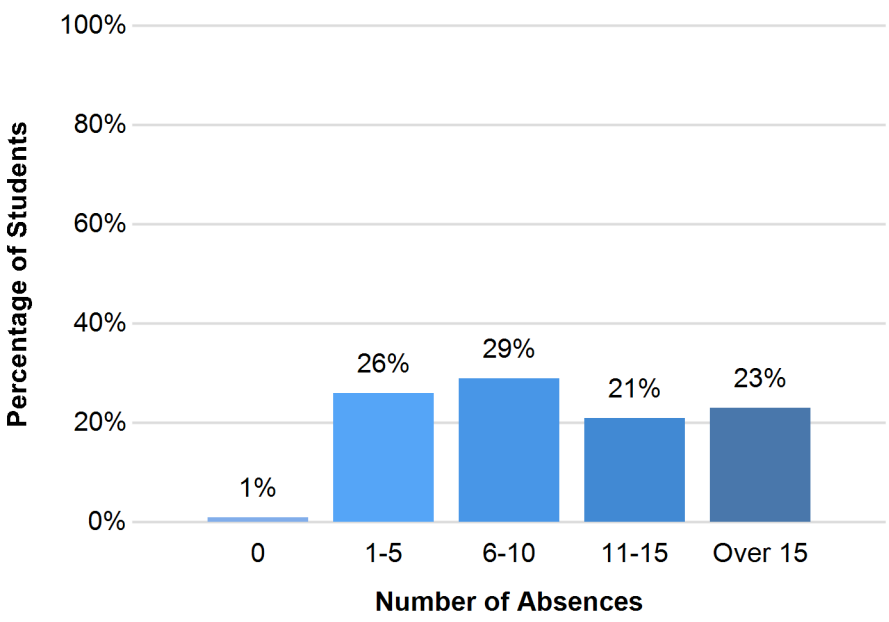
Chronic Absenteeism

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	123	18.3	10.0	Not Met
White	70	19.2	10.0	Not Met
Hispanic	20	17.4	10.0	Not Met
Black or African American	28	16.8	10.0	Not Met
Asian, Native Hawaiian, or Pacific Islander	1	8.3	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	57	18.6	10.0	Not Met
Students with Disabilities	46	33.3	10.0	Not Met
English Learners	*	*	**	**

Days Absent

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



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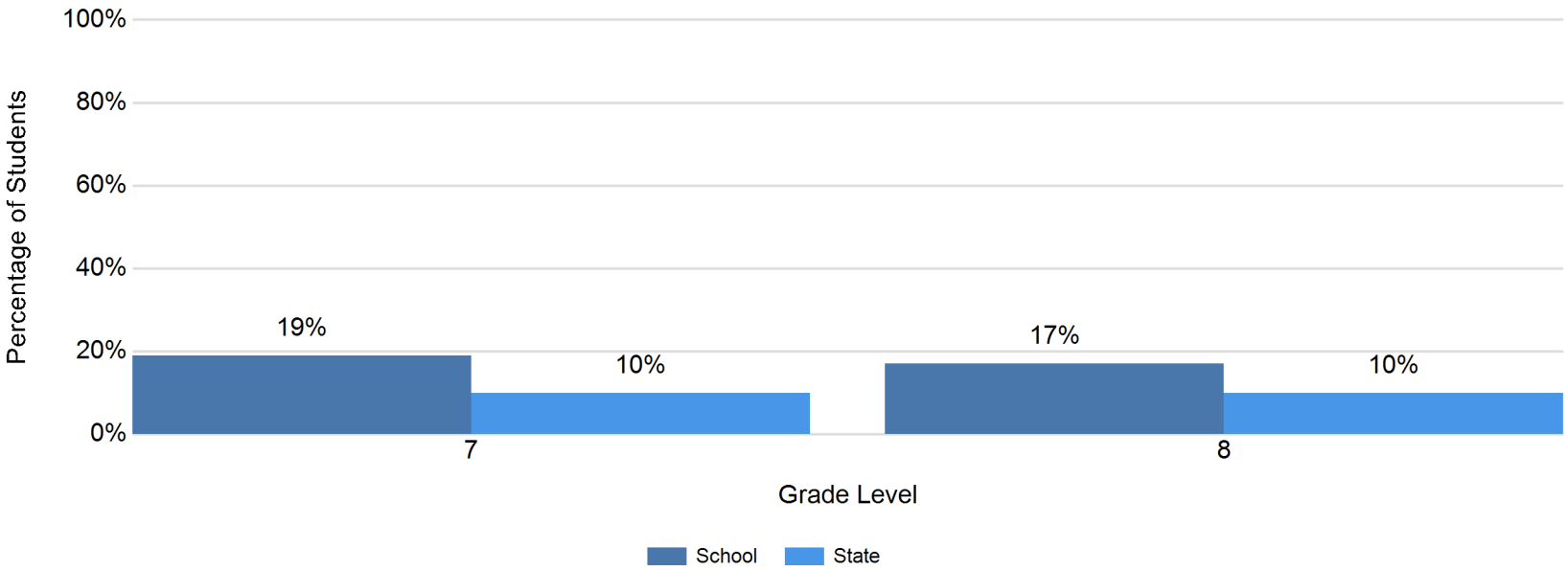
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	36
Weapons	5
Vandalism	4
Substances	2
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	56
Incidents Per 100 Students Enrolled	8.41

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	3
Weapons	0
Vandalism	0
Substances	2
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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	4	4
Sexual Orientation	1	2	3
Disability	0	0	0
Other	1	3	4
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	27	4.1%
Out-of-School Suspensions	27	4.1%
Any Suspension	52	7.8%
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
134

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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	8:10 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$817	$19,196	$20,013

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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	98	117,464
Average years experience in public schools	13.6	12.0
Average years experience in district	11.6	10.7
Teachers in district for 4 or more years	75.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,374
Average years experience in public schools	16.5	16.0
Average years experience in district	10.6	12.0
Administrators in district for 4 or more years	68.6%	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	7:1	10:1
Students to Administrators	111:1	135:1
Teachers to Administrators	16:1	13:1
Students to Librarians/Media Specialists		1570:1
Students to Nurses		362:1
Students to Counselors		277:1
Students to Child Study Team		214:1

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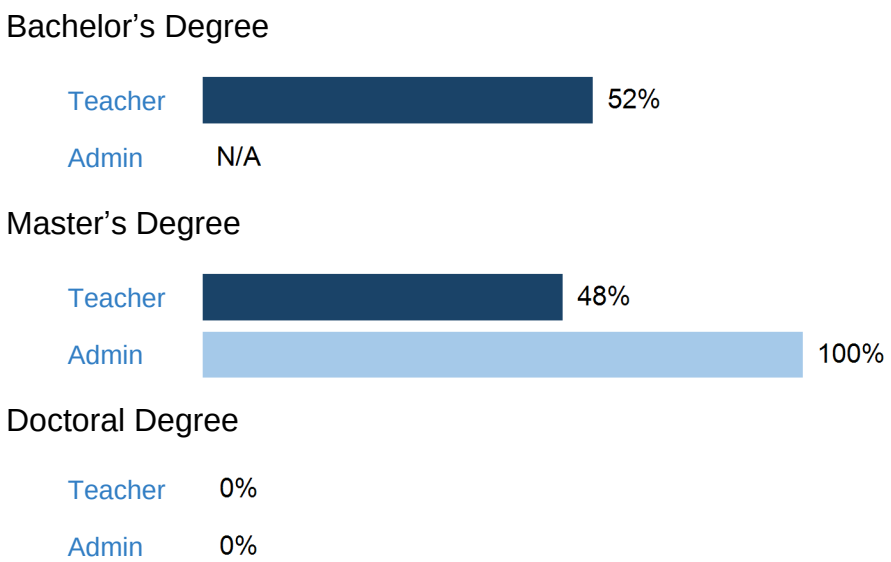
Teachers and Administrators - Level of Education

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	91.3%	90.2%
2016-17 Administrators: Same district 2017-18	97.1%	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	94.2%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	70.4%	66.7%
Male	29.6%	33.3%
White	87.8%	83.3%
Hispanic	4.1%	0.0%
Black or African American	8.2%	16.7%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	Yes	No	Yes
White	Yes		
Hispanic	Yes		
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		

NJ SCHOOL PERFORMANCE REPORT

HELEN A. FORT MIDDLE SCHOOL
(05-4050-050)
Grades Offered: 07-08
2017-2018

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† This indicates a table specific note,see note below table

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	19.73	17.5%
Mathematics Proficiency	8.18	17.5%
English Language Arts Growth	24.05	25.0%
Mathematics Growth	12.52	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	7.37	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	15.13	n/a
Summative Rating: Percentile Rank of Summative Score	4.80	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	Yes	Met Target	Not Met	Met Standard	Not Met	**	Not Met	No
White	12.61	14.08	Yes	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Hispanic	14.04	14.08	Yes	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	37.20	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	27.02	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	16.76	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Helen A. Fort Middle School is proud to be named a New Jersey State School of Character with a "Promising Practice." • A rigorous academic curriculum is balanced by a variety of electives and over 50 extracurricular clubs, sports, and activities to engage students after school. • A 1:1 iPad initiative means that students learn digital literacy skills alongside academics. Employment of digital curriculum increases student engagement as it reinforces 21st century skills.
Mission, Vision, Theme:	Pemberton Learning Community: Pursuing Excellence, Once Child at a Time. Pemberton Township Schools serves over 5,000 students from Pemberton Township, Pemberton Borough and Joint Base McGuire-Dix-Lakehurst. Helen A. Fort Middle School provides exemplary education for over 600 seventh and eighth grade students. Helen Fort's theme is "Constructing a Community," a theme that unites us in our vision to connect students and staff to a larger purpose.
Awards, Recognition, Accomplishments:	Helen A. Fort Middle School is proud of our distinction as a New Jersey School of Character. Six specifically identified character strengths serve as guideposts for staff and students throughout our educational journeys at Helen A. Fort Middle School: grit, empathy, self-control, zest, curiosity, and optimism. We believe that using these character traits to guide our actions will promote student success in school, at home, and in our community. Working together, we believe we will create a positive environment that helps our students grow academically, personally, and socially.

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Courses, Curriculum, Instruction:	At Helen Fort Middle School, we believe that success starts here! Our roadmap to success includes serving as an important bridge to high school. Seventh and eighth grade students at Helen Fort Middle School encounter a rigorous academic curriculum grounded in the New Jersey Student Learning Standards; honors classes are available in mathematics, language arts, science, and social studies. Furthermore, we offer the Advancement Via Individual Determination (AVID) program, which helps students prepare for and succeed in college. Along with their academic "travels," students enjoy a variety of electives including Spanish, art, music, woodshop, coding, and STEAM. Where needed, students can avail themselves of academic support through after-school tutoring. Helen Fort Middle School rounds out students' journeys with digital resources in math, language arts, science and social studies that is supported by a 1:1 iPad initiative.
Sports and Athletics:	Our girls' soccer team earned the title of division champions and our boys' soccer and field hockey teams played competitive games in our conference. Cross-country saw 4 runners compete in the Meet of Champions. Winter sports include boys' and girls' basketball, cheerleading, and wrestling. Spring sports include baseball, softball, and track and field. Each month, HFMS recognizes Athletes of the Month, students who display character on the field and in the classroom.
Clubs and Activities:	With more than 50 clubs, sports, and activities offered at Helen Fort Middle School, we have something for every interest. We provide activities for "niche" interests like anime as well as more traditional offerings like chess and yearbook. Moreover, athletics include sports for both genders in both intramural and interscholastic competition. Finally, a new club, Student Leaders Club, provides students with service opportunities to deepen their connection to our building and community.

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Before and After School Programs:	At Helen Fort Middle School, the tutoring and homework club meets three times a week, affording students academic assistance and transportation. Highly qualified teachers in math and language arts reinforce literacy skills across content areas and encourage study strategies to improve students' grades.
Staff and Professional Learning:	As a high functioning learning community, we believe in our mission: Pursuing Excellence, One Child at a Time. Through purposeful dialogue about teaching and learning, our teachers work interdependently by engaging in a cyclic process of collective inquiry to strengthen their craft to improve student learning. This process includes identifying power standards, creating common assessments, analyzing data and creating action plans focusing on student results.

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Parent and Community Involvement:	An active Parent-Teacher Organization connects members of the Helen Fort school community. Meeting monthly with teachers, counselors, and parents, this group organizes fundraisers to benefit students of the school, provides social activities for students like dances, and promotes school spirit through special assemblies. In addition, Helen Fort Middle School encourages parents to access student attendance and grades information through Genesis, our student information system.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers An annual school climate survey disseminated to parents, students, and staff helps us to assess perceptions and identify specific strengths and weaknesses in our school. In addition, administration meets regularly with members of the Pemberton Township Education Association to solicit input and solutions to school concerns. Moreover, monthly meetings with each grade level's team facilitators include discussions of school climate, identification of school-wide issues, and proffered solutions.
Facilities:	Helen A Fort Middle School built in 1956. The MS underwent a boiler upgrade to two of the three boilers that supply the middle school. One of the boilers was rebuilt and the other boiler was removed and replaced. Also at the MS a new STEAM lab was constructed over the summer.