NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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. WALULAK
Address	101 FORT DIX RD PEMBERTON, NJ 08068
Phone Number	(609)893-8141
Email Address	AWALULAK@PEMB.ORG
Website	https://www.pemberton.k12.nj.us/newcomb
Facebook	https://www.facebook.com/pages/Marcus-W-Newcomb-Elementary-School/142816189085755
Twitter	https://twitter.com/Newcombschool

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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	0	0	314
Total	0	0	314

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	0.0%	0.0%	46.8%
Male	0.0%	0.0%	53.2%
Economically Disadvantaged Students	0.0%	0.0%	49.0%
Students with Disabilities	0.0%	0.0%	20.1%
English Learners	0.0%	0.0%	1.6%
Homeless Students		0.0%	2.2%
Students in Foster Care		0.0%	0.6%
Military-Connected Students		0.0%	12.1%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	0.0%	0.0%	54.8%
Hispanic	0.0%	0.0%	17.8%
Black or African American	0.0%	0.0%	23.2%
Asian	0.0%	0.0%	1.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.6%
Two or More Races	0.0%	0.0%	1.0%

Enrollment by Home Language

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

Home Language	% of Students
English	93.9%
Spanish	5.1%
Other Languages	1.0%

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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	32	40	50	Not Met	38.5	40	50	Not Met
White	32.5	40	50	Not Met	40	41	51	Met Standard
Hispanic	30	39	49	Not Met	33	39	48	Not Met
Black or African American	33	41.5	44	Not Met	39	37	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	39	61	**	*	31	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	19	49	**	*	25	51	**
Economically Disadvantaged	34	39	48	Not Met	39	40	47	Not Met
Students with Disabilities	33	30.5	41	Not Met	36	35	43	Not Met
English Learners	*	35	54	**	*	53	51	**

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

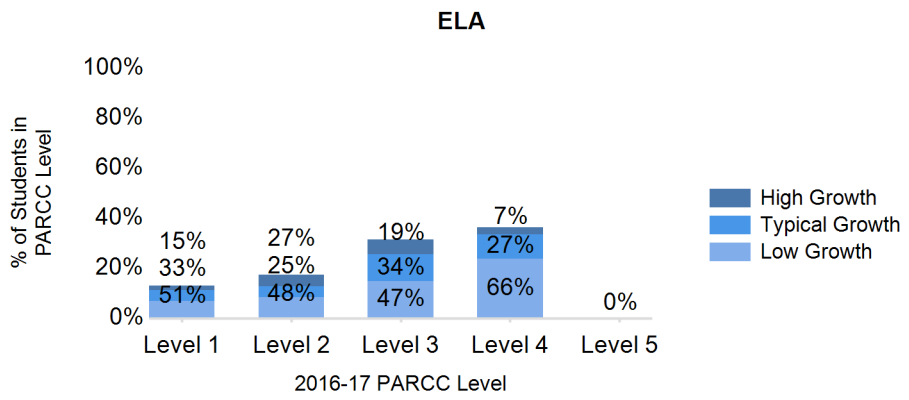
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same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

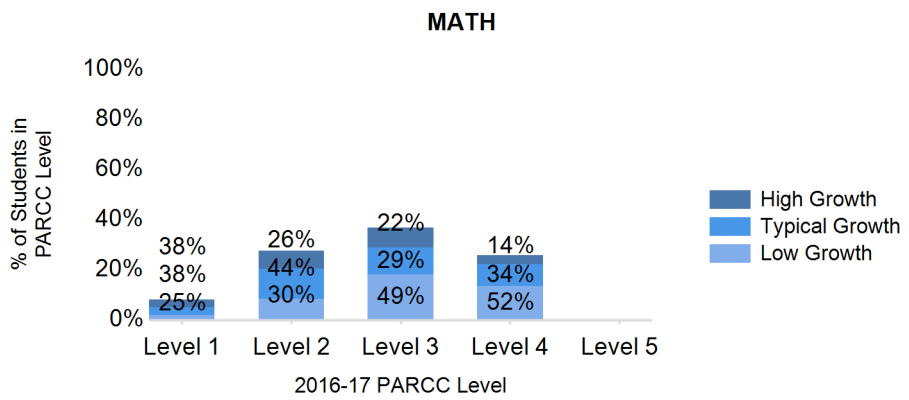
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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 by Performance Level

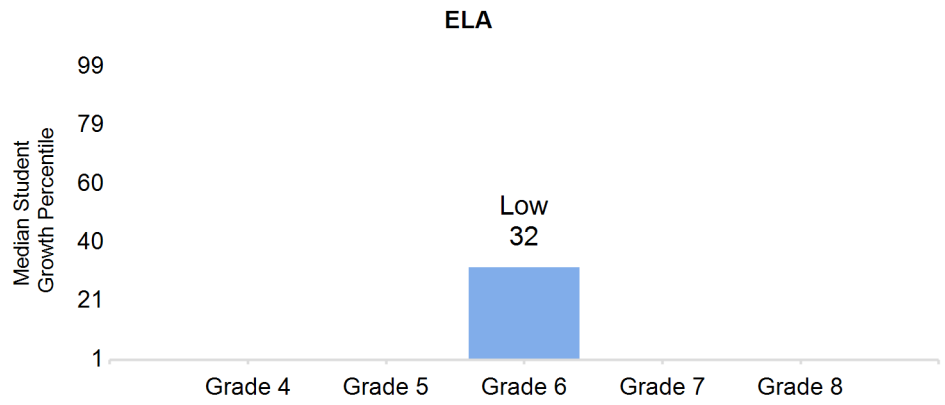
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

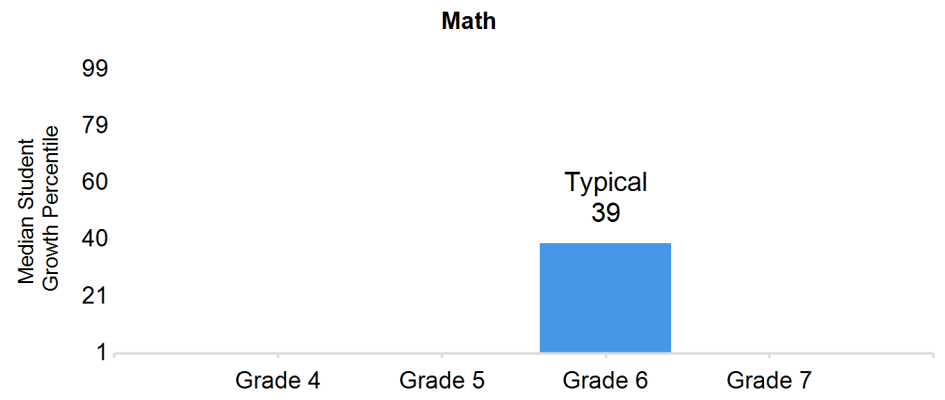




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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 - 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	306	97.8	26.4	38.1	56.7	26.4	N	N
White	167	97.7	29.3	41.3	65.6	29.3	N	N
Hispanic	53	98.2	26.4	37.2	42.5	26.4	N	N
Black or African American	72	97.3	22.2	30.5	37.3	22.2	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	53.3	82.3	*	**	**
American Indian or Alaska Native	*	*	*	36.4	52.7	*	**	**
Two or More Races	*	*	*	30.6	63.4	*	**	**
Female	143	96.7	35.0	47.2	64.5	35.0		
Male	163	98.8	19.0	29.4	49.4	19.0		
Economically Disadvantaged Students	148	97.4	23.0	29.6	38.5	23.0	N	N
Non-Economically Disadvantaged Students	158	98.2	29.7	45.0	67.5	29.7		
Students with Disabilities	63	94.2	*	14.5	21.6	*	N	N
Students without Disabilities	243	98.8	*	43.6	63.9	*		
English Learners	*	*	*	28.1	27.3	*	**	**
Non-English Learners	*	*	*	38.3	59.4	*		
Homeless Students	*	*	*	20.0	27.7	*		
Students In Foster Care	*	*	*	20.0	26.3	*		
Military-Connected Students	38	100.0	29.0	50.7	57.4	29.0		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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 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	310	731	731	754	15%	24%	35%	*	*	26%	56%
White	169	732	732	761	15%	22%	34%	*	*	28%	66%
Hispanic	56	732	732	742	*	30%	34%	*	*	25%	42%
Black or African American	71	732	732	737	14%	23%	41%	*	*	23%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	146	739	739	761	8%	19%	38%	*	*	35%	64%
Male	164	724	724	748	21%	28%	33%	*	*	18%	48%
Economically Disadvantaged Students	151	727	727	739	19%	26%	32%	*	*	23%	37%
Non-Economically Disadvantaged Students	159	735	735	764	11%	21%	39%	*	*	29%	68%
Students with Disabilities	60	708	708	723	*	*	*	*	*	*	18%
Students without Disabilities	250	737	737	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	37	739	739	752	*	*	49%	*	*	27%	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

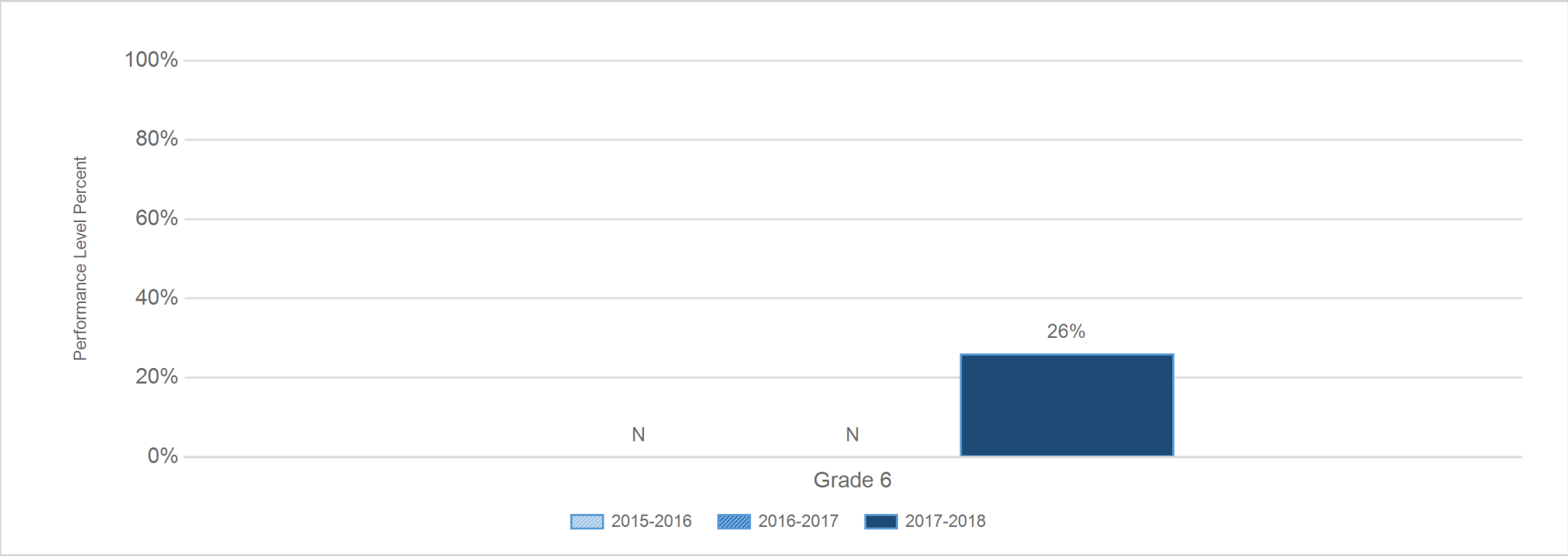
NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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 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

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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	307	98.1	21.5	26.2	45.0	21.5	N	N
White	168	98.3	25.0	30.6	54.1	25.0	N	N
Hispanic	53	98.3	15.1	*	29.2	15.1	N	N
Black or African American	72	97.3	19.5	*	23.4	19.5	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	40.9	77.0	*	**	**
American Indian or Alaska Native	*	*	*	36.4	42.5	*	**	**
Two or More Races	*	*	*	16.2	53.0	*	**	**
Female	144	97.4	19.5	*	46.0	19.5		
Male	163	98.8	23.3	*	43.9	23.3		
Economically Disadvantaged Students	149	98.1	14.1	*	26.6	14.1	N	N
Non-Economically Disadvantaged Students	158	98.2	28.5	*	55.9	28.5		
Students with Disabilities	63	94.2	*	13.3	17.1	*	N	N
Students without Disabilities	244	99.2	*	29.1	50.5	*		
English Learners	*	*	*	23.2	24.6	*	**	**
Non-English Learners	*	*	*	26.2	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	38	100.0	23.7	42.8	45.8	23.7		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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	312	729	729	744	11%	36%	32%	*	*	21%	44%
White	170	730	730	751	12%	31%	34%	*	*	24%	54%
Hispanic	57	726	726	731	*	39%	35%	*	*	14%	27%
Black or African American	71	728	728	726	*	45%	27%	*	*	20%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	147	730	730	745	7%	37%	36%	*	*	19%	45%
Male	165	728	728	742	14%	35%	29%	*	*	22%	42%
Economically Disadvantaged Students	153	723	723	729	15%	40%	31%	*	*	14%	24%
Non-Economically Disadvantaged Students	159	734	734	753	7%	33%	33%	*	*	27%	56%
Students with Disabilities	60	712	712	717	*	*	*	*	*	*	13%
Students without Disabilities	252	733	733	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	37	735	735	745	*	27%	46%	*	*	22%	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

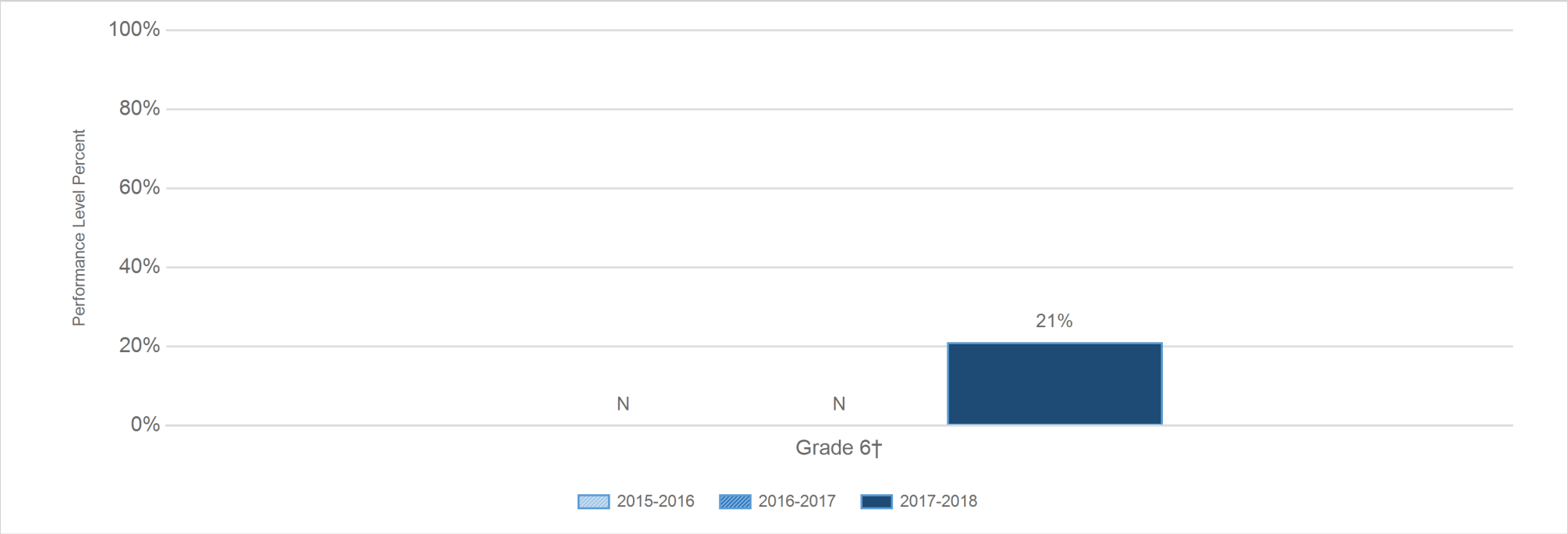
NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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.

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*

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	*	*	*

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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.

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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	342
Total	0	0	342

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	329	0	0	0	0	0	0
Total	329	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
2017-2018

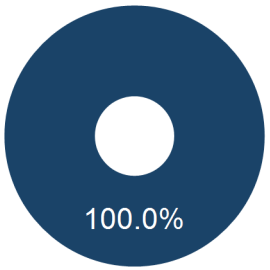
Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Visual and Performing Arts – Course Participation

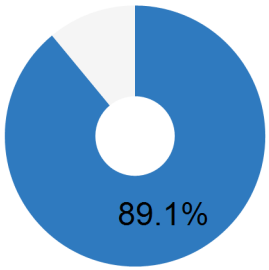
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

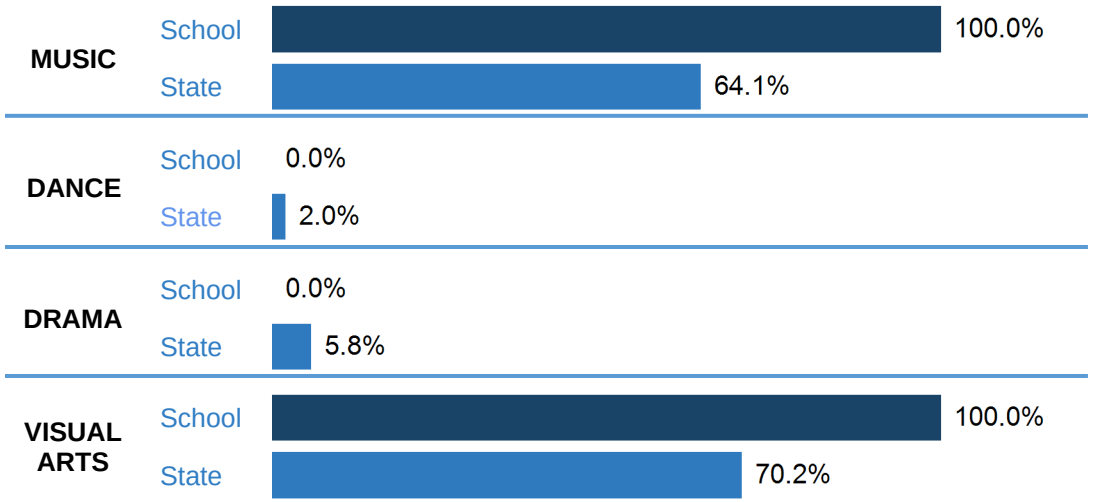


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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.

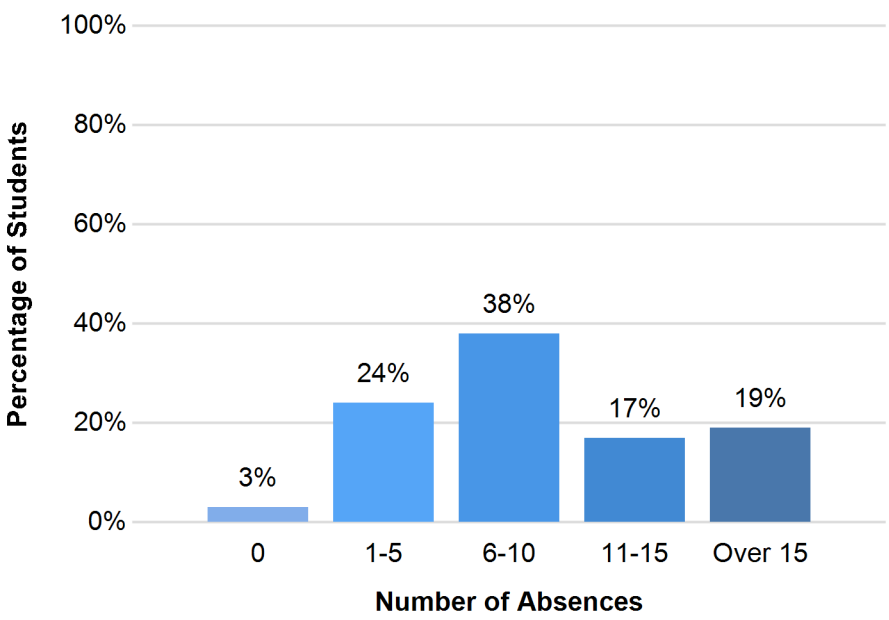
Chronic Absenteeism

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	51	16.0	8.6	Not Met
White	31	17.7	8.6	Not Met
Hispanic	9	16.1	8.6	Not Met
Black or African American	10	13.5	8.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	31	20.0	8.6	Not Met
Students with Disabilities	19	28.8	8.6	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.



NJ SCHOOL PERFORMANCE REPORT

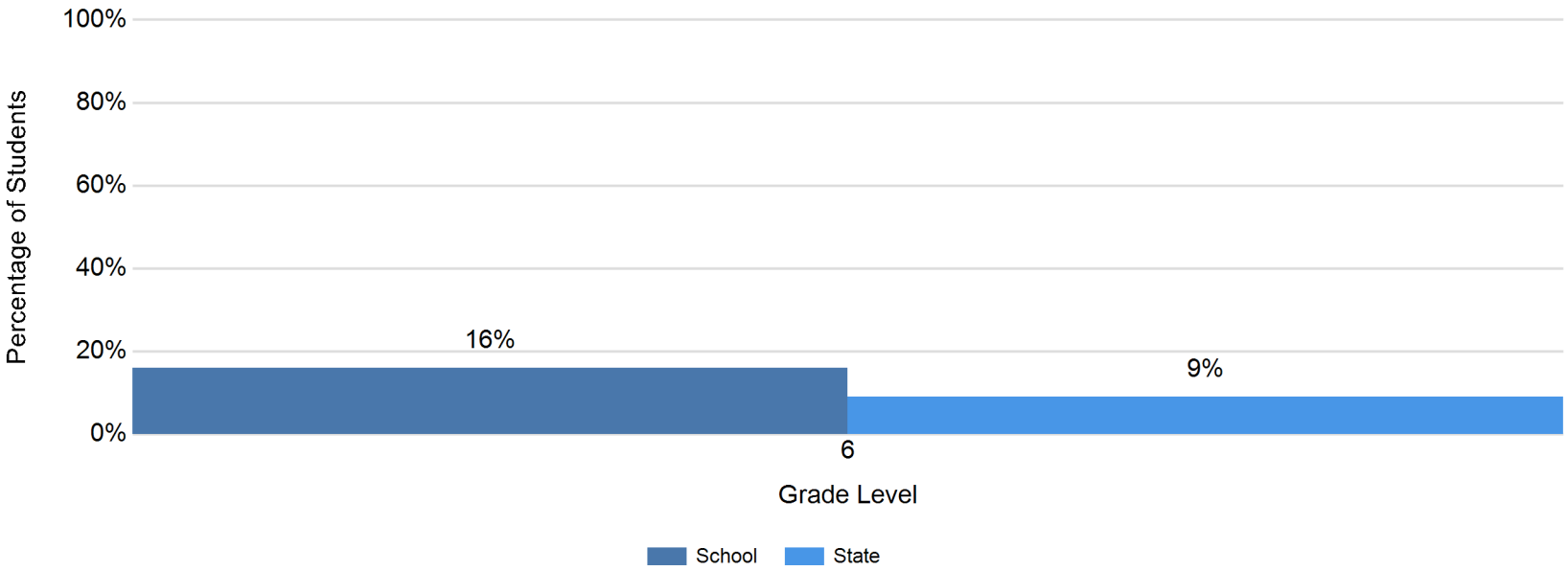
MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
2017-2018

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

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 by Grade

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



NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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	22
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	8.28

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	*	*
Out-of-School Suspensions	30	9.6%
Any Suspension	32	10.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
118

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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	N

Per-Pupil Expenditures (District Level)

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

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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	N	117,464
Average years experience in public schools	N	12.0
Average years experience in district	N	10.7
Teachers in district for 4 or more years	N	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	N	10:1
Students to Administrators	N	135:1
Teachers to Administrators	N	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

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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 and Administrators - Level of Education

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

Bachelor's Degree

Teacher	N
Admin	N/A

Master's Degree

Teacher	N
Admin	N

Doctoral Degree

Teacher	N
Admin	N

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	95.2%

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	N	N
Male	N	N
White	N	N
Hispanic	N	N
Black or African American	N	N
Asian	N	N
American Indian or Alaska Native	N	N
Native Hawaiian or Pacific Islander	N	N
Two or More Races	N	N

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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
Yes	No	Yes

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

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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	5.39	17.5%
Mathematics Proficiency	7.70	17.5%
English Language Arts Growth	4.80	25.0%
Mathematics Growth	14.60	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	9.65	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	8.59	n/a
Summative Rating: Percentile Rank of Summative Score	1.90	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	Yes	n/a

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

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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	N	N	Not Met	Not Met	**	Not Met	No
White	5.87	14.08	Yes	N	N	Not Met	Met Standard	n/a	Not Met	No
Hispanic	9.38	14.08	Yes	N	N	Not Met	Not Met	n/a	Not Met	No
Black or African American	28.36	14.08	No	N	N	Not Met	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	14.29	14.08	No	N	N	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	19.14	14.08	No	N	N	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).

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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:	• Newcomb Middle School staff & students uphold a school culture that exemplifies respect and responsibility supported by both the Positive Behavior Support in Schools program and Character Education. • We offer a rigorous academic curriculum, balanced by a variety of electives and extracurricular activities. • We offer a 1:1 iPad initiative that encourages students to learn through digital platforms and gain skills in both digital literacy and digital citizenship, which will prepare them to be future ready.
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. Marcus Newcomb Middle School serves approximately 380 6th grade students. Newcomb's theme is "Making Connections," a theme that unites us in our vision to connect students and staff to everyday learning while also making connections with one another.
Awards, Recognition, Accomplishments:	Marcus Newcomb Middle School is designated as a State School of Character. Schools of Character prove that when school communities come together for a common purpose, amazing things happen for kids, parents, and communities. At Marcus Newcomb, staff and students continue to work toward fostering kindness through respect and responsibility. We pride ourselves on our Character Education and Positive Behavior Support in Schools (PBSIS) to promote a positive and respectful environment for our students. We emphasize six character strengths – grit, empathy, self-control, zest, curiosity, and optimism – specifically identified as factors that will promote student success in school and beyond.

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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.

Courses, Curriculum, Instruction:	We offer a rigorous academic curriculum with digital resources in math, language arts, science and social studies that is supported by a 1:1 iPad initiative. This is balanced by a variety of electives and enrichment courses including coding, Spanish, art, music, band, and chorus. Honors programs are available in mathematics, language arts, science and social studies. In addition, we offer intervention for students who are not meeting proficiency in math and language arts as well as enrichment for students who exceed proficiency in math, language arts, and science. We also offer academic support in the context of after school tutoring. We encourage our students to “get involved” as we offer an array of extracurricular activities including various clubs and intramurals as well as interscholastic sports.
Sports and Athletics:	Our girls’ soccer team earned the title of division champions last year and our boys’ soccer, girls’ soccer and field hockey teams played very competitive games as well. 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. Students who display character strengths both on and off the field are recognized through our Athlete of the Month program.
Clubs and Activities:	A variety of extra curricular activities are offered to students, including academic and intramural clubs. We offer literary clubs, student government clubs, student safety patrol, coding club, and much more. Students may volunteer throughout the school year with their clubs or serve as managers to our athletic teams.

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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.

Before and After School Programs:	6th grade students have an opportunity to get extra help or help with maintaining grades by attending after school tutoring.
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.

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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.

Parent and Community Involvement:	Our active PTO and a variety of school and parent committees provide social activities for students and promote school spirit through special assemblies. We also host coffee and conversations, which are small group meetings that provide parents with information and give them the opportunity to voice both their concerns and positive experiences.

NJ SCHOOL PERFORMANCE REPORT

MARCUS NEWCOMB MIDDLE SCHOOL
(05-4050-302)
Grades Offered: 06-06
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

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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers An electronic school climate survey is issued to students, staff, and parents to provide us with feedback from all perspectives. Results of the survey are shared with staff members who examine the results to identify areas of strength as well as areas in need of improvement.