NJ SCHOOL PERFORMANCE REPORT

J.P. CASE MIDDLE SCHOOL
(19-1510-045)
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	HUNTERDON
District	FLEMINGTON-RARITAN REG
Principal Name	MR. CASTELLANO
Address	301 CASE BOULEVARD FLEMINGTON, NJ 08822
Phone Number	(908)284-7501
Email Address	BCASTELL@FRSD.K12.NJ.US
Website	https://www.frsd.k12.nj.us/Domain/612
Facebook	https://www.Facebook.com/flemrarschools
Twitter	https://twitter.com/jpcasems

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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
7	415	372	388
8	395	413	377
Total	810	785	765

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.9%	47.0%	46.4%
Male	51.1%	53.0%	53.6%
Economically Disadvantaged Students	11.0%	12.2%	13.3%
Students with Disabilities	15.8%	18.7%	18.7%
English Learners	1.1%	0.8%	1.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.1%
Military-Connected Students		0.0%	0.0%
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	76.8%	79.7%	77.6%
Hispanic	10.0%	9.2%	10.6%
Black or African American	3.8%	3.8%	3.8%
Asian	6.9%	6.8%	7.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.3%	0.1%
Two or More Races	2.5%	0.3%	0.3%

Enrollment by Home Language

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

Home Language	% of Students
English	90.1%
Spanish	6.7%
Other Languages	3.3%

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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	49	45	50	Met Standard	44	58.5	50	Met Standard
White	50	46	50	Met Standard	44	60	51	Met Standard
Hispanic	40	41	49	Met Standard	48.5	51	48	Met Standard
Black or African American	49	48	44	Met Standard	50	47.5	44	**
Asian, Native Hawaiian, or Pacific Islander	51	47	61	Met Standard	33.5	61	61	Not Met
American Indian or Alaska Native	*	*	52	**	N	*	53	**
Two or More Races	*	42.5	49	**	*	65	51	**
Economically Disadvantaged	44	41	48	Met Standard	41	48	47	Met Standard
Students with Disabilities	42.5	40.5	41	Met Standard	28	48	43	Not Met
English Learners	36	43	54	**	26	46	51	**

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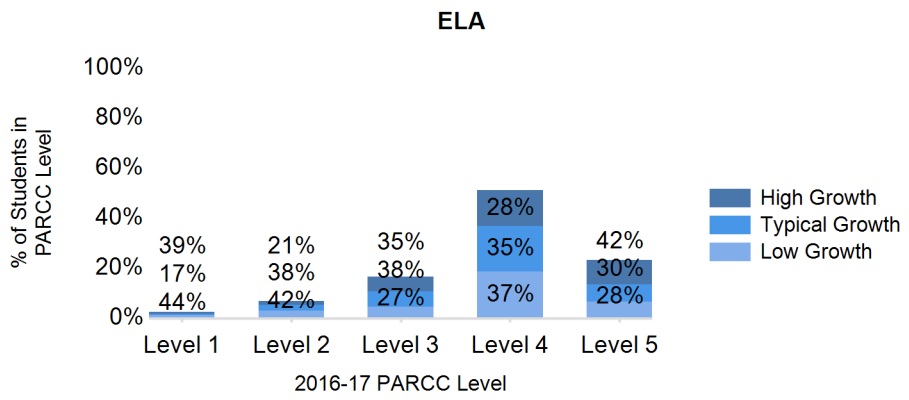
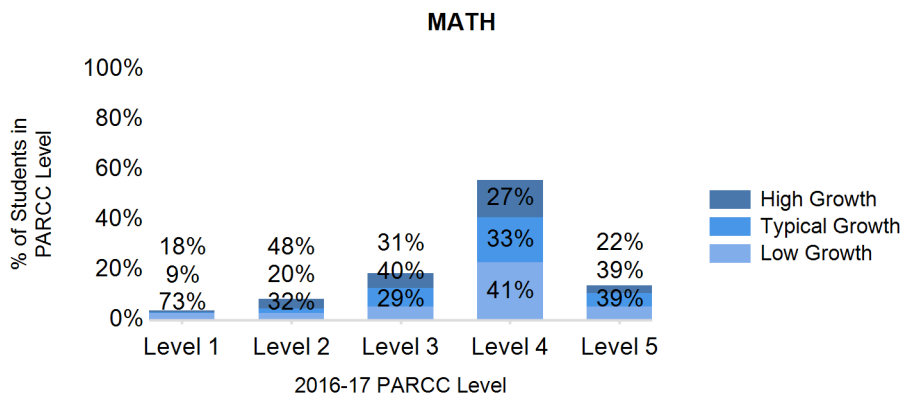
Student Growth by Performance Level

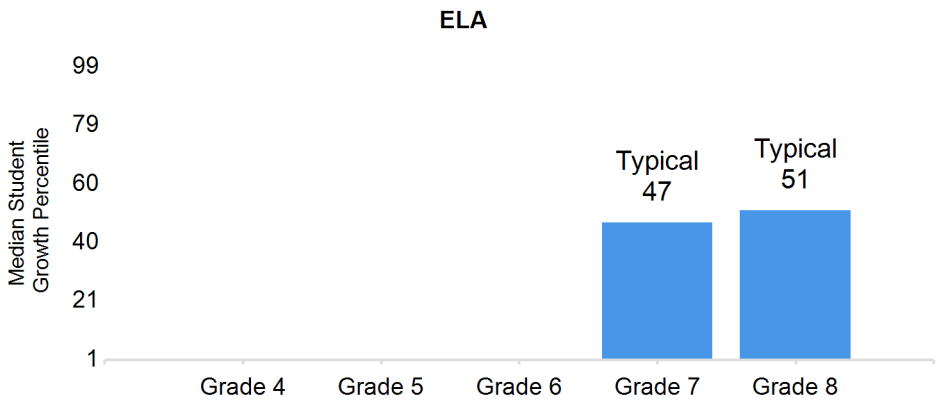
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

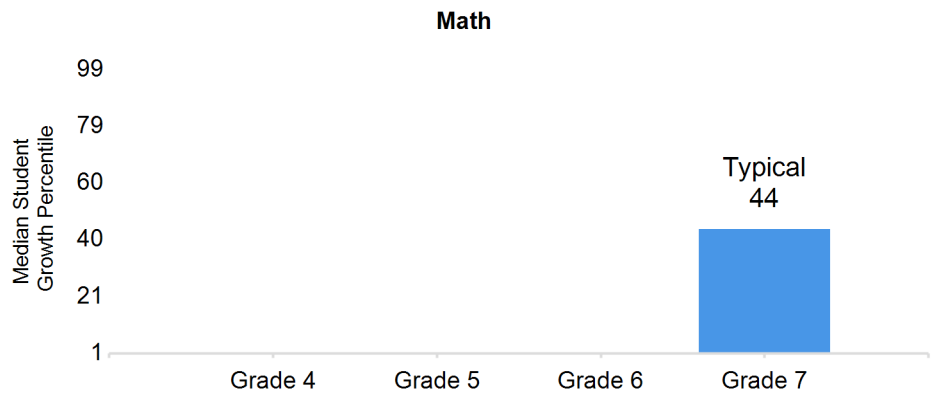




Student Growth by Grade

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	740	96.8	75.7	67.8	56.7	75.7	73.9	Met Target
White	578	97.2	78.7	71.8	65.6	78.7	76	Met Target
Hispanic	77	95.2	46.8	38.4	42.5	46.8	55.9	Met Target†
Black or African American	26	86.7	57.7	47.8	37.3	52.7	57.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	56	100.0	91.1	*	82.3	91.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	338	95.8	81.6	73.4	64.5	81.6		
Male	402	97.6	70.7	62.9	49.4	70.7		
Economically Disadvantaged Students	90	94.8	44.4	34.0	38.5	44.3	42.6	Met Target
Non-Economically Disadvantaged Students	650	97.0	80.0	73.6	67.5	80.0		
Students with Disabilities	129	89.3	24.9	25.2	21.6	23.4	33.1	Not Met
Students without Disabilities	611	98.6	86.4	77.5	63.9	86.4		
English Learners	18	100.0	16.7	25.0	27.3	16.7	**	**
Non-English Learners	722	96.7	77.1	70.9	59.4	77.1		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
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	375	774	774	760	3%	5%	17%	36%	38%	74%	63%
White	288	776	776	768	*	*	16%	37%	40%	77%	72%
Hispanic	43	749	749	746	*	*	33%	*	*	49%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	30	794	794	790	0%	*	*	*	*	87%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	180	782	782	769	*	*	16%	33%	46%	79%	72%
Male	195	766	766	752	*	*	18%	38%	32%	70%	54%
Economically Disadvantaged Students	47	747	747	742	*	*	34%	*	*	47%	44%
Non-Economically Disadvantaged Students	328	777	777	771	*	*	15%	*	*	78%	73%
Students with Disabilities	59	728	728	721	*	*	39%	*	*	22%	22%
Students without Disabilities	316	782	782	768	*	*	13%	*	*	84%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	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	368	771	771	759	5%	6%	13%	49%	28%	77%	60%
White	293	775	775	767	*	*	12%	50%	30%	80%	70%
Hispanic	35	734	734	744	*	*	*	*	*	46%	45%
Black or African American	13	755	755	739	*	*	*	*	*	54%	39%
Asian, Native Hawaiian, or Pacific Islander	25	787	787	789	0%	0%	*	*	*	96%	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	162	777	777	768	*	*	9%	52%	32%	85%	69%
Male	206	766	766	751	*	*	16%	46%	25%	71%	52%
Economically Disadvantaged Students	43	741	741	740	*	*	*	*	*	44%	42%
Non-Economically Disadvantaged Students	325	775	775	769	*	*	*	*	*	82%	71%
Students with Disabilities	69	730	730	719	*	*	30%	*	*	26%	19%
Students without Disabilities	299	781	781	766	*	*	8%	*	*	89%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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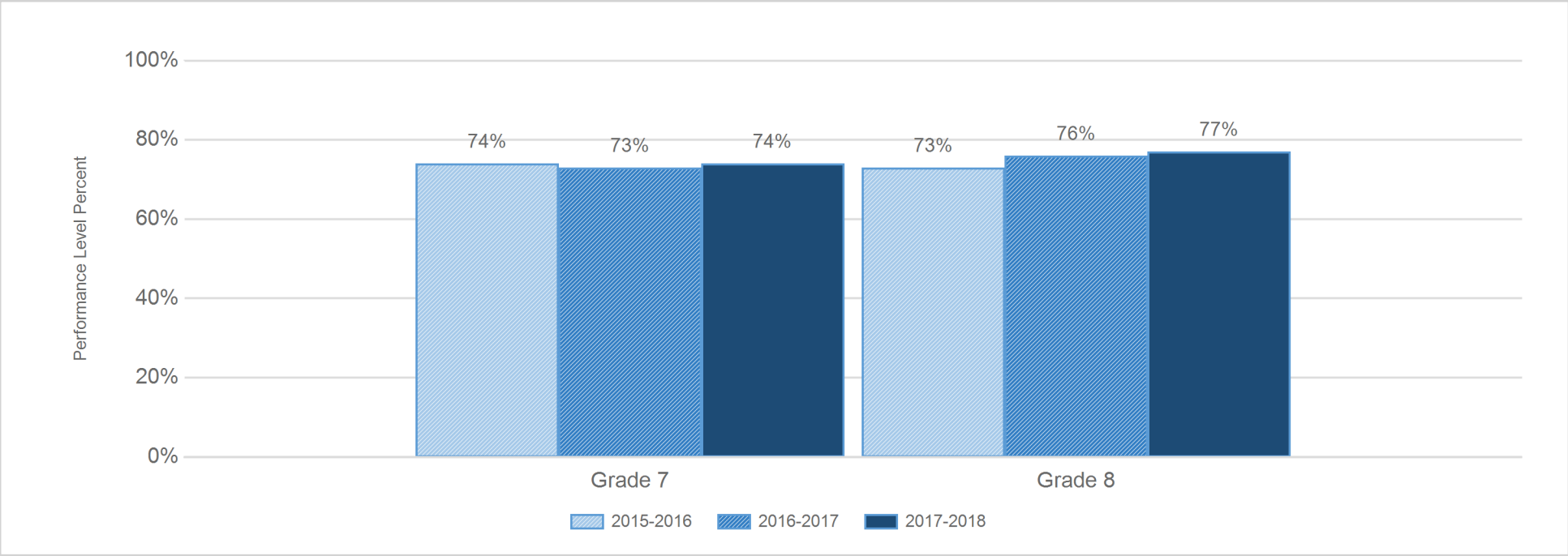
English Language Arts/Literacy Assessment - Performance Trends

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	740	96.8	68.0	68.5	45.0	68.0	66.6	Met Target
White	577	97.0	71.5	73.2	54.1	71.5	68.7	Met Target
Hispanic	77	95.2	39.0	36.9	29.2	39.0	43.1	Met Target†
Black or African American	27	90.0	44.4	47.2	23.4	42.1	57.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	56	100.0	82.1	*	77.0	82.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	337	95.5	68.2	67.7	46.0	68.2		
Male	403	97.8	67.8	69.2	43.9	67.8		
Economically Disadvantaged Students	90	94.8	34.5	35.1	26.6	34.4	37.3	Met Target†
Non-Economically Disadvantaged Students	650	97.0	72.6	74.3	55.9	72.6		
Students with Disabilities	129	89.3	17.9	26.6	17.1	16.8	29.1	Not Met
Students without Disabilities	611	98.6	78.6	77.9	50.5	78.6		
English Learners	18	100.0	11.1	26.4	24.6	11.1	**	**
Non-English Learners	722	96.7	69.4	71.6	46.9	69.4		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
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	313	756	756	743	4%	9%	21%	53%	12%	65%	43%
White	239	758	758	750	4%	7%	21%	56%	12%	68%	54%
Hispanic	41	746	746	732	*	*	27%	*	*	46%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	21	767	767	767	0%	0%	*	*	*	81%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	155	757	757	745	*	*	20%	53%	13%	66%	45%
Male	158	756	756	741	*	*	23%	54%	11%	65%	42%
Economically Disadvantaged Students	46	743	743	730	*	24%	35%	*	*	37%	24%
Non-Economically Disadvantaged Students	267	759	759	751	*	7%	19%	*	*	70%	55%
Students with Disabilities	58	725	725	717	*	*	31%	*	*	16%	12%
Students without Disabilities	255	764	764	748	*	*	19%	*	*	76%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	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	264	744	744	728	14%	13%	22%	48%	4%	52%	28%
White	207	747	747	736	11%	12%	20%	*	*	57%	36%
Hispanic	33	721	721	722	36%	*	*	*	*	24%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	12	764	764	747	0%	0%	*	*	*	58%	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	124	748	748	731	10%	12%	23%	*	*	55%	31%
Male	140	741	741	725	18%	13%	21%	*	*	49%	26%
Economically Disadvantaged Students	41	722	722	719	37%	*	*	*	*	27%	20%
Non-Economically Disadvantaged Students	223	748	748	735	10%	*	*	*	*	56%	35%
Students with Disabilities	68	711	711	705	*	21%	18%	*	*	18%	*
Students without Disabilities	196	755	755	735	*	10%	23%	*	*	63%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

J.P. CASE MIDDLE SCHOOL
(19-1510-045)
Grades Offered: 07-08
2017-2018

Report Key:
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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	121	794	794	746	0%	0%	*	*	*	99%	46%
White	97	791	791	755	0%	0%	*	*	*	99%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	17	808	808	779	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	50	795	795	748	0%	0%	*	*	*	98%	48%
Male	71	793	793	745	0%	0%	*	*	*	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	121	794	794	749	0%	0%	*	*	*	99%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	790	790	735	0%	0%	0%	31%	69%	100%	30%
White	37	788	788	740	0%	0%	0%	35%	65%	100%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	12	788	788	736	0%	0%	0%	*	*	100%	30%
Male	33	790	790	734	0%	0%	0%	*	*	100%	29%
Economically Disadvantaged Students	N	N	N	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	45	790	790	741	0%	0%	0%	31%	69%	100%	38%
Students with Disabilities	N	N	N	713	N	N	N	N	N	N	*
Students without Disabilities	45	790	790	738	0%	0%	0%	31%	69%	100%	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	45	790	790	736	0%	0%	0%	31%	69%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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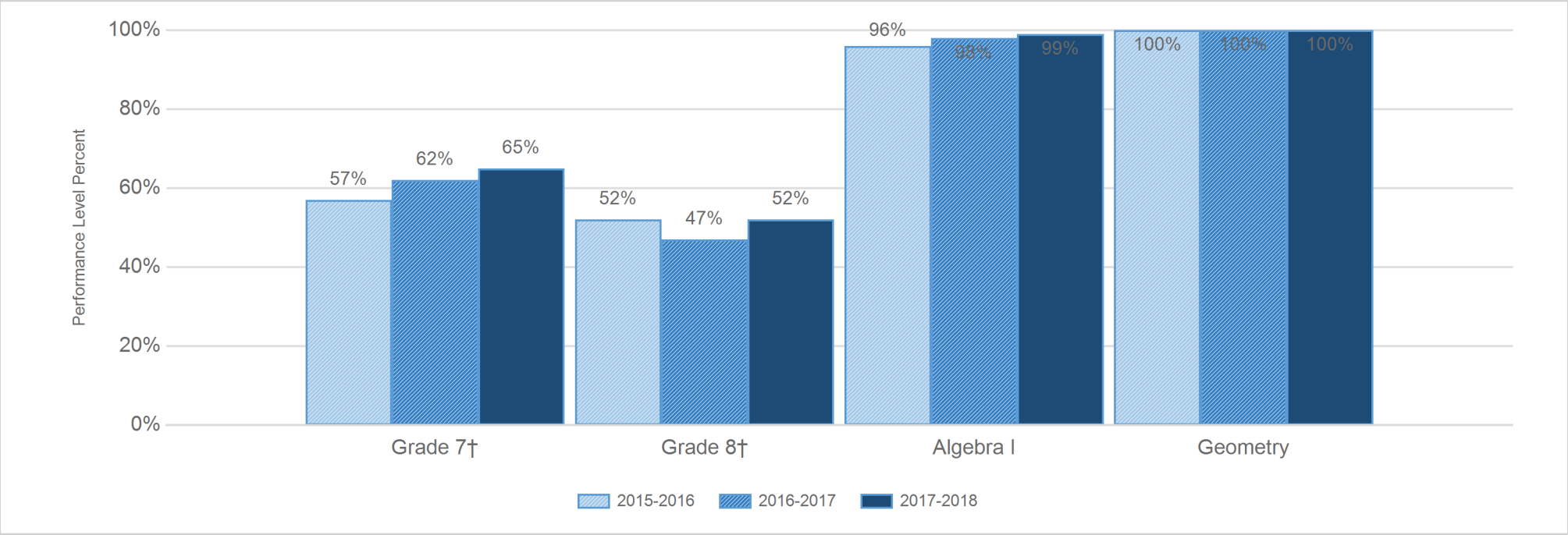
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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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	62	0	312
8	61	45	262
Total	123	45	574

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	285	95	0	0	0	0	0
8	260	96	0	0	0	0	0
Total	545	191	0	0	0	0	0

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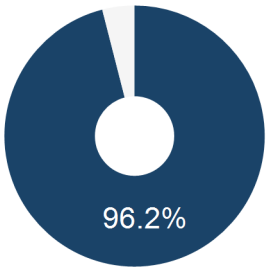
Visual and Performing Arts – Course Participation

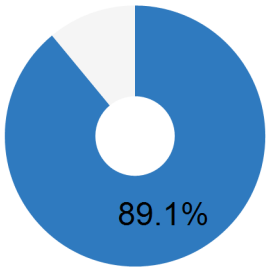
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

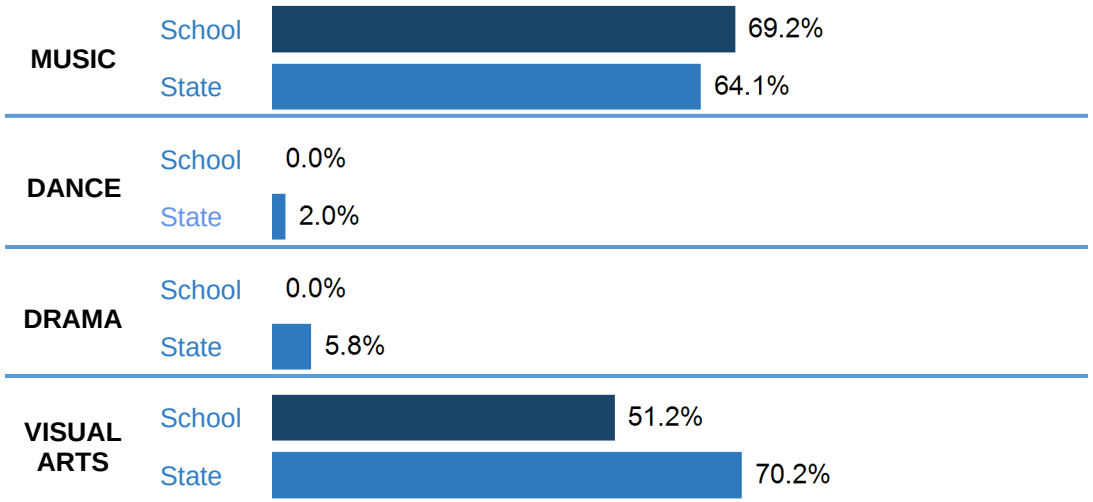


School



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.

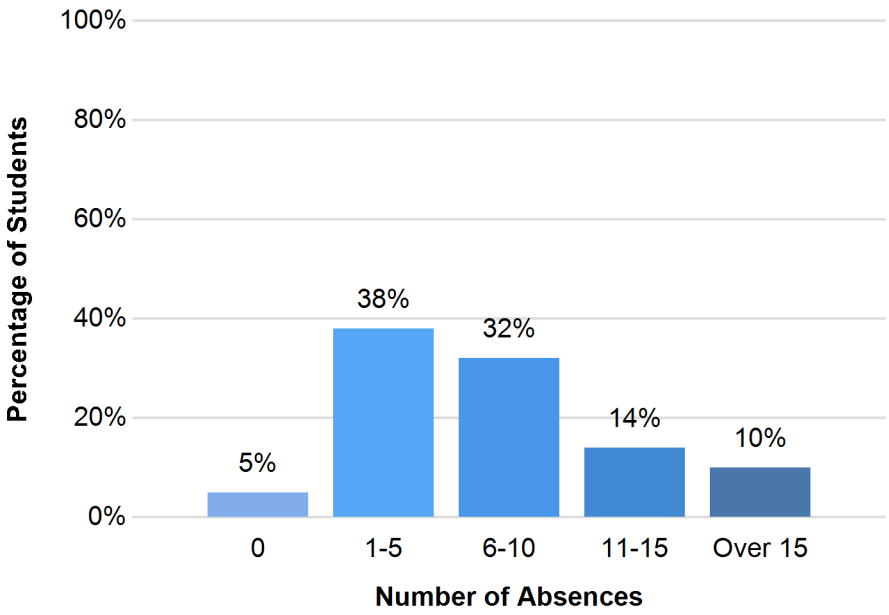
Chronic Absenteeism

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	59	7.6	10.0	Met
White	43	7.2	10.0	Met
Hispanic	7	8.5	10.0	Met
Black or African American	7	23.3	10.0	Not Met
Asian, Native Hawaiian, or Pacific Islander	1	1.8	10.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	20	19.4	10.0	Not Met
Students with Disabilities	26	17.1	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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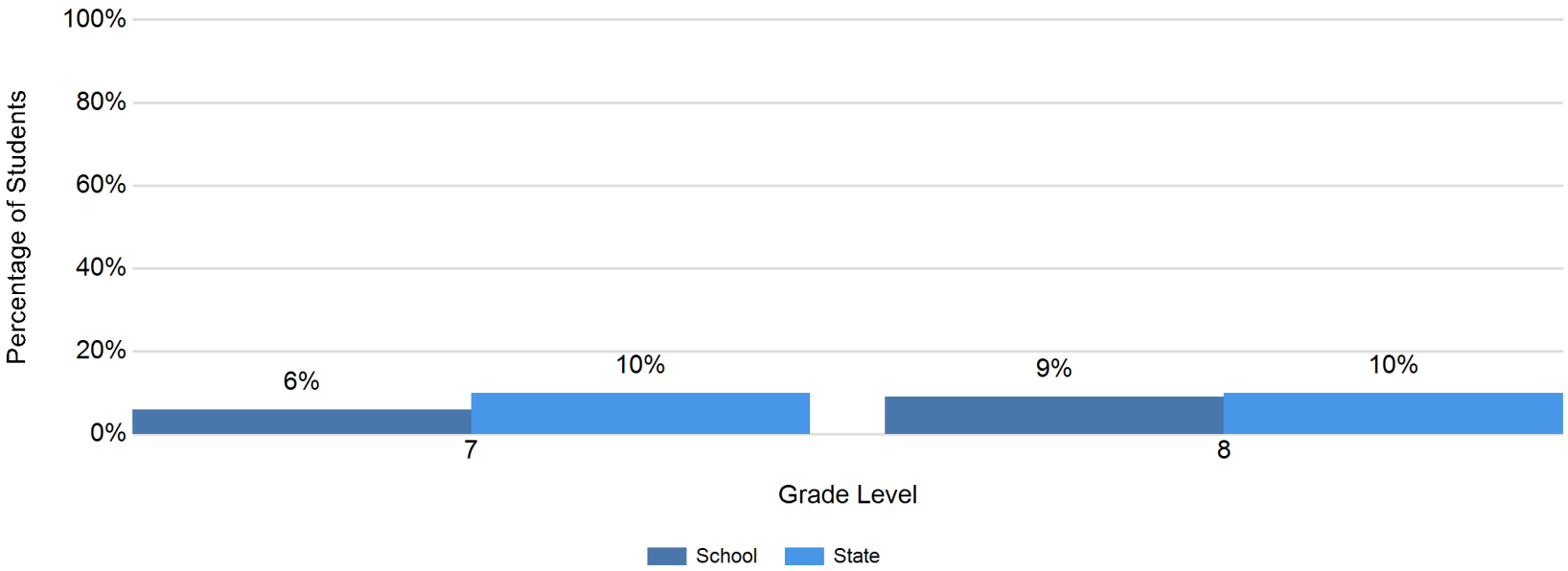
Chronic Absenteeism by Grade

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	5
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	1.57

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	2
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

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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	4	4
Religion	0	0	0
Ancestry	0	3	3
Gender	2	0	2
Sexual Orientation	2	1	3
Disability	4	1	5
Other	4	2	6
No Identified Nature	4		4

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	20	2.6%
Any Suspension	20	2.6%
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
52

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School Day

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

Category	School
Typical Start Time	8:05 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 46 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)	$369	$16,361	$16,730

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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	70	117,464
Average years experience in public schools	15.1	12.0
Average years experience in district	12.1	10.7
Teachers in district for 4 or more years	87.1%	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	22	9,374
Average years experience in public schools	12.8	16.0
Average years experience in district	7.8	12.0
Administrators in district for 4 or more years	63.6%	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	11:1	10:1
Students to Administrators	255:1	140:1
Teachers to Administrators	23:1	15:1
Students to Librarians/Media Specialists		513:1
Students to Nurses		385:1
Students to Counselors		385:1
Students to Child Study Team		280:1

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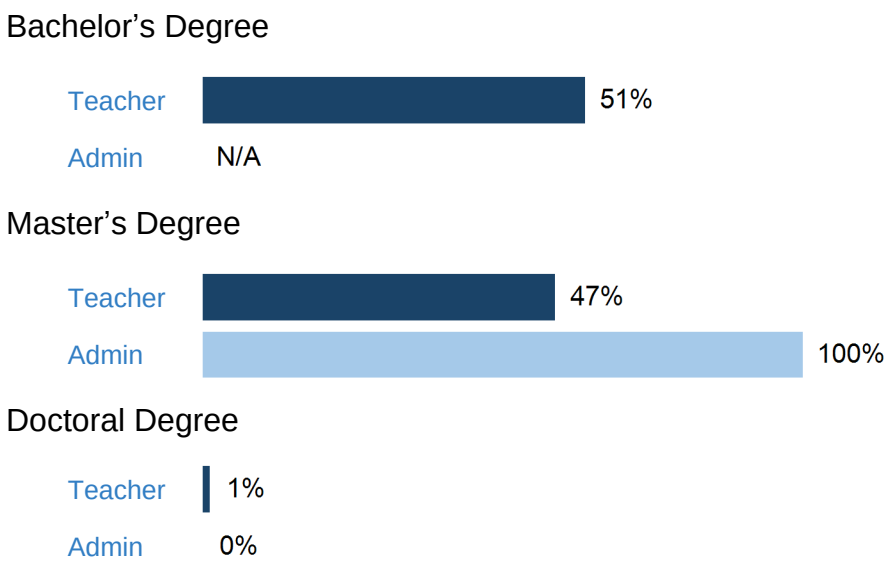
Teachers and Administrators - Level of Education

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	94.1%	90.2%
2016-17 Administrators: Same district 2017-18	66.7%	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	96.4%

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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	72.9%	33.3%
Male	27.1%	66.7%
White	91.4%	100.0%
Hispanic	2.9%	0.0%
Black or African American	1.4%	0.0%
Asian	2.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	1.4%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	72.57	17.5%
Mathematics Proficiency	72.75	17.5%
English Language Arts Growth	39.93	25.0%
Mathematics Growth	18.40	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	35.97	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	45.41	n/a
Summative Rating: Percentile Rank of Summative Score	41.59	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	**	Met	No
White	52.55	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	46.78	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	68.62	14.08	No	Met Target†	Not Met	Met Standard	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	37.71	14.08	No	Met Goal	Met Goal	Met Standard	Not Met	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	42.01	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	39.36	14.08	No	Not Met	Not Met	Met Standard	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:	• A wide array of athletic teams and clubs to inspire and reach the whole child! • Cutting edge technology (including 1:1) to evoke creativity, problem solving and design, and empathetic entrepreneurial minds. • Curriculum includes balanced literacy, pre-algebra, algebra, advanced algebra, Geometry, Next Gen Science Standards.
Mission, Vision, Theme:	J.P. Case's mission is to create adolescent learners that are able to problem solve, be divergent thinkers, understand relationships academically and socially, be creative, and be responsible community members. Here at J. P. Case, we believe in the unique conditions of the middle school culture that includes: teaming, EXCEL (21st Century explorations), cooperative learning activities, and varied approaches to teaching and learning that are developmentally responsive to our students' needs.
Awards, Recognition, Accomplishments:	J.P. Case provides strong leadership opportunities for students. Each year Student Council is recognized by the state for its service to the community and leaderships of its council. Our music programs are award winning and receive recognition from area competitions and national conferences. The J.P. Case Odyssey of the Mind team won the world competition in 2011. Over 40 awards are given to 8th grade students recognizing their accomplishments as J.P. Case students.

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Courses, Curriculum, Instruction:	All students are assigned to a team of teachers who deliver instruction in Math, Science, Social Studies, and Language Arts Literacy. Students also receive instruction in World Language, Fine Arts, Physical Education, Health, Technology, and life skills subjects, such as Cooking, Sewing, and Media Literacy. Communication Arts, study skills, excel courses, and tutorial sessions are also offered.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Coed), Field Hockey (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Volleyball (Girls), Wrestling (Boys) The J.P. Case athletic program is designed to foster learning experiences and life skills through a developmentally responsive atmosphere of physical and cognitive competition. Our students gain a better understanding of themselves and a better appreciation and value of relationships by participating through our program. A strong emphasis is placed on trusting relationships, knowledge of sport, game play strategy and sportsmanship. Each sport season is capped with a dinner banquet celebrating our students' achievement.
Clubs and Activities:	Studio Art, DJ Club, Garden Club, Debate Club, Drama Club, Entrepreneurial Club, Environmental Club, Jazz Ensemble, Learning Lab-(Homework assistance), Robotics Club and Competition Team, Odyssey of the Mind, Select Choirs: Chorale & Tigerettes, Spring Musical Production, Student Council, Symphony Orchestra, Tiger's Tale Yearbook

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Staff and Professional Learning:	Meetings: Department Meeting, Faculty Meeting. Other Professional Learning Opportunities Include: PLC Meetings, Book Study, Professional Development days, Independent Study, College reimbursment, District day, Professional Development (in/out of district)

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Student Supports and Services:	ELL - Program offered. Students with disabilities program offered through Special Services include: Resource and In-Class Support: Math, Language Arts, Science, Social Studies. Intervention and Referral Team is available for staff and students, 504 programs are also a resource. We have (2) HIB specialists available for students for school life situations and the newly adopted bullying law. We also have (2) Affirmative Action Officers in the district as a related service. We have a block known as Tutorial/Excel that helps support those students who are struggling and need extra attention from any teacher.
Student Health and Wellness:	Students engage in a variety of health and physical education activities. J.P. Case also offers a fitness lab where students can become familiar with their body's data such as resting heart rate, active heart rate, max heart rate, plyometric activities for young adolescents, and other fitness based experiences. The fitness lab consists of 11 spin bikes and other specialty pieces of equipment to promote wellness.
Parent and Community Involvement:	PTO - run by parents in partnership with the school. Contributions consist of fund raising activities and supporting teachers and students through grants. + Relationship with Hunterdon Medical Center - Athletic Trainer & parents can access the parent portal in Genesis (on-line) for all relevant academic information including grades, assignments, attendance, and projects.

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Facilities:	J.P. Case Middle School was built in 2005. The building was designed to be a state of the art facility for learning and growing. J.P. Case contains the following spaces in its facility: library, staff library/learning center, science labs with adjoining storage rooms, large classrooms with flexible seating and room dividers for multi modes of use for all subjects, 3 high school sized gyms, health room, fitness lab, band, chorus, orchestra, and general music room, large auditorium seating for over 600, smaller rooms to promote personal and differentiated learning opportunities, guidance suite and faculty lounge and lunch rooms for both students and staff. The building is set up with wireless connectivity and central air and supported by generators in times of crisis or need in the community.

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Technology and STEM:	J.P. Case students have many opportunities to amplify their learning in a one to one environment. Teachers utilize different aspects of the internet as well as other technologies that promote student agency and foster students' exploration and curation of content that allows in ways that are culturally relevant and developmentally appropriate. We also offer related arts classes such as: Design and Applied Technologies, Digital Literacies, and Sewing which bolster students' opportunities for collaboration, problem solving, empathetic designing, and design thinking. In these classes there are concepts of (Science, Technology, Engineering, Art and Mathematics) that are covered and used as part of the problem solving core.