NJ SCHOOL PERFORMANCE REPORT

EMILY C. REYNOLDS MIDDLE SCHOOL
(21-1950-080)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	MERCER
District	HAMILTON TWP
Principal Name	MRS. LANDOLFI-COLLINS
Address	2145 YARDVILLE HAMILTON SQ HAMILTON, NJ 08690
Phone Number	(609)631-4162
Email Address	PCOLLINS@HAMILTON.K12.NJ.US
Website	https://www.hamilton.k12.nj.us/Domain/910
Twitter	https://twitter.com/Reynolds_HTSD

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	310	280	312
7	366	311	283
8	334	367	316
Total	1,010	958	911

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	47.5%	47.0%	45.6%
Male	52.5%	53.0%	54.4%
Economically Disadvantaged Students	27.1%	27.0%	24.8%
Students with Disabilities	16.4%	16.0%	15.4%
English Learners	1.0%	1.3%	1.1%
Homeless Students		0.4%	0.1%
Students in Foster Care		0.2%	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	63.9%	61.1%	61.4%
Hispanic	16.3%	18.7%	18.8%
Black or African American	14.6%	14.3%	13.4%
Asian	3.9%	3.5%	4.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.4%	2.4%	2.5%

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	86.6%
Spanish	5.8%
Creoles and pidgins, French-based	1.1%
Creoles and pidgins, English based	1.0%
Other Languages	5.5%

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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	42	43	50	Met Standard	47	50	50	Met Standard
White	41.5	44.5	50	Met Standard	47.5	52	51	Met Standard
Hispanic	45	43	49	Met Standard	47	49	48	Met Standard
Black or African American	41.5	40	44	Met Standard	44	43	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	54.5	55	61	Met Standard	59	64	61	Met Standard
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	37	42	49	Not Met	38	47.5	51	**
Economically Disadvantaged	42	41	48	Met Standard	42	45	47	Met Standard
Students with Disabilities	44	38	41	Met Standard	47	41	43	Met Standard
English Learners	67	54.5	54	Exceeds Standard	66	55	51	Exceeds Standard

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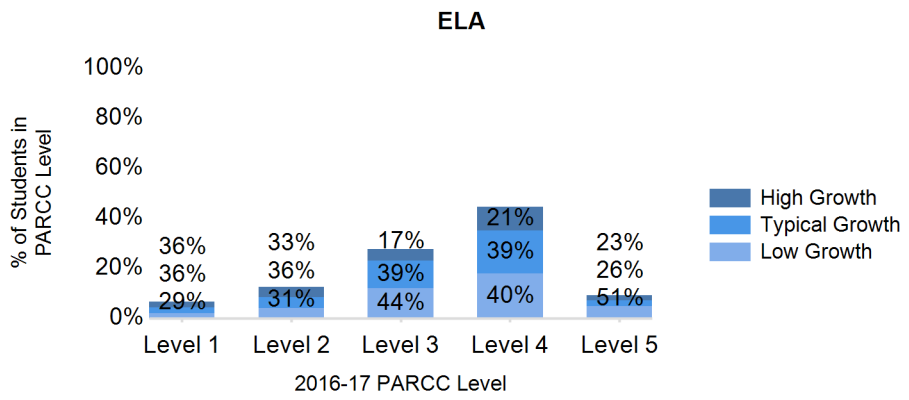
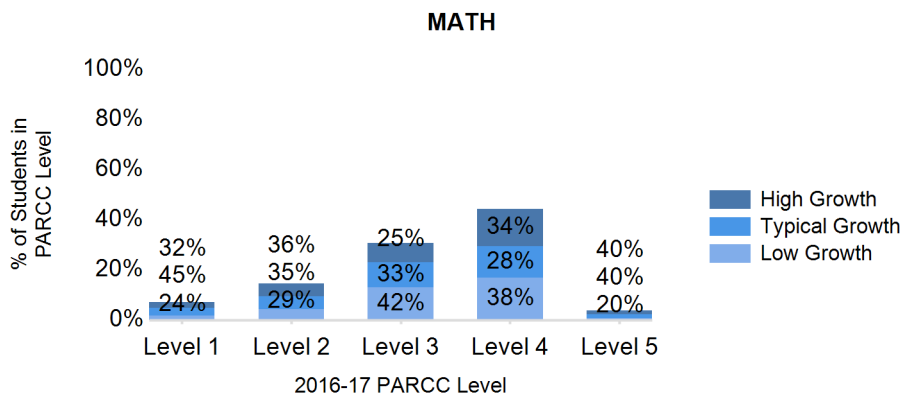
Student Growth by Performance Level

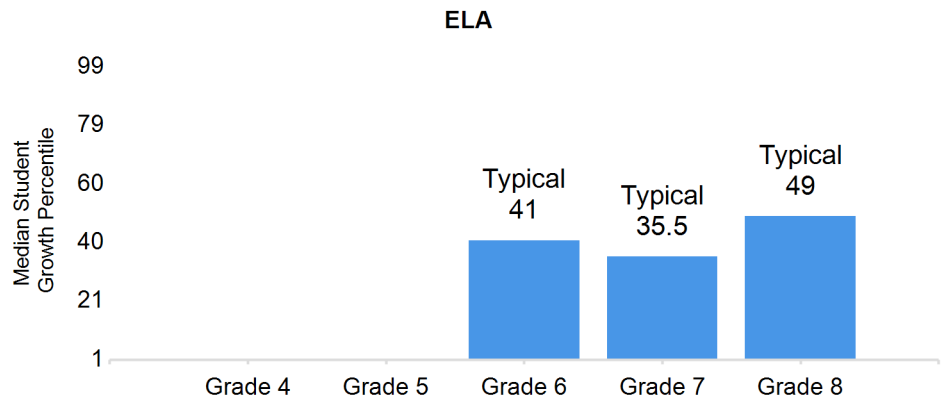
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

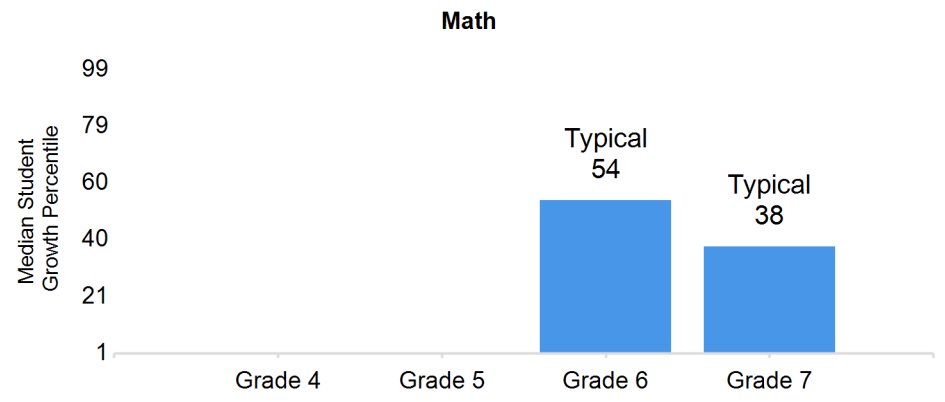




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	892	98.1	53.7	46.7	56.7	53.7	54.6	Met Target†
White	545	97.9	60.7	*	65.6	60.7	62.5	Met Target†
Hispanic	166	97.7	45.8	37.3	42.5	45.8	45.3	Met Target
Black or African American	126	99.2	27.8	29.7	37.3	27.8	29.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	33	100.0	75.7	70.0	82.3	75.7	54.5	Met Target
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	22	95.7	54.5	*	63.4	54.5	38.6	Met Target
Female	410	98.1	67.6	57.0	64.5	67.6		
Male	482	98.0	41.9	37.5	49.4	41.9		
Economically Disadvantaged Students	218	97.8	36.7	33.5	38.5	36.7	34.5	Met Target
Non-Economically Disadvantaged Students	674	98.1	59.2	54.7	67.5	59.2		
Students with Disabilities	142	94.9	18.3	14.3	21.6	18.2	19.2	Met Target†
Students without Disabilities	750	98.7	60.4	54.0	63.9	60.4		
English Learners	25	100.0	32.0	23.2	27.3	32.0	11.9	Met Target
Non-English Learners	867	98.0	54.3	48.2	59.4	54.3		
Homeless Students	*	*	*	34.7	27.7	*		
Students In Foster Care	*	*	*	25.0	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	304	752	748	754	5%	13%	29%	44%	10%	54%	56%
White	192	756	753	761	*	*	28%	46%	13%	59%	66%
Hispanic	57	743	740	742	*	*	26%	*	*	49%	42%
Black or African American	33	735	736	737	*	30%	45%	*	*	21%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	760	761	*	*	*	*	*	*	64%
Female	140	761	756	761	*	*	24%	*	*	69%	64%
Male	164	743	740	748	*	*	34%	*	*	41%	48%
Economically Disadvantaged Students	69	741	736	739	*	*	28%	*	*	38%	37%
Non-Economically Disadvantaged Students	235	755	754	764	*	*	29%	*	*	59%	68%
Students with Disabilities	51	728	719	723	*	*	22%	*	*	29%	18%
Students without Disabilities	253	756	753	760	*	*	30%	*	*	59%	63%
English Learners	*	*	698	712	*	*	*	*	*	*	*
Non-English Learners	*	*	749	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	286	750	747	760	8%	13%	23%	40%	15%	55%	63%
White	168	756	756	768	7%	11%	20%	43%	18%	62%	72%
Hispanic	56	745	742	746	*	*	23%	*	*	50%	49%
Black or African American	41	735	730	740	*	*	34%	*	*	34%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	752	767	*	*	*	*	*	*	68%
Female	135	763	759	769	*	*	17%	45%	25%	70%	72%
Male	151	740	736	752	*	*	29%	34%	7%	41%	54%
Economically Disadvantaged Students	80	737	734	742	14%	19%	31%	*	*	36%	44%
Non-Economically Disadvantaged Students	206	756	756	771	6%	11%	20%	*	*	62%	73%
Students with Disabilities	42	709	711	721	*	*	*	*	*	12%	22%
Students without Disabilities	244	758	755	768	*	*	*	*	*	62%	71%
English Learners	*	*	707	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	748	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	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	*	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	301	751	747	759	8%	14%	26%	42%	11%	53%	60%
White	182	758	756	767	5%	8%	24%	48%	15%	63%	70%
Hispanic	56	742	735	744	*	20%	41%	*	*	36%	45%
Black or African American	51	728	734	739	*	33%	*	29%	0%	29%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	137	761	757	768	*	*	23%	47%	16%	64%	69%
Male	164	742	737	751	*	*	28%	37%	7%	44%	52%
Economically Disadvantaged Students	72	735	734	740	*	*	19%	*	*	36%	42%
Non-Economically Disadvantaged Students	229	756	754	769	*	*	28%	*	*	58%	71%
Students with Disabilities	40	716	710	719	25%	43%	*	*	*	13%	19%
Students without Disabilities	261	756	754	766	5%	10%	*	*	*	59%	68%
English Learners	*	*	685	703	*	*	*	*	*	*	*
Non-English Learners	*	*	748	761	*	*	*	*	*	*	*
Homeless Students	N	N	*	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	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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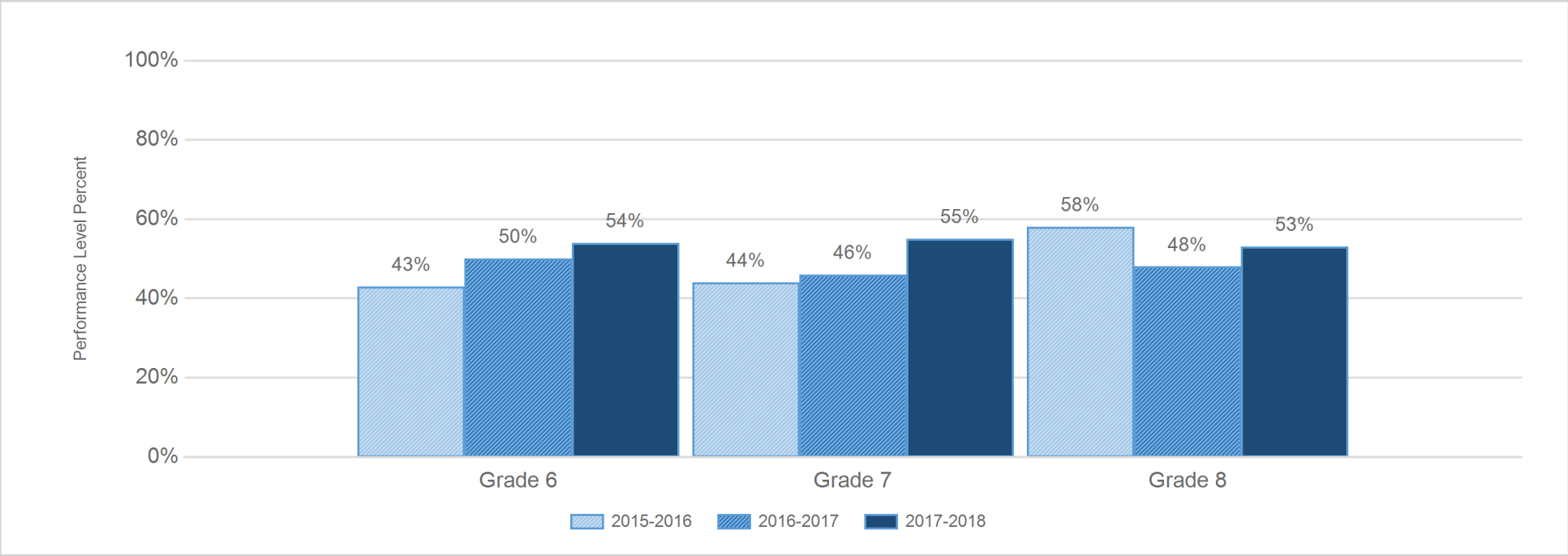
English Language Arts/Literacy Assessment - Performance Trends

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	894	98.1	43.0	36.1	45.0	43.0	44.8	Met Target†
White	546	97.9	51.7	*	54.1	51.7	50.8	Met Target
Hispanic	167	97.7	29.9	26.9	29.2	29.9	30.8	Met Target†
Black or African American	126	99.2	13.5	18.4	23.4	13.5	28.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	33	100.0	72.7	64.5	77.0	72.7	51.5	Met Target
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	22	95.7	50.0	*	53.0	50.0	38.6	Met Target
Female	409	97.9	46.7	38.0	46.0	46.7		
Male	485	98.2	39.8	34.3	43.9	39.8		
Economically Disadvantaged Students	219	97.8	23.8	24.7	26.6	23.8	25.3	Met Target†
Non-Economically Disadvantaged Students	675	98.1	49.2	43.0	55.9	49.2		
Students with Disabilities	142	94.9	*	11.0	17.1	*	14.8	Not Met
Students without Disabilities	752	98.7	*	41.7	50.5	*		
English Learners	27	100.0	33.3	22.0	24.6	33.3	11.9	Met Target
Non-English Learners	867	98.0	43.3	37.1	46.9	43.3		
Homeless Students	*	*	*	17.4	17.3	*		
Students In Foster Care	*	*	*	17.7	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	305	746	741	744	7%	18%	30%	36%	9%	45%	44%
White	192	751	749	751	*	14%	29%	*	*	53%	54%
Hispanic	58	736	732	731	*	26%	33%	*	*	29%	27%
Black or African American	33	724	727	726	*	36%	36%	*	*	12%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	749	749	*	*	*	*	*	*	52%
Female	140	750	744	745	*	16%	34%	*	*	48%	45%
Male	165	742	738	742	*	20%	27%	*	*	42%	42%
Economically Disadvantaged Students	70	732	730	729	*	36%	26%	*	*	26%	24%
Non-Economically Disadvantaged Students	235	750	748	753	*	13%	31%	*	*	50%	56%
Students with Disabilities	51	724	718	717	*	27%	31%	*	*	16%	13%
Students without Disabilities	254	750	745	748	*	16%	30%	*	*	50%	49%
English Learners	*	*	701	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	742	745	*	*	*	*	*	*	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

EMILY C. REYNOLDS MIDDLE SCHOOL
(21-1950-080)
Grades Offered: 06-08
2017-2018

Report Key:
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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	262	738	736	743	7%	23%	36%	*	*	34%	43%
White	148	741	742	750	*	20%	37%	*	*	39%	54%
Hispanic	53	734	734	732	*	26%	32%	*	*	28%	27%
Black or African American	41	728	723	727	*	29%	41%	*	*	15%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	740	748	*	*	*	*	*	*	51%
Female	118	740	738	745	*	21%	39%	*	*	34%	45%
Male	144	737	734	741	*	24%	34%	*	*	33%	42%
Economically Disadvantaged Students	78	728	728	730	*	33%	36%	*	*	19%	24%
Non-Economically Disadvantaged Students	184	742	742	751	*	18%	36%	*	*	40%	55%
Students with Disabilities	42	709	713	717	*	*	*	*	*	*	12%
Students without Disabilities	220	744	741	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	*	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

EMILY C. REYNOLDS MIDDLE SCHOOL
(21-1950-080)
Grades Offered: 06-08
2017-2018

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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	226	727	726	728	21%	25%	27%	*	*	27%	28%
White	119	733	732	736	15%	23%	29%	*	*	34%	36%
Hispanic	51	723	720	722	*	39%	24%	*	*	22%	22%
Black or African American	50	713	720	715	42%	*	28%	*	*	12%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	104	732	730	731	14%	23%	28%	*	*	35%	31%
Male	122	723	722	725	26%	27%	25%	*	*	21%	26%
Economically Disadvantaged Students	68	720	720	719	31%	26%	22%	*	*	21%	20%
Non-Economically Disadvantaged Students	158	730	730	735	16%	25%	28%	*	*	30%	35%
Students with Disabilities	39	701	700	705	*	*	*	*	*	*	*
Students without Disabilities	187	733	733	735	*	*	*	*	*	*	*
English Learners	*	*	691	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	727	729	*	*	*	*	*	*	29%
Homeless Students	N	N	*	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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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	75	792	736	746	0%	0%	0%	71%	29%	100%	46%
White	61	791	747	755	0%	0%	0%	72%	28%	100%	57%
Hispanic	*	*	726	730	*	*	*	*	*	*	27%
Black or African American	*	*	718	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	40	790	739	748	0%	0%	0%	*	*	100%	48%
Male	35	793	733	745	0%	0%	0%	*	*	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	707	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	742	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	75	792	*	749	0%	0%	0%	71%	29%	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	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	25	787	729	735	0%	0%	0%	40%	60%	100%	30%
White	23	786	738	740	0%	0%	0%	43%	57%	100%	37%
Hispanic	*	*	719	723	*	*	*	*	*	*	14%
Black or African American	N	N	718	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	*	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	*	*	730	736	*	*	*	*	*	*	30%
Male	*	*	729	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	*	*	722	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	733	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	706	713	N	N	N	N	N	N	*
Students without Disabilities	25	787	734	738	0%	0%	0%	40%	60%	100%	*
English Learners	N	N	705	711	N	N	N	N	N	N	*
Non-English Learners	25	787	730	736	0%	0%	0%	40%	60%	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	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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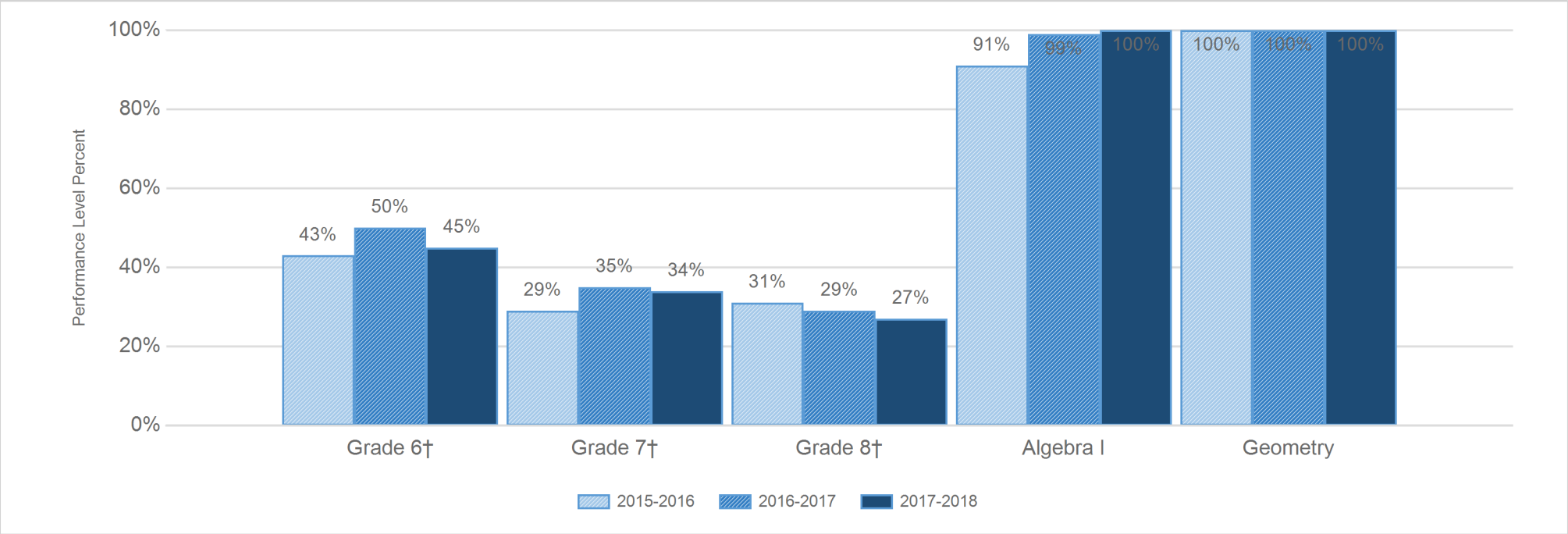
Mathematics Assessment – Performance Trends

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
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	312
7	25	0	258
8	50	25	241
Total	75	25	811

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	283	0	0	0	0	0	0
7	271	0	0	0	0	0	0
8	21	0	0	0	0	0	0
Total	575	0	0	0	0	0	0

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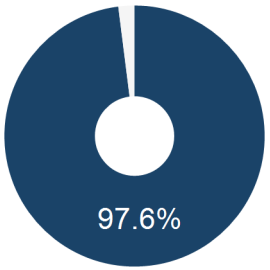
Visual and Performing Arts – Course Participation

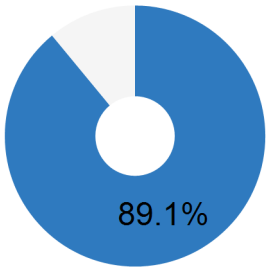
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

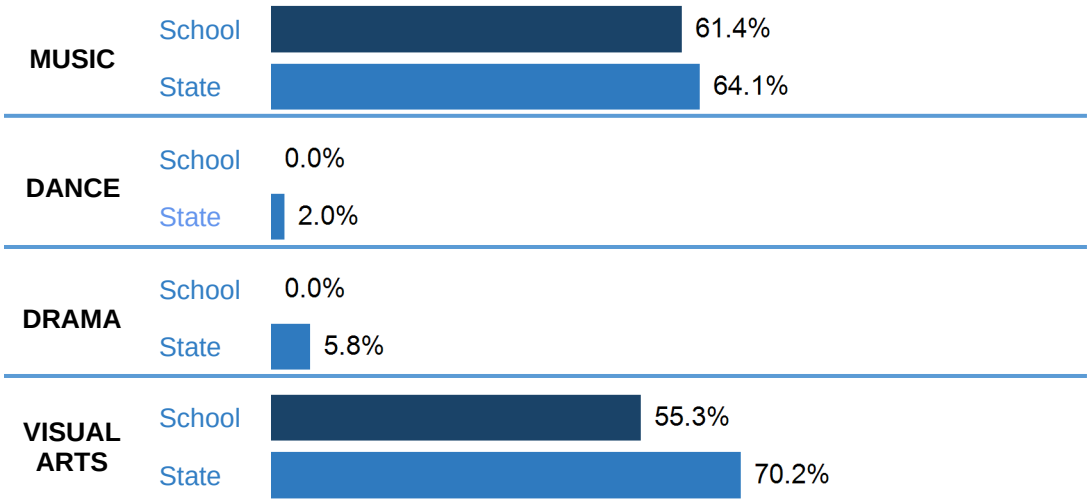


School



State

Students enrolled in one or more classes by discipline:



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

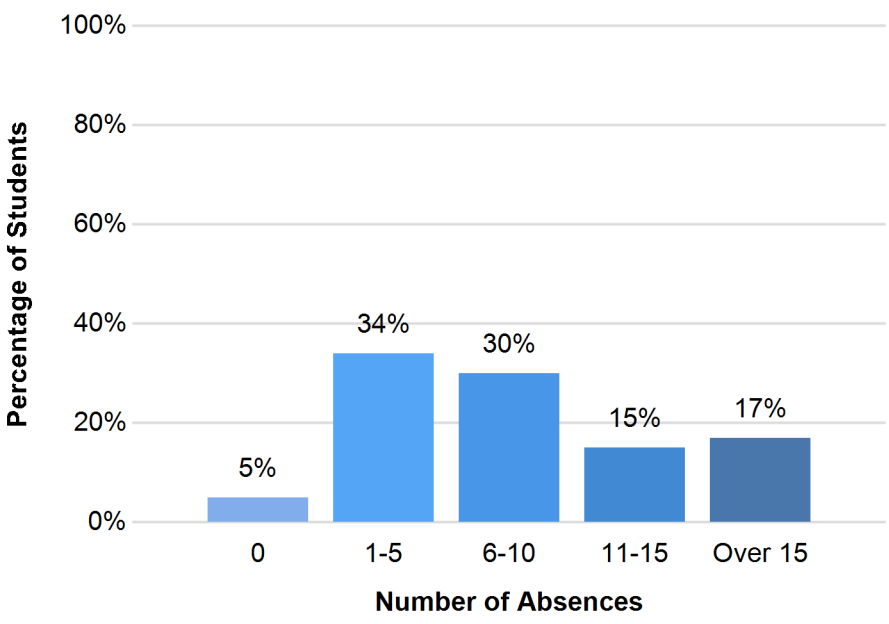
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	120	12.9	9.5	Not Met
White	74	13.0	9.5	Not Met
Hispanic	27	15.7	9.5	Not Met
Black or African American	12	9.4	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	1	2.8	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	6	26.1	9.5	Not Met
Economically Disadvantaged Students	38	16.6	9.5	Not Met
Students with Disabilities	28	17.7	9.5	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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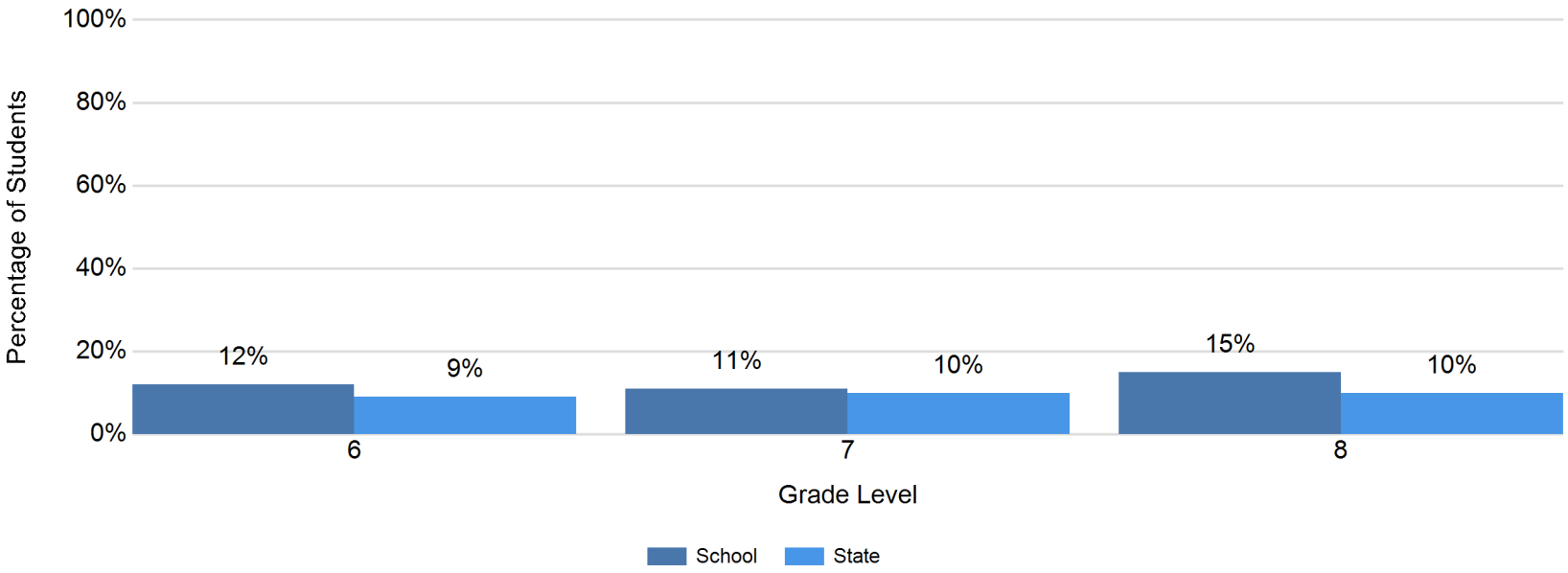
Chronic Absenteeism by Grade

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	29
Weapons	2
Vandalism	4
Substances	6
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	51
Incidents Per 100 Students Enrolled	5.60

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	0
Vandalism	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	2

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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.

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

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	38	4.2%
Out-of-School Suspensions	51	5.6%
Any Suspension	76	8.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
116

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(21-1950-080)
Grades Offered: 06-08
2017-2018

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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	8:25 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.7:1

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)	$494	$14,150	$14,644

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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	79	117,464
Average years experience in public schools	11.1	12.0
Average years experience in district	11.1	10.7
Teachers in district for 4 or more years	72.2%	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	63	9,374
Average years experience in public schools	12.6	16.0
Average years experience in district	12.6	12.0
Administrators in district for 4 or more years	68.3%	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	12:1	12:1
Students to Administrators	304:1	182:1
Teachers to Administrators	26:1	15:1
Students to Librarians/Media Specialists		765:1
Students to Nurses		441:1
Students to Counselors		255:1
Students to Child Study Team		249:1

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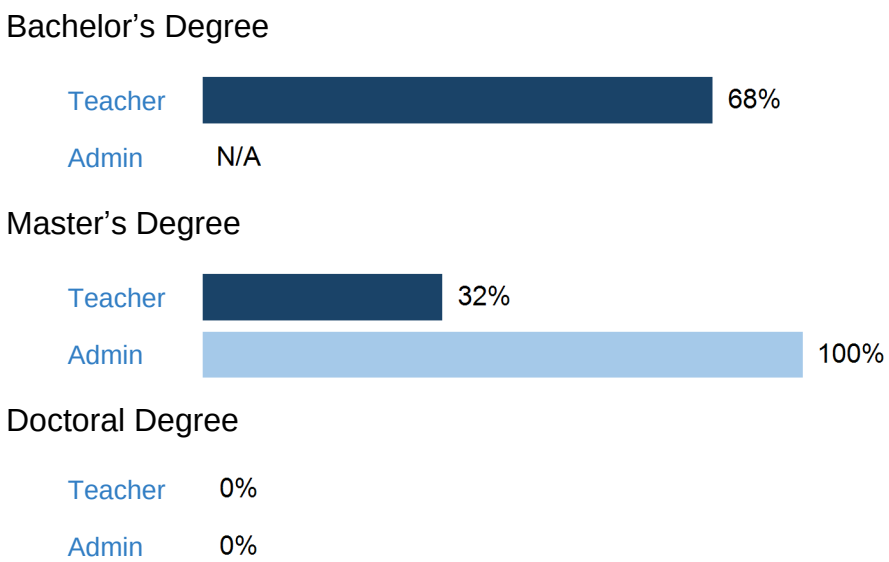
Teachers and Administrators - Level of Education

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	92.3%	90.2%
2016-17 Administrators: Same district 2017-18	82.8%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.4%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	81.0%	66.7%
Male	19.0%	33.3%
White	92.4%	100.0%
Hispanic	1.3%	0.0%
Black or African American	3.8%	0.0%
Asian	2.5%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	35.31	17.5%
Mathematics Proficiency	33.59	17.5%
English Language Arts Growth	28.02	25.0%
Mathematics Growth	41.54	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	15.89	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	31.83	n/a
Summative Rating: Percentile Rank of Summative Score	21.27	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Met Target†	Met Standard	Met Standard	**	Not Met	No
White	27.25	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	38.60	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	39.89	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	34.71	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	23.28	14.08	No	Met Target	Met Target	Not Met	**	n/a	Not Met	No
Economically Disadvantaged Students	32.25	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	46.54	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	79.70	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Exceeds Standard	**	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:	• Aviation Club: Benefitting from Grant funded to purchase simulation equipment to teach students how to fly. • Award Winning Vocal, Band and String participants: Music in the Parks. • RMS Yearly Drama Performance: Crew and Cast Recognition
Mission, Vision, Theme:	The mission of Reynolds Middle School is to provide for the optimum intellectual, social, physical and emotional growth for each student. This mission is backed by curricular goals, addressing student learning styles, providing a safe and nurturing environment as well as preparing our students for a successful high school experience. The staff and parents of Reynolds Middle School are committed to an educational program of excellence and growth for all students.
Awards, Recognition, Accomplishments:	Each month six students (two per grade) are recognized by the teaching staff and honored by the Principal as "Students of the Month". Also, selected eighth grade students are invited to an end of the year Academic Award Ceremony. They are honored for All A's (eighth grade and three years), Presidential Awards, Subject Awards, and an in house Don Simms Award for overall character and academic achievement.

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Courses, Curriculum, Instruction:	Three academic levels are offered in math and two in ELA. General courses are aligned to the NJSLS. Enriched levels address above level standards. Advanced enriched courses are offered that prepare students for HS Algebra I, and HS Honors Geometry. Students can take HS Spanish I in 8th grade. Math and ELA meet daily for 80 minutes, while science and SS meet for 80 minutes blocks every other day. Every student receives instruction in Health, PE, foreign language, technology and the arts.
Clubs and Activities:	Drama club - annual musical. Eagle's Eye newspaper and the Yearbook club students write articles and photograph the school year. Early Act – organizes clothing drives, Thanksgiving food baskets, and holiday toy drive. Student Council - fundraisers, school dances, and spirit days. Willow Tree - teens become advocates against alcohol and tobacco use. Aviation club - students interested in flying. STEM and Robotics' club - explore Science, Technology, Engineering, and Math through fun, hands-on activities.

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Before and After School Programs:	School starts at 8:25. Students are permitted into the building at 8:00. Students are supervised from 8:00–8:15 in the auditorium, cafeteria or gymnasium. Students with teacher issued passes are permitted to classrooms for additional instructional help. Teachers are also available for additional help after school from 3:00-4:00. A one hour homework help runs once per week from Oct.- May. Tutoring is also offered twice per week from Jan.-May. Jazz band meets before school once per week.
Staff and Professional Learning:	Reynolds faculty consists of 3 Administrators, 78 teachers, 4 counselors, a child study team, and 18 assistants. Every school year the staff is placed into Professional Learning Communities to articulate standards in common subject areas, how to apply Best Practices into lesson plans, utilize Google Classroom and learn new strategies to engage students within the classroom. The district also provides PD days for all staff members to discuss data and learn about new educational trends.

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Student Supports and Services:	ESL supports students with cultural transitions and language acquisition. Options for Students with disabilities are: Self-contained classes - small group instructions. Resource room - ELA and Math with small group instruction. Inclusion classes are taught by a general education teacher and a special education teacher or a classroom assistant. Autistic program for middle school age students is a comprehensive program of life skills and academics.
Student Health and Wellness:	Breakfast is served at RMS for any student interested. Free / reduced lunch students are provided with breakfast from 8:00-8:20 am daily. During lunch, Healthy Living contests take place. Students have the opportunity to assess their healthy living knowledge and food choices. All grade levels receive a specific 45 day health curriculum. Sixth: Changes in Adolescence, Seventh: Life Style Decisions, Eighth: Relationships. PE is also offered one full semester of the school year.
Parent and Community Involvement:	HTSD provides all parents with access to PowerSchool Parent Portal. This allows parents to keep track of daily attendance, grades, and stores all family demographic information. RMS has a very supportive PTA. The executive board holds meetings once a month to discuss and provide the students with; class trip funding, fundraiser incentive shows, a sponsored Trenton Thunder baseball game in the spring, along with highlighting art and history classes during the annual Founder's Day celebration.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The school climate survey is made available to all students, parents and staff members associated with RMS. The survey questionnaire links are provided to the above in June of each school year. Topics/questions ranging from strongly agree to strongly disagree include; school environment, safety, staff, curriculum, before and after school activities, and the overall school experience. The data is provided to the Administration to organize and utilized as a focus for the upcoming school year.
Facilities:	Reynolds Middle School was built in 1969. The most recent addition was D Hall allowing space for six classrooms. The science wing is located in C hall, while the Media Center, B107 & C7 are designated computer labs. The school grounds include landscaping donated by the PTA to accent the school's front sign, Joey's garden as well as Autistic courtyard. RMS does not have central air condition. Rather, AC is located in the science wing and specifically assigned rooms for accommodations.

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Other Information:	Reynolds Middle School is in Mercer County, New Jersey. The school's campus consists of 27.9 acres and the students are housed in one building consisting of four wings. The current enrollment at Reynolds is approximately 1000 students. The bell schedule at RMS includes 9 forty-minute periods with 3 minute passing. Each classroom is equipped with a building fire escape map and emergency code procedures. Every month, fire and condition drills are conducted to ensure both staff and student safety. The building houses three computer labs and the media center provides the staff with over 18 computer carts including Chrome and HP Probooks. Every core subject classroom is equipped with a SMARTboard or interactive board. The teachers at Reynolds Middle School utilizes Google Classroom. Each student has received their own Google account in order to take part in different lesson planning activities from classroom to classroom. The teachers at Reynolds are evaluated using the Danielson Observation Model. All staff members are observed at least twice throughout the school year along with a Summative Evaluation Score in June. Reynolds Middle School houses the district's middle school Autistic population. The classroom consists of three special educational teachers and over 10 assistants providing education in both core and noncore subject areas, technology, physical education and health, as well as social skills. The students in the Autistic classroom have a garden/courtyard dedicated to them to care for and decorate throughout the school year; they also run a coffee club each morning, in the foyer of the school, for the staff as they arrive. Reynolds Middle School communicates to students and parents through various technological outlets: school website, teacher websites, teacher email blasts, administrative phone blasts, Facebook and Twitter. RMS also provides the community with daily weather updates through the Weather Bug Station.