NJ SCHOOL PERFORMANCE REPORT

CHATHAM MIDDLE SCHOOL
(27-0785-030)
Grades Offered: 06-08
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	MORRIS
District	SCH DIST OF THE CHATHAMS
Principal Name	MS. GIRHORSKI
Address	480 MAIN STREET CHATHAM, NJ 07928-2120
Phone Number	(973)457-2506
Email Address	JGIRHORSKI@CHATHAM-NJ.ORG
Website	https://www.chatham-nj.org

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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	360	347	320
7	372	365	347
8	327	380	364
Total	1,059	1,092	1,031

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	49.9%	50.7%	52.5%
Male	50.1%	49.3%	47.5%
Economically Disadvantaged Students	2.2%	1.8%	1.6%
Students with Disabilities	15.5%	16.5%	17.3%
English Learners	0.8%	1.1%	0.6%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.2%
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	82.8%	81.9%	79.4%
Hispanic	5.4%	5.7%	5.4%
Black or African American	0.6%	0.5%	0.7%
Asian	8.9%	9.4%	11.4%
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	2.4%	2.6%	3.0%

Enrollment by Home Language

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

Home Language	% of Students
English	90.0%
Chinese	2.1%
Spanish	1.5%
Other Languages	6.4%

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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	45	51	50	Met Standard	57	51	50	Met Standard
White	47	51	50	Met Standard	57	50	51	Met Standard
Hispanic	31.5	38	49	Not Met	61.5	55	48	Exceeds Standard
Black or African American	*	*	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	52	56	61	Met Standard	70	62	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	44.5	54	49	Met Standard	34.5	39	51	**
Economically Disadvantaged	42.5	33	48	**	*	42	47	**
Students with Disabilities	39	45	41	Not Met	49	46	43	Met Standard
English Learners	*	65.5	54	**	*	75	51	**

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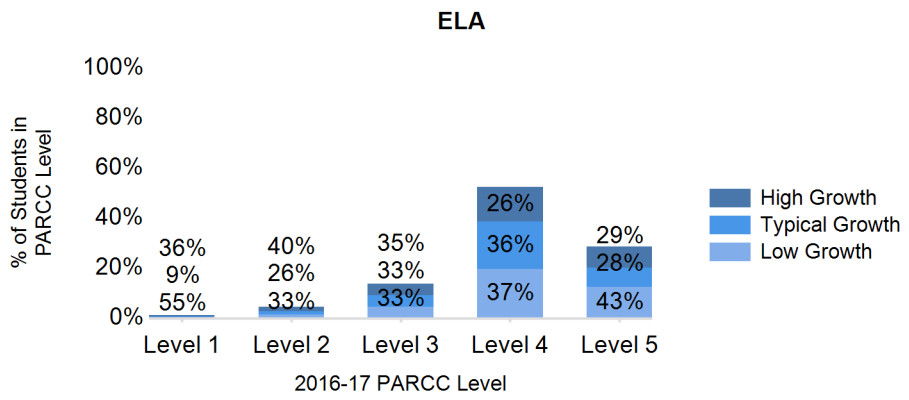
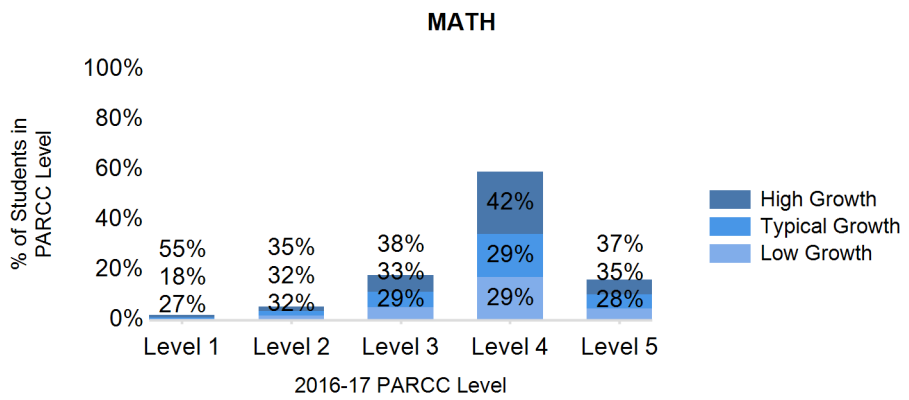
Student Growth by Performance Level

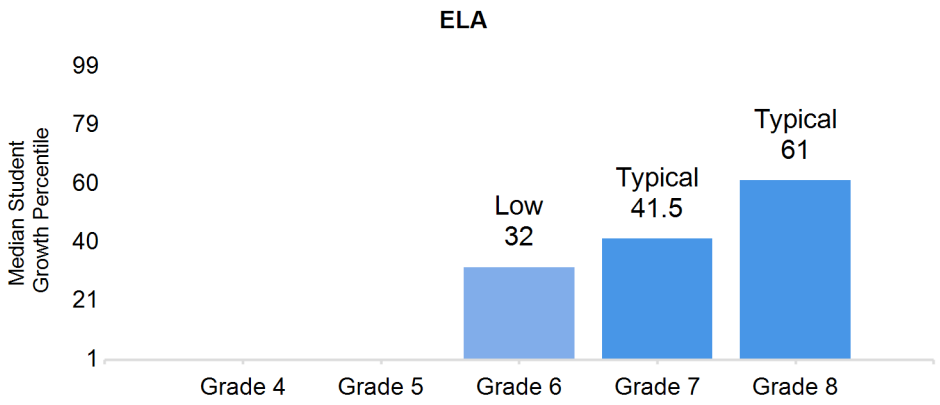
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

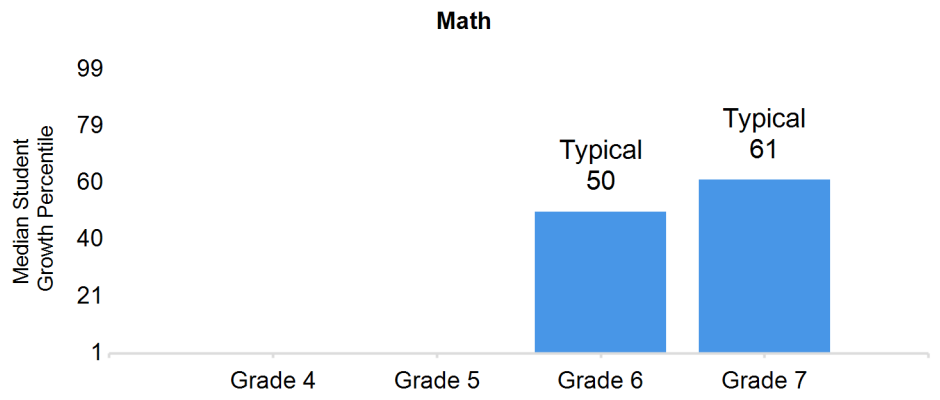




Student Growth by Grade

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	1016	97.6	80.7	80.8	56.7	80.7	70	Met Goal
White	805	97.3	80.8	80.9	65.6	80.8	68.8	Met Goal
Hispanic	55	100.0	56.3	63.9	42.5	56.3	57.4	Met Target†
Black or African American	*	*	*	50.0	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	119	98.4	92.5	*	82.3	92.5	80	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	85.0	63.4	*	80	Met Goal
Female	533	98.0	88.0	86.9	64.5	88.0		
Male	483	97.2	72.7	74.8	49.4	72.7		
Economically Disadvantaged Students	17	100.0	58.8	47.5	38.5	58.8	**	**
Non-Economically Disadvantaged Students	999	97.6	81.0	81.4	67.5	81.0		
Students with Disabilities	180	94.7	42.8	48.2	21.6	42.8	34	Met Target
Students without Disabilities	836	98.2	88.9	88.4	63.9	88.9		
English Learners	11	91.7	63.7	56.6	27.3	61.4	**	**
Non-English Learners	1005	97.7	80.9	81.1	59.4	80.9		
Homeless Students	N	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 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	314	771	771	754	*	*	17%	54%	24%	78%	56%
White	245	769	769	761	*	*	16%	58%	21%	79%	66%
Hispanic	17	754	754	742	*	*	*	*	*	35%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	42	784	784	779	0%	*	*	52%	38%	90%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	167	778	778	761	*	*	12%	53%	32%	86%	64%
Male	147	763	763	748	*	*	22%	56%	14%	70%	48%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	68%
Students with Disabilities	55	742	742	723	*	*	*	44%	0%	44%	18%
Students without Disabilities	259	777	777	760	*	*	*	57%	29%	86%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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	339	778	778	760	*	*	10%	40%	43%	83%	63%
White	271	777	777	768	*	*	10%	43%	40%	83%	72%
Hispanic	17	755	755	746	*	*	*	*	*	65%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	39	796	796	790	0%	0%	*	*	*	95%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	182	787	787	769	*	*	5%	34%	56%	90%	72%
Male	157	768	768	752	*	*	16%	47%	29%	76%	54%
Economically Disadvantaged Students	*	*	*	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	58	743	743	721	*	*	*	*	*	41%	22%
Students without Disabilities	281	785	785	768	*	*	*	*	*	92%	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	N	N	N	725	N	N	N	N	N	N	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	353	781	781	759	*	*	12%	44%	38%	82%	60%
White	281	779	779	767	*	*	12%	46%	36%	82%	70%
Hispanic	21	774	774	744	0%	*	*	*	*	67%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	37	798	798	789	0%	0%	*	*	*	97%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	182	793	793	768	*	*	8%	37%	52%	89%	69%
Male	171	768	768	751	*	*	16%	52%	23%	75%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	*	*	*	769	*	*	*	*	*	*	71%
Students with Disabilities	55	745	745	719	*	*	25%	*	*	49%	19%
Students without Disabilities	298	788	788	766	*	*	9%	*	*	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	*	*	*	726	*	*	*	*	*	*	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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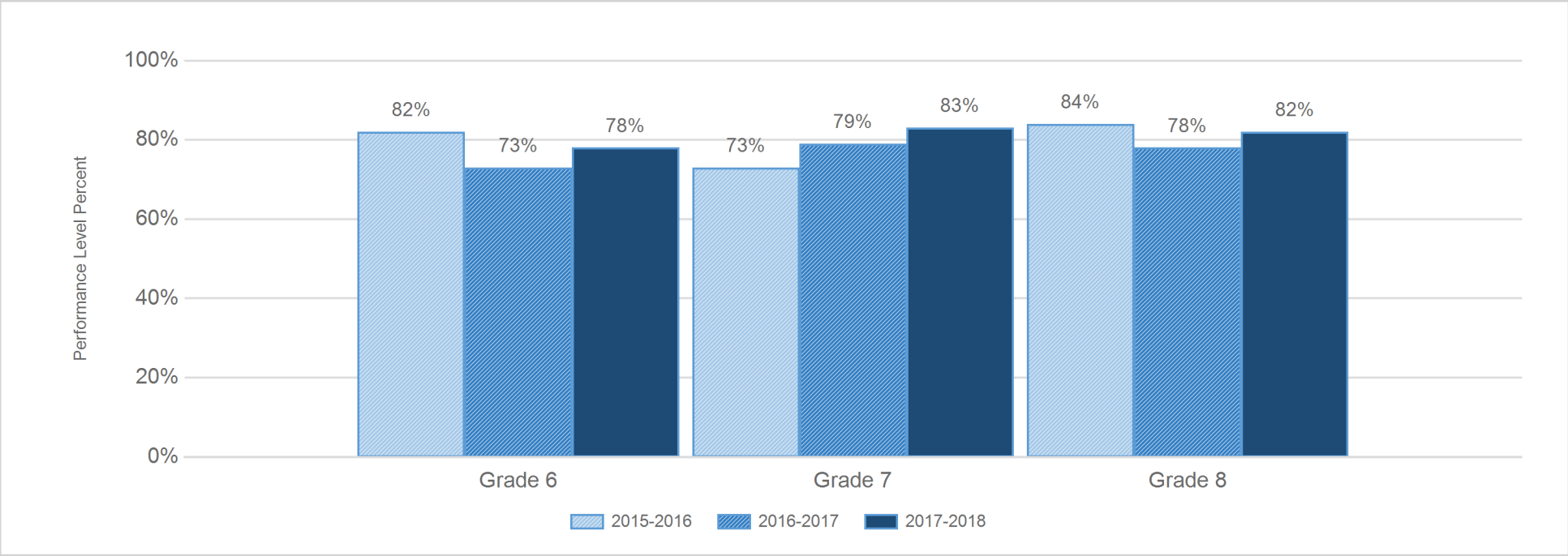
English Language Arts/Literacy Assessment - Performance Trends

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	995	97.4	75.4	72.7	45.0	75.4	65.1	Met Target
White	796	97.1	74.4	70.8	54.1	74.4	63.7	Met Target
Hispanic	55	100.0	58.2	59.7	29.2	58.2	61.6	Met Target†
Black or African American	*	*	*	35.7	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	108	98.2	92.6	*	77.0	92.6	78.2	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	88.6	53.0	*	80	Met Target†
Female	525	97.4	77.1	73.3	46.0	77.1		
Male	470	97.3	73.4	72.0	43.9	73.4		
Economically Disadvantaged Students	17	100.0	52.9	41.0	26.6	52.9	**	**
Non-Economically Disadvantaged Students	978	97.3	75.8	73.2	55.9	75.8		
Students with Disabilities	181	95.3	35.3	40.1	17.1	35.3	27.1	Met Target
Students without Disabilities	814	97.8	84.3	80.9	50.5	84.3		
English Learners	12	92.3	83.3	79.4	24.6	80.7	**	**
Non-English Learners	983	97.4	75.3	72.5	46.9	75.3		
Homeless Students	N	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 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	293	761	761	744	*	*	22%	56%	13%	69%	44%
White	236	759	759	751	*	*	23%	57%	11%	68%	54%
Hispanic	17	744	744	731	*	*	*	*	*	47%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	31	779	779	771	0%	*	*	*	*	90%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	160	763	763	745	*	*	21%	54%	17%	71%	45%
Male	133	759	759	742	*	*	22%	58%	9%	67%	42%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	753	*	*	*	*	*	*	56%
Students with Disabilities	56	735	735	717	*	20%	34%	*	*	34%	13%
Students without Disabilities	237	767	767	748	*	4%	19%	*	*	77%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	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

CHATHAM MIDDLE SCHOOL
(27-0785-030)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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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	321	765	765	743	*	*	16%	59%	18%	77%	43%
White	264	764	764	750	*	*	17%	60%	16%	76%	54%
Hispanic	17	750	750	732	0%	*	*	*	*	59%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	29	776	776	767	0%	0%	*	*	*	97%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	176	766	766	745	*	*	14%	60%	19%	78%	45%
Male	145	763	763	741	*	*	19%	57%	17%	74%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	55%
Students with Disabilities	58	740	740	717	*	*	*	*	*	33%	12%
Students without Disabilities	263	770	770	748	*	*	*	*	*	86%	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	N	N	N	717	N	N	N	N	N	N	*
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%

NJ SCHOOL PERFORMANCE REPORT

CHATHAM MIDDLE SCHOOL
(27-0785-030)
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	35	708	708	728	*	*	*	*	*	*	28%
White	28	708	708	736	*	*	*	*	*	*	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	17	705	705	731	*	*	*	*	*	*	31%
Male	18	710	710	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	20	695	695	705	*	*	*	*	*	*	*
Students without Disabilities	15	726	726	735	*	*	*	*	*	*	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	35	708	708	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	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

CHATHAM MIDDLE SCHOOL
(27-0785-030)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	321	780	773	746	0%	*	*	69%	19%	88%	46%
White	255	778	771	755	0%	*	*	71%	16%	87%	57%
Hispanic	16	770	*	730	0%	0%	*	*	*	81%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	40	796	796	779	0%	0%	*	*	*	98%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	165	781	776	748	0%	*	*	72%	19%	91%	48%
Male	156	778	771	745	0%	*	*	67%	19%	86%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	35	758	742	716	0%	*	*	*	*	69%	13%
Students without Disabilities	286	783	780	752	0%	*	*	*	*	91%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

CHATHAM MIDDLE SCHOOL
(27-0785-030)
Grades Offered: 06-08
2017-2018

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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	15	794	744	735	0%	0%	0%	*	*	100%	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	N	N	*	719	N	N	N	N	N	N	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	*	*	*	741	*	*	*	*	*	*	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	*	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	15	794	*	741	0%	0%	0%	*	*	100%	38%
Students with Disabilities	N	N	725	713	N	N	N	N	N	N	*
Students without Disabilities	15	794	750	738	0%	0%	0%	*	*	100%	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	15	794	*	736	0%	0%	0%	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

CHATHAM MIDDLE SCHOOL
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2017-2018

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Mathematics Assessment - Performance by Test: Algebra II

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	N	N	747	727	N	N	N	N	N	N	30%
White	N	N	742	733	N	N	N	N	N	N	35%
Hispanic	N	N	*	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	N	N	747	728	N	N	N	N	N	N	30%
Male	N	N	747	727	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	*	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	*	736	N	N	N	N	N	N	37%
Students with Disabilities	N	N	724	693	N	N	N	N	N	N	*
Students without Disabilities	N	N	751	732	N	N	N	N	N	N	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	N	N	747	729	N	N	N	N	N	N	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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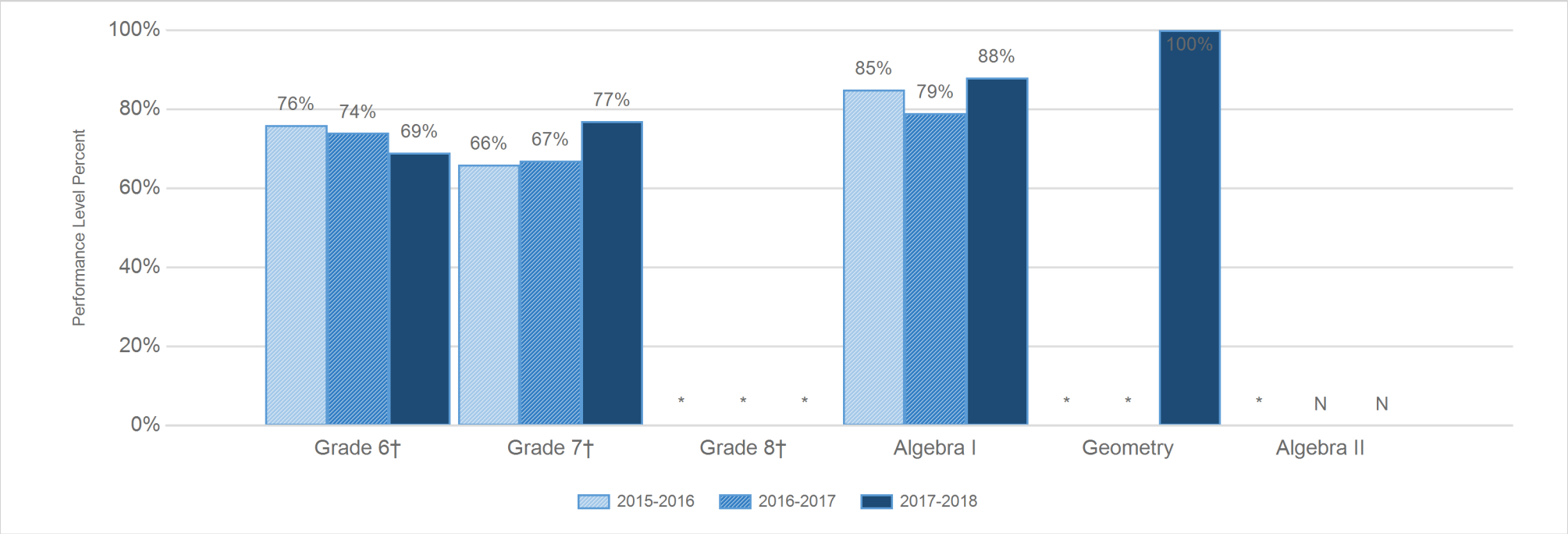
Mathematics Assessment – Performance Trends

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	N	N	N
5 or more	N	N	N

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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	323
7	19	0	332
8	315	15	40
Total	334	15	695

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	162	92	0	0	40	28	0
7	183	76	0	0	47	41	0
8	208	73	0	0	46	37	3
Total	553	241	0	0	133	106	3

NJ SCHOOL PERFORMANCE REPORT

CHATHAM MIDDLE SCHOOL
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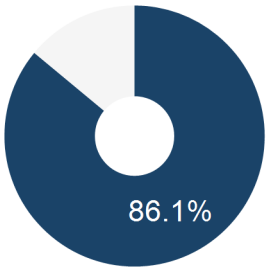
Visual and Performing Arts – Course Participation

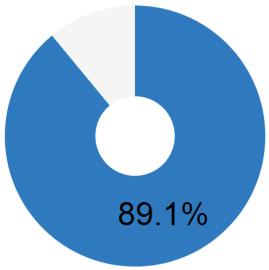
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

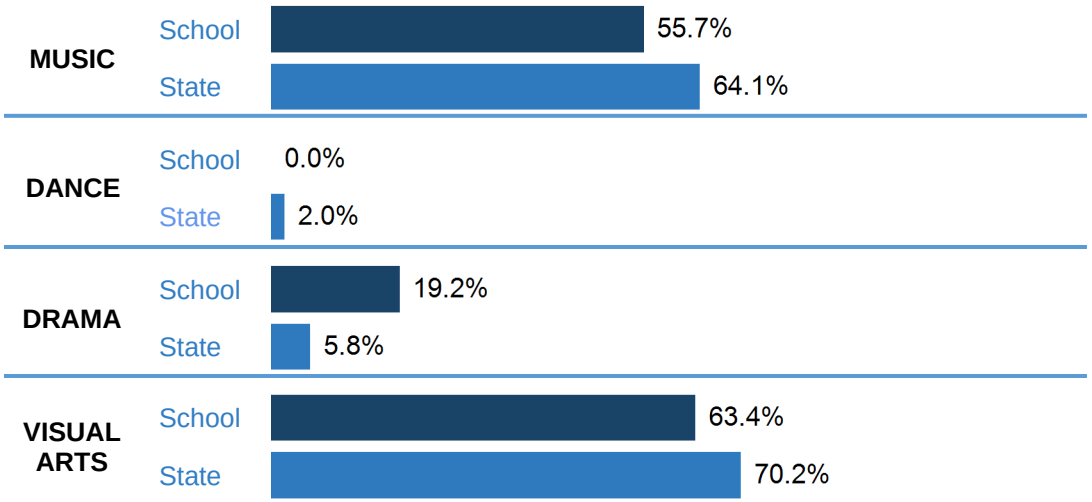


School



State

Students enrolled in one or more classes by discipline:



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CHATHAM MIDDLE SCHOOL
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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.

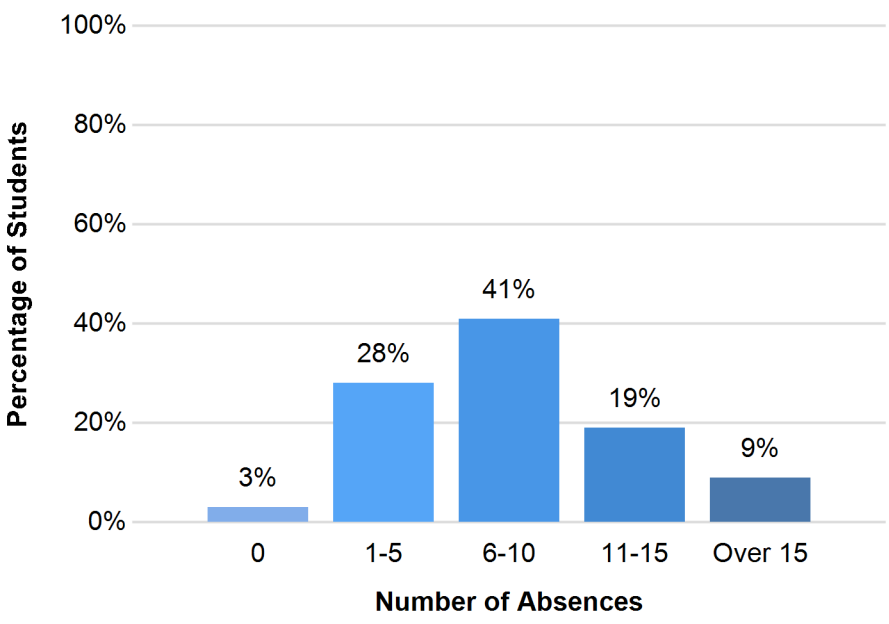
Chronic Absenteeism

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	52	5.0	9.5	Met
White	41	5.0	9.5	Met
Hispanic	7	12.5	9.5	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	3	2.5	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	9.5	Met
Economically Disadvantaged Students	4	23.5	**	**
Students with Disabilities	14	7.4	9.5	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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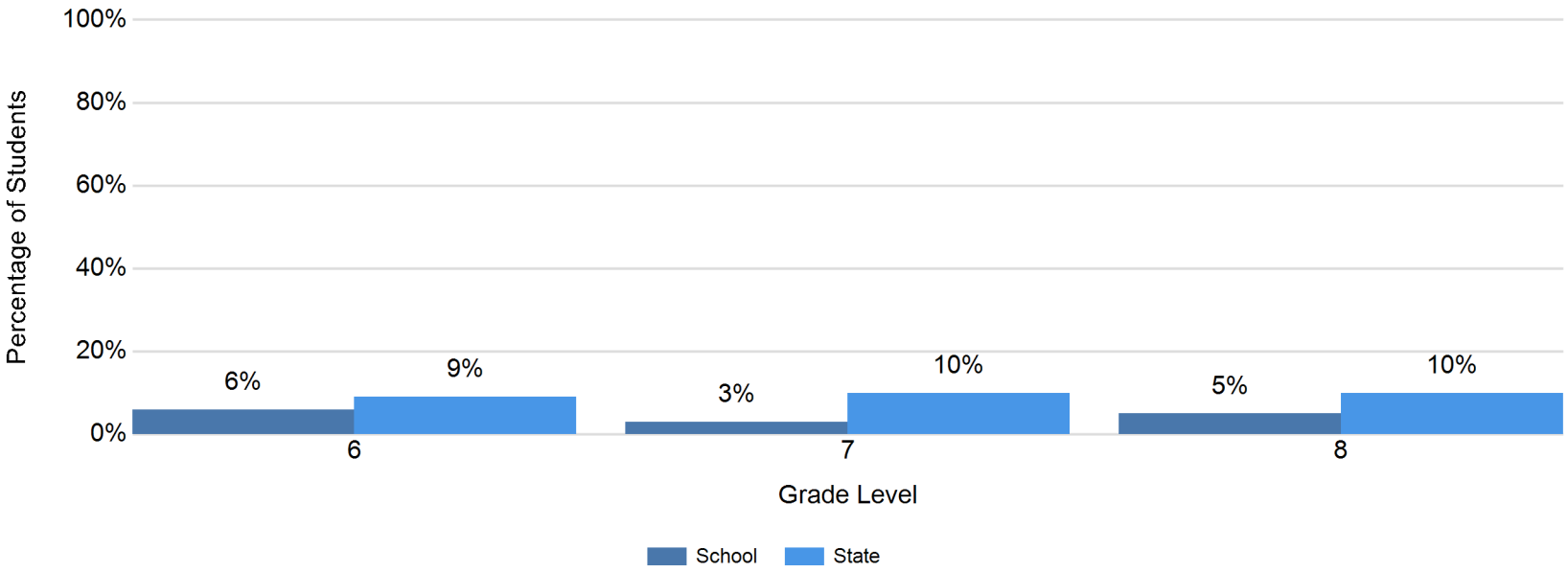
Chronic Absenteeism by Grade

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



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CHATHAM MIDDLE SCHOOL
(27-0785-030)
Grades Offered: 06-08
2017-2018

Report Key:
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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	9
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	22
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	3.20

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	4	4
Religion	0	2	2
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	5	5
Disability	0	1	1
Other	0	11	11
No Identified Nature	31		31

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	14	1.4%
Any Suspension	14	1.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
29

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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	N
Typical End Time	N
Length of School Day	N
Full Time - Instructional Time	5 Hrs 51 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	1.1:1

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)	$232	$13,326	$13,558

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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	85	117,464
Average years experience in public schools	9.5	12.0
Average years experience in district	7.1	10.7
Teachers in district for 4 or more years	59.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	27	9,374
Average years experience in public schools	17.8	16.0
Average years experience in district	7.7	12.0
Administrators in district for 4 or more years	65.4%	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	258:1	154:1
Teachers to Administrators	21:1	12:1
Students to Librarians/Media Specialists		1042:1
Students to Nurses		694:1
Students to Counselors		298:1
Students to Child Study Team		298:1

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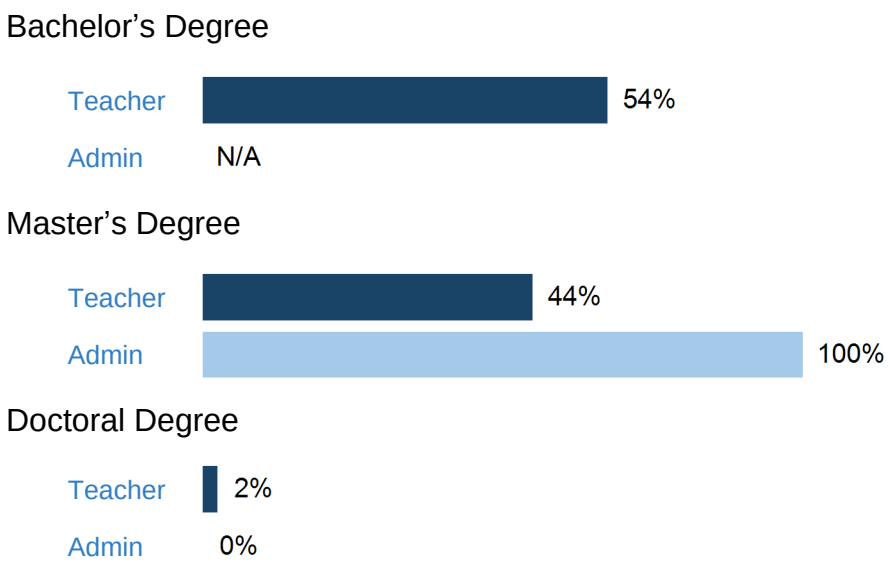
Teachers and Administrators - Level of Education

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	89.6%	90.2%
2016-17 Administrators: Same district 2017-18	92.9%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.3%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	77.6%	50.0%
Male	22.4%	50.0%
White	94.1%	100.0%
Hispanic	2.4%	0.0%
Black or African American	1.2%	0.0%
Asian	2.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	85.37	17.5%
Mathematics Proficiency	89.34	17.5%
English Language Arts Growth	26.01	25.0%
Mathematics Growth	75.13	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	70.98	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	66.51	n/a
Summative Rating: Percentile Rank of Summative Score	75.71	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 Goal	Met Target	Met Standard	Met Standard	**	Met	No
White	66.18	14.08	No	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	56.15	14.08	No	Met Target†	Met Target†	Not Met	Exceeds Standard	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	63.25	14.08	No	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	68.10	14.08	No	Met Goal	Met Target†	Met Standard	**	n/a	Met	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	70.26	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	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:	• We offer a comprehensive curriculum that includes Balanced Literacy, the Next Generation Science Standards, and an application, real-life approach to Mathematics. • CMS utilizes technology to enhance the education experiences of our students. Teachers use technology for instruction, assessment, and research. All students are issued 1-1 Chromebook computers. • We embrace a balance approach to learning through an emphasis on student wellness and social/emotional growth.
Mission, Vision, Theme:	Our vision is to provide a secure, stimulating environment in which students find challenge and support. We foster respect for oneself, our environment and the world's diversity. CMS offers opportunities for exploration so that student interests and strengths can be developed. We encourage risk-taking, perseverance, and collaboration. Our school promotes learning that is relevant so that our students may become successful, responsible and contributing citizens.
Awards, Recognition, Accomplishments:	We are proud to have earned a "Jersey Fresh" certification for our commitment to serving locally grown fruits and veggies. The PTO and the Chatham Education Foundation have awarded us many grants to support our efforts in the classroom. Our orchestra, band and chorus annually receive recognition at regional music festivals. Our glee club has been selected to sing for the NJ Devils for the past four years. Our mock trial, debate and Academic Bowl clubs annually compete and place in local competitions.

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Courses, Curriculum, Instruction:	Our Math classes develop the skills of abstraction, application and collaboration. Our Science curriculum incorporates the NGSS into integrated units. In ELA we use novels for literary exploration and promote writing across the curricula. Social Studies courses focus on critical social issues and an appreciation of the world's diversity. We offer courses in Chinese, French, German and Spanish. Our core academics are complemented by classes in the arts, STEM, and Family and Consumer Science.
Sports and Athletics:	While we do not have organized sports teams at CMS, our PTO does offer enrichment classes in fencing, hockey and spin. Additionally, we hold open gym for students to spend time working out and playing organized sports after school. Our Physical Education classes meet for 49 minutes a day and focus on healthy living, fitness and team sports.
Clubs and Activities:	We have over 25 co-curricular offerings at CMS that provide our students with an opportunity to grow and to learn outside of the classroom. The Builders Club is our largest organization; it focuses on community service. The Student Council is an active student-led group that sponsors schoolwide projects and events. Our Acceptance Alliance celebrates differences among our students. Our annual All-School Production employs the diverse skills and talents of our students.

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Before and After School Programs:	Our PTO offers enrichment programs after school that are designed to meet the different interests of our students. There are a variety of offerings such as fencing, cake design, digital photography, "Pinterest," spin and knitting. In the Spring, "Girls on the Run" provides an opportunity for our students to exercise while also developing strong bonds with their classmates. We have Open Gym during the Winter; this gives students a chance to play games and exercise.
Staff and Professional Learning:	Our staff participates in PD that is designed to help them to reach their professional growth goals and the building goals identified by our ScIP team. Much of our PD is facilitated by staff who serve as mentors and instructors; some is led by supervisors. Teachers also have the opportunity to attend workshops outside of our school with the expectation that they will return and turn-key the training to their colleagues.

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Student Supports and Services:	Our I&RS team meets monthly to address the needs of students who are struggling academically or behaviorally. The CST oversees the IEPs of all Special Education students; we also offer Learning Skills to these students. Our 504 team writes and manages plans for those students who qualify. Our ESL instructor teaches classes for ELLs in all grade levels. We offer Basic Skills Instruction in Math and ELA. Extra help is offered to all students before and after school.
Student Health and Wellness:	Students take Physical Education and Health classes that focus on mindfulness and healthy living as a life goal. Our counseling department, which includes a SAC, provides both group and individual sessions for students. "Just a Little Breathing Room" is an area where students can take a break and use techniques that they have been taught to decrease stress. Teachers incorporate relaxation techniques into their courses.
Parent and Community Involvement:	The PTO is active in supporting our school through assemblies, events, and gifts. Their Facebook page keeps all parents informed about upcoming events. PTO meetings take place bi-monthly and include a guest speaker. Our annual Back To School Night is extremely well-attended. Parent programs are designed to educate parents on current trends with adolescent children and to help with transitions between schools. Our website is full of information for parents.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers We survey our students bi-annually and use the results in order to guide our character education programs, to evaluate the effectiveness of our anti-bullying efforts, and to educate our staff as to the student experience at CMS. Overall, students are happy at CMS and feel supported by their teachers and their peers.
Facilities:	We have undergone a major renovation of our art and music rooms that included the addition of a television studio. We have recently finished a three-classroom STEM addition that includes state- of-the-art technology and resources. CMS has nine Science labs, two gymnasiums, and a cafeteria. Our entire building is air-conditioned. We are about to begin a complete renovation of our auditorium.
School Safety:	We continually evaluate and update our security procedures as needed. Each year, we review all of our drills with our staff and students and provide a comprehensive security handbook to each staff member. All substitute teachers receive an abbreviated version of our security handbook as well so that they are familiar with our protocols. We run two drills each month, one fire drill and one other security drill. The Chatham Borough Police Department attends many of our drills. We also run two bus drills each year. All of the doors to our building are locked throughout the day and visitors can enter only after being buzzed in through our front door. All staff members wear picture IDs and visitors are issued temporary passes as well. We have a full-time security guard who is here whenever there are students in the building. Chatham PD makes regular visits to our school to do walk-throughs.

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Technology and STEM:	All sixth grade students are required to take an i-STEM class in which they learn about the design process while tackling innovative projects and challenges. All of our seventh graders take a "Digital Footprints" class in which they learn about responsible, appropriate and safe use of technology, social media, and the internet. We offer courses in Digital Game Design, Computer Animated Drawing, Robotics, and Innovation and Design. We have an annual STEM Exposition during which students are able to showcase their original projects. We also have a robotics team and a Science club.

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Other Information:	The middle school years are a time of transition and present many challenges to students. To better address student needs, each grade level is divided into three Houses, each with a team of teachers and a guidance counselor. These smaller groups allow for more personal interaction between students and teachers. Teaming also makes it possible for teachers to better focus on the unique needs of individual students. Everyone at CMS works to provide a nurturing, yet academically challenging setting in which students can grow intellectually, emotionally, and socially. Our school schedule is unique in that it rotates to provide both variety and an opportunity for teachers to work with students at different times of the day. Daily common planning periods give teachers the necessary time to organize interdisciplinary instruction, discuss student progress and meet with other professionals and parents.