




Central Middle School  
2016-2017  
Grade Span 06-08

27-4000-030  
MORRIS  
LONG HILL TWP  
90 CENTRAL AVENUE  
STIRLING, NJ 07980

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

### Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



Central Middle School  
2016-2017  
Grade Span 06-08

27-4000-030  
MORRIS  
LONG HILL TWP  
90 CENTRAL AVENUE  
STIRLING, NJ 07980

### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Central Middle School  
2016-2017  
Grade Span 06-08

27-4000-030  
MORRIS  
LONG HILL TWP  
90 CENTRAL AVENUE  
STIRLING, NJ 07980

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	92	89	68
7	117	96	92
8	105	111	104
Ungraded	0	0	6
Total	314	296	270

### 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	2014-15	2015-16	2016-17
Female	49%	51%	50%
Male	51%	49%	50%
Economically Disadvantaged Students	2%	0%	0%
Students with Disabilities	16%	15%	15%
English Learners	1%	1%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	78.9%
Hispanic	11.5%
Asian	8.1%
Native Hawaiian or Pacific Islander	0.7%
Black or African American	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	0.4%

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	87.0%
Spanish	6.3%
Chinese	1.1%
Portuguese	1.1%
Other	4.7%



Central Middle School

2016-2017

Grade Span 06-08

27-4000-030

MORRIS

LONG HILL TWP

90 CENTRAL AVENUE

STIRLING, NJ 07980

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	247	99.6	85.40	78.60	54.90	85.4	80	Met Goal
White	205	99.5	85.80	77.70	63.90	85.8	80	Met Goal
Hispanic	21	100.0	76.20	77.60	39.80	76.2	80	Met Target†
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	19	100.0	94.80	94.00	80.70	94.8	N	N
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	122	100.0	86.10	83.10	62.20	86.1		
Male	125	99.3	84.80	73.90	48.10	84.8		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	42	97.7	47.60	41.00	20.50	47.6	43.2	Met Target
Students without Disabilities	205	100.0	93.20	88.30	61.90	93.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Central Middle School

2016-2017

Grade Span 06-08

27-4000-030

MORRIS

LONG HILL TWP

90 CENTRAL AVENUE

STIRLING, NJ 07980

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	70	781	781	752	0%	*	*	43%	43%	86%	54%
White	61	782	782	758	0%	*	*	41%	44%	85%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	N	N	N	736	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	32	787	787	758	0%	*	*	*	56%	81%	61%
Male	38	777	777	746	0%	*	*	*	32%	90%	46%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	70	781	781	761	0%	*	*	43%	43%	86%	65%
Students with Disabilities	10	767	767	722	0%	*	*	*	*	60%	17%
Students without Disabilities	60	784	784	758	0%	*	*	*	*	90%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



**Central Middle School**  
**2016-2017**  
**Grade Span 06-08**

27-4000-030  
 MORRIS  
 LONG HILL TWP  
 90 CENTRAL AVENUE  
 STIRLING, NJ 07980

### 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	93	780	780	756	*	*	15%	34%	48%	83%	59%
White	73	778	778	764	*	*	16%	36%	45%	81%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	12	799	799	784	0%	0%	0%	*	*	100%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	54	783	783	764	*	*	*	39%	50%	89%	68%
Male	39	777	777	749	*	*	*	28%	46%	74%	51%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	93	780	780	766	*	*	15%	34%	48%	83%	70%
Students with Disabilities	17	746	746	719	*	*	*	*	*	41%	19%
Students without Disabilities	76	788	788	763	*	*	*	*	*	92%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	93	780	780	758	*	*	15%	34%	48%	83%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



Central Middle School

2016-2017

Grade Span 06-08

27-4000-030

MORRIS

LONG HILL TWP

90 CENTRAL AVENUE

STIRLING, NJ 07980

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	103	798	798	757	0%	*	*	33%	57%	90%	59%
White	84	801	801	764	0%	*	*	29%	63%	92%	68%
Hispanic	12	778	778	742	0%	*	*	*	*	75%	44%
Black or African American	N	N	N	738	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	48	805	805	766	0%	*	*	23%	67%	90%	68%
Male	55	793	793	749	0%	*	*	42%	49%	91%	50%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	103	798	798	766	0%	*	*	33%	57%	90%	69%
Students with Disabilities	15	761	761	718	0%	*	*	*	*	53%	18%
Students without Disabilities	88	805	805	764	0%	*	*	*	*	97%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

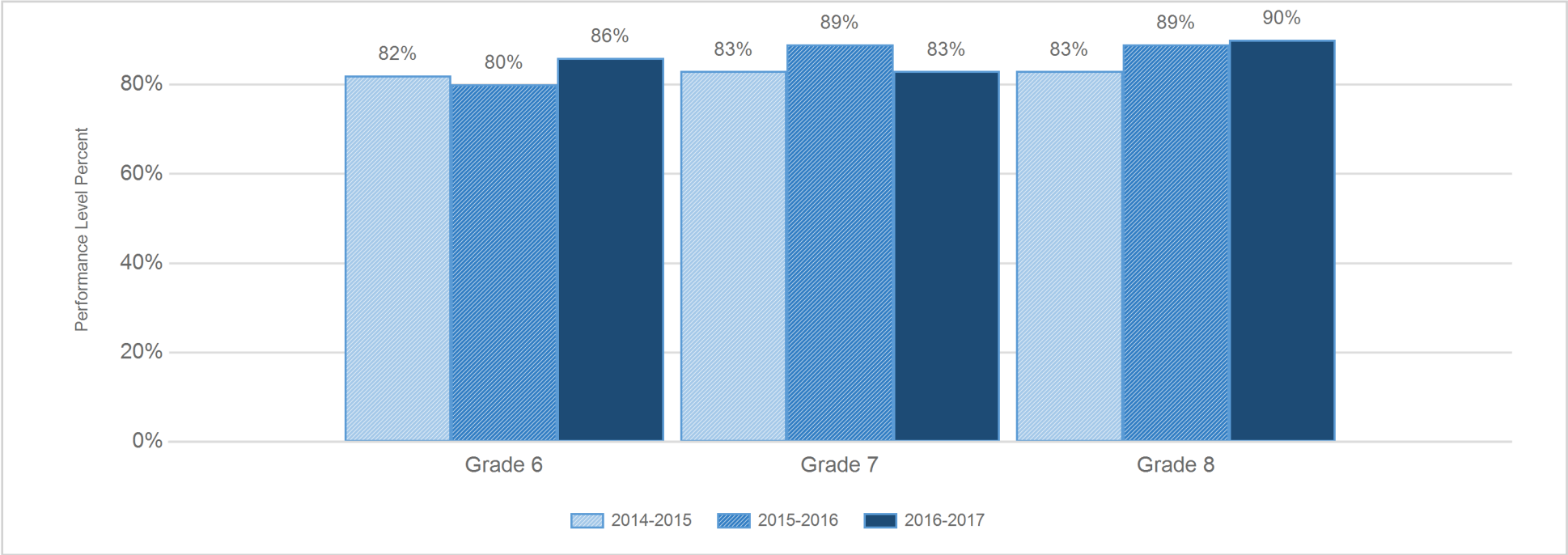


Central Middle School  
2016-2017  
  
Grade Span 06-08

27-4000-030  
MORRIS  
LONG HILL TWP  
90 CENTRAL AVENUE  
STIRLING, NJ 07980

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.







Central Middle School

2016-2017

Grade Span 06-08

27-4000-030

MORRIS

LONG HILL TWP

90 CENTRAL AVENUE

STIRLING, NJ 07980

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	250	99.6	67.20	68.00	43.50	67.2	60.7	Met Target
White	205	99.5	69.80	68.70	52.40	69.8	61.9	Met Target
Hispanic	23	100.0	39.10	54.90	27.60	39.1	44.2	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	75.00	82.40	75.60	75	70.2	Met Target
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	123	100.0	63.40	67.90	44.10	63.4		
Male	127	99.3	70.90	68.20	42.90	70.9		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	42	97.7	28.60	36.40	16.50	28.6	16.2	Met Target
Students without Disabilities	208	100.0	75.00	76.10	48.80	75		
English Learners	11	100.0	27.30	39.10	23.30	27.3	**	**
Non-English Learners	239	99.6	69.00	69.50	45.20	69		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Central Middle School

2016-2017

Grade Span 06-08

27-4000-030

MORRIS

LONG HILL TWP

90 CENTRAL AVENUE

STIRLING, NJ 07980

### 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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	70	766	766	743	0%	*	*	61%	19%	80%	44%
White	61	766	766	751	0%	*	*	62%	20%	82%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	N	N	N	724	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	32	769	769	745	0%	*	*	50%	*	78%	45%
Male	38	763	763	742	0%	*	*	71%	*	82%	43%
Economically Disadvantaged Students	N	N	N	728	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	70	766	766	752	0%	*	*	61%	19%	80%	56%
Students with Disabilities	10	752	752	717	0%	*	*	*	*	60%	13%
Students without Disabilities	60	768	768	748	0%	*	*	*	*	83%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

\*\*Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**Central Middle School**  
**2016-2017**  
**Grade Span 06-08**

**27-4000-030**  
**MORRIS**  
**LONG HILL TWP**  
**90 CENTRAL AVENUE**  
**STIRLING, NJ 07980**

**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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	92	753	753	741	*	12%	26%	51%	*	59%	40%
White	72	750	750	748	*	*	26%	53%	*	57%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	11	775	775	764	0%	0%	*	*	*	91%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	53	751	751	743	*	*	*	43%	*	53%	41%
Male	39	755	755	740	*	*	*	62%	*	67%	38%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	22%
Non-Economically Disadvantaged Students	92	753	753	749	*	12%	26%	51%	*	59%	50%
Students with Disabilities	17	723	723	716	*	*	*	*	*	18%	11%
Students without Disabilities	75	759	759	746	*	*	*	*	*	68%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Central Middle School  
2016-2017  
Grade Span 06-08

27-4000-030  
MORRIS  
LONG HILL TWP  
90 CENTRAL AVENUE  
STIRLING, NJ 07980

### 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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	34	728	728	728	*	*	35%	29%	0%	29%	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	10	712	712	721	*	*	*	*	*	*	21%
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	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	17	724	724	730	*	*	*	*	0%	24%	30%
Male	17	733	733	725	*	*	*	*	0%	35%	26%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	19%
Non-Economically Disadvantaged Students	34	728	728	734	*	*	35%	29%	0%	29%	34%
Students with Disabilities	11	703	703	705	*	*	*	*	*	*	*
Students without Disabilities	23	741	741	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**Central Middle School**  
**2016-2017**  
**Grade Span 06-08**

27-4000-030  
 MORRIS  
 LONG HILL TWP  
 90 CENTRAL AVENUE  
 STIRLING, NJ 07980

### 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	69	769	769	743	*	*	16%	81%	*	84%	42%
White	58	768	768	751	0%	0%	*	83%	*	85%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	31	771	771	744	0%	0%	*	87%	*	90%	43%
Male	38	766	766	741	0%	0%	*	76%	*	79%	40%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	69	769	769	751	*	*	16%	81%	*	84%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	69	769	769	745	*	*	16%	81%	*	84%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



Central Middle School

2016-2017

Grade Span 06-08

27-4000-030

MORRIS

LONG HILL TWP

90 CENTRAL AVENUE

STIRLING, NJ 07980

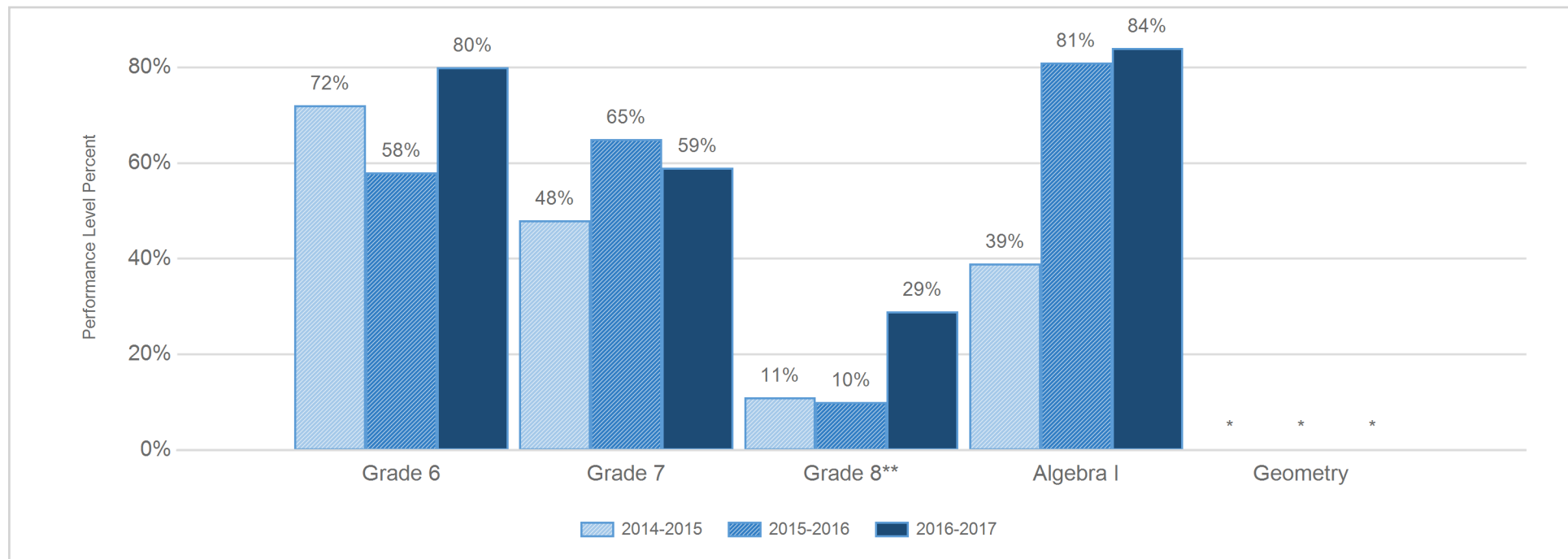
Mathematics Assessment - Performance by Test: Geometry

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	*	*	*	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

## Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Central Middle School  
2016-2017  
  
Grade Span 06-08

27-4000-030  
MORRIS  
LONG HILL TWP  
90 CENTRAL AVENUE  
STIRLING, NJ 07980

Alternate Assessments - 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	N	N
7	*	*
8	N	N

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. The table also shows 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
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	*	*	*





Central Middle School

2016-2017

Grade Span 06-08

27-4000-030

MORRIS

LONG HILL TWP

90 CENTRAL AVENUE

STIRLING, NJ 07980

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

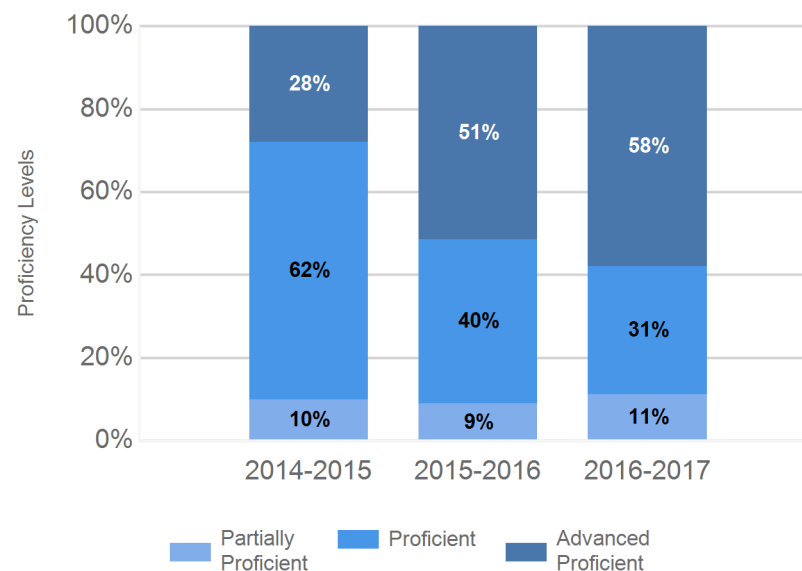
### NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	58%	31%	11%
White	69%	25%	6%
Hispanic	*	47%	*
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	25%	38%	38%
English Learners	N	N	*

### NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





Central Middle School

2016-2017

Grade Span 06-08

27-4000-030

MORRIS

LONG HILL TWP

90 CENTRAL AVENUE

STIRLING, NJ 07980

This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:  
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	68	54	50	Exceeds Target	55	52	50	Met Target
White	68	54	50	Exceeds Target	56	49.5	52	Met Target
Hispanic	70	52	49	**	*	*	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	68	*	60	**	54	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	N	N	N	N
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	56	49	41	Met Target	65.5	53	43	Exceeds Target
English Learners	*	56	53	**	*	56	51	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



Central Middle School  
2016-2017

Grade Span 06-08

27-4000-030  
MORRIS  
LONG HILL TWP  
90 CENTRAL AVENUE  
STIRLING, NJ 07980

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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

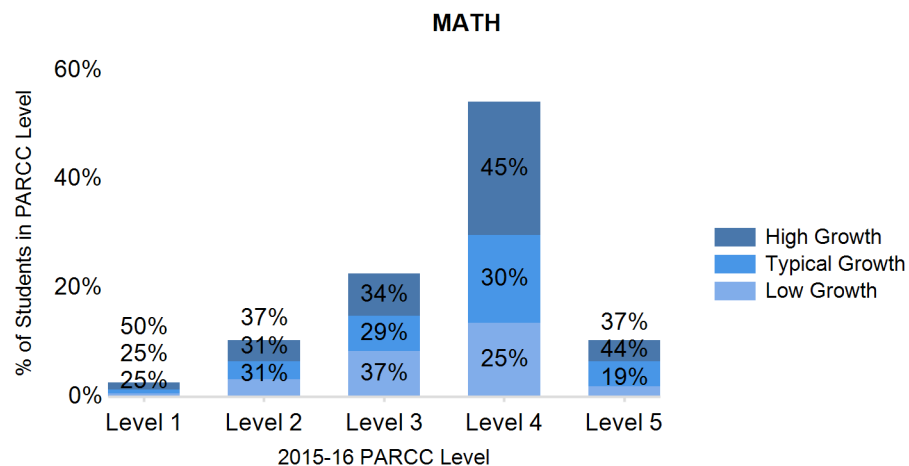
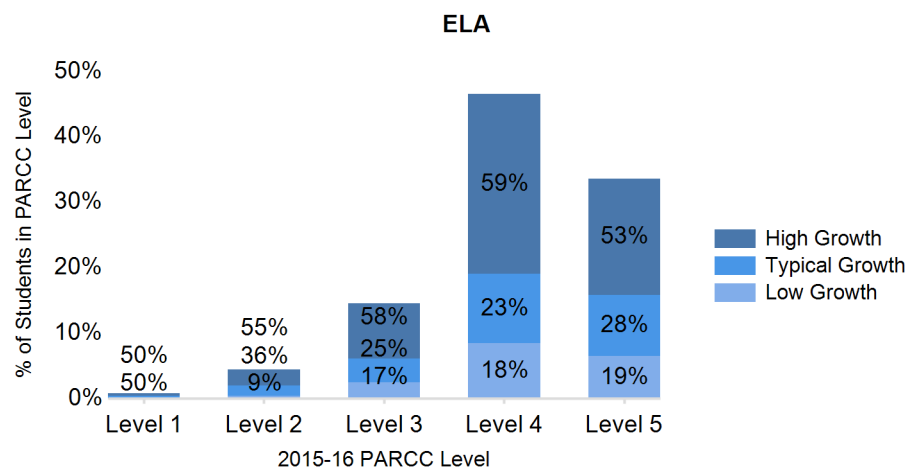
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

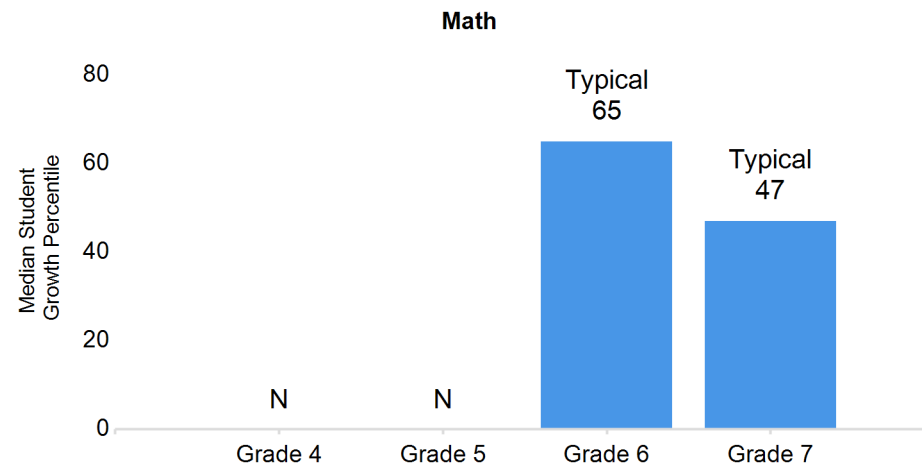
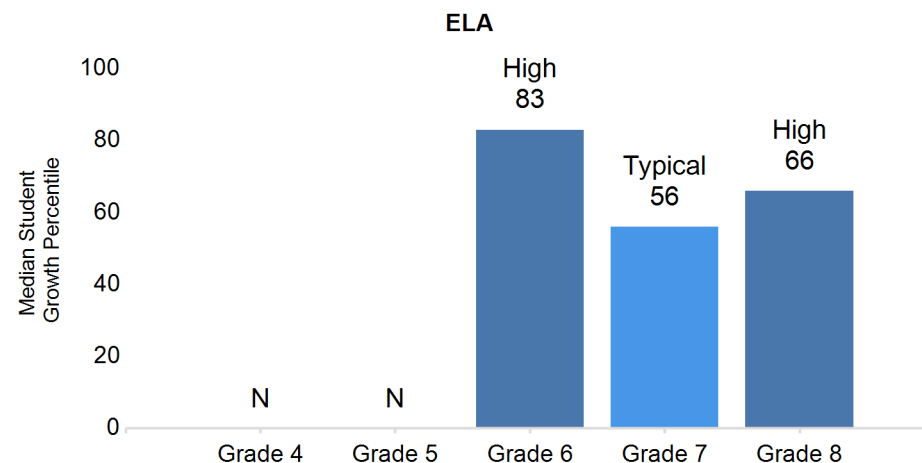
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Central Middle School  
2016-2017  
Grade Span 06-08

27-4000-030  
MORRIS  
LONG HILL TWP  
90 CENTRAL AVENUE  
STIRLING, NJ 07980

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	72
7	2	0	92
8	68	5	35
Schoolwide	70	5	199

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

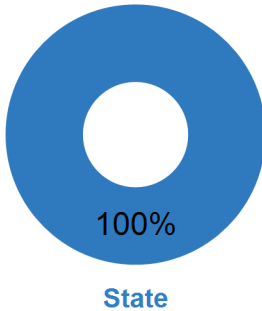
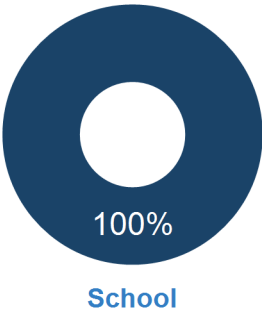
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	68	67	0	0	0	0	0
7	35	39	0	0	0	0	0
8	42	44	0	0	0	0	0
Schoolwide	145	150	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

### Visual and Performing Arts – Course Participation

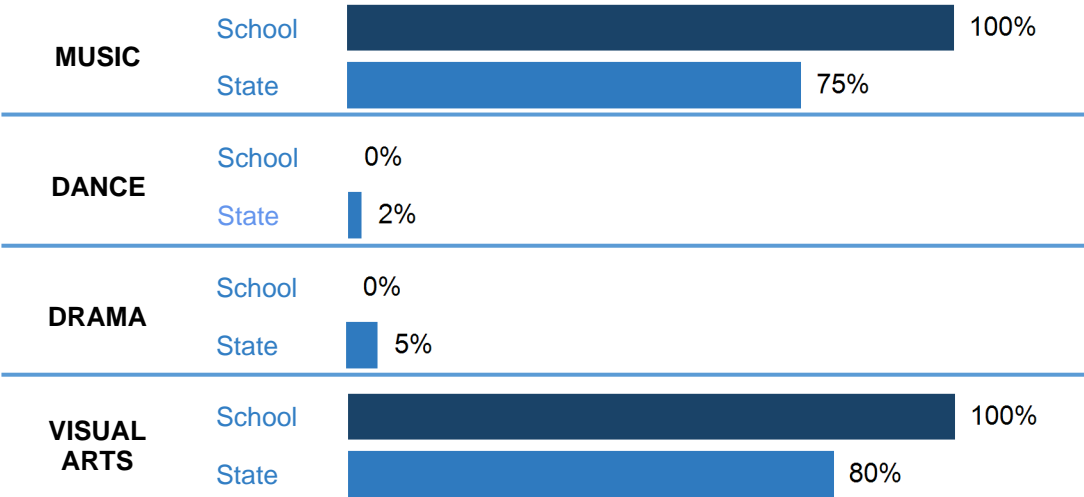
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

#### Grades 6-8:

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



Students enrolled in one or more classes by discipline:





Central Middle School  
2016-2017  
Grade Span 06-08

27-4000-030  
MORRIS  
LONG HILL TWP  
90 CENTRAL AVENUE  
STIRLING, NJ 07980

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

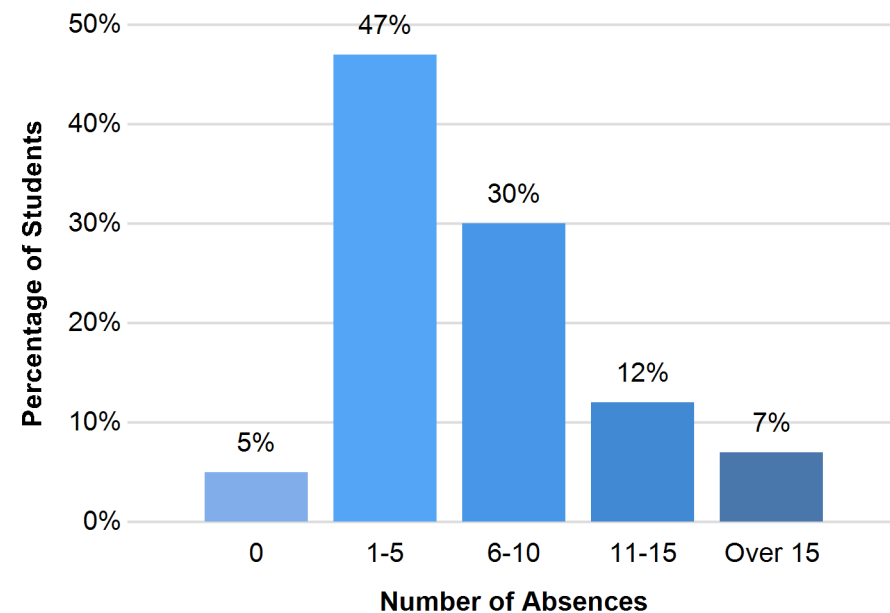
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.70	8.70	Met Target
White	3.70	8.70	Met Target
Hispanic	9.70	8.70	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	8.30	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	11.10	8.70	Not Met
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

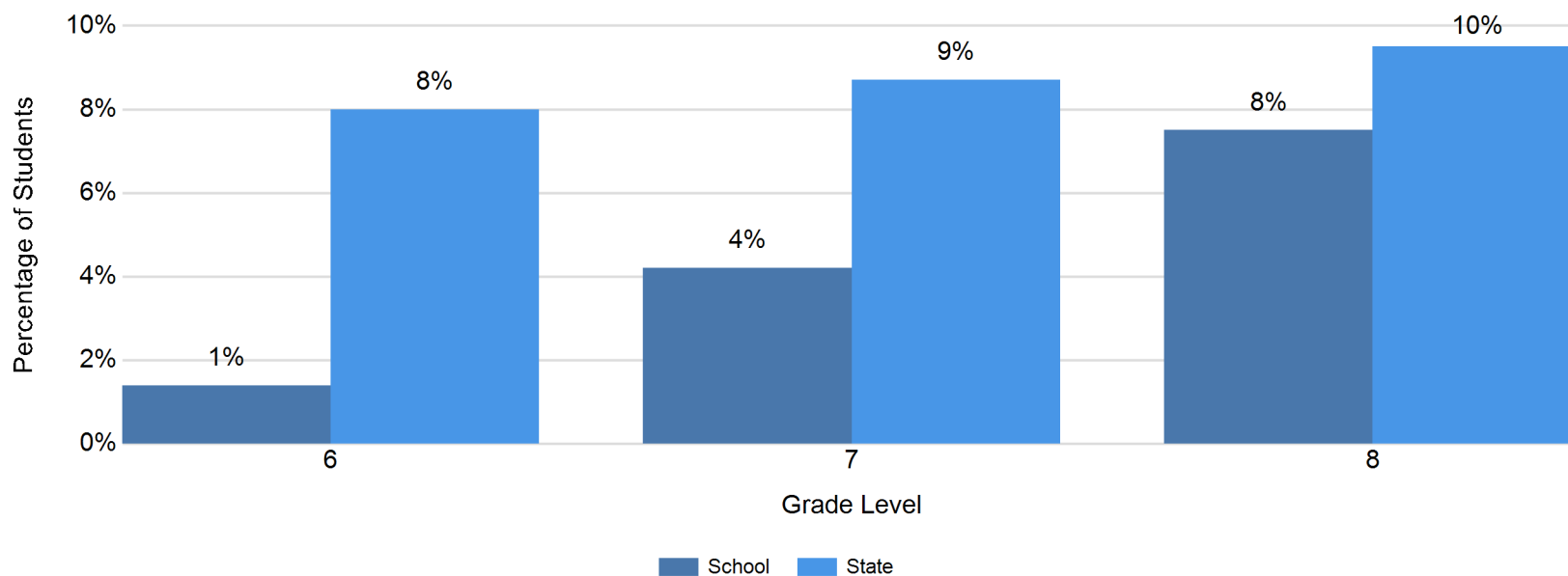
### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Central Middle School

2016-2017

Grade Span 06-08

27-4000-030

MORRIS

LONG HILL TWP

90 CENTRAL AVENUE

STIRLING, NJ 07980

### 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.

Category	School
Typical Start Time	8:15AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	*

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0





Central Middle School

2016-2017

Grade Span 06-08

27-4000-030

MORRIS

LONG HILL TWP

90 CENTRAL AVENUE

STIRLING, NJ 07980

### Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	177.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### 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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$304	\$16,566	\$16,870



Central Middle School

2016-2017

Grade Span 06-08

27-4000-030

MORRIS

LONG HILL TWP

90 CENTRAL AVENUE

STIRLING, NJ 07980

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### 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	32	120,724
Average years experience in public schools	10.6	11.8
Average years experience in district	8.8	10.5
Teachers in district for 4 or more years	66%	74%

### 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	6	9,506
Average years experience in public schools	13.5	15.9
Average years experience in district	6.3	11.6
Administrators in district for 4 or more years	67%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	8:1	10:1
Administrators	270:1	141:1
Librarian/Media Specialists		847:1
Nurses		282:1
Counselors		424:1
Child Study Team		212:1



Central Middle School

2016-2017

Grade Span 06-08

27-4000-030

MORRIS

LONG HILL TWP

90 CENTRAL AVENUE

STIRLING, NJ 07980

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



### Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



Central Middle School

2016-2017

Grade Span 06-08

27-4000-030

MORRIS

LONG HILL TWP

90 CENTRAL AVENUE

STIRLING, NJ 07980

### Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	95.8	17.5%
Mathematics Proficiency	72.8	17.5%
English Language Arts Growth	94.0	25.0%
Mathematics Growth	77.5	25.0%
Chronic Absenteeism	52.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		80.3
<b>Summative Rating:</b> Percentile rank of Summative Score		91.1
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Central Middle School

2016-2017

Grade Span 06-08

27-4000-030

MORRIS

LONG HILL TWP

90 CENTRAL AVENUE

STIRLING, NJ 07980

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	80.3	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
White	81.4	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
Hispanic	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	83.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



**Central Middle School**  
**2016-2017**  
**Grade Span 06-08**




27-4000-030  
 MORRIS  
 LONG HILL TWP  
 90 CENTRAL AVENUE  
 STIRLING, NJ 07980

### School General Info

<b>Principal:</b>	Mr. Villar	<b>Email Address:</b>	<a href="mailto:gvillar@longhill.org">gvillar@longhill.org</a>
<b>Address:</b>	90 CENTRAL AVENUE STIRLING, NJ 07980	<b>Website:</b>	<a href="http://www.longhill.org">www.longhill.org</a>
<b>Phone:</b>	(908)647-2311	<b>Facebook:</b>	<a href="https://www.facebook.com/longhilltownship">https://www.facebook.com/longhilltownship</a>
		<b>Twitter:</b>	<a href="https://twitter.com/LHTSD">https://twitter.com/LHTSD</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• The Central Middle School Robotics Team took 4th place in the U.S. Open competition in Iowa.</li> <li>• Technology is part of every day with students utilizing 1:1 personal Chromebooks.</li> <li>• STEAM program developed and implemented as part of a cycle class for all students.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The staff of Central Middle School takes great pride in continuing the tradition of excellence in education that several generations of Long Hill residents have enjoyed. Our school takes pride in the development of diverse experiences for children of our community. We seek to create nurturing, learning environments that foster good character and critical, reflective thinking.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>The 2016-2017 Robotics team took 4th place in the U.S Open competition in Iowa.</p>







**Central Middle School**  
**2016-2017**  
**Grade Span 06-08**

27-4000-030  
 MORRIS  
 LONG HILL TWP  
 90 CENTRAL AVENUE  
 STIRLING, NJ 07980

### 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.

 <b>Courses, Curriculum, Instruction:</b>	<p>All students receive daily instruction in Language Arts, Mathematics, Science and Social Studies. Sixth, seventh and eighth grade students have the choice of French or Spanish as a World Language. CMS offers horizon classes for advanced students.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Diving (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls)</p> <p>Students have many opportunities to engage in a wide range of extra-curricular activities. Our athletic costs are offset through the donations of S.P.O.R.T. This is a non-profit, parent run, fund-raising organization. The athletic program offers soccer, cross-country, basketball, fencing, cheerleading, track and field, baseball and softball.</p>
 <b>Clubs and Activities:</b>	<p>Central School has a school newspaper Tiger Talk, Yearbook Club, Environmental Club, Booster Club, student government and the school play. Students can also participate in the School Consortium of New Jersey in which 5 schools participate in a series of events throughout the year. These events include: a chess tournament, spelling bee, forensics lab activities, science activities, competition of general knowledge, volleyball, world language day, problem solving and a tennis tournament.</p>
 <b>Before and After School Programs:</b>	<p>CMS benefits from the ongoing support of the Long Hill Parent Teacher Organization and F.O.R.C.E (Focusing Our Resources for Children's Enrichment) for financial support on educational activities, equipment, and resources. We are also supported through F.O.R.C.E, a Robotics Club that is awarded winning in a variety of categories. In this club, students have the opportunity to learn how to create and develop dynamic robots and enter them into robotics competitions.</p>








**Central Middle School**  
**2016-2017**  
**Grade Span 06-08**

27-4000-030  
 MORRIS  
 LONG HILL TWP  
 90 CENTRAL AVENUE  
 STIRLING, NJ 07980

### 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.

 <b>Staff and Professional Learning:</b>	<p>Faculty members continue to enhance their skills and knowledge through their involvement in professional development programs and opportunities provided through the Long Hill Township School District. Teachers are involved in Professional Learning Communities (PLC's) in the areas of literacy and mathematics and best practices for student achievement. Staff members also lead "Flex-Day" workshops where they educate their peers on various topics of expertise.</p>
 <b>Postsecondary Information:</b>	<p>Articulation takes place with the receiving high school, Watchung Hills Regional High School, to ensure a smooth transition for our students into High School. Data from SAT, ACT and AP courses are frequently shared with the administration to inform the districts instructional programs.</p>
 <b>Student Supports and Services:</b>	<p>Programs that address the special individual needs of students are provided at Central School including Special Services, ESL, and BSI. An Intervention and Referral Services Committee meets with parents, as needed, to address questions and develop strategies for success. The STAR Program (Skills, Technology, Academics and Readiness) provides an integrated life-skills based curriculum. This program is uniquely designed for the individualized needs of specific special education students.</p>
 <b>Student Health and Wellness:</b>	<p>Central School has a lunch program where parent volunteers from the PTO help distribute food that is pre-ordered by students. The food is ordered from various restaurants in town, providing healthy options for students. All students receive 150 minutes a week of health and physical education. Students participate in two, 42 minute periods of physical education per week. Health class is offered to all students through an 8 week cycle course.</p>
 <b>Parent and Community Involvement:</b>	<p>Central School benefits from ongoing support from the Parent Teacher Organization (PTO), the district's education foundation, and Focusing Our Resources for Children's Enrichment (FORCE). Through their fundraisers, these groups have provided financial support for a wide variety of educational activities. Parents have access to a parent portal where they can obtain information about their children's academic progress.</p>





Central Middle School  
2016-2017  
Grade Span 06-08

27-4000-030  
MORRIS  
LONG HILL TWP  
90 CENTRAL AVENUE  
STIRLING, NJ 07980

School Narrative

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



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

A Climate Survey was conducted with 6th grade students to gain an understading of how they felt the climate of the school was. Results were favorable and students reported that they enjoyed being at CMS and felt safe. The survey was given twice, once in October and once in April. The school counselor and Dean of Students use the information along with the School Safety Team to access what programs and initiatives are needed and would most benefit the students.



Facilities:

Central Middle School is air conditioned through central air and has a large cafeteria, library, band and choir room, art room, gymnasium and STEAM room. There are three full computer labs. Filtered water fountains have been installed for students. A mural was painted by students at the entrance of the school, providing a welcoming atmosphere.



Central Middle School  
2016-2017  
Grade Span 06-08

27-4000-030  
MORRIS  
LONG HILL TWP  
90 CENTRAL AVENUE  
STIRLING, NJ 07980

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.



Other Information:

All students receive daily instruction in Language Arts, Mathematics, Science and Social Studies. Sixth, seventh and eighth grade students have the choice of French or Spanish as a World Language. Each grade level rotates through cycle classes on a six to eight week schedule. Cycle classes include: Art, STEAM (Science Technology Engineering Art and Math), Health, Music, 21st Century Communications, and Geography. High achieving students have the option of Horizon level courses in specific academic areas. Core academic courses have in-class support and OCR (Out-Of-Class Replacement) sections to meet the least restrictive needs of special education students. Our school also offers a STAR Program (Skills, Technology, Academics and Readiness) that provides an integrated life-skills based curriculum. The Star Program is uniquely designed for the individualized needs of specific special education students. The staff of Central Middle School presents a series of excellent educational experiences throughout the year to enhance student learning. Our 6th grade participates in a medieval day as a culmination to the study of the Middle Ages. Grade 7 hosts a Victorian Tea to celebrate the conclusion of the Victorian Unit of study. Our 8th grade travels to Washington D.C. in late spring to explore our nation's capital. All students have the opportunity to take part in our Geography and Spelling Bees. We also have a rich choral, band, and Honors Jazz programs. The school counselor at CMS has developed a peer mentoring program where 8th grade students serve as mentor's for their peers. Central Middle School's Band and Choir teachers annually have their string and choir students in grades 5-8 participate in the Morris Union Jointure Commission Consortium.



**Gillette Elementary School**  
**2016-2017**


**Grade Span PK-01**

27-4000-050  
MORRIS  
LONG HILL TWP  
759 VALLEY ROAD  
GILLETTE, NJ 07933

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

### **Navigating through the reports:**

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

### **Other Resources:**

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



**Gillette Elementary School  
2016-2017**

**Grade Span PK-01**

**27-4000-050  
MORRIS  
LONG HILL TWP  
759 VALLEY ROAD  
GILLETTE, NJ 07933**

### **Footnotes**

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



**Gillette Elementary School  
2016-2017**

**Grade Span PK-01**

27-4000-050  
MORRIS  
LONG HILL TWP  
759 VALLEY ROAD  
GILLETTE, NJ 07933

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	25	30	28
KG	82	83	75
1	74	91	91
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	3	2	23
Total	184	206	217

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	31	29	28
PK - Full Day	3	1	0
KG - Half Day	0	0	0
KG - Full Day	84	83	75

### 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	2014-15	2015-16	2016-17
Female	47%	50%	50%
Male	53%	50%	50%
Economically Disadvantaged Students	6%	0%	0%
Students with Disabilities	23%	26%	26%
English Learners	4%	5%	6%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	77.4%
Hispanic	13.8%
Asian	6.0%
Black or African American	0.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.3%

### Enrollment by Home Language

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

Home Language	% of Students
English	91.7%
Spanish	4.6%
Russian	1.8%
Other	1.9%



**Gillette Elementary School**  
**2016-2017**

**Grade Span PK-01**

27-4000-050  
MORRIS  
LONG HILL TWP  
759 VALLEY ROAD  
GILLETTE, NJ 07933

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

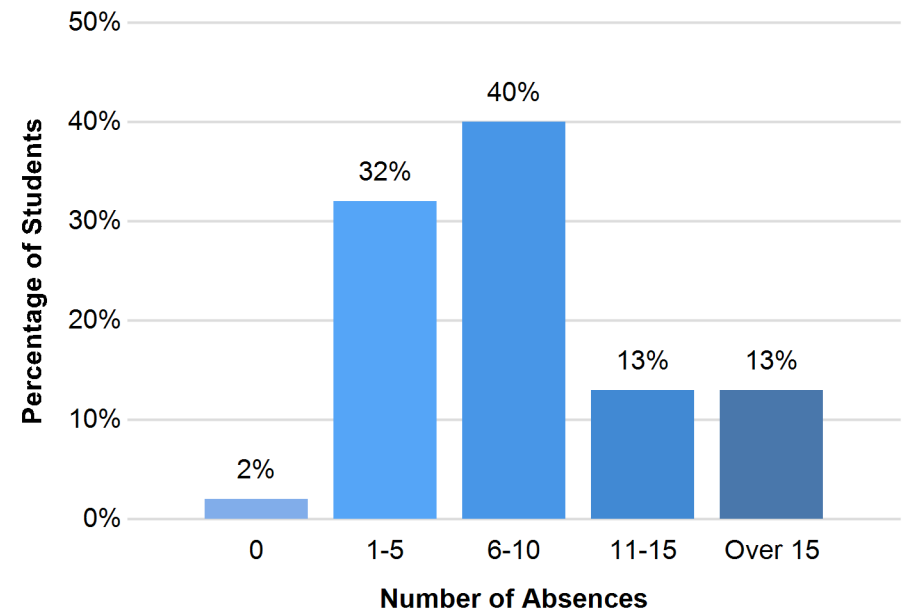
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.60	10.80	Met Target
White	8.00	10.80	Met Target
Hispanic	18.50	10.80	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	13.50	10.80	Not Met
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





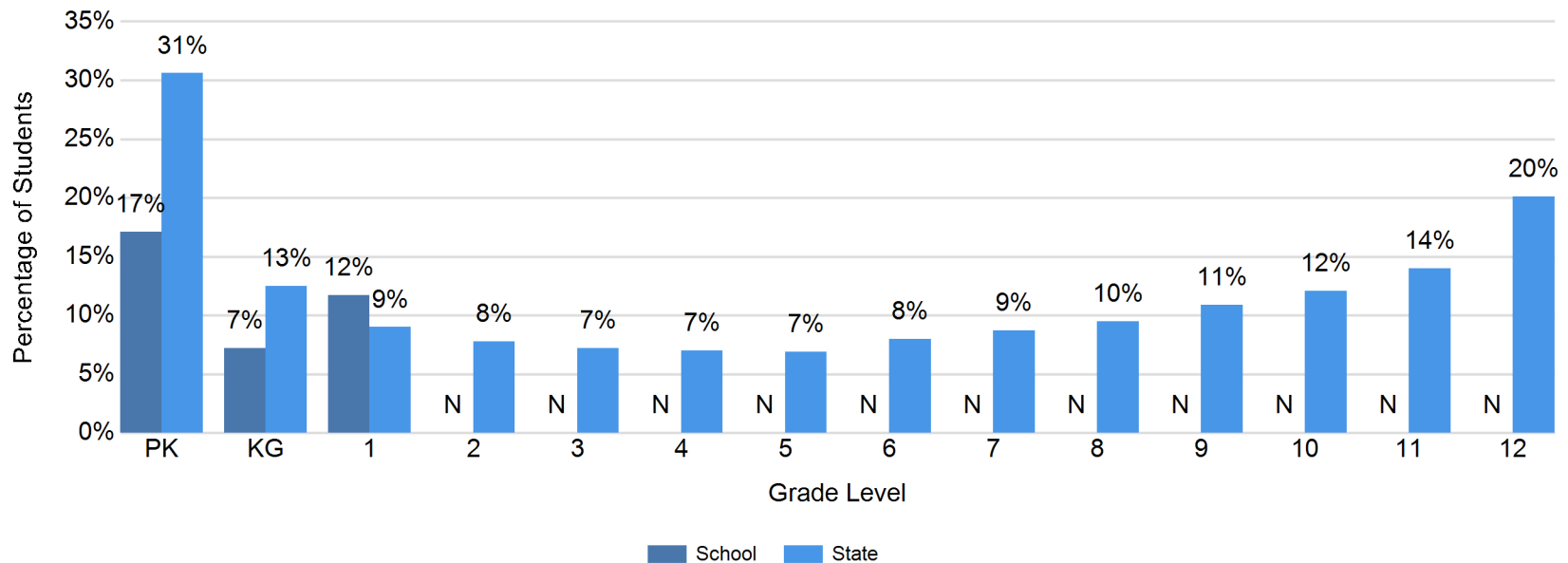
**Gillette Elementary School  
2016-2017**

**Grade Span PK-01**

27-4000-050  
MORRIS  
LONG HILL TWP  
759 VALLEY ROAD  
GILLETTE, NJ 07933

### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





**Gillette Elementary School**  
**2016-2017**

**Grade Span PK-01**

27-4000-050  
MORRIS  
LONG HILL TWP  
759 VALLEY ROAD  
GILLETTE, NJ 07933

### 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.

Category	School
Typical Start Time	9:00AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 15 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0





**Gillette Elementary School**  
**2016-2017**

**Grade Span PK-01**

**27-4000-050**  
**MORRIS**  
**LONG HILL TWP**  
**759 VALLEY ROAD**  
**GILLETTE, NJ 07933**

### 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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$304	\$16,566	\$16,870



**Gillette Elementary School**  
**2016-2017**

**Grade Span PK-01**

27-4000-050  
MORRIS  
LONG HILL TWP  
759 VALLEY ROAD  
GILLETTE, NJ 07933

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### 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	15	120,724
Average years experience in public schools	12.9	11.8
Average years experience in district	9.5	10.5
Teachers in district for 4 or more years	80%	74%

### 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	6	9,506
Average years experience in public schools	13.5	15.9
Average years experience in district	6.3	11.6
Administrators in district for 4 or more years	67%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	10:1
Administrators	217:1	141:1
Librarian/Media Specialists		847:1
Nurses		282:1
Counselors		424:1
Child Study Team		212:1

# Gillette Elementary School 2016-2017

## Grade Span PK-01

27-4000-050  
MORRIS  
LONG HILL TWP  
759 VALLEY ROAD  
GILLETTE, NJ 07933

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent**: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



### Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



**Gillette Elementary School**  
2016-2017

**Grade Span PK-01**




27-4000-050  
MORRIS  
LONG HILL TWP  
759 VALLEY ROAD  
GILLETTE, NJ 07933

### School General Info

<b>Principal:</b>	Dr. Jones	<b>Email Address:</b>	<a href="mailto:ljones@longhill.org">ljones@longhill.org</a>
<b>Address:</b>	759 VALLEY ROAD GILLETTE, NJ 07933	<b>Website:</b>	<a href="http://www.longhill.org">www.longhill.org</a>
<b>Phone:</b>	(908)647-2313	<b>Facebook:</b>	<a href="https://www.facebook.com/LHTPS/">https://www.facebook.com/LHTPS/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/LHTSD">https://twitter.com/LHTSD</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Curriculum includes – Creative Curriculum, NGSS, Balanced Literacy</li> <li>• Computer Lab and Chromebook carts as well as additional interactive Chromebooks for guided reading centers</li> <li>• Our staff is receiving training in guided reading, Fountas and Pinnell Benchmark assessments and Conquer Mathematics</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Gillette School is a primary school servicing preschool through first grade students. Gillette School provides a child-centered learning environment that seeks to nurture and support our district's youngest students. We focus on developing good character traits in young children at an early age through our character education program. Student achievement is supported by dedicated and professional educators.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Teachers and support staff have won awards through the "New Jersey Teacher's of Magic" Program.</p>






**Gillette Elementary School  
2016-2017**

**Grade Span PK-01**

**27-4000-050  
MORRIS  
LONG HILL TWP  
759 VALLEY ROAD  
GILLETTE, NJ 07933**

### 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.

 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The curriculum at Gillette School is fully aligned with the New Jersey Student Learning Standards. It incorporates components of balanced literacy, guided reading, data driven assessment, and cross curricular programs so the students can reach their highest potential.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students may join F.O.R.C.E (Focusing Our Resources for Our Children's Enrichment). These classes meet after school hours and include activities such as: cooking, digital photography, mad science, knitting, golf, robotics, etc. This organization has raised funds for grant money that has gone back into the classrooms.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Gillette School has before care and after care services for students in Pre-k through first grade. Additionally, Gillette has a wrap-around program for our Pre-K students that only attend school half of the day. This service provides working parents a place for their children to stay throughout the day which utilizes the "Creative Curriculum".</p>







**Gillette Elementary School  
2016-2017**

**Grade Span PK-01**

27-4000-050  
MORRIS  
LONG HILL TWP  
759 VALLEY ROAD  
GILLETTE, NJ 07933

### 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.

 <b>Staff and Professional Learning:</b>	<p>Faculty members continue to enhance their skills and knowledge through their involvement in professional development programs and opportunities provided through Long Hill Township School District. Teachers are involved in Professional Learning Communities (PLC's) in the areas of literacy and mathematics and best practices for student achievement. Staff members also lead "Flex-Day" workshops where they educate their peers on various topics of interest and expertise.</p>
 <b>Student Supports and Services:</b>	<p>Programs that address the special individual needs of students are provided at Gillette School including Special Services, ESL, and BSI. An Intervention and Referral Services Committee meets with parents, as needed, to address questions and develop strategies for student success.</p>
 <b>Student Health and Wellness:</b>	<p>All students receive 150 minutes a week of health and physical education. Students participate in physical education classes for 90 minutes per week. They are also given 30 minutes of recess time daily. Health and nutrition are part of their curriculum. They also participate in activities such as "Red Ribbon Week" where they learn about making healthy choices.</p>
 <b>Parent and Community Involvement:</b>	<p>Gillette School benefits from ongoing support from the Parent Teacher Organization (PTO), the district's education foundation, and Focusing Our Resources for Children's Enrichment (FORCE). Through their fundraisers, these groups have provided financial support for a wide variety of educational activities. Parents have access to a parent portal where they can obtain information about their children's academic progress.</p>



**Gillette Elementary School  
2016-2017**

**Grade Span PK-01**

**27-4000-050  
MORRIS  
LONG HILL TWP  
759 VALLEY ROAD  
GILLETTE, NJ 07933**

### School Narrative

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



#### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

A School Climate Rubric developed by the BOE was reviewed with the School Safety Team to assess what programs and initiatives are needed and would most benefit the students. The School Safety Team is comprised of administrators, teachers, counselors, CST members and parents. Together, we reviewed the rubric and acknowledged areas in need of improvement and what actions were going to be taken to achieve our school climate goals.



#### Facilities:

Entire building has central air conditioning. A new computer lab has been added as well as additional chromebooks provided to the school for student use. There is a full library and art room. Students have access to state of the art recess equipment and a playground that they utilize during recess time.



**Gillette Elementary School**  
**2016-2017**

**Grade Span PK-01**

**27-4000-050**  
**MORRIS**  
**LONG HILL TWP**  
**759 VALLEY ROAD**  
**GILLETTE, NJ 07933**

## 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.



Other Information:

The district's special needs preschool program is an inclusive program that is housed at Gillette School. These programs are designed to meet the needs of students who are three to five years old. The programs address the goals and objectives of each student's Individualized Education Plan. Classroom instruction is supplemented by speech, physical and occupational therapy to meet their educational needs.






Millington Elementary School  
2016-2017  
Grade Span 02-05

27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



Millington Elementary School  
2016-2017  
Grade Span 02-05

27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

**Footnotes**

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



**Millington Elementary School**  
**2016-2017**

**Grade Span 02-05**

**27-4000-060**  
**MORRIS**  
**LONG HILL TWP**  
**91 NORTHFIELD ROAD**  
**MILLINGTON, NJ 07946-1352**

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
2	72	74	93
3	97	80	81
4	68	100	80
5	95	68	105
Ungraded	0	0	1
Total	332	322	360

### 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	2014-15	2015-16	2016-17
Female	53%	51%	53%
Male	47%	49%	48%
Economically Disadvantaged Students	3%	0%	0%
Students with Disabilities	23%	22%	22%
English Learners	4%	5%	3%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	76.9%
Hispanic	13.1%
Asian	6.4%
Black or African American	0.8%
Native Hawaiian or Pacific Islander	0.6%
American Indian or Alaska Native	0.0%
Two or More Races	2.2%

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	87.8%
Spanish	5.8%
Russian	2.2%
Chinese	1.1%
Other	3.3%



Millington Elementary School  
2016-2017

Grade Span 02-05

27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	239	96.2	71.60	78.60	54.90	71.6	69.1	Met Target
White	189	95.7	68.80	77.70	63.90	68.8	71.4	Met Target†
Hispanic	28	96.9	78.50	77.60	39.80	78.5	51.5	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	92.80	94.00	80.70	92.8	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	127	97.2	80.30	83.10	62.20	80.3		
Male	112	95.1	61.60	73.90	48.10	61.6		
Economically Disadvantaged Students	N	N	N	*	36.20	N	**	**
Non-Economically Disadvantaged Students	239	96.2	71.60	*	65.80	71.6		
Students with Disabilities	58	96.7	36.20	41.00	20.50	36.2	39.6	Met Target†
Students without Disabilities	181	96.1	82.90	88.30	61.90	82.9		
English Learners	12	100.0	50.00	*	25.20	50	**	**
Non-English Learners	227	96.1	72.70	*	57.40	72.7		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Millington Elementary School  
2016-2017

Grade Span 02-05

27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	80	770	770	749	*	*	*	69%	*	80%	50%
White	59	769	769	759	*	*	*	66%	*	78%	61%
Hispanic	12	767	767	734	0%	*	*	83%	0%	83%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	38	780	780	754	*	*	*	76%	*	92%	55%
Male	42	760	760	745	*	*	*	62%	*	69%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	80	770	770	762	*	*	*	69%	*	80%	63%
Students with Disabilities	15	730	730	720	*	*	*	*	*	33%	24%
Students without Disabilities	65	779	779	755	*	*	*	*	*	91%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Millington Elementary School  
2016-2017

Grade Span 02-05

27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	78	766	766	753	*	*	*	55%	24%	80%	56%
White	59	765	765	762	*	*	*	56%	24%	80%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	43	772	772	758	*	*	*	54%	*	86%	61%
Male	35	758	758	749	*	*	*	57%	*	71%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	78	766	766	764	*	*	*	55%	24%	80%	69%
Students with Disabilities	24	748	748	725	*	*	*	*	*	54%	25%
Students without Disabilities	54	773	773	759	*	*	*	*	*	91%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Millington Elementary School  
2016-2017

Grade Span 02-05

27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

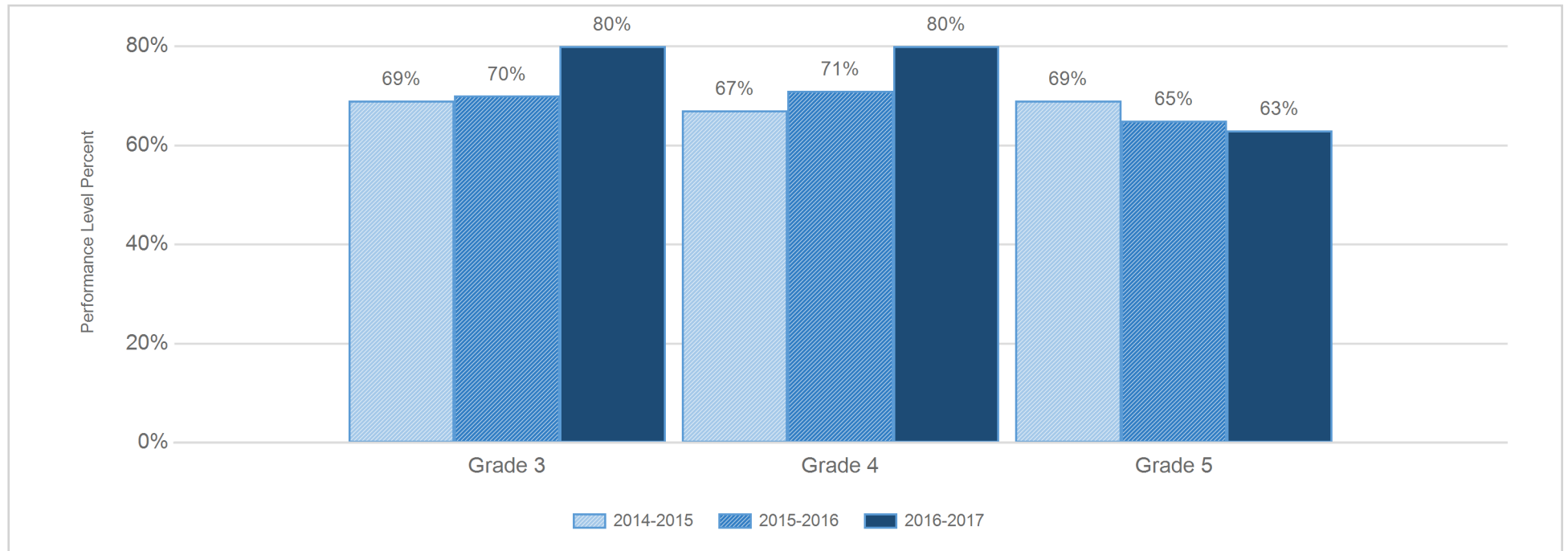
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	98	758	758	756	*	12%	24%	58%	*	63%	59%
White	83	756	756	763	*	13%	27%	54%	*	59%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	59	765	765	761	*	*	*	66%	*	73%	66%
Male	39	748	748	750	*	*	*	46%	*	49%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	98	758	758	765	*	12%	24%	58%	*	63%	71%
Students with Disabilities	19	731	731	725	*	*	*	*	*	16%	22%
Students without Disabilities	79	765	765	762	*	*	*	*	*	75%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	98	758	758	757	*	12%	24%	58%	*	63%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

## English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.







Millington Elementary School  
2016-2017

Grade Span 02-05

27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	238	95.9	68.90	68.00	43.50	68.9	72	Met Target†
White	188	95.3	67.60	68.70	52.40	67.6	72.4	Met Target†
Hispanic	28	96.9	67.80	54.90	27.60	67.8	60.1	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	92.90	82.40	75.60	92.9	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	126	96.5	72.20	67.90	44.10	72.2		
Male	112	95.1	65.20	68.20	42.90	65.2		
Economically Disadvantaged Students	N	N	N	*	25.10	N	**	**
Non-Economically Disadvantaged Students	238	95.9	68.90	*	54.30	68.9		
Students with Disabilities	57	95.0	42.10	36.40	16.50	42.1	43	Met Target†
Students without Disabilities	181	96.1	77.40	76.10	48.80	77.4		
English Learners	12	100.0	50.00	39.10	23.30	50	**	**
Non-English Learners	226	95.7	69.90	69.50	45.20	69.9		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



**Millington Elementary School  
2016-2017**

**Grade Span 02-05**

**27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352**

**Mathematics Assessment - Performance by Grade: Grade 3**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	80	776	776	751	*	*	*	45%	36%	81%	53%
White	59	776	776	759	*	*	*	44%	39%	83%	63%
Hispanic	12	769	769	738	0%	0%	*	*	*	75%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	38	778	778	751	*	*	*	55%	34%	90%	52%
Male	42	774	774	751	*	*	*	36%	38%	74%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	80	776	776	761	*	*	*	45%	36%	81%	65%
Students with Disabilities	15	743	743	729	*	*	*	*	*	47%	29%
Students without Disabilities	65	784	784	755	*	*	*	*	*	89%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Millington Elementary School  
2016-2017  
Grade Span 02-05

27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

Mathematics Assessment - Performance by Grade: Grade 4

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	79	765	765	747	*	*	19%	56%	17%	72%	47%
White	60	762	762	755	*	*	22%	57%	*	70%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	43	764	764	747	*	*	*	49%	*	65%	47%
Male	36	765	765	747	*	*	*	64%	*	81%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	79	765	765	757	*	*	19%	56%	17%	72%	61%
Students with Disabilities	24	744	744	724	*	*	*	42%	*	50%	22%
Students without Disabilities	55	773	773	751	*	*	*	62%	*	82%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Millington Elementary School  
2016-2017  
Grade Span 02-05

27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

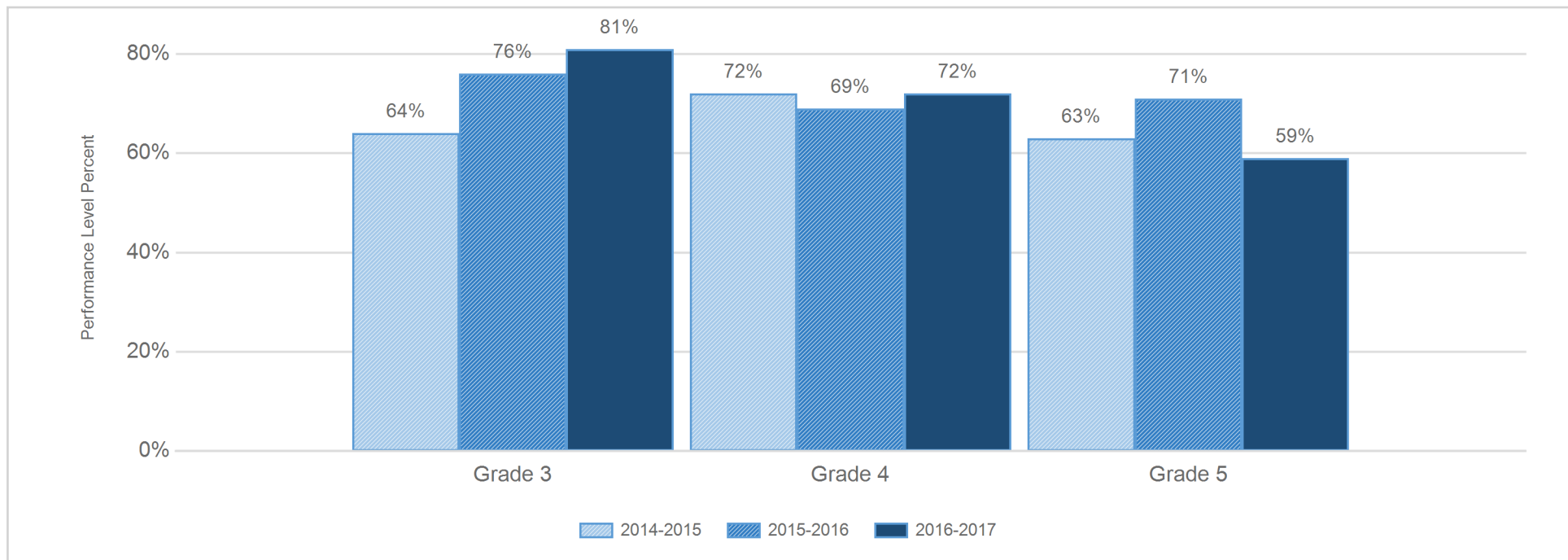
Mathematics Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	97	757	757	747	*	*	26%	41%	18%	59%	46%
White	82	755	755	754	*	*	27%	40%	16%	56%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	58	763	763	747	*	*	24%	50%	*	69%	47%
Male	39	748	748	746	*	*	28%	28%	*	44%	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	97	757	757	756	*	*	26%	41%	18%	59%	59%
Students with Disabilities	18	731	731	725	*	*	*	*	0%	28%	19%
Students without Disabilities	79	763	763	751	*	*	*	*	22%	66%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	97	757	757	748	*	*	26%	41%	18%	59%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Millington Elementary School  
2016-2017  
Grade Span 02-05

27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

Alternate Assessments - 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
3	N	N
4	N	N
5	N	N

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



**Millington Elementary School**  
**2016-2017**  
**Grade Span 02-05**

27-4000-060  
 MORRIS  
 LONG HILL TWP  
 91 NORTHFIELD ROAD  
 MILLINGTON, NJ 07946-1352

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

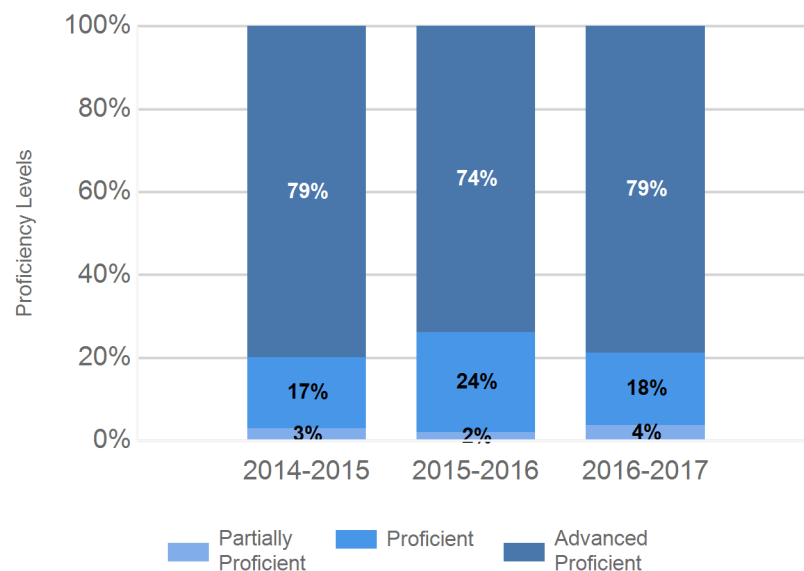
**NJASK Science Assessment Performance: Grade 4**

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	79%	18%	4%
White	80%	17%	3%
Hispanic	75%	17%	8%
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	52%	36%	12%
English Learners	*	*	N

**NJASK Science Assessment Performance Trends: Grade 4**

This graph shows the percentage of students by proficiency category for the past three school years.





Millington Elementary School  
2016-2017

Grade Span 02-05

27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	31.5	54	50	Not Met	51	52	50	Met Target
White	31	54	50	Not Met	44	49.5	52	Met Target
Hispanic	32	52	49	**	73	*	47	**
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	34	49	41	Not Met	49.5	53	43	Met Target
English Learners	*	56	53	**	*	56	51	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.





Millington Elementary School  
2016-2017

Grade Span 02-05

27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

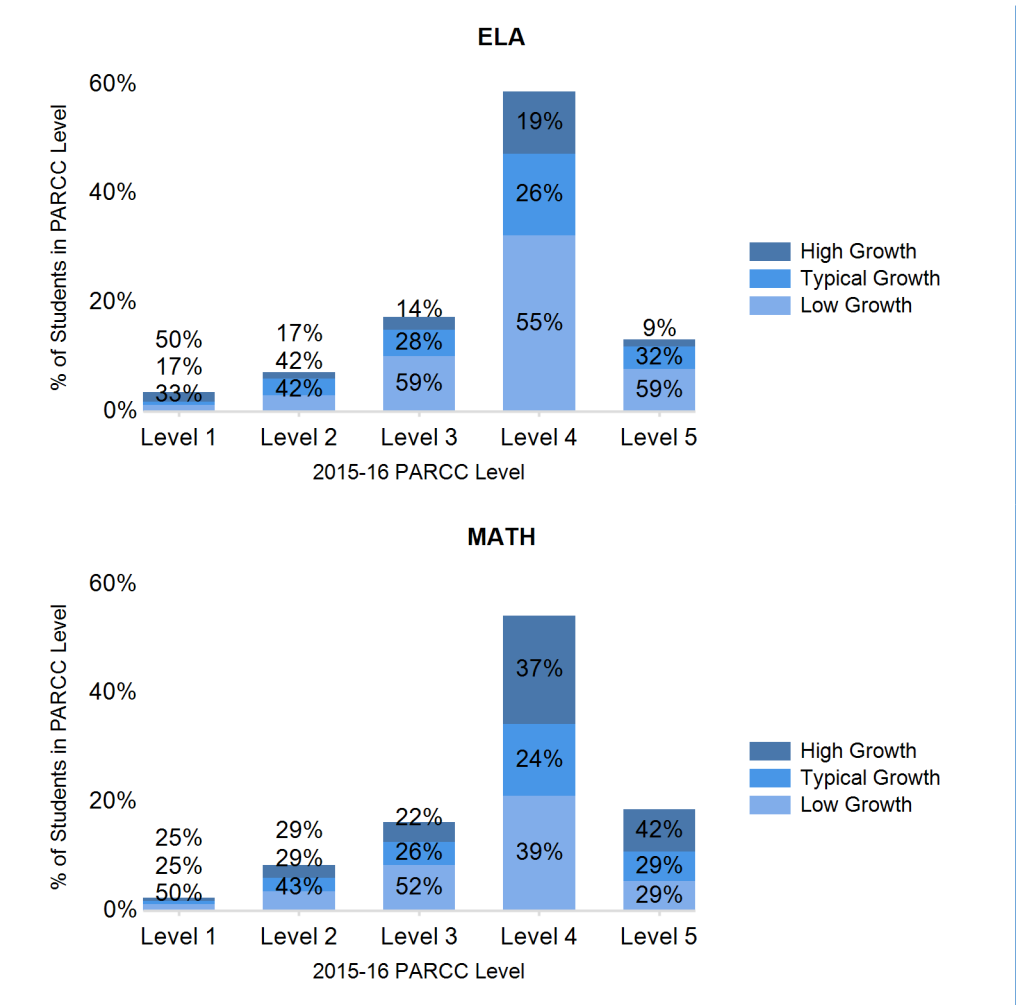
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

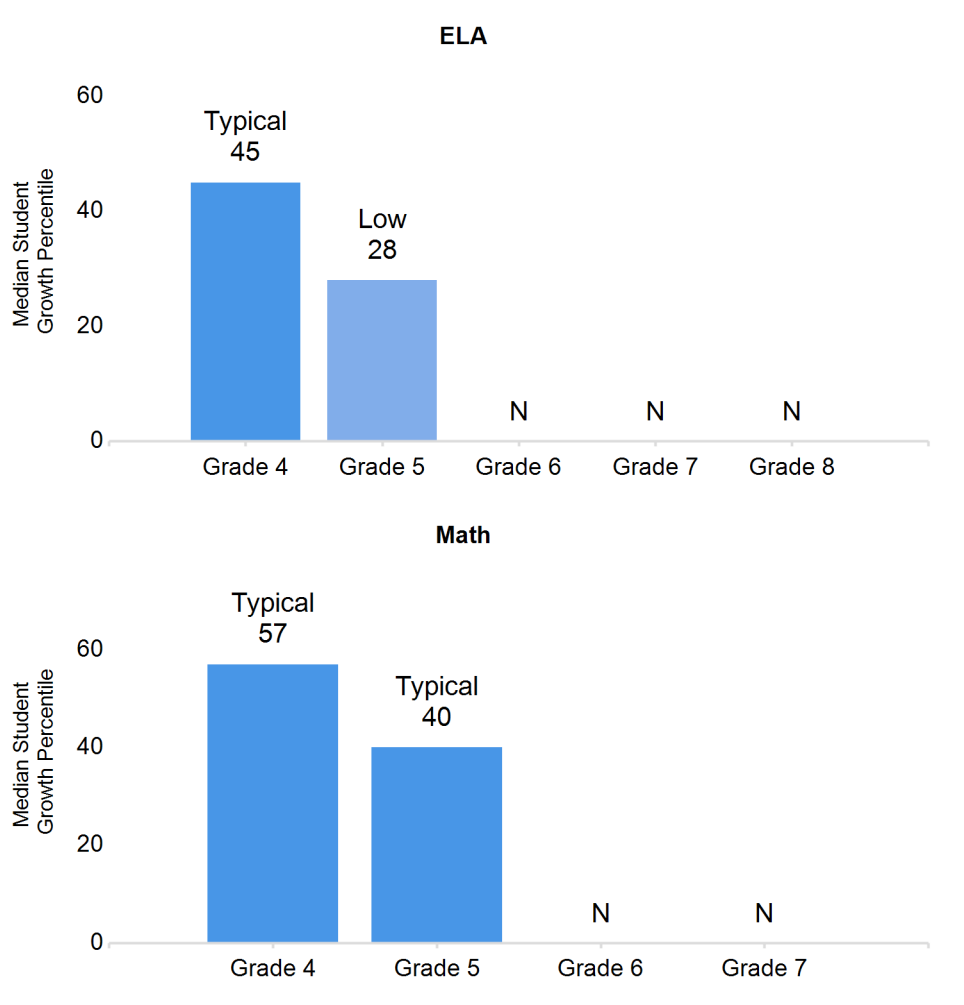
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Millington Elementary School  
2016-2017  
Grade Span 02-05

27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

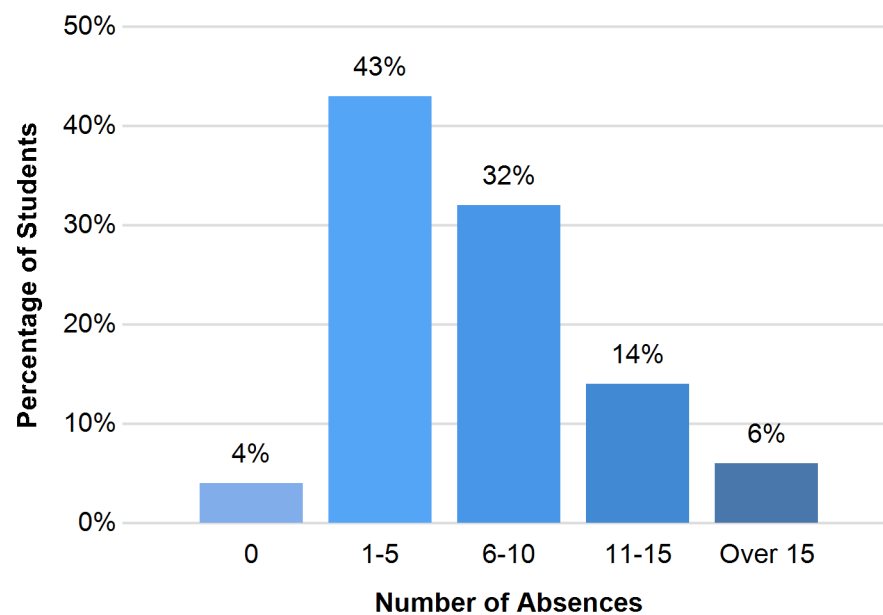
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.70	7.20	Met Target
White	4.30	7.20	Met Target
Hispanic	10.60	7.20	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	7.20	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	6.30	7.20	Met Target
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

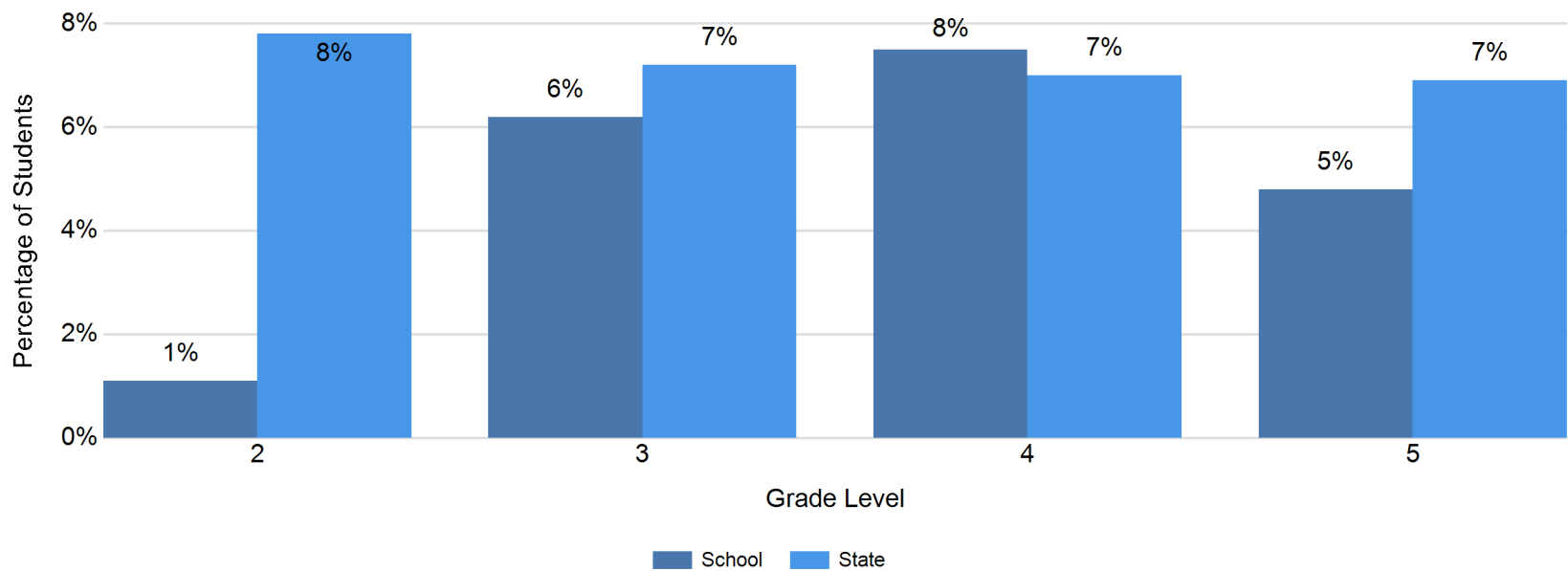
### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





**Millington Elementary School**  
**2016-2017**  
**Grade Span 02-05**

27-4000-060  
 MORRIS  
 LONG HILL TWP  
 91 NORTHFIELD ROAD  
 MILLINGTON, NJ 07946-1352

### 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.

Category	School
Typical Start Time	9:00AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 15 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	7
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	2.78

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.8%
Out-of-School Suspensions	0.0%
Any Suspension	0.8%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



**Millington Elementary School**  
**2016-2017**  
**Grade Span 02-05**

**27-4000-060**  
**MORRIS**  
**LONG HILL TWP**  
**91 NORTHFIELD ROAD**  
**MILLINGTON, NJ 07946-1352**

### Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	177.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### 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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$304	\$16,566	\$16,870



Millington Elementary School  
2016-2017

Grade Span 02-05

27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### 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	36	120,724
Average years experience in public schools	13.3	11.8
Average years experience in district	11.1	10.5
Teachers in district for 4 or more years	69%	74%

### 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	6	9,506
Average years experience in public schools	13.5	15.9
Average years experience in district	6.3	11.6
Administrators in district for 4 or more years	67%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	180:1	141:1
Librarian/Media Specialists		847:1
Nurses		282:1
Counselors		424:1
Child Study Team		212:1



Millington Elementary School  
2016-2017  
Grade Span 02-05

27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent**: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

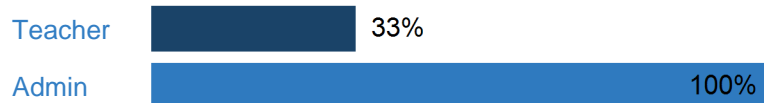
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



### Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	67%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



Millington Elementary School  
2016-2017  
Grade Span 02-05

27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	80.4	17.5%
Mathematics Proficiency	90.7	17.5%
English Language Arts Growth	4.3	25.0%
Mathematics Growth	47.5	25.0%
Chronic Absenteeism	72.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		53.8
<b>Summative Rating:</b> Percentile rank of Summative Score		55.2
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.





**Millington Elementary School**  
**2016-2017**  
**Grade Span 02-05**

**27-4000-060**  
**MORRIS**  
**LONG HILL TWP**  
**91 NORTHFIELD ROAD**  
**MILLINGTON, NJ 07946-1352**

### Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	53.8	11.9	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
White	40.6	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
Hispanic	**	**	No	Met Target	Met Target	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	66.1	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



**Millington Elementary School**  
**2016-2017**  
**Grade Span 02-05**




27-4000-060  
 MORRIS  
 LONG HILL TWP  
 91 NORTHFIELD ROAD  
 MILLINGTON, NJ 07946-1352

School General Info

<b>Principal:</b>	Mrs. Dawson	<b>Email Address:</b>	<a href="mailto:jdawson@longhill.org">jdawson@longhill.org</a>
<b>Address:</b>	91 NORTHFIELD ROAD MILLINGTON, NJ 07946-1352	<b>Website:</b>	<a href="http://www.longhill.org">www.longhill.org</a>
<b>Phone:</b>	(908)647-2312	<b>Facebook:</b>	<a href="https://www.facebook.com/LHTPS/">https://www.facebook.com/LHTPS/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/LHTSD">https://twitter.com/LHTSD</a>

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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• 5th Grade Student won writing award through Princeton University and was recognized at the BOE meeting.</li> <li>• 5th grades students utilizing 1:1 personal Chromebooks daily and for the PARCC assessment.</li> <li>• Increased character education initiatives.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Millington School houses approximately 345 students in grades 2-5 as well as fifty-five teachers and support personnel. Millington School is at the forefront of technology with computer labs, SMARTboards, and Elmo document cameras in all classrooms. We have a 1:1 Chromebook initiative for our 5th grade students with three mobile carts used in the other grades. This year, we established a STEAM program for all students in grades 2-5.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>A 5th grade student won a writing award through Princeton University and was recognized at a BOE meeting and a newspaper article was written about his writing piece.</p>






Millington Elementary School  
2016-2017  
Grade Span 02-05

27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

School Narrative

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

 Courses, Curriculum, Instruction:	The District Courses of Study are aligned with the New Jersey Student Learning Standards. All of our students are engaged in a Reader's and Writer's Workshop model for literacy acquisition. Additionally, we have guided reading at all grade levels as part of our literacy program. Our programs challenge students academically, while nurturing them socially and emotionally during the elementary years.
 Clubs and Activities:	Many of our students are involved in various activities in our school. Our fifth grade band program is an excellent way for students to become involved in music education. We have a very active and strong choral program for students in grades 2-5. Over 125 students participated in our chorus last year.
 Before and After School Programs:	Students may join F.O.R.C.E (Focusing Our Resources for Our Children's Enrichment). These classes meet after hours and include activities such as: cooking, mad science, digital photography, knitting, golf, robotics, etc. This organization has raised funds for grant money that has gone back into the classrooms.







**Millington Elementary School**  
**2016-2017**  
**Grade Span 02-05**

27-4000-060  
 MORRIS  
 LONG HILL TWP  
 91 NORTHFIELD ROAD  
 MILLINGTON, NJ 07946-1352

## 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.

 <b>Staff and Professional Learning:</b>	<p>All staff are provided with opportunities for professional development. We provide in-house professional development in various subject areas, often times offering staff their choice of area of focus. All staff members are afforded the opportunity to attend professional development outside of the school in various content areas. Our staff hold Flex Days and PLC's where they are able to work with their peers and provide information on topics of interest and expertise.</p>
 <b>Student Supports and Services:</b>	<p>Programs that address the special individual needs of students are provided at Millington School including Special Services, ESL, and BSI. An Intervention and Referral Services Committee meets with parents, as needed, to address questions and develop strategies for student success.</p>
 <b>Student Health and Wellness:</b>	<p>All students receive 150 minutes a week of health and physical education. Students participate in physical education classes for 90 minutes per week. They are also given 30 minutes of recess time daily. Health and nutrition are part of their curriculum. They also participate in activities such as "Red Ribbon Week" where they learn about making healthy choices.</p>
 <b>Parent and Community Involvement:</b>	<p>The PTO has generously supported the addition of technology at our school. We also have two courtyards for outdoor instruction. All of these special instructional areas, as well as the existing classrooms make Millington School a positive learning environment for all students. Parents have access to a parent portal where they can obtain information about their children's academic progress.</p>



Millington Elementary School  
2016-2017  
Grade Span 02-05

27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

School Narrative

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



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

Our Dean of Students used a school climate rubric developed by the BOE with the School Safety Team to assess what programs and initiatives are needed and would most benefit the students. The School Safety Team is comprised of administrators, teachers, counselors, CST members and parents. Together, we reviewed the rubric and acknowledged areas in need of improvement and what actions were going to be taken to achieve our school climate goals.



Facilities:

There are three computer labs which are used across all grade levels and curricula. A library, gymnasium, art room and music room. The entire building has central air conditioning. Last year the PTO funded a mural project in the All Purpose Room. All students were able to add to the mural and staff and parents volunteered to contribute. Millington School has state of the art recess equipment, basketball courts and a large soccer field for students to utilize during recess time.




Millington Elementary School  
2016-2017  
Grade Span 02-05

27-4000-060  
MORRIS  
LONG HILL TWP  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

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.

<div>Other Information:</div>	<p>Students have the opportunity to participate in programs that enrich and extend learning beyond the classroom. Through interdisciplinary units, the students make connections between curriculum areas. Each unit has a culminating activity, a trip or a special day, in which students participate with hands-on learning activities. Second grade students participate in Environmental Day. They learn how to protect the environment in their own community. Third grade students participate in International Day. Parent volunteers set up booths based on ten different countries for the students to visit. A science fair culminates the fourth grade year. Students work in small groups, learning about the scientific process and then conducting experiments. The experiments are showcased in the All Purpose Room at the end of the year for students and parents to see. The year ends with a special event for our fifth grade students. They participate in Colonial Day learning about the crafts, skills, games, and lifestyle of the early colonists.</p>
---	--