NJ SCHOOL PERFORMANCE REPORT

TERRILL MIDDLE SCHOOL
(39-4670-065)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	UNION
District	SCOTCH PLAINS-FANWOOD REG
Principal Name	DR. HOLLOWAY
Address	1301 TERRILL ROAD SCOTCH PLAINS, NJ 07076
Phone Number	(908)322-5215
Email Address	KHOLLOWAY@SPFK12.ORG
Website	https://www.spfk12.org/terrillms
Facebook	https://www.facebook.com/TerrillMiddleSchool

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
5	201	208	190
6	227	198	208
7	203	223	205
8	205	202	225
Total	836	831	828

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	49.6%	50.2%	50.7%
Male	50.4%	49.8%	49.3%
Economically Disadvantaged Students	3.9%	3.4%	2.9%
Students with Disabilities	17.0%	15.4%	16.5%
English Learners	0.1%	0.0%	0.1%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.1%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	72.2%	70.9%	68.8%
Hispanic	7.2%	8.2%	10.0%
Black or African American	6.7%	5.8%	4.8%
Asian	9.7%	9.7%	10.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.2%	5.4%	5.3%

Enrollment by Home Language

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

Home Language	% of Students
English	93.1%
Chinese	1.8%
Spanish	1.3%
Other Languages	3.7%

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

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	50	55	50	Met Standard	47	54	50	Met Standard
White	50	53	50	Met Standard	45	53	51	Met Standard
Hispanic	41.5	50	49	Met Standard	48	53.5	48	Met Standard
Black or African American	53	53	44	Met Standard	49	52	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	64	68	61	Exceeds Standard	53	56.5	61	Met Standard
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	49	53	49	Met Standard	55	53	51	Met Standard
Economically Disadvantaged	38	52	48	Not Met	41.5	46	47	**
Students with Disabilities	44.5	48	41	Met Standard	32	38	43	Not Met
English Learners	*	68.5	54	**	*	64	51	**

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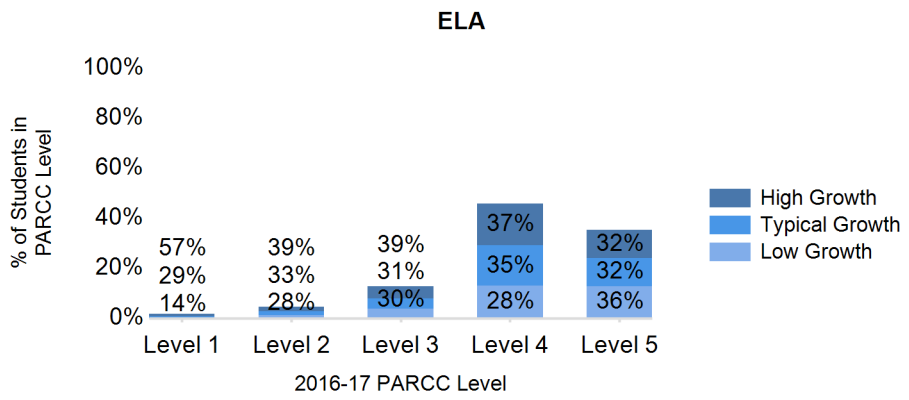
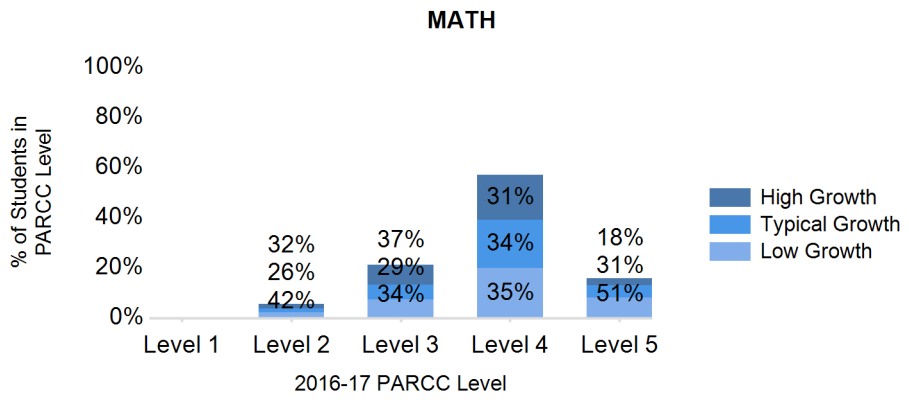
Student Growth by Performance Level

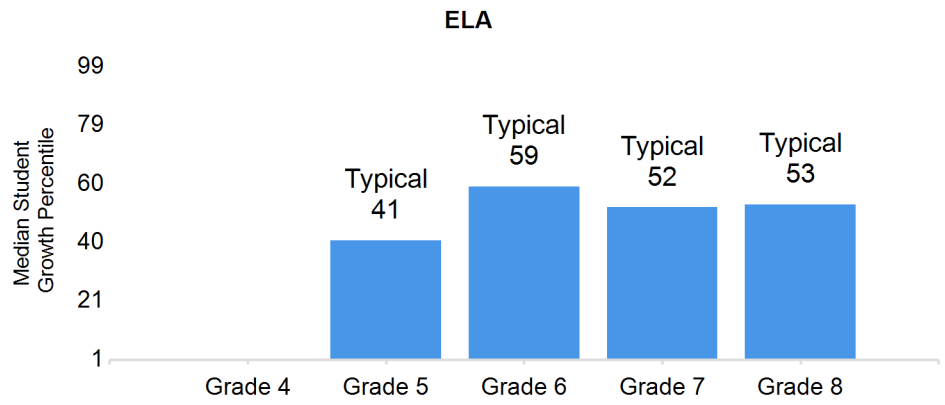
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

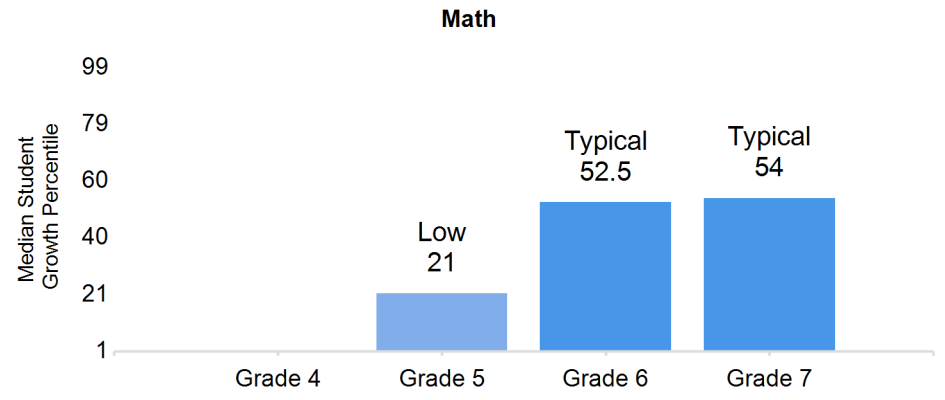




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	821	98.0	81.1	77.1	56.7	81.1	77.3	Met Goal
White	566	97.3	81.0	78.2	65.6	81.0	76.9	Met Goal
Hispanic	82	100.0	73.1	70.6	42.5	73.1	73.4	Met Target†
Black or African American	39	100.0	76.9	57.1	37.3	76.9	61	Met Target
Asian, Native Hawaiian, or Pacific Islander	92	100.0	91.3	89.0	82.3	91.3	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	42	97.7	81.0	*	63.4	81.0	80	Met Goal
Female	413	97.9	88.3	83.9	64.5	88.3		
Male	408	98.1	73.8	70.4	49.4	73.8		
Economically Disadvantaged Students	24	96.0	58.4	56.9	38.5	58.4	49.5	Met Target
Non-Economically Disadvantaged Students	797	98.0	81.8	78.3	67.5	81.8		
Students with Disabilities	147	96.7	41.5	36.7	21.6	41.5	45.4	Met Target†
Students without Disabilities	674	98.3	89.8	85.1	63.9	89.8		
English Learners	*	*	*	51.3	27.3	*	**	**
Non-English Learners	*	*	*	77.4	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	*	30.1	N		

† Target was met within a confidence interval.

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	190	770	771	755	*	*	17%	60%	16%	76%	58%
White	130	770	773	763	*	*	19%	61%	15%	75%	68%
Hispanic	20	760	763	743	*	*	*	*	*	60%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	24	772	773	780	*	*	*	*	*	83%	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	100	780	777	762	*	*	*	*	*	84%	66%
Male	90	758	764	749	*	*	*	*	*	68%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	71%
Students with Disabilities	34	741	740	724	*	*	*	*	*	29%	22%
Students without Disabilities	156	776	777	762	*	*	*	*	*	87%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	204	775	775	754	*	*	15%	51%	29%	81%	56%
White	139	773	776	761	*	*	16%	53%	27%	80%	66%
Hispanic	21	776	774	742	0%	0%	*	*	*	86%	42%
Black or African American	10	759	*	737	*	0%	*	*	*	60%	35%
Asian, Native Hawaiian, or Pacific Islander	23	793	790	779	0%	*	*	*	*	91%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	11	766	*	761	0%	0%	*	*	*	82%	64%
Female	106	781	781	761	*	*	11%	52%	35%	87%	64%
Male	98	768	768	748	*	*	19%	51%	23%	74%	48%
Economically Disadvantaged Students	10	747	753	739	*	*	*	*	*	60%	37%
Non-Economically Disadvantaged Students	194	776	777	764	*	*	*	*	*	82%	68%
Students with Disabilities	28	744	740	723	*	*	*	*	*	43%	18%
Students without Disabilities	176	780	781	760	*	*	*	*	*	87%	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	204	775	775	755	*	*	15%	51%	29%	81%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	195	788	789	760	*	*	11%	28%	56%	85%	63%
White	135	790	790	768	*	*	9%	28%	59%	87%	72%
Hispanic	21	772	780	746	0%	*	*	*	*	71%	49%
Black or African American	*	*	773	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	20	804	807	790	0%	0%	0%	*	*	100%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	792	767	*	*	*	*	*	*	68%
Female	97	799	801	769	*	*	*	24%	70%	94%	72%
Male	98	776	777	752	*	*	*	33%	43%	76%	54%
Economically Disadvantaged Students	*	*	*	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	34	745	747	721	*	*	*	*	*	44%	22%
Students without Disabilities	161	797	796	768	*	*	*	*	*	93%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	195	788	789	762	*	*	11%	28%	56%	85%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	*	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	224	786	782	759	*	*	11%	42%	42%	84%	60%
White	157	782	780	767	*	*	11%	45%	38%	83%	70%
Hispanic	19	786	780	744	0%	0%	*	*	*	79%	45%
Black or African American	15	771	761	739	0%	*	*	*	*	87%	39%
Asian, Native Hawaiian, or Pacific Islander	22	818	811	789	0%	0%	*	*	*	95%	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	11	794	*	766	0%	*	*	*	*	82%	66%
Female	109	792	791	768	*	*	*	40%	50%	91%	69%
Male	115	779	774	751	*	*	*	43%	35%	78%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	*	*	*	769	*	*	*	*	*	*	71%
Students with Disabilities	41	747	744	719	*	*	34%	*	*	49%	19%
Students without Disabilities	183	794	791	766	*	*	6%	*	*	92%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	*	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	*	718	N	N	N	N	N	N	21%

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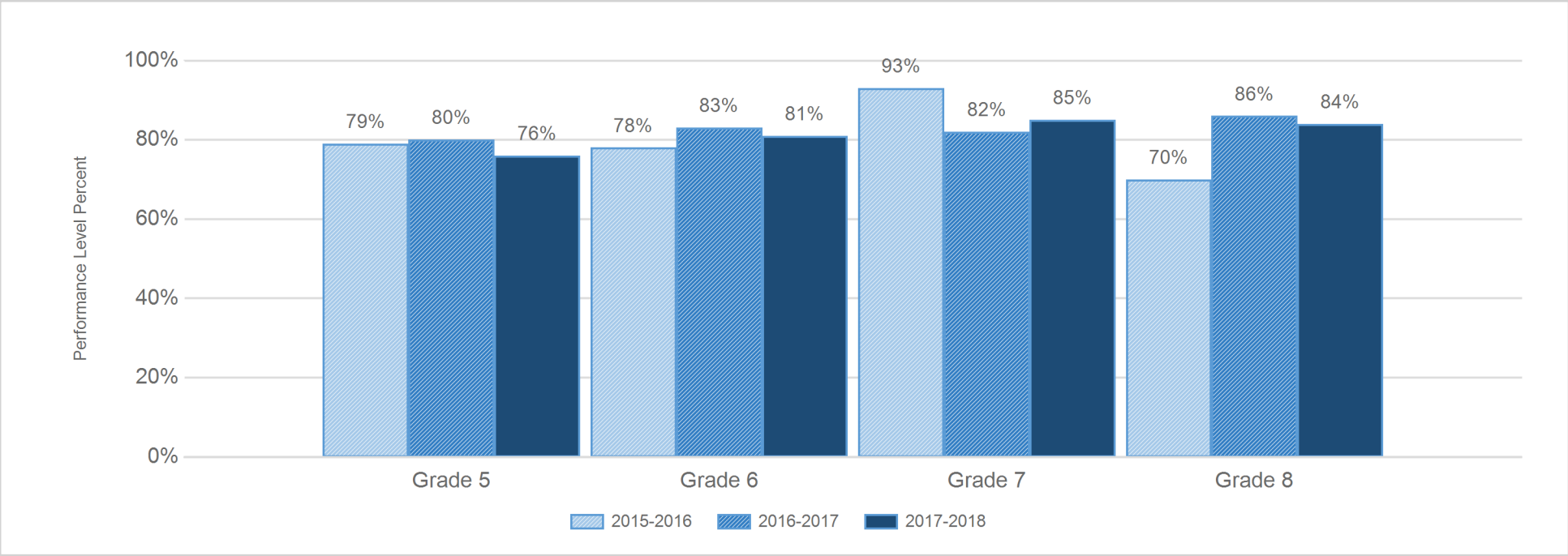
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	822	98.1	70.5	66.9	45.0	70.5	69.4	Met Target
White	566	97.3	70.5	68.6	54.1	70.5	68.3	Met Target
Hispanic	82	100.0	58.5	57.3	29.2	58.5	63.3	Met Target†
Black or African American	39	100.0	53.9	41.7	23.4	53.9	53	Met Target
Asian, Native Hawaiian, or Pacific Islander	92	100.0	88.0	82.2	77.0	88.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	43	100.0	69.7	*	53.0	69.7	67.1	Met Target
Female	413	97.9	72.9	68.6	46.0	72.9		
Male	409	98.3	67.9	65.1	43.9	67.9		
Economically Disadvantaged Students	24	96.0	29.2	39.8	26.6	29.2	31.7	Met Target†
Non-Economically Disadvantaged Students	798	98.2	71.7	68.4	55.9	71.7		
Students with Disabilities	146	96.1	28.1	31.3	17.1	28.1	41	Not Met
Students without Disabilities	676	98.5	79.6	73.8	50.5	79.6		
English Learners	*	*	*	51.2	24.6	*	**	**
Non-English Learners	*	*	*	67.0	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

TERRILL MIDDLE SCHOOL
(39-4670-065)
Grades Offered: 05-08
2017-2018

Report Key:
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N No Data is available to display
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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	190	758	759	748	*	*	25%	51%	13%	64%	49%
White	130	755	758	756	*	*	28%	52%	9%	61%	60%
Hispanic	20	752	752	736	*	*	*	*	*	55%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	24	773	773	777	*	0%	*	*	*	83%	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	100	762	759	749	*	*	23%	*	*	70%	50%
Male	90	753	758	747	*	*	28%	*	*	57%	48%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	34	728	729	726	*	*	32%	*	*	24%	20%
Students without Disabilities	156	764	764	752	*	*	24%	*	*	72%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

TERRILL MIDDLE SCHOOL
(39-4670-065)
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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	204	760	758	744	*	*	24%	55%	10%	66%	44%
White	139	759	759	751	*	9%	22%	*	*	66%	54%
Hispanic	21	759	757	731	0%	0%	*	*	*	67%	27%
Black or African American	10	738	*	726	*	*	*	*	*	30%	21%
Asian, Native Hawaiian, or Pacific Islander	23	781	773	771	*	0%	*	43%	43%	87%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	11	747	*	749	0%	*	*	*	*	45%	52%
Female	106	761	759	745	*	*	21%	*	*	67%	45%
Male	98	759	757	742	*	*	27%	*	*	64%	42%
Economically Disadvantaged Students	10	726	730	729	*	*	*	*	*	10%	24%
Non-Economically Disadvantaged Students	194	762	759	753	*	*	*	*	*	69%	56%
Students with Disabilities	28	732	725	717	*	*	39%	*	*	25%	13%
Students without Disabilities	176	764	763	748	*	*	21%	*	*	72%	49%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	204	760	*	745	*	*	24%	55%	10%	66%	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

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(39-4670-065)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	195	762	763	743	*	*	19%	57%	16%	73%	43%
White	135	762	763	750	*	*	16%	62%	14%	76%	54%
Hispanic	21	750	754	732	0%	*	*	*	*	48%	27%
Black or African American	*	*	751	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	20	778	777	767	0%	0%	*	*	*	90%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	772	748	*	*	*	*	*	*	51%
Female	97	763	766	745	*	*	19%	62%	14%	76%	45%
Male	98	761	760	741	*	*	19%	52%	17%	69%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	55%
Students with Disabilities	34	736	735	717	*	*	*	*	*	26%	12%
Students without Disabilities	161	768	767	748	*	*	*	*	*	83%	50%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	195	762	*	744	*	*	19%	57%	16%	73%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	*	718	N	N	N	N	N	N	11%

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(39-4670-065)
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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	17	701	701	728	*	*	*	*	*	*	28%
White	15	698	698	736	*	*	*	*	*	*	36%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	*	*	700	731	*	*	*	*	*	*	31%
Male	*	*	701	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	17	701	701	705	*	*	*	*	*	*	*
Students without Disabilities	N	N	N	735	N	N	N	N	N	N	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	17	701	701	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	208	783	770	746	0%	*	*	64%	22%	86%	46%
White	142	780	769	755	0%	*	*	73%	15%	87%	57%
Hispanic	19	784	764	730	0%	0%	*	*	*	74%	27%
Black or African American	14	767	752	727	0%	*	*	*	*	79%	23%
Asian, Native Hawaiian, or Pacific Islander	21	814	*	779	0%	0%	*	*	*	95%	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	12	788	*	755	0%	0%	*	*	*	83%	54%
Female	102	780	770	748	0%	*	*	68%	17%	84%	48%
Male	106	787	770	745	0%	*	*	61%	26%	88%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	23	764	749	716	0%	*	*	*	*	57%	13%
Students without Disabilities	185	786	774	752	0%	*	*	*	*	90%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	*	720	N	N	N	N	N	N	11%

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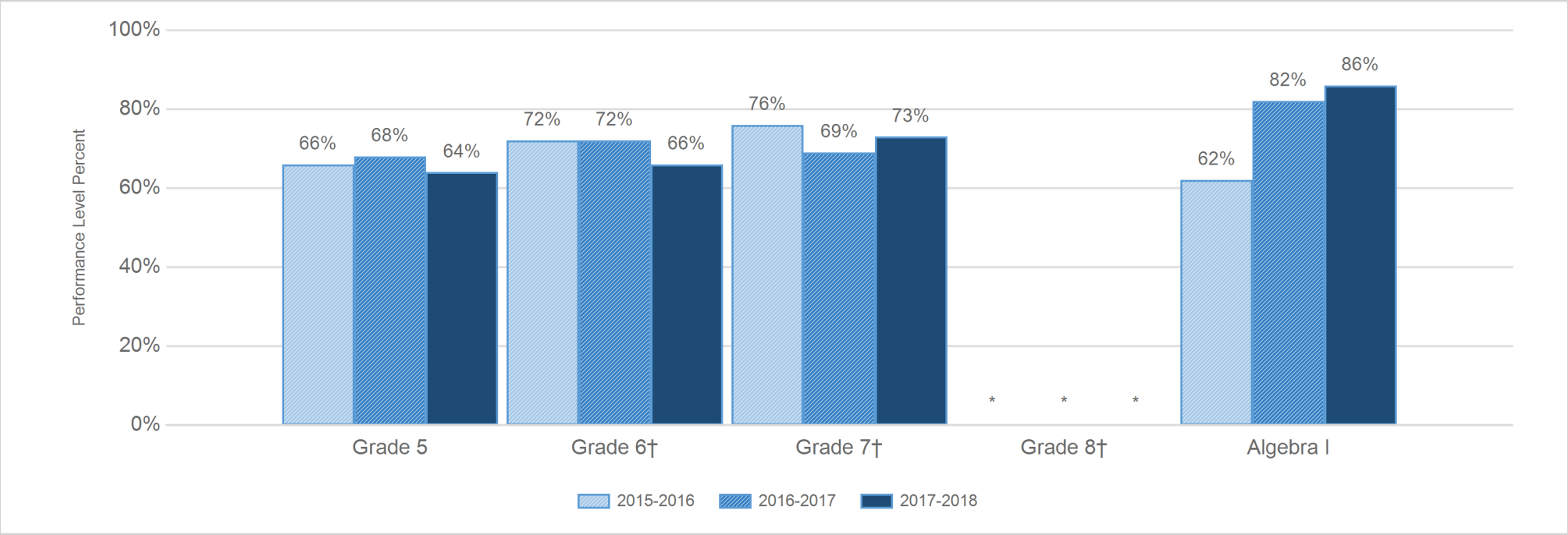
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	N	N
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	208
7	0	0	205
8	209	0	225
Total	209	0	638

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	77	83	47	0	0	0	0
7	74	47	80	0	0	0	0
8	88	65	61	0	0	0	0
Total	239	195	188	0	0	0	0

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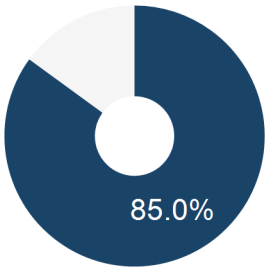
Visual and Performing Arts – Course Participation

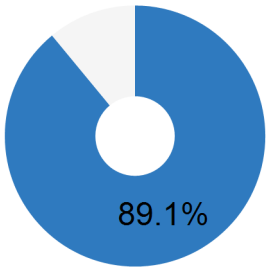
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

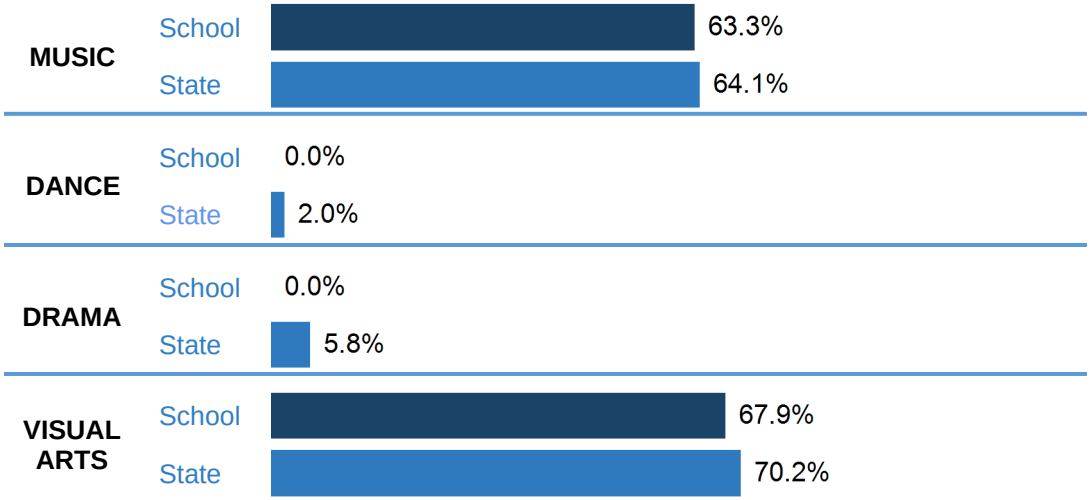


School



State

Students enrolled in one or more classes by discipline:



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

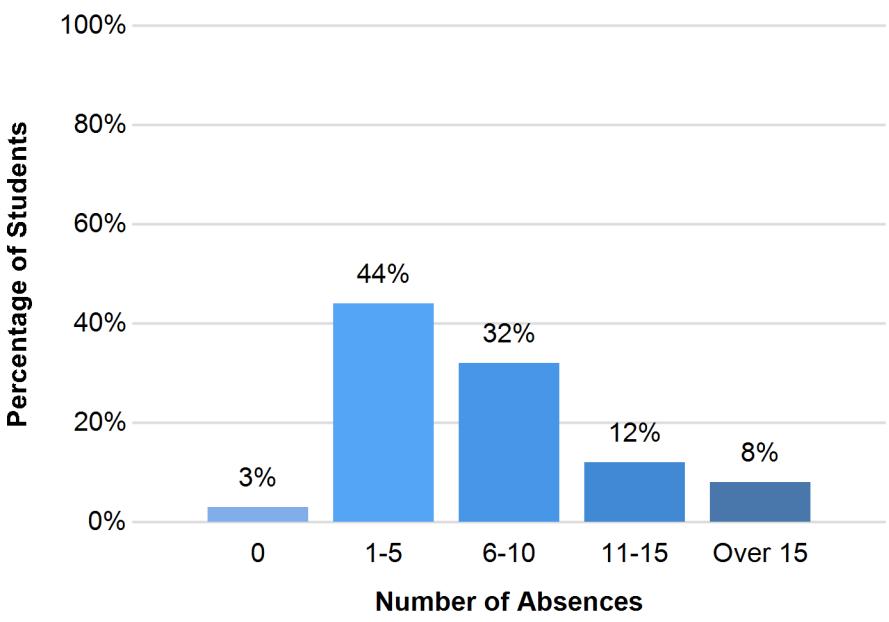
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	47	5.6	9.1	Met
White	33	5.7	9.1	Met
Hispanic	10	11.9	9.1	Not Met
Black or African American	1	2.5	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	1	1.1	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	4.5	9.1	Met
Economically Disadvantaged Students	5	20.0	9.1	Not Met
Students with Disabilities	16	10.6	9.1	Not Met
English Learners	*	*	**	**

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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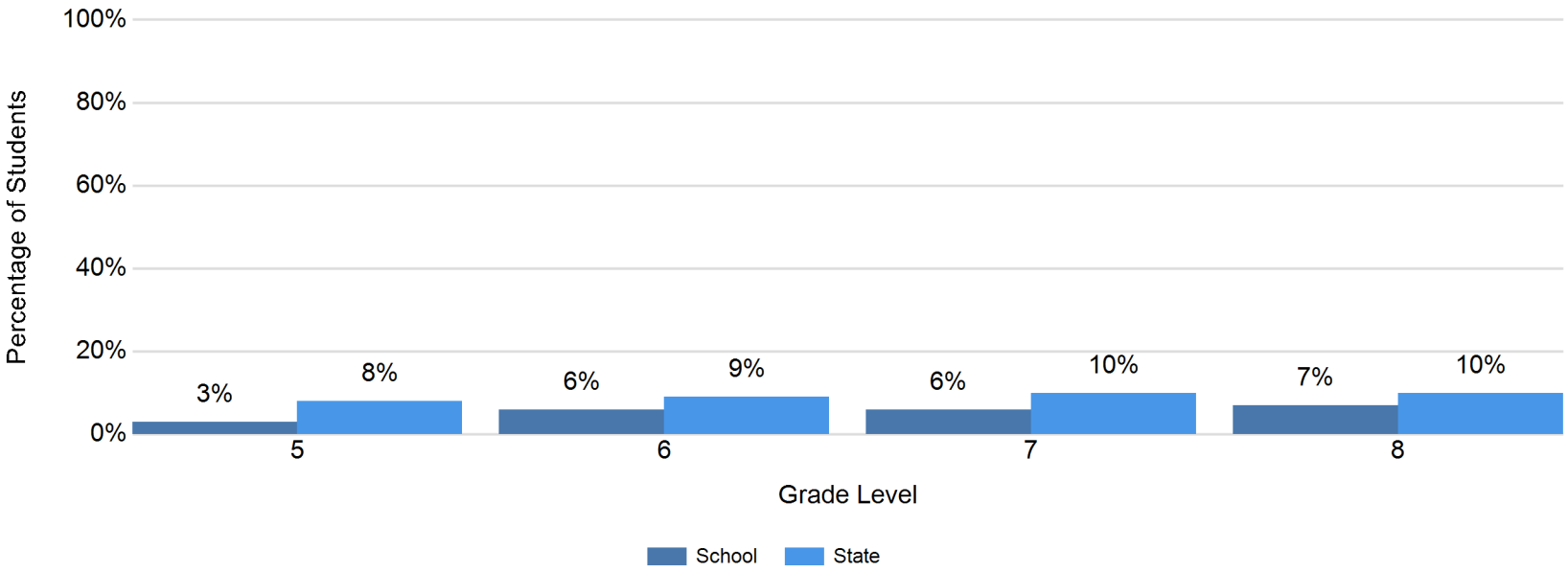
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality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

Chronic Absenteeism by Grade

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



NJ SCHOOL PERFORMANCE REPORT

TERRILL MIDDLE SCHOOL
(39-4670-065)
Grades Offered: 05-08
2017-2018

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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	4
Weapons	1
Vandalism	2
Substances	5
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	1.69

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	15		15

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	11	1.3%
Out-of-School Suspensions	*	*
Any Suspension	13	1.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 41 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.0:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$295	$13,470	$13,765

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	76	117,464
Average years experience in public schools	10.4	12.0
Average years experience in district	9.7	10.7
Teachers in district for 4 or more years	77.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,374
Average years experience in public schools	13.9	16.0
Average years experience in district	8.7	12.0
Administrators in district for 4 or more years	75.9%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	414:1	190:1
Teachers to Administrators	38:1	15:1
Students to Librarians/Media Specialists		688:1
Students to Nurses		501:1
Students to Counselors		501:1
Students to Child Study Team		393:1

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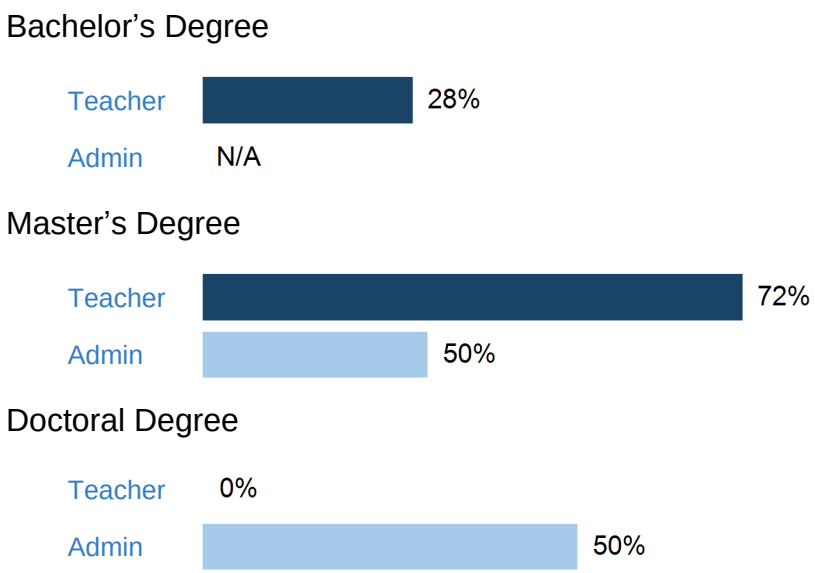
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.0%	90.2%
2016-17 Administrators: Same district 2017-18	92.9%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.1%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	75.0%	0.0%
Male	25.0%	100.0%
White	84.2%	50.0%
Hispanic	7.9%	0.0%
Black or African American	5.3%	50.0%
Asian	2.6%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	90.23	17.5%
Mathematics Proficiency	81.99	17.5%
English Language Arts Growth	47.10	25.0%
Mathematics Growth	35.73	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	60.61	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	59.94	n/a
Summative Rating: Percentile Rank of Summative Score	65.82	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Goal	Met Target	Met Standard	Met Standard	N	Met	No
White	56.33	14.08	No	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	56.53	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	85.15	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	59.35	14.08	No	Met Goal	Met Goal	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	61.83	14.08	No	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
Economically Disadvantaged Students	43.35	14.08	No	Met Target	Met Target†	Not Met	**	n/a	Not Met	No
Students with Disabilities	57.52	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

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

Highlights:	• Revisions to the Technology Education and Math Explorations curriculum units enhance and increase student exposure to STEM concepts. • Arts integration in writing is a continuing focus through professional development labs with students and faculty. • Terrill Middle School is committed to supporting and nurturing students' social and emotional development through mindfulness, resilience, and empowerment.
Mission, Vision, Theme:	Terrill Middle School strives to educate and empower our community of individual learners to be successful citizens of the world. The educators of Terrill Middle School, with parents as partners, are highly committed to pursuing and maintaining an academically excellent, developmentally responsive, and socially equitable learning environment for every student.
Awards, Recognition, Accomplishments:	Terrill Middle School was awarded a grant from the Educational Enrichment Foundation of Scotch Plains-Fanwood. This grant was used to purchase sensory tools for office spaces to help students with self-regulation. Additionally, students recevied various awards for the participation in the eCybermission contest, taking first and second place at the State level. Similarly, our students won various awards for PTA Reflections contest, including a National winner. Sarah Durand, a math teacher, was awarded the New Jersey Exemplary Secondary Educator Award.

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Courses, Curriculum, Instruction:	All students in grades 5 - 8 take the following courses: language arts, writing workshop, mathematics, science, social studies and world language. Fifth, sixth and eighth grade students have an art experience; seventh grade students explore industrial technology. Students in every grade level may elect to participate in our outstanding music program through band and/or chorus.
Clubs and Activities:	Students may also participate in clubs and after school activities such as: Robotics Club, Art Club, Homework Club, Jazz Band, PALS (Peer and Leadership Support), Student Council, newspaper, yearbook, a musical production, Science Olympiad, math enrichment, and select chorus.

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Before and After School Programs:	In partnership with the Fanwood-Scotch Plains YMCA, an after school care program is available.
Staff and Professional Learning:	All staff members participate in bi-monthly professional learning communities at their school and with their content area colleagues across the district. The district also offers optional professional development sessions on a variety of topics throughout the year. These offerings are in addition to the district-wide professional development days where teacher leaders spearhead the sessions.

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Student Supports and Services:	Experiences for academically talented children in grades five through eight are offered through the QUEST (Question, Understand, Explore, Seek, Think) Program. The district also offers three distinct course placements for special education students. These include in-class support, resource room, and self-contained classes. Additionally, the school has an active Intervention and Referral Services Committee to identify and support students who may struggle.
Student Health and Wellness:	Aside from participating in regular physical education, all students have had the opportunity to participate in Walk to School Day, co-sponsored by the Fanwood-Scotch Plains YMCA. In addition, students collaborate with food services to suggest healthy options for lunch.
Parent and Community Involvement:	Terrill Middle has an active PTA that sponsors a variety of events such as: assemblies, Book Fairs, and socials. Additionally, last year, parents had the opportunity to attend a workshop given in conjunction with the Scotch Plains Police on Cyber-Safety. The district also hosts PowerSchool, which provides access to a parent portal. Terrill also collaborates with the Municipal Alliance and Educational Enrichment Foundation of SPF, a local educational foundation that awards grants.

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Facilities:	Terrill was constructed in 1965 and sits on a beautiful campus. Recent renovations include an upgrade to the auditorium's lighting and sound to create a state-of-the-art theater.

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Other Information:	The fifth grade instructional program is primarily a self-contained environment with a strong emphasis on mathematics, language arts literacy, science, and social studies. In addition to these core subjects, students experience three world languages, fine arts and physical education/health. Understanding the importance and effectiveness of small learning communities, the departmentalized sixth, seventh, and eighth grade instructional programs are structured on a team concept. Students engage in classes in language arts, writing workshop, mathematics (Connected Math), science, social studies and world language (selecting from Spanish, French, and Italian) as well as physical education and health. Art is taught in grades six and eight and technology education takes place in grade seven. All students can elect to take band with supportive small group lessons and/or chorus. Recognizing the importance of the social and emotional growth of students, the middle school program incorporates a student-centered advisory program, entitled S.T.A.R. (Students Taking Academic Responsibility), for students in grades six through eight. In small group settings, students participate in interactive modules that afford them the opportunity to forge stronger relationships with teachers, develop stronger interpersonal skills, and expand their understanding of specific topics of interest to middle school students. Additionally, the S.T.A.R. program is designed to enhance students' citizenship, while bolstering a positive school climate through a variety of character education experiences. For the coming year, the S.T.A.R. program will focus on digital citizenship, specifically how students can be more thoughtful consumers and producers of information online. As more and more learning becomes digital, as is the case for our teachers and students using Google Classroom, we believe this to be an important focus.