NJ SCHOOL PERFORMANCE REPORT

MIDDLESEX HIGH SCHOOL
(23-3140-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	MIDDLESEX BORO
Principal Name	ALEX GUZMAN
Address	300 JOHN F. KENNEDY DRIVE MIDDLESEX, NJ 08846-1489
Phone Number	(732)317-6000
Email Address	GUZMANA@MIDDLESEX.K12.NJ.US
Website	http://www.middlesex.k12.nj.us/msd/HS/
Twitter	https://twitter.com/MHSMiddlesexNJ

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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
9	152	159	170
10	166	141	148
11	138	161	151
12	153	147	169
Total	609	608	638

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.2%	49.8%	53.2%
Male	51.8%	50.2%	46.8%
Economically Disadvantaged Students	24.3%	24.2%	26.0%
Students with Disabilities	14.2%	16.0%	15.5%
English Learners	1.6%	3.5%	3.8%
Homeless Students		1.0%	0.5%
Students in Foster Care		0.2%	0.3%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	59.2%	57.2%	54.2%
Hispanic	25.4%	28.7%	30.5%
Black or African American	8.4%	6.6%	6.8%
Asian	6.1%	7.1%	6.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.0%	0.5%	1.6%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	605	605	635
Shared Time Students	7	4	4
Full Time Equivalent	609	607	637

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	77.5%
Spanish	15.9%
Vietnamese	1.7%
Other Languages	4.9%

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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	301	99.0	61.4	61.2	56.7	61.4	60.4	Met Target
White	154	98.7	68.1	65.8	65.6	68.1	63	Met Target
Hispanic	99	100.0	51.5	*	42.5	51.5	59.4	Met Target†
Black or African American	*	*	*	56.4	37.3	*	N	N
Asian, Native Hawaiian, or Pacific Islander	25	100.0	72.0	78.2	82.3	72.0	80	Met Target†
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	165	98.8	70.9	68.4	64.5	70.9		
Male	136	99.3	50.0	54.0	49.4	50.0		
Economically Disadvantaged Students	75	98.7	49.4	50.7	38.5	49.4	47.4	Met Target
Non-Economically Disadvantaged Students	226	99.1	65.5	66.0	67.5	65.5		
Students with Disabilities	45	93.7	22.2	25.6	21.6	21.9	19.2	Met Target
Students without Disabilities	256	100.0	68.4	68.9	63.9	68.4		
English Learners	16	100.0	31.3	28.8	27.3	31.3	**	**
Non-English Learners	285	99.0	63.1	64.0	59.4	63.1		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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	162	756	756	752	6%	12%	20%	49%	13%	62%	55%
White	83	761	761	760	*	*	17%	*	*	71%	64%
Hispanic	50	751	751	735	*	*	28%	*	*	48%	38%
Black or African American	14	744	744	734	*	*	*	*	*	43%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	92	763	763	759	*	*	20%	*	*	72%	63%
Male	70	748	748	744	*	*	21%	*	*	49%	46%
Economically Disadvantaged Students	45	742	742	733	*	*	33%	*	*	36%	34%
Non-Economically Disadvantaged Students	117	762	762	761	*	*	15%	*	*	72%	65%
Students with Disabilities	21	725	725	716	*	*	*	*	*	19%	15%
Students without Disabilities	141	761	761	758	*	*	*	*	*	68%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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	143	760	760	749	*	*	20%	43%	18%	61%	51%
White	72	759	759	756	*	*	21%	50%	14%	64%	58%
Hispanic	50	759	759	733	*	*	20%	36%	20%	56%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	13	767	767	782	*	*	*	*	*	69%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	75	768	768	759	*	*	16%	*	*	71%	60%
Male	68	751	751	739	*	*	25%	*	*	50%	42%
Economically Disadvantaged Students	31	761	761	730	*	*	*	*	*	68%	34%
Non-Economically Disadvantaged Students	112	760	760	758	*	*	*	*	*	59%	59%
Students with Disabilities	23	722	722	707	*	*	*	*	*	22%	15%
Students without Disabilities	120	767	767	756	*	*	*	*	*	68%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	125	736	736	736	23%	13%	21%	33%	10%	43%	39%
White	73	742	742	737	21%	*	18%	*	*	49%	41%
Hispanic	33	728	728	731	*	*	*	*	*	39%	35%
Black or African American	11	710	710	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	59	740	740	745	20%	*	25%	*	*	41%	48%
Male	66	733	733	728	26%	*	17%	*	*	45%	31%
Economically Disadvantaged Students	27	718	718	730	*	*	*	*	*	26%	33%
Non-Economically Disadvantaged Students	98	741	741	739	*	*	*	*	*	48%	42%
Students with Disabilities	23	710	710	708	*	*	*	*	*	22%	13%
Students without Disabilities	102	742	742	742	*	*	*	*	*	48%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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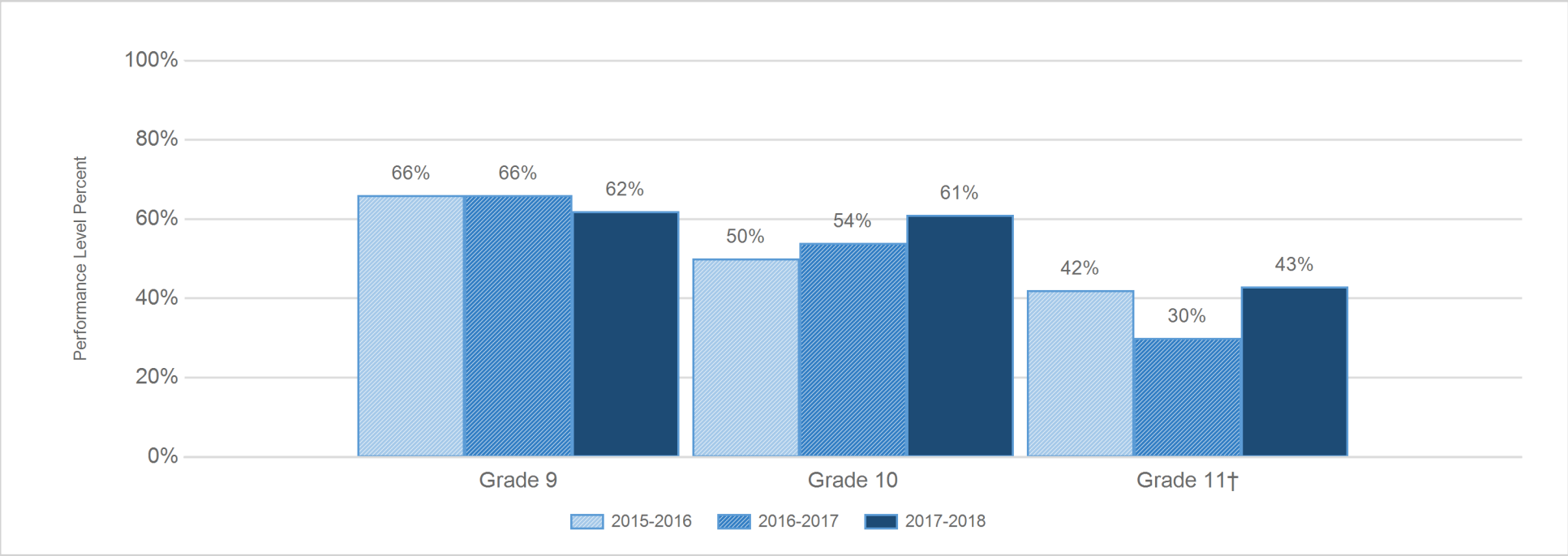
English Language Arts/Literacy Assessment - Performance Trends

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	307	98.7	42.6	47.3	45.0	42.6	47.2	Met Target†
White	157	98.1	45.2	51.2	54.1	45.2	50.1	Met Target†
Hispanic	102	100.0	34.3	*	29.2	34.3	45.3	Not Met
Black or African American	*	*	*	38.9	23.4	*	N	N
Asian, Native Hawaiian, or Pacific Islander	25	100.0	64.0	73.0	77.0	64.0	74	Met Target†
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	168	98.8	43.5	47.8	46.0	43.5		
Male	139	98.6	41.7	46.8	43.9	41.7		
Economically Disadvantaged Students	80	97.6	30.0	36.5	26.6	30.0	39	Not Met
Non-Economically Disadvantaged Students	227	99.1	47.2	52.2	55.9	47.2		
Students with Disabilities	48	92.3	*	17.7	17.1	*	19.2	Not Met
Students without Disabilities	259	100.0	*	53.6	50.5	*		
English Learners	16	100.0	25.0	24.5	24.6	25.0	**	**
Non-English Learners	291	98.7	43.6	49.4	46.9	43.6		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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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	141	747	759	746	*	18%	31%	*	*	45%	46%
White	70	751	764	755	*	*	27%	53%	0%	53%	57%
Hispanic	45	737	*	730	*	24%	29%	*	*	33%	27%
Black or African American	13	737	*	727	*	*	*	*	*	23%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	84	747	756	748	*	18%	31%	*	*	46%	48%
Male	57	746	762	745	*	18%	32%	*	*	42%	44%
Economically Disadvantaged Students	46	735	*	729	*	*	39%	*	*	28%	25%
Non-Economically Disadvantaged Students	95	752	*	756	*	*	27%	*	*	53%	57%
Students with Disabilities	22	722	*	716	*	*	*	*	*	14%	13%
Students without Disabilities	119	751	*	752	*	*	*	*	*	50%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	143	734	734	735	9%	31%	29%	*	*	30%	30%
White	70	737	737	740	*	24%	40%	*	*	29%	37%
Hispanic	55	731	731	723	*	36%	*	31%	0%	31%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	10	732	732	760	*	*	*	*	*	40%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	74	735	735	736	*	35%	27%	*	*	31%	30%
Male	69	733	733	734	*	28%	32%	*	*	29%	29%
Economically Disadvantaged Students	35	725	725	722	*	43%	*	*	*	23%	13%
Non-Economically Disadvantaged Students	108	737	737	741	*	28%	*	*	*	32%	38%
Students with Disabilities	24	712	712	713	*	*	*	*	*	*	*
Students without Disabilities	119	738	738	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Grades Offered: 09-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	732	732	727	25%	14%	26%	*	*	35%	30%
White	61	734	734	733	23%	*	30%	*	*	36%	35%
Hispanic	29	719	719	710	38%	*	*	*	*	21%	14%
Black or African American	10	727	727	705	*	*	*	*	*	30%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	54	725	725	728	*	*	22%	*	*	30%	30%
Male	57	739	739	727	*	*	30%	*	*	40%	30%
Economically Disadvantaged Students	23	714	714	709	*	*	*	*	*	17%	13%
Non-Economically Disadvantaged Students	88	737	737	736	*	*	*	*	*	40%	37%
Students with Disabilities	23	700	700	693	*	*	*	*	*	*	*
Students without Disabilities	88	740	740	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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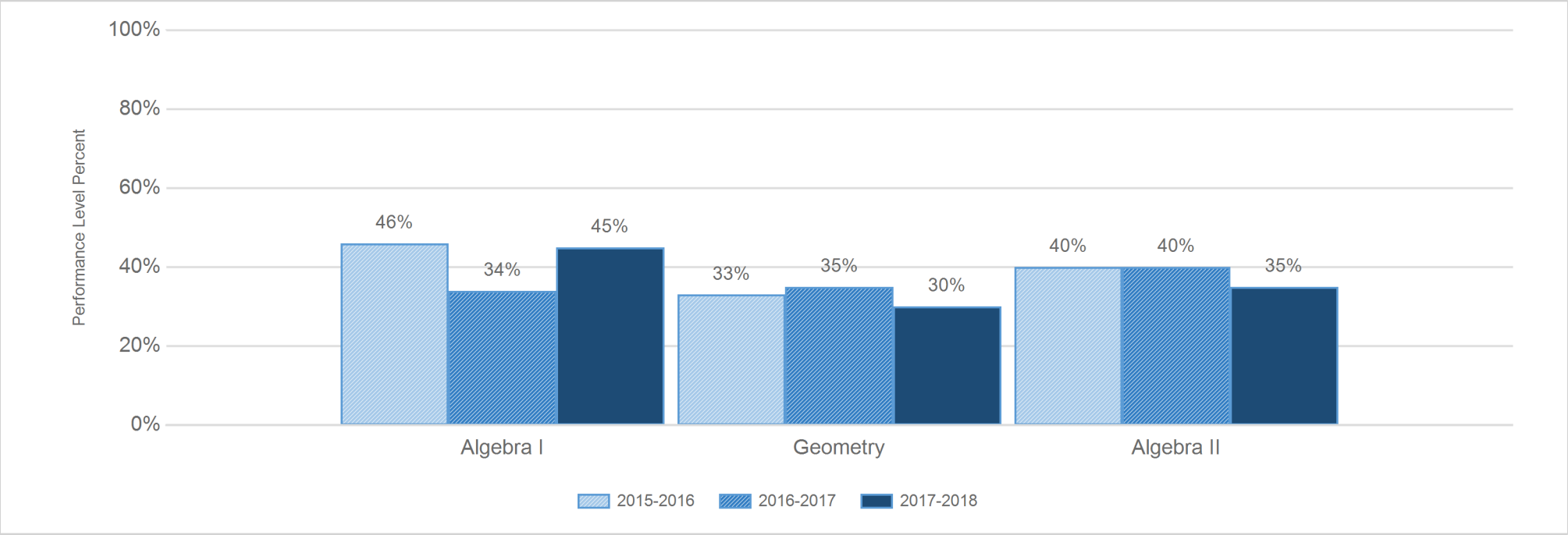
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

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	68.8%	**	**

† 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	15	73.3%	26.7%
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

Biology Assessment Information

New Jersey transitioned from the Biology Assessment 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 participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	97.5%	85.0%
12th graders taking SAT in 2017-18 or prior years	78.9%	72.2%
12th graders taking ACT in 2017-18 or prior years	*	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	466	478	Grade 10: 430 Grade 11: 460	61%	62%
PSAT 10/NMSQT - Math	489	478	Grade 10: 480 Grade 11: 510	54%	42%
SAT - Reading and Writing	527	542	480	75%	72%
SAT - Math	553	543	530	60%	54%
ACT - Reading	*	24	22	*	62%
ACT - English	*	24	18	*	78%
ACT - Math	*	24	22	*	62%
ACT - Science	*	23	23	*	53%

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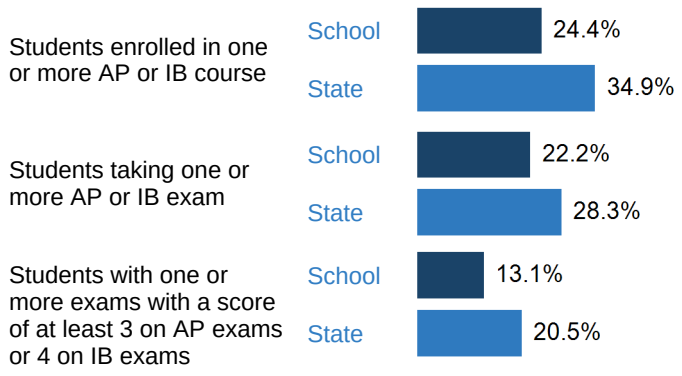
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

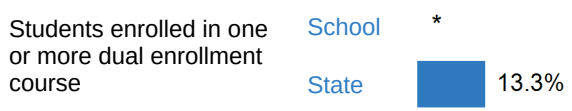
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	22	21
AP Calculus AB	20	17
AP Chemistry	18	9
AP English Language and Composition	21	21
AP English Literature and Composition	7	7
AP Environmental Science	16	13
AP European History	11	6
AP Physics 1	10	10
AP Spanish Language	19	19
Total Exams taken		123
Exams with scores of at least 3 on AP exams or 4 on IB exams		69

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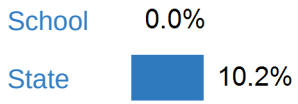
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

Career and Technical Education Participation

The graphs below show the percentage of students who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)

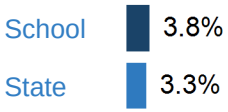
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	*	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	139	37	0	0	0	0	1
10	9	117	36	0	0	0	0
11	0	8	81	39	0	0	23
12	0	2	11	34	20	0	92
Total	148	164	128	73	20	0	116
Enrolled in AP/IB Course					20	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	173	3	0	0	0	0
10	5	150	0	0	0	0
11	1	24	69	2	66	8
12	22	13	8	30	4	98
Total	201	190	77	32	70	106
Enrolled in AP/IB Course	22	18		16	10	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	167	9	0	0	0	0
10	0	155	0	0	0	2
11	1	149	0	21	22	31
12	1	8	0	36	34	83
Total	169	321	0	57	56	116
Enrolled in AP/IB Course	0	0	0	0		11
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	137	29	0	0	0	0	0
10	110	28	0	0	0	0	0
11	87	18	0	0	0	0	0
12	55	6	0	0	0	0	0
Total	389	81	0	0	0	0	0
Enrolled in AP/IB Course	19	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	149	38	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Portuguese	*
Spanish	*
Total	*

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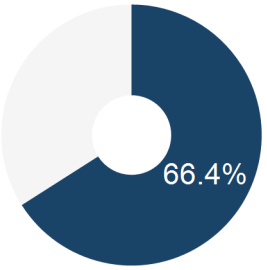
Visual and Performing Arts – Course Participation

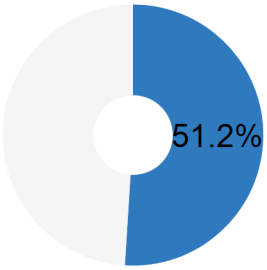
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

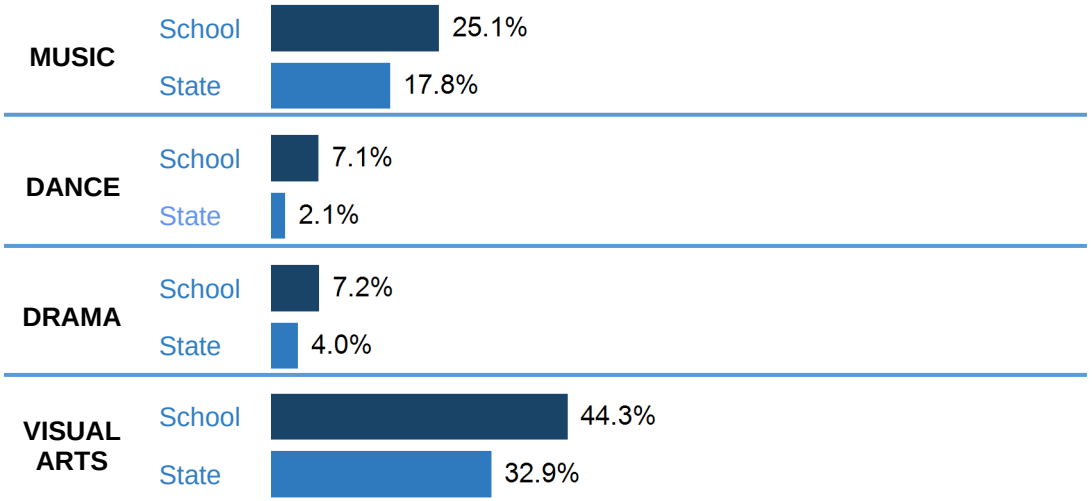


School



State

Students enrolled in one or more classes by discipline:



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	95.8%	90.9%	97.3%	92.4%	96.7%	N	Met Goal	90.7%	93.5%	Not Met
White	95.9%	95.0%	97.8%	95.7%	97.8%	N	Met Goal	91.5%	94.6%	Not Met
Hispanic	95.8%	84.8%	97.3%	87.3%	97.3%	N	Met Goal	86.0%	88.9%	Not Met
Black or African American	100.0%	84.2%	*	86.8%	*	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	92.2%	84.6%	93.9%	87.0%	90.9%	84.9%	Met Target	85.1%	88.1%	Not Met
Students with Disabilities	81.0%	80.1%	92.9%	83.5%	89.3%	64.1%	Met Target	70.8%	N	N
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	*	72.6%	*	79.1%	*			N		
Students in Foster Care	*	62.6%	N	64.9%						

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Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	75.6%	77.5%
Substitute Competency Test	22.5%	18.1%
Portfolio Appeals Process	0.6%	2.5%
Alternate Requirements specified in IEP	1.3%	1.9%
Unknown	0.0%	0.0%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	95.8%	-
2017	96.7%	97.3%
2016	88.3%	90.7%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2017-2018	0.0%	1.2%
2016-2017	1.0%	1.1%
2015-2016	0.8%	1.2%

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	73%	33.6%	66.4%
White	80.9%	36.1%	63.9%
Hispanic	67.3%	33.3%	66.7%
Black or African American	40%	25%	75%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	66.7%	42.9%	57.1%
Students with Disabilities	41.2%	71.4%	28.6%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	82%	36.8%	63.2%	81.6%	18.4%	73.7%	26.3%
White	87.7%	32.4%	67.6%	78.9%	21.1%	66.2%	33.8%
Hispanic	75%	51.9%	48.1%	81.5%	18.5%	88.9%	11.1%
Black or African American	54.5%	33.3%	66.7%	83.3%	16.7%	66.7%	33.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	73.1%	42.1%	57.9%	89.5%	10.5%	84.2%	15.8%
Students with Disabilities	41.2%	71.4%	28.6%	85.7%	14.3%	71.4%	28.6%
English Learners	*	*	*	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

MIDDLESEX HIGH SCHOOL
(23-3140-050)
Grades Offered: 09-12
2017-2018

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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.

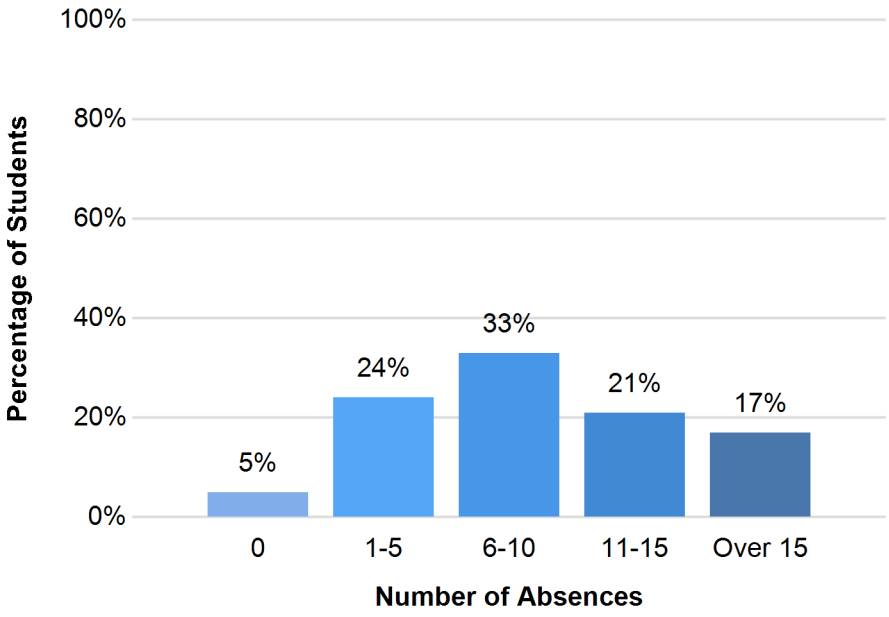
Chronic Absenteeism

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	82	12.7	14.9	Met
White	43	12.3	14.9	Met
Hispanic	28	14.3	14.9	Met
Black or African American	5	11.6	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	4	9.1	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	18.2	**	**
Economically Disadvantaged Students	26	15.8	14.9	Not Met
Students with Disabilities	22	20.4	14.9	Not Met
English Learners	1	4.3	14.9	Met

Days Absent

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



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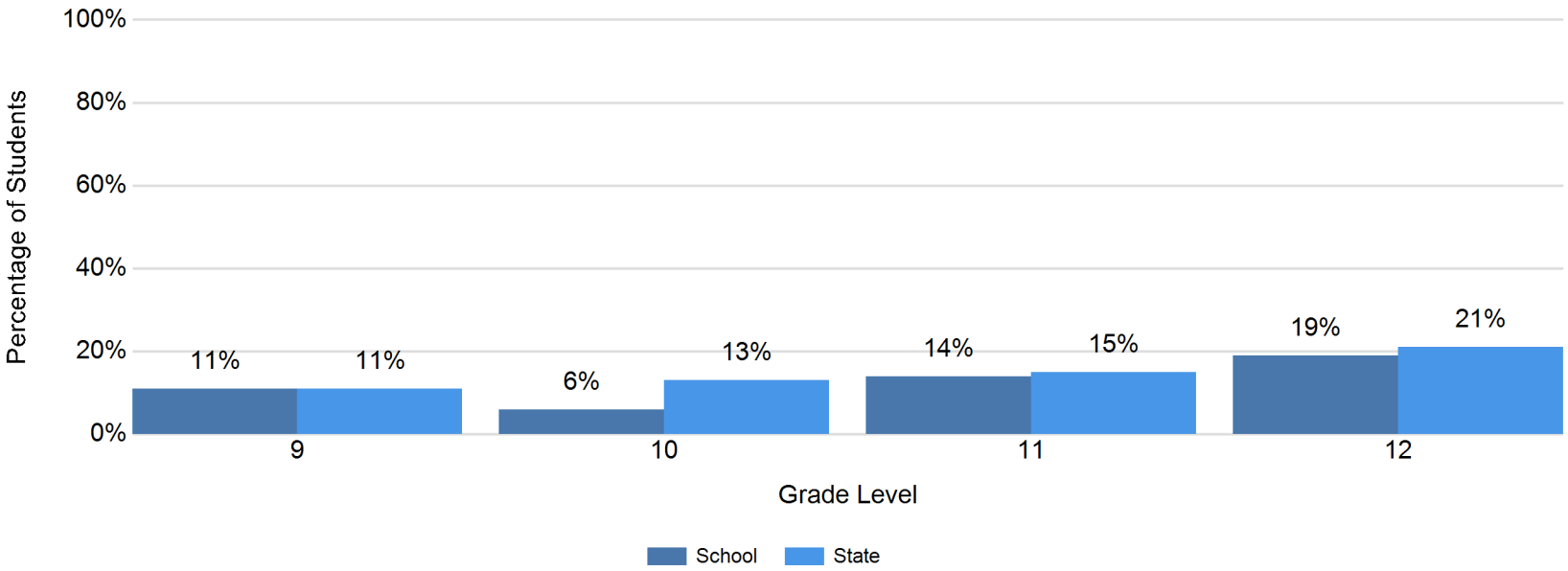
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	1
Vandalism	1
Substances	5
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	2.35

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	1
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
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	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	3	3
No Identified Nature	2		2

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	12	1.9%
Out-of-School Suspensions	13	2.0%
Any Suspension	23	3.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
49

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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	8:00 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 24 Mins
Shared Time - Instructional Time	3 Hrs. 28 Mins.

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$445	$14,882	$15,327

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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	63	117,464
Average years experience in public schools	12.6	12.0
Average years experience in district	12.1	10.7
Teachers in district for 4 or more years	73.0%	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	13	9,374
Average years experience in public schools	9.5	16.0
Average years experience in district	8.9	12.0
Administrators in district for 4 or more years	69.2%	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	10:1	12:1
Students to Administrators	319:1	161:1
Teachers to Administrators	32:1	14:1
Students to Librarians/Media Specialists		2097:1
Students to Nurses		350:1
Students to Counselors		300:1
Students to Child Study Team		210:1

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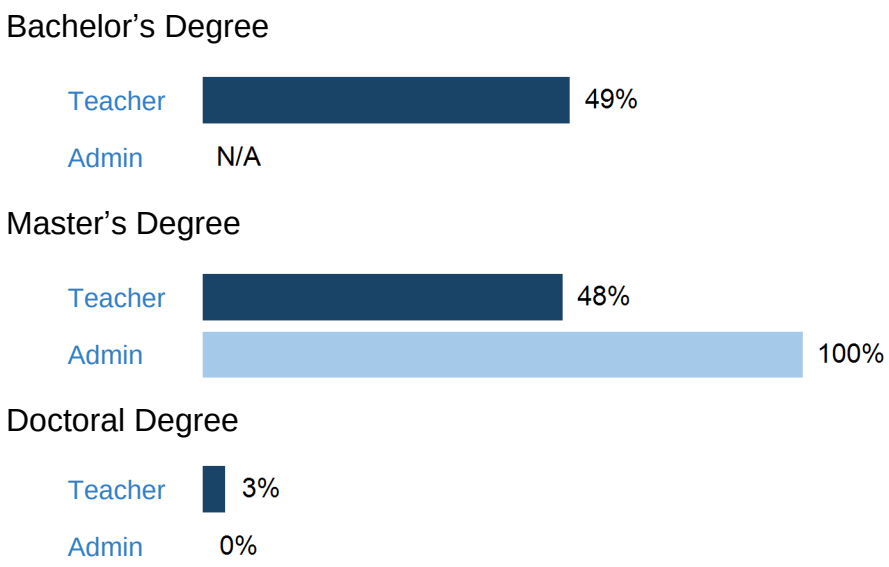
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.7%	90.2%
2016-17 Administrators: Same district 2017-18	84.6%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.9%

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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	57.1%	0.0%
Male	42.9%	100.0%
White	88.9%	50.0%
Hispanic	9.5%	50.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	1.6%	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	67.62	17.5%
Mathematics Proficiency	69.63	17.5%
Graduation Rate - 4-Year	77.65	25.0%
Graduation Rate - 5-Year	20.69	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	51.44	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	56.32	n/a
Summative Rating: Percentile Rank of Summative Score	55.87	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Goal	Not Met	**	Met	No
White	53.09	8.94	No	Met Target	Met Target†	Met Goal	Not Met	n/a	Met	No
Hispanic	65.64	8.94	No	Met Target†	Not Met	Met Goal	Not Met	n/a	Met	No
Black or African American	**	**	No	N	N	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Target†	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	64.11	8.94	No	Met Target	Not Met	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	50.17	8.94	No	Met Target	Not Met	Met Target	N	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	Met	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:	• MHS has a teaching staff of 65+ members which is the strength of the school. A fine mixture of teachers with varying levels of degree and experience has created a vibrant and caring staff. • The curriculum at MHS continues to evolve to meet the needs of all students to be successful in our global and technological society. • MHS has 11 Advanced Placement course offerings MHS has a 1:1 Chromebook Initiative MHS offers over 25 academic and interest clubs
Mission, Vision, Theme:	Middlesex High School believes all students are leaders. We are here to help develop all students to their full potential. As part of the Middlesex community, students, staff and parents take pride in our school and are confident in their abilities to face challenges; compassionate and respectful of themselves and others, and committed to overall excellence in a diverse world.
Awards, Recognition, Accomplishments:	Middlesex High School offers a comprehensive academic program and has established connections with local NJ universities and colleges to enhance the high school experience. MHS offers 10 AP courses. and the College Board has recognized AP Scholars and AP Scholars with Distinction. Visual and Performing Art students have performed in various stages. MHS has a great relationship with Alumni which return to support all aspects of the educational program. Student leadership opportunities are provided by Middlesex Elks, local businesses and community organizations.

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Courses, Curriculum, Instruction:	Through our challenging college prep, honors, and Advanced Placement core academic courses and electives, our rigorous curriculum reflects both college and career readiness standards that engage students in comprehensive learning experiences and develop their skills of learning, thinking, problem solving, collaboration, creativity, critical thinking, citizenship, compassion and character in order to flourish in today's complex world.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Coed), Golf (Coed), Ice Hockey (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Coed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed) Middlesex High School had 4 teams earn a division championship (Girls Cross Country, Girls Basketball, Baseball and Wrestling), 3 teams earn Central Jersey Group 1 Championships (Girls Track and Field, Baseball and Football) and 1 team (Baseball) who earned back to back Group 1 Championships. Both our boys and girls basketball teams won their annual holiday tournament and our girls basketball team finished as runner-up in Central Jersey. In addition to all of our team success, we had many major individual accomplishments. We saw 9 sectional track and field champions, 2 Group 1 track and field champions, a wrestling state place finisher and a boys tennis state qualifier. Another significant accomplishment was that 11 of our seniors committed to continuing their academic and athletic careers at a 4 year college or university.
Clubs and Activities:	Listed below are co-curricular clubs offered at Middlesex HS. Most of our clubs participate in fundraisers for a host of charities. MHS is proud of the community service and philanthropy promoted in these club activities. Anime Club Environmental Club Fashion Club Gay Straight Alliance Club Math League Literary Magazine Model UN Club National Honor Society Academic Team Amnesty International Musical Choreographer Pep Band PRIDE Team Varsity Singers Multi-Media Club Fall Drama Future Business Leaders (FBLA) Key Club Visual Arts Enrichment Yearbook Club Weight Room Club Italian Heritage Club Film Study Club Yoga Club

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Before and After School Programs:	MHS students have opportunities for academic enrichment before and after school hours with the support of teaching staff and peer-tutoring. Our media center is open before and after school hours for student academic support as well as our physical fitness rooms for students' health and wellness.
Staff and Professional Learning:	Professional learning in place at MHS is based on continuous improvement, promotes collective responsibility, and supports alignment of individual, team, school, and district goals. Teachers in Professional Learning Communities convene regularly and engage in collaborative professional learning to strengthen their practice and increase student growth.
Postsecondary Information:	The Counseling Staff of MHS is pleased to report that recent graduates have included AP Scholars and AP Scholars with Distinction. Student attend such prestigious universities as Boston University, Clemson, University of Delaware, Drexel, Fordham, Hofstra, Ithaca College, Johnson and Wales, La Salle, Moravian College, Pace, Penn State, Stony Brook, Temple, Towson, Ohio State, University of Alabama, University of Rhode Island, Worcester Polytechnic Institute, University of Vermont, Wilkes; and in NJ: Caldwell, Drew, Fairleigh Dickinson, Kean, Montclair, Monmouth, NJIT, Rider, Rowan Rutgers, Seton Hall, St. Peter's, Stockton, TCNJ and William Paterson

NJ SCHOOL PERFORMANCE REPORT

MIDDLESEX HIGH SCHOOL
(23-3140-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Student Supports and Services:	The Sheltered Instruction Observation Protocol (SCIOP) model is implemented in response to appropriately addressing to the unique academic and language development needs of English Language Learners. Project ACT serves to provide students with the skills, knowledge and experiences they need to better prepare themselves to become active, productive members of society through exposure to community and vocational experiences and instruction in self-awareness and self-advocacy.
Student Health and Wellness:	Student health and wellness programs at MHS strive to empower adolescent and young adult students to make informed decisions about their physical and emotional well-being in order to promote lifelong health. Through counseling, health education, prevention services and co-curricular educational opportunities, the counselors, nurse, SRO, and teachers assist students in achieving success in their academic experience and life goals.
Parent and Community Involvement:	Middlesex HS is proud of our community support. We have several parent groups and booster clubs supporting our clubs and athletics, as well as focus groups that provide feedback on district initiatives. The Blue Jay Collaborative is a parent advisory group established as one of many ways the high school administration shares their thinking, collaborates with, and gathers input from parents. Monthly meetings are held to hold productive, honest conversations. Feedback is one of the essential elements of good communication. The Blue Jay Collaborative assist administration with developing agendas that include topics of interest for future meetings. Parents are also informed of MHS experiences through a biweekly online newsletter called the Blue Jay Broadcast.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Middlesex High School administers yearly surveys and focus groups to provide students a voice. We believe our high school is a dynamic social learning environment and are consistently developing practices to identify and prevent at-risk student behavior and develop the whole child.
Facilities:	MHS is located on an attractive sixteen-acre site bordered by "Green Acres" parkland, which complements the school setting. MHS made significant renovations to the gymnasium, media center, auditorium and computer labs. The building houses 4 computer labs, multipurpose room, Family & Consumer Science suites, woodshop, weight and wrestling rooms,art rooms, band and chorus rooms. MHS houses 600+ students in grades 9-12 and the office space for the Superintendent of Schools and district administrative offices.
School Safety:	School safety is the responsibility of everyone – administrators, faculty, staff, students, parents, and the community. We, as a school community, reach out to community members - law enforcement, the fire department, the medical community, human service agencies, emergency personnel, and the business community - to ensure the safety of our students and staff.

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Technology and STEM:	Middlesex High School offers students opportunities to explore the STEM disciplines through several activities scheduled throughout the year, i.e. Hour of Code, and Engineering Month. The high school also offers a Material Science and Engineering (MSE) course. This course aims to provide the student with hands-on experiences in material science through laboratory experiments that explore the properties of materials and the interplay between processing and performance. Students design and conduct experiments that probe material properties, apply math, science, & engineering concepts to the analysis of experimental data, and apply a methodology for materials selection to engineering problems. It will prepare students to become technological thinkers and innovators through practical applications of math, science and technology (STEM).
Early Childhood Education:	Middlesex HS has had the unique opportunity to integrate a preschool program into the existing "Child Care Professional" high school course. This allows high school students to work hands-on with preschool children through synchronized lesson planning; one set of lessons for the toddlers and one set for the high school students working with them. This affords the HS students to determine in HS their aptitude for a career in childcare and early childhood education.