NJ SCHOOL PERFORMANCE REPORT

VON E. MAUGER MIDDLE SCHOOL
(23-3140-085)
Grades Offered: 04-08
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

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	JASON SIRNA
Address	FISHER AVENUE MIDDLESEX, NJ 08846
Phone Number	(732)317-6000
Email Address	sirnaj@middlesex.k12.nj.us
Website	http://www.middlesex.k12.nj.us/msd/Mauger/
Twitter	https://twitter.com/VEMpride

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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
4	166	161	142
5	163	174	164
6	166	164	176
7	165	165	155
8	158	176	169
Total	818	840	806

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	49.4%	50.3%	48.5%
Male	50.6%	49.7%	51.5%
Economically Disadvantaged Students	30.3%	33.9%	33.3%
Students with Disabilities	18.2%	18.3%	17.7%
English Learners	2.0%	2.3%	3.7%
Homeless Students		1.0%	1.2%
Students in Foster Care		0.2%	0.0%
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	55.2%	54.3%	50.1%
Hispanic	28.4%	28.2%	32.9%
Black or African American	7.7%	9.0%	8.4%
Asian	6.1%	5.8%	5.5%
Native Hawaiian or Pacific Islander	0.2%	0.4%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	2.3%	2.3%	2.6%

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	76.2%
Spanish	16.7%
Arabic	1.5%
Vietnamese	1.1%
Other Languages	4.5%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	45	45	50	Met Standard	49	49	50	Met Standard
White	48	48	50	Met Standard	48	48	51	Met Standard
Hispanic	41.5	41.5	49	Met Standard	49	49	48	Met Standard
Black or African American	45	45	44	Met Standard	48.5	48.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	62.5	62.5	61	Exceeds Standard	55	55	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	39.5	39.5	49	Not Met	41	41	51	**
Economically Disadvantaged	44	44	48	Met Standard	47	47	47	Met Standard
Students with Disabilities	39	39	41	Not Met	43	43	43	Met Standard
English Learners	37	37	54	Not Met	43	43	51	Met Standard

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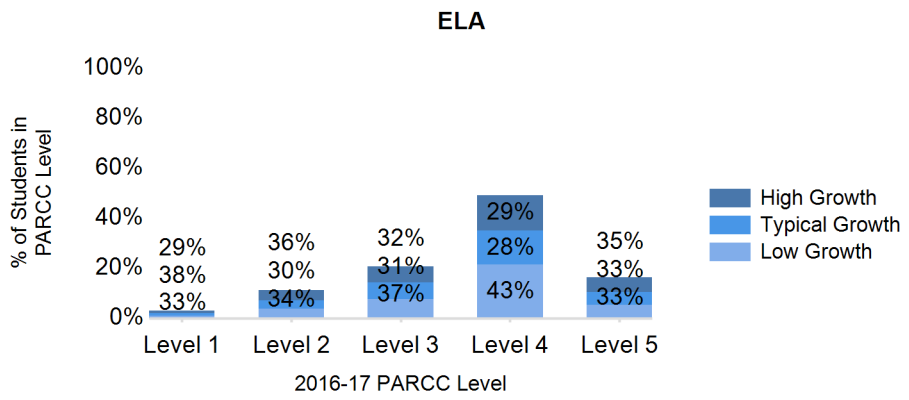
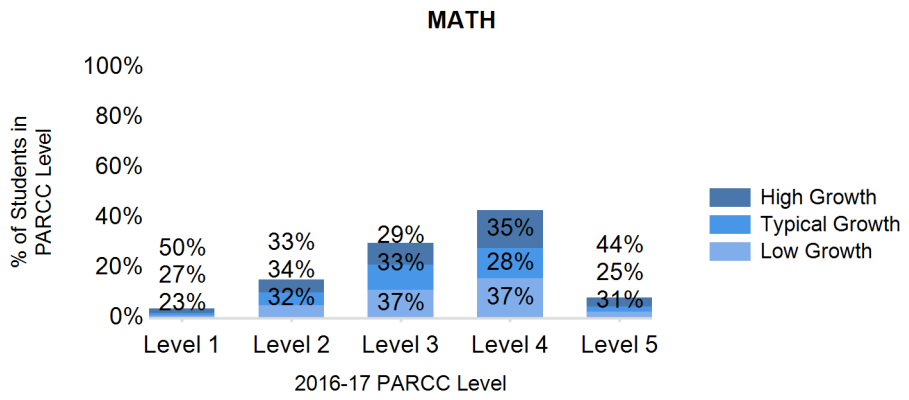
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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 by Performance Level

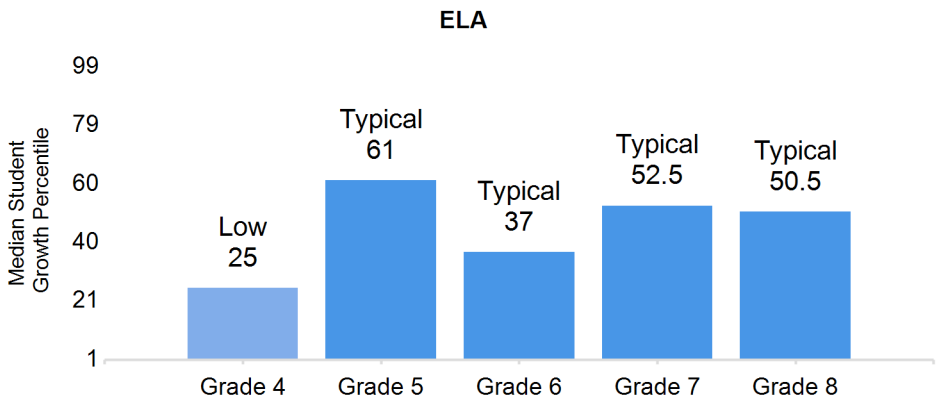
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

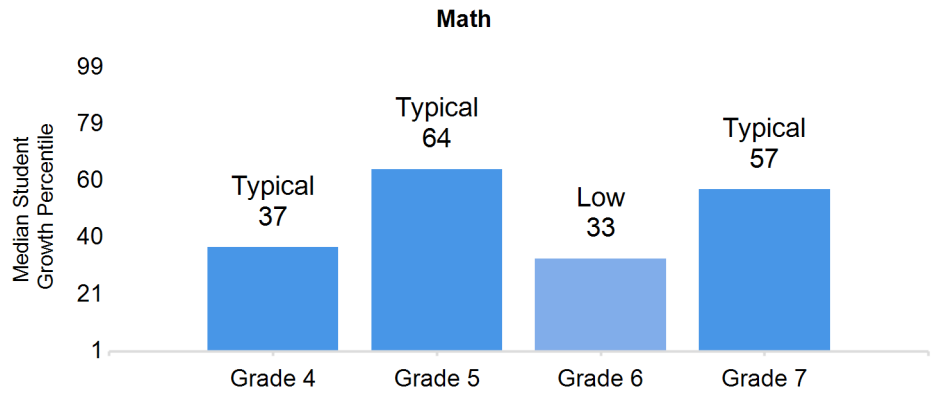




Student Growth by Grade

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	760	97.7	62.5	61.2	56.7	62.5	64.8	Met Target†
White	383	96.8	67.1	65.8	65.6	67.1	67.8	Met Target†
Hispanic	249	98.8	54.3	*	42.5	54.3	56.2	Met Target†
Black or African American	61	97.1	57.4	56.4	37.3	57.4	56.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	44	100.0	81.8	78.2	82.3	81.8	78	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	69.6	Met Target†
Female	373	98.7	69.2	68.4	64.5	69.2		
Male	387	96.8	56.1	54.0	49.4	56.1		
Economically Disadvantaged Students	242	97.3	50.8	50.7	38.5	50.8	51.4	Met Target†
Non-Economically Disadvantaged Students	518	98.0	67.9	66.0	67.5	67.9		
Students with Disabilities	138	95.3	26.8	25.6	21.6	26.8	35.9	Not Met
Students without Disabilities	622	98.3	70.4	68.9	63.9	70.4		
English Learners	53	98.1	24.6	28.8	27.3	24.6	30.5	Met Target†
Non-English Learners	707	97.7	65.4	64.0	59.4	65.4		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	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 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	134	752	752	756	8%	16%	21%	37%	17%	54%	58%
White	61	761	761	764	*	*	16%	44%	21%	66%	68%
Hispanic	55	743	743	744	*	24%	22%	*	*	45%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	66	753	753	762	*	*	21%	*	*	53%	63%
Male	68	752	752	751	*	*	21%	*	*	56%	53%
Economically Disadvantaged Students	45	745	745	740	*	*	22%	*	*	47%	40%
Non-Economically Disadvantaged Students	89	755	755	767	*	*	20%	*	*	58%	70%
Students with Disabilities	22	716	716	726	*	*	*	*	*	*	25%
Students without Disabilities	112	759	759	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
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 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	157	762	762	755	*	*	17%	52%	15%	67%	58%
White	77	768	768	763	*	*	14%	56%	19%	75%	68%
Hispanic	50	752	752	743	*	20%	24%	*	*	50%	43%
Black or African American	18	754	754	738	*	*	*	*	*	67%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	80	765	765	762	*	*	15%	59%	14%	73%	66%
Male	77	759	759	749	*	*	19%	45%	16%	61%	51%
Economically Disadvantaged Students	61	750	750	739	*	*	20%	*	*	54%	39%
Non-Economically Disadvantaged Students	96	770	770	766	*	*	16%	*	*	75%	71%
Students with Disabilities	28	720	720	724	*	*	*	*	*	21%	22%
Students without Disabilities	129	771	771	762	*	*	*	*	*	77%	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	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	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	165	755	755	754	*	*	30%	38%	16%	55%	56%
White	87	759	759	761	*	*	24%	34%	23%	57%	66%
Hispanic	48	749	749	742	0%	*	35%	*	*	48%	42%
Black or African American	16	751	751	737	0%	*	*	*	*	50%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	79	764	764	761	*	14%	25%	*	*	61%	64%
Male	86	748	748	748	*	15%	34%	*	*	49%	48%
Economically Disadvantaged Students	46	745	745	739	*	*	43%	*	*	39%	37%
Non-Economically Disadvantaged Students	119	759	759	764	*	*	24%	*	*	61%	68%
Students with Disabilities	23	738	738	723	*	*	*	*	*	26%	18%
Students without Disabilities	142	758	758	760	*	*	*	*	*	59%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	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	145	768	768	760	*	*	19%	38%	32%	70%	63%
White	62	773	773	768	*	*	18%	35%	35%	71%	72%
Hispanic	53	763	763	746	*	*	*	42%	26%	68%	49%
Black or African American	15	765	765	740	*	0%	*	*	*	73%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	67	780	780	769	*	*	*	37%	43%	81%	72%
Male	78	758	758	752	*	*	*	38%	22%	60%	54%
Economically Disadvantaged Students	58	758	758	742	*	*	26%	40%	21%	60%	44%
Non-Economically Disadvantaged Students	87	775	775	771	*	*	14%	37%	39%	76%	73%
Students with Disabilities	26	738	738	721	*	*	*	*	*	38%	22%
Students without Disabilities	119	775	775	768	*	*	*	*	*	76%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	159	770	770	759	*	*	20%	46%	25%	71%	60%
White	95	768	768	767	*	*	23%	47%	22%	69%	70%
Hispanic	42	767	767	744	*	*	*	*	*	69%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	85	775	775	768	*	*	15%	48%	29%	78%	69%
Male	74	765	765	751	*	*	26%	43%	20%	64%	52%
Economically Disadvantaged Students	32	758	758	740	*	*	*	*	*	59%	42%
Non-Economically Disadvantaged Students	127	773	773	769	*	*	*	*	*	74%	71%
Students with Disabilities	26	746	746	719	*	*	*	*	*	38%	19%
Students without Disabilities	133	775	775	766	*	*	*	*	*	77%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

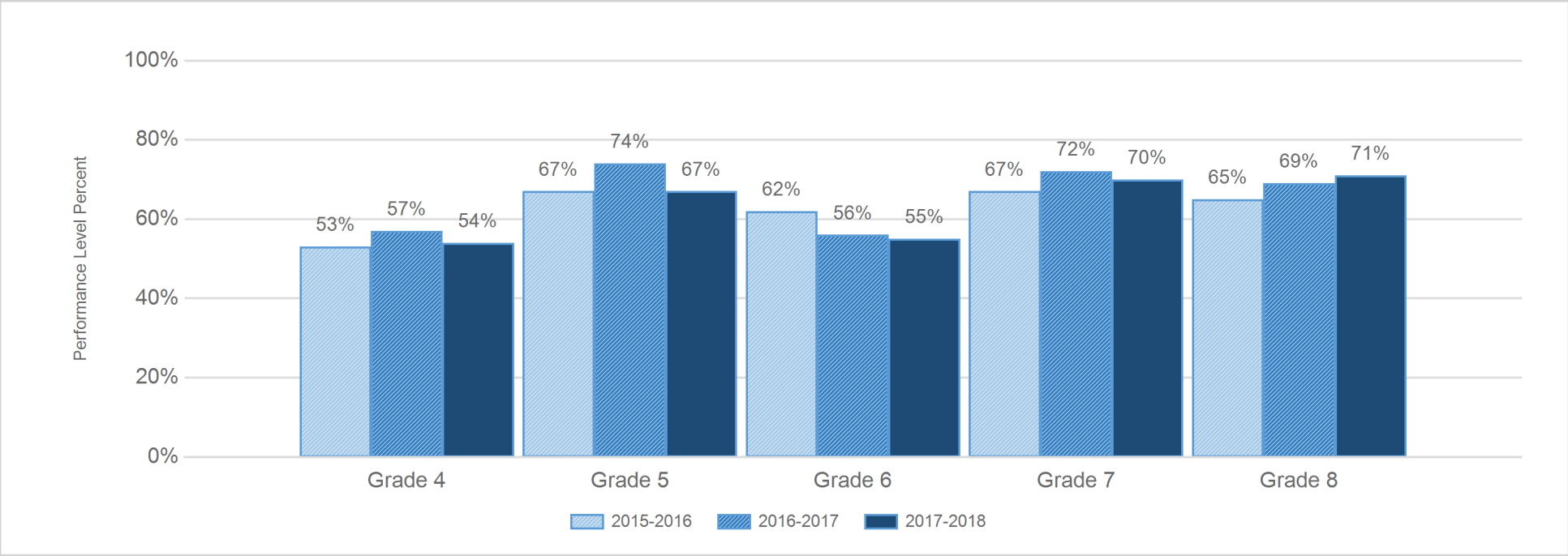
NJ SCHOOL PERFORMANCE REPORT

VON E. MAUGER MIDDLE SCHOOL
(23-3140-085)
Grades Offered: 04-08
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

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.



NJ SCHOOL PERFORMANCE REPORT

VON E. MAUGER MIDDLE SCHOOL
(23-3140-085)
Grades Offered: 04-08
2017-2018

Report Key:
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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	768	97.9	48.1	47.3	45.0	48.1	54.4	Not Met
White	385	97.0	53.5	51.2	54.1	53.5	59.1	Not Met
Hispanic	255	98.9	38.1	*	29.2	38.1	45.9	Not Met
Black or African American	61	97.1	36.1	38.9	23.4	36.1	29.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	44	100.0	75.0	73.0	77.0	75.0	76	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	50.7	Met Target†
Female	376	98.7	49.5	47.8	46.0	49.5		
Male	392	97.1	46.7	46.8	43.9	46.7		
Economically Disadvantaged Students	246	97.3	36.2	36.5	26.6	36.2	37.4	Met Target†
Non-Economically Disadvantaged Students	522	98.2	53.6	52.2	55.9	53.6		
Students with Disabilities	139	96.0	20.2	17.7	17.1	20.2	27.8	Not Met
Students without Disabilities	629	98.3	54.2	53.6	50.5	54.2		
English Learners	60	98.4	23.3	24.5	24.6	23.3	34.3	Not Met
Non-English Learners	708	97.8	50.1	49.4	46.9	50.1		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

VON E. MAUGER MIDDLE SCHOOL
(23-3140-085)
Grades Offered: 04-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	134	750	750	748	*	19%	33%	*	*	46%	49%
White	61	756	756	755	*	*	28%	*	*	57%	60%
Hispanic	55	744	744	737	*	25%	38%	*	*	35%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	66	746	746	748	*	23%	33%	*	*	41%	50%
Male	68	754	754	748	*	15%	32%	*	*	51%	49%
Economically Disadvantaged Students	45	741	741	733	*	*	36%	*	*	33%	30%
Non-Economically Disadvantaged Students	89	754	754	758	*	*	31%	*	*	53%	62%
Students with Disabilities	22	731	731	725	*	*	*	*	*	18%	22%
Students without Disabilities	112	754	754	753	*	*	*	*	*	52%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

VON E. MAUGER MIDDLE SCHOOL
(23-3140-085)
Grades Offered: 04-08
2017-2018

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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	162	754	754	748	*	15%	27%	*	*	54%	49%
White	78	761	761	756	*	*	21%	46%	19%	65%	60%
Hispanic	54	744	744	736	*	24%	35%	*	*	37%	32%
Black or African American	18	750	750	730	*	*	*	*	*	50%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	81	753	753	749	*	*	28%	*	*	56%	50%
Male	81	755	755	747	*	*	26%	*	*	53%	48%
Economically Disadvantaged Students	64	746	746	733	*	*	36%	*	*	39%	29%
Non-Economically Disadvantaged Students	98	760	760	758	*	*	21%	*	*	64%	62%
Students with Disabilities	28	720	720	726	*	54%	*	*	*	14%	20%
Students without Disabilities	134	761	761	752	*	7%	*	*	*	63%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

VON E. MAUGER MIDDLE SCHOOL
(23-3140-085)
Grades Offered: 04-08
2017-2018

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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	166	741	741	744	*	25%	33%	*	*	37%	44%
White	87	744	744	751	*	21%	33%	*	*	40%	54%
Hispanic	49	737	737	731	*	37%	29%	*	*	31%	27%
Black or African American	16	729	729	726	*	*	*	*	*	19%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	80	744	744	745	*	21%	33%	*	*	40%	45%
Male	86	739	739	742	*	28%	34%	*	*	34%	42%
Economically Disadvantaged Students	46	735	735	729	*	35%	*	*	*	33%	24%
Non-Economically Disadvantaged Students	120	744	744	753	*	21%	*	*	*	38%	56%
Students with Disabilities	23	729	729	717	*	43%	*	*	*	26%	13%
Students without Disabilities	143	743	743	748	*	22%	*	*	*	38%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	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

VON E. MAUGER MIDDLE SCHOOL
(23-3140-085)
Grades Offered: 04-08
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	146	747	747	743	*	16%	29%	*	*	49%	43%
White	62	751	751	750	*	*	27%	37%	16%	53%	54%
Hispanic	54	743	743	732	*	*	33%	*	*	43%	27%
Black or African American	15	740	740	727	*	*	*	*	*	40%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	68	750	750	745	*	*	32%	*	*	51%	45%
Male	78	745	745	741	*	*	27%	*	*	46%	42%
Economically Disadvantaged Students	58	741	741	730	*	*	33%	38%	0%	38%	24%
Non-Economically Disadvantaged Students	88	752	752	751	*	*	27%	40%	16%	56%	55%
Students with Disabilities	26	727	727	717	*	*	38%	*	*	19%	12%
Students without Disabilities	120	752	752	748	*	*	28%	*	*	55%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

VON E. MAUGER MIDDLE SCHOOL
(23-3140-085)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	737	737	728	12%	17%	32%	39%	0%	39%	28%
White	71	738	738	736	*	*	38%	38%	0%	38%	36%
Hispanic	36	734	734	722	*	*	28%	36%	0%	36%	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	*	*	*	729	*	*	*	*	*	*	28%
Female	69	741	741	731	*	*	33%	45%	0%	45%	31%
Male	52	731	731	725	*	*	31%	31%	0%	31%	26%
Economically Disadvantaged Students	29	725	725	719	*	*	*	*	*	24%	20%
Non-Economically Disadvantaged Students	92	740	740	735	*	*	*	*	*	43%	35%
Students with Disabilities	23	713	713	705	*	*	*	*	*	13%	*
Students without Disabilities	98	742	742	735	*	*	*	*	*	45%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

VON E. MAUGER MIDDLE SCHOOL
(23-3140-085)
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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	800	759	746	0%	0%	0%	55%	45%	100%	46%
White	26	797	764	755	0%	0%	0%	62%	38%	100%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	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	18	799	756	748	0%	0%	0%	*	*	100%	48%
Male	24	801	762	745	0%	0%	0%	*	*	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	42	800	*	749	0%	0%	0%	55%	45%	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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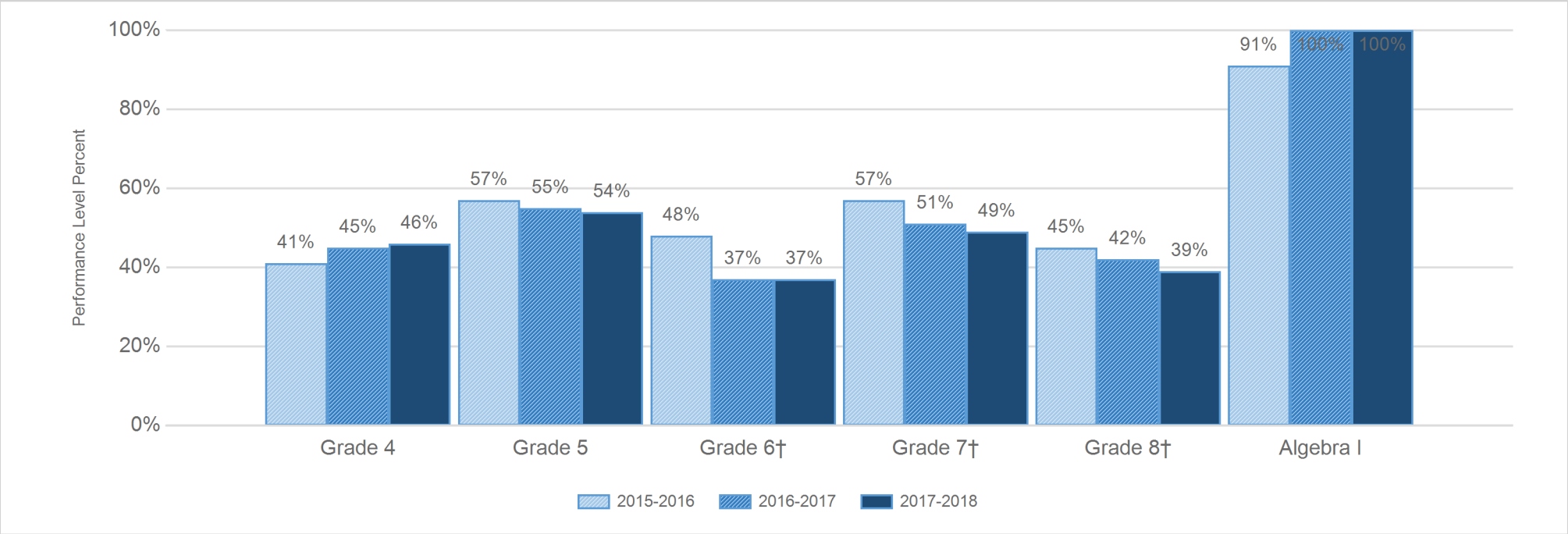
Mathematics Assessment – Performance Trends

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
4	*	*
5	*	*
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	63.2%	**	**

† 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	12	83.3%	16.7%
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.

NJ SCHOOL PERFORMANCE REPORT

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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	178
7	0	0	164
8	41	0	133
Total	41	0	475

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	166	0	0	0	0	0	0
7	100	62	0	0	0	0	0
8	135	38	0	0	0	0	0
Total	401	100	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

VON E. MAUGER MIDDLE SCHOOL
(23-3140-085)
Grades Offered: 04-08
2017-2018

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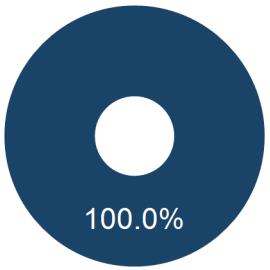
Visual and Performing Arts – Course Participation

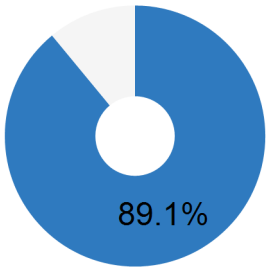
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

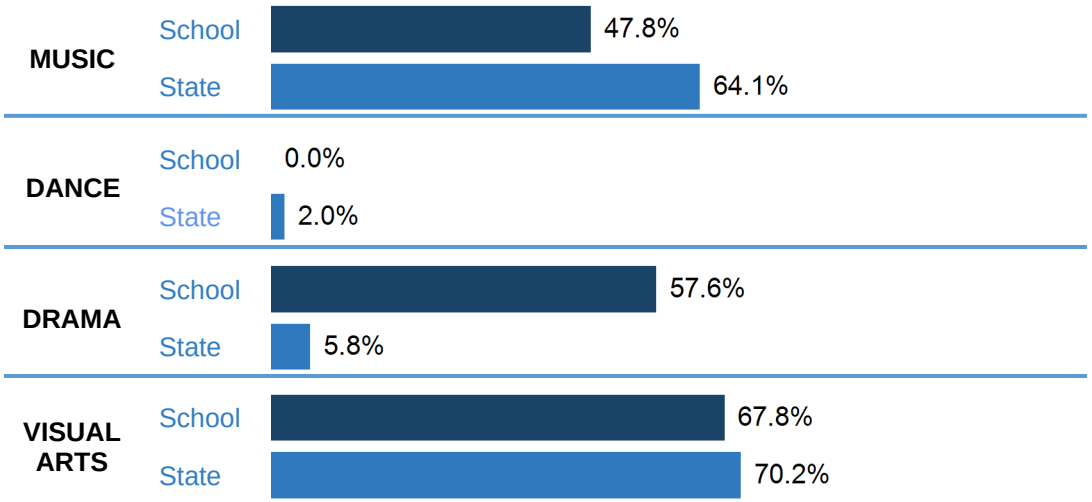


School



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.

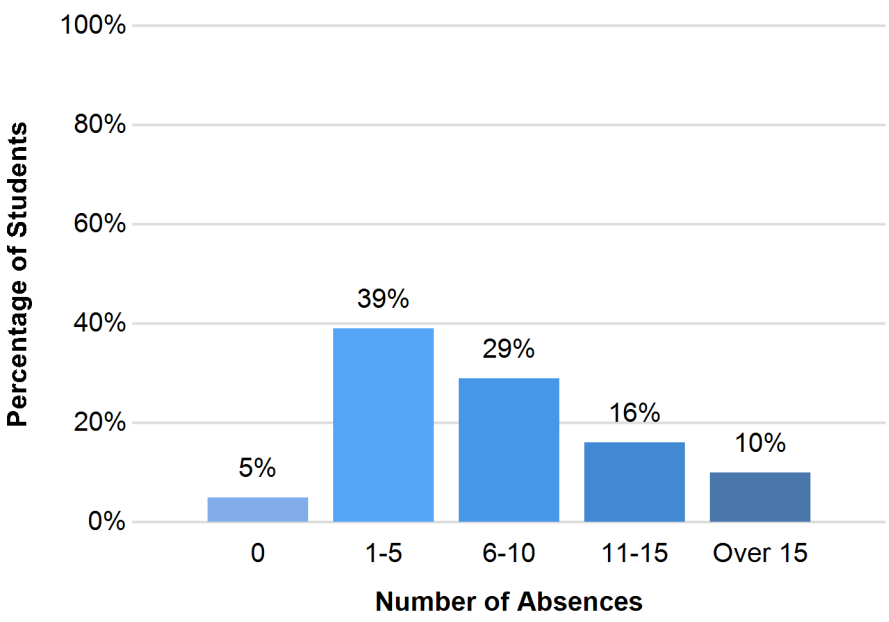
Chronic Absenteeism

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	61	7.6	8.7	Met
White	28	6.9	8.7	Met
Hispanic	27	10.2	8.7	Not Met
Black or African American	3	4.4	8.7	Met
Asian, Native Hawaiian, or Pacific Islander	1	2.2	8.7	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.7	Not Met
Economically Disadvantaged Students	26	9.7	8.7	Not Met
Students with Disabilities	18	12.4	8.7	Not Met
English Learners	3	10.3	8.7	Not 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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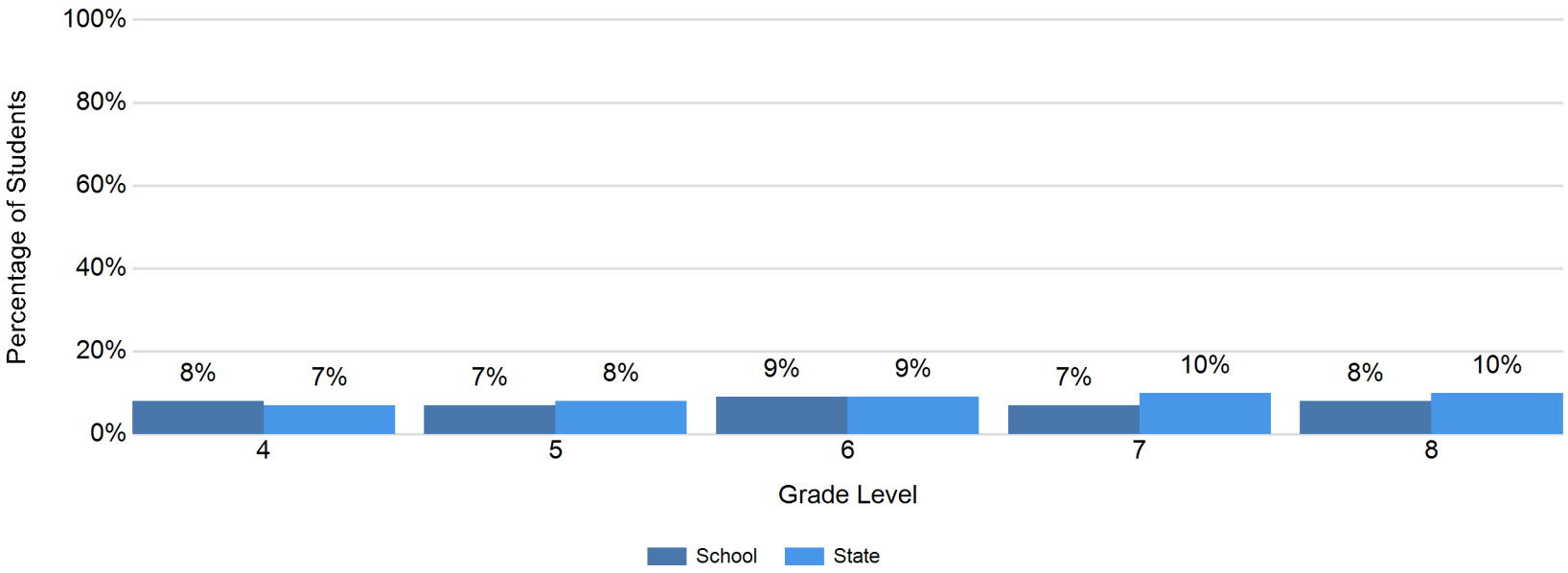
Chronic Absenteeism by Grade

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	16
Weapons	2
Vandalism	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	3.10

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	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

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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	3	3
Disability	0	0	0
Other	0	0	0
No Identified Nature	17		17

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	37	4.6%
Out-of-School Suspensions	18	2.2%
Any Suspension	47	5.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
53

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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 52 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

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	65	117,464
Average years experience in public schools	11.7	12.0
Average years experience in district	11.7	10.7
Teachers in district for 4 or more years	83.1%	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	12:1	12:1
Students to Administrators	403:1	161:1
Teachers to Administrators	33:1	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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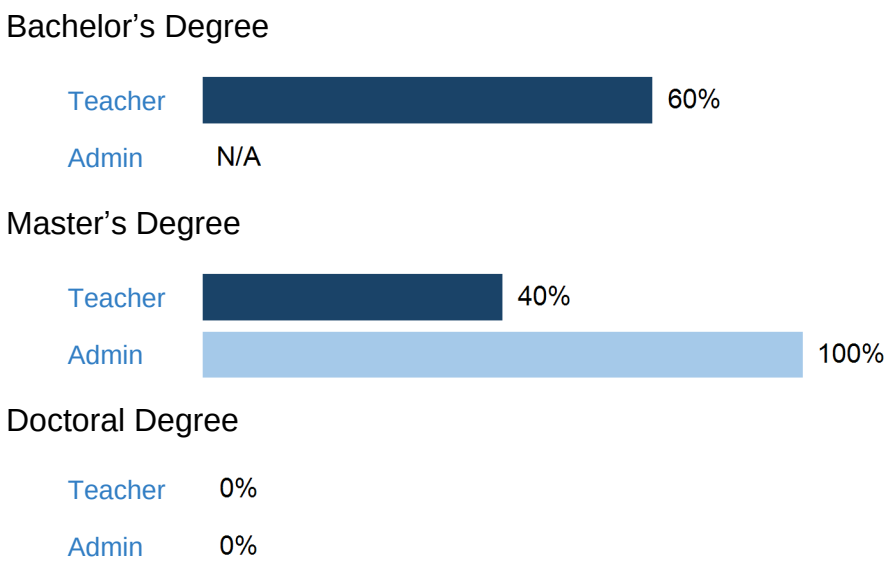
Teachers and Administrators - Level of Education

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	96.6%

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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	80.0%	0.0%
Male	20.0%	100.0%
White	92.3%	100.0%
Hispanic	6.2%	0.0%
Black or African American	1.5%	0.0%
Asian	0.0%	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	55.69	17.5%
Mathematics Proficiency	46.45	17.5%
English Language Arts Growth	30.27	25.0%
Mathematics Growth	41.13	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	48.68	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	43.03	n/a
Summative Rating: Percentile Rank of Summative Score	37.03	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Met Standard	Met Standard	**	Met	No
White	41.51	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	49.07	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	72.91	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	44.01	14.08	No	Met Goal	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	28.17	14.08	No	Met Target†	Met Target†	Not Met	**	n/a	Not Met	No
Economically Disadvantaged Students	58.31	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	52.12	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	28.83	14.08	No	Met Target†	Not Met	Not Met	Met Standard	Met Standard	Not 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.

Mission, Vision, Theme:	Our mission is to prepare all our students to be well-balanced and responsible citizens in an ever changing global society. To achieve this mission, we strive to stay true our core values: knowledge, relationships, expectations, analysis, respect and openness.
Awards, Recognition, Accomplishments:	VEM was one of the first middle schools in the state to have a MakerSpace. Located in the Media Center our MakerSpace is an instructional space in which students and teachers can learn in a technology rich environment. For three years we have been the only middle school in the state to be a recognized location for the New Jersey Makers Day. Last year our school received the prestigious Common Sense Education Certification.

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Courses, Curriculum, Instruction:	Our Lower School teachers implement Reader??s & Writer??s Workshop, Go Math and MHM Science. In Upper School our teachers implement Writer??s Workshop, Big Ideas and implement the NGSS. Program REACH is available for Lower School students who demonstrate high levels of ability. Identified students participate in enrichment and project based initiatives within the school day, where they can interact with like peers and engage in higher level thinking.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Volleyball (Boys & Girls), Wrestling (Boys) Sports Offered: Baseball (Boys), Basketball (Boys and Girls), Cross-Country (Boys and Girls), Soccer (Boys and Girls), Softball (Girls), Volleyball (Co-ed), Wrestling (Boys and Girls) It is believed that athletics plays an important role in the development of a child and an integral role in the educational experience. Therefore, the athletic department is committed to providing our student-athletes with an outstanding athletic program. Through participation in athletics, students will experience the thrill of victory and the agony of defeat; learn about the intricacies of teamwork, the meaning of perseverance, and the direct relationship of dedication and success.
Clubs and Activities:	At VEM, we believe the school day does not end when the last class is over. We offer a wide variety of after school clubs for students to extend their school day. Students have opportunities to explore their interests in Art Enrichment, Technology, Yearbook, Drama, Environmental Club and Vocal/Instrumental Music.

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Before and After School Programs:	Before and After School Childcare is available to students in grades 4-7. Children who participate in the program will be encouraged to complete or review their homework, socialize and join in activities planned by the supervisor. Activities may include field trips, computers, talent shows, bowling, movies, organized games, free play, holiday parties, arts and crafts or special presentations by art/music/education-based acts.
Staff and Professional Learning:	The Middlesex School District supports teachers Professional Development Plan with ongoing professional development throughout the school year. Educational experts are brought into the district to work with teachers to improve instruction. Teachers attend out of district professional development to grow and develop as instructional leaders.

NJ SCHOOL PERFORMANCE REPORT

VON E. MAUGER MIDDLE SCHOOL
(23-3140-085)
Grades Offered: 04-08
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

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Student Supports and Services:	At VEM we have several layers of support for our students. Teachers and administration review individual student progress monthly. Our I&RS team helps teachers address challenging academic and behavior student issues. All teachers are available every day after school to offer extra help and assistance. The Sheltered Instruction Observation Protocol is implemented to address the academic and language development needs of English Language Learners.
Student Health and Wellness:	The number of students participating in our breakfast program has increased every year since 2011. Every year student representatives meet with Maschio's Food Services to develop new healthy breakfast and lunch options.
Parent and Community Involvement:	Parental and community involvement is very important at VEM. The PTO is extremely active, organizing eleven dances/events throughout the school year for students in all five grade levels. In addition, they organize community events for students and parents.

NJ SCHOOL PERFORMANCE REPORT

VON E. MAUGER MIDDLE SCHOOL
(23-3140-085)
Grades Offered: 04-08
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School Narrative

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Facilities:	VEM was one of the first middle schools in the state to have a MakerSpace. Located in the library, our MakerSpace is an instructional space in which students and teachers can learn in a technology rich environment. We have three 3DPrinters, circuit boards, mind storm Legos, Litte-Bits, kintexs and a green screen to broadcast our daily announcements.

NJ SCHOOL PERFORMANCE REPORT

VON E. MAUGER MIDDLE SCHOOL
(23-3140-085)
Grades Offered: 04-08
2017-2018

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School Narrative

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Other Information:	Von E. Mauger Middle School serves the students of Middlesex Borough in grades four through eight. Our entire educational community, including teachers, administrators and support staff embrace the ??Middle School Philosophy????of addressing the social, emotional, and educational needs of all students. Embedded in the fabric of Von E. Mauger Middle School, is our desire to see all students succeed. To address the developmental needs of our students and promote academic success, Von E. Mauger is divided into a "Lower School" for our fourth and fifth graders, and an "Upper School"or students in grades six through eight. Each school has its own separate instructional area as well as grade-appropriate programs and services.