NJ SCHOOL PERFORMANCE REPORT

EAST BROOK MIDDLE SCHOOL
(03-3930-065)
Grades Offered: 05-08
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	PARAMUS BORO
Principal Name	MR. LOBUE
Address	190 SPRING VALLEY ROAD PARAMUS, NJ 07652-5342
Phone Number	(201)261-7800
Email Address	TLOBUE@PARAMUS.K12.NJ.US
Website	http://www.paramus.k12.nj.us
Facebook	https://www.facebook.com/ParamusPublicSchools/
Twitter	https://twitter.com/Paramus_Schools

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
5	149	141	134
6	169	152	149
7	148	178	150
8	148	153	177
Total	614	624	610

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	49.5%	47.9%	47.2%
Male	50.5%	52.1%	52.8%
Economically Disadvantaged Students	5.4%	5.4%	7.4%
Students with Disabilities	17.8%	17.5%	19.7%
English Learners	2.4%	1.6%	3.3%
Homeless Students		0.6%	0.0%
Students in Foster Care		0.0%	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	56.5%	56.1%	54.9%
Hispanic	10.1%	12.7%	13.9%
Black or African American	1.3%	1.3%	1.0%
Asian	31.3%	29.0%	29.3%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	0.8%	0.8%

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	68.7%
Korean	6.7%
Spanish	3.9%
Japanese	3.0%
Arabic	2.3%
Other Languages	15.4%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	54	50	Met Standard	62	53	50	Exceeds Standard
White	51	51	50	Met Standard	57	47	51	Met Standard
Hispanic	49	49	49	Met Standard	41	54	48	Met Standard
Black or African American	*	69	44	**	*	56.5	44	**
Asian, Native Hawaiian, or Pacific Islander	58	64	61	Met Standard	74	68	61	Exceeds Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	43.5	49	**	*	38	51	**
Economically Disadvantaged	34	41.5	48	Not Met	70	55	47	**
Students with Disabilities	40	40	41	Met Standard	44.5	41	43	Met Standard
English Learners	41	65	54	**	*	70	51	**

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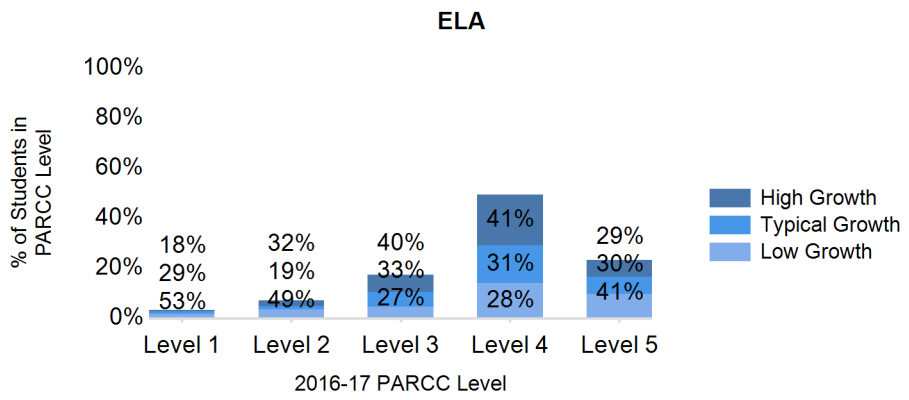
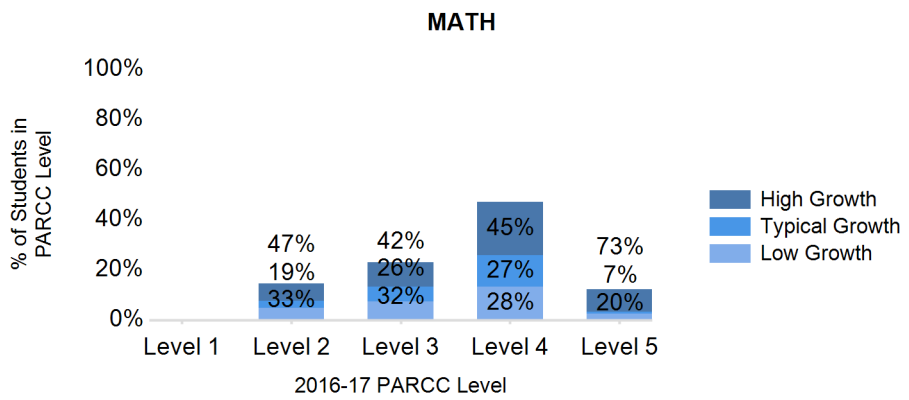
Student Growth by Performance Level

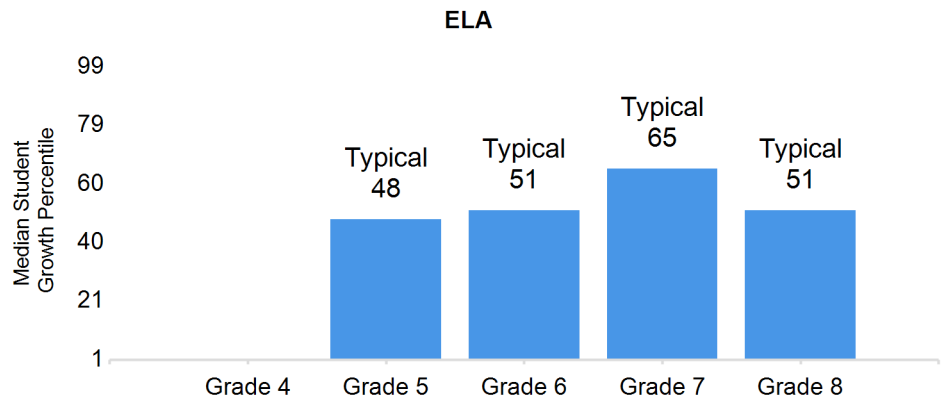
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

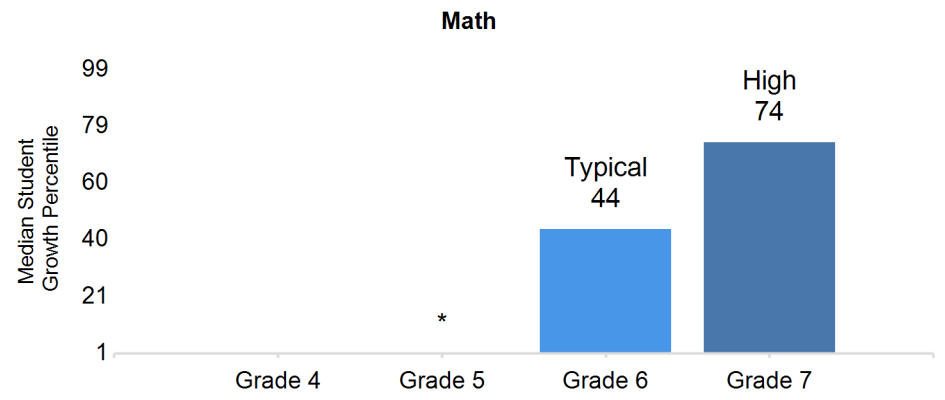




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	558	91.1	73.7	70.7	56.7	70.5	68.1	Met Target
White	295	87.6	72.6	65.4	65.6	66.9	60.6	Met Target
Hispanic	81	91.1	62.9	64.7	42.5	60.3	60.5	Met Target†
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	171	97.2	81.3	83.4	82.3	81.3	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	63.9	63.4	*	**	**
Female	258	89.7	82.9	77.0	64.5	78.2		
Male	300	92.3	65.7	64.8	49.4	63.8		
Economically Disadvantaged Students	29	73.8	55.2	48.0	38.5	*	53.7	Met Target†
Non-Economically Disadvantaged Students	529	92.3	74.6	72.2	67.5	*		
Students with Disabilities	110	80.4	36.4	32.3	21.6	30.7	30.2	Met Target
Students without Disabilities	448	94.2	82.8	80.4	63.9	82.1		
English Learners	23	100.0	21.7	32.4	27.3	21.7	40.8	Not Met
Non-English Learners	535	90.7	75.9	72.0	59.4	72.4		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	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 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	128	765	762	755	*	*	16%	57%	15%	72%	58%
White	65	757	757	763	*	*	18%	*	*	63%	68%
Hispanic	21	764	*	743	*	*	*	*	*	67%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	40	779	772	780	*	*	*	63%	25%	88%	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	57	778	768	762	*	*	*	*	*	86%	66%
Male	71	755	757	749	*	*	*	*	*	61%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	71%
Students with Disabilities	31	740	741	724	*	*	*	*	*	42%	22%
Students without Disabilities	97	773	767	762	*	*	*	*	*	81%	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	133	765	768	754	0%	8%	23%	52%	18%	70%	56%
White	74	765	765	761	0%	*	19%	*	*	73%	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	N	N	*	737	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	38	769	775	779	0%	*	*	*	*	71%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	62	769	771	761	0%	*	*	*	*	74%	64%
Male	71	762	764	748	0%	*	*	*	*	66%	48%
Economically Disadvantaged Students	10	755	*	739	0%	*	*	*	*	60%	37%
Non-Economically Disadvantaged Students	123	766	*	764	0%	*	*	*	*	71%	68%
Students with Disabilities	22	743	745	723	0%	*	*	*	*	32%	18%
Students without Disabilities	111	769	772	760	0%	*	*	*	*	77%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	139	772	774	760	*	*	10%	37%	41%	78%	63%
White	70	768	767	768	*	*	14%	47%	30%	77%	72%
Hispanic	*	*	*	746	*	*	*	*	*	*	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	45	788	792	790	*	*	*	*	*	87%	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	66	777	781	769	*	*	*	33%	48%	82%	72%
Male	73	768	768	752	*	*	*	40%	34%	74%	54%
Economically Disadvantaged Students	11	753	755	742	*	*	*	*	*	55%	44%
Non-Economically Disadvantaged Students	128	774	776	771	*	*	*	*	*	80%	73%
Students with Disabilities	31	733	734	721	*	*	*	*	*	42%	22%
Students without Disabilities	108	784	787	768	*	*	*	*	*	88%	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	155	776	772	759	*	*	14%	42%	35%	77%	60%
White	83	776	770	767	*	*	16%	41%	37%	78%	70%
Hispanic	21	769	*	744	0%	*	*	*	*	71%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	49	778	780	789	*	*	*	43%	35%	78%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	75	786	781	768	*	*	*	45%	43%	88%	69%
Male	80	766	763	751	*	*	*	39%	28%	66%	52%
Economically Disadvantaged Students	*	*	767	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	*	*	772	769	*	*	*	*	*	*	71%
Students with Disabilities	20	727	728	719	*	*	*	*	*	35%	19%
Students without Disabilities	135	783	780	766	*	*	*	*	*	83%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	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%

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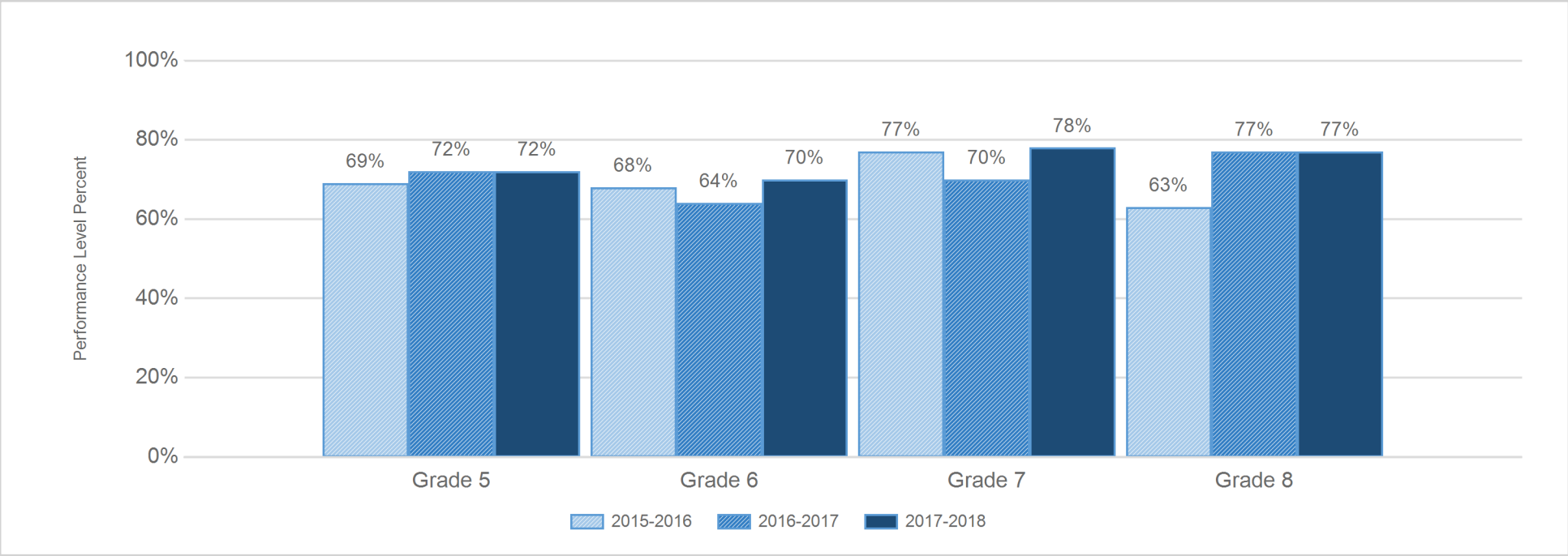
English Language Arts/Literacy Assessment - Performance Trends

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	415	67.4	67.0	62.4	45.0	47.6	62.5	Not Met
White	228	67.5	67.1	56.2	54.1	47.8	55.1	Not Met
Hispanic	57	63.3	49.2	52.2	29.2	33.1	40.1	Met Target†
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	122	69.1	75.4	78.5	77.0	54.4	80	Not Met
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	60.0	53.0	*	**	**
Female	191	65.8	70.6	62.3	46.0	49.2		
Male	224	68.9	63.8	62.6	43.9	46.2		
Economically Disadvantaged Students	23	54.8	52.2	45.0	26.6	*	50.5	Not Met
Non-Economically Disadvantaged Students	392	68.3	67.8	63.5	55.9	*		
Students with Disabilities	79	58.1	16.5	23.7	17.1	10.1	23.4	Not Met
Students without Disabilities	336	70.0	78.9	72.1	50.5	58.1		
English Learners	20	73.3	55.0	61.1	24.6	42.8	67.7	Not Met
Non-English Learners	395	67.1	67.6	62.5	46.9	47.8		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	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

EAST BROOK MIDDLE SCHOOL
(03-3930-065)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 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	*	*	752	748	*	*	*	*	*	*	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	N	N	N	730	N	N	N	N	N	N	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	764	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	*	*	*	749	*	*	*	*	*	*	50%
Male	*	*	*	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	N	N	734	733	N	N	N	N	N	N	29%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	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

EAST BROOK MIDDLE SCHOOL
(03-3930-065)
Grades Offered: 05-08
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	128	755	757	744	*	16%	25%	*	*	56%	44%
White	71	751	752	751	*	18%	21%	*	*	58%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	N	N	*	726	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	37	767	771	771	0%	*	*	35%	30%	65%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	58	756	758	745	*	*	28%	*	*	59%	45%
Male	70	753	756	742	*	*	23%	*	*	54%	42%
Economically Disadvantaged Students	*	*	751	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	758	753	*	*	*	*	*	*	56%
Students with Disabilities	21	724	731	717	*	*	*	*	*	14%	13%
Students without Disabilities	107	760	763	748	*	*	*	*	*	64%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

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(03-3930-065)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	135	760	756	743	*	*	20%	44%	21%	65%	43%
White	68	753	749	750	*	*	24%	*	*	59%	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	45	776	773	767	*	*	*	40%	42%	82%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	63	760	757	745	*	*	22%	43%	22%	65%	45%
Male	72	760	756	741	*	*	18%	44%	21%	65%	42%
Economically Disadvantaged Students	11	752	746	730	*	*	*	*	*	55%	24%
Non-Economically Disadvantaged Students	124	761	757	751	*	*	*	*	*	66%	55%
Students with Disabilities	27	723	725	717	*	*	*	*	*	15%	12%
Students without Disabilities	108	769	765	748	*	*	*	*	*	78%	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

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(03-3930-065)
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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	100	766	756	728	*	*	13%	62%	12%	74%	28%
White	58	770	756	736	*	*	*	*	*	81%	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	27	760	761	747	*	*	*	*	*	63%	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	49	772	761	731	*	*	*	*	*	82%	31%
Male	51	760	751	725	*	*	*	*	*	67%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	17	710	717	705	*	*	*	*	*	12%	*
Students without Disabilities	83	777	767	735	*	*	*	*	*	87%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	816	764	746	0%	0%	0%	34%	66%	100%	46%
White	24	812	758	755	0%	0%	0%	42%	58%	100%	57%
Hispanic	*	*	755	730	*	*	*	*	*	*	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	15	824	*	779	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	20	808	767	748	0%	0%	0%	*	*	100%	48%
Male	24	823	762	745	0%	0%	0%	*	*	100%	44%
Economically Disadvantaged Students	*	*	751	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	765	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	727	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	774	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	44	816	*	749	0%	0%	0%	34%	66%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	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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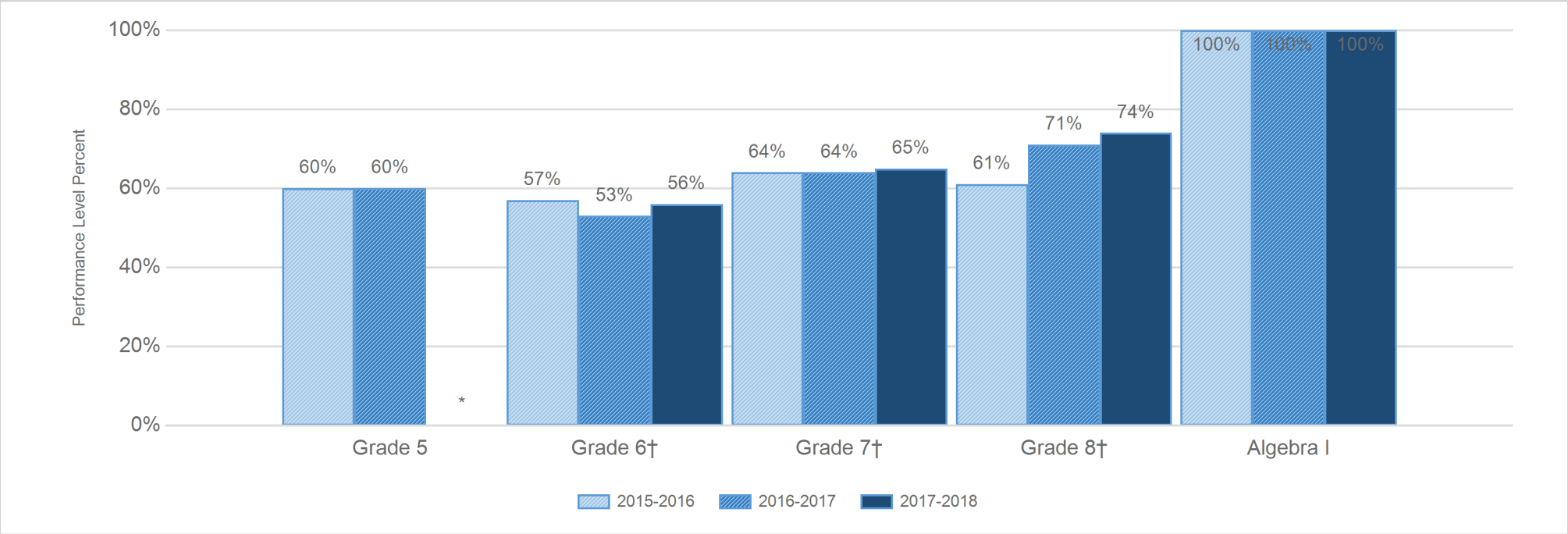
Mathematics Assessment – Performance Trends

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
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	*	*	*

† 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	16	87.5%	12.5%
3-4	*	*	*
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	149
7	0	0	149
8	53	0	124
Total	53	0	422

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	127	0	0	0	0	0	0
7	121	0	0	0	0	0	0
8	69	0	21	0	26	0	0
Total	317	0	21	0	26	0	0

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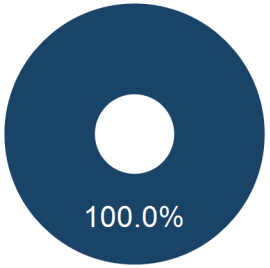
Visual and Performing Arts – Course Participation

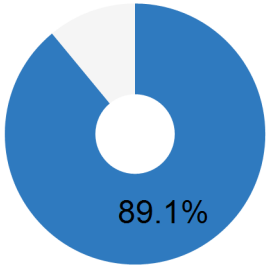
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

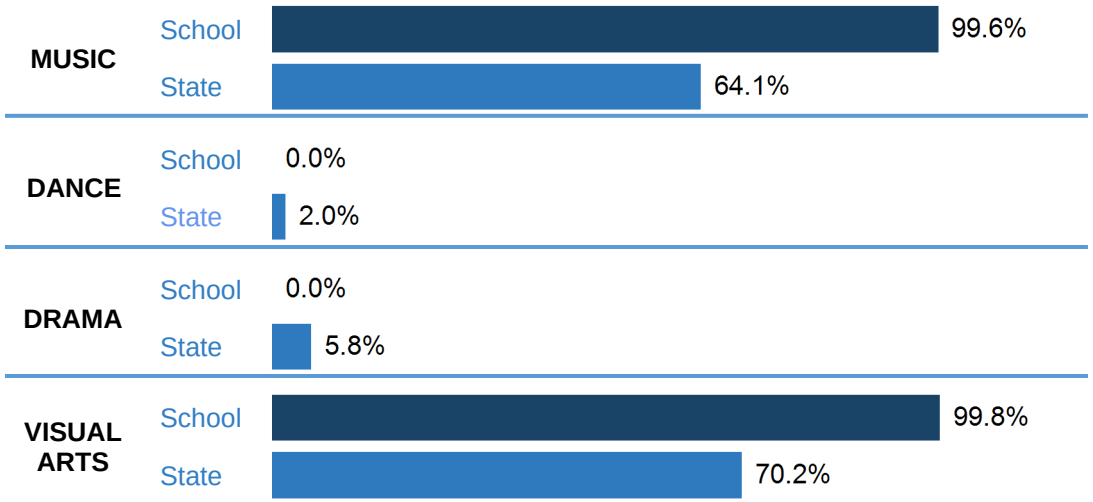


School



State

Students enrolled in one or more classes by discipline:



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

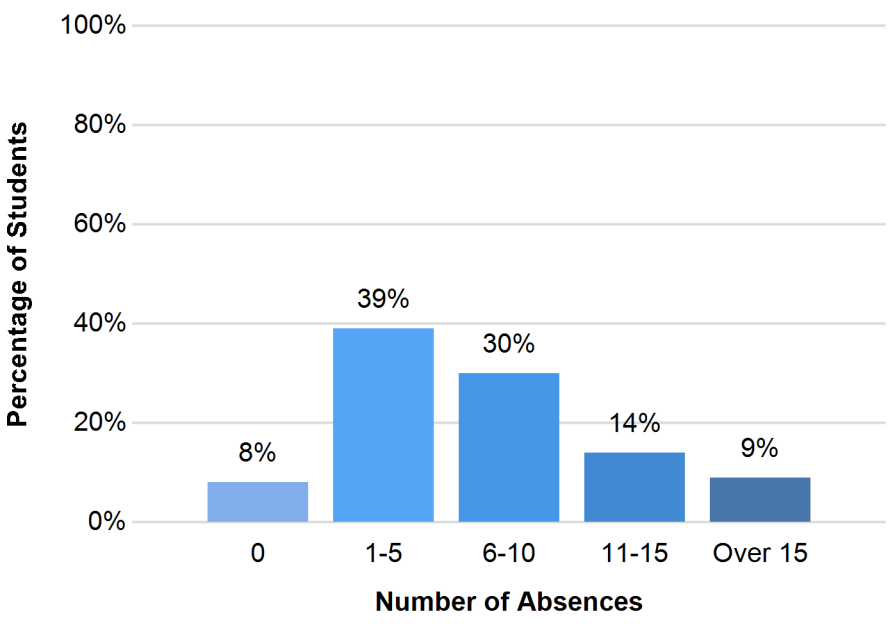
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	37	6.0	9.1	Met
White	26	7.7	9.1	Met
Hispanic	4	4.7	9.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	6	3.4	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	8	17.8	9.1	Not Met
Students with Disabilities	16	12.8	9.1	Not Met
English Learners	0	0	**	**

Days Absent

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



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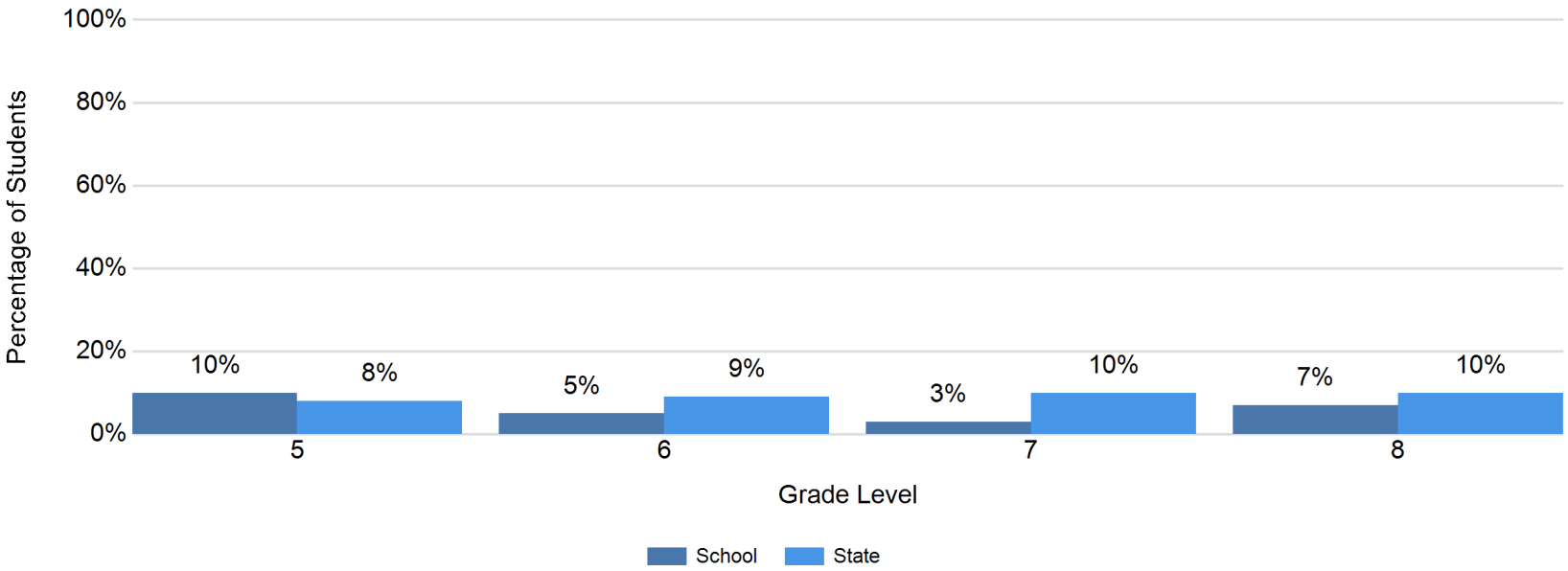
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality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

Chronic Absenteeism by Grade

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



NJ SCHOOL PERFORMANCE REPORT

EAST BROOK MIDDLE SCHOOL
(03-3930-065)
Grades Offered: 05-08
2017-2018

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.64

Police Notifications

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

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

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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	1	1
Religion	1	1	2
Ancestry	0	2	2
Gender	0	2	2
Sexual Orientation	0	2	2
Disability	0	1	1
Other	2	0	2
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	*	*
Out-of-School Suspensions	*	*
Any Suspension	17	2.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
17

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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	2:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$517	$17,629	$18,146

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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	51	117,464
Average years experience in public schools	14.0	12.0
Average years experience in district	12.3	10.7
Teachers in district for 4 or more years	86.3%	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	26	9,374
Average years experience in public schools	20.5	16.0
Average years experience in district	14.1	12.0
Administrators in district for 4 or more years	80.8%	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	11:1
Students to Administrators	305:1	145:1
Teachers to Administrators	26:1	13:1
Students to Librarians/Media Specialists		539:1
Students to Nurses		472:1
Students to Counselors		290:1
Students to Child Study Team		252:1

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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.

Bachelor's Degree

Master's Degree

Doctoral Degree

Teacher	0%
Admin	0%

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	94.0%	90.2%
2016-17 Administrators: Same district 2017-18	95.8%	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	88.1%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	78.4%	0.0%
Male	21.6%	100.0%
White	94.1%	100.0%
Hispanic	3.9%	0.0%
Black or African American	0.0%	0.0%
Asian	2.0%	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	62.74	17.5%
Mathematics Proficiency	38.21	17.5%
English Language Arts Growth	47.16	25.0%
Mathematics Growth	75.07	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	51.68	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	55.98	n/a
Summative Rating: Percentile Rank of Summative Score	58.89	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	Exceeds Standard	**	Met	No
White	49.32	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	53.76	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	46.64	14.08	No	Met Goal	Not Met	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	35.05	14.08	No	Met Target†	Not Met	Not Met	**	n/a	Not Met	No
Students with Disabilities	49.85	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	Not Met	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.

Highlights:	• A well-rounded curriculum which includes Connected Math, Balanced Literacy and NGSS • Award winning music and arts programs • Rich co-curricular and club programs
Mission, Vision, Theme:	East Brook Middle School is one of two middle schools in Paramus N.J. which serves approximately 590 students in Grades 5 through 8. East Brook offers a comprehensive program that meets the diverse needs of its students. We believe that we have an outstanding middle school that promotes intellectual achievements, but also tends to the social, emotional, and physical needs of our adolescents. We are very proud of our dedicated faculty, a committed student body, and a supportive community.
Awards, Recognition, Accomplishments:	Annually, 8th grade students receive the President's Award for Educational Excellence. The Math Counts Team, made up of 8th grade students, participates at the regional competition held at Fairleigh Dickinson University. Students are accepted into the Bergen County Middle School Band, the All North Jersey Intermediate Band, Bergen County Chorus and the North Jersey Region I Orchestra. Students participate in the Johns Hopkins Talent Search and have received awards for outstanding performance.

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Courses, Curriculum, Instruction:	East Brook offers ESL (English as a Second Language), a Special Education Program, a Gifted and Talented program, an Accelerated Math Program, an Advisor-Advisee Program that meets the challenges of adolescents, World Languages including Spanish, German and Italian, an active Student Council, and an eighth grade trip to historical Philadelphia.
Clubs and Activities:	East Brook offers a wide variety of co-curricular activities from which to choose incuding: Art Club; Intramural Sports (Basketball, Tennis, Soccer, Floor Hockey); Bergen Brain Busters; Chef's Club; Digital Photography; EB News; Project Unify; Jazz Band; Math Counts; React Club; Ski Club; Spring Musical; String Ensemble; Student Council; STEM; Wiffle Ball; and Yearbook.

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Before and After School Programs:	The Paramus School District has contracted Champions, an independent after school program for students in need of aftercare. East Brook students are supervised by Champions employees on school premises.
Staff and Professional Learning:	Staff development workshops dealing with literacy, technology, and the implementation of critical thinking take place in our classrooms. The Math and Literacy Committees, of which many of our teachers are a part, have helped to implement the K-12 curriculum. The curriculum has been developed to insure alignment with the Common Core State Standards.

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Student Supports and Services:	East Brook offers an ESL (English As A Second Language) program for students in grades 5-8. We provide comprehensive Special Education services for a wide range of learners, these include resource room and in-class support. We also offer literacy and math support for at-risk students in grades 5-8. Finally, East Brook offers all students pupil assistance, as well as additional support through a peer tutoring program.
Student Health and Wellness:	Our Phys Ed curriculum consists of sports such as soccer, basketball, team handball, floor hockey, volleyball, badminton, and pickle ball; as well as interval training, yoga, and cardio. The health curriculum focuses on nutrition and wellness, character building, drug education and prevention, the five components of physical fitness, understanding heartrate, eating disorders, building self-esteem, drug use and misuse, the reproductive system, and communicable and non-communicable diseases.
Parent and Community Involvement:	East Brook has a very active PTA with various committees sponsoring many programs and activities, in addition to supporting the activities of the 8th grade graduating class. For the past few years the PTA has provided mini-grants to teachers to support the school's mission and instructional programs. Other PTA contributions include funding class trips; providing student assemblies; organizing social activities for students, providing student agendas; and refurbishing the courtyard and front entranceway with plants and benches.

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Climate Surveys:	East Brook Middle School has a School Climate/Safety Committee comprised of administrators, faculty and community members. We have used survey data to improve school climate and culture. Survey results have been very positive from all members of the school community.
Facilities:	East Brook has undergone renovations with a new main office and state-of-the-art bathroom facilities. A new entrance with increased security has been added to ensure the safety of our students and staff. The entirety of the building has been updated with air conditioning. A renovated library offers a comfortable and pleasant area for students to study. The common space was recently furnished with high top tables and chairs, along with sofas to provide an inviting meeting space for students.
School Safety:	East Brook has a School Safety Committee that meets regularly to discuss preventative measures to ensure the continued safety of our staff and students.

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Technology and STEM:	East Brook students have moved to a one-to-one technology initiative providing students in grades 5-8 with Chromebooks. In addition, all students are required to take a STEM class one quarter semester a year to expand their knowledge of science, technology, engineering and math.