NJ SCHOOL PERFORMANCE REPORT

MELVIN H. KREPS MIDDLE SCHOOL
(21-1245-070)
Grades Offered: 06-08
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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† 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	MERCER
District	EAST WINDSOR REGIONAL
Principal Name	MS. EMMERSON
Address	5 KENT LANE EAST WINDSOR, NJ 08520
Phone Number	(609)443-7767
Email Address	LEMMERSON@EWRSD.K12.NJ.US
Website	http://www.eastwindsorregionalschools.com/ewrs/Schools/Melvin%20H.%20Kreps%20Middle%20School/
Twitter	https://twitter.com/mhkprincipal

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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
6	402	411	391
7	461	418	418
8	396	467	416
Total	1,259	1,296	1,227

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.2%	48.8%	49.1%
Male	51.8%	51.2%	50.9%
Economically Disadvantaged Students	34.2%	35.3%	38.5%
Students with Disabilities	9.4%	10.4%	11.8%
English Learners	6.4%	5.7%	5.7%
Homeless Students		0.1%	0.5%
Students in Foster Care		0.2%	0.2%
Military-Connected Students		0.3%	0.7%
Migrant Students		0.0%	0.1%

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	39.2%	36.0%	32.4%
Hispanic	32.7%	36.2%	40.5%
Black or African American	9.8%	9.5%	9.5%
Asian	17.3%	17.1%	16.3%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.2%
American Indian or Alaska Native	0.1%	0.2%	0.2%
Two or More Races	0.9%	0.8%	1.1%

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	51.3%
Spanish	35.4%
Gujarati	4.2%
Hindi	1.4%
Telugu	1.1%
Other Languages	6.6%

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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	46	49	50	Met Standard	39	52	50	Not Met
White	48	48	50	Met Standard	41.5	53	51	Met Standard
Hispanic	41.5	47	49	Met Standard	37	49	48	Not Met
Black or African American	37	41	44	Not Met	37	55	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	56	58	61	Met Standard	45.5	57	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	51	51	49	**	*	63	51	**
Economically Disadvantaged	43	46.5	48	Met Standard	39	51	47	Not Met
Students with Disabilities	38	37	41	Not Met	44.5	44	43	Met Standard
English Learners	44	49	54	Met Standard	41.5	52	51	Met Standard

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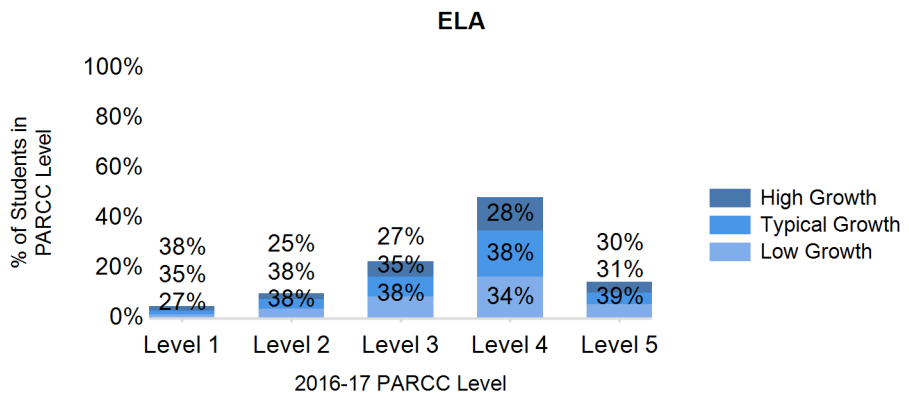
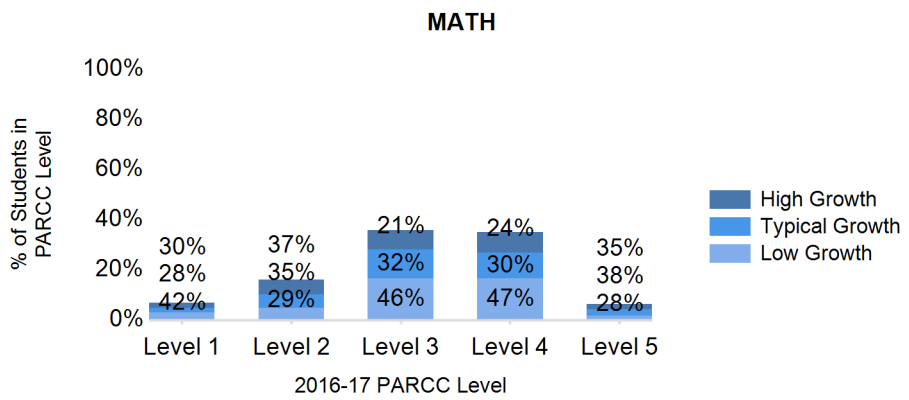
Student Growth by Performance Level

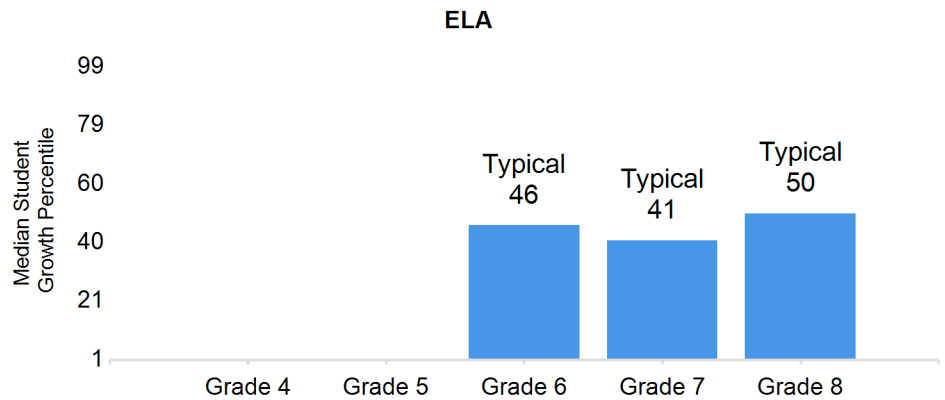
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

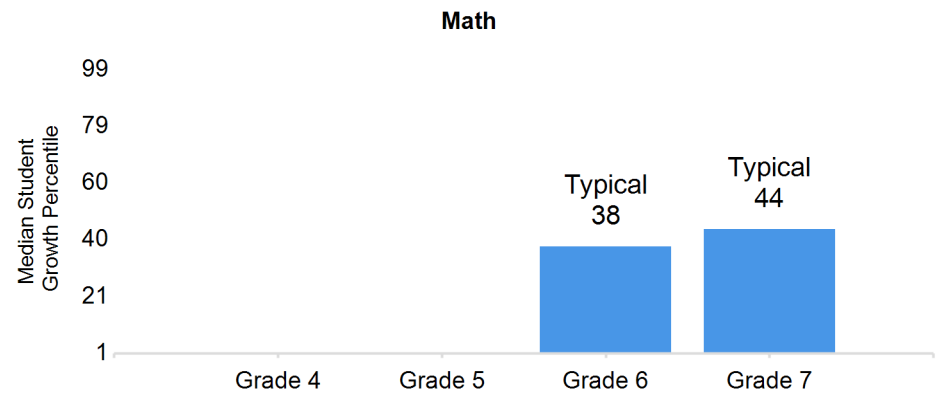




Student Growth by Grade

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	1159	96.5	61.2	59.7	56.7	61.2	65.3	Not Met
White	366	93.2	74.6	71.1	65.6	73.1	68.4	Met Target
Hispanic	470	97.3	43.4	42.7	42.5	43.4	49	Not Met
Black or African American	113	97.5	54.9	56.8	37.3	54.9	62.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	196	100.0	83.2	*	82.3	83.2	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	562	95.6	70.4	69.1	64.5	70.4		
Male	597	97.3	52.6	51.3	49.4	52.6		
Economically Disadvantaged Students	417	97.7	39.8	42.1	38.5	39.8	48.1	Not Met
Non-Economically Disadvantaged Students	742	95.8	73.3	69.4	67.5	73.3		
Students with Disabilities	144	95.4	18.8	23.9	21.6	18.8	24.7	Not Met
Students without Disabilities	1015	96.6	67.2	64.8	63.9	67.2		
English Learners	215	99.5	28.0	28.3	27.3	28.0	27.7	Met Target
Non-English Learners	944	95.8	68.8	67.0	59.4	68.8		
Homeless Students	*	*	*	18.2	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	35.3	57.4	*		
Migrant Students	*	*	*	*	30.1	*		

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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	363	754	754	754	6%	13%	26%	40%	15%	55%	56%
White	115	765	765	761	*	*	27%	53%	17%	70%	66%
Hispanic	148	737	737	742	12%	22%	34%	*	*	32%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	66	778	778	779	0%	*	*	41%	41%	82%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	174	762	762	761	*	*	20%	47%	20%	67%	64%
Male	189	748	748	748	*	*	32%	34%	10%	44%	48%
Economically Disadvantaged Students	133	737	737	739	*	*	35%	*	*	30%	37%
Non-Economically Disadvantaged Students	230	764	764	764	*	*	21%	*	*	70%	68%
Students with Disabilities	43	719	719	723	28%	30%	28%	*	*	14%	18%
Students without Disabilities	320	759	759	760	3%	10%	26%	*	*	61%	63%
English Learners	16	707	707	712	*	*	*	*	*	*	*
Non-English Learners	347	757	757	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	*	*	*	732	*	*	*	*	*	*	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	394	759	759	760	6%	12%	20%	38%	25%	63%	63%
White	115	772	772	768	*	*	12%	43%	37%	80%	72%
Hispanic	167	744	744	746	9%	19%	25%	38%	8%	47%	49%
Black or African American	42	754	754	740	*	*	26%	*	*	52%	42%
Asian, Native Hawaiian, or Pacific Islander	65	778	778	790	*	*	*	32%	49%	82%	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	190	765	765	769	*	*	18%	43%	28%	71%	72%
Male	204	753	753	752	*	*	21%	33%	22%	55%	54%
Economically Disadvantaged Students	148	743	743	742	*	*	24%	36%	8%	45%	44%
Non-Economically Disadvantaged Students	246	769	769	771	*	*	17%	39%	35%	74%	73%
Students with Disabilities	41	722	722	721	*	29%	41%	*	*	10%	22%
Students without Disabilities	353	763	763	768	*	10%	17%	*	*	69%	71%
English Learners	20	707	707	705	50%	*	*	*	*	15%	11%
Non-English Learners	374	762	762	762	3%	*	*	*	*	65%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	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	389	763	763	759	5%	10%	20%	42%	23%	65%	60%
White	134	773	773	767	*	*	19%	43%	31%	74%	70%
Hispanic	143	748	748	744	9%	14%	28%	41%	8%	49%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	66	785	785	789	*	*	*	42%	45%	88%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	201	769	769	768	*	*	16%	45%	26%	71%	69%
Male	188	758	758	751	*	*	25%	39%	20%	59%	52%
Economically Disadvantaged Students	124	742	742	740	*	*	31%	*	*	40%	42%
Non-Economically Disadvantaged Students	265	774	774	769	*	*	15%	*	*	77%	71%
Students with Disabilities	35	716	716	719	*	*	*	*	*	*	19%
Students without Disabilities	354	768	768	766	*	*	*	*	*	*	68%
English Learners	15	711	711	703	*	*	*	*	*	*	*
Non-English Learners	374	766	766	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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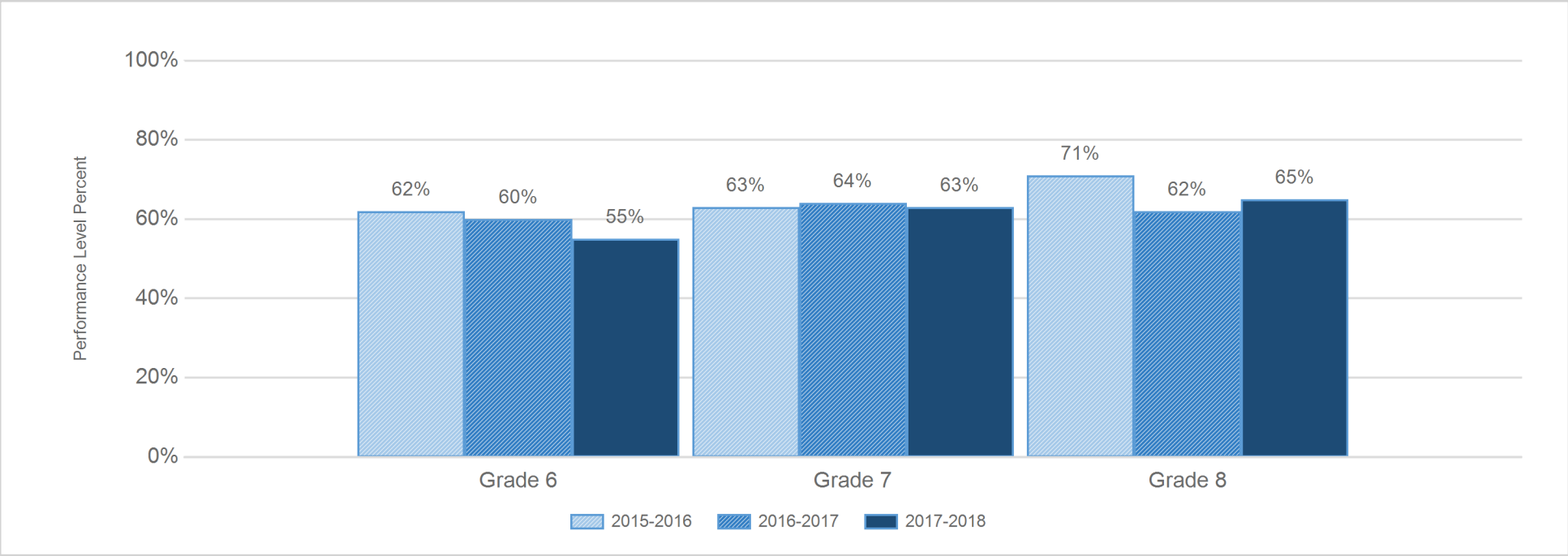
English Language Arts/Literacy Assessment - Performance Trends

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	1173	96.4	47.3	47.1	45.0	47.3	50.2	Not Met
White	367	92.9	60.7	57.8	54.1	59.6	55.2	Met Target
Hispanic	480	97.4	28.2	29.3	29.2	28.2	31.9	Not Met
Black or African American	113	97.5	37.2	41.1	23.4	37.2	35.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	199	100.0	74.9	*	77.0	74.9	77.4	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	569	95.5	48.8	48.4	46.0	48.8		
Male	604	97.3	45.8	45.9	43.9	45.8		
Economically Disadvantaged Students	427	97.7	25.7	29.3	26.6	25.7	31.5	Not Met
Non-Economically Disadvantaged Students	746	95.7	59.6	57.2	55.9	59.6		
Students with Disabilities	146	95.4	13.7	17.4	17.1	13.7	16.7	Met Target†
Students without Disabilities	1027	96.6	52.1	51.4	50.5	52.1		
English Learners	229	99.6	16.6	22.7	24.6	16.6	18.2	Met Target†
Non-English Learners	944	95.7	54.8	53.1	46.9	54.8		
Homeless Students	*	*	*	15.4	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	35.3	45.8	*		
Migrant Students	*	*	*	*	23.7	*		

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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	370	743	743	744	8%	22%	31%	31%	9%	40%	44%
White	115	750	750	751	*	17%	36%	*	*	45%	54%
Hispanic	153	729	729	731	14%	31%	33%	*	*	23%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	68	767	767	771	*	*	26%	41%	28%	69%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	179	743	743	745	6%	25%	26%	36%	8%	44%	45%
Male	191	742	742	742	9%	19%	35%	26%	10%	36%	42%
Economically Disadvantaged Students	140	728	728	729	14%	29%	38%	20%	0%	20%	24%
Non-Economically Disadvantaged Students	230	751	751	753	4%	18%	26%	37%	15%	52%	56%
Students with Disabilities	43	712	712	717	*	*	*	*	*	*	13%
Students without Disabilities	327	747	747	748	*	*	*	*	*	*	49%
English Learners	23	706	706	713	*	*	*	*	*	*	11%
Non-English Learners	347	745	745	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	*	*	*	717	*	*	*	*	*	*	18%

NJ SCHOOL PERFORMANCE REPORT

MELVIN H. KREPS MIDDLE SCHOOL
(21-1245-070)
Grades Offered: 06-08
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 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	302	735	735	743	8%	26%	37%	*	*	29%	43%
White	80	746	746	750	*	*	35%	*	*	49%	54%
Hispanic	153	727	727	732	12%	33%	38%	18%	0%	18%	27%
Black or African American	34	732	732	727	*	41%	35%	*	*	21%	21%
Asian, Native Hawaiian, or Pacific Islander	32	747	747	767	0%	*	*	50%	0%	50%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	152	737	737	745	7%	22%	39%	*	*	32%	45%
Male	150	733	733	741	9%	29%	35%	*	*	27%	42%
Economically Disadvantaged Students	137	731	731	730	7%	31%	40%	*	*	21%	24%
Non-Economically Disadvantaged Students	165	738	738	751	8%	21%	35%	*	*	36%	55%
Students with Disabilities	41	717	717	717	*	*	*	*	*	*	12%
Students without Disabilities	261	738	738	748	*	*	*	*	*	*	50%
English Learners	27	715	715	716	*	*	*	*	*	*	10%
Non-English Learners	275	737	737	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

MELVIN H. KREPS MIDDLE SCHOOL
(21-1245-070)
Grades Offered: 06-08
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	208	724	724	728	21%	26%	33%	20%	0%	20%	28%
White	46	727	727	736	*	*	33%	30%	0%	30%	36%
Hispanic	114	720	720	722	18%	36%	32%	14%	0%	14%	22%
Black or African American	29	721	721	715	*	*	34%	*	*	17%	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	99	723	723	731	16%	32%	34%	17%	0%	17%	31%
Male	109	724	724	725	25%	21%	31%	23%	0%	23%	26%
Economically Disadvantaged Students	105	717	717	719	21%	38%	29%	12%	0%	12%	20%
Non-Economically Disadvantaged Students	103	730	730	735	20%	15%	37%	28%	0%	28%	35%
Students with Disabilities	35	705	705	705	51%	*	*	*	*	14%	*
Students without Disabilities	173	727	727	735	14%	*	*	*	*	21%	*
English Learners	21	706	706	705	*	*	*	*	*	*	10%
Non-English Learners	187	725	725	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

MELVIN H. KREPS MIDDLE SCHOOL
(21-1245-070)
Grades Offered: 06-08
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	206	776	748	746	0%	0%	*	*	*	96%	46%
White	88	776	759	755	0%	0%	*	*	*	98%	57%
Hispanic	45	772	733	730	0%	0%	*	*	*	93%	27%
Black or African American	19	772	743	727	0%	0%	*	*	*	95%	23%
Asian, Native Hawaiian, or Pacific Islander	49	785	766	779	0%	0%	*	*	*	98%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	104	775	749	748	0%	0%	*	*	*	93%	48%
Male	102	778	748	745	0%	0%	*	*	*	99%	44%
Economically Disadvantaged Students	31	773	735	729	0%	0%	*	*	*	97%	25%
Non-Economically Disadvantaged Students	175	777	755	756	0%	0%	*	*	*	96%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	704	710	N	N	N	N	N	N	*
Non-English Learners	206	776	756	749	0%	0%	*	*	*	96%	*
Homeless Students	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	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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(21-1245-070)
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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	771	739	735	0%	0%	*	*	*	94%	30%
White	35	768	745	740	0%	0%	*	*	*	91%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	34	775	757	760	0%	0%	*	*	*	97%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	39	770	738	736	0%	0%	*	*	*	97%	30%
Male	40	771	741	734	0%	0%	*	*	*	90%	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	715	713	N	N	N	N	N	N	*
Students without Disabilities	79	771	742	738	0%	0%	*	*	*	94%	*
English Learners	N	N	717	711	N	N	N	N	N	N	*
Non-English Learners	79	771	741	736	0%	0%	*	*	*	94%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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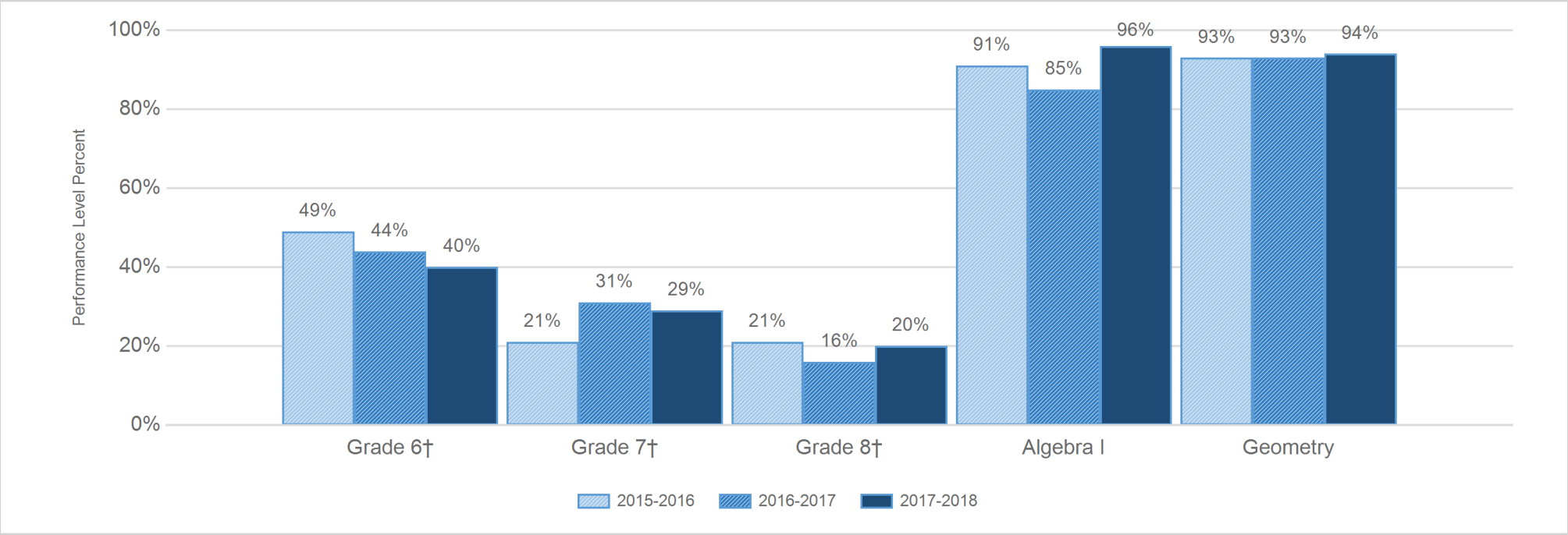
Mathematics Assessment – Performance Trends

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
6	10	10
7	*	*
8	10	10

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	44.0%	46.8%	Met Target†

† 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	31	83.9%	16.1%
3-4	16	*	*
5 or more	17	82.4%	17.6%

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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	404
7	101	0	328
8	118	82	240
Total	219	82	972

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	349	347	0	0	348	0	0
7	225	113	0	0	38	0	0
8	227	115	0	0	34	0	0
Total	801	575	0	0	420	0	0

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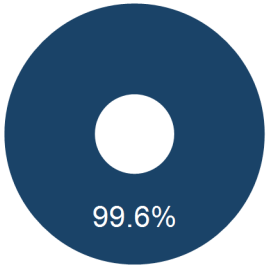
Visual and Performing Arts – Course Participation

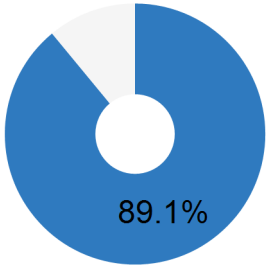
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

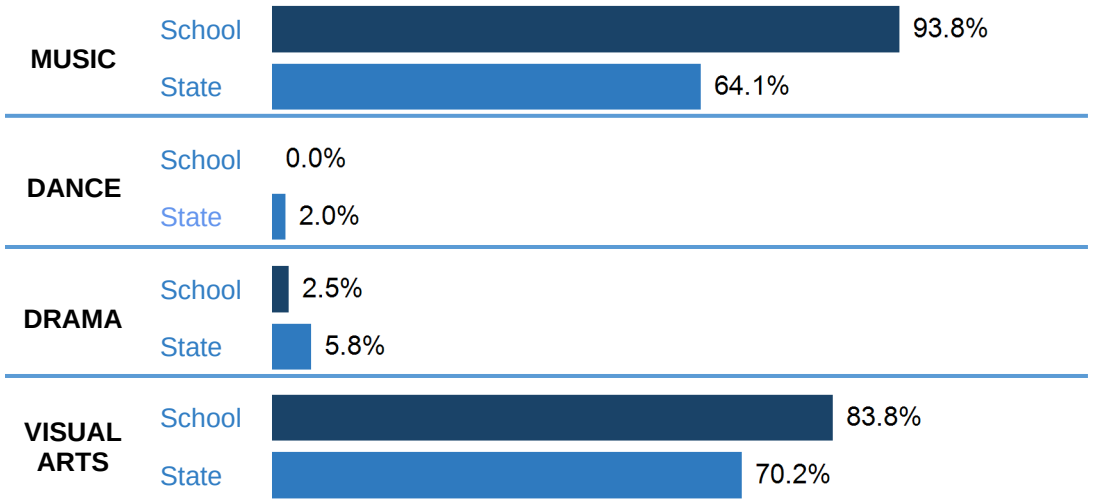


School



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.

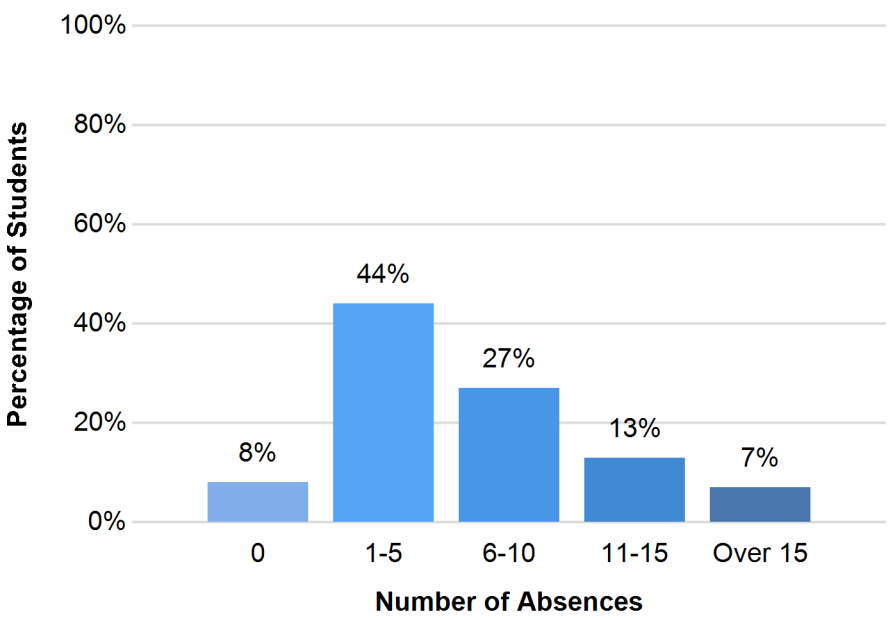
Chronic Absenteeism

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	66	5.4	9.5	Met
White	25	6.2	9.5	Met
Hispanic	27	5.4	9.5	Met
Black or African American	7	5.9	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	5	2.5	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	40	8.4	9.5	Met
Students with Disabilities	17	11.0	9.5	Not Met
English Learners	4	5.8	9.5	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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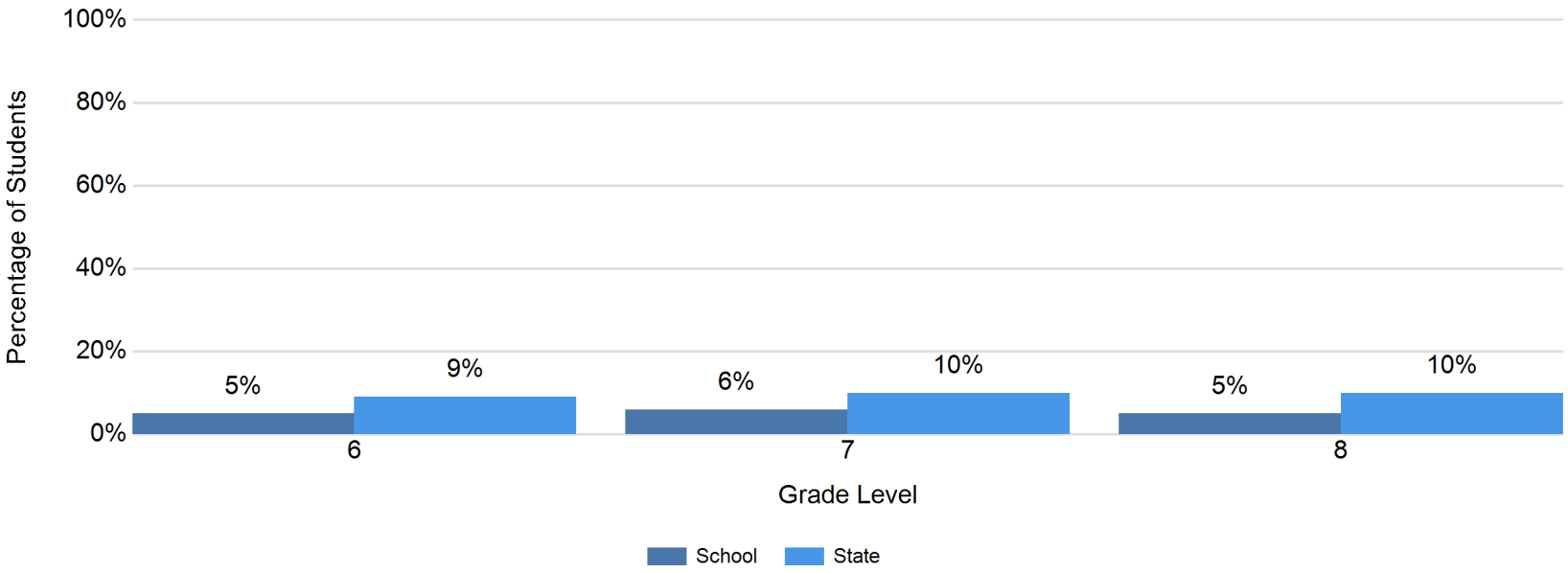
Chronic Absenteeism by Grade

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	21
Weapons	3
Vandalism	3
Substances	2
Harassment, Intimidation, Bullying (HIB)	48
Total Unique Incidents	77
Incidents Per 100 Students Enrolled	6.28

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	3
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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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.

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	3	19	22
Religion	0	1	1
Ancestry	2	11	13
Gender	0	2	2
Sexual Orientation	0	6	6
Disability	2	2	4
Other	10	20	30
No Identified Nature	4		4

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	3.0%
Out-of-School Suspensions	56	4.6%
Any Suspension	72	5.9%
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
172

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(21-1245-070)
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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	7:55 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 58 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)	$431	$13,684	$14,115

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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	102	117,464
Average years experience in public schools	7.9	12.0
Average years experience in district	7.5	10.7
Teachers in district for 4 or more years	66.7%	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	34	9,374
Average years experience in public schools	8.8	16.0
Average years experience in district	7.0	12.0
Administrators in district for 4 or more years	50.0%	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	307:1	151:1
Teachers to Administrators	26:1	13:1
Students to Librarians/Media Specialists		1281:1
Students to Nurses		641:1
Students to Counselors		320:1
Students to Child Study Team		301:1

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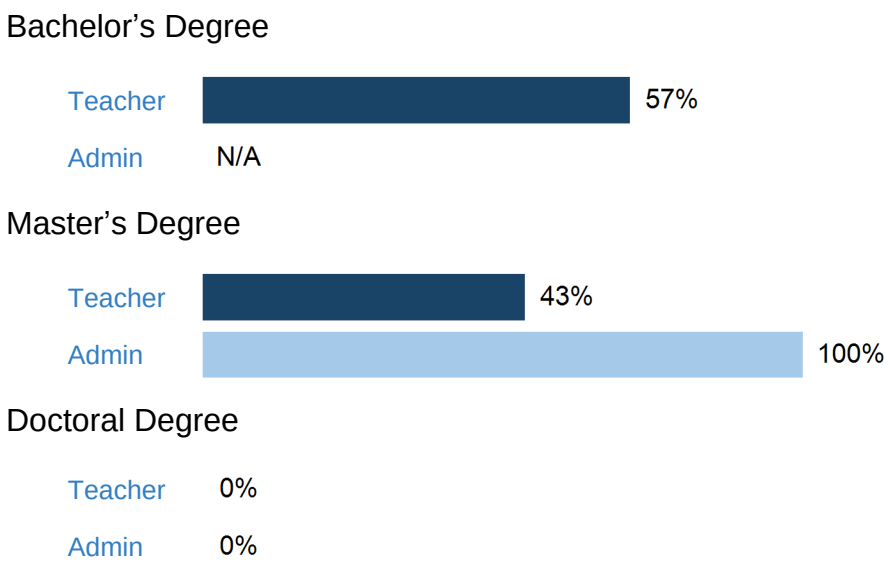
Teachers and Administrators - Level of Education

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	90.4%	90.2%
2016-17 Administrators: Same district 2017-18	86.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.0%

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Teachers: All classroom teachers
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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	73.5%	25.0%
Male	26.5%	75.0%
White	85.3%	25.0%
Hispanic	11.8%	50.0%
Black or African American	1.0%	25.0%
Asian	1.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	1.0%	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	53.08	15.0%
Mathematics Proficiency	42.00	15.0%
English Language Arts Growth	30.15	20.0%
Mathematics Growth	16.32	20.0%
Progress Towards English Language Proficiency	25.11	20.0%
Chronic Absenteeism	68.53	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	35.43	n/a
Summative Rating: Percentile Rank of Summative Score	26.42	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	Not Met	Not Met	Met Standard	Not Met	Met Target†	Met	No
White	42.97	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	36.25	14.08	No	Not Met	Not Met	Met Standard	Not Met	n/a	Met	No
Black or African American	55.46	14.08	No	Met Target†	Met Target	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	33.32	14.08	No	Met Goal	Met Target†	Met Standard	Met 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	40.32	14.08	No	Not Met	Not Met	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	46.93	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	33.45	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	Met Standard	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:	• Recognized as a safe, supportive, engaging, inspiring school through CCNJ • Technology is a part of every school day. LA, SS, and Science classes have Chromebook carts • We offer over 20 different clubs and activities as well as 17 interscholastic and intramural sports
Mission, Vision, Theme:	Our vision is Inspiring, Challenging and Guiding Responsible Global Citizens. We also have core values that are embedded into all aspects of our school. Being Kindhearted,respectful,engaged,positive and self-motivated is who we are and how we conduct ourselves always. What we are most proud of is how accepting our school community is of all members. We are fortunate to have students and staff from many different ethnicities, races and religions. We choose to learn about and support each other.
Awards, Recognition, Accomplishments:	Several students were selected to participate in the CJMEA honors band. Another group of students presented research at a Science workshop. One of our teachers received an award from NSTA for excellence in teaching. Another teacher and another was selected as a STEM Scholar for the 2017 National Stem Cell Foundation STEM Scholars Program at Western Kentucky University. Finally, a teacher was 1 of 25 selected to participate in an Art PD in Arkansas.

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Courses, Curriculum, Instruction:	In addition to ESL & SE programs, In order to meet the needs of all our students, we offer accelerated math beginning in 6th grade and accelerated Science and Humanities in 8th grade. We offer Intensive math & LA all 3 years and intensive SS in 8th grade. Students may receive push-in support or have an opportunity to compact for accelerated learning.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Coed), Field Hockey (Girls), Lacrosse (Coed), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Coed), Wrestling (Boys) All of our interscholastic teams are impressive, but our girl's soccer and softball teams both had undefeated seasons. We are pleased to also offer intramural sports all three seasons. Intramurals include soccer, flag football, floor hockey, basketball, dance team, lacrosse, and volleyball. We have very high interest in athletics with about 1/3 of our students trying out for interscholastic sports or joining intramurals every season.
Clubs and Activities:	We offer over 20 clubs and strongly encourage students to participate. We continually add more based on student interest and initiative. Our Jr. Ambassadors club is involved with "Free the Children," and does fundraisers for them throughout the year. Our Project Green Jr. club has built flowerbeds that they take care of throughout the year including weeding and planting. We have an active Student Council and offer service learning opportunities for all students.

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Before and After School Programs:	During different times of the year, we offer Title 1 after school support programs for identified students. We also have a Safe Dates program which is run by a community organization and is open to selected girls and boys. The programs are open to students of this school only.

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Student Supports and Services:	ELL students receive services based on the tier they test into. We offer Sheltered and inclusion models. We have a full spectrum of Special Education programs which are IEP driven. There are 5 counselors in our building and a CST who provide counseling support to any student who needs it. We use the Masonic Model for I&RS and have two teams to ensure we support any teacher(s) who ask and support any student who needs it.
Student Health and Wellness:	We have a breakfast program and all students are invited in to eat in the morning. Students have Physical Education 3 days in the cycle and an opportunity to go out daily for recess after they finish eating. In order to promote a healthy lifestyle we only offer healthy options for rewards in school.
Parent and Community Involvement:	Our school has an active PTO that hosts dances, a book fair and school pictures. They provide funds for clubs and our school to purchase "extras." Our school offers parent meetings in English and Spanish to ensure all parents get necessary information and strategies to support their child. All students and parents have a Parent Portal account and get assistance if needed.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers We use the NJDOE School Climate Survey. Parents, students and staff are surveyed. The results are shared via assemblies, staff meetings and parent meetings. We will use the survey results along with other data points to identify areas that need to be addressed by our Campaign Connect NJ stakeholder team. The survey will be conducted Fall and Spring of the 17-18 school year. Based on responses, students and parents are happy with our school overall according to responses.
Facilities:	Currently, we have six computer labs. Teachers sign up to take their classes. We have 4 Science labs that are stocked with materials. Again, teachers sign up to take their classes. Our Auditorium holds 650 people and we often have assemblies and events there. Our school has two Gymnasiums, two Art rooms and a Multi- Purpose Room. Our library has recently been renovated and houses our new "Makerspace," area. The entire building is air-conditioned.

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School Narrative

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Other Information:	Our school day has 7 periods. Students have LA, math, science, SS and lunch every day; PE and electives alternate every other day. We also have a 25-minute period of time before first period called Academic Support. During AS, students can get assistance with homework, meet with a teacher if they need assistance with an assignment, make up work or a test that was missed, go to the library etc. The past few years have been dedicated to improving the Climate and Culture in the building. In addition to working with Center for Supportive Schools Campaign Connect initiative, we created vision, mission and core values statements. We consistently recognize students and staff based on those core values. We spent a year training students and staff on mindfulness strategies and have incorporated 2 minutes into the day to practice. We also implemented a "Reflection Room," where students can choose to go if they need time to refocus. There are fidget toys and other materials to support students in settling down. We have also been making an effort to provide activities and encourage every student to be involved beyond the school day. In addition to our clubs, activities and athletics, we offer opportunities for students to participate in service learning projects to connect with the larger community. We have a robust, updated website and communicate frequently with parents using e-mail blasts and Twitter. We are proud of the work we have done to create an inclusive environment and offer academic programs and extracurricular programs to meet the needs of all our students. We are also proud of the accomplishments of our teachers and students.