NJ SCHOOL PERFORMANCE REPORT

COPELAND MIDDLE SCHOOL
(27-4490-015)
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	MORRIS
District	ROCKAWAY TWP
Principal Name	MR. GONNELLA
Address	100 LAKE SHORE DRIVE ROCKAWAY, NJ 07866
Phone Number	(973)627-2465
Email Address	AGONNELLA@ROCKTWP.ORG
Website	https://cms.rocktwp.net/
Facebook	https://www.facebook.com/RockawayTownshipPublicSchools
Twitter	https://twitter.com/copelandmiddle

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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	271	253	266
7	293	273	253
8	298	291	273
Total	862	817	792

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	48.7%	49.6%	48.0%
Male	51.3%	50.4%	52.0%
Economically Disadvantaged Students	13.3%	11.9%	13.0%
Students with Disabilities	21.0%	20.8%	20.8%
English Learners	1.6%	1.6%	2.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.1%	0.3%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	68.8%	67.3%	67.0%
Hispanic	18.6%	18.8%	18.7%
Black or African American	3.8%	3.7%	4.5%
Asian	8.5%	8.9%	8.5%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	0.3%	1.0%	1.0%

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	87.1%
Spanish	8.1%
Other Languages	4.8%

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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	62	56.5	50	Exceeds Standard	33	38	50	Not Met
White	61	54	50	Exceeds Standard	35	36	51	Not Met
Hispanic	58	57.5	49	Met Standard	27	36	48	Not Met
Black or African American	55	54.5	44	Met Standard	17.5	33	44	**
Asian, Native Hawaiian, or Pacific Islander	73	67	61	Exceeds Standard	43.5	55	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	56	49	**	*	49.5	51	**
Economically Disadvantaged	58	55	48	Met Standard	25	33	47	Not Met
Students with Disabilities	56	50	41	Met Standard	41	39	43	Met Standard
English Learners	33	38	54	**	32.5	42	51	**

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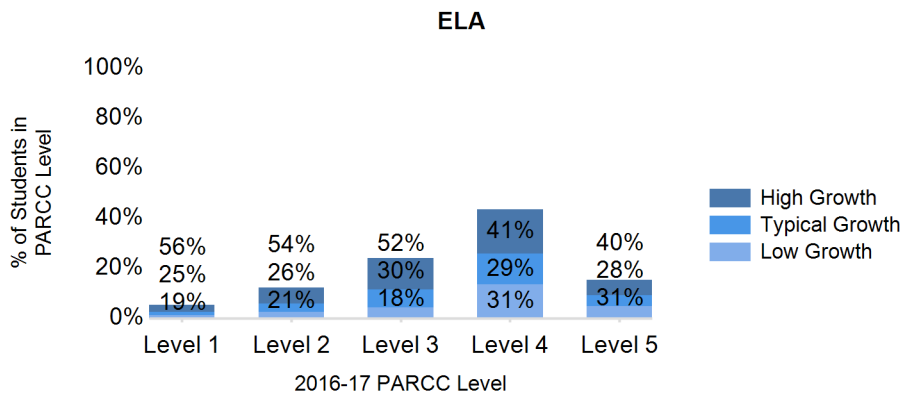
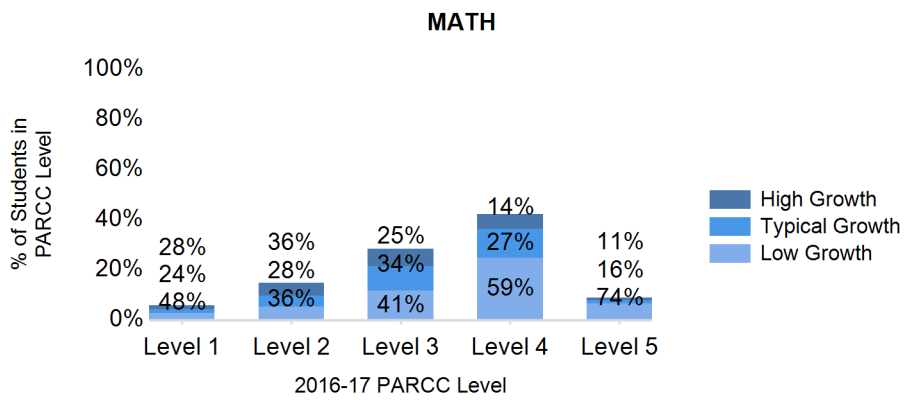
Student Growth by Performance Level

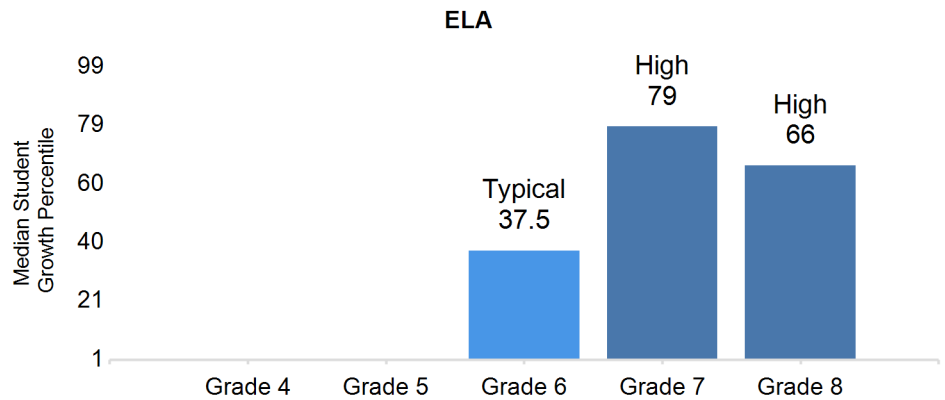
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

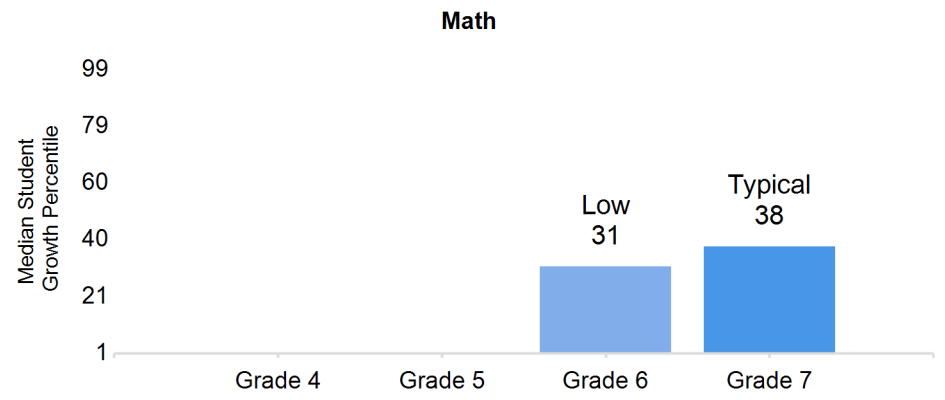




Student Growth by Grade

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	722	92.7	67.8	65.4	56.7	66.4	58.6	Met Target
White	488	91.6	70.9	68.1	65.6	68.4	58.7	Met Target
Hispanic	130	93.7	56.1	51.7	42.5	56.1	48.1	Met Target
Black or African American	31	91.7	38.8	51.8	37.3	37.2	46.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	63	98.5	82.5	80.9	82.3	82.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	342	91.8	77.8	72.5	64.5	75.1		
Male	380	93.5	59.0	59.1	49.4	58.4		
Economically Disadvantaged Students	76	88.8	38.1	37.6	38.5	*	44.8	Not Met
Non-Economically Disadvantaged Students	646	93.2	71.4	69.2	67.5	*		
Students with Disabilities	151	91.1	20.5	24.2	21.6	19.9	26.6	Not Met
Students without Disabilities	571	93.1	80.4	75.4	63.9	78.8		
English Learners	12	92.3	50.0	32.4	27.3	48.4	**	**
Non-English Learners	710	92.7	68.1	66.3	59.4	66.7		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	245	755	755	754	*	*	28%	47%	12%	58%	56%
White	173	756	756	761	*	*	28%	48%	12%	60%	66%
Hispanic	39	745	745	742	*	*	31%	*	*	46%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	19	763	763	779	0%	*	*	*	*	63%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	114	760	760	761	*	*	18%	*	*	68%	64%
Male	131	751	751	748	*	*	36%	*	*	50%	48%
Economically Disadvantaged Students	27	737	737	739	*	*	*	37%	0%	37%	37%
Non-Economically Disadvantaged Students	218	757	757	764	*	*	*	48%	13%	61%	68%
Students with Disabilities	53	725	725	723	*	*	42%	*	*	11%	18%
Students without Disabilities	192	763	763	760	*	*	24%	*	*	71%	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	245	755	755	755	*	*	28%	47%	12%	58%	*
Homeless Students	N	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	230	772	772	760	4%	5%	12%	40%	39%	79%	63%
White	156	775	775	768	*	*	11%	42%	40%	83%	72%
Hispanic	42	755	755	746	*	*	*	*	*	64%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	23	789	789	790	*	0%	*	*	*	91%	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	106	781	781	769	*	*	*	42%	48%	91%	72%
Male	124	765	765	752	*	*	*	38%	31%	69%	54%
Economically Disadvantaged Students	30	733	733	742	*	*	*	*	*	47%	44%
Non-Economically Disadvantaged Students	200	778	778	771	*	*	*	*	*	84%	73%
Students with Disabilities	43	729	729	721	23%	*	*	*	*	35%	22%
Students without Disabilities	187	782	782	768	0%	*	*	*	*	89%	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	*	*	*	725	*	*	*	*	*	*	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	246	767	767	759	6%	9%	16%	46%	22%	69%	60%
White	156	769	769	767	*	*	17%	49%	22%	72%	70%
Hispanic	49	753	753	744	*	*	*	*	*	57%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	24	790	790	789	0%	*	0%	*	*	92%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	120	777	777	768	*	*	14%	49%	29%	78%	69%
Male	126	757	757	751	*	*	18%	44%	16%	60%	52%
Economically Disadvantaged Students	21	745	745	740	*	*	*	*	*	38%	42%
Non-Economically Disadvantaged Students	225	769	769	769	*	*	*	*	*	72%	71%
Students with Disabilities	46	719	719	719	*	*	24%	*	*	17%	19%
Students without Disabilities	200	778	778	766	*	*	15%	*	*	81%	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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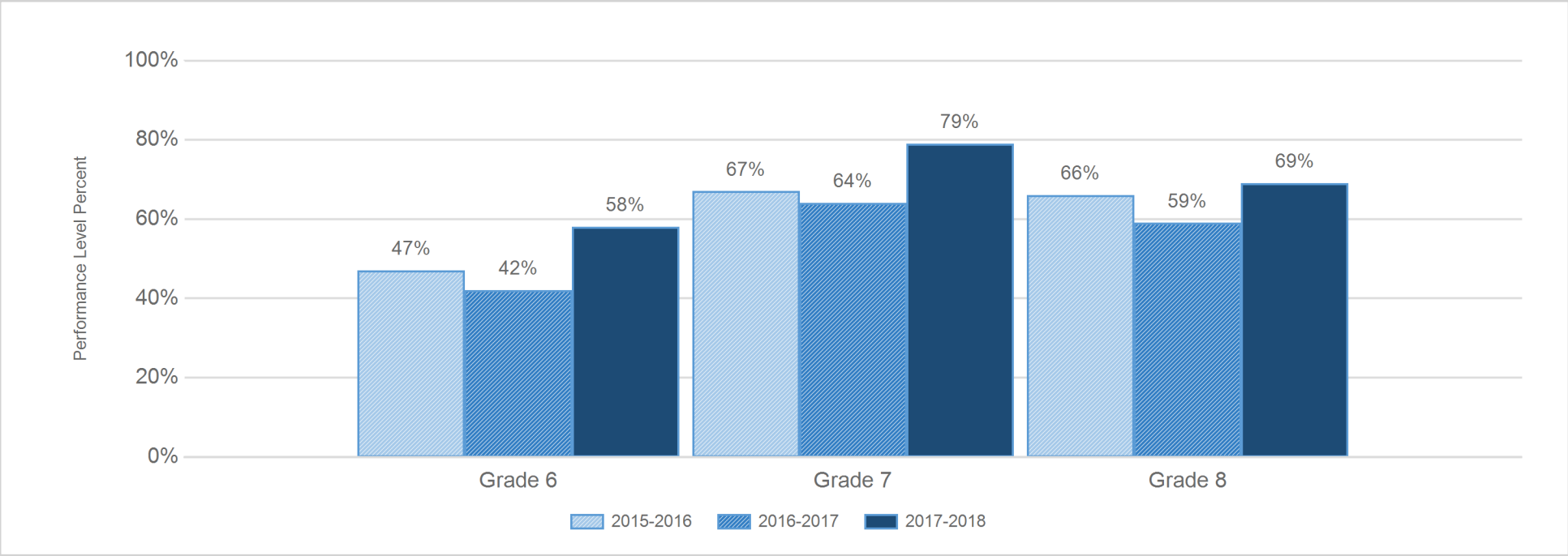
English Language Arts/Literacy Assessment - Performance Trends

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	726	92.7	44.0	49.0	45.0	43.2	44.5	Met Target†
White	490	91.8	45.9	50.9	54.1	44.4	45.7	Met Target†
Hispanic	132	93.8	28.0	34.2	29.2	28.0	33.7	Met Target†
Black or African American	31	91.7	16.1	28.6	23.4	15.5	25.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	63	97.1	73.1	72.0	77.0	73.1	63.6	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	344	91.6	47.4	50.8	46.0	45.7		
Male	382	93.8	41.1	47.5	43.9	40.8		
Economically Disadvantaged Students	78	88.0	14.1	24.7	26.6	*	29.7	Not Met
Non-Economically Disadvantaged Students	648	93.3	47.7	52.4	55.9	*		
Students with Disabilities	151	91.1	*	*	17.1	*	17	Not Met
Students without Disabilities	575	93.1	*	*	50.5	*		
English Learners	15	88.9	20.0	25.6	24.6	19.7	**	**
Non-English Learners	711	92.8	44.6	49.7	46.9	43.6		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by 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	247	744	744	744	8%	17%	32%	35%	7%	43%	44%
White	174	746	746	751	7%	13%	33%	39%	8%	47%	54%
Hispanic	40	727	727	731	*	43%	30%	*	*	18%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	19	754	754	771	*	*	*	*	*	53%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	115	743	743	745	*	20%	27%	*	*	43%	45%
Male	132	744	744	742	*	15%	37%	*	*	42%	42%
Economically Disadvantaged Students	27	721	721	729	*	*	37%	*	*	15%	24%
Non-Economically Disadvantaged Students	220	746	746	753	*	*	32%	*	*	46%	56%
Students with Disabilities	53	712	712	717	*	*	*	*	*	*	13%
Students without Disabilities	194	752	752	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	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

COPELAND MIDDLE SCHOOL
(27-4490-015)
Grades Offered: 06-08
2017-2018

Report Key:
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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	212	739	739	743	5%	25%	33%	*	*	38%	43%
White	144	742	742	750	*	21%	36%	*	*	39%	54%
Hispanic	43	727	727	732	*	42%	*	26%	0%	26%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	16	752	752	767	0%	*	*	*	*	69%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	97	740	740	745	*	22%	35%	*	*	40%	45%
Male	115	739	739	741	*	27%	30%	*	*	37%	42%
Economically Disadvantaged Students	30	722	722	730	*	43%	*	*	*	17%	24%
Non-Economically Disadvantaged Students	182	742	742	751	*	21%	*	*	*	42%	55%
Students with Disabilities	43	715	715	717	*	*	*	*	*	*	12%
Students without Disabilities	169	746	746	748	*	*	*	*	*	*	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	*	*	*	717	*	*	*	*	*	*	*
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

COPELAND MIDDLE SCHOOL
(27-4490-015)
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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	183	732	732	728	20%	19%	32%	*	*	29%	28%
White	111	732	732	736	20%	23%	31%	*	*	27%	36%
Hispanic	46	735	735	722	*	*	35%	*	*	33%	22%
Black or African American	15	711	711	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	11	749	749	747	*	*	*	*	*	64%	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	85	737	737	731	16%	16%	32%	*	*	35%	31%
Male	98	728	728	725	23%	21%	32%	*	*	23%	26%
Economically Disadvantaged Students	23	721	721	719	*	*	*	*	*	13%	20%
Non-Economically Disadvantaged Students	160	734	734	735	*	*	*	*	*	31%	35%
Students with Disabilities	46	703	703	705	*	*	*	*	*	*	*
Students without Disabilities	137	742	742	735	*	*	*	*	*	*	*
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	84	789	789	746	0%	0%	*	*	*	99%	46%
White	58	788	788	755	0%	0%	0%	*	*	100%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	20	796	796	779	0%	0%	*	*	*	95%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	45	789	789	748	0%	0%	*	*	*	100%	48%
Male	39	790	790	745	0%	0%	*	*	*	97%	44%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	25%
Non-Economically Disadvantaged Students	84	789	789	756	0%	0%	*	*	*	99%	57%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	13%
Students without Disabilities	84	789	789	752	0%	0%	*	*	*	99%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	84	789	789	749	0%	0%	*	*	*	99%	*
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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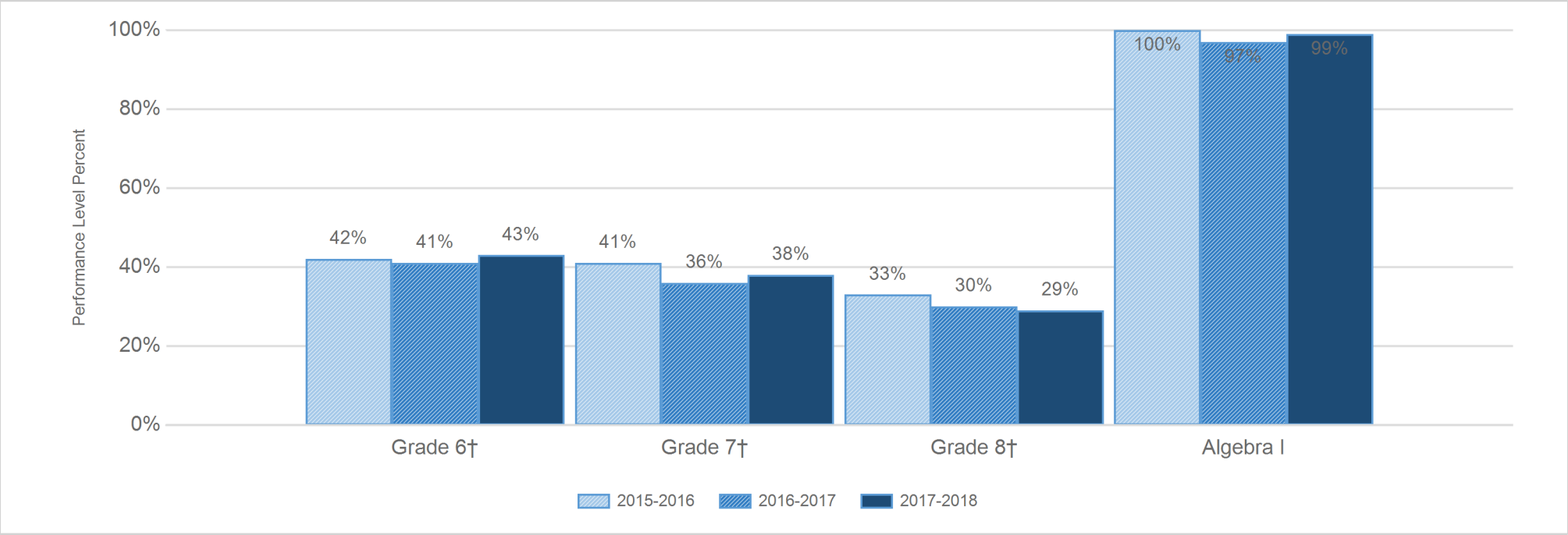
Mathematics Assessment – Performance Trends

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
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	*	*	*
3-4	N	N	N
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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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	269
7	21	0	238
8	67	0	213
Total	88	0	720

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	0	0	0	0	234	0	0
7	221	0	0	0	0	0	0
8	252	0	0	0	0	0	0
Total	473	0	0	0	234	0	0

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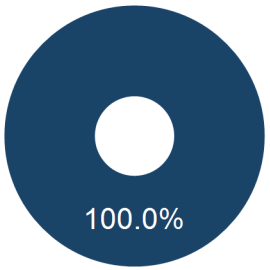
Visual and Performing Arts – Course Participation

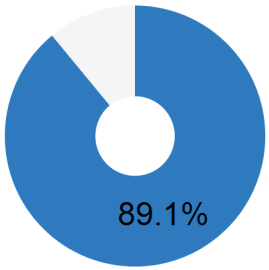
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

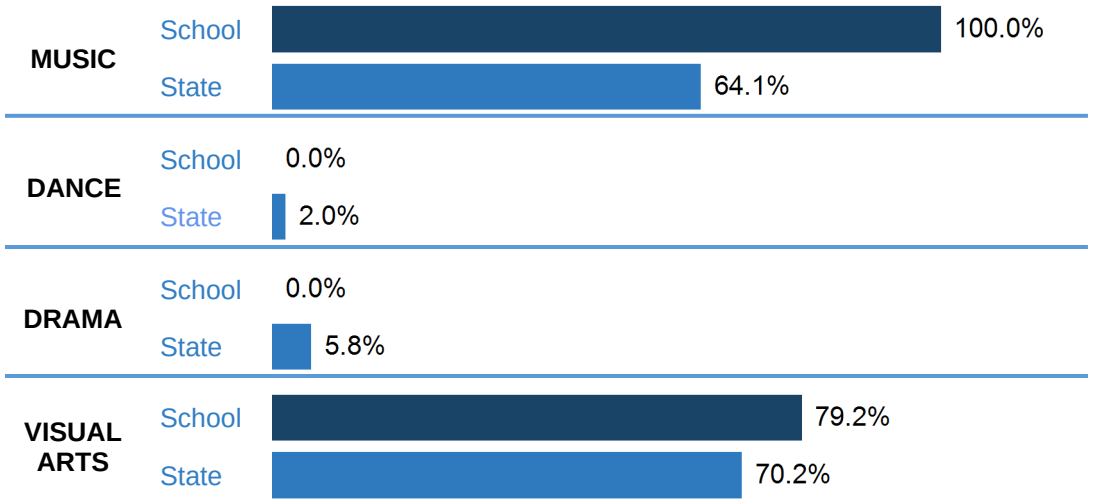


School



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.

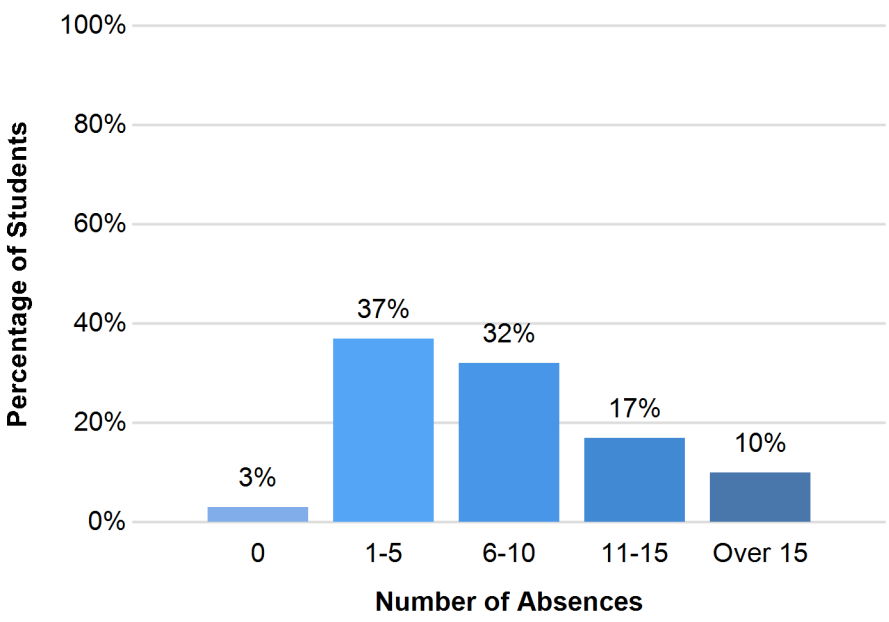
Chronic Absenteeism

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	52	6.5	9.5	Met
White	41	7.6	9.5	Met
Hispanic	7	4.8	9.5	Met
Black or African American	4	11.1	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	0	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	13	13.0	9.5	Not Met
Students with Disabilities	19	11.2	9.5	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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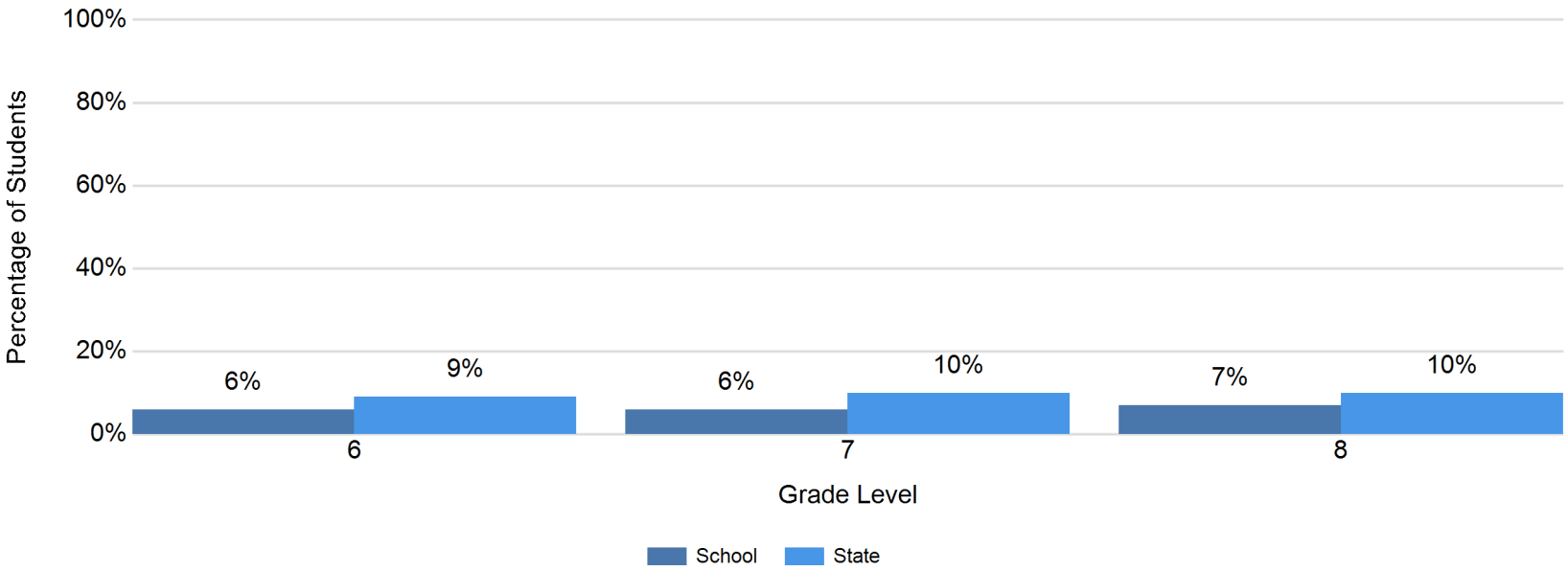
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	17
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	2.15

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)	9
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	3	3	6
Religion	4	2	6
Ancestry	1	1	2
Gender	2	3	5
Sexual Orientation	2	4	6
Disability	1	1	2
Other	18	6	24
No Identified Nature	0		0

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	14	1.8%
Out-of-School Suspensions	*	*
Any Suspension	16	2.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	7:50 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 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)	$314	$17,423	$17,737

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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	74	117,464
Average years experience in public schools	11.2	12.0
Average years experience in district	11.2	10.7
Teachers in district for 4 or more years	81.1%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,374
Average years experience in public schools	5.2	16.0
Average years experience in district	5.2	12.0
Administrators in district for 4 or more years	41.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	10:1
Students to Administrators	264:1	194:1
Teachers to Administrators	25:1	19:1
Students to Librarians/Media Specialists		466:1
Students to Nurses		389:1
Students to Counselors		291:1
Students to Child Study Team		167:1

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(27-4490-015)
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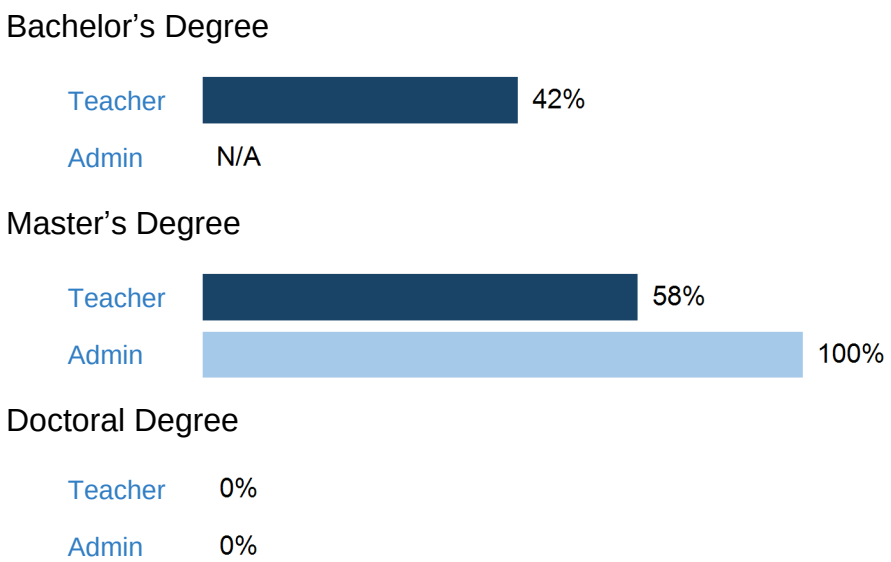
Teachers and Administrators - Level of Education

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	86.7%	90.2%
2016-17 Administrators: Same district 2017-18	81.8%	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	97.6%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	78.4%	66.7%
Male	21.6%	33.3%
White	94.6%	100.0%
Hispanic	4.1%	0.0%
Black or African American	1.4%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	56.34	17.5%
Mathematics Proficiency	26.60	17.5%
English Language Arts Growth	86.32	25.0%
Mathematics Growth	6.41	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	59.29	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	46.59	n/a
Summative Rating: Percentile Rank of Summative Score	43.48	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	Met Target†	Exceeds Standard	Not Met	**	Met	No
White	40.97	14.08	No	Met Target	Met Target†	Exceeds Standard	Not Met	n/a	Met	No
Hispanic	51.38	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Met	No
Black or African American	56.27	14.08	No	Met Target†	Met Target†	Met Standard	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	51.22	14.08	No	Met Goal	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	36.23	14.08	No	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	51.25	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Copeland Middle School launched a Character Program centered around the District CORE Values of honesty, empathy, acceptance, respect, and trust. • Copeland Middle School hosts technology free family bonding nights once per marking period. Families engage in educational activities and positive message artistry. • Copeland Middle School partnered with Rutgers Behavioral Center to provide our students and staff with a clinical level of support, including staff, student, and community development.
Mission, Vision, Theme:	The CMS mission is to nurture a supportive culture that embraces individual diversity and infuses cutting-edge technology that will ensure academic, social and emotional success in a global society.
Awards, Recognition, Accomplishments:	The Copeland Middle School Music Department has received recognition as High Notes Festival Superior Rating for Wind Ensemble, Jazz Band and Ukulele Ensemble. They have also received High Notes Festival Excellent Rating for String Ensemble and Steel Drums.

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Courses, Curriculum, Instruction:	At Copeland Middle School we have introduced a new math sequence highlighted by Geometry in grade 8 and science sequence highlighted by Biology in grade 8. The World Language Program has expanded to include German. Students will be afforded the opportunity to take the Spanish 1 or German 1 placement test at the end of their eighth grade year. Students that pass this exam will begin their high school language career in Spanish or German II. Related arts classes now include STEAM and TV Studio. We have also added a comprehensive Gifted and Talented Program in grades 6-8. Additionally, Math Strategies and Language Arts Skills classes have been added to provide additional support to students. Students will remain active throughout the school day, as they will be receiving physical education on a daily basis with Awesome Adventures infused into all PE curricula.
Sports and Athletics:	Sports Offered: Cross Country (Boys & Girls) Copeland Middle School currently offers Boys and Girls Cross Country teams, and is ready to launch Boys and Girls Basketball in 2019.
Clubs and Activities:	Students are encouraged to participate in a variety of after school programs offered by our staff, which includes the introduction of the Boys and Girls Cross Country Team. Copeland has been a proud affiliate of the National Junior Honor Society for many years. Membership is based upon scholarship, leadership, service, citizenship, and character. Citizenship Awards encourage good citizenship and character skills. School spirit is evident in our many theme and school spirit days promoted by a very active Student Council.

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Staff and Professional Learning:	Copeland Middle School hosts professional learning opportunities focused on technology integration, content-specific collaboration, assessment and instruction, staff and student mental health and wellness.

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Student Supports and Services:	Copeland Middle School houses an Autism, Severe Autism, Multiply Disabled, and a Language Learning Disabled program. We have a full response to intervention team, offer academic intervention, speech, occupational therapy, and physical therapy services. We also offer pull out and in class resource programs and a psychologist, social worker, and learning disabilities teacher consultant. Three full time counselors are also dedicated to the school. In addition to the above mentioned, Copeland Middle School partnered with Rutgers Behavioral Center to provide students and staff with a clinical level of support, including staff, student, and community development.
Student Health and Wellness:	Copeland Middle School partnered with the Johnson and Johnson Corporation to host an annual Health and Wellness Fair. Additionally, Copeland Middle School offers a comprehensive Health Curriculum as well 235 minutes of PE per week. Additionally, Copeland Middle School houses the Rockaway Township Substance Abuse Alliance's program entitled "Project Positive Choice." Students participate in a three part program on substance abuse awareness.
Parent and Community Involvement:	Copeland Middle School has a strong partnership with the Parent Teacher Association, the Rockaway Township Substance Alliance, Rutgers University, and the Johnson and Johnson Corporation. The focus of each organization is to promote student academic, and social and emotional well-being. The Rutgers Behavioral Health Program elicits parent and student feedback to design programs that are meaningful and catered to the needs of our school community. The Rutgers program provided an in depth presentation to parents and students on "Managing Stress Anxiety." This theme is an embedded part of our school day. In addition, the Johnson and Johnson Corporation has partnered with the school to reinforce this theme by bringing the Second Annual Health and Wellness Fair to Copeland Middle School. At CMS, the school and community work together to serve the best interest for all students.

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Climate Surveys:	A school climate survey is sent out annually to parents, students and faculty. The goal is to use the data from the survey to improve student relationships, learning conditions, and the school's overall environment. In addition, the Principal sends out surveys during the school year targeted on specific items such as communication to gauge satisfaction levels with frequency, clarity and timelines of information disseminated to the school community.
Facilities:	Copeland Middle School is an educational community comprised of approximately 776 students and over 120 support and personnel staff. It houses sixth, seventh and eighth grade students, who are assigned to one of seven academic teams. We house “Project Adventure” courses throughout our campus. Students have access to a TV Studio, three 21st Century Computer Labs.

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Other Information:	In addition to our challenging academic programs, we have a strong commitment to the fine arts. Students are provided with the opportunity to participate in a full array of instrumental music (band and strings), vocal music, and visual arts classes during the school day. The curriculum is derived from national and state standards for the Fine and Performing Arts. In addition to the classes, the Fine and Performing Arts Program offers after school programs including Jazz Band, small instrumental and vocal performance groups, and the Copeland Theatre Company. We are proud of the high honors our students receive at various state and regional festival events. Copeland Middle School offers a comprehensive educational program, a wide-range of extracurricular activities, and school-based Character Education Program. We are proud to challenge students academically, while also focusing on their social and emotional well-being.