NJ SCHOOL PERFORMANCE REPORT

BUZZ ALDRIN MIDDLE SCHOOL
(13-3310-127)
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	ESSEX
District	MONTCLAIR TOWN
Principal Name	DR. SACK
Address	173 BELLEVUE AVE UPPER MONTCLAIR, NJ 07042
Phone Number	(973)509-4220
Email Address	JSACK@MONTCLAIR.K12.NJ.US
Website	https://buzz-aldrin.montclair.k12.nj.us/
Twitter	https://twitter.com/buzzaldrinms?lang=en

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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	208	220	211
7	209	226	221
8	220	212	228
Total	637	658	660

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	44.0%	44.7%	43.6%
Male	56.0%	55.3%	56.4%
Economically Disadvantaged Students	22.3%	18.1%	17.0%
Students with Disabilities	20.6%	20.5%	20.2%
English Learners	1.1%	1.2%	1.4%
Homeless Students		0.3%	0.8%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.8%
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	48.5%	50.6%	51.1%
Hispanic	11.9%	12.6%	12.9%
Black or African American	27.8%	26.1%	24.2%
Asian	6.6%	5.6%	6.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.2%	0.3%	0.3%
Two or More Races	5.0%	4.7%	4.7%

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	97.6%
Spanish	1.2%
Other Languages	1.2%

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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	42	43	50	Met Standard	46	49	50	Met Standard
White	43	43	50	Met Standard	49	51	51	Met Standard
Hispanic	35.5	43.5	49	Not Met	41	50	48	Met Standard
Black or African American	39	39.5	44	Not Met	34.5	41	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	56	50	61	Met Standard	42	54.5	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	34	39	49	Not Met	73	53	51	**
Economically Disadvantaged	30	35	48	Not Met	31.5	41	47	Not Met
Students with Disabilities	29	40	41	Not Met	41	43.5	43	Met Standard
English Learners	*	45	54	**	*	56.5	51	**

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

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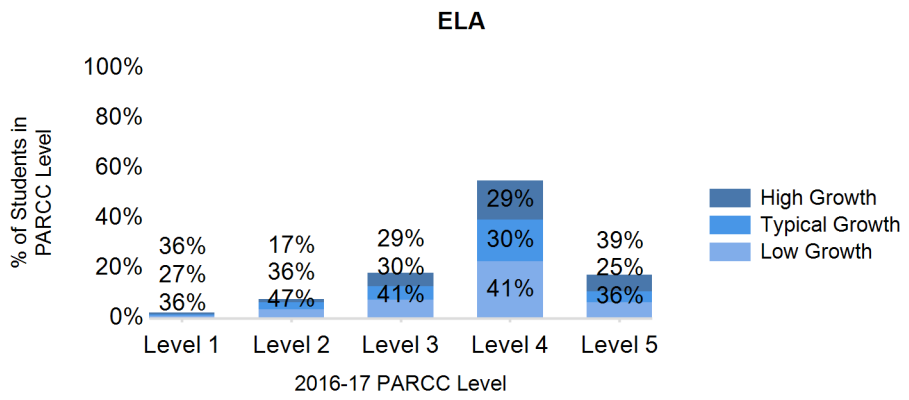
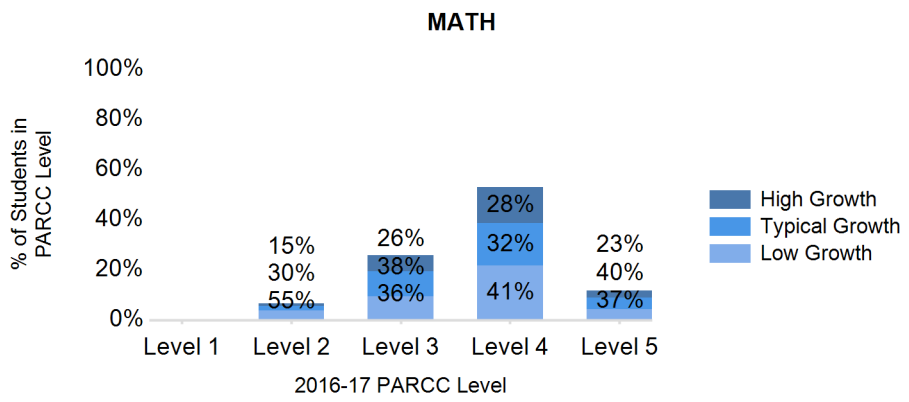
Student Growth by Performance Level

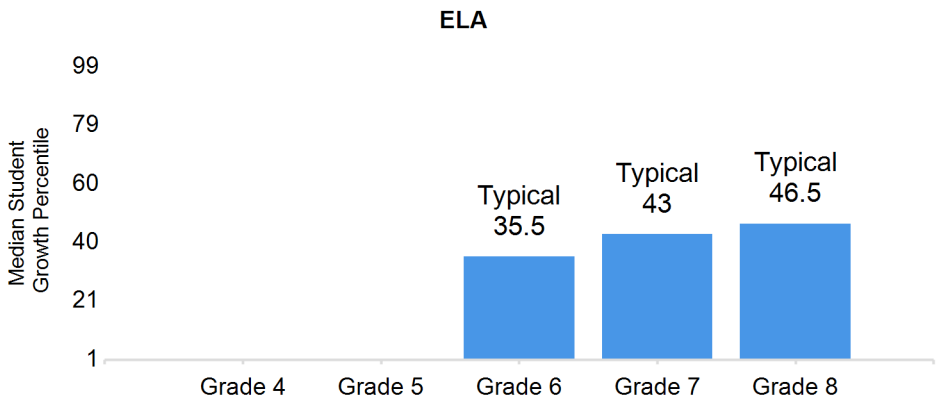
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

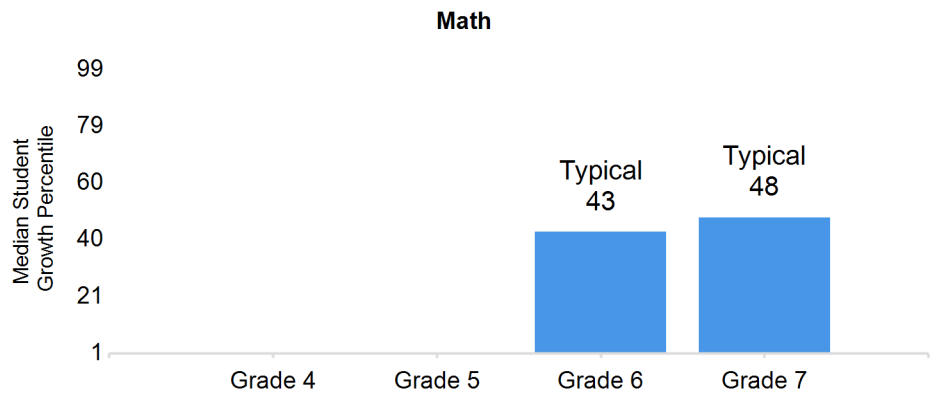




Student Growth by Grade

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	584	89.4	65.4	65.6	56.7	61.4	44.2	Met Target
White	303	89.7	75.2	76.7	65.6	71.0	55.7	Met Target
Hispanic	72	89.0	56.9	56.2	42.5	53.3	33.3	Met Target
Black or African American	137	86.2	43.8	41.9	37.3	39.7	26.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	41	93.2	78.1	*	82.3	76.5	54.2	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	70.6	63.4	*	41.7	Met Target
Female	248	88.7	75.8	74.9	64.5	70.7		
Male	336	89.9	57.7	56.7	49.4	54.6		
Economically Disadvantaged Students	94	87.9	39.4	31.2	38.5	*	25.5	Met Target
Non-Economically Disadvantaged Students	490	89.7	70.4	71.3	67.5	*		
Students with Disabilities	116	87.3	28.4	29.4	21.6	26.1	31.7	Met Target†
Students without Disabilities	468	89.9	74.6	72.9	63.9	70.5		
English Learners	*	*	*	31.8	27.3	*	**	**
Non-English Learners	*	*	*	66.0	59.4	*		
Homeless Students	*	*	*	18.8	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	50.0	57.4	*		
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	174	761	758	754	*	*	21%	49%	18%	68%	56%
White	91	767	765	761	*	*	19%	53%	23%	76%	66%
Hispanic	20	752	*	742	*	*	*	*	*	60%	42%
Black or African American	39	746	740	737	*	*	33%	*	*	46%	35%
Asian, Native Hawaiian, or Pacific Islander	14	760	*	779	*	*	*	*	*	71%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	10	792	*	761	0%	0%	*	*	*	90%	64%
Female	81	772	766	761	*	*	*	54%	25%	79%	64%
Male	93	752	750	748	*	*	*	45%	13%	58%	48%
Economically Disadvantaged Students	19	732	731	739	*	*	*	*	*	21%	37%
Non-Economically Disadvantaged Students	155	765	762	764	*	*	*	*	*	74%	68%
Students with Disabilities	19	722	*	723	*	*	*	*	*	16%	18%
Students without Disabilities	155	766	*	760	*	*	*	*	*	74%	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	174	761	758	755	*	*	21%	49%	18%	68%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	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	185	769	763	760	6%	6%	16%	36%	36%	72%	63%
White	97	783	772	768	0%	*	*	40%	45%	86%	72%
Hispanic	27	753	*	746	*	*	*	*	*	59%	49%
Black or African American	41	751	744	740	*	*	24%	*	*	49%	42%
Asian, Native Hawaiian, or Pacific Islander	12	771	768	790	0%	0%	*	*	*	83%	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	79	787	775	769	*	*	*	43%	48%	91%	72%
Male	106	756	751	752	*	*	*	31%	26%	58%	54%
Economically Disadvantaged Students	26	734	*	742	*	*	*	*	*	38%	44%
Non-Economically Disadvantaged Students	159	775	*	771	*	*	*	*	*	77%	73%
Students with Disabilities	29	730	*	721	*	*	*	*	*	24%	22%
Students without Disabilities	156	777	*	768	*	*	*	*	*	81%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	200	759	761	759	8%	12%	24%	40%	18%	58%	60%
White	111	768	769	767	*	*	22%	45%	23%	68%	70%
Hispanic	19	752	*	744	*	*	*	*	*	37%	45%
Black or African American	43	733	738	739	*	26%	28%	*	*	30%	39%
Asian, Native Hawaiian, or Pacific Islander	15	770	*	789	0%	0%	*	*	*	80%	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	774	766	*	*	*	*	*	*	66%
Female	82	762	769	768	*	*	23%	34%	22%	56%	69%
Male	118	757	755	751	*	*	24%	43%	15%	58%	52%
Economically Disadvantaged Students	35	726	*	740	*	*	*	29%	0%	29%	42%
Non-Economically Disadvantaged Students	165	766	*	769	*	*	*	42%	22%	64%	71%
Students with Disabilities	40	723	725	719	*	*	38%	*	*	13%	19%
Students without Disabilities	160	768	769	766	*	*	20%	*	*	69%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	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	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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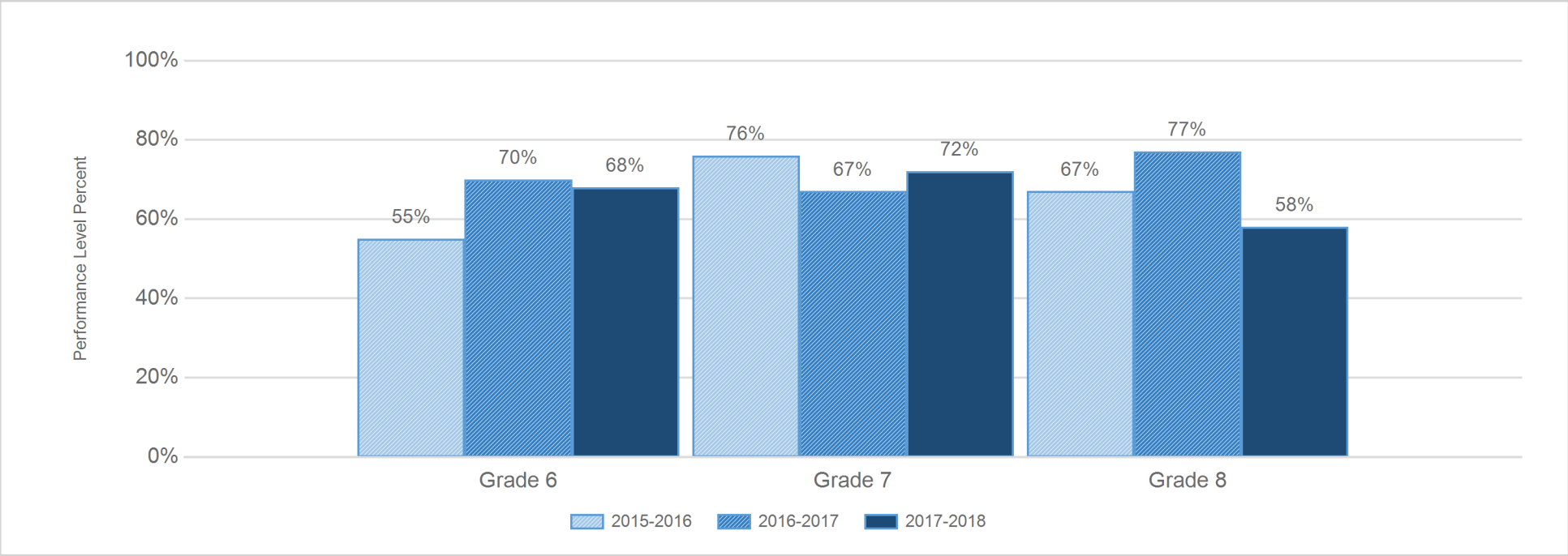
English Language Arts/Literacy Assessment - Performance Trends

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	588	89.5	53.9	53.0	45.0	50.7	39.1	Met Target
White	304	90.0	64.8	65.8	54.1	61.4	48.6	Met Target
Hispanic	75	89.4	46.7	42.2	29.2	43.8	28.2	Met Target
Black or African American	137	85.8	31.4	26.4	23.4	28.3	24.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	41	93.3	61.0	*	77.0	59.8	45	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	60.4	53.0	*	41.7	Met Target
Female	251	88.5	55.8	54.1	46.0	51.9		
Male	337	90.2	52.5	52.0	43.9	49.9		
Economically Disadvantaged Students	95	87.3	28.5	20.9	26.6	*	22.9	Met Target
Non-Economically Disadvantaged Students	493	89.9	58.9	58.5	55.9	*		
Students with Disabilities	117	87.4	23.9	21.7	17.1	22.0	28.2	Not Met
Students without Disabilities	471	90.0	61.4	59.4	50.5	58.0		
English Learners	*	*	*	32.0	24.6	*	**	**
Non-English Learners	*	*	*	53.3	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	50.0	45.8	*		
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	176	753	748	744	*	13%	29%	*	*	55%	44%
White	91	760	756	751	*	*	25%	53%	13%	66%	54%
Hispanic	20	746	*	731	0%	*	*	*	*	40%	27%
Black or African American	40	734	729	726	*	*	40%	28%	0%	28%	21%
Asian, Native Hawaiian, or Pacific Islander	15	754	*	771	0%	*	*	*	*	60%	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	10	776	*	749	0%	*	*	*	*	80%	52%
Female	83	755	750	745	*	*	27%	*	*	59%	45%
Male	93	751	746	742	*	*	31%	*	*	51%	42%
Economically Disadvantaged Students	20	722	724	729	*	*	*	*	*	10%	24%
Non-Economically Disadvantaged Students	156	757	752	753	*	*	*	*	*	60%	56%
Students with Disabilities	19	718	*	717	*	*	*	*	*	*	13%
Students without Disabilities	157	757	*	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

BUZZ ALDRIN MIDDLE SCHOOL
(13-3310-127)
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	164	751	747	743	*	13%	29%	*	*	55%	43%
White	80	760	755	750	*	*	26%	55%	13%	68%	54%
Hispanic	28	749	*	732	*	*	*	*	*	54%	27%
Black or African American	40	736	731	727	*	28%	30%	*	*	35%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	71	757	753	745	*	*	21%	*	*	66%	45%
Male	93	746	742	741	*	*	34%	*	*	47%	42%
Economically Disadvantaged Students	27	733	*	730	*	*	*	*	*	37%	24%
Non-Economically Disadvantaged Students	137	754	*	751	*	*	*	*	*	59%	55%
Students with Disabilities	27	724	*	717	*	*	*	*	*	15%	12%
Students without Disabilities	137	756	*	748	*	*	*	*	*	64%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

BUZZ ALDRIN MIDDLE SCHOOL
(13-3310-127)
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	*	*	*	728	*	*	*	*	*	*	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	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	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	N	N	N	705	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	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	207	752	748	746	7%	18%	25%	45%	5%	50%	46%
White	124	763	760	755	*	12%	22%	*	*	64%	57%
Hispanic	18	739	*	730	*	*	*	*	*	28%	27%
Black or African American	40	725	728	727	*	38%	*	*	*	20%	23%
Asian, Native Hawaiian, or Pacific Islander	15	757	*	779	*	0%	*	*	*	53%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	753	755	*	*	*	*	*	*	54%
Female	87	745	747	748	*	24%	24%	*	*	41%	48%
Male	120	757	750	745	*	14%	25%	*	*	57%	44%
Economically Disadvantaged Students	35	724	*	729	*	43%	*	*	*	14%	25%
Non-Economically Disadvantaged Students	172	758	*	756	*	13%	*	*	*	58%	57%
Students with Disabilities	42	728	725	716	*	38%	*	*	*	19%	13%
Students without Disabilities	165	758	754	752	*	13%	*	*	*	58%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
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%

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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	15	776	740	735	0%	0%	*	*	*	93%	30%
White	*	*	750	740	*	*	*	*	*	*	37%
Hispanic	*	*	732	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	757	741	*	*	*	*	*	*	39%
Female	*	*	741	736	*	*	*	*	*	*	30%
Male	*	*	739	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	718	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	15	776	*	741	0%	0%	*	*	*	93%	38%
Students with Disabilities	N	N	712	713	N	N	N	N	N	N	*
Students without Disabilities	15	776	*	738	0%	0%	*	*	*	93%	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	15	776	*	736	0%	0%	*	*	*	93%	*
Homeless Students	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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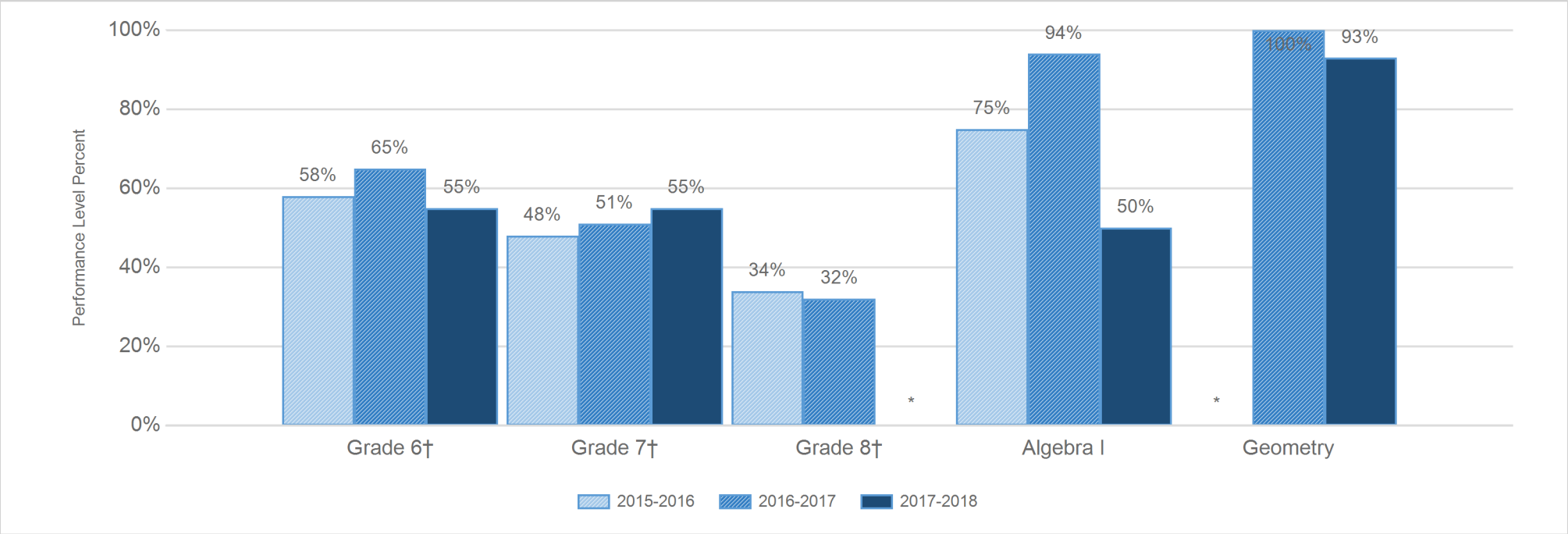
Mathematics Assessment – Performance Trends

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	13	13
7	*	10
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	*	*	*
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	44	0	178
7	218	0	34
8	209	25	25
Total	471	25	237

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	131	57	0	0	0	0	0
7	107	66	0	0	0	0	0
8	112	44	0	0	0	0	0
Total	350	167	0	0	0	0	0

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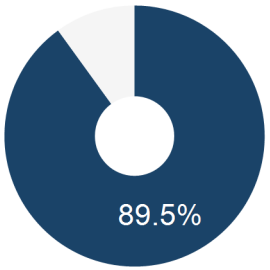
Visual and Performing Arts – Course Participation

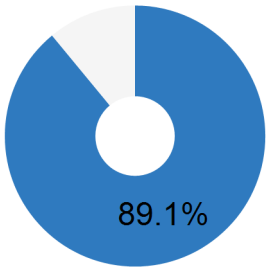
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

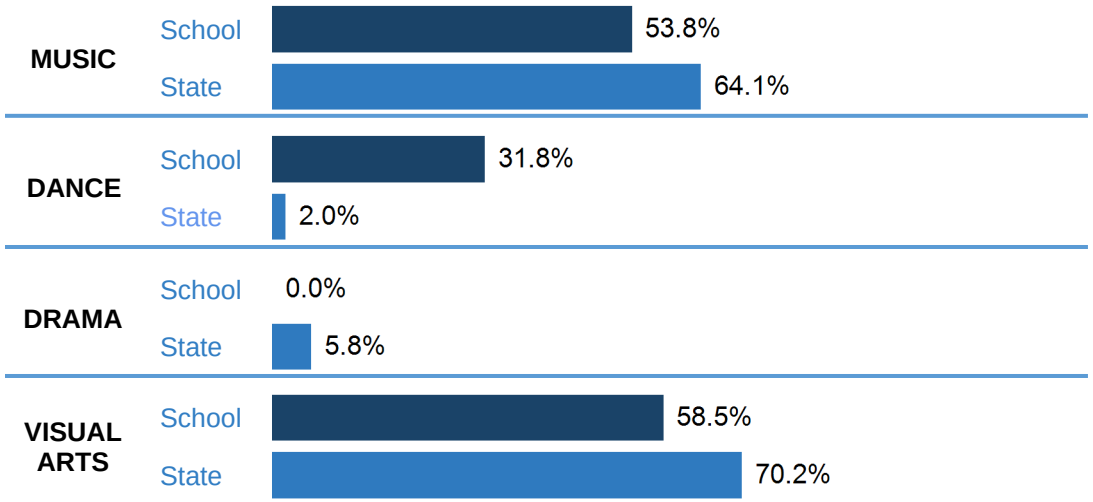


School



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.

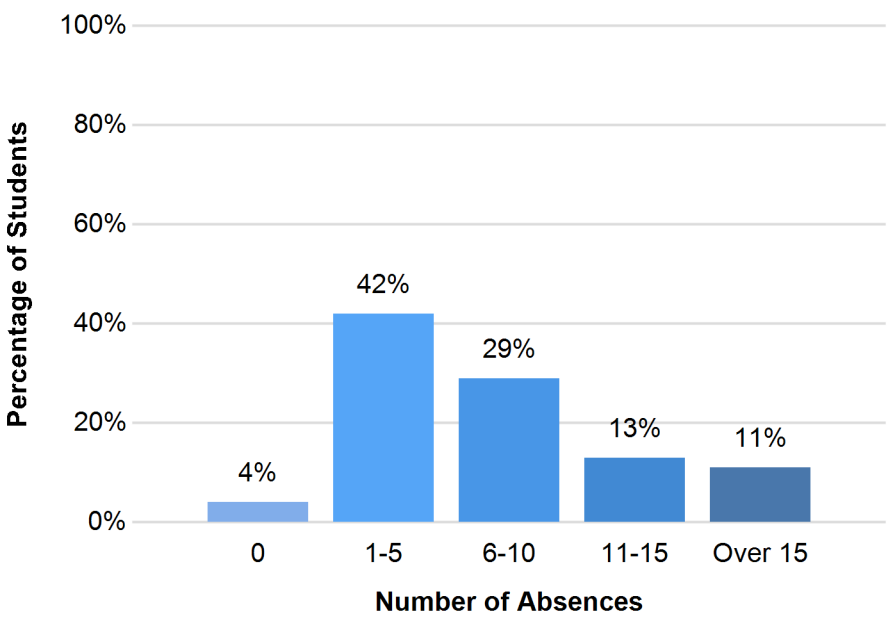
Chronic Absenteeism

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	47	7.1	9.5	Met
White	15	4.5	9.5	Met
Hispanic	12	14.1	9.5	Not Met
Black or African American	16	9.7	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	1	2.2	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.5	Not Met
Economically Disadvantaged Students	17	15.2	9.5	Not Met
Students with Disabilities	15	10.9	9.5	Not Met
English Learners	*	*	**	**

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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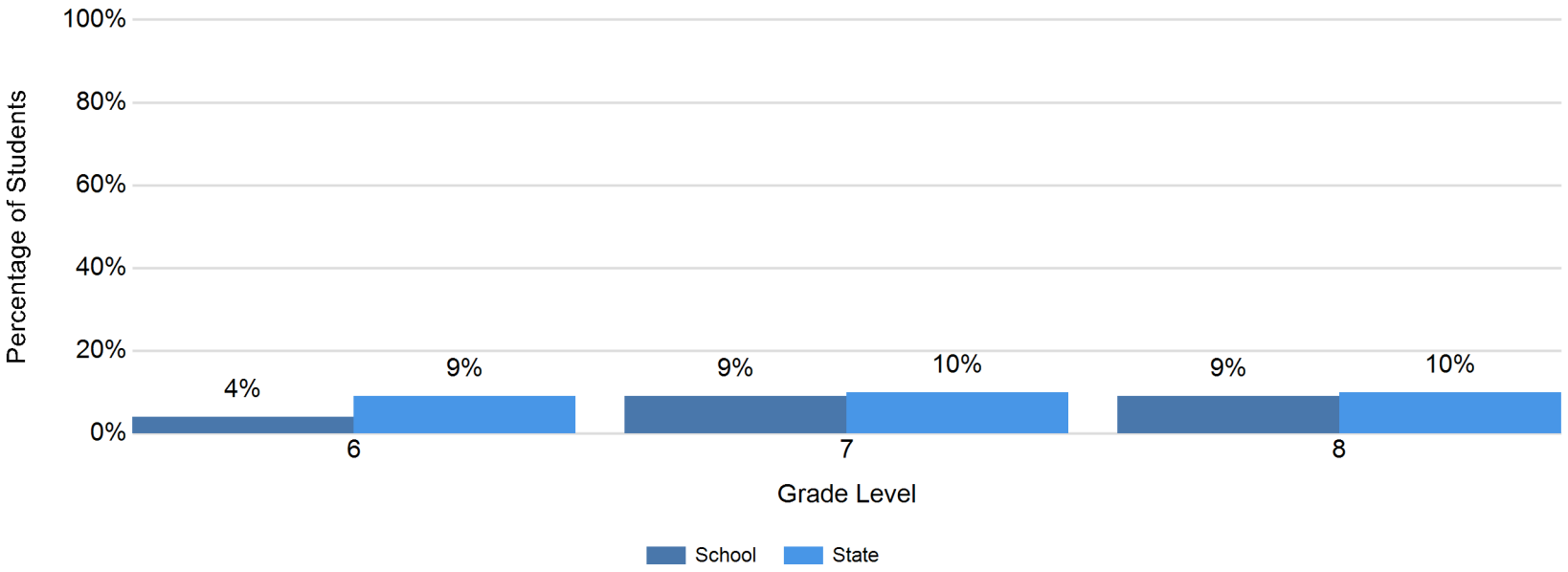
Chronic Absenteeism by Grade

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	7
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.52

Police Notifications

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

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

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	10	1.5%
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
13

NJ SCHOOL PERFORMANCE REPORT

BUZZ ALDRIN MIDDLE SCHOOL
(13-3310-127)
Grades Offered: 06-08
2017-2018

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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	2:10 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 32 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	1.5:1

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)	$384	$16,086	$16,470

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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	64	117,464
Average years experience in public schools	17.5	12.0
Average years experience in district	12.0	10.7
Teachers in district for 4 or more years	85.7%	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	32	9,374
Average years experience in public schools	15.2	16.0
Average years experience in district	10.1	12.0
Administrators in district for 4 or more years	65.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	330:1	208:1
Teachers to Administrators	32:1	18:1
Students to Librarians/Media Specialists		1668:1
Students to Nurses		513:1
Students to Counselors		556:1
Students to Child Study Team		155:1

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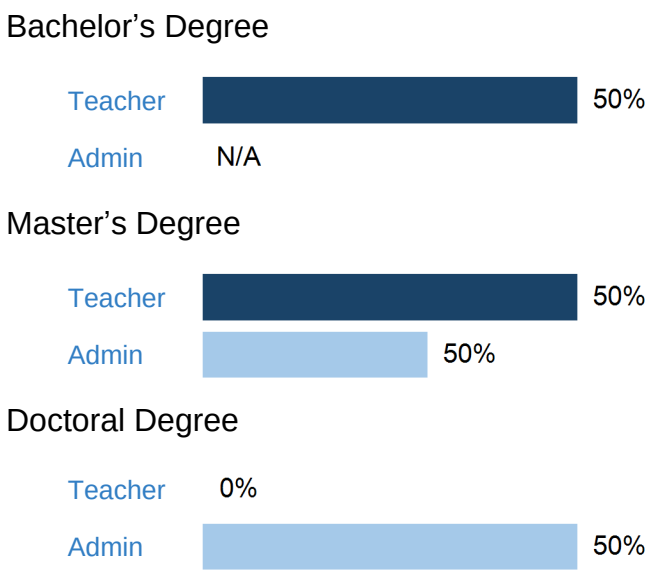
Teachers and Administrators - Level of Education

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	91.3%	90.2%
2016-17 Administrators: Same district 2017-18	81.3%	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	98.4%

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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	65.6%	50.0%
Male	34.4%	50.0%
White	65.6%	50.0%
Hispanic	4.7%	0.0%
Black or African American	21.9%	50.0%
Asian	7.8%	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	51.42	17.5%
Mathematics Proficiency	47.99	17.5%
English Language Arts Growth	16.47	25.0%
Mathematics Growth	23.09	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	47.54	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	34.42	n/a
Summative Rating: Percentile Rank of Summative Score	25.30	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	Met Standard	Met Standard	**	Met	No
White	47.93	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	36.99	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
Black or African American	43.32	14.08	No	Met Target	Met Target	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	25.89	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	34.27	14.08	No	Met Target	Met Target	Not Met	**	n/a	Not Met	No
Economically Disadvantaged Students	21.58	14.08	No	Met Target	Met Target	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	44.32	14.08	No	Met Target†	Not Met	Not Met	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:	• Buzz Aldrin is a STEM Magnet School equipped with several technology learning centers. • We offer many exciting elective courses, including Broadcast Studio, Architecture, and Digital Photography. • Collaborative learning, technological integration, and strong parental support are at the heart of the school's success.
Mission, Vision, Theme:	Our Buzz Aldrin Mission Statement: We believe that all students can learn, achieve, and grow in a safe and secure environment. We are a STEM Magnet School with a focus on Science, Technology, Engineering, and Mathematics. We are also focused on applying the Arts into STEM, what is often referred to as STEAM.
Awards, Recognition, Accomplishments:	Sustainable NJ Grant Recipient; Superior Rating each year at High Note Music Festival; School Action Team was selected as the Academics & Enrichment winner in PTO Today's 2016 National Parent Group of the Year contest; Multiple grants awarded from Montclair Fund for Educational Excellence

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Courses, Curriculum, Instruction:	A student's daily schedule is comprised of courses in the areas of ELA, Math, Social Studies, Science, World Languages (French and Spanish), Technology, and PE. The related arts department includes many elective courses, such as Band, Chorus, Art, Architecture, Broadcast Studio, and Dance. Project Lead the Way is an important part of our program. PLTW teaches pre-engineering concepts at the middle school level. Block scheduling allows for in-depth study of both core and elective courses.
Clubs and Activities:	Buzz Aldrin provides many extra-curricular activities, including, but not limited to: Model UN, Model Congress, Science Olympiad, Robotics, National Junior Honor Society, Math Counts, Yearbook, Stage Crew, Theatre Productions, Counselor-directed Peer Mentoring, Start with Hello, and more.

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Before and After School Programs:	At Buzz Aldrin, there is a Title 1-funded extended day program called the After School Achievement Program. The program meets twice per week, after school, to provide extra support to students in the areas of Math and ELA.
Staff and Professional Learning:	Buzz Aldrin is a community of administrators, teachers, and support staff who trust, encourage and respect each other. Teachers frequently meet in House and department meetings to collaborate and to support the needs of their students. Our teachers and support staff participate in both school and district-level professional development, such as Renaissance Learning, Organizing and Delivering the Curriculum, Mindfulness training, Reading IEP's, Google Apps for Education (GAFE), and more.

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Student Supports and Services:	Buzz Aldrin is committed to providing a high quality, developmentally appropriate and individualized educational program for students identified with special needs. Students with special needs are educated in the least restrictive environment to the maximum extent appropriate. Additionally, students are supported prior to referral to the office of special service by the Intervention and Referral Service Team, I&RS, and Response to Intervention, RTI.
Student Health and Wellness:	Our school lunch program has a village fresh promotional program using fresh produce and an alternative healthy menu. We follow USDA Guidelines for Smart Snacks in our school. Our PE and Health classes are taught under the supervision of certified teaching staff and at BAMS, students have PE for 80 min., every other day, plus a 20 minute recess each day.
Parent and Community Involvement:	Buzz Aldrin Middle School has an active parent community and there are many opportunities for parents and caregivers to become involved. Our 2018 PTA Goals include: Enhance Family/Parent Engagement and Community Building, Improve Fundraising Outcomes, and Facilitate enrichment and curriculum enhancement activities. Our PTA works in partnership with the Buzz Aldrin School Action Team for Partnerships to enrich the learning experience for all children.

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Facilities:	Buzz Aldrin Middle School is proud of our beautiful facility, which includes a green house, engineering labs, a broadcast studio, and several technology labs. Our school auditorium is home to many performances and holds over 650 people.

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Other Information:	Buzz Aldrin Middle School provides a thorough and vigorous academic education for all of our students. Our program offers students an opportunity for exploration, using guided and self-directed methods, to ensure skill mastery and a lifelong love of learning. At Buzz Aldrin Middle School, students learn to think critically while also learning to respect themselves, each other, and the world around them. Part of the excitement of being a STEM magnet school is the ability to partner with institutions and organizations, such as science centers and hospitals. BAMS has formed partnerships with Montclair State University, Liberty Science Center, Hackensack Mountainside Hospital, We Care Solar, and more. In order to provide students with an intimate learning experience, BAMS is divided into five "houses" of approximately 130 students each. Students stay in the same house for their three years of middle school, with many of the same teachers. We believe this provides a unique support system for academic as well as social-emotional growth. Block scheduling (or double periods) allows for in-depth study of core subjects. Dance, band, chorus, world languages, art, and a rich array of elective courses are taken according to a student's interests and needs.