NJ SCHOOL PERFORMANCE REPORT

FORDS MIDDLE SCHOOL
(23-5850-070)
Grades Offered: 06-08
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	WOODBRIDGE TWP
Principal Name	DR. PARRY
Address	FANNING STREET FORDS, NJ 08863
Phone Number	(732)596-4200
Email Address	JAMES.PARRY@WOODBRIDGE.K12.NJ.US
Website	https://www.woodbridge.k12.nj.us/domain/27
Twitter	https://twitter.com/fordsmiddlewtsd

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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	227	208	230
7	237	228	205
8	228	235	224
Total	692	671	659

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	48.3%	48.7%	49.9%
Male	51.7%	51.3%	50.1%
Economically Disadvantaged Students	47.7%	48.0%	45.0%
Students with Disabilities	12.3%	13.6%	13.0%
English Learners	0.0%	0.7%	0.3%
Homeless Students		0.4%	0.6%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	24.6%	25.3%	27.8%
Hispanic	41.8%	43.5%	44.3%
Black or African American	14.0%	13.3%	10.3%
Asian	18.4%	16.9%	15.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.3%	1.0%	1.7%

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	62.5%
Spanish	22.6%
Urdu	2.3%
Tagalog	2.1%
Tamil	1.4%
Other Languages	9.1%

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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	38	45	50	Not Met	43	53	50	Met Standard
White	35	43	50	Not Met	33	46	51	Not Met
Hispanic	33	40	49	Not Met	41	47	48	Met Standard
Black or African American	45	39	44	Met Standard	55	46	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	55	55	61	Met Standard	58	64.5	61	Met Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	34.5	49	**	*	50	51	**
Economically Disadvantaged	36.5	42	48	Not Met	43	46	47	Met Standard
Students with Disabilities	27	33	41	Not Met	26	40	43	Not Met
English Learners	51	52	54	**	55	60	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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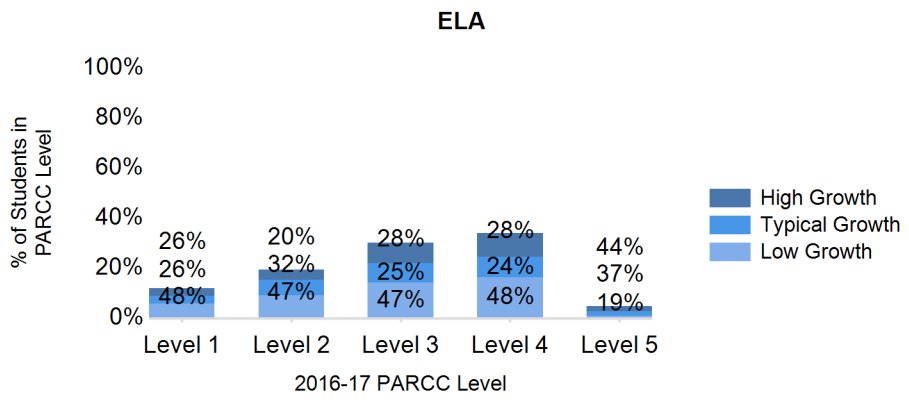
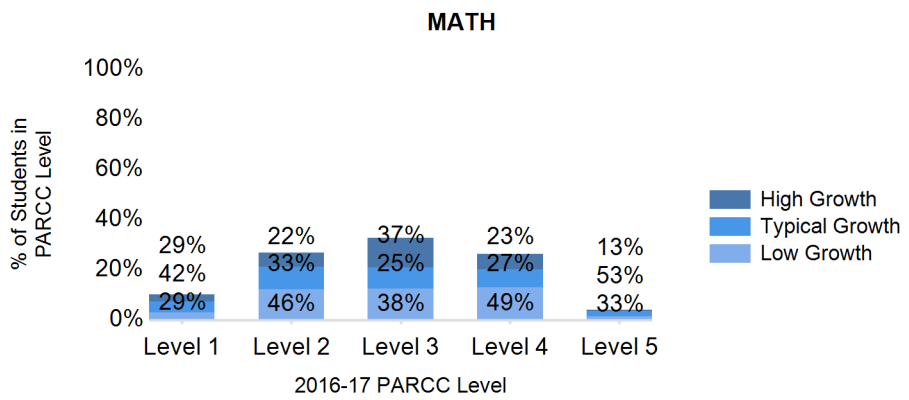
Student Growth by Performance Level

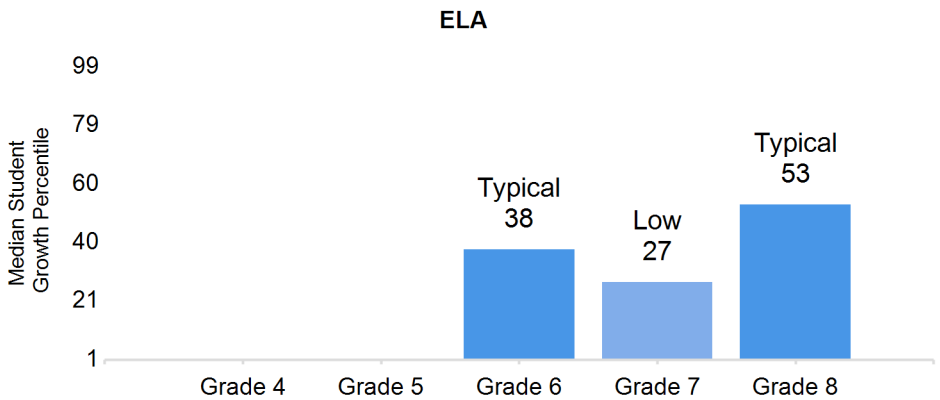
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

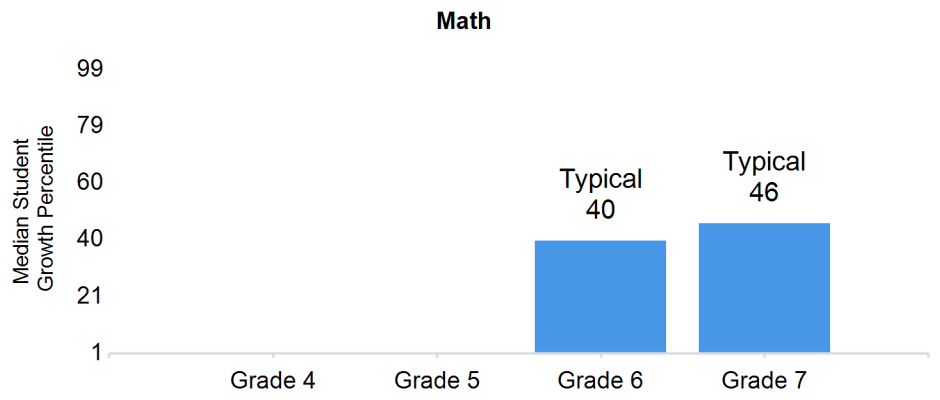




Student Growth by Grade

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	603	91.5	40.2	48.6	56.7	38.6	43.3	Not Met
White	170	92.5	38.8	46.0	65.6	37.9	46.4	Not Met
Hispanic	252	88.1	29.0	*	42.5	26.7	28.9	Met Target†
Black or African American	*	*	*	34.9	37.3	*	41.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	107	98.2	68.2	69.7	82.3	68.2	71	Met Target†
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	42.4	63.4	*	**	**
Female	296	90.9	49.3	57.8	64.5	47.1		
Male	307	92.1	31.3	40.0	49.4	30.3		
Economically Disadvantaged Students	252	87.2	30.6	32.1	38.5	*	34.2	Not Met
Non-Economically Disadvantaged Students	351	94.9	47.0	56.4	67.5	*		
Students with Disabilities	86	92.5	*	12.2	21.6	*	14.5	Not Met
Students without Disabilities	517	91.3	*	53.7	63.9	*		
English Learners	18	100.0	27.8	33.1	27.3	27.8	N	N
Non-English Learners	585	91.2	40.5	49.7	59.4	38.9		
Homeless Students	*	*	*	15.4	27.7	*		
Students In Foster Care	N	N	N	45.5	26.3	N		
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	210	740	747	754	6%	25%	30%	*	*	39%	56%
White	61	740	745	761	*	28%	31%	*	*	39%	66%
Hispanic	90	733	736	742	*	*	37%	28%	0%	28%	42%
Black or African American	*	*	739	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	38	756	*	779	*	*	*	*	*	61%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	748	761	*	*	*	*	*	*	64%
Female	99	744	755	761	*	23%	29%	*	*	43%	64%
Male	111	736	740	748	*	26%	32%	*	*	34%	48%
Economically Disadvantaged Students	87	735	734	739	*	26%	34%	*	*	32%	37%
Non-Economically Disadvantaged Students	123	743	753	764	*	24%	28%	*	*	43%	68%
Students with Disabilities	31	715	713	723	*	*	*	*	*	*	18%
Students without Disabilities	179	744	751	760	*	*	*	*	*	*	63%
English Learners	*	*	713	712	*	*	*	*	*	*	*
Non-English Learners	*	*	748	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	26%
Students in Foster Care	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	192	732	746	760	21%	19%	30%	23%	8%	31%	63%
White	57	730	744	768	*	30%	35%	*	*	19%	72%
Hispanic	83	724	733	746	27%	18%	30%	*	*	25%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	29	763	*	790	*	*	*	*	*	69%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	102	742	756	769	12%	17%	30%	*	*	41%	72%
Male	90	720	736	752	31%	21%	29%	*	*	19%	54%
Economically Disadvantaged Students	95	725	733	742	25%	21%	28%	*	*	25%	44%
Non-Economically Disadvantaged Students	97	738	753	771	16%	16%	31%	*	*	36%	73%
Students with Disabilities	30	688	703	721	*	*	*	*	*	*	22%
Students without Disabilities	162	740	752	768	*	*	*	*	*	*	71%
English Learners	*	*	709	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	747	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	207	746	750	759	14%	20%	16%	37%	13%	50%	60%
White	54	749	747	767	*	*	*	39%	19%	57%	70%
Hispanic	83	730	738	744	22%	28%	17%	*	*	34%	45%
Black or African American	*	*	741	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	40	770	770	789	*	*	*	45%	30%	75%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	749	766	*	*	*	*	*	*	66%
Female	97	758	763	768	*	*	18%	*	*	64%	69%
Male	110	735	738	751	*	*	15%	*	*	38%	52%
Economically Disadvantaged Students	75	731	733	740	19%	32%	16%	*	*	33%	42%
Non-Economically Disadvantaged Students	132	754	758	769	11%	14%	16%	*	*	60%	71%
Students with Disabilities	21	705	704	719	52%	*	*	*	*	14%	19%
Students without Disabilities	186	750	756	766	9%	*	*	*	*	54%	68%
English Learners	N	N	*	703	N	N	N	N	N	N	*
Non-English Learners	207	746	*	761	14%	20%	16%	37%	13%	50%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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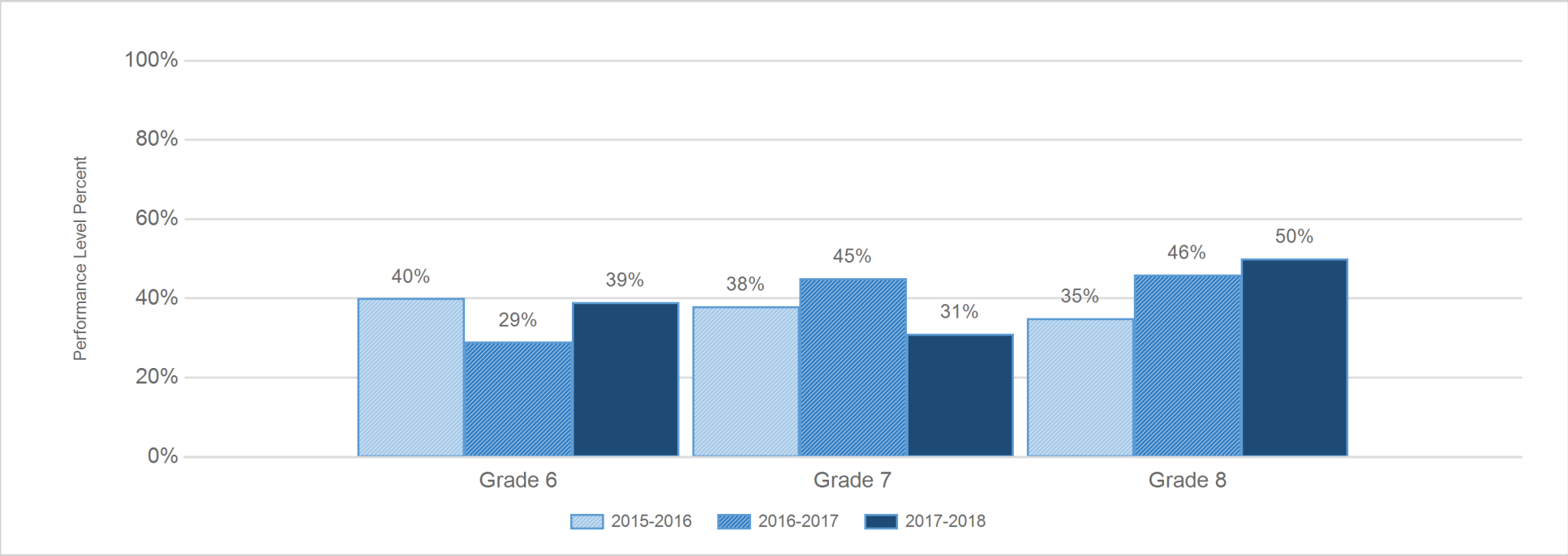
English Language Arts/Literacy Assessment - Performance Trends

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	608	92.2	32.8	42.8	45.0	31.9	34.8	Met Target†
White	171	93.0	31.6	39.6	54.1	31.0	35.9	Met Target†
Hispanic	254	88.7	23.6	26.0	29.2	22.0	23.4	Met Target†
Black or African American	*	*	*	23.0	23.4	*	26.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	108	99.1	62.1	68.7	77.0	62.1	64.2	Met Target†
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	35.4	53.0	*	**	**
Female	298	91.5	35.9	45.1	46.0	34.6		
Male	310	92.9	30.0	40.6	43.9	29.4		
Economically Disadvantaged Students	255	88.2	23.9	26.6	26.6	22.2	26.8	Not Met
Non-Economically Disadvantaged Students	353	95.5	39.3	50.5	55.9	39.3		
Students with Disabilities	86	92.5	*	10.6	17.1	*	13.4	Not Met
Students without Disabilities	522	92.2	*	47.1	50.5	*		
English Learners	18	100.0	11.1	35.9	24.6	11.1	N	N
Non-English Learners	590	92.0	33.6	43.3	46.9	32.5		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	27.3	16.2	N		
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	211	736	743	744	9%	32%	26%	*	*	33%	44%
White	61	736	739	751	*	39%	23%	*	*	34%	54%
Hispanic	90	727	730	731	17%	34%	24%	24%	0%	24%	27%
Black or African American	*	*	730	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	38	758	*	771	*	*	32%	*	*	55%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	746	749	*	*	*	*	*	*	52%
Female	99	734	745	745	*	36%	20%	*	*	34%	45%
Male	112	737	741	742	*	28%	30%	*	*	32%	42%
Economically Disadvantaged Students	87	729	730	729	*	39%	26%	*	*	24%	24%
Non-Economically Disadvantaged Students	124	740	748	753	*	27%	25%	*	*	40%	56%
Students with Disabilities	31	712	710	717	32%	42%	*	*	*	10%	13%
Students without Disabilities	180	740	746	748	6%	30%	*	*	*	37%	49%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	743	745	*	*	*	*	*	*	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	13%
Students in Foster Care	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

FORDS MIDDLE SCHOOL
(23-5850-070)
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	194	733	744	743	9%	28%	37%	*	*	26%	43%
White	58	732	742	750	*	33%	40%	*	*	19%	54%
Hispanic	83	729	733	732	*	34%	41%	*	*	17%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	30	755	*	767	*	*	*	*	*	67%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	103	735	746	745	*	26%	39%	*	*	25%	45%
Male	91	731	742	741	*	31%	34%	*	*	26%	42%
Economically Disadvantaged Students	97	730	733	730	*	29%	35%	*	*	23%	24%
Non-Economically Disadvantaged Students	97	737	750	751	*	28%	38%	*	*	29%	55%
Students with Disabilities	30	700	712	717	*	*	*	*	*	*	12%
Students without Disabilities	164	739	749	748	*	*	*	*	*	*	50%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	745	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

FORDS MIDDLE SCHOOL
(23-5850-070)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	166	725	727	728	25%	24%	26%	25%	0%	25%	28%
White	40	725	726	736	*	28%	*	*	*	25%	36%
Hispanic	78	721	715	722	29%	26%	21%	24%	0%	24%	22%
Black or African American	23	723	719	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	730	729	*	*	*	*	*	*	28%
Female	72	730	732	731	21%	21%	26%	32%	0%	32%	31%
Male	94	721	723	725	28%	27%	26%	20%	0%	20%	26%
Economically Disadvantaged Students	73	721	719	719	29%	25%	23%	23%	0%	23%	20%
Non-Economically Disadvantaged Students	93	729	732	735	22%	24%	28%	27%	0%	27%	35%
Students with Disabilities	21	708	697	705	48%	*	*	*	*	14%	*
Students without Disabilities	145	728	732	735	21%	*	*	*	*	27%	*
English Learners	N	N	*	705	N	N	N	N	N	N	10%
Non-English Learners	166	725	*	729	25%	24%	26%	25%	0%	25%	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	787	741	746	0%	0%	*	*	*	88%	46%
White	14	779	*	755	0%	0%	*	*	*	86%	57%
Hispanic	*	*	729	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	16	804	764	779	0%	0%	*	*	*	94%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	26	786	746	748	0%	0%	*	*	*	92%	48%
Male	15	789	738	745	0%	0%	*	*	*	80%	44%
Economically Disadvantaged Students	*	*	726	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	750	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	41	787	*	752	0%	0%	*	*	*	88%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	41	787	*	749	0%	0%	*	*	*	88%	*
Homeless Students	N	N	715	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 by Test: Algebra II

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	*	*	726	727	*	*	*	*	*	*	30%
White	N	N	*	733	N	N	N	N	N	N	35%
Hispanic	N	N	*	710	N	N	N	N	N	N	14%
Black or African American	N	N	*	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	751	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	N	N	*	728	N	N	N	N	N	N	30%
Male	*	*	725	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	716	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	730	736	*	*	*	*	*	*	37%
Students with Disabilities	N	N	686	693	N	N	N	N	N	N	*
Students without Disabilities	*	*	728	732	*	*	*	*	*	*	*
English Learners	N	N	692	691	N	N	N	N	N	N	*
Non-English Learners	*	*	727	729	*	*	*	*	*	*	*
Homeless Students	N	N	*	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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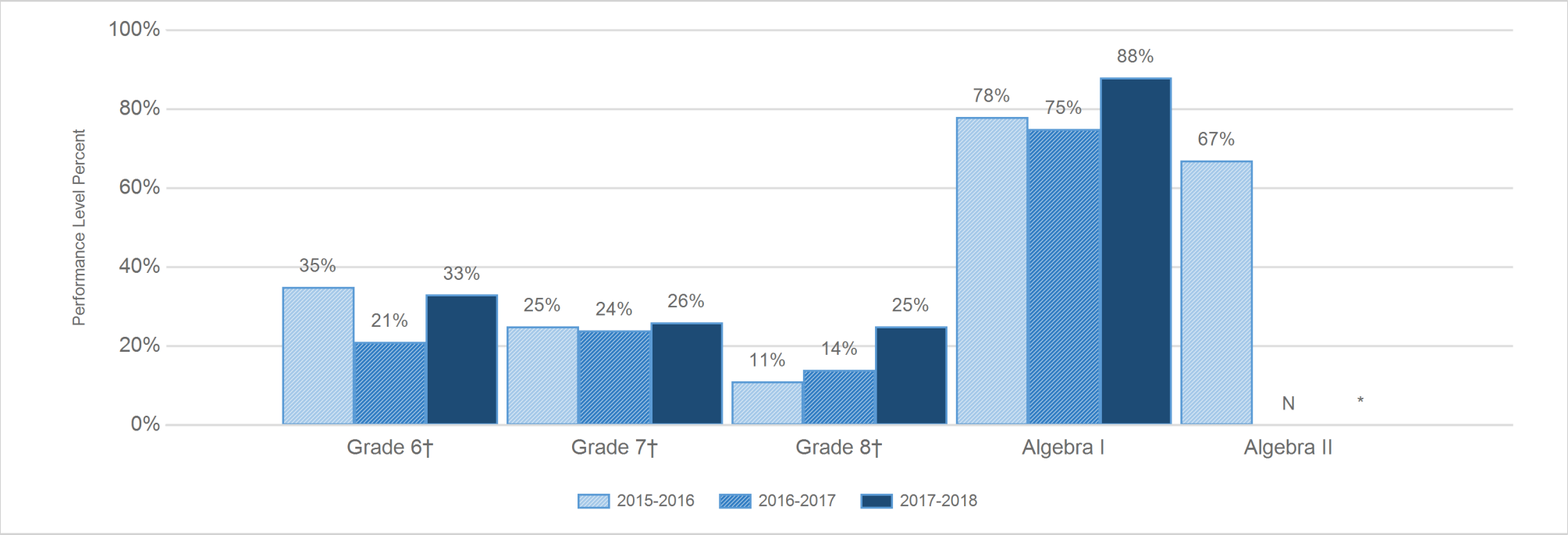
Mathematics Assessment – Performance Trends

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	N	N	N
3-4	*	*	*
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	250
7	0	0	221
8	44	2	196
Total	44	2	667

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	0	0	239
7	0	212	0	0	0	0	1
8	0	227	0	0	0	0	0
Total	0	439	0	0	0	0	240

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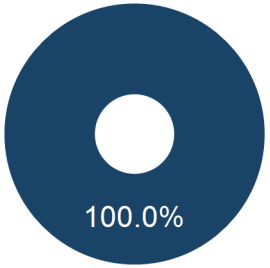
Visual and Performing Arts – Course Participation

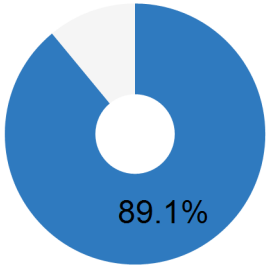
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

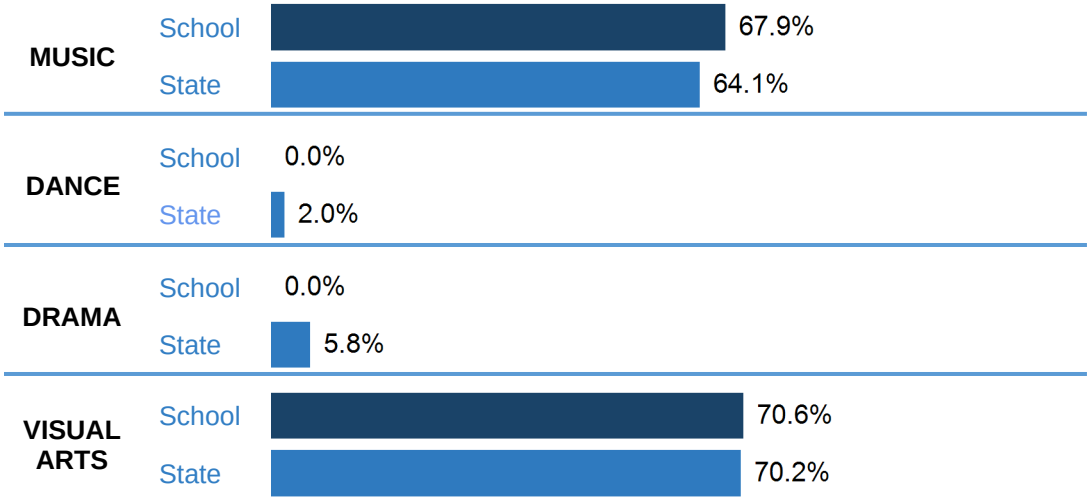


School



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.

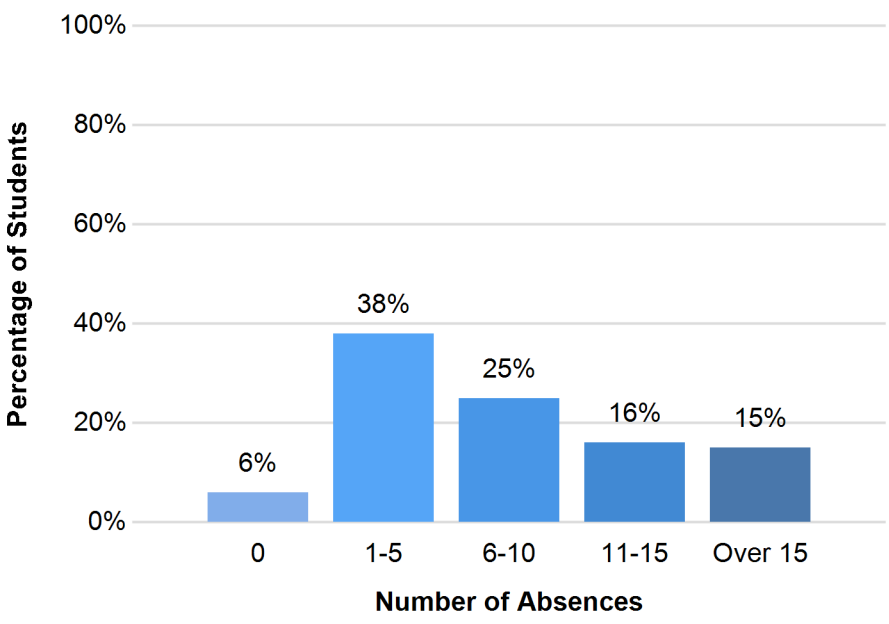
Chronic Absenteeism

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	74	11.2	9.5	Not Met
White	24	13.0	9.5	Not Met
Hispanic	41	14.0	9.5	Not Met
Black or African American	5	7.2	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	2	1.9	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	18.2	**	**
Economically Disadvantaged Students	45	15.2	9.5	Not Met
Students with Disabilities	21	23.1	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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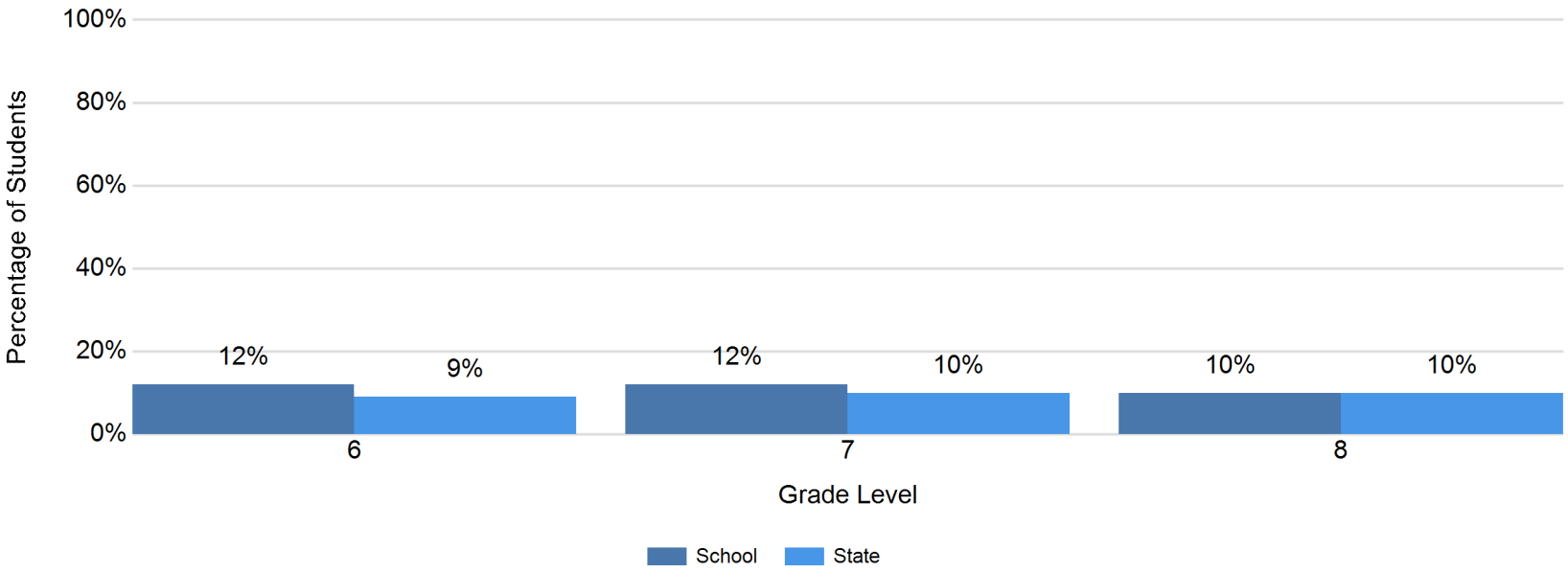
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.37

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	1

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	2	4
Religion	1	0	1
Ancestry	2	1	3
Gender	0	2	2
Sexual Orientation	0	1	1
Disability	0	1	1
Other	8	2	10
No Identified Nature	1		1

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	77	11.7%
Out-of-School Suspensions	62	9.4%
Any Suspension	99	15.0%
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
183

NJ SCHOOL PERFORMANCE REPORT

FORDS MIDDLE SCHOOL
(23-5850-070)
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	8:15 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 46 Mins
Shared Time - Instructional Time	2 Hrs. 53 Mins.

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)	$420	$12,528	$12,948

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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	62	117,464
Average years experience in public schools	11.1	12.0
Average years experience in district	10.1	10.7
Teachers in district for 4 or more years	85.5%	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	63	9,374
Average years experience in public schools	21.5	16.0
Average years experience in district	20.3	12.0
Administrators in district for 4 or more years	100.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	329:1	216:1
Teachers to Administrators	31:1	17:1
Students to Librarians/Media Specialists		13598:1
Students to Nurses		544:1
Students to Counselors		425:1
Students to Child Study Team		349:1

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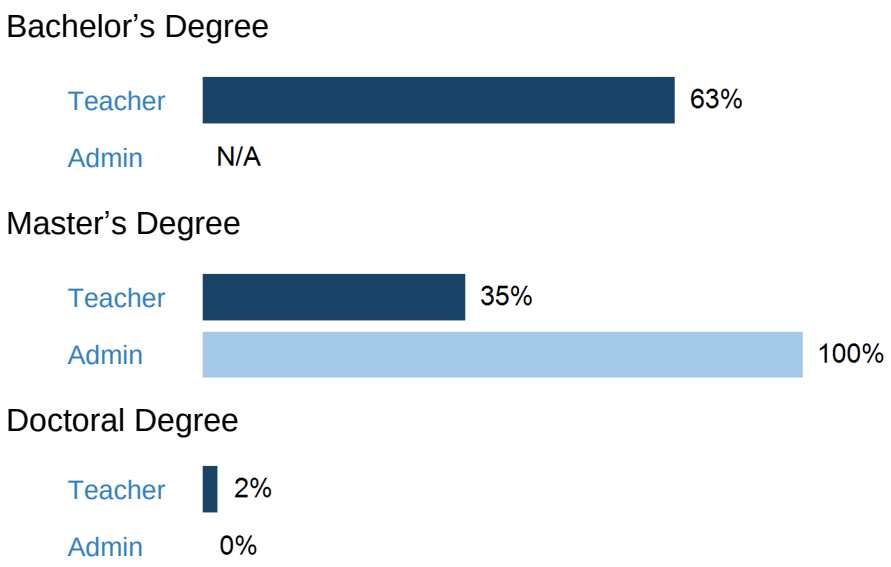
Teachers and Administrators - Level of Education

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	95.5%	90.2%
2016-17 Administrators: Same district 2017-18	95.2%	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	97.1%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	72.6%	0.0%
Male	27.4%	100.0%
White	95.2%	100.0%
Hispanic	1.6%	0.0%
Black or African American	3.2%	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	Yes	Yes	No
White	Yes		
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	Yes		
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	14.34	17.5%
Mathematics Proficiency	15.52	17.5%
English Language Arts Growth	11.97	25.0%
Mathematics Growth	22.91	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	23.92	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	17.53	n/a
Summative Rating: Percentile Rank of Summative Score	6.22	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	Yes	Not Met	Met Target†	Not Met	Met Standard	**	Not Met	No
White	5.64	14.08	Yes	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
Hispanic	17.03	14.08	No	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Black or African American	62.71	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	31.96	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	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	25.92	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	10.63	14.08	Yes	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	N	N	**	**	**	**	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:	• The teaching staff strives to provide all students with opportunities to find success through engaging lessons differentiated for individual learners. • Students at FMS utilize various technological learning tools to enhance the curriculum and increase engagement. Eighth graders participate in a 1:1 iPad initiative and engaging online curriculum. • FMS has an active parent organization that works with the school to provide students with opportunities to engage in various extracurricular activities and events.
Mission, Vision, Theme:	Fords Middle School seeks to engage the entire community in instructing and inspiring our students to be successful and significant beyond our classrooms. We are a diverse school community with a dedicated and caring staff. Our goal is to inspire our students to love learning and prepare them for success in, and beyond, our classrooms.
Awards, Recognition, Accomplishments:	FMS has award-winning vocal and instrumental groups. Offering competitive and casual ensembles, there is something for everyone.

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Courses, Curriculum, Instruction:	Fords Middle School offers core and elective courses.This year we are offering a journalism course for 8th graders. Advanced coursework and enrichment opportunities include: Gifted and Talented and Honors classes. Instruction should be engaging and inspiring. Our educators utilize many pedagogical methods and strategies to help our students find success.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Softball (Girls), Volleyball (Boys & Girls) Intra-district middle school sports are opened to 7th and 8th grade students. Baseball, softball, girls and boys basketball, volleyball, and bowling are offered. Sixth graders may participate in Cross-country and the clubs listed below.
Clubs and Activities:	Clubs: Student council, instrumental music, vocal music, gardening and landscaping, STEM, cheer leading, soccer, creative writing, world language, yearbook, 8th grade dance, Chess, football, and others.

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Before and After School Programs:	Fords Middle School boasts a bevy of after school activities and clubs for our students. Clubs include: Student council, instrumental music, vocal music, gardening and landscaping, STEM, soccer, creative writing, world language, yearbook, 8th grade dance, Chess, football, and others.

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Student Supports and Services:	Fords Middle School has two dedicated school counselors as well as a full-time Child Study Team housed in the school. Intervention and referral services designed to assist students who are experiencing learning and/or behavior difficulties. We also have Student Assistance Counselor who works with students in and out of the classroom. This year we are partnering with local police to create student focus groups.
Parent and Community Involvement:	Fords Middle School has an active PTO that hosts various school dances and other events for our students. Parents have opportunities to volunteer with the PTO and in other school events. The Woodbridge Township School District provides all parents with access to their child's grades via a Parent Portal. The school reaches out to parents often via email and our website.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Fords Middle School completed a three year School Climate Improvement Project with Rutgers University in 2018. Survey data showed improvements in the physical plant, but a need to improve peer relationships.
Facilities:	Fords Middle School was built in 1960. An additional wing was added in 2007 as the population of the school deemed it necessary.
School Safety:	School safety is of the utmost importance at Fords Middle School. We work with local police and fire departments to develop procedures designed to promote the safety of our students and staff. Drills are conducted under various conditions to keep the school community alert and aware.

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Technology and STEM:	FMS has a well-attended STEM club that meets after school. Students at FMS utilize a variety of technological learning tools to enhance the curriculum.

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Other Information:	Fords Middle School operates on a 9-period master class schedule. Each class period is 42 minutes long with the exception of lunch, which is 35 minutes. Students take two periods of math and language arts, one period of science and social studies, one period of physical education and an elective.