NJ SCHOOL PERFORMANCE REPORT

ISELIN MIDDLE SCHOOL
(23-5850-080)
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	MS. CILENTO
Address	900 WOODRUFF STREET ISELIN, NJ 08830
Phone Number	(732)602-8450
Email Address	KELLY.CILENTO@WOODBRIDGE.K12.NJ.US
Website	https://www.woodbridge.k12.nj.us//site/default.aspx?pageid=49
Twitter	https://twitter.com/?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	233	244	222
7	226	238	251
8	247	223	238
Total	706	705	711

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	50.1%	49.6%	50.4%
Male	49.9%	50.4%	49.6%
Economically Disadvantaged Students	31.6%	32.9%	30.2%
Students with Disabilities	8.5%	9.6%	9.1%
English Learners	9.5%	10.9%	11.1%
Homeless Students		0.1%	0.8%
Students in Foster Care		0.1%	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	19.7%	19.0%	18.3%
Hispanic	12.7%	11.5%	12.9%
Black or African American	6.2%	7.0%	6.5%
Asian	60.2%	61.6%	61.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	1.0%	1.0%	1.1%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	36.0%
Gujarati	16.9%
Hindi	7.9%
Spanish	7.5%
Urdu	6.6%
Other Languages	25.2%

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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	55.5	45	50	Met Standard	62	53	50	Exceeds Standard
White	44.5	43	50	Met Standard	39	46	51	Not Met
Hispanic	40	40	49	Met Standard	44	47	48	Met Standard
Black or African American	33	39	44	Not Met	51	46	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	61	55	61	Exceeds Standard	71	64.5	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	56.5	34.5	49	**	*	50	51	**
Economically Disadvantaged	54	42	48	Met Standard	55.5	46	47	Met Standard
Students with Disabilities	43	33	41	Met Standard	38	40	43	Not Met
English Learners	61	52	54	Exceeds Standard	58	60	51	Met Standard

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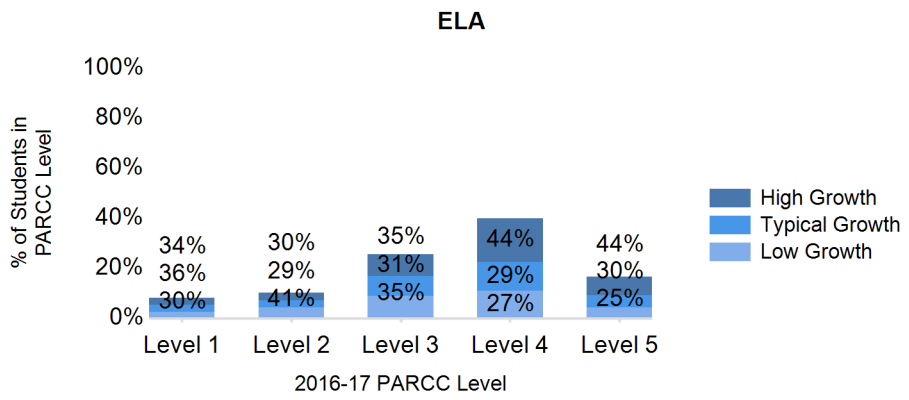
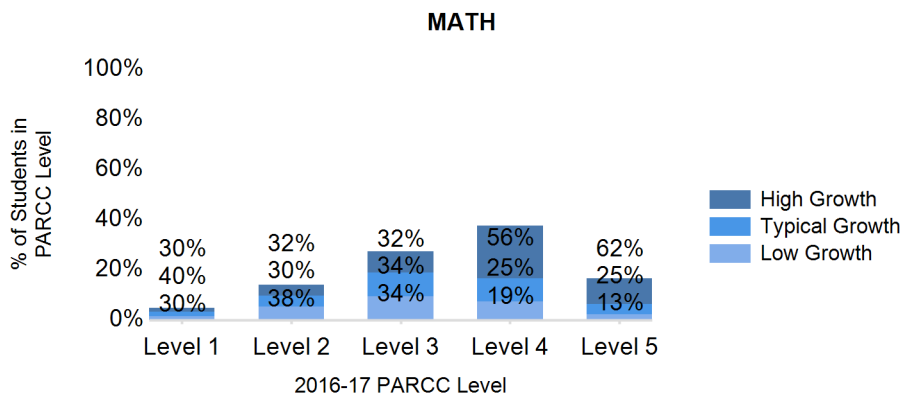
Student Growth by Performance Level

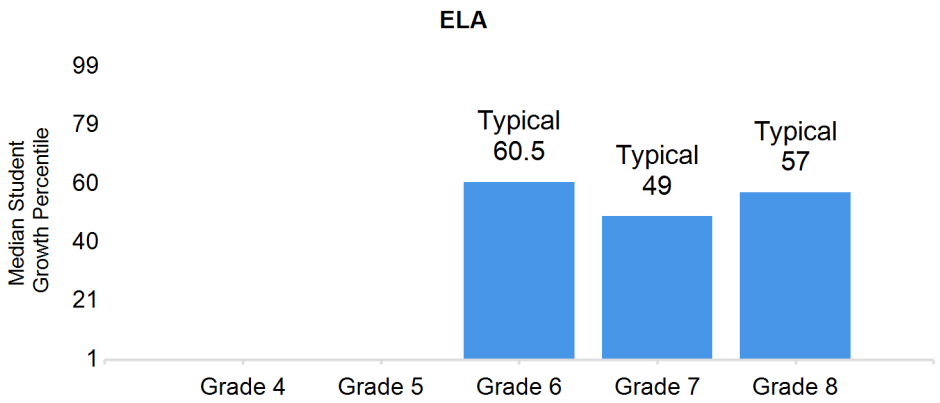
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

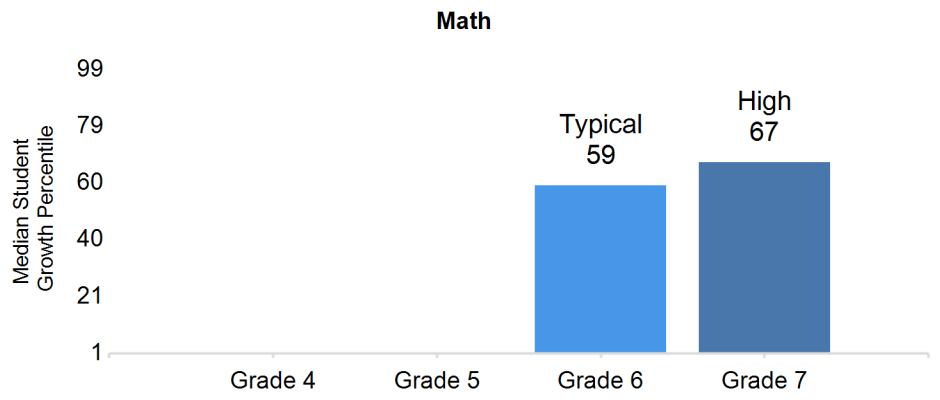




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	669	96.9	60.5	48.6	56.7	60.5	62.3	Met Target†
White	118	93.7	44.1	46.0	65.6	43.8	54.6	Not Met
Hispanic	76	94.1	36.8	*	42.5	36.4	40.9	Met Target†
Black or African American	41	93.5	36.6	34.9	37.3	36.6	45.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	424	98.9	71.7	69.7	82.3	71.7	70.7	Met Target
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	10	90.9	60.0	42.4	63.4	57.1	**	**
Female	340	96.4	73.8	57.8	64.5	73.8		
Male	329	97.4	46.8	40.0	49.4	46.8		
Economically Disadvantaged Students	189	96.1	44.5	32.1	38.5	44.5	45.5	Met Target†
Non-Economically Disadvantaged Students	480	97.2	66.9	56.4	67.5	66.9		
Students with Disabilities	63	95.5	17.5	12.2	21.6	17.5	21.1	Met Target†
Students without Disabilities	606	97.0	65.0	53.7	63.9	65.0		
English Learners	99	93.6	26.2	33.1	27.3	26.2	22.3	Met Target
Non-English Learners	570	97.5	66.5	49.7	59.4	66.5		
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		

† Target was met within a confidence interval.

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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	214	759	747	754	5%	15%	20%	41%	19%	60%	56%
White	41	751	745	761	*	27%	*	*	*	56%	66%
Hispanic	23	737	736	742	*	*	*	*	*	39%	42%
Black or African American	*	*	739	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	137	767	*	779	*	*	21%	43%	24%	67%	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	114	767	755	761	*	*	16%	*	*	71%	64%
Male	100	749	740	748	*	*	25%	*	*	48%	48%
Economically Disadvantaged Students	54	739	734	739	*	*	26%	*	*	39%	37%
Non-Economically Disadvantaged Students	160	766	753	764	*	*	18%	*	*	68%	68%
Students with Disabilities	13	721	713	723	*	*	*	*	*	*	18%
Students without Disabilities	201	761	751	760	*	*	*	*	*	*	63%
English Learners	19	712	713	712	*	*	*	*	*	*	*
Non-English Learners	195	763	748	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	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	238	758	746	760	9%	13%	18%	33%	27%	60%	63%
White	47	739	744	768	*	32%	26%	*	*	34%	72%
Hispanic	25	719	733	746	*	*	*	*	*	28%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	148	773	*	790	*	*	14%	39%	39%	78%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	111	768	756	769	*	*	14%	39%	35%	74%	72%
Male	127	748	736	752	*	*	22%	28%	20%	48%	54%
Economically Disadvantaged Students	73	740	733	742	*	*	25%	*	*	45%	44%
Non-Economically Disadvantaged Students	165	765	753	771	*	*	15%	*	*	67%	73%
Students with Disabilities	29	713	703	721	34%	*	*	*	*	17%	22%
Students without Disabilities	209	764	752	768	5%	*	*	*	*	66%	71%
English Learners	24	711	709	705	*	*	*	*	*	13%	11%
Non-English Learners	214	763	747	762	*	*	*	*	*	65%	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	230	763	750	759	9%	11%	20%	38%	23%	61%	60%
White	30	750	747	767	*	*	*	*	*	43%	70%
Hispanic	31	741	738	744	*	*	*	*	*	45%	45%
Black or African American	*	*	741	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	147	772	770	789	*	*	18%	39%	31%	69%	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	118	778	763	768	*	*	14%	45%	32%	77%	69%
Male	112	747	738	751	*	*	25%	30%	13%	44%	52%
Economically Disadvantaged Students	67	745	733	740	*	*	22%	*	*	48%	42%
Non-Economically Disadvantaged Students	163	770	758	769	*	*	18%	*	*	66%	71%
Students with Disabilities	19	722	704	719	*	*	*	*	*	32%	19%
Students without Disabilities	211	767	756	766	*	*	*	*	*	64%	68%
English Learners	16	706	*	703	*	*	*	*	*	*	*
Non-English Learners	214	767	*	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	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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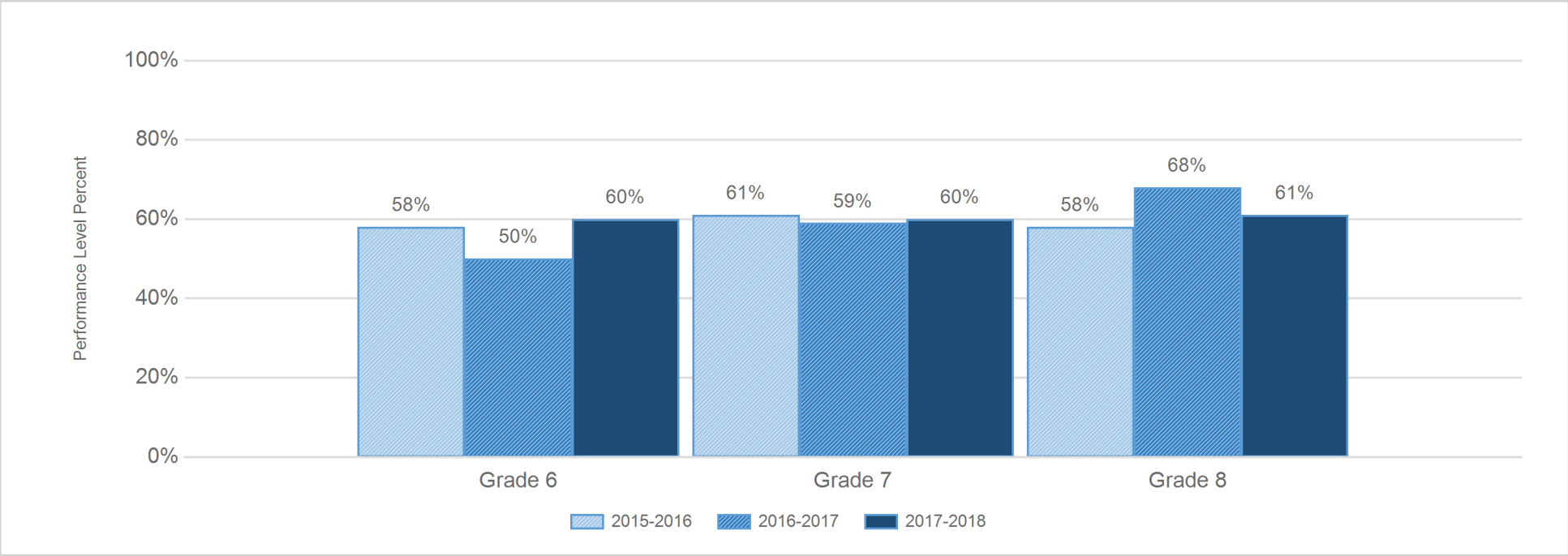
English Language Arts/Literacy Assessment - Performance Trends

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	677	96.6	57.6	42.8	45.0	57.6	61.6	Not Met
White	119	93.7	38.6	39.6	54.1	38.4	47	Not Met
Hispanic	80	93.7	23.8	26.0	29.2	23.2	39.6	Not Met
Black or African American	41	95.7	24.4	23.0	23.4	24.4	45.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	427	98.2	72.6	68.7	77.0	72.6	72.3	Met Target
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	10	90.9	50.0	35.4	53.0	47.6	**	**
Female	345	95.9	62.6	45.1	46.0	62.6		
Male	332	97.2	52.4	40.6	43.9	52.4		
Economically Disadvantaged Students	196	95.0	40.3	26.6	26.6	40.3	45.3	Met Target†
Non-Economically Disadvantaged Students	481	97.2	64.7	50.5	55.9	64.7		
Students with Disabilities	65	95.6	*	10.6	17.1	*	19.4	Not Met
Students without Disabilities	612	96.7	*	47.1	50.5	*		
English Learners	107	92.4	29.0	35.9	24.6	28.1	28.9	Met Target†
Non-English Learners	570	97.5	63.0	43.3	46.9	63.0		
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	218	756	743	744	7%	15%	23%	34%	21%	56%	44%
White	43	740	739	751	*	23%	*	*	*	42%	54%
Hispanic	24	729	730	731	*	*	*	*	*	21%	27%
Black or African American	*	*	730	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	138	767	*	771	*	*	20%	41%	28%	69%	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	116	758	745	745	*	*	*	*	*	59%	45%
Male	102	753	741	742	*	*	*	*	*	51%	42%
Economically Disadvantaged Students	57	736	730	729	*	*	25%	*	*	33%	24%
Non-Economically Disadvantaged Students	161	763	748	753	*	*	22%	*	*	63%	56%
Students with Disabilities	13	710	710	717	*	*	*	*	*	*	13%
Students without Disabilities	205	759	746	748	*	*	*	*	*	*	49%
English Learners	23	716	717	713	*	*	*	*	*	17%	11%
Non-English Learners	195	761	743	745	*	*	*	*	*	60%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	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

ISELIN MIDDLE SCHOOL
(23-5850-080)
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	244	757	744	743	5%	18%	21%	30%	25%	56%	43%
White	47	741	742	750	*	26%	40%	*	*	28%	54%
Hispanic	28	721	733	732	*	39%	*	*	*	18%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	150	772	*	767	*	*	14%	38%	37%	75%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	113	760	746	745	*	*	*	31%	29%	60%	45%
Male	131	754	742	741	*	*	*	30%	22%	52%	42%
Economically Disadvantaged Students	76	742	733	730	*	*	26%	*	*	41%	24%
Non-Economically Disadvantaged Students	168	763	750	751	*	*	18%	*	*	63%	55%
Students with Disabilities	31	718	712	717	*	*	*	*	*	10%	12%
Students without Disabilities	213	762	749	748	*	*	*	*	*	62%	50%
English Learners	30	715	715	716	*	*	*	*	*	13%	10%
Non-English Learners	214	762	745	744	*	*	*	*	*	62%	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

ISELIN MIDDLE SCHOOL
(23-5850-080)
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	193	742	727	728	13%	19%	18%	*	*	49%	28%
White	28	738	726	736	*	*	*	46%	0%	46%	36%
Hispanic	36	720	715	722	33%	*	*	*	*	25%	22%
Black or African American	*	*	719	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	108	753	747	747	*	13%	18%	*	*	62%	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	95	746	732	731	12%	17%	17%	*	*	55%	31%
Male	98	738	723	725	15%	21%	19%	*	*	44%	26%
Economically Disadvantaged Students	71	731	719	719	23%	23%	17%	*	*	38%	20%
Non-Economically Disadvantaged Students	122	748	732	735	8%	17%	19%	*	*	56%	35%
Students with Disabilities	19	708	697	705	*	*	*	*	*	11%	*
Students without Disabilities	174	746	732	735	*	*	*	*	*	53%	*
English Learners	24	696	*	705	*	*	*	*	*	*	10%
Non-English Learners	169	748	*	729	*	*	*	*	*	*	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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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	42	809	741	746	0%	0%	0%	48%	52%	100%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	*	*	729	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	38	809	764	779	0%	0%	0%	47%	53%	100%	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	28	807	746	748	0%	0%	0%	*	*	100%	48%
Male	14	813	738	745	0%	0%	0%	*	*	100%	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	42	809	*	752	0%	0%	0%	48%	52%	100%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	42	809	*	749	0%	0%	0%	48%	52%	100%	*
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	*	*	*	728	*	*	*	*	*	*	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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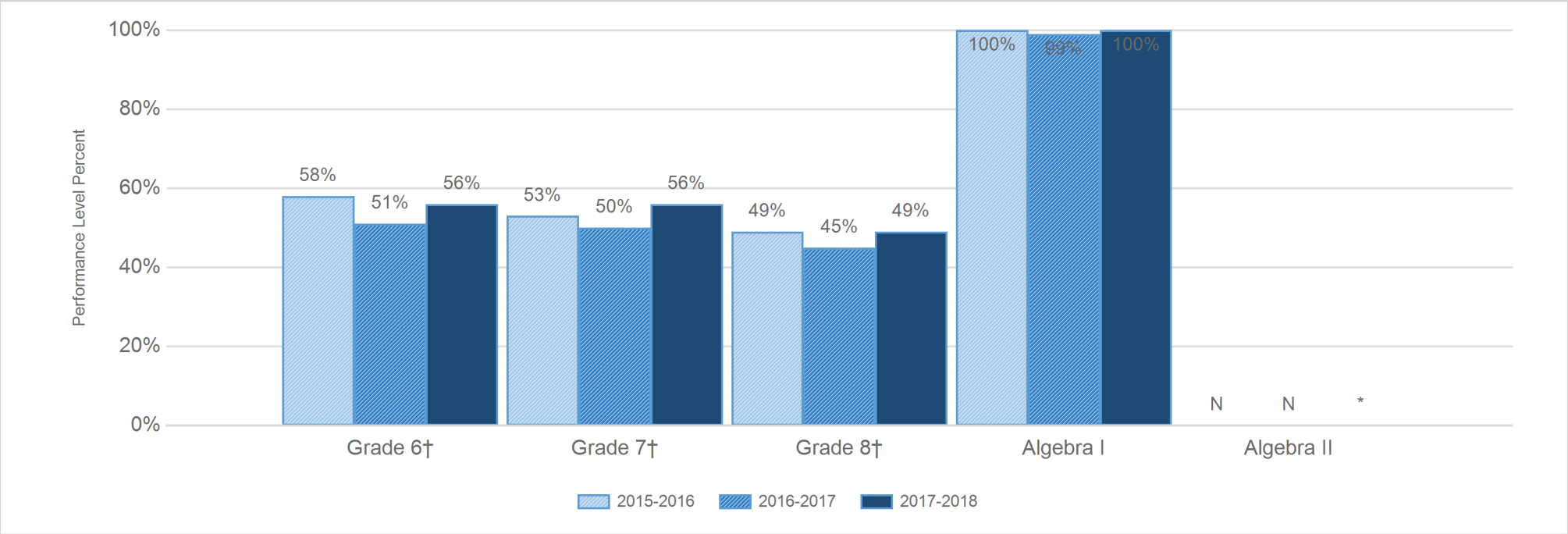
Mathematics Assessment – Performance Trends

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	N	N
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	45.3%	46.8%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	49	*	*
3-4	19	89.5%	10.5%
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	244
7	0	0	266
8	47	3	205
Total	47	3	715

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	1	0	0	0	0	0	205
7	168	72	0	0	0	0	0
8	181	57	0	0	0	0	0
Total	350	129	0	0	0	0	205

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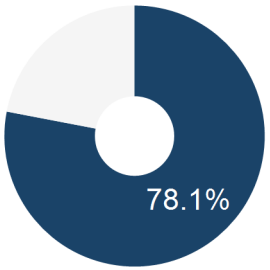
Visual and Performing Arts – Course Participation

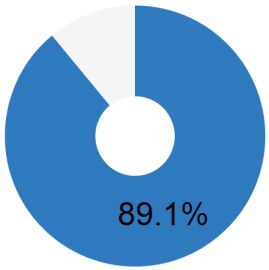
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

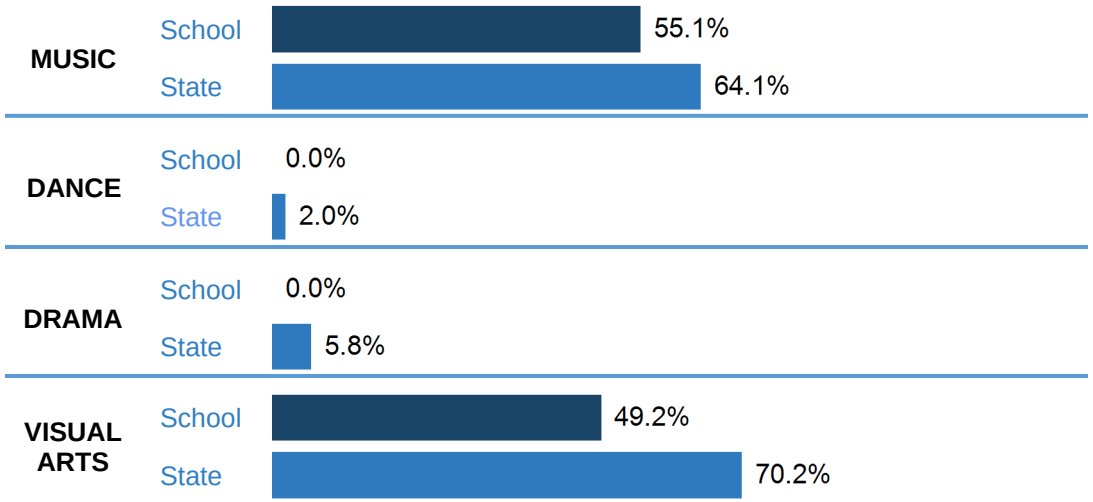


School



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.

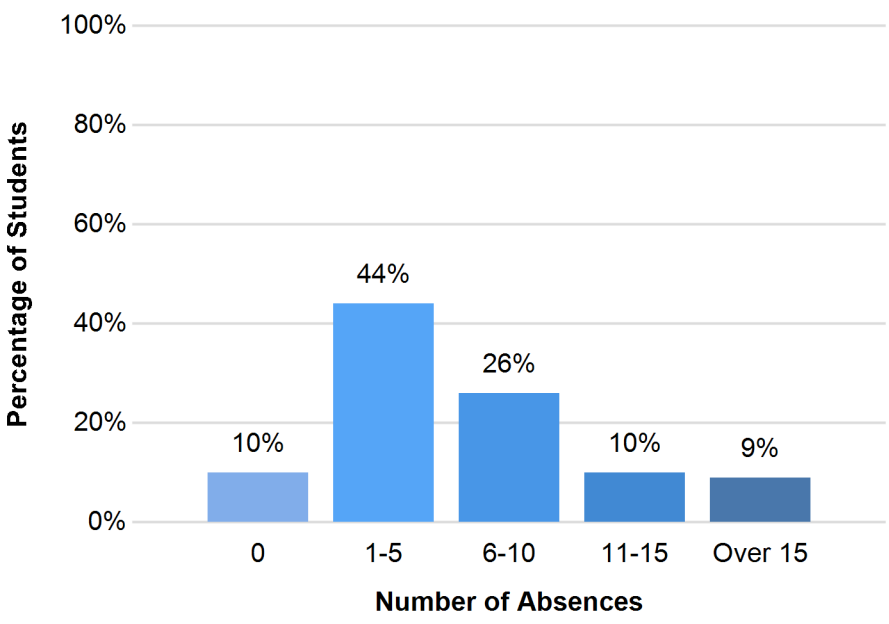
Chronic Absenteeism

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	50	7.0	9.5	Met
White	20	15.5	9.5	Not Met
Hispanic	8	8.7	9.5	Met
Black or African American	*	*	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	18	4.1	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	21	9.9	9.5	Not Met
Students with Disabilities	9	13.2	9.5	Not Met
English Learners	7	9.2	9.5	Met

Days Absent

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



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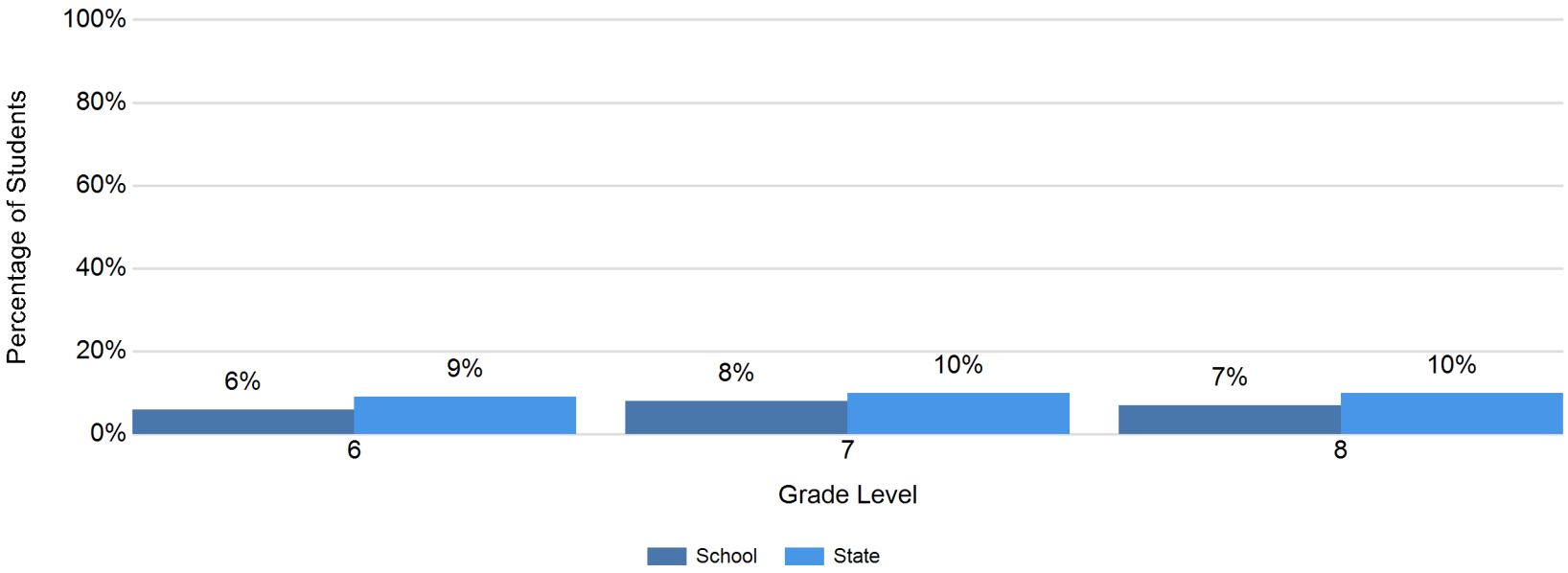
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.41

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	0	0
Disability	0	0	0
Other	4	8	12
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	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
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
18

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(23-5850-080)
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	1.4:1

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	65	117,464
Average years experience in public schools	14.6	12.0
Average years experience in district	12.9	10.7
Teachers in district for 4 or more years	96.9%	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	356:1	216:1
Teachers to Administrators	33:1	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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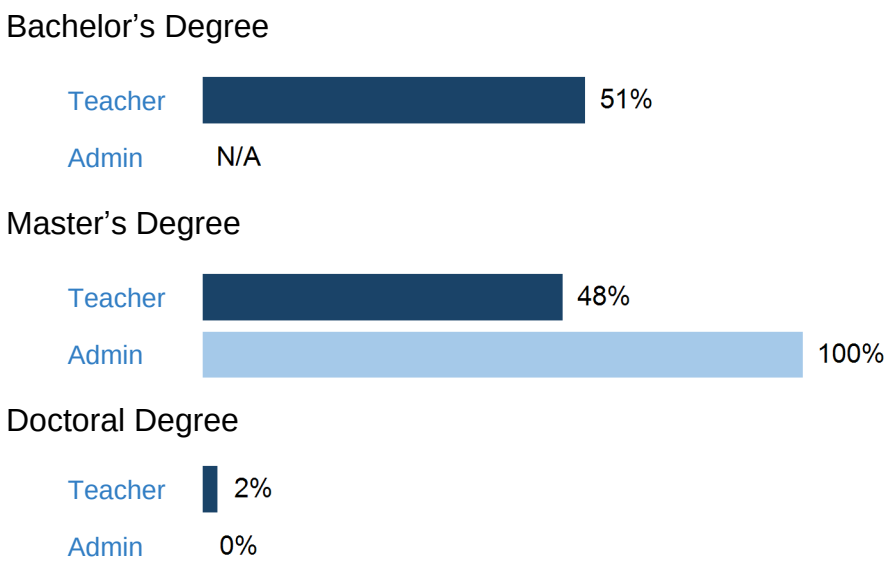
Teachers and Administrators - Level of Education

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	97.6%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	66.2%	50.0%
Male	33.8%	50.0%
White	90.8%	100.0%
Hispanic	4.6%	0.0%
Black or African American	0.0%	0.0%
Asian	4.6%	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	No	Yes
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	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	39.45	15.0%
Mathematics Proficiency	48.28	15.0%
English Language Arts Growth	55.21	20.0%
Mathematics Growth	72.28	20.0%
Progress Towards English Language Proficiency	29.15	20.0%
Chronic Absenteeism	43.47	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	48.84	n/a
Summative Rating: Percentile Rank of Summative Score	46.98	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	Met Target†	Not Met	Met Standard	Exceeds Standard	Met Target†	Met	No
White	13.71	14.08	Yes	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Hispanic	31.25	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	49.93	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	46.41	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	73.10	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	40.52	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	56.10	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	Met Standard	Met	No

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

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School Narrative

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

Mission, Vision, Theme:	At Iselin Middle School we pride ourselves on three core beliefs: 1. We have the right to a safe, secure and welcoming environment. 2. We will challenge ourselves to grow and improve academically, athletically, and in the arts. 3. By promoting engagement in a variety of activities, developing an infectious school spirit, and supporting community programs, we will establish a positive school climate that fosters individual growth.
Awards, Recognition, Accomplishments:	Students earn perfect PARCC scores in Math. Our Garden Club has consistently supported the Parks Clean Up in Woodbridge Township as well as Tooling Around Town. The Garden Club has also been granted several Grants for ground beautification. The Future City Students placed and earned a $500 grant during a competition.

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Courses, Curriculum, Instruction:	IMS staff delivers engaging lessons that foster an increased degree of academic rigor. IMS has had substantial technological resources added to our existing repertoire including 65 inch flat screen smart TVs, MacBooks, iMacs, Chromebooks, iPads, laptops, and Chromecasts. Our strong financial commitment to the integration of technology supports our vision of student engagement. This technological initiative is one that is brought to life by staff that embraces the digital classroom.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Softball (Girls), Volleyball (Boys & Girls) Our athletic teams continue to grow and build. Our teams may not take first place, but we make every attempt to be competitive and build sportsmanship.
Clubs and Activities:	More than half of our student body is involved in one or more of the following activities: competitive sports, instrumental music programs, choir, Coding Club, Drama and Theater Arts, Community Council, NJHS, Dance Club, Debate Club, Panther Press, Homework Club, and Garden Club. Character development and Service Learning projects are also embedded into our daily operations.

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Student Supports and Services:	At IMS we offer self contained, resource room, and in-class resource for students with an IEP. We are home to the ELL population and we also support other students with countless hours of extra help and I&RS.
Parent and Community Involvement:	The PTO at IMS supports and fosters the belief of community that IMS holds. Our community for education connects students, staff, parents, and local merchants, from all sections of Iselin. We host a Color Run, and many other fundraisers. We are most proud of the enormous groundswell of community spirit created by these events.

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Climate Surveys:	A survey is given twice per school year about the overall climate and culture at IMS. Students and staff take the survey and results are used to assess the needs of our student population in terms of overall safety, school spirit and pride in Panther Nation
Facilities:	IMS, established in 1960, started as a junior high school. No major renovations have been had in terms of construction, but improvements in technology have. We have 2 computer labs, one being all Macs.