NJ SCHOOL PERFORMANCE REPORT

MONONGAHELA MIDDLE SCHOOL
(15-1100-045)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	GLOUCESTER
District	DEPTFORD TWP
Principal Name	MR. COLLINS
Address	890 BANKBRIDGE RD SEWELL, NJ 08080
Phone Number	(856)415-9540
Email Address	COLLINS.J@DEPTFORD.K12.NJ.US
Website	http://www.deptford.k12.nj.us/monongahela

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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
7	340	340	305
8	314	335	331
Total	654	675	636

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	49.1%	49.3%	49.8%
Male	50.9%	50.7%	50.2%
Economically Disadvantaged Students	39.6%	40.4%	35.8%
Students with Disabilities	17.0%	19.0%	20.1%
English Learners	0.9%	1.2%	0.6%
Homeless Students		2.4%	1.6%
Students in Foster Care		0.9%	0.5%
Military-Connected Students		0.4%	0.9%
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	60.6%	58.4%	56.4%
Hispanic	12.1%	12.3%	10.7%
Black or African American	20.0%	21.5%	23.3%
Asian	6.6%	7.4%	8.8%
Native Hawaiian or Pacific Islander	0.5%	0.3%	0.2%
American Indian or Alaska Native	0.3%	0.1%	0.0%
Two or More Races	0.0%	0.0%	0.6%

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	91.2%
Spanish	2.5%
Panjabi	1.3%
Other Languages	5.0%

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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	66	54	50	Exceeds Standard	59	55	50	Met Standard
White	66.5	55	50	Exceeds Standard	59	55	51	Met Standard
Hispanic	54	54	49	Met Standard	58.5	56.5	48	Met Standard
Black or African American	66	53	44	Exceeds Standard	52.5	51	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	68.5	57	61	Exceeds Standard	83	67	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	61.5	52.5	48	Exceeds Standard	68	55.5	47	Exceeds Standard
Students with Disabilities	48	46.5	41	Met Standard	36	52	43	Not Met
English Learners	*	74	54	**	*	56	51	**

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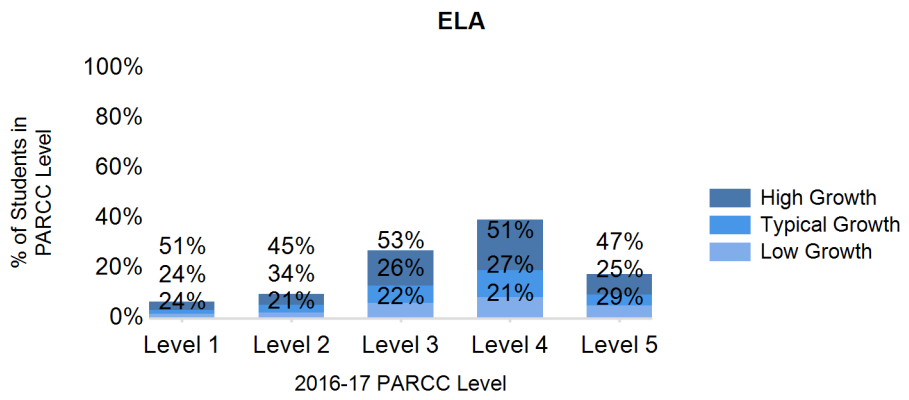
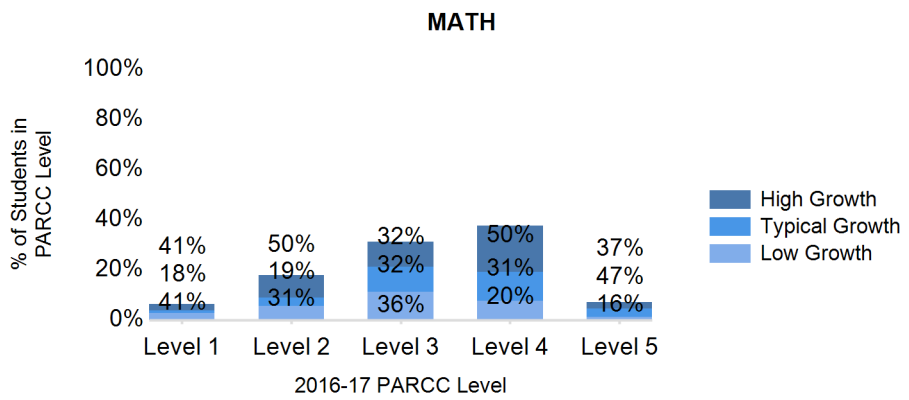
Student Growth by Performance Level

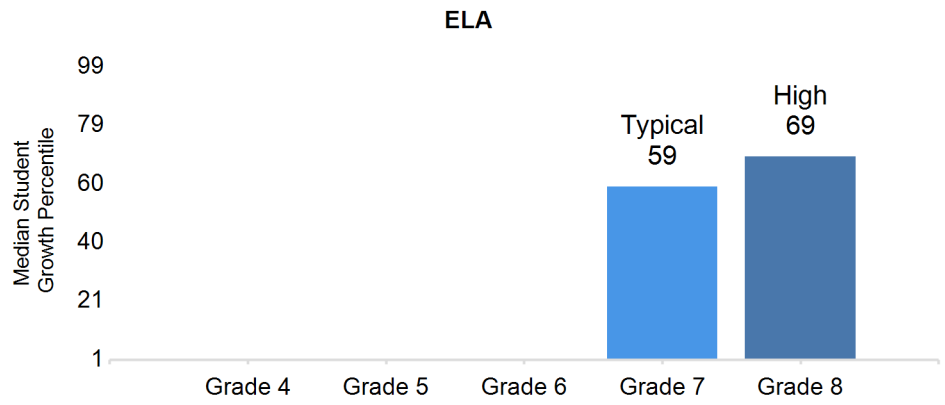
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

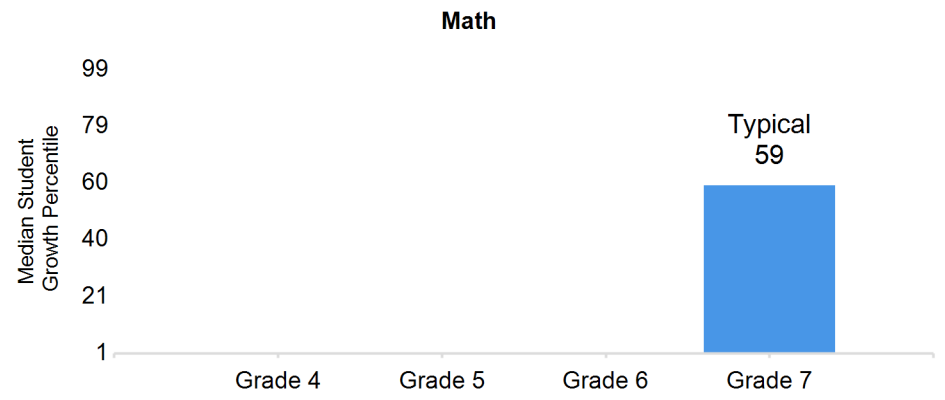




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	606	96.9	70.8	51.5	56.7	70.8	50.7	Met Target
White	344	96.7	74.1	53.7	65.6	74.1	50.7	Met Target
Hispanic	66	97.1	63.6	45.0	42.5	63.6	41.5	Met Target
Black or African American	141	96.7	61.0	43.7	37.3	61.0	41.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	80	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	298	96.2	78.2	60.4	64.5	78.2		
Male	308	97.5	63.6	43.1	49.4	63.6		
Economically Disadvantaged Students	216	96.1	59.7	38.9	38.5	59.7	38.5	Met Target
Non-Economically Disadvantaged Students	390	97.3	76.9	59.7	67.5	76.9		
Students with Disabilities	121	94.7	26.5	*	21.6	26.5	17.2	Met Target
Students without Disabilities	485	97.4	81.8	*	63.9	81.8		
English Learners	*	*	*	36.2	27.3	*	**	**
Non-English Learners	*	*	*	51.9	59.4	*		
Homeless Students	*	*	*	22.5	27.7	*		
Students In Foster Care	*	*	*	43.8	26.3	*		
Military-Connected Students	*	*	*	57.1	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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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	283	763	763	760	6%	9%	19%	38%	28%	66%	63%
White	163	764	764	768	*	*	18%	40%	27%	67%	72%
Hispanic	26	761	761	746	*	*	*	*	*	69%	49%
Black or African American	67	753	753	740	*	*	24%	37%	19%	57%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	139	770	770	769	*	*	17%	41%	32%	73%	72%
Male	144	757	757	752	*	*	22%	35%	24%	60%	54%
Economically Disadvantaged Students	99	753	753	742	*	*	24%	40%	17%	58%	44%
Non-Economically Disadvantaged Students	184	769	769	771	*	*	16%	37%	34%	71%	73%
Students with Disabilities	59	726	726	721	*	*	31%	*	*	24%	22%
Students without Disabilities	224	773	773	768	*	*	16%	*	*	78%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	326	768	768	759	5%	5%	14%	53%	23%	75%	60%
White	182	771	771	767	*	*	12%	56%	24%	80%	70%
Hispanic	36	761	761	744	*	*	*	*	*	64%	45%
Black or African American	77	757	757	739	*	*	18%	*	*	65%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	164	774	774	768	*	*	10%	58%	25%	83%	69%
Male	162	763	763	751	*	*	19%	48%	20%	68%	52%
Economically Disadvantaged Students	118	753	753	740	*	*	20%	49%	13%	62%	42%
Non-Economically Disadvantaged Students	208	777	777	769	*	*	11%	55%	28%	83%	71%
Students with Disabilities	54	724	724	719	*	*	22%	*	*	28%	19%
Students without Disabilities	272	777	777	766	*	*	13%	*	*	85%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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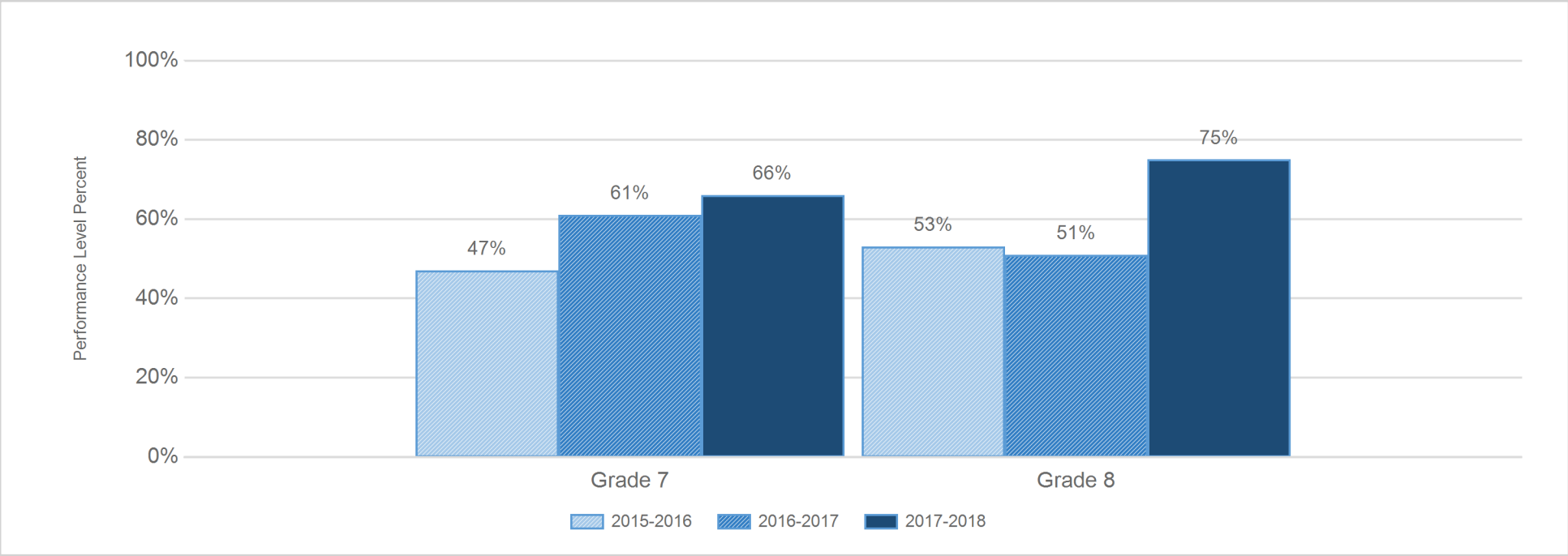
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

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Schoolwide	608	96.7	51.6	40.3	45.0	51.6	43.3	Met Target
White	344	96.7	56.4	44.5	54.1	56.4	44	Met Target
Hispanic	67	95.7	49.3	33.3	29.2	49.3	25.8	Met Target
Black or African American	141	96.7	32.7	25.9	23.4	32.7	34.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.0	77.0	*	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	299	95.9	53.5	43.1	46.0	53.5		
Male	309	97.5	49.9	37.6	43.9	49.9		
Economically Disadvantaged Students	218	96.1	40.4	27.2	26.6	40.4	32.4	Met Target
Non-Economically Disadvantaged Students	390	97.1	57.9	49.0	55.9	57.9		
Students with Disabilities	120	93.9	14.2	16.5	17.1	14.0	13	Met Target
Students without Disabilities	488	97.5	60.9	47.2	50.5	60.9		
English Learners	11	92.9	45.5	*	24.6	45.5	**	**
Non-English Learners	597	96.8	51.7	*	46.9	51.7		
Homeless Students	*	*	*	19.6	17.3	*		
Students In Foster Care	*	*	*	35.3	16.2	*		
Military-Connected Students	*	*	*	50.0	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 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	284	748	748	743	6%	14%	32%	35%	13%	48%	43%
White	163	750	750	750	*	13%	31%	*	*	53%	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	67	735	735	727	*	19%	39%	*	*	30%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	140	746	746	745	*	*	31%	32%	13%	45%	45%
Male	144	750	750	741	*	*	33%	38%	13%	51%	42%
Economically Disadvantaged Students	99	742	742	730	*	*	32%	*	*	43%	24%
Non-Economically Disadvantaged Students	185	751	751	751	*	*	32%	*	*	50%	55%
Students with Disabilities	59	722	722	717	*	*	25%	*	*	20%	12%
Students without Disabilities	225	755	755	748	*	*	34%	*	*	55%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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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	241	739	739	728	15%	20%	24%	*	*	41%	28%
White	132	742	742	736	11%	20%	22%	*	*	47%	36%
Hispanic	29	744	744	722	*	*	*	*	*	52%	22%
Black or African American	68	729	729	715	22%	22%	31%	*	*	25%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	121	744	744	731	12%	17%	22%	*	*	49%	31%
Male	120	733	733	725	18%	23%	26%	*	*	34%	26%
Economically Disadvantaged Students	104	731	731	719	20%	23%	24%	*	*	33%	20%
Non-Economically Disadvantaged Students	137	744	744	735	11%	17%	24%	*	*	48%	35%
Students with Disabilities	52	710	710	705	42%	37%	*	*	*	10%	*
Students without Disabilities	189	747	747	735	7%	15%	*	*	*	50%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

MONONGAHELA MIDDLE SCHOOL
(15-1100-045)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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Mathematics Assessment - Performance by 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	77	791	739	746	0%	0%	*	*	*	97%	46%
White	47	789	741	755	0%	0%	*	*	*	96%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	15	800	773	779	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	36	789	740	748	0%	0%	*	*	*	94%	48%
Male	41	792	738	745	0%	0%	*	*	*	100%	44%
Economically Disadvantaged Students	15	781	728	729	0%	0%	*	*	*	100%	25%
Non-Economically Disadvantaged Students	62	793	747	756	0%	0%	*	*	*	97%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	77	791	*	749	0%	0%	*	*	*	97%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	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: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	726	735	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	N	N	724	723	N	N	N	N	N	N	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	722	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	708	713	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	726	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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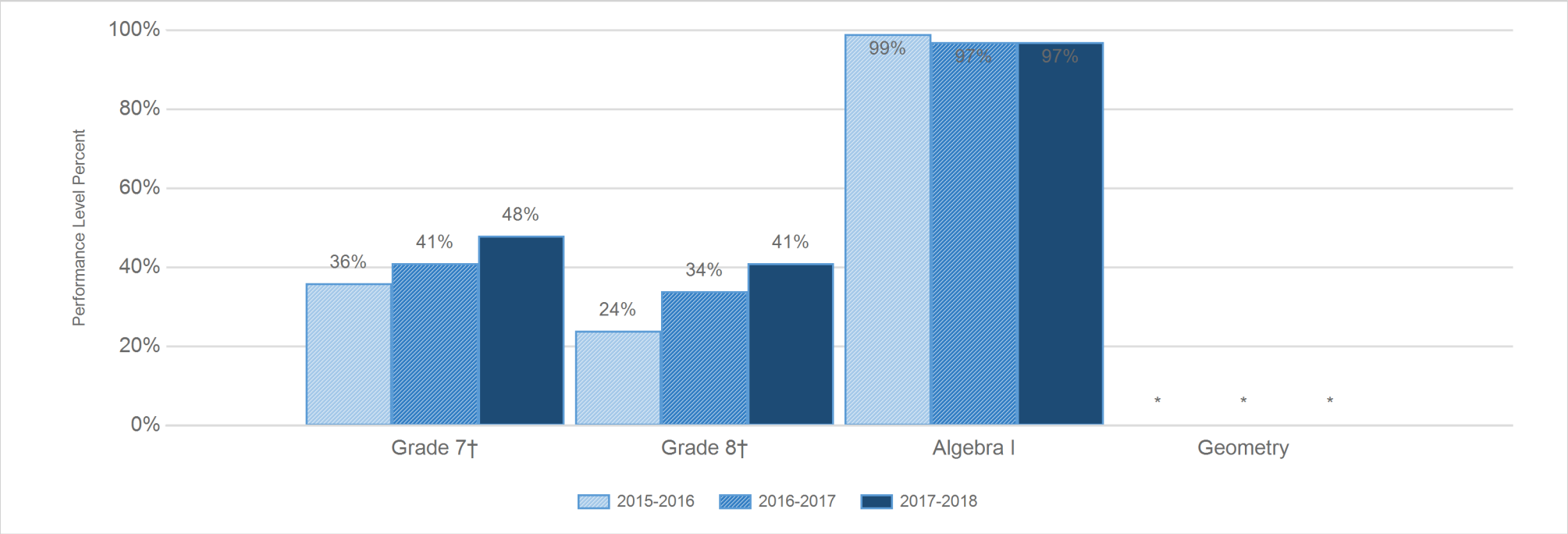
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
7	10	10
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	N	N	N
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
7	0	0	320
8	78	8	255
Total	78	8	575

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
7	170	75	0	0	0	0	0
8	260	0	0	0	0	0	0
Total	430	75	0	0	0	0	0

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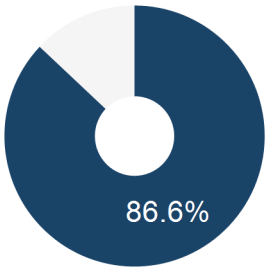
Visual and Performing Arts – Course Participation

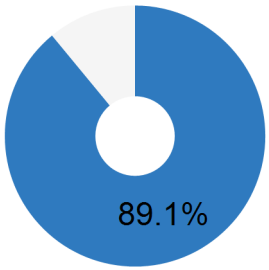
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

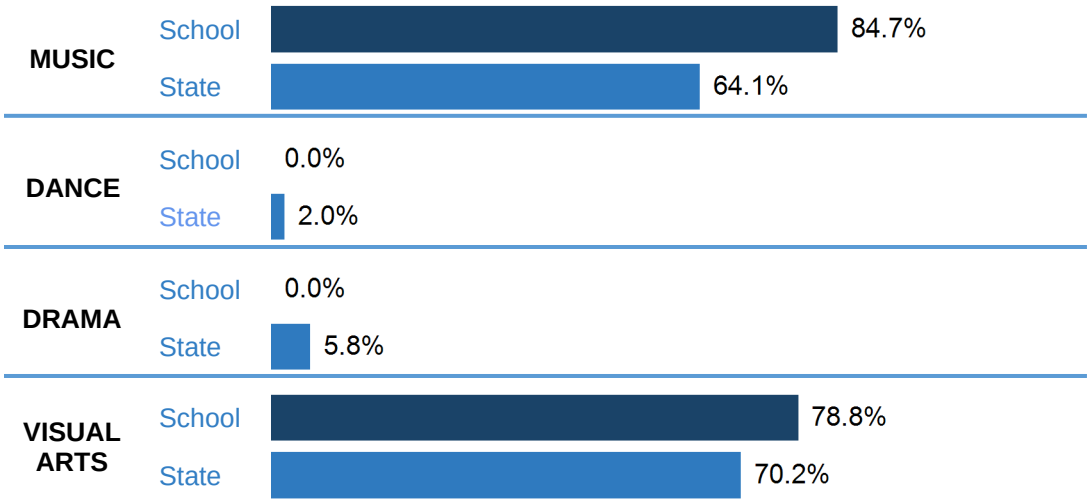


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

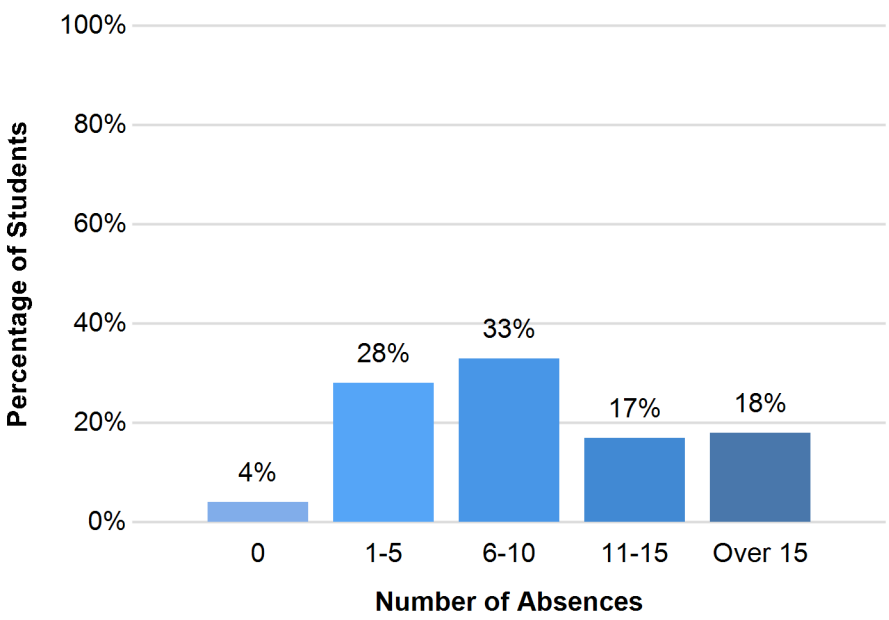
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	79	12.4	10.0	Not Met
White	47	13.1	10.0	Not Met
Hispanic	14	20.3	10.0	Not Met
Black or African American	16	10.7	10.0	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	10.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	42	18.3	10.0	Not Met
Students with Disabilities	25	18.9	10.0	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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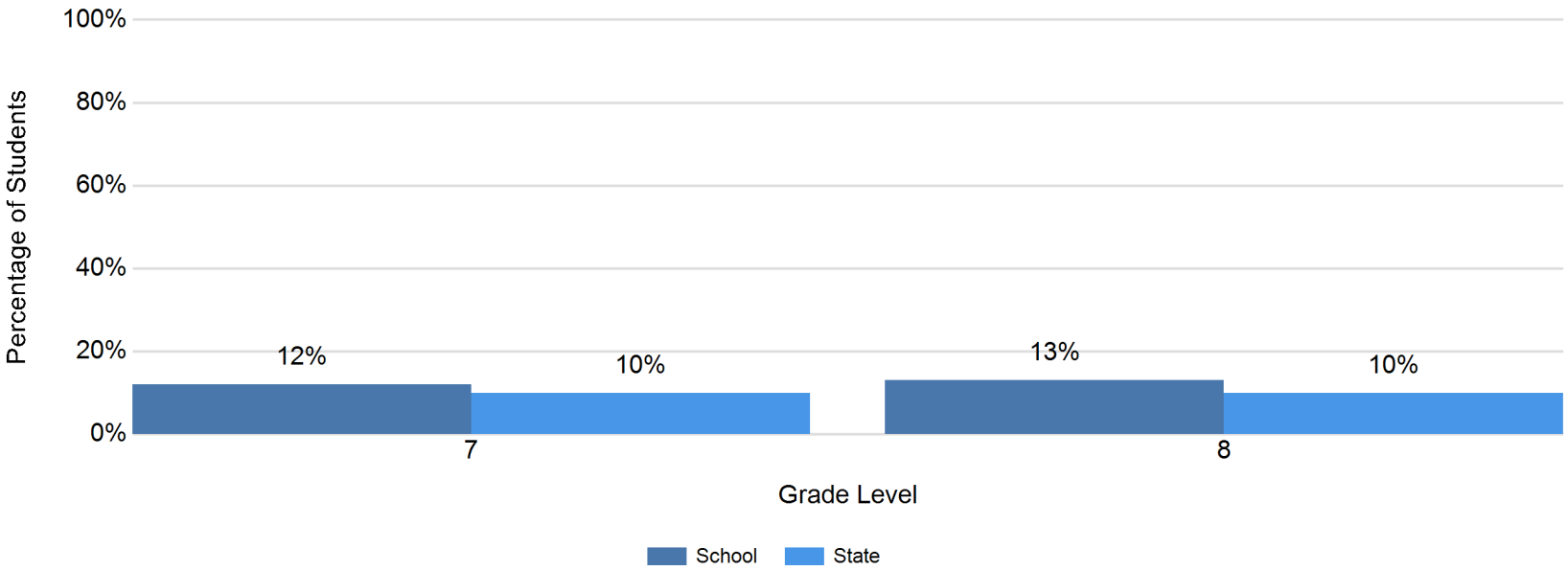
Chronic Absenteeism by Grade

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	2
Weapons	3
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.73

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	1
Weapons	3
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
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	2	1	3
Religion	1	0	1
Ancestry	2	0	2
Gender	0	0	0
Sexual Orientation	2	0	2
Disability	2	0	2
Other	12	5	17
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
41

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School Day

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

Category	School
Typical Start Time	7:10 AM
Typical End Time	2:15 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs 35 Mins
Shared Time - Instructional Time	6 Hrs. 35 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	3.6:1

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)	$485	$13,372	$13,857

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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	55	117,464
Average years experience in public schools	14.1	12.0
Average years experience in district	12.0	10.7
Teachers in district for 4 or more years	87.3%	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	23	9,374
Average years experience in public schools	18.3	16.0
Average years experience in district	13.8	12.0
Administrators in district for 4 or more years	82.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	318:1	187:1
Teachers to Administrators	28:1	15:1
Students to Librarians/Media Specialists		1437:1
Students to Nurses		539:1
Students to Counselors		479:1
Students to Child Study Team		392:1

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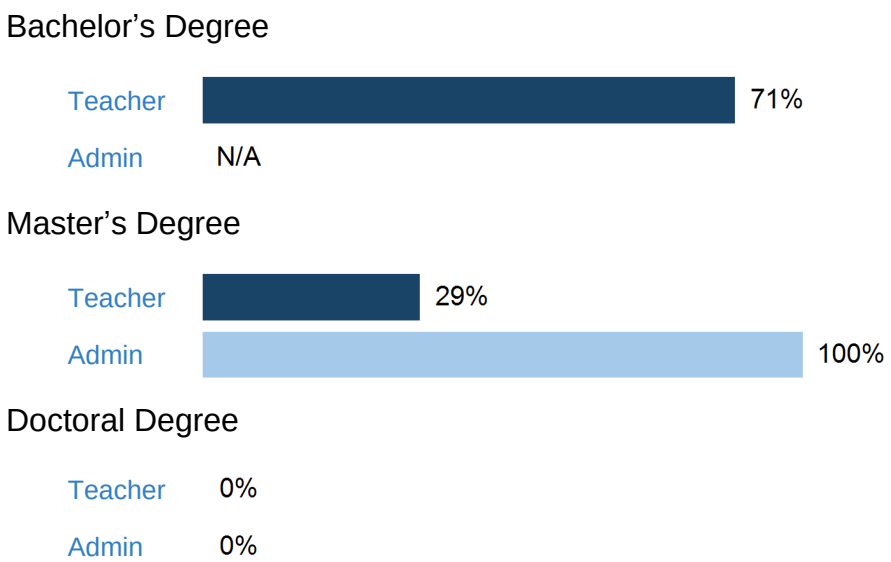
Teachers and Administrators - Level of Education

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	92.0%	90.2%
2016-17 Administrators: Same district 2017-18	84.0%	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	95.0%

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(15-1100-045)
Grades Offered: 07-08
2017-2018

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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	80.0%	0.0%
Male	20.0%	100.0%
White	94.5%	50.0%
Hispanic	0.0%	0.0%
Black or African American	5.5%	50.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	73.10	17.5%
Mathematics Proficiency	53.20	17.5%
English Language Arts Growth	90.23	25.0%
Mathematics Growth	81.42	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	19.06	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	67.88	n/a
Summative Rating: Percentile Rank of Summative Score	77.43	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Exceeds Standard	Met Standard	**	Not Met	No
White	63.04	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Hispanic	68.26	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	80.89	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	67.13	14.08	No	Met Goal	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	79.65	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	46.84	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Advancement Via Individual Determination (AVID) program is offered as an elective for eligible students, in 7th and 8th grades, who have a desire to go to college and the willingness to work hard. • Advanced courses in math, science, social studies, and ELA offer rigorous curricula, critical thinking, analysis, and synthesis with a focus on 21st century skills for college and career readiness. • Our band and choir programs provide students with an understanding of music notation and terminology, instruments, genres, vocal techniques and intonation, musical notation, and rhythm reading.
Mission, Vision, Theme:	Monongahela Middle School guides students in their cognitive and emotional development and growth. As a school community, we clearly focus on engaging our students through rigorous curricula and by providing a safe, comfortable, and respectful environment. Connecting students to academic achievement and personal excellence continues to be Monongahela Middle School's vision. Students are given an opportunity to explore colleges, set long- and short-term goals, have increased personal accountability and be mentored through the process. AVID teachers participate in on-going training. The AVID philosophy is presented throughout the middle school by turn-keyed professional development and collaboration between teachers. At Monongahela Middle School, we strive for excellence for all students academically, socially, emotionally, and behaviorally.
Awards, Recognition, Accomplishments:	Monongahela 7th & 8th grade students perform above the state's average and cross-states' average on the state standardize test (PARCC); Implementation of the nationally acclaimed Advancement Via Individual Determination (AVID) program; Renaissance program provides incentives and rewards for students exhibiting exemplary behaviors in school; Eighth grade students participate in a national Job Shadow Day to help prepare them to enter the workforce; Master scheduling changes led to transitioning from a "team" model to a collaborative model, creating common planning time for professional collaboration for all content area teachers.

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Courses, Curriculum, Instruction:	The middle school offers a strong academic curriculum which includes English Language Arts, Advanced English Language Arts, Mathematics, Accelerated Mathematics, Algebra I, Science, Advanced Science, World History, Advanced World History, American History, Advanced American History, Health, Physical Education, World Language, Art, Computer Skills I & II, Twenty First Century Skills, and Music. Students have access to world languages in either Spanish or French.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Wrestling (Coed) Students participate in intramural and interscholastic programs and co-curricular activities for all areas of interest. Included in these are the following: Intramural Sports Programs – basketball and street hockey; Interscholastic Sports Programs - field hockey, basketball, soccer, and wrestling.
Clubs and Activities:	Art Club, Computer Club, Newspaper, Yearbook, Choir, Band, Drama Club, Renaissance Club, Science Club, Student Council, Chess Club, and National Junior Honor Society

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Before and After School Programs:	Breakfast program is available for all students.
Staff and Professional Learning:	Monongahela staff participates in Professional Learning Communities (PLCs) which facilitates meeting the needs of a diverse population of learners. The PLCs focus on evaluating multiple means of data for strengths and weaknesses, developing a common understanding of standards, and revising a living curriculum. Curriculum, including resources, activities, and assessments will be enhanced in response to students' strengths and weaknesses by grade and subject area.

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Student Supports and Services:	Two guidance counselors, SAC, English as a Second Language (ESL) and a full range of support for special education students including an Autism Program.
Student Health and Wellness:	Monongahela Middle School takes student's health and wellness very seriously. The school nurse serves in a pivotal role that bridges health and education. Grounded by standards of practice, services provided by the school nurse include leadership, community/public health, care coordinator, and AED response Team chair. Monongahela provides access to free immunizations and eye glasses if a student has a need.
Parent and Community Involvement:	Active PTO. Staff engages the community through Pink Day (A district wide teacher led initiative to support Breast Cancer Awareness), Purple Day (Teen Cancer Awareness), Websites, Email Blasts, Parent Access, Genesis, Website and Band & Choir concerts.

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Facilities:	Monongahela Middle School is a comprehensive middle school designed to meet the needs of its diverse student body of over 600 students. Originally built in 1964, MMS has been renovated and expanded in 1967, 2001, and 2003 in order to update its facilities. Monongahela Middle School is proud of its rich heritage. Even its name reflects its history. Chief Monongahela was a revered chief of a mighty tribe of the Susquehanna Indians.

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Other Information:	Monongahela Middle School strives to improve the academic achievement for all students by challenging students to reach new academic heights and maximize their individual potential. We are dedicated to creating a safe environment where students are taught to recognize bullying and respond in a way which promotes positive student relationships and a comfortable, safe learning environment for all. Students will be taught to utilize 21st Century skills to work collaboratively and with confidence. Monongahela offers each student a Personalized Learning Period (PLP) to help them achieve success. During this period students utilize the 21st Century skills of goal setting and learning to advocate for their own learning by seeking help from teachers in areas of concern. Our academic achievement will be measured through a detailed review and analysis of benchmark tests and standardized tests, comparing cohort groups from entrance to exit in our school. We will continually review student growth and progress in all curricular areas. The established AVID program serves to encourage students to consider their futures beyond middle school. Students are given an opportunity to explore colleges, set long- and short-term goals, have increased personal accountability and be mentored through the process. AVID teachers participate in on-going training. The AVID philosophy is presented throughout the middle school by turn-keyed professional development and collaboration between teachers.