NJ SCHOOL PERFORMANCE REPORT

SOJOURNER TRUTH MIDDLE SCHOOL
(13-1210-135)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	ESSEX
District	EAST ORANGE
Principal Name	DR. BURTON
Address	116 HAMILTON ST EAST ORANGE, NJ 07017-2912
Phone Number	(973)266-5665
Email Address	M.BURTON@EASTORANGE.K12.NJ.US
Website	https://nj02207379.schoolwires.net/truth
Facebook	https://www.facebook.com/eastorangesd

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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	0	0	382
7	380	0	4
8	0	378	0
Total	380	378	386

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	46.8%	48.1%	46.9%
Male	53.2%	51.9%	53.1%
Economically Disadvantaged Students	87.9%	87.3%	92.7%
Students with Disabilities	23.7%	22.0%	16.6%
English Learners	6.3%	7.9%	7.3%
Homeless Students		1.1%	0.8%
Students in Foster Care		0.8%	0.8%
Military-Connected Students		0.0%	0.3%
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	0.3%	0.5%	0.0%
Hispanic	8.2%	8.5%	10.6%
Black or African American	91.3%	90.5%	89.1%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.0%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Two or More Races	0.0%	0.0%	0.0%

Enrollment by Home Language

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

Home Language	% of Students
English	89.1%
Spanish	5.4%
Haitian	4.7%
Other Languages	0.8%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	48.5	50	50	Met Standard	27	35	50	Not Met
White	N	72	50	**	N	*	51	**
Hispanic	68	58	49	Exceeds Standard	23	32.5	48	Not Met
Black or African American	48	50	44	Met Standard	29	35	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	*	61	**	N	*	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	50	50	48	Met Standard	29	35	47	Not Met
Students with Disabilities	43	42	41	Met Standard	12.5	32	43	Not Met
English Learners	81.5	61	54	Exceeds Standard	35	42	51	Not Met

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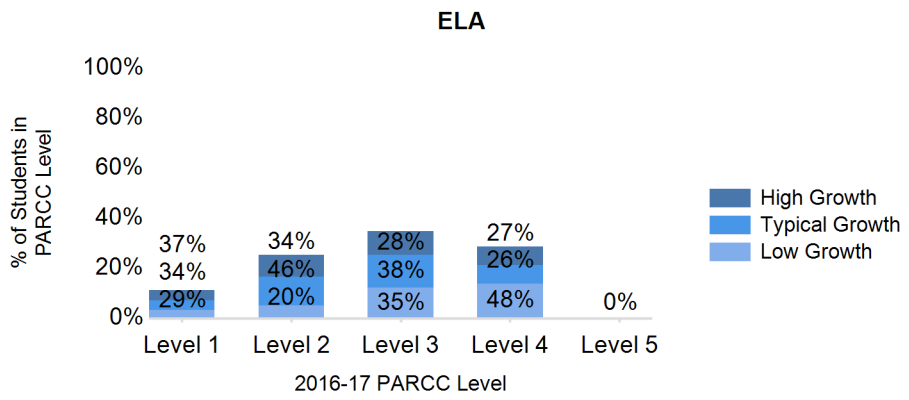
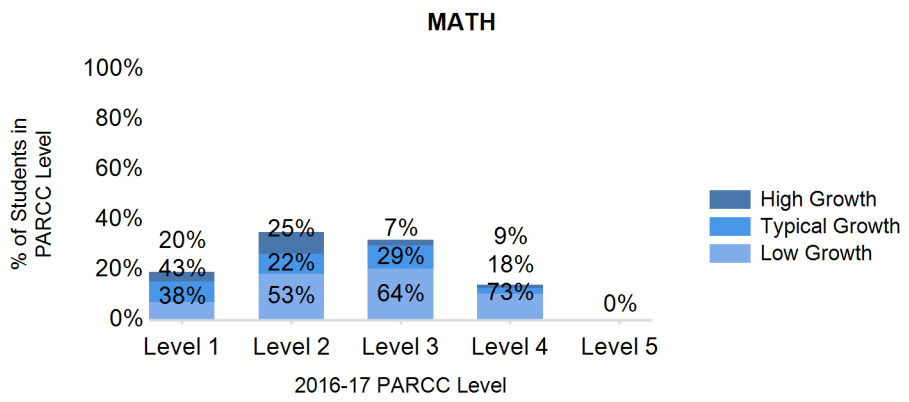
Student Growth by Performance Level

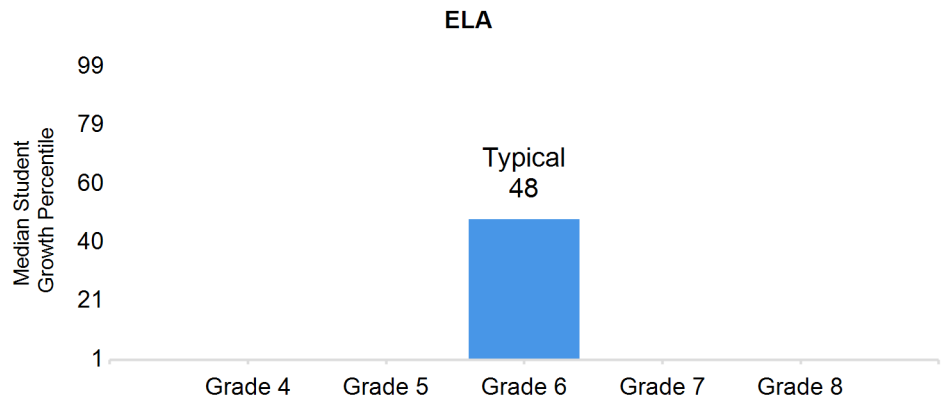
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

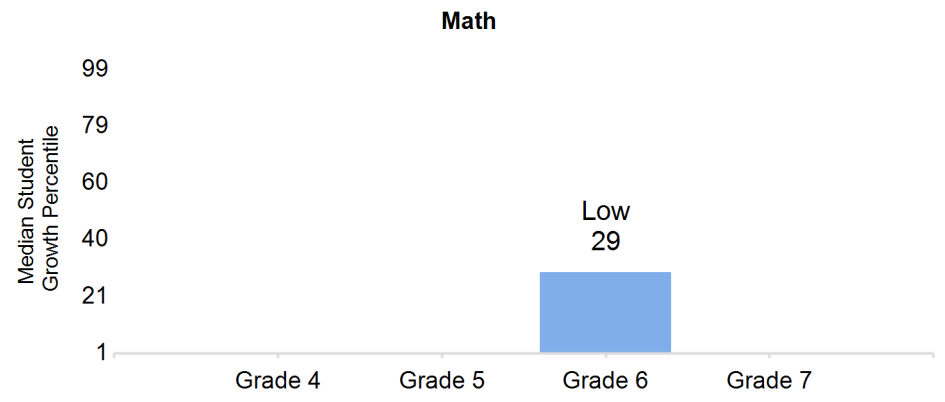




Student Growth by Grade

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	356	96.7	25.0	40.7	56.7	25.0	N	N
White	N	N	N	43.4	65.6	N	**	**
Hispanic	*	*	*	39.5	42.5	*	N	N
Black or African American	318	97.1	23.6	40.7	37.3	23.6	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.3	N	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	167	97.8	33.5	*	64.5	33.5		
Male	189	95.7	17.5	*	49.4	17.5		
Economically Disadvantaged Students	291	96.6	24.1	39.7	38.5	24.1	N	N
Non-Economically Disadvantaged Students	65	97.1	29.3	43.7	67.5	29.3		
Students with Disabilities	60	94.0	18.3	16.0	21.6	18.1	N	N
Students without Disabilities	296	97.2	26.4	45.2	63.9	26.4		
English Learners	30	96.8	10.0	25.2	27.3	10.0	N	N
Non-English Learners	326	96.7	26.4	41.7	59.4	26.4		
Homeless Students	*	*	*	23.5	27.7	*		
Students In Foster Care	*	*	*	30.3	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	*	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	366	732	742	754	11%	25%	41%	*	*	23%	56%
White	N	N	*	761	N	N	N	N	N	N	66%
Hispanic	*	*	741	742	*	*	*	*	*	*	42%
Black or African American	328	732	*	737	12%	27%	40%	*	*	22%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	175	738	749	761	7%	22%	39%	*	*	32%	64%
Male	191	727	735	748	15%	28%	43%	*	*	14%	48%
Economically Disadvantaged Students	303	731	741	739	*	25%	41%	*	*	22%	37%
Non-Economically Disadvantaged Students	63	735	747	764	*	24%	41%	*	*	27%	68%
Students with Disabilities	50	708	*	723	*	*	*	*	*	*	18%
Students without Disabilities	316	736	*	760	*	*	*	*	*	*	63%
English Learners	20	725	725	712	*	*	*	*	*	*	*
Non-English Learners	346	733	743	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	741	760	N	N	N	N	N	N	63%
White	N	N	*	768	N	N	N	N	N	N	72%
Hispanic	N	N	*	746	N	N	N	N	N	N	49%
Black or African American	N	N	741	740	N	N	N	N	N	N	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	N	N	748	769	N	N	N	N	N	N	72%
Male	N	N	735	752	N	N	N	N	N	N	54%
Economically Disadvantaged Students	N	N	741	742	N	N	N	N	N	N	44%
Non-Economically Disadvantaged Students	N	N	742	771	N	N	N	N	N	N	73%
Students with Disabilities	N	N	*	721	N	N	N	N	N	N	22%
Students without Disabilities	N	N	*	768	N	N	N	N	N	N	71%
English Learners	N	N	709	705	N	N	N	N	N	N	11%
Non-English Learners	N	N	743	762	N	N	N	N	N	N	64%
Homeless Students	N	N	*	729	N	N	N	N	N	N	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	*	*	743	759	*	*	*	*	*	*	60%
White	N	N	*	767	N	N	N	N	N	N	70%
Hispanic	N	N	745	744	N	N	N	N	N	N	45%
Black or African American	*	*	743	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	*	766	N	N	N	N	N	N	66%
Female	N	N	*	768	N	N	N	N	N	N	69%
Male	*	*	733	751	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	N	N	*	769	N	N	N	N	N	N	71%
Students with Disabilities	*	*	709	719	*	*	*	*	*	*	19%
Students without Disabilities	N	N	*	766	N	N	N	N	N	N	68%
English Learners	N	N	718	703	N	N	N	N	N	N	*
Non-English Learners	*	*	744	761	*	*	*	*	*	*	*
Homeless Students	N	N	*	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	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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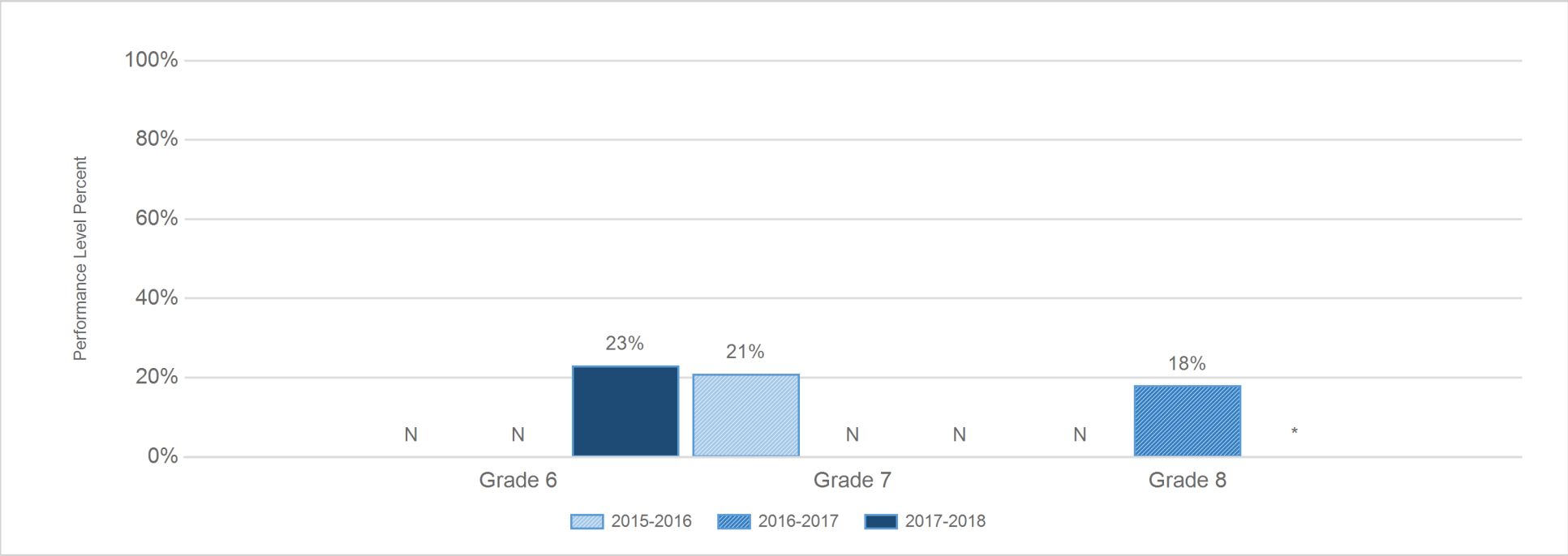
English Language Arts/Literacy Assessment - Performance Trends

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	358	96.5	*	20.0	45.0	*	N	N
White	N	N	N	26.1	54.1	N	**	**
Hispanic	*	*	*	21.0	29.2	*	N	N
Black or African American	320	96.9	*	19.9	23.4	*	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	77.0	N	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	168	97.3	*	22.5	46.0	*		
Male	190	95.8	*	17.6	43.9	*		
Economically Disadvantaged Students	293	96.4	*	19.2	26.6	*	N	N
Non-Economically Disadvantaged Students	65	97.1	*	22.6	55.9	*		
Students with Disabilities	60	94.0	*	*	17.1	*	N	N
Students without Disabilities	298	97.0	*	*	50.5	*		
English Learners	33	97.3	*	11.7	24.6	*	N	N
Non-English Learners	325	96.4	*	20.6	46.9	*		
Homeless Students	*	*	*	11.0	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	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	371	711	722	744	*	*	*	*	*	*	44%
White	N	N	*	751	N	N	N	N	N	N	54%
Hispanic	*	*	724	731	*	*	*	*	*	*	27%
Black or African American	332	710	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	177	715	726	745	*	*	*	*	*	*	45%
Male	194	709	718	742	*	*	*	*	*	*	42%
Economically Disadvantaged Students	308	711	721	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	63	713	726	753	*	*	*	*	*	*	56%
Students with Disabilities	50	694	*	717	*	*	*	*	*	*	13%
Students without Disabilities	321	714	*	748	*	*	*	*	*	*	49%
English Learners	26	714	714	713	*	*	*	*	*	*	11%
Non-English Learners	345	711	723	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

SOJOURNER TRUTH MIDDLE SCHOOL
(13-1210-135)
Grades Offered: 06-08
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 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	N	N	719	743	N	N	N	N	N	N	43%
White	N	N	*	750	N	N	N	N	N	N	54%
Hispanic	N	N	*	732	N	N	N	N	N	N	27%
Black or African American	N	N	719	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	N	N	721	745	N	N	N	N	N	N	45%
Male	N	N	718	741	N	N	N	N	N	N	42%
Economically Disadvantaged Students	N	N	*	730	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	N	N	*	751	N	N	N	N	N	N	55%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	*	748	N	N	N	N	N	N	50%
English Learners	N	N	709	716	N	N	N	N	N	N	10%
Non-English Learners	N	N	720	744	N	N	N	N	N	N	45%
Homeless Students	N	N	*	720	N	N	N	N	N	N	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

SOJOURNER TRUTH MIDDLE SCHOOL
(13-1210-135)
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	*	*	715	728	*	*	*	*	*	*	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	N	N	718	722	N	N	N	N	N	N	22%
Black or African American	*	*	714	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	*	729	N	N	N	N	N	N	28%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	*	*	711	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	715	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	N	N	712	735	N	N	N	N	N	N	35%
Students with Disabilities	*	*	692	705	*	*	*	*	*	*	*
Students without Disabilities	N	N	*	735	N	N	N	N	N	N	*
English Learners	N	N	698	705	N	N	N	N	N	N	10%
Non-English Learners	*	*	716	729	*	*	*	*	*	*	29%
Homeless Students	N	N	*	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	*	734	N	N	N	N	N	N	31%
Migrant Students	N	N	*	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

SOJOURNER TRUTH MIDDLE SCHOOL
(13-1210-135)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	721	746	N	N	N	N	N	N	46%
White	N	N	*	755	N	N	N	N	N	N	57%
Hispanic	N	N	711	730	N	N	N	N	N	N	27%
Black or African American	N	N	722	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	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	N	N	724	748	N	N	N	N	N	N	48%
Male	N	N	717	745	N	N	N	N	N	N	44%
Economically Disadvantaged Students	N	N	720	729	N	N	N	N	N	N	25%
Non-Economically Disadvantaged Students	N	N	723	756	N	N	N	N	N	N	57%
Students with Disabilities	N	N	698	716	N	N	N	N	N	N	13%
Students without Disabilities	N	N	724	752	N	N	N	N	N	N	52%
English Learners	N	N	696	710	N	N	N	N	N	N	*
Non-English Learners	N	N	723	749	N	N	N	N	N	N	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	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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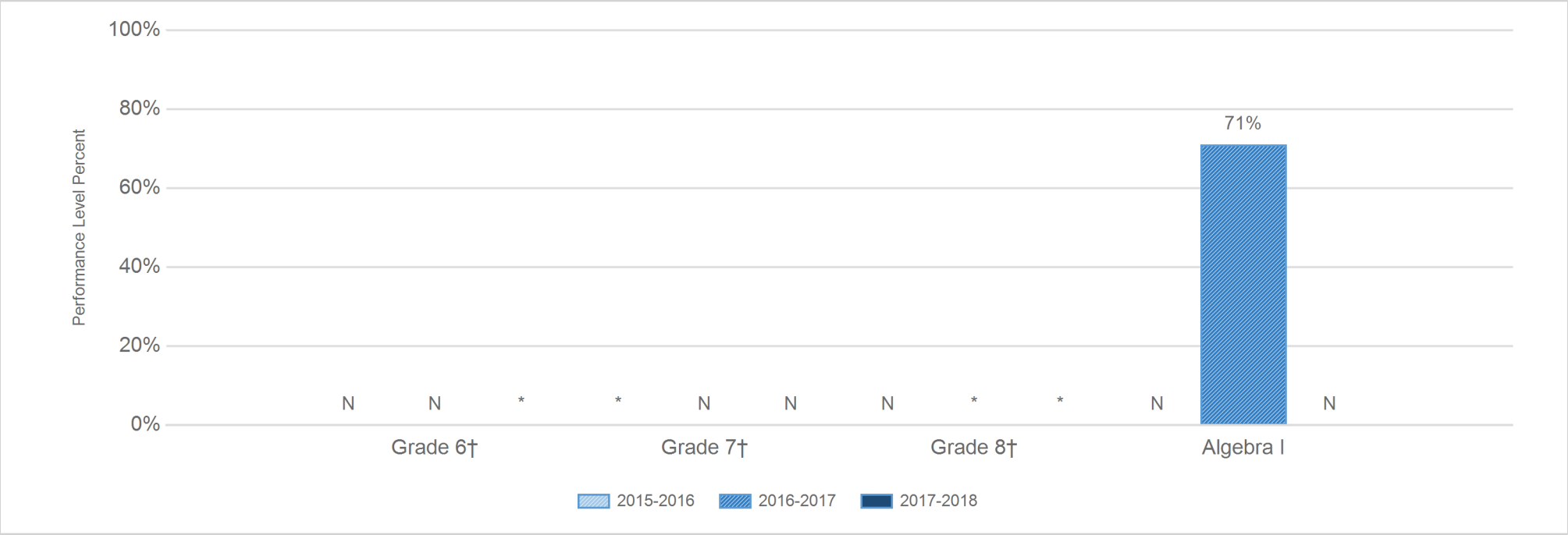
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	N	N

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	35.0%	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	14	*	*
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	378
7	0	0	4
8	N	N	N
Total	0	0	382

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	290	0	0	0	0	0	0
7	4	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	294	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

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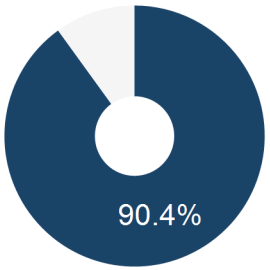
Visual and Performing Arts – Course Participation

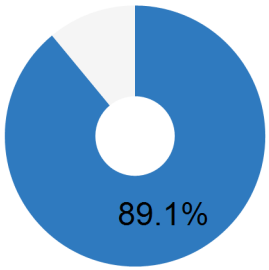
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

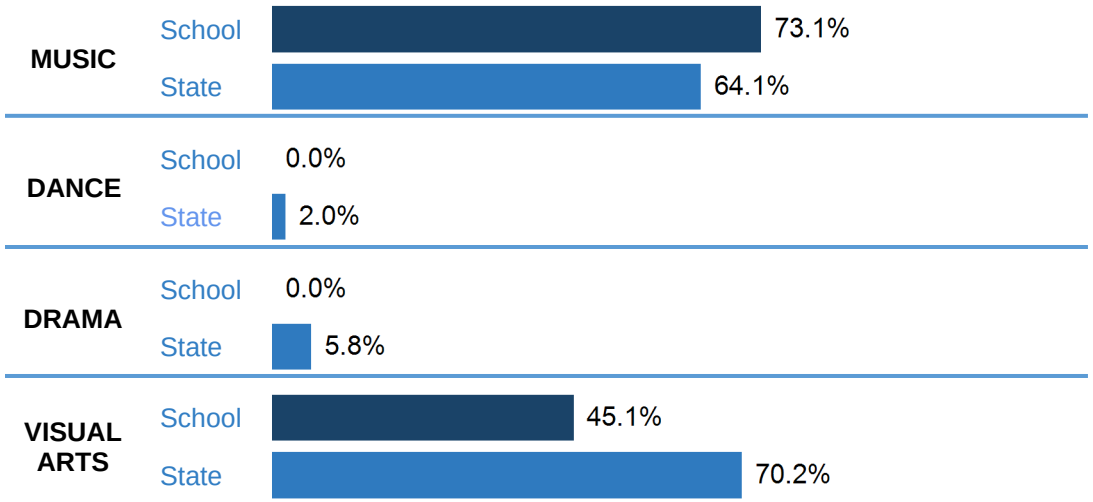


School



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.

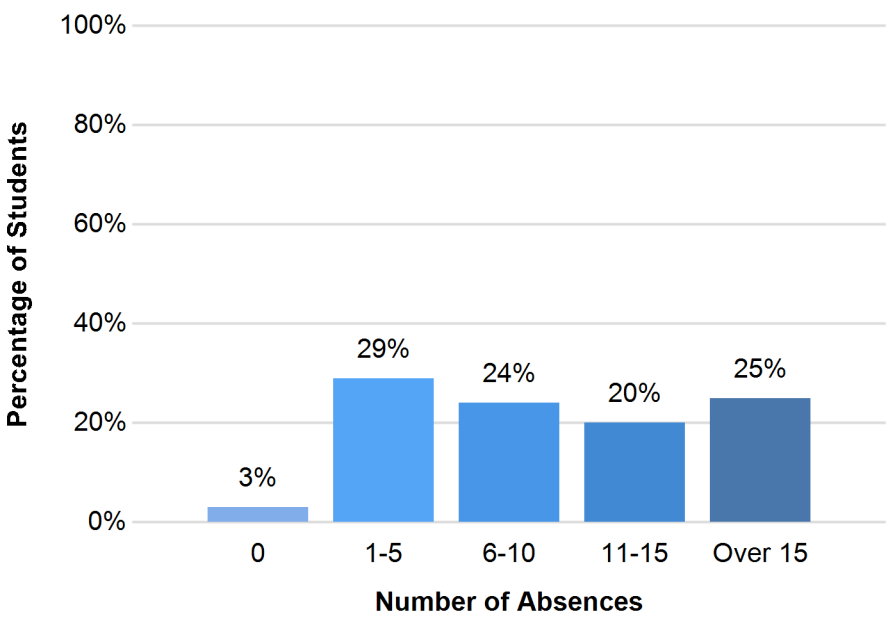
Chronic Absenteeism

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	67	17.4	9.5	Not Met
White	N	N	N	N
Hispanic	*	*	9.5	Not Met
Black or African American	63	18.4	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	61	17.0	9.5	Not Met
Students with Disabilities	19	29.2	9.5	Not Met
English Learners	0	0	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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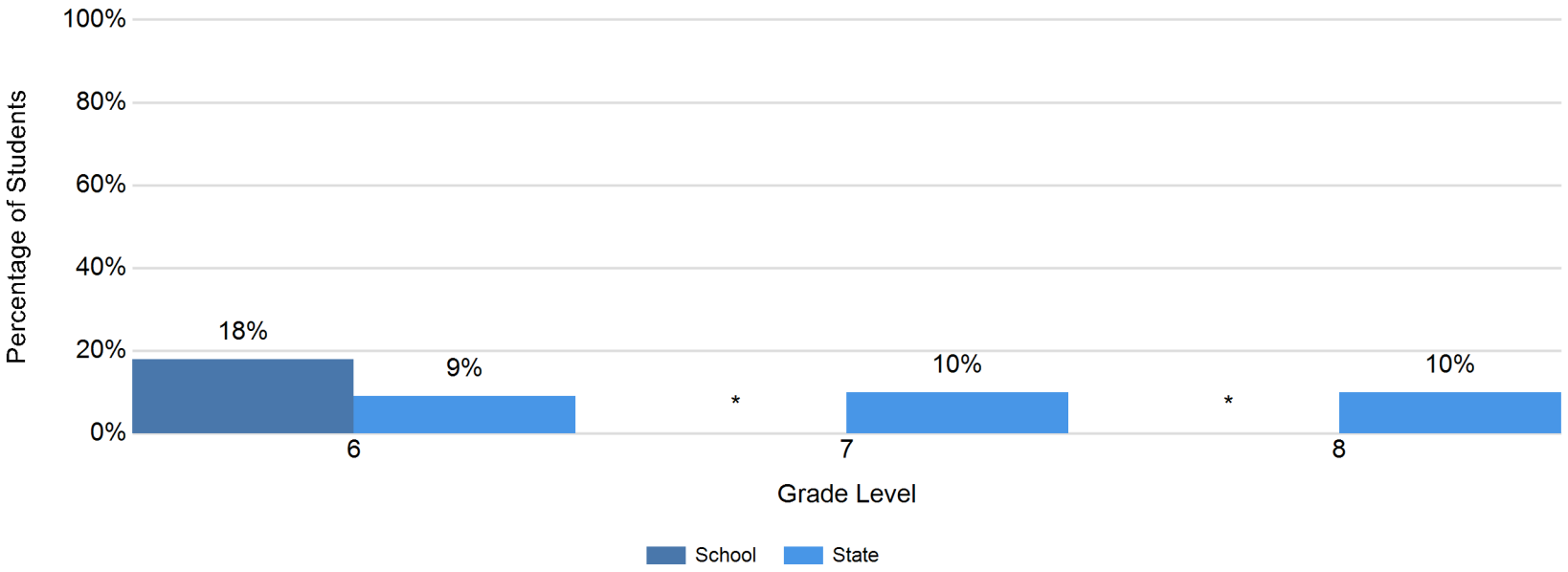
Chronic Absenteeism by Grade

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



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2017-2018

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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	4
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	2.33

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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

NJ SCHOOL PERFORMANCE REPORT

SOJOURNER TRUTH MIDDLE SCHOOL
(13-1210-135)
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2017-2018

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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	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	1	0	1
Disability	0	0	0
Other	5	1	6
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	34	8.8%
Out-of-School Suspensions	68	17.6%
Any Suspension	83	21.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
251

NJ SCHOOL PERFORMANCE REPORT

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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	7:45 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	N

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)	$968	$20,713	$21,681

NJ SCHOOL PERFORMANCE REPORT

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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	34	117,464
Average years experience in public schools	13.8	12.0
Average years experience in district	11.6	10.7
Teachers in district for 4 or more years	85.3%	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	68	9,374
Average years experience in public schools	22.4	16.0
Average years experience in district	20.1	12.0
Administrators in district for 4 or more years	94.1%	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	193:1	146:1
Teachers to Administrators	17:1	12:1
Students to Librarians/Media Specialists		1102:1
Students to Nurses		381:1
Students to Counselors		300:1
Students to Child Study Team		155:1

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(13-1210-135)
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2017-2018

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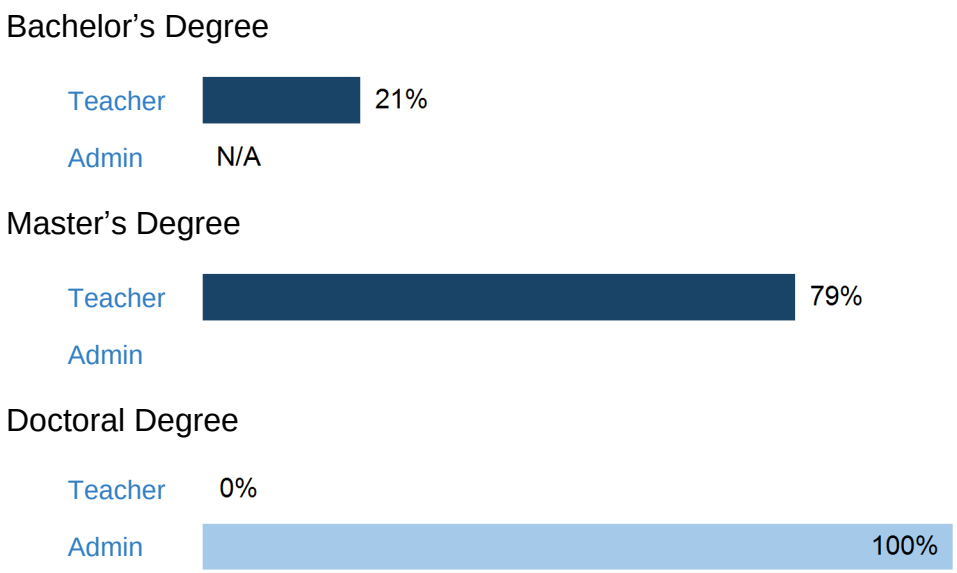
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.0%	90.2%
2016-17 Administrators: Same district 2017-18	92.4%	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	91.4%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	61.8%	50.0%
Male	38.2%	50.0%
White	17.6%	0.0%
Hispanic	8.8%	0.0%
Black or African American	67.6%	100.0%
Asian	5.9%	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
Yes	Yes	No

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	8.77	15.0%
Mathematics Proficiency	1.48	15.0%
English Language Arts Growth	64.75	20.0%
Mathematics Growth	2.14	20.0%
Progress Towards English Language Proficiency	11.70	20.0%
Chronic Absenteeism	12.65	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	18.52	n/a
Summative Rating: Percentile Rank of Summative Score	6.99	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	N	N	Met Standard	Not Met	Met Target†	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	35.92	14.08	No	N	N	Exceeds Standard	Not Met	n/a	Not Met	No
Black or African American	26.95	14.08	No	N	N	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	23.32	14.08	No	N	N	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	23.22	14.08	No	N	N	Met Standard	Not Met	n/a	Not Met	No
English Learners	36.75	14.08	No	N	N	Exceeds Standard	Not Met	Not Met	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.

Highlights:	• School offers all core subjects, technology, world language, art, music, swimming and a strong ESL Program. • Blended learning is used in classrooms via adaptve technologies that include IXL, Achieve 3000, Renaissance, and ALEKS. • Our counseling program includes I&RS, HIB, Character Education, Mindfulness, and Naviance. Over 15 clubs and activities.
Mission, Vision, Theme:	Mission: We aspire to be the educational model of excellence for middle schools in the State of New Jersey by developing respectful, responsible, honest and resilient scholars. • Vision: To prepare every scholar for high school, college and beyond. • Theme: We prides ourselves on being a comprehensive sixth grade middle school that has embarked on preparing our scholars for high school, college, and beyond.
Awards, Recognition, Accomplishments:	• Quarterly Awards: Academics, Attendance, & Conduct • Science Fair Awards • Teacher of the Year Recognition • Support Staff Recognition Award • First school in the state of New Jersey with a Hydroponic Program • Superintendent's Algebra 1 Award

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Courses, Curriculum, Instruction:	• Online textbooks, Google Classrooms, Class Dojo, Interactive Smartboards • District adopted curriculum that is aligned with NJ Student Learning Standards(NJSLS) • Homework – minimum of 3 days per week, per subject: upon request teachers provide additional homework support
Clubs and Activities:	• Girls Who Code • STUDENT COUNCIL • ART CLUB • INSTRUMENTAL MUSIC • HART COMPLEX CHOIR • STUDENT ACTIVITIES CLUB • MUSIC CLUB • NATIONAL JUNIOR HONOR SOCIETY • STUDENTS COMMUNITY • YAK COMMITTEE

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Before and After School Programs:	• AFTER-SCHOOL TUTORING PROGRAM (TUESDAY AND WEDNESDAY) • Good Morning Club- Students involved in sharing information via PA system, with respect to what is happening in the school/community. • Rutgers Trio Talent Search Program
Staff and Professional Learning:	• New Teacher Orientation • District and School Level Professional Development • Daily Team Meetings • Leadership Team • Data Team • School Improvement Panel • Mentorship Program for all first year Novice teachers • Administrators' Academy • Montclair State University Collaborations • Principals Network • Hart Complex Unified PLC

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Student Supports and Services:	Our English Language learners, as well as our students with disabilities receive support services, in tutoring and homework help. Intervention and referral services meeting are designed to assist students who are experiencing learning, behavior, or health difficulties. Port of Entry program for ELL students.
Student Health and Wellness:	Students are given Health Education for a 10 week cycle each school year including participating in the LEAD program. Additionally, some students are members of a food service committee in which discussions are conducted with the Food Service Supervisor to evaluate the students meal program. Physical Education includes one cycle of swimming lessons in our Olympic sized pool.
Parent and Community Involvement:	We have an active PTO which meets monthly. The FOCUS Parent Portal (the District's student information system) enhances communication and involvement of parents. This portal will allow parents to monitor the progress of their children. Parents are also members of the School Improvement Panel and Data Team.

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Climate Surveys:	Student surveys were conducted focused on the culture and climate of the school. The results from the administered survey demonstrated that most students selected Mathematics as their favorite subject and that they would work on improving their grades in all subjects, followed by earning honor roll recognition. Two surveys are done per year for parents, students, and staff. Other surveys are conducted specifically for HIB and Sociol-emotional Learning and Professional Development.
Facilities:	Sojourner Truth Middle School was established in 1975 as part of three middle schools housed in the William S. Hart Middle School Complex. Students use the latest technology such as SMART Boards and Promethean Boards to enhance learning in every classroom. Google Chrome Books and Apple Mac Books are readily available as we move toward being a 1:1 school. Blended learning is used in all classrooms using technology to prepare our scholars to be future ready and global citizens.

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Other Information:	Below are some of the wonderful programs that we offer scholars to help prepare them to become productive global citizens: 25 Book Campaign Finance Park After School Tutoring Martin Luther King, Jr. Oratorical Contest Student Council National Junior Honor Society Girls Who Code Mentoring (Male & Female)