NJ SCHOOL PERFORMANCE REPORT

ORCHARD VALLEY MIDDLE SCHOOL
(15-5500-050)
Grades Offered: 06-08
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	GLOUCESTER
District	WASHINGTON TWP
Principal Name	MS. MCLAUGHLIN
Address	238 PITMAN DOWNER RD SEWELL, NJ 08080-2118
Phone Number	(856)582-5353
Email Address	CMCLAUGHLIN@WTPS.ORG
Website	http://www.wtps.org
Facebook	https://www.facebook.com/TWPSchools/
Twitter	https://twitter.com/ovmsprincipal

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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	206	172	189
7	180	185	169
8	180	172	181
Total	566	529	539

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	49.3%	47.8%	48.2%
Male	50.7%	52.2%	51.8%
Economically Disadvantaged Students	28.6%	30.2%	26.7%
Students with Disabilities	16.4%	17.6%	16.7%
English Learners	1.1%	1.7%	0.4%
Homeless Students		0.0%	0.6%
Students in Foster Care		0.4%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	77.4%	77.1%	75.3%
Hispanic	4.6%	6.8%	6.5%
Black or African American	11.1%	9.1%	10.6%
Asian	4.1%	3.4%	3.9%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.7%	3.4%	3.7%

Enrollment by Home Language

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

Home Language	% of Students
English	98.7%
Other Languages	1.3%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	42	41	50	Met Standard	38	49	50	Not Met
White	41	41	50	Met Standard	40	48	51	Met Standard
Hispanic	47	43	49	Met Standard	34	45	48	**
Black or African American	38	37	44	Not Met	35.5	49	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	57	45	61	Met Standard	45.5	55	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	66.5	51	49	**	36	51	51	**
Economically Disadvantaged	41.5	40	48	Met Standard	33	46	47	Not Met
Students with Disabilities	39.5	37	41	Not Met	29	44	43	Not Met
English Learners	*	*	54	**	*	*	51	**

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

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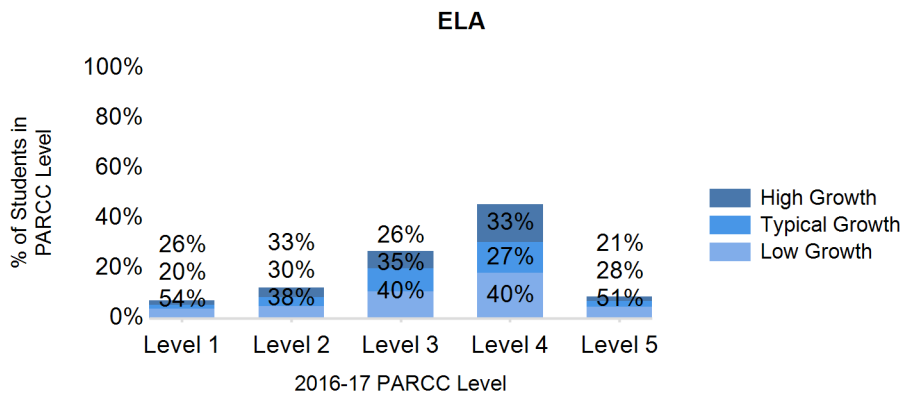
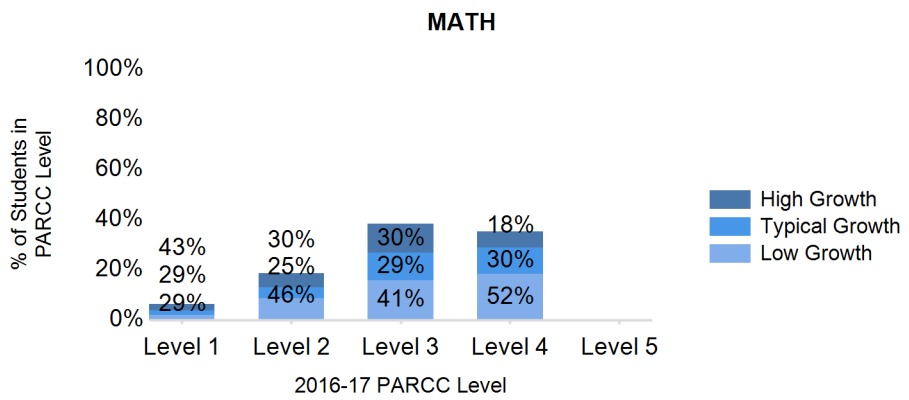
Student Growth by Performance Level

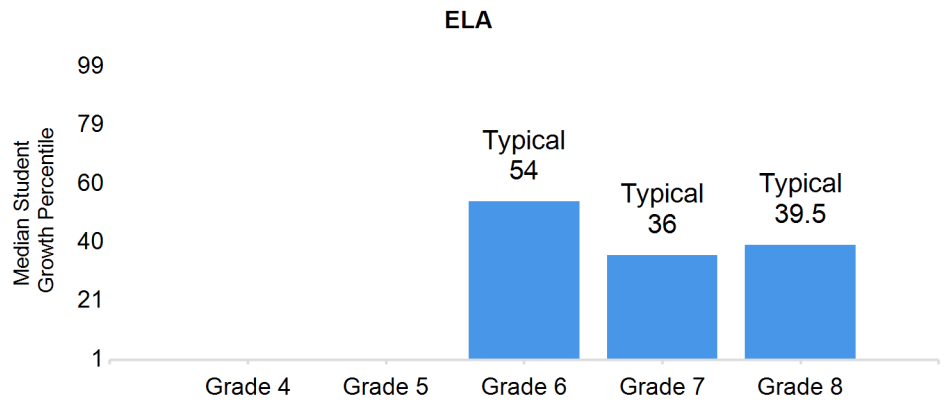
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

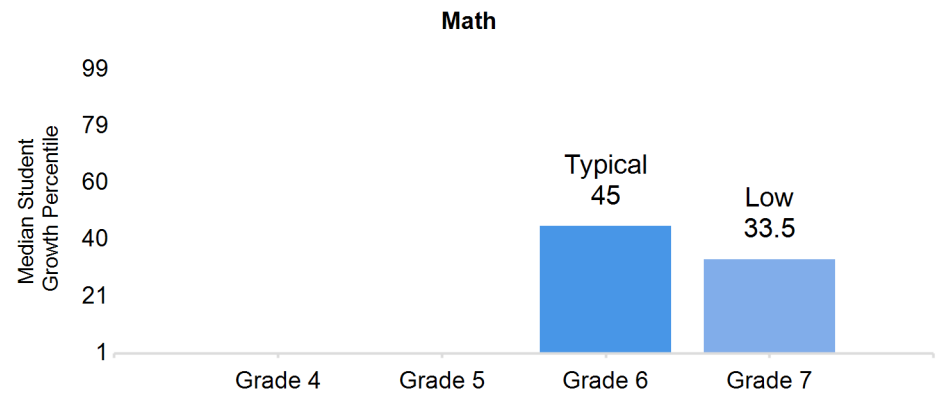




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	522	97.2	50.4	50.2	56.7	50.4	47.3	Met Target
White	395	97.3	51.9	52.0	65.6	51.9	49.8	Met Target
Hispanic	32	94.1	40.7	41.9	42.5	40.3	30.5	Met Target
Black or African American	55	98.3	30.9	*	37.3	30.9	27	Met Target
Asian, Native Hawaiian, or Pacific Islander	21	100.0	80.9	64.9	82.3	80.9	70.6	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	19	95.2	57.9	*	63.4	57.9	N	N
Female	251	97.3	61.3	59.9	64.5	61.3		
Male	271	97.2	40.2	40.4	49.4	40.2		
Economically Disadvantaged Students	135	97.2	32.6	31.1	38.5	32.6	28	Met Target
Non-Economically Disadvantaged Students	387	97.2	56.6	55.1	67.5	56.6		
Students with Disabilities	84	91.5	20.2	*	21.6	19.4	20.6	Met Target†
Students without Disabilities	438	98.4	56.2	*	63.9	56.2		
English Learners	*	*	*	26.7	27.3	*	**	**
Non-English Learners	*	*	*	50.3	59.4	*		
Homeless Students	N	N	N	27.3	27.7	N		
Students In Foster Care	*	*	*	25.0	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	183	753	755	754	7%	11%	24%	48%	10%	58%	56%
White	135	754	756	761	*	13%	24%	*	*	57%	66%
Hispanic	10	751	*	742	0%	*	*	*	*	50%	42%
Black or African American	22	737	*	737	*	*	*	*	*	41%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	92	763	764	761	0%	*	26%	*	*	68%	64%
Male	91	744	745	748	13%	*	22%	*	*	47%	48%
Economically Disadvantaged Students	47	738	738	739	*	*	28%	*	*	40%	37%
Non-Economically Disadvantaged Students	136	759	759	764	*	*	23%	*	*	64%	68%
Students with Disabilities	29	724	724	723	*	*	*	*	*	24%	18%
Students without Disabilities	154	759	760	760	*	*	*	*	*	64%	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	183	753	755	755	7%	11%	24%	48%	10%	58%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	163	746	756	760	9%	17%	26%	34%	13%	47%	63%
White	125	746	757	768	10%	18%	24%	34%	14%	48%	72%
Hispanic	10	754	*	746	*	*	*	*	*	50%	49%
Black or African American	16	738	*	740	*	*	*	*	*	38%	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	*	*	754	767	*	*	*	*	*	*	68%
Female	69	754	765	769	*	*	22%	*	*	59%	72%
Male	94	741	748	752	*	*	30%	*	*	38%	54%
Economically Disadvantaged Students	50	736	741	742	*	24%	30%	*	*	32%	44%
Non-Economically Disadvantaged Students	113	751	760	771	*	14%	25%	*	*	54%	73%
Students with Disabilities	27	714	717	721	*	*	*	*	*	26%	22%
Students without Disabilities	136	753	762	768	*	*	*	*	*	51%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	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	182	745	749	759	12%	15%	28%	36%	9%	45%	60%
White	139	748	751	767	9%	14%	28%	40%	9%	49%	70%
Hispanic	12	714	*	744	*	*	*	*	*	25%	45%
Black or African American	18	723	726	739	*	*	*	*	*	17%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	753	766	*	*	*	*	*	*	66%
Female	92	755	759	768	*	*	30%	*	*	54%	69%
Male	90	735	739	751	*	*	26%	*	*	36%	52%
Economically Disadvantaged Students	42	730	732	740	*	26%	31%	*	*	26%	42%
Non-Economically Disadvantaged Students	140	750	753	769	*	12%	27%	*	*	51%	71%
Students with Disabilities	29	703	705	719	*	34%	*	*	*	10%	19%
Students without Disabilities	153	753	755	766	*	12%	*	*	*	52%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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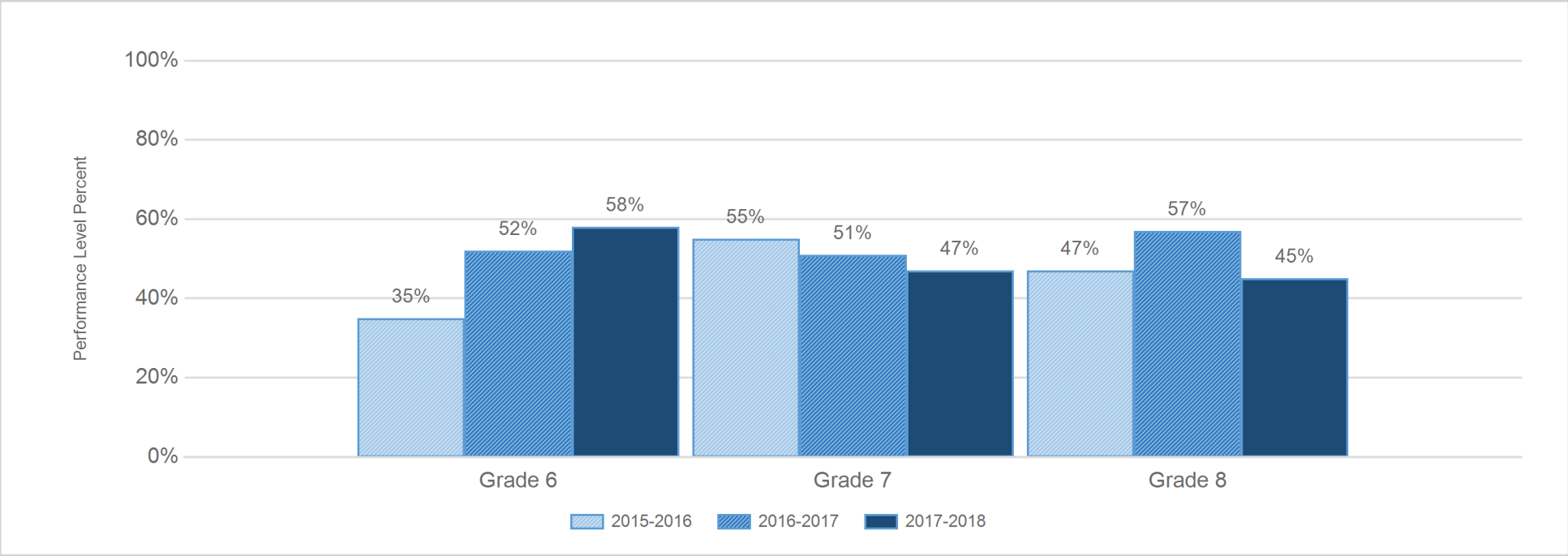
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	524	97.3	33.8	40.1	45.0	33.8	39.4	Not Met
White	396	97.3	35.8	42.6	54.1	35.8	41.8	Not Met
Hispanic	33	94.3	21.2	26.9	29.2	21.0	21.5	Met Target†
Black or African American	55	98.3	14.5	*	23.4	14.5	17.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	21	100.0	52.4	55.7	77.0	52.4	62.8	Met Target†
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	19	95.2	47.3	*	53.0	47.3	N	N
Female	253	97.3	32.4	40.7	46.0	32.4		
Male	271	97.2	35.0	39.6	43.9	35.0		
Economically Disadvantaged Students	137	97.3	17.5	23.4	26.6	17.5	21.6	Met Target†
Non-Economically Disadvantaged Students	387	97.3	39.5	44.4	55.9	39.5		
Students with Disabilities	85	91.6	11.8	*	17.1	11.3	15.7	Met Target†
Students without Disabilities	439	98.5	38.1	*	50.5	38.1		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	*	*	*	21.7	17.3	*		
Students In Foster Care	*	*	*	12.5	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	184	739	743	744	7%	20%	39%	*	*	35%	44%
White	135	740	745	751	*	18%	41%	*	*	35%	54%
Hispanic	11	728	*	731	*	*	*	*	*	27%	27%
Black or African American	22	727	*	726	*	*	*	*	*	23%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	93	742	746	745	*	18%	49%	*	*	30%	45%
Male	91	737	740	742	*	21%	29%	*	*	40%	42%
Economically Disadvantaged Students	48	724	728	729	*	35%	31%	*	*	19%	24%
Non-Economically Disadvantaged Students	136	745	747	753	*	14%	42%	*	*	40%	56%
Students with Disabilities	30	718	721	717	*	*	*	*	*	17%	13%
Students without Disabilities	154	744	747	748	*	*	*	*	*	38%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

ORCHARD VALLEY MIDDLE SCHOOL
(15-5500-050)
Grades Offered: 06-08
2017-2018

Report Key:
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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	165	733	740	743	8%	30%	34%	28%	0%	28%	43%
White	126	733	741	750	*	32%	34%	*	*	28%	54%
Hispanic	10	736	*	732	*	*	*	*	*	30%	27%
Black or African American	16	722	*	727	*	*	*	*	*	13%	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	*	*	735	748	*	*	*	*	*	*	51%
Female	70	733	740	745	*	33%	31%	*	*	29%	45%
Male	95	733	739	741	*	28%	36%	*	*	27%	42%
Economically Disadvantaged Students	51	725	730	730	*	*	37%	*	*	14%	24%
Non-Economically Disadvantaged Students	114	737	742	751	*	*	32%	*	*	34%	55%
Students with Disabilities	27	711	715	717	*	*	*	*	*	11%	12%
Students without Disabilities	138	737	743	748	*	*	*	*	*	31%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	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

ORCHARD VALLEY MIDDLE SCHOOL
(15-5500-050)
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	142	726	724	728	16%	26%	38%	20%	0%	20%	28%
White	103	729	728	736	14%	23%	39%	24%	0%	24%	36%
Hispanic	12	715	712	722	*	*	*	*	*	*	22%
Black or African American	18	712	706	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	734	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	728	729	*	*	*	*	*	*	28%
Female	70	729	730	731	*	26%	43%	*	*	19%	31%
Male	72	723	719	725	*	26%	33%	*	*	21%	26%
Economically Disadvantaged Students	40	718	714	719	25%	28%	33%	*	*	15%	20%
Non-Economically Disadvantaged Students	102	729	728	735	13%	25%	40%	*	*	22%	35%
Students with Disabilities	29	700	699	705	*	*	*	*	*	*	*
Students without Disabilities	113	732	730	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	781	746	746	0%	0%	*	*	*	98%	46%
White	36	779	747	755	0%	0%	*	*	*	97%	57%
Hispanic	N	N	735	730	N	N	N	N	N	N	27%
Black or African American	N	N	734	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	740	755	*	*	*	*	*	*	54%
Female	22	776	746	748	0%	0%	*	*	*	95%	48%
Male	18	786	746	745	0%	0%	*	*	*	100%	44%
Economically Disadvantaged Students	*	*	728	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	750	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	40	781	*	752	0%	0%	*	*	*	98%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	40	781	*	749	0%	0%	*	*	*	98%	*
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 by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	719	727	N	N	N	N	N	N	30%
White	N	N	720	733	N	N	N	N	N	N	35%
Hispanic	N	N	*	710	N	N	N	N	N	N	14%
Black or African American	N	N	686	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	746	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	N	N	723	728	N	N	N	N	N	N	30%
Male	N	N	715	727	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	697	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	723	736	N	N	N	N	N	N	37%
Students with Disabilities	N	N	680	693	N	N	N	N	N	N	*
Students without Disabilities	N	N	723	732	N	N	N	N	N	N	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	N	N	719	729	N	N	N	N	N	N	*
Homeless Students	N	N	*	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	*	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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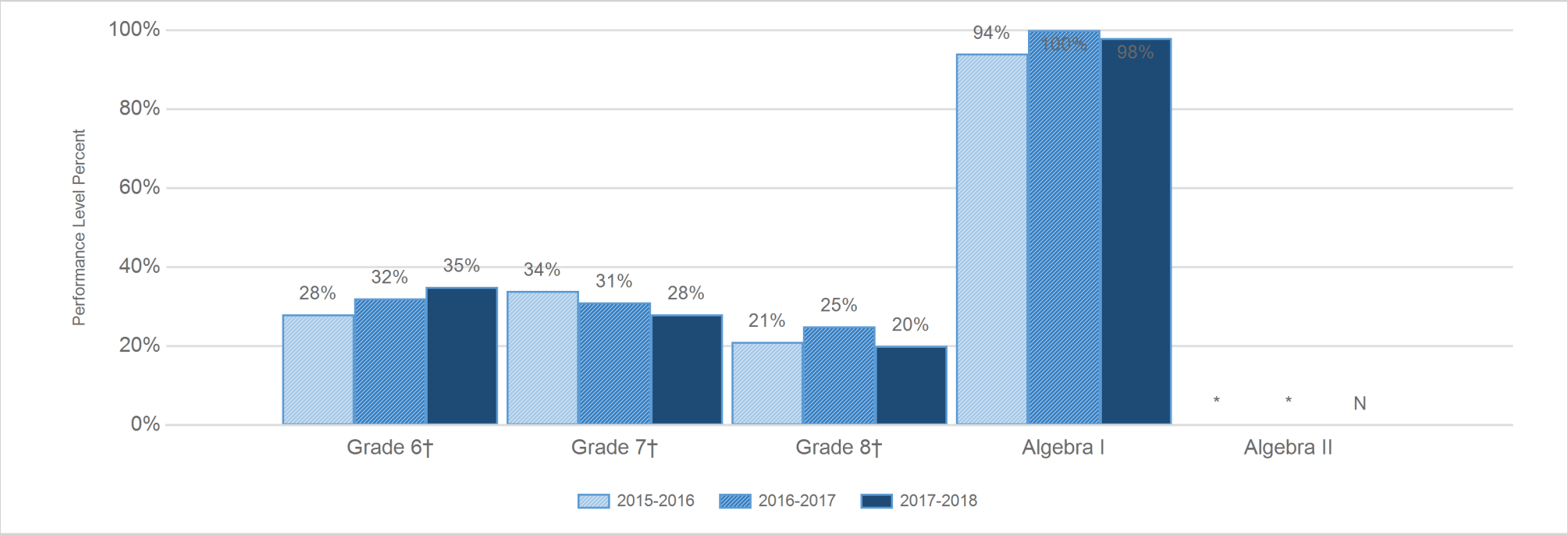
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	187
7	0	0	169
8	40	0	140
Total	40	0	496

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	81	30	0	0	33	0	0
7	67	28	0	0	20	0	0
8	90	22	0	0	32	0	0
Total	238	80	0	0	85	0	0

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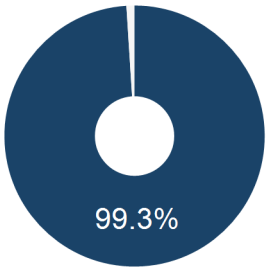
Visual and Performing Arts – Course Participation

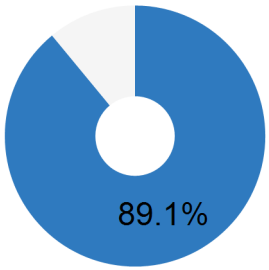
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

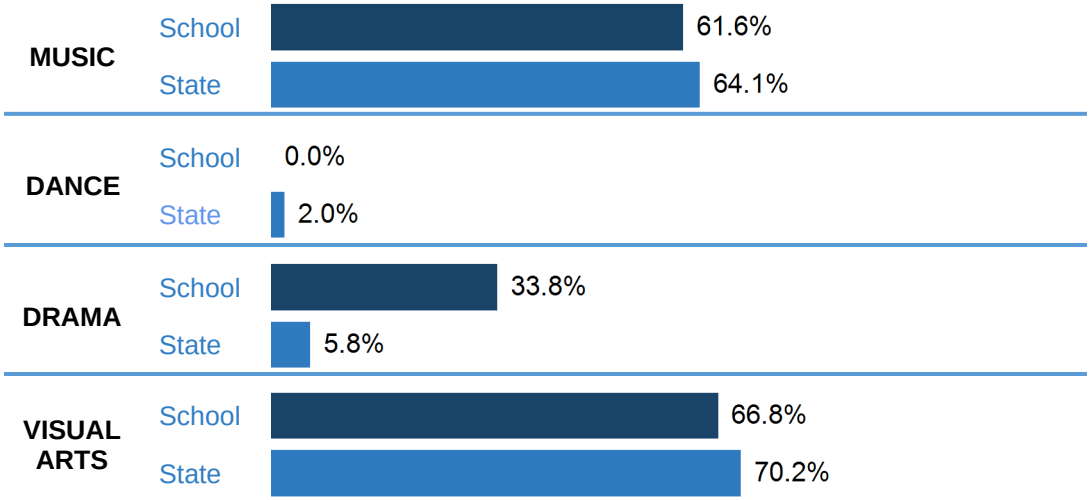


School



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.

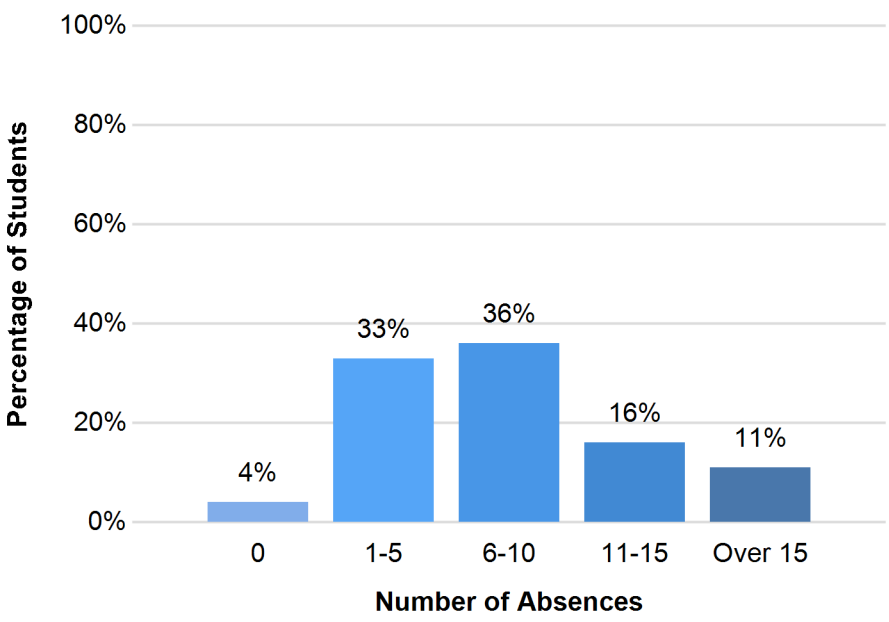
Chronic Absenteeism

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	44	8.1	9.5	Met
White	35	8.6	9.5	Met
Hispanic	2	5.6	9.5	Met
Black or African American	4	7.0	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	15.0	9.5	Not Met
Economically Disadvantaged Students	21	14.6	9.5	Not Met
Students with Disabilities	14	14.9	9.5	Not Met
English Learners	*	*	**	**

Days Absent

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



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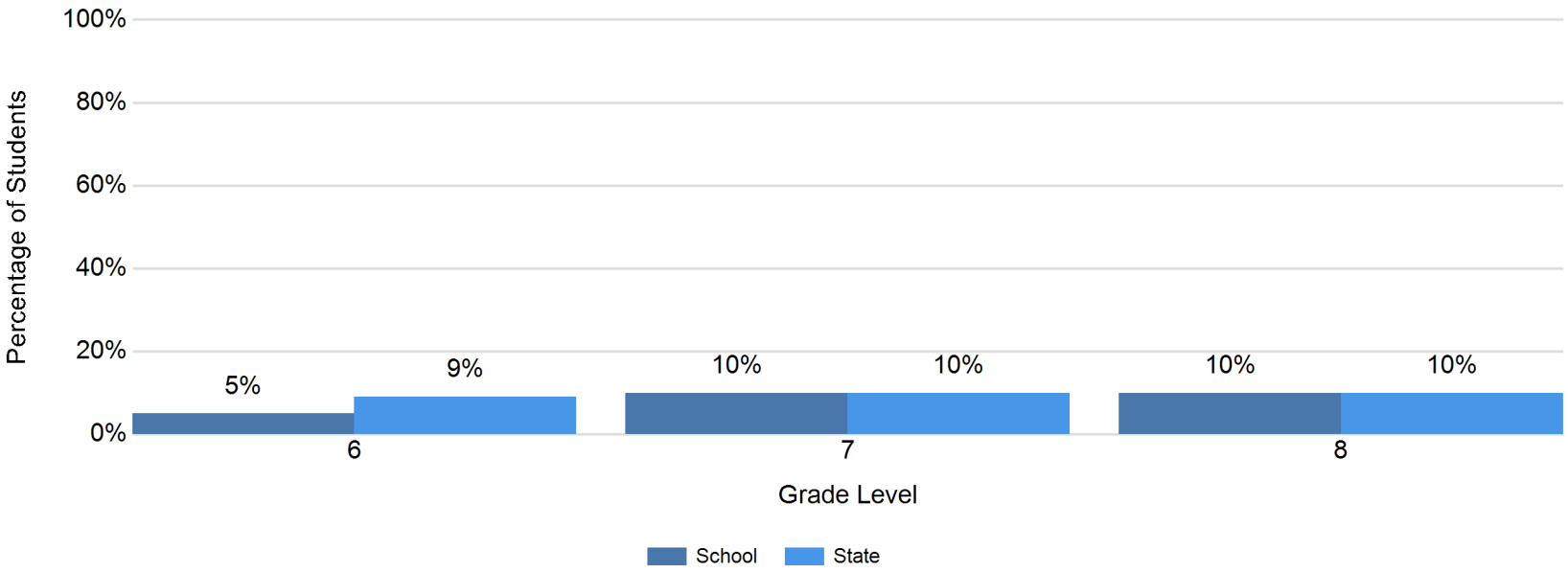
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.93

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	4	5
Religion	0	1	1
Ancestry	1	3	4
Gender	0	1	1
Sexual Orientation	1	1	2
Disability	1	0	1
Other	2	0	2
No Identified Nature	2		2

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	35	6.5%
Out-of-School Suspensions	14	2.6%
Any Suspension	41	7.6%
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
32

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ORCHARD VALLEY MIDDLE SCHOOL
(15-5500-050)
Grades Offered: 06-08
2017-2018

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School Day

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

Category	School
Typical Start Time	7:55 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1:1

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)	$415	$16,422	$16,837

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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	61	117,464
Average years experience in public schools	12.5	12.0
Average years experience in district	11.2	10.7
Teachers in district for 4 or more years	78.7%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,374
Average years experience in public schools	19.7	16.0
Average years experience in district	16.3	12.0
Administrators in district for 4 or more years	80.9%	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	9:1	11:1
Students to Administrators	180:1	154:1
Teachers to Administrators	20:1	14:1
Students to Librarians/Media Specialists		558:1
Students to Nurses		605:1
Students to Counselors		279:1
Students to Child Study Team		290:1

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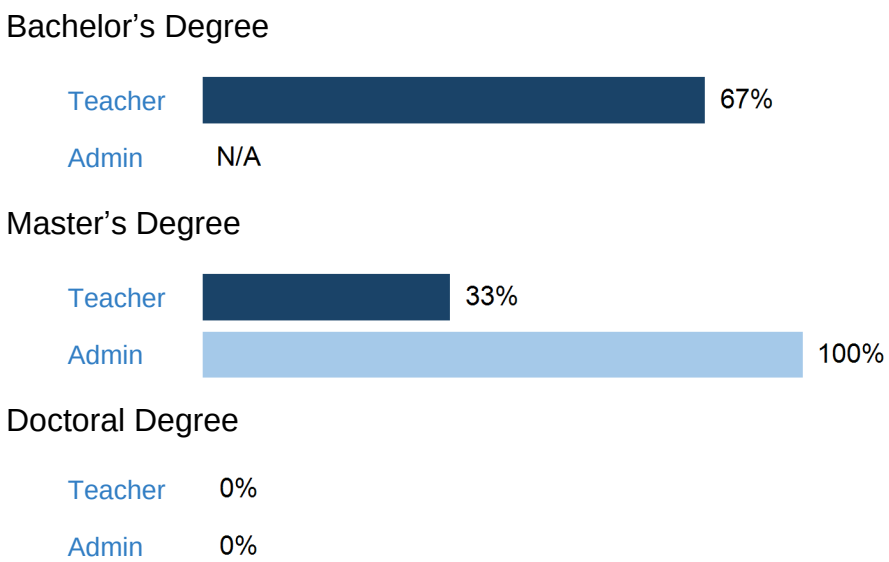
Teachers and Administrators - Level of Education

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	92.9%	90.2%
2016-17 Administrators: Same district 2017-18	97.8%	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	95.6%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	75.4%	100.0%
Male	24.6%	0.0%
White	95.1%	66.7%
Hispanic	0.0%	0.0%
Black or African American	0.0%	33.3%
Asian	4.9%	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
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	30.27	17.5%
Mathematics Proficiency	16.00	17.5%
English Language Arts Growth	24.59	25.0%
Mathematics Growth	11.81	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	43.11	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	23.66	n/a
Summative Rating: Percentile Rank of Summative Score	11.97	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	Not Met	Met Standard	Not Met	**	Met	No
White	17.25	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	41.26	14.08	No	Met Target	Met Target†	Met Standard	**	n/a	Met	No
Black or African American	33.97	14.08	No	Met Target	Met Target†	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	38.63	14.08	No	Met Goal	Met Target†	Met Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	N	N	**	**	n/a	Not Met	No
Economically Disadvantaged Students	22.44	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	33.40	14.08	No	Met Target†	Met Target†	Not Met	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:	• New Jersey Future Ready School Status • Incorporating the Learner-Active-Technology Infused Classroom to enrich instruction and differentiated instruction • Technology initiative where students use various digital platforms for learning to engage in 21st Century Learning.
Mission, Vision, Theme:	The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever-changing world as responsible, self-directed, and civic-minded citizens.
Awards, Recognition, Accomplishments:	Our award winning music and drama departments compete in annual festivals. Receiving rankings of Outstanding and Superior, our programs are some of the best in the state. Students of the month are named for impressive character traits. Our Math, Science, History and Writing contest winners and are recognized by the community with awards. Teachers are recognized for innovative instruction. Our School has been recognized for character and technology education, and many other areas.

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Courses, Curriculum, Instruction:	Students have the opportunity to experience advanced coursework at the middle level, including Advanced Math 7 & 8, Advanced Science 7 & 8, Advanced ESL, and Humanities. With the majority of our textbooks and resources online, students can access links to research, videos, and other authentic texts about any topic. Using these resources, our students identify real-world problems, study the trends, and create viable solutions that can be immediately implemented in our communities.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Coed), Wrestling (Boys) Our Middle level Sports and Athletic programs also participate in Project Unify, a form of Special Olympics which provides opportunities for our special needs population to participate alongside our athletes in areas such as track, bowling, basketball, and bacci ball. Unified sports provides a atmosphere where all students have a chance to play as one team.
Clubs and Activities:	We have 30+ clubs and activities. They include Band, Art Club, Chorus, Computer Club, Drama Club, Engineering Club, Future Acts, Grade Level Class Councils, Orchestra, Panther Pride (OV), Paws for Action, Stage Crew, Student Council, Tech Student Association, Yearbook, Adventure Club (BHMS), Anime Club (BH), Future Teachers of America (BH), Photography club, School Musical, Peer Leadership Club (CR), Newspaper, Prep Club, News Team, Greenhouse Club (BH), World Language Cultures Club.

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Before and After School Programs:	Students are supported academically throughout the school day. Our students participate each morning in the morning announcements broadcast ran by a faculty advisor and broadcast throughout the school daily. In addition, students can stay after school to participate in the Digits Math Academy ran by our Math faculty, or get extra help in any subject from their teachers.
Staff and Professional Learning:	ur Middle Level calendar supports many professional learning opportunities for our staff. ICR Planning, Observations, Achievement, PARCC, Office 365, Technology, Blackboard, SAMR, Cultural Proficiency, Equity Literacy, Multi-Tiered System of Supports are among the topics currently being discussed. Weekly, teachers participate in Professional Learning Communities. Monthly, they participate in Department and Faculty meetings where students achievement is the lead topic.
Postsecondary Information:	At the Middle Level, we begin preparing our students for College and Career Readiness. Using Naviance, students explore future programs that interest them, as well as begin to choose their high school courses they will need to reach their goals. State Assessments such as PARCC and Benchmark Assessments such as STAR give educators the insight to make data driven educational decisions.

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Student Supports and Services:	Student Supports range from academic to social/emotional. ÿSAC and Guidance Counselors, Nursing Services, Character programs and our service projects support the S/E learner. ÿSupplemental, Digits Academy/Math Club, Accelerated Reader, Moodle, Star Assessment, Office 365, IXL, ÿRead 180, Just Words, Systems 44, Success Maker, Examnew, In-Class Resource, Basic Skills Instruction, ESL, and Advanced Courses support the acadmic learner.
Student Health and Wellness:	Our students' health and wellness are critical to their academic success. At the Middle Level, we offer many programs, such as CHIP, Free Eye Screenings, Fitness Club, and Gym/Recess. Through our Health and PE department, students get a comprehensive education about their fitness and nutrition. These lessons and activities are supported by our nursing staff, administration, and staff.
Parent and Community Involvement:	Parents are involved in virtually all aspects of our school. Family Technology Fairs in-person and online opportunities happen throughout the school year. Our parents participate on our school safety team, and visit during our Olweus parent days. Book Fairs, Career Days, Box Tops, Locker Works, Magazine Drives, and many more PTO events occur annually. Many parents can be found at any events where volunteers are needed.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our School Climate Survey is collected annually from our staff, students, and parents. ÿResults are shared in a variety of manners, including faculty and community meetings, school safety teams, state reporting, and community newsletters. ÿOur results are collated and utilized to create individualized character, culture, and climate programs to continue to increase the positivity and productivity of our school.
Facilities:	The Middle Level enjoys state of the art facilities where students can learn specialized subject matter in a professional environment, including Next-Generation Science labs, Construction, Technology, and Visual/Performing Arts labs, and distance learning, Skype capable classrooms. Our Media Center is the hub of our research based authentic problem solving activities and projects. ELA classrooms have flexible seating, tables, student conference centers, and brand new classroom libraries.

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Other Information:	At the Middle Level, we look at the middle school years for our students as a journey where students are constantly encouraged to set and meet their academic and social/emotional goals. Highlights of this philosophy are: ÿ1)Bolstering positive school climate through the continued implementation of the Olweus program and peer leadership. 2) Implementing a more student-friendly middle school schedule that lengthens instructional time and reduces student passing time. 3) Adopting standard grading weights so that learning and grades become synonymous. ÿ4) Teachers ÿworking to create assessments that transcend all levels of Webb?s Depth of Knowledge beyond lower levels of recall and understanding. 5) Middle School teachers exploring the flipped classroom model, use of social media for educational purpose and the problem based learning model. ÿ5) recruiting high-caliber professionals whose love of middle level education inspires them to utilize innovative teaching strategies and practices. ÿ ÿWe anticipate great results as the entire school community mobilizes our available resources to achieve our ambitious goals.