NJ SCHOOL PERFORMANCE REPORT

THOMAS R GROVER MIDDLE SCHOOL
(21-5715-035)
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
N No Data is available to display
† 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	MERCER
District	W WINDSOR-PLAINSBORO REG
Principal Name	MR. THOMAS
Address	10 SOUTHFIELD ROAD WEST WINDSOR, NJ 08550
Phone Number	(609)716-5250
Email Address	LAMONT.THOMAS@WW-P.ORG
Website	http://www.west-windsor-plainsboro.k12.nj.us/
Facebook	https://www.facebook.com/WWP.Schools/
Twitter	https://twitter.com/wwp_schools?lang=en

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
6	414	421	403
7	403	428	422
8	372	419	448
Total	1,189	1,268	1,273

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	47.6%	49.2%	47.0%
Male	52.4%	50.8%	53.0%
Economically Disadvantaged Students	4.1%	4.7%	5.5%
Students with Disabilities	7.9%	8.5%	9.0%
English Learners	2.0%	2.9%	4.9%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.1%	0.1%
Military-Connected Students		0.0%	0.2%
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	28.6%	25.2%	20.1%
Hispanic	2.9%	3.7%	5.0%
Black or African American	4.0%	4.7%	5.2%
Asian	63.8%	65.2%	68.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.2%	0.1%	0.1%
Two or More Races	0.6%	1.1%	1.3%

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	53.7%
Hindi	8.6%
Telugu	7.3%
Chinese	6.7%
Tamil	4.7%
Other Languages	19.0%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	51	59	50	Met Standard	57	59	50	Met Standard
White	41	48	50	Met Standard	49	50	51	Met Standard
Hispanic	33	41	49	Not Met	36	50	48	Not Met
Black or African American	54	52	44	Met Standard	49.5	43	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	56	63	61	Met Standard	61	63	61	Exceeds Standard
American Indian or Alaska Native	*	*	52	**	N	*	53	**
Two or More Races	35.5	47	49	**	46	50	51	**
Economically Disadvantaged	37	45	48	Not Met	47.5	42	47	Met Standard
Students with Disabilities	31	43	41	Not Met	48.5	49	43	Met Standard
English Learners	59.5	69	54	Met Standard	65	64.5	51	Exceeds Standard

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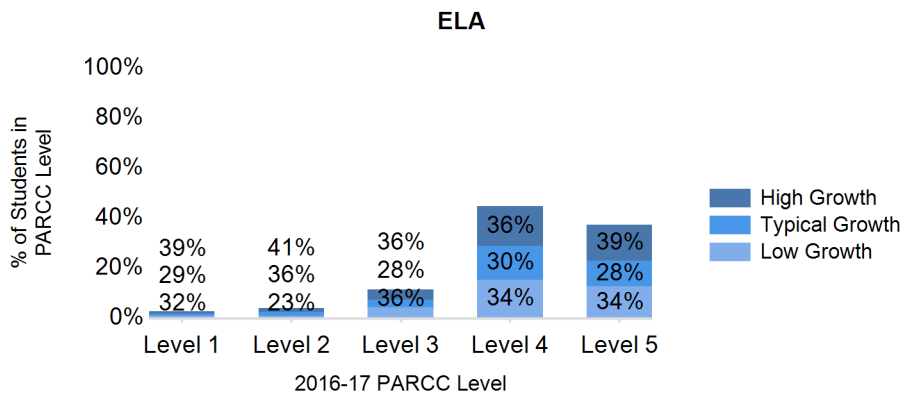
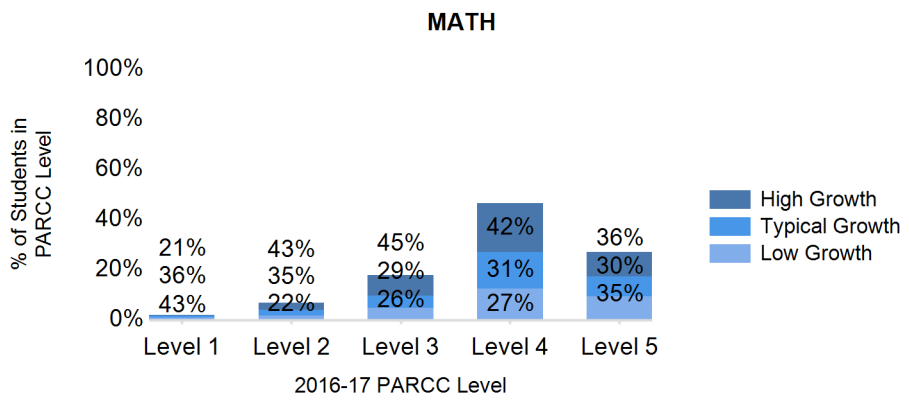
Student Growth by Performance Level

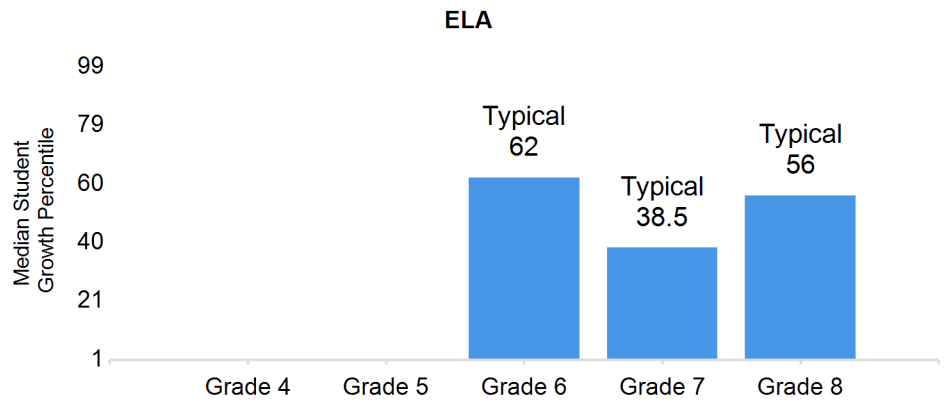
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

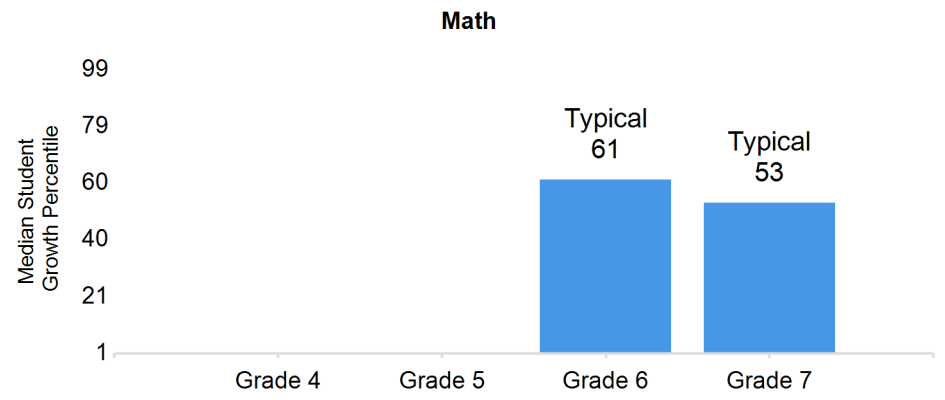




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1214	98.2	80.0	81.6	56.7	80.0	77.2	Met Goal
White	243	95.7	67.1	75.1	65.6	67.1	65	Met Target
Hispanic	55	98.3	52.7	47.0	42.5	52.7	52.4	Met Target
Black or African American	61	95.5	59.0	50.0	37.3	59.0	43.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	838	99.3	86.8	88.1	82.3	86.8	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	566	98.3	86.2	86.0	64.5	86.2		
Male	648	98.2	74.5	77.3	49.4	74.5		
Economically Disadvantaged Students	54	93.2	44.5	39.6	38.5	43.6	29.5	Met Target
Non-Economically Disadvantaged Students	1160	98.5	81.6	83.7	67.5	81.6		
Students with Disabilities	111	92.6	23.4	*	21.6	22.8	35.8	Not Met
Students without Disabilities	1103	98.9	85.6	*	63.9	85.6		
English Learners	55	100.0	27.2	39.4	27.3	27.2	35	Met Target†
Non-English Learners	1159	98.2	82.5	83.7	59.4	82.5		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	66.7	57.4	*		
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	387	775	778	754	*	*	15%	43%	35%	78%	56%
White	52	763	766	761	0%	*	25%	*	*	63%	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	*	*	754	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	287	780	784	779	*	*	12%	44%	40%	84%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	767	761	*	*	*	*	*	*	64%
Female	166	777	783	761	*	*	13%	46%	37%	83%	64%
Male	221	773	774	748	*	*	16%	42%	33%	75%	48%
Economically Disadvantaged Students	18	741	740	739	*	*	*	*	*	39%	37%
Non-Economically Disadvantaged Students	369	776	780	764	*	*	*	*	*	80%	68%
Students with Disabilities	37	736	735	723	*	*	32%	*	*	35%	18%
Students without Disabilities	350	779	782	760	*	*	13%	*	*	83%	63%
English Learners	13	724	*	712	*	*	*	*	*	23%	*
Non-English Learners	374	776	*	755	*	*	*	*	*	80%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	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	415	778	786	760	4%	5%	10%	35%	46%	81%	63%
White	85	761	770	768	*	*	14%	39%	26%	65%	72%
Hispanic	20	743	743	746	*	*	*	*	*	50%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	284	787	795	790	*	*	8%	33%	55%	89%	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	208	786	793	769	*	*	10%	31%	54%	85%	72%
Male	207	771	778	752	*	*	11%	39%	38%	76%	54%
Economically Disadvantaged Students	16	735	748	742	*	*	*	*	*	50%	44%
Non-Economically Disadvantaged Students	399	780	787	771	*	*	*	*	*	82%	73%
Students with Disabilities	38	723	731	721	*	*	26%	*	*	18%	22%
Students without Disabilities	377	784	791	768	*	*	8%	*	*	87%	71%
English Learners	12	718	718	705	*	*	0%	*	*	33%	11%
Non-English Learners	403	780	787	762	*	*	10%	*	*	82%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	425	784	790	759	4%	6%	10%	35%	45%	80%	60%
White	108	776	780	767	*	*	15%	30%	41%	70%	70%
Hispanic	17	756	748	744	*	*	*	*	*	65%	45%
Black or African American	25	754	*	739	*	*	*	*	*	52%	39%
Asian, Native Hawaiian, or Pacific Islander	272	791	799	789	*	*	6%	36%	51%	88%	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	198	793	800	768	*	*	7%	34%	55%	89%	69%
Male	227	776	781	751	*	*	13%	36%	37%	73%	52%
Economically Disadvantaged Students	21	755	747	740	*	*	*	*	*	43%	42%
Non-Economically Disadvantaged Students	404	785	792	769	*	*	*	*	*	82%	71%
Students with Disabilities	33	720	729	719	*	*	*	*	*	15%	19%
Students without Disabilities	392	789	796	766	*	*	*	*	*	86%	68%
English Learners	11	703	*	703	*	*	*	*	*	*	*
Non-English Learners	414	786	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	*	727	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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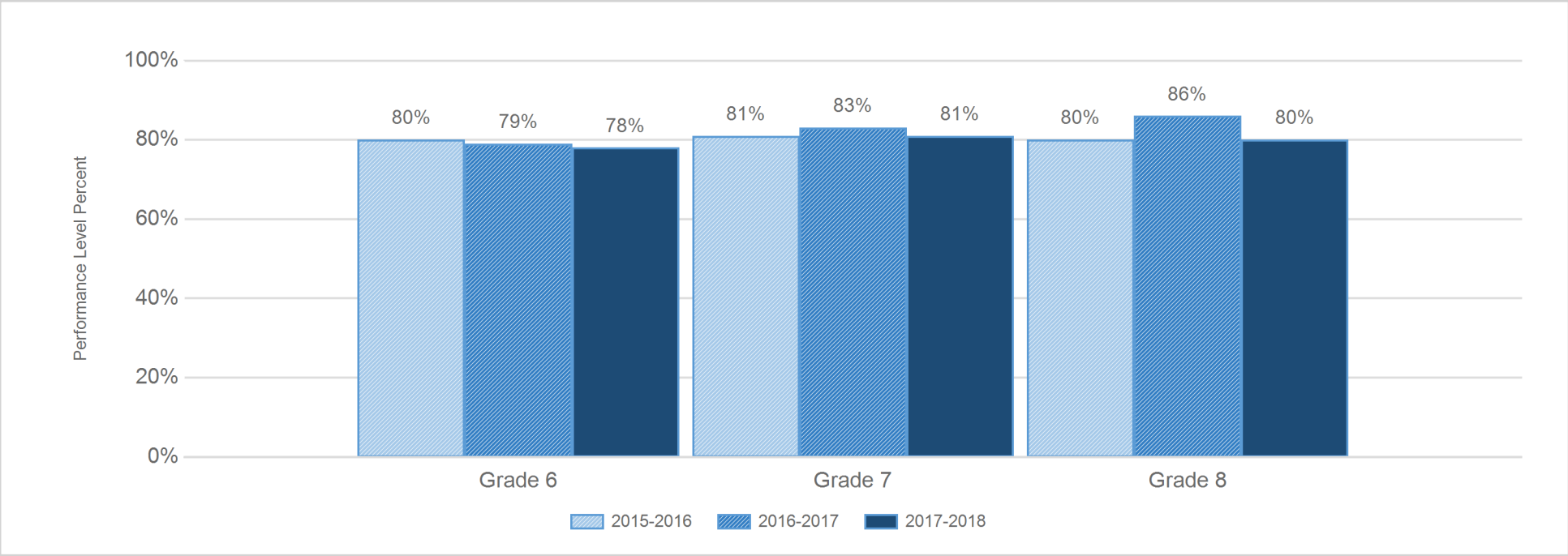
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

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	1230	98.5	74.4	75.1	45.0	74.4	74.4	Met Target
White	244	95.7	59.0	61.4	54.1	59.0	57.8	Met Target
Hispanic	59	98.4	32.2	29.2	29.2	32.2	39.6	Met Target†
Black or African American	64	98.5	36.0	26.5	23.4	36.0	36.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	846	99.4	84.5	85.8	77.0	84.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	578	98.7	73.8	74.4	46.0	73.8		
Male	652	98.4	74.8	75.7	43.9	74.8		
Economically Disadvantaged Students	56	95.0	30.3	24.6	26.6	30.3	31.7	Met Target†
Non-Economically Disadvantaged Students	1174	98.7	76.4	77.6	55.9	76.4		
Students with Disabilities	113	93.4	27.5	*	17.1	26.9	38.9	Not Met
Students without Disabilities	1117	99.0	79.1	*	50.5	79.1		
English Learners	67	100.0	38.8	49.5	24.6	38.8	53	Not Met
Non-English Learners	1163	98.4	76.5	76.5	46.9	76.5		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	66.7	45.8	*		
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	392	769	771	744	*	*	17%	47%	27%	74%	44%
White	52	753	753	751	*	*	25%	*	*	58%	54%
Hispanic	23	730	734	731	*	*	*	*	*	17%	27%
Black or African American	*	*	738	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	290	777	779	771	*	*	12%	50%	34%	84%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	759	749	*	*	*	*	*	*	52%
Female	170	767	769	745	*	*	17%	53%	21%	74%	45%
Male	222	771	773	742	*	*	16%	42%	32%	74%	42%
Economically Disadvantaged Students	18	736	734	729	*	*	*	*	*	33%	24%
Non-Economically Disadvantaged Students	374	770	773	753	*	*	*	*	*	76%	56%
Students with Disabilities	37	736	732	717	*	*	*	*	*	41%	13%
Students without Disabilities	355	772	774	748	*	*	*	*	*	77%	49%
English Learners	18	729	*	713	*	*	*	*	*	28%	11%
Non-English Learners	374	771	*	745	*	*	*	*	*	76%	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	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

THOMAS R GROVER MIDDLE SCHOOL
(21-5715-035)
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	382	765	769	743	*	*	17%	46%	25%	71%	43%
White	83	753	759	750	*	17%	27%	*	*	54%	54%
Hispanic	19	738	736	732	*	*	*	*	*	47%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	255	772	777	767	0%	5%	15%	48%	33%	80%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	196	764	770	745	*	*	17%	48%	23%	71%	45%
Male	186	766	769	741	*	*	17%	44%	28%	72%	42%
Economically Disadvantaged Students	16	729	736	730	*	*	*	*	*	19%	24%
Non-Economically Disadvantaged Students	366	766	771	751	*	*	*	*	*	74%	55%
Students with Disabilities	38	729	732	717	*	*	29%	*	*	21%	12%
Students without Disabilities	344	769	773	748	*	*	16%	*	*	77%	50%
English Learners	16	736	*	716	*	*	*	*	*	31%	10%
Non-English Learners	366	766	*	744	*	*	*	*	*	73%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

THOMAS R GROVER MIDDLE SCHOOL
(21-5715-035)
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	53	717	718	728	26%	30%	32%	*	*	11%	28%
White	15	710	722	736	*	*	*	*	*	*	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	713	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	22	730	727	747	*	*	*	*	*	27%	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	20	716	714	731	*	*	*	*	*	*	31%
Male	33	718	720	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	25	718	716	705	*	*	*	*	*	*	*
Students without Disabilities	28	716	720	735	*	*	*	*	*	*	*
English Learners	*	*	704	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	720	729	*	*	*	*	*	*	29%
Homeless Students	N	N	*	708	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	393	782	783	746	*	*	11%	58%	26%	83%	46%
White	92	770	769	755	*	*	22%	53%	17%	71%	57%
Hispanic	14	755	739	730	0%	*	*	*	*	50%	27%
Black or African American	18	744	*	727	*	*	*	*	*	44%	23%
Asian, Native Hawaiian, or Pacific Islander	265	790	794	779	*	*	6%	61%	31%	92%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	188	777	781	748	*	*	12%	61%	21%	81%	48%
Male	205	786	785	745	*	*	10%	55%	30%	85%	44%
Economically Disadvantaged Students	15	761	*	729	*	*	*	*	*	53%	25%
Non-Economically Disadvantaged Students	378	783	*	756	*	*	*	*	*	84%	57%
Students with Disabilities	10	746	734	716	*	*	*	*	*	50%	13%
Students without Disabilities	383	783	786	752	*	*	*	*	*	84%	52%
English Learners	10	751	734	710	*	*	*	*	*	50%	*
Non-English Learners	383	783	785	749	*	*	*	*	*	84%	*
Homeless Students	N	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	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	764	735	*	*	*	*	*	*	30%
White	N	N	753	740	N	N	N	N	N	N	37%
Hispanic	N	N	*	723	N	N	N	N	N	N	14%
Black or African American	N	N	*	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	N	N	768	734	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	729	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	729	713	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	745	711	N	N	N	N	N	N	*
Non-English Learners	*	*	765	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance 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	26	831	774	727	0%	0%	0%	*	*	100%	30%
White	*	*	*	733	*	*	*	*	*	*	35%
Hispanic	N	N	*	710	N	N	N	N	N	N	14%
Black or African American	N	N	727	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	10	830	771	728	0%	0%	0%	*	*	100%	30%
Male	16	832	777	727	0%	0%	0%	*	*	100%	30%
Economically Disadvantaged Students	N	N	729	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	26	831	776	736	0%	0%	0%	*	*	100%	37%
Students with Disabilities	N	N	720	693	N	N	N	N	N	N	*
Students without Disabilities	26	831	778	732	0%	0%	0%	*	*	100%	*
English Learners	N	N	756	691	N	N	N	N	N	N	*
Non-English Learners	26	831	774	729	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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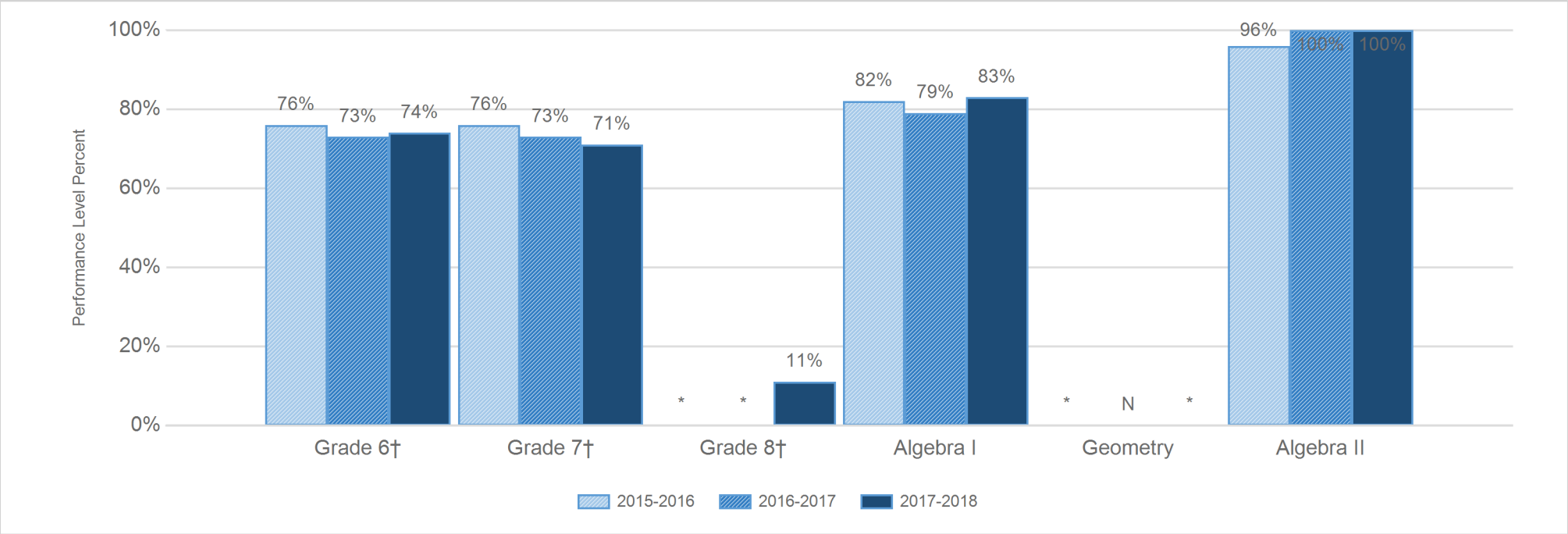
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	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	71.0%	46.8%	Exceeds

† 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	48	72.9%	27.1%
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	418
7	38	0	399
8	379	0	87
Total	417	0	904

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	201	124	0	0	42	25	0
7	202	141	0	0	37	16	13
8	221	119	0	0	44	0	45
Total	624	384	0	0	123	41	58

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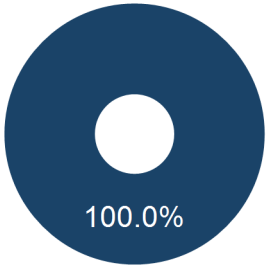
Visual and Performing Arts – Course Participation

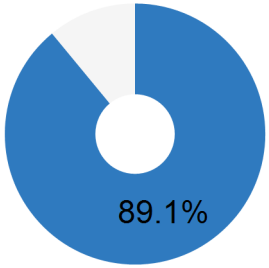
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

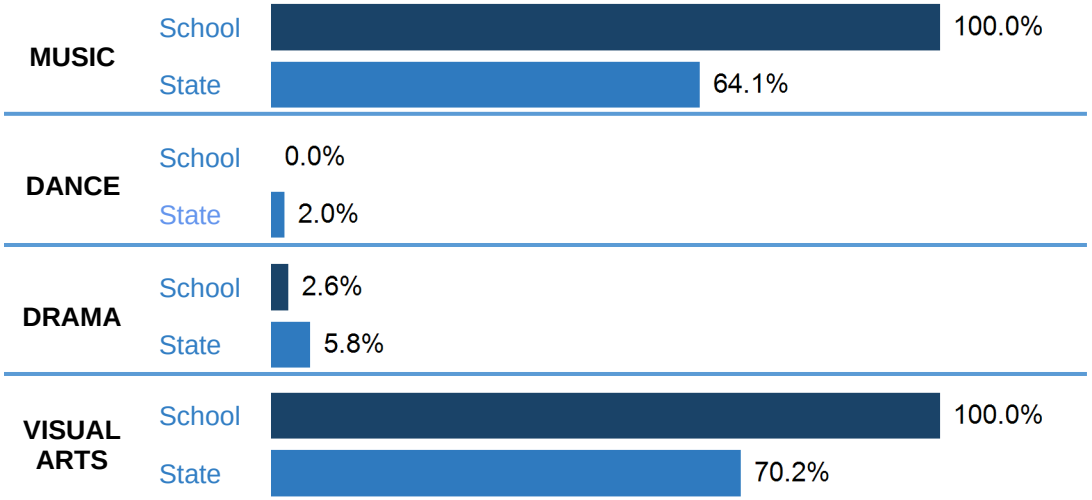


School



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.

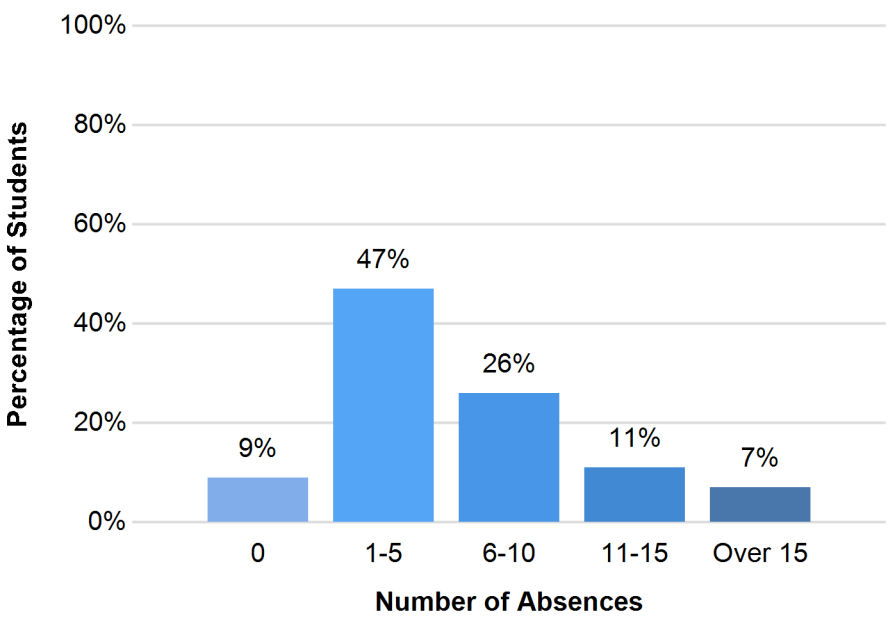
Chronic Absenteeism

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	60	4.7	9.5	Met
White	13	5.0	9.5	Met
Hispanic	7	10.9	9.5	Not Met
Black or African American	2	3.0	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	37	4.3	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	9	12.7	9.5	Not Met
Students with Disabilities	15	12.3	9.5	Not Met
English Learners	3	5.0	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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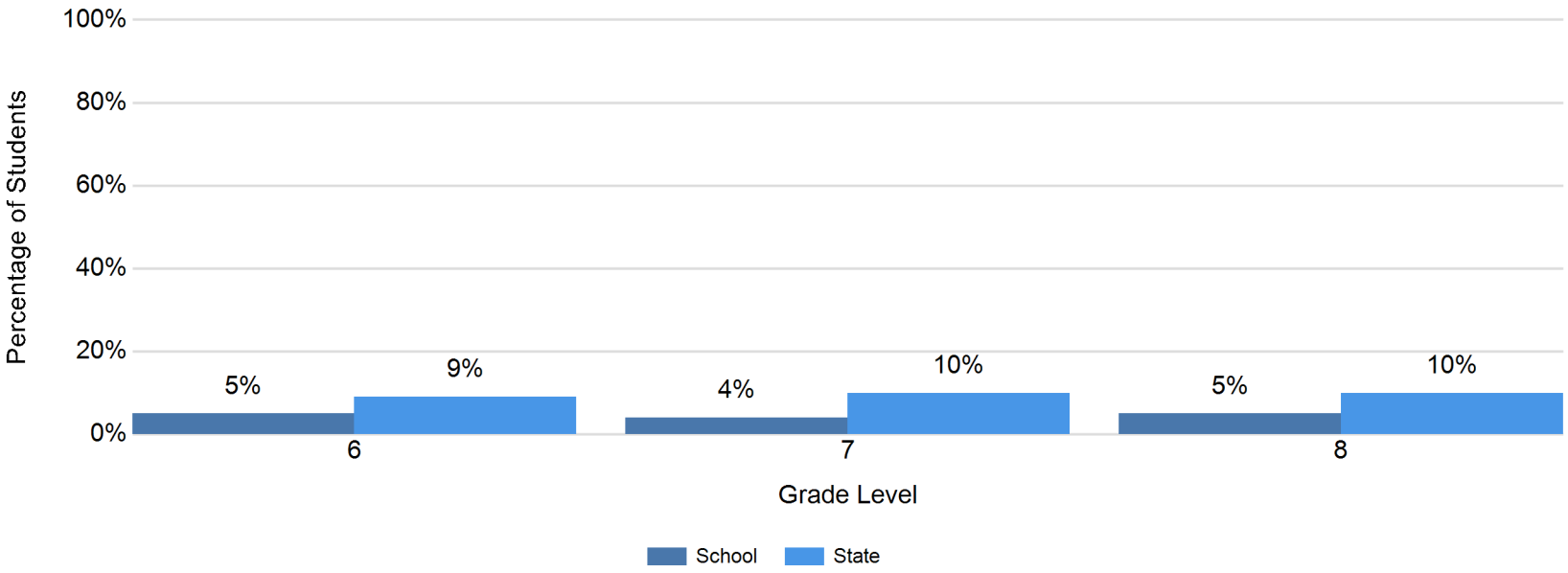
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality 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 by Grade

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



NJ SCHOOL PERFORMANCE REPORT

THOMAS R GROVER MIDDLE SCHOOL
(21-5715-035)
Grades Offered: 06-08
2017-2018

Report Key:
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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	4
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	21
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	2.04

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)	2
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	5	6
Religion	0	2	2
Ancestry	0	5	5
Gender	0	0	0
Sexual Orientation	1	4	5
Disability	0	3	3
Other	1	10	11
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	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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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	7:40 AM
Typical End Time	2:45 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs 12 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	1.0:1

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)	$240	$13,307	$13,547

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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	105	117,464
Average years experience in public schools	14.4	12.0
Average years experience in district	12.4	10.7
Teachers in district for 4 or more years	76.2%	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	49	9,374
Average years experience in public schools	13.8	16.0
Average years experience in district	11.1	12.0
Administrators in district for 4 or more years	73.5%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	318:1	198:1
Teachers to Administrators	26:1	16:1
Students to Librarians/Media Specialists		972:1
Students to Nurses		748:1
Students to Counselors		335:1
Students to Child Study Team		278:1

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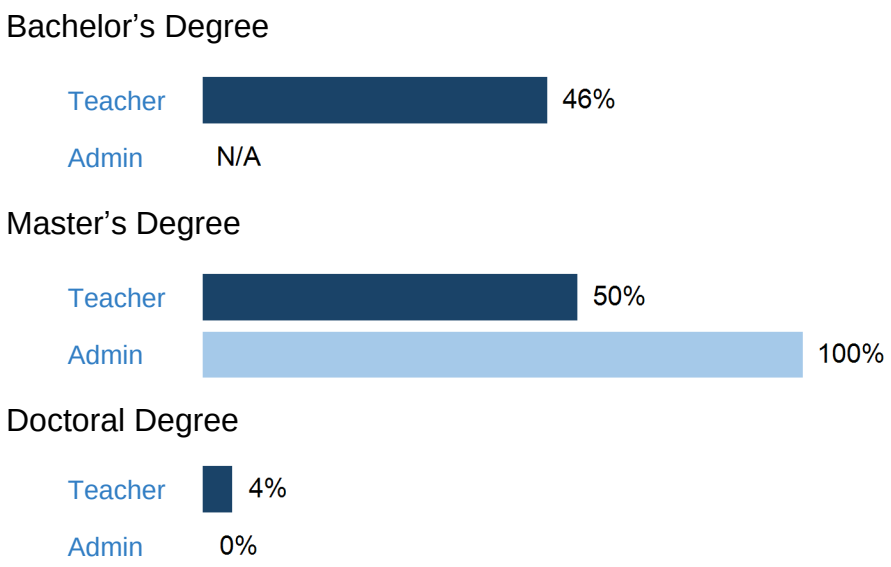
Teachers and Administrators - Level of Education

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	92.2%	90.2%
2016-17 Administrators: Same district 2017-18	89.6%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	97.4%

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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	69.5%	25.0%
Male	30.5%	75.0%
White	85.7%	75.0%
Hispanic	3.8%	0.0%
Black or African American	0.0%	25.0%
Asian	10.5%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	73.40	15.0%
Mathematics Proficiency	75.83	15.0%
English Language Arts Growth	39.22	20.0%
Mathematics Growth	62.26	20.0%
Progress Towards English Language Proficiency	85.32	20.0%
Chronic Absenteeism	65.95	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	66.34	n/a
Summative Rating: Percentile Rank of Summative Score	75.41	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 Goal	Met Target	Met Standard	Met Standard	Exceeds Target	Met	No
White	42.97	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	29.89	14.08	No	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Black or African American	81.80	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	46.32	14.08	No	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	43.94	14.08	No	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	50.59	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	75.12	14.08	No	Met Target†	Not Met	Met Standard	Exceeds Standard	Exceeds Standard	Met	No

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

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School Narrative

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

Highlights:	• Grover's Green Team accepted a $2000.00 grant award sponsored by Sustainable Jersey for Schools and NJEA. The school purchased two water bottle filling stations for the school with the money. • Grover was awarded Bronze certification from NJ Sustainable Jersey Schools for the 2017-18 school year. • Thomas R. Grover Middle school has been recognized as one of the top middle schools in New Jersey.
Mission, Vision, Theme:	Building upon our tradition of excellence, the mission is to empower all learners to thoughtfully contribute to a diverse and changing world with confidence, strength of character, & love of learning. We believe that every individual has intrinsic worth, that embracing diversity enriches & empowers our community, and that people reach their full potential when encouraged to believe it is possible. We will guide and support students' growth, empowering them to value individual learning journeys.
Awards, Recognition, Accomplishments:	Students have extraordinary opportunities to develop knowledge and skill in world languages, science, language arts, history, and mathematics. The district's vocal & instrumental music, fine arts, and drama programs publicly demonstrate exceptional results. WW-P provides a broad array of co-curricular & athletic programs, including after-school clubs for early adolescents. WW-P offers resources & technology that allow faculty to provide interdisciplinary instruction with maximum flexibility.

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Courses, Curriculum, Instruction:	Curriculum documents, approved by the WW-P Board of Education, can be found on the district web site. In addition, information about 21st Century Competencies, student performance, educator evaluation, and homework policy can be found on these pages as well. The link is: http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Coed), Field Hockey (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Coed), Track and Field - Spring (Coed), Wrestling (Boys) The West Windsor-Plainsboro Regional School District offers a broad array of sports and athletic programs in Grades 6-12.
Clubs and Activities:	Grover Middle School offers a variety of after-school clubs and activities. Information about these programs can be found on the links for the individual schools on the district web site: http://www.west-windsor-plainsboro.k12.nj.us/schools/grover_middle_school

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Before and After School Programs:	The West Windsor-Plainsboro Regional School District offers before and after school care for Grades Kindergarten through Grade 8. The programs are called Kindergarten Extension and Extended Day Program and are run by the Community Education Department; specific information can be found at this link: http://www.west-windsor-plainsboro.k12.nj.us/departments/Community_Education

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Student Supports and Services:	We provide a continuum of special education & related services to eligible students, including out-of-district programs, in-district self-contained classes, resource in-class & pull-out replacement programs, general education programs with appropriate accommodations & modifications, related services, & home instruction. Services are based upon individual needs as determined by each student's individualized education plan: http://www.west-windsor-plainsboro.k12.nj.us/departments/special_services
Student Health and Wellness:	The West Windsor-Plainsboro Regional School District offers a variety of programs for the health and wellness of students. Programs are organized under the direction of the Guidance Department (http://www.west-windsor-plainsboro.k12.nj.us/Guidance) and Food Services (http://www.west-windsor-plainsboro.k12.nj.us/parents___students/Food_Services), which includes daily breakfast and lunch menus, and nutrition news.
Parent and Community Involvement:	The West Windsor-Plainsboro Regional School District has 11 Parent-Teacher Associations and/or Parent-Teacher-Student Associations. These groups work hand-in-hand with school administration to support each of the schools. Information about the Grover Middle School PTSA can be found at this link: http://www.west-windsor-plainsboro.k12.nj.us/parents___students/p_t_as-_p_t_s_as

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Climate Surveys:	Is a Climate Survey Used: Yes The school district commits resources to the social, emotional, and ethical development of students. Each elementary school has a nurse, and full-time guidance counselor, in addition to guidance counselors who support students at grades 6 through 12. The district also employs substance abuse counselors for grades 6-12 & child study teams (learning consultant, psychologist, and social worker) at every school.

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Other Information:	Grover Middle School (GMS) provides a comprehensive, developmentally responsive middle school experience based on the principles of middle level education outlined in the most current middle level research. The facilities and programs are uniquely designed to promote discovery, effective interdisciplinary learning through teaming, and academic excellence. The core academic program consists of language arts, mathematics, science, social studies, and world language. The language arts program is integrated in its approach to literature and writing. The program is well articulated and promotes literacy and effective writing and oration skills. The mathematics program is theme-based, integrating hands-on, discovery-based learning, problem solving, mathematical modeling, and exploration, with skill development, thereby making mathematical concepts easier to learn and remember. The science program is designed to promote inquiry and critical thinking. The hands-on, minds-on format engages students in problem-solving activities that foster scientific inquiry and understanding. Social studies deals with ancient civilizations, United States history, and world cultures to develop critical thinking about how historical events shape modern perceptions and civilizations. Students have a choice of learning communication and culture in world languages. Students discover their own particular abilities, talents, interests, & preferences through cycle courses that include instruction in life skills, broadcasting and television production, and art. Health and physical education classes affirm the commitment to the concept of a healthy mind in a healthy body. Students may participate in choral, orchestra, & instrumental music programs that provide group and individual instruction. Students in Grades 6-8 are part of the 1:1 Learning Initiative to have universal access to digital technology to develop the skills necessary to manage their own learning in an ever-increasing digital world.