NJ SCHOOL PERFORMANCE REPORT

CROSSROADS NORTH MIDDLE SCHOOL
(23-4860-150)
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	MIDDLESEX
District	SOUTH BRUNSWICK TWP
Principal Name	MRS. BYNOE
Address	635 GEORGES ROAD MONMOUTH JUNCTION, NJ 08852
Phone Number	(732)329-4191
Email Address	KIMBERLY.BYNOE@SBSCHOOLS.ORG
Website	https://xr.sbschools.org/
Facebook	https://www.facebook.com/SBSDXRDS/
Twitter	https://twitter.com/@sbsdxrds

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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	322	325	360
7	348	335	342
8	349	353	351
Total	1,019	1,013	1,053

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	49.8%	50.8%	48.1%
Male	50.2%	49.2%	51.9%
Economically Disadvantaged Students	9.5%	10.0%	9.4%
Students with Disabilities	11.1%	9.4%	8.3%
English Learners	0.2%	0.6%	1.0%
Homeless Students		0.0%	0.3%
Students in Foster Care		0.1%	0.1%
Military-Connected Students		0.0%	0.5%
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	25.7%	21.2%	19.7%
Hispanic	5.9%	6.6%	6.4%
Black or African American	7.4%	7.8%	7.4%
Asian	58.9%	62.6%	64.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.1%	1.8%	2.2%

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	57.8%
Telugu	7.2%
Hindi	5.7%
Tamil	5.1%
Gujarati	4.2%
Other Languages	20.0%

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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	44	49	50	Met Standard	48	56	50	Met Standard
White	33	41	50	Not Met	35	48	51	Not Met
Hispanic	38	38	49	Not Met	34	48	48	Not Met
Black or African American	36	37	44	Not Met	39	48	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	49	54	61	Met Standard	55	62	61	Met Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	19	40	49	Not Met	35	53	51	**
Economically Disadvantaged	36	38.5	48	Not Met	39	50.5	47	Not Met
Students with Disabilities	37	37	41	Not Met	27	43	43	Not Met
English Learners	*	37	54	**	*	55	51	**

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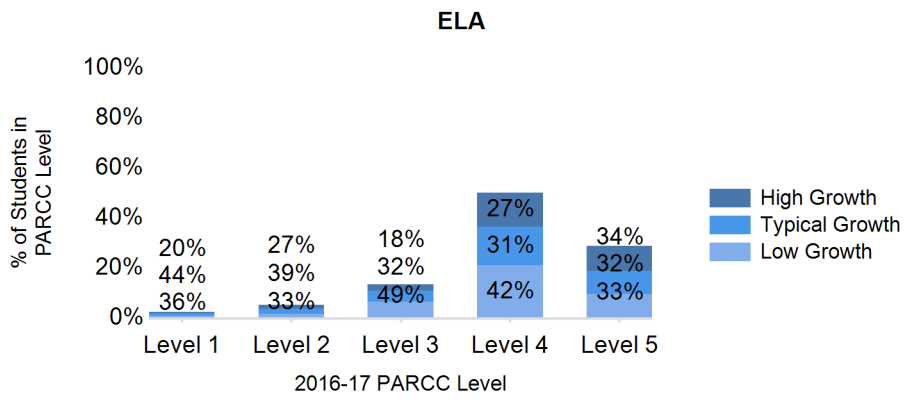
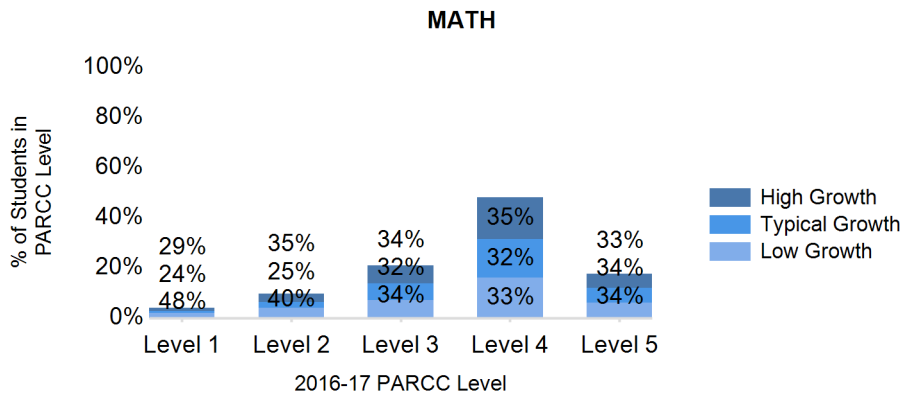
Student Growth by Performance Level

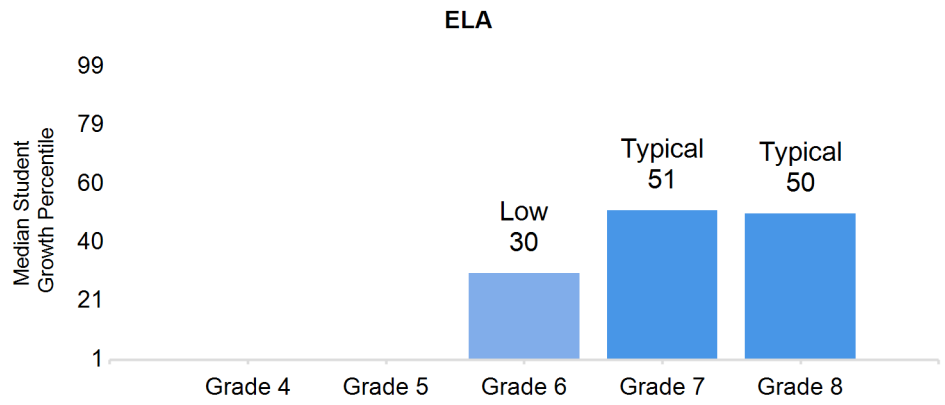
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

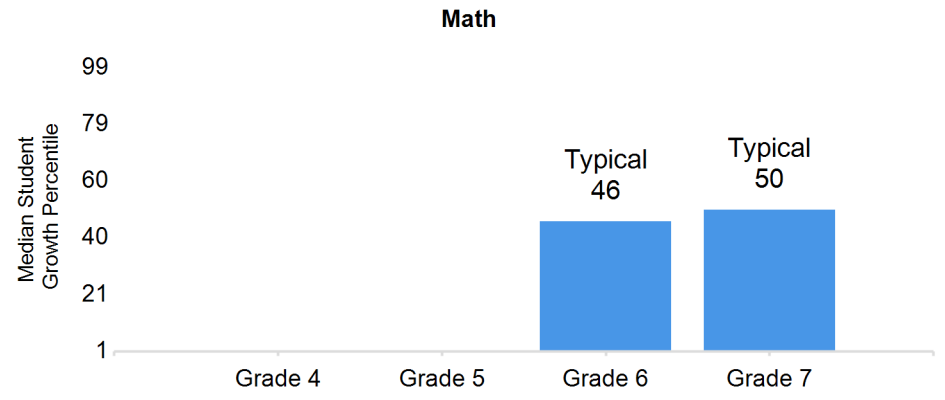




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1014	97.2	73.0	70.1	56.7	73.0	76.6	Not Met
White	196	94.2	54.6	56.5	65.6	54.2	62.6	Not Met
Hispanic	59	91.0	27.1	37.8	42.5	25.9	46.3	Not Met
Black or African American	70	96.1	32.8	35.0	37.3	32.8	38.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	667	99.0	87.1	83.5	82.3	87.1	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	22	91.7	59.1	*	63.4	57.0	N	N
Female	489	96.1	78.7	76.2	64.5	78.7		
Male	525	98.2	67.7	64.5	49.4	67.7		
Economically Disadvantaged Students	85	93.5	27.1	*	38.5	26.6	40.7	Not Met
Non-Economically Disadvantaged Students	929	97.5	77.2	*	67.5	77.2		
Students with Disabilities	82	88.2	*	15.9	21.6	*	19.7	Not Met
Students without Disabilities	932	98.0	*	76.2	63.9	*		
English Learners	*	*	*	11.5	27.3	*	**	**
Non-English Learners	*	*	*	71.1	59.4	*		
Homeless Students	*	*	*	26.7	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	69.7	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	346	765	766	754	3%	9%	20%	44%	24%	68%	56%
White	72	751	755	761	*	14%	29%	*	*	53%	66%
Hispanic	17	723	734	742	*	*	*	*	*	*	42%
Black or African American	20	730	*	737	*	*	*	*	*	25%	35%
Asian, Native Hawaiian, or Pacific Islander	227	777	778	779	*	*	14%	48%	34%	82%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	10	739	*	761	*	*	*	*	*	50%	64%
Female	146	772	772	761	*	*	15%	49%	28%	77%	64%
Male	200	760	762	748	*	*	23%	41%	21%	61%	48%
Economically Disadvantaged Students	29	734	737	739	*	*	41%	*	*	24%	37%
Non-Economically Disadvantaged Students	317	768	770	764	*	*	18%	*	*	72%	68%
Students with Disabilities	22	719	719	723	*	*	*	*	*	*	18%
Students without Disabilities	324	769	770	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	338	779	778	760	4%	6%	12%	27%	50%	77%	63%
White	53	754	756	768	*	*	25%	34%	21%	55%	72%
Hispanic	21	743	744	746	*	*	*	*	*	43%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	237	793	793	790	*	*	7%	26%	63%	89%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	180	781	781	769	*	*	13%	27%	51%	78%	72%
Male	158	777	774	752	*	*	12%	27%	49%	77%	54%
Economically Disadvantaged Students	29	729	733	742	*	*	*	*	*	34%	44%
Non-Economically Disadvantaged Students	309	784	783	771	*	*	*	*	*	81%	73%
Students with Disabilities	32	715	716	721	*	*	*	*	*	19%	22%
Students without Disabilities	306	786	783	768	*	*	*	*	*	83%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	339	773	769	759	6%	7%	14%	39%	34%	73%	60%
White	71	750	755	767	*	*	23%	*	*	56%	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	33	741	740	739	*	*	30%	*	*	39%	39%
Asian, Native Hawaiian, or Pacific Islander	207	791	786	789	*	*	8%	41%	48%	89%	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	162	783	777	768	*	*	12%	36%	45%	81%	69%
Male	177	763	762	751	*	*	16%	41%	24%	65%	52%
Economically Disadvantaged Students	29	731	737	740	*	*	34%	*	*	21%	42%
Non-Economically Disadvantaged Students	310	777	774	769	*	*	12%	*	*	78%	71%
Students with Disabilities	27	704	708	719	*	*	*	*	*	*	19%
Students without Disabilities	312	779	776	766	*	*	*	*	*	*	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	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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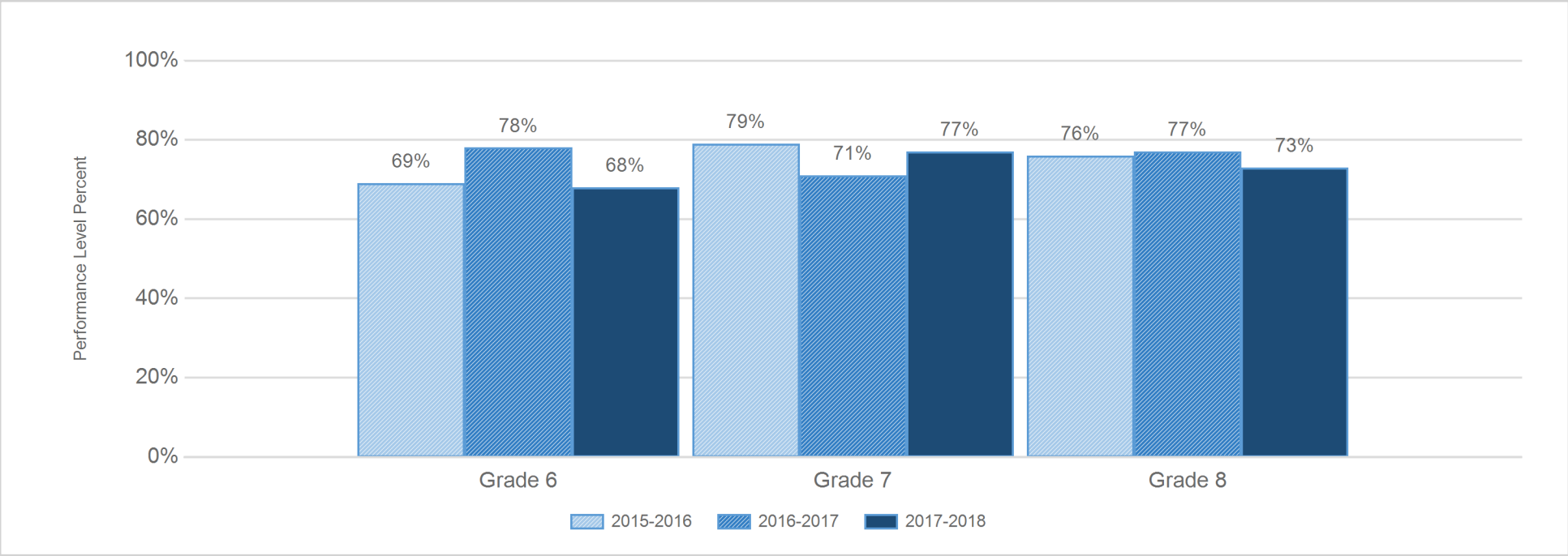
English Language Arts/Literacy Assessment - Performance Trends

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	1019	97.4	69.3	63.0	45.0	69.3	71.6	Met Target†
White	196	94.3	40.8	44.0	54.1	40.5	51.4	Not Met
Hispanic	59	91.0	27.1	25.3	29.2	25.9	28.2	Met Target†
Black or African American	71	97.4	28.2	25.4	23.4	28.2	34.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	671	99.3	86.2	80.2	77.0	86.2	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	22	91.7	54.5	*	53.0	52.6	N	N
Female	493	96.7	68.9	63.1	46.0	68.9		
Male	526	98.2	69.6	62.9	43.9	69.6		
Economically Disadvantaged Students	89	95.8	23.6	*	26.6	23.6	28.7	Met Target†
Non-Economically Disadvantaged Students	930	97.6	73.7	*	55.9	73.7		
Students with Disabilities	84	90.3	*	13.1	17.1	*	19.9	Not Met
Students without Disabilities	935	98.1	*	68.7	50.5	*		
English Learners	10	100.0	10.0	15.3	24.6	10.0	**	**
Non-English Learners	1009	97.4	69.9	64.0	46.9	69.9		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	61.7	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	341	763	760	744	4%	9%	18%	48%	22%	70%	44%
White	73	748	748	751	*	16%	36%	*	*	47%	54%
Hispanic	17	720	725	731	*	*	*	*	*	18%	27%
Black or African American	20	728	*	726	*	*	*	*	*	25%	21%
Asian, Native Hawaiian, or Pacific Islander	221	775	772	771	*	*	8%	55%	32%	87%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	10	733	*	749	*	0%	*	*	*	40%	52%
Female	145	764	759	745	*	*	19%	52%	19%	71%	45%
Male	196	762	761	742	*	*	17%	45%	23%	69%	42%
Economically Disadvantaged Students	30	731	730	729	*	*	*	*	*	30%	24%
Non-Economically Disadvantaged Students	311	766	764	753	*	*	*	*	*	74%	56%
Students with Disabilities	23	712	715	717	*	*	*	*	*	13%	13%
Students without Disabilities	318	767	763	748	*	*	*	*	*	74%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

CROSSROADS NORTH MIDDLE SCHOOL
(23-4860-150)
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
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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	230	750	749	743	4%	13%	30%	45%	7%	53%	43%
White	49	735	737	750	*	*	45%	27%	0%	27%	54%
Hispanic	*	*	735	732	*	*	*	*	*	*	27%
Black or African American	20	723	727	727	*	*	*	*	*	20%	21%
Asian, Native Hawaiian, or Pacific Islander	135	762	762	767	0%	*	26%	*	*	70%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	745	748	*	*	*	*	*	*	51%
Female	129	748	747	745	*	12%	36%	*	*	49%	45%
Male	101	754	751	741	*	14%	24%	*	*	57%	42%
Economically Disadvantaged Students	29	722	724	730	*	*	45%	*	*	14%	24%
Non-Economically Disadvantaged Students	201	754	753	751	*	*	28%	*	*	58%	55%
Students with Disabilities	31	714	715	717	32%	32%	*	*	*	10%	12%
Students without Disabilities	199	756	753	748	0%	10%	*	*	*	59%	50%
English Learners	*	*	711	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	750	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
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

CROSSROADS NORTH MIDDLE SCHOOL
(23-4860-150)
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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	152	734	738	728	19%	16%	28%	*	*	37%	28%
White	55	732	736	736	*	*	31%	29%	0%	29%	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	28	718	726	715	36%	*	*	*	*	21%	15%
Asian, Native Hawaiian, or Pacific Islander	45	758	757	747	*	*	29%	*	*	62%	51%
American Indian or Alaska Native	N	N	*	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	71	739	741	731	14%	14%	28%	*	*	44%	31%
Male	81	731	735	725	23%	19%	27%	*	*	31%	26%
Economically Disadvantaged Students	28	718	725	719	39%	*	*	*	*	21%	20%
Non-Economically Disadvantaged Students	124	738	742	735	15%	*	*	*	*	40%	35%
Students with Disabilities	27	695	703	705	*	*	*	*	*	*	*
Students without Disabilities	125	743	746	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	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

CROSSROADS NORTH MIDDLE SCHOOL
(23-4860-150)
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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	245	796	768	746	*	0%	*	58%	38%	96%	46%
White	19	778	748	755	0%	0%	*	*	*	84%	57%
Hispanic	*	*	731	730	*	*	*	*	*	*	27%
Black or African American	*	*	727	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	214	799	787	779	0%	0%	*	*	*	98%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	747	755	*	*	*	*	*	*	54%
Female	115	794	768	748	*	0%	*	*	*	97%	48%
Male	130	797	768	745	*	0%	*	*	*	96%	44%
Economically Disadvantaged Students	*	*	727	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	773	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	712	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	775	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	245	796	*	749	*	0%	*	58%	38%	96%	*
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	*	*	*	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	57	779	744	735	0%	0%	*	*	*	96%	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	N	N	716	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	55	779	758	760	0%	0%	*	*	*	96%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	731	741	N	N	N	N	N	N	39%
Female	32	777	*	736	0%	0%	*	*	*	97%	30%
Male	25	781	*	734	0%	0%	*	*	*	96%	29%
Economically Disadvantaged Students	N	N	721	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	57	779	747	741	0%	0%	*	*	*	96%	38%
Students with Disabilities	N	N	711	713	N	N	N	N	N	N	*
Students without Disabilities	57	779	748	738	0%	0%	*	*	*	96%	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	57	779	*	736	0%	0%	*	*	*	96%	*
Homeless Students	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	*	*	*	731	*	*	*	*	*	*	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	*	*	740	727	*	*	*	*	*	*	30%
White	N	N	708	733	N	N	N	N	N	N	35%
Hispanic	N	N	701	710	N	N	N	N	N	N	14%
Black or African American	N	N	695	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	702	736	N	N	N	N	N	N	37%
Female	*	*	*	728	*	*	*	*	*	*	30%
Male	*	*	*	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	706	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	N	N	695	693	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	*	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	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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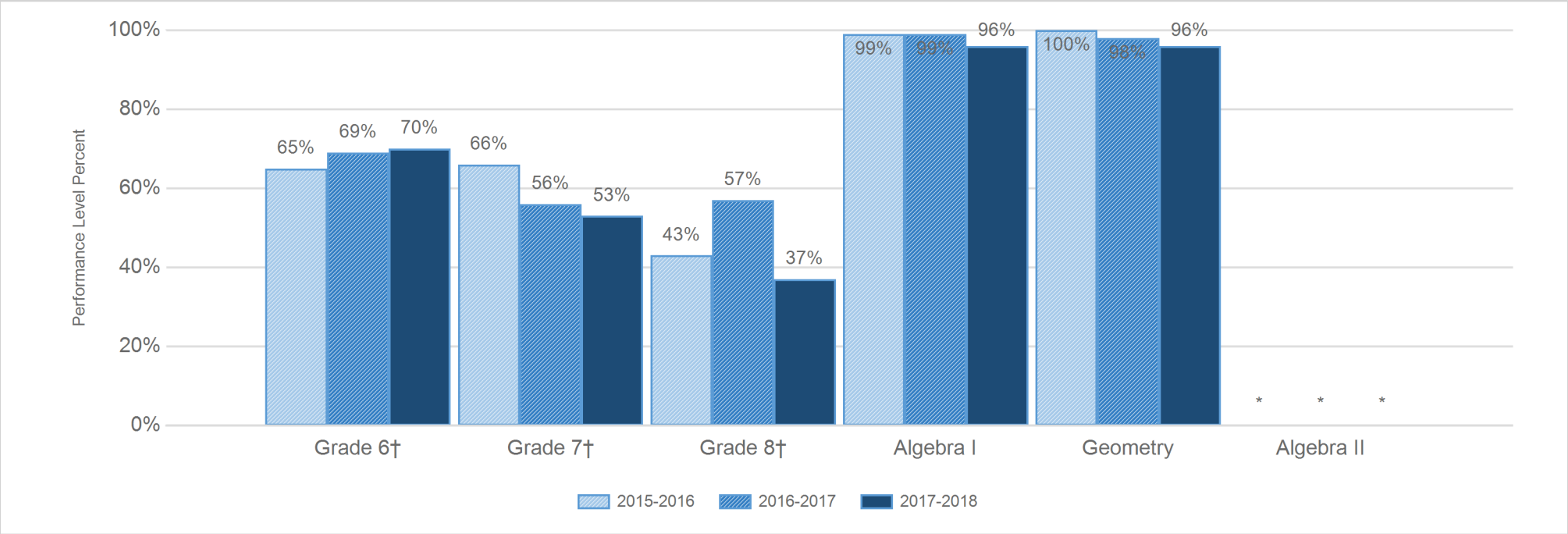
Mathematics Assessment – Performance Trends

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	7	0	364
7	109	2	240
8	133	55	169
Total	249	57	773

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	199	109	0	47	0	0	0
7	170	123	0	45	0	0	0
8	187	116	0	40	0	0	0
Total	556	348	0	132	0	0	0

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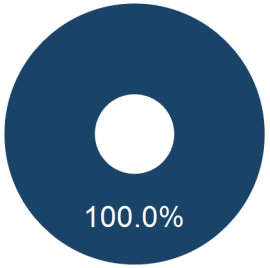
Visual and Performing Arts – Course Participation

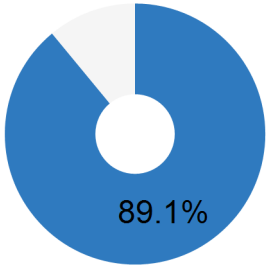
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

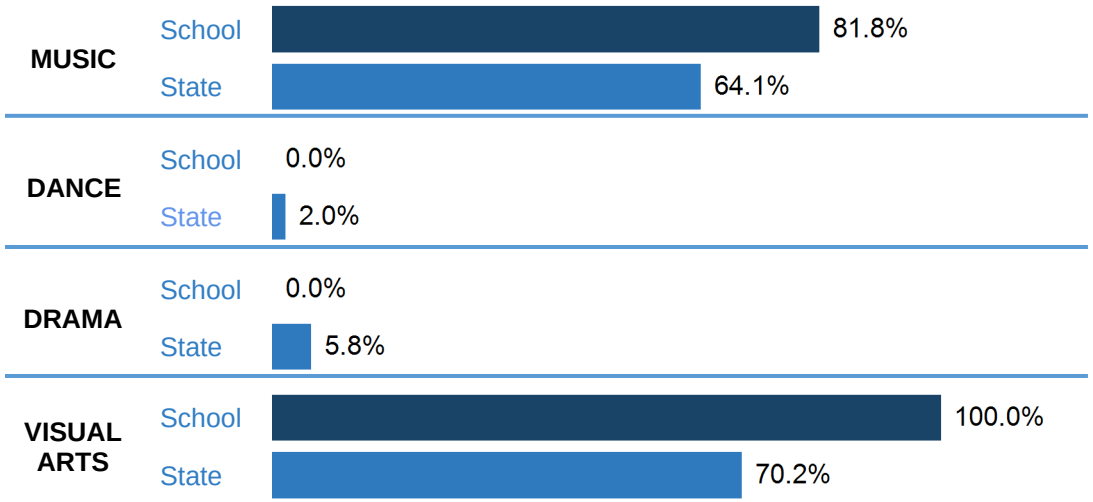


School



State

Students enrolled in one or more classes by discipline:



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

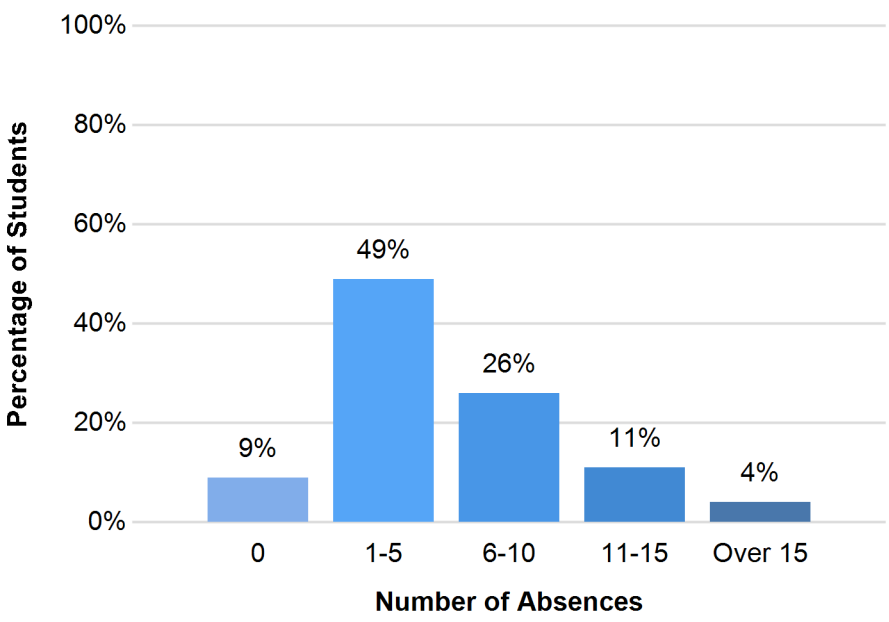
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	37	3.5	9.5	Met
White	14	6.6	9.5	Met
Hispanic	8	11.9	9.5	Not Met
Black or African American	2	2.6	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	12	1.8	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	4.2	9.5	Met
Economically Disadvantaged Students	7	7.1	9.5	Met
Students with Disabilities	9	9.4	9.5	Met
English Learners	2	18.2	**	**

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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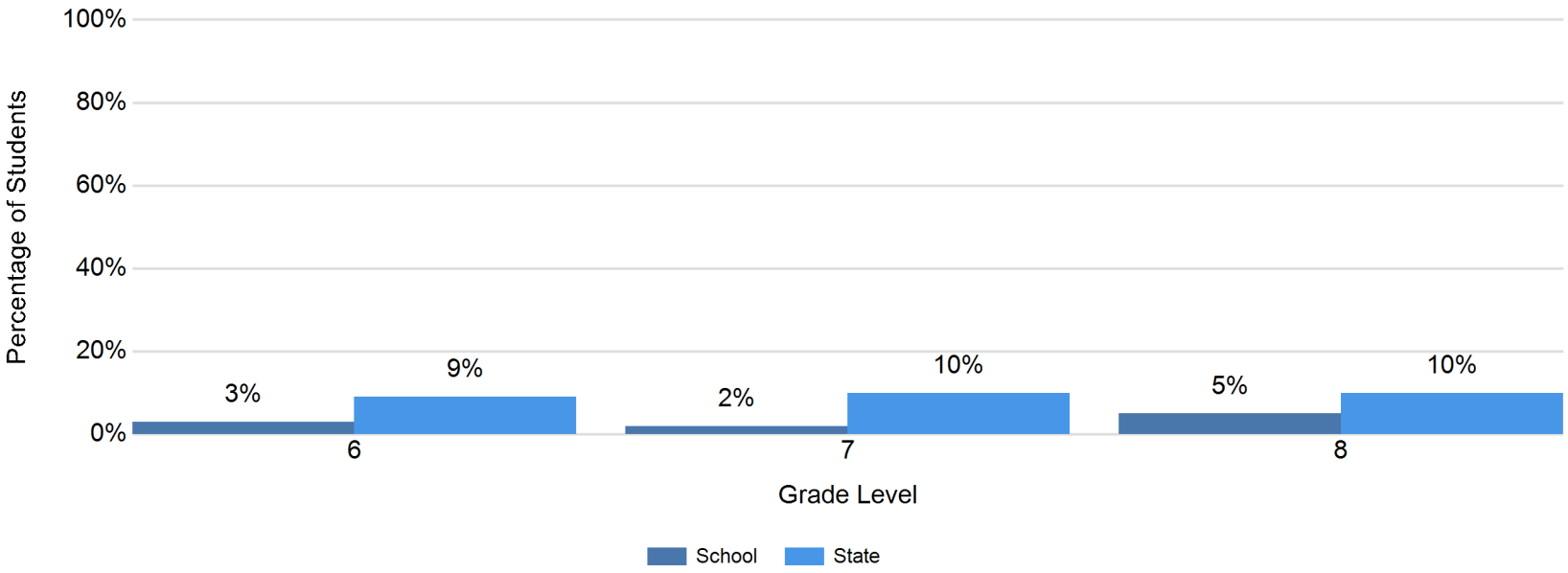
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality 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

CROSSROADS NORTH MIDDLE SCHOOL
(23-4860-150)
Grades Offered: 06-08
2017-2018

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	3
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	0.66

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	3
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	20	1.9%
Out-of-School Suspensions	12	1.1%
Any Suspension	29	2.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
45

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School Day

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

Category	School
Typical Start Time	8:05 AM
Typical End Time	3:10 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs 11 Mins
Shared Time - Instructional Time	3 Hrs. 5 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	2.9:1

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)	$280	$12,510	$12,790

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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	78	117,464
Average years experience in public schools	14.0	12.0
Average years experience in district	12.4	10.7
Teachers in district for 4 or more years	87.2%	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	53	9,374
Average years experience in public schools	16.5	16.0
Average years experience in district	13.4	12.0
Administrators in district for 4 or more years	84.9%	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	14:1	14:1
Students to Administrators	176:1	165:1
Teachers to Administrators	13:1	12:1
Students to Librarians/Media Specialists		797:1
Students to Nurses		797:1
Students to Counselors		626:1
Students to Child Study Team		219:1

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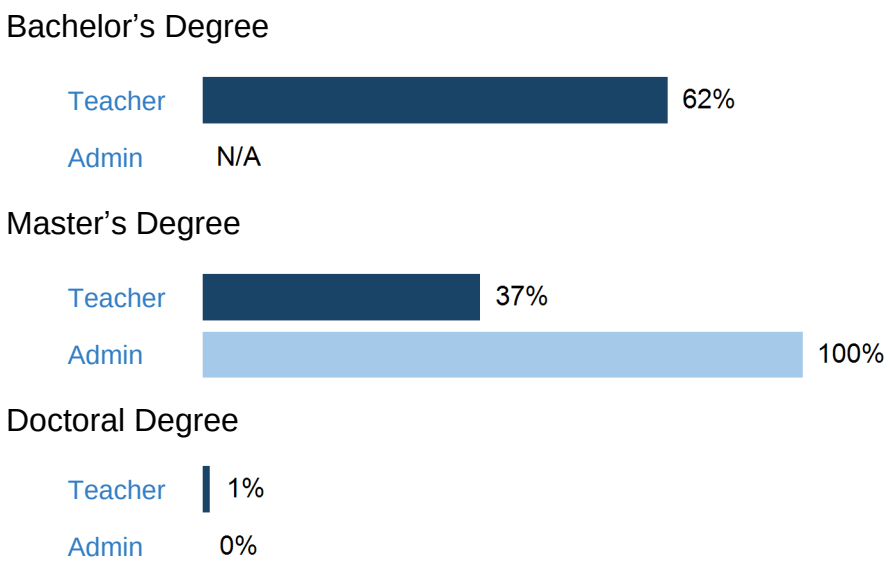
Teachers and Administrators - Level of Education

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	90.8%	90.2%
2016-17 Administrators: Same district 2017-18	92.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	98.0%

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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	79.5%	66.7%
Male	20.5%	33.3%
White	92.3%	83.3%
Hispanic	2.6%	0.0%
Black or African American	2.6%	16.7%
Asian	2.6%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	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	50.53	17.5%
Mathematics Proficiency	60.37	17.5%
English Language Arts Growth	16.17	25.0%
Mathematics Growth	24.21	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	78.30	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	41.25	n/a
Summative Rating: Percentile Rank of Summative Score	34.18	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	Not Met	Met Target†	Met Standard	Met Standard	**	Met	No
White	15.96	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Hispanic	19.00	14.08	No	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
Black or African American	47.57	14.08	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	43.48	14.08	No	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	29.33	14.08	No	N	N	Not Met	**	n/a	Met	No
Economically Disadvantaged Students	30.04	14.08	No	Not Met	Met Target†	Not Met	Not Met	n/a	Met	No
Students with Disabilities	27.73	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	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:	• Small school learning communities (units) • Integrated and interdisciplinary curriculum designed to address the needs of all students • Award winning Instrumental/Vocal Music Program
Mission, Vision, Theme:	Our mission, at Crossroads Middle School, is to form a partnership between our school and community that nurtures and inspires life-long learners through a balanced program of academic excellence and social, emotional, cultural, and physical development within a safe and caring environment during this "crossroads" in our students' lives.
Awards, Recognition, Accomplishments:	Crossroads North is a Blue Ribbon School

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Courses, Curriculum, Instruction:	Our core curriculum includes courses in language/literature, composition, mathematics, science, social studies, and world languages. In addition, special education and instructional support programs provide additional access to the core curriculum. Our "encore" program supports the core curriculum where children explore courses in Art, Digital Tools, Design and Technology, Innovation and Invention, Music, and Physical education.

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Other Information:	Our mission at Crossroads Middle School is to nurture and inspire life-long learners by providing a comprehensive program that meets the academic, social, emotional, and physical development of our students. Since 1967, Crossroads Middle School has sustained a proud tradition of providing an outstanding education for our students who are at an important crossroads in their life - one foot firmly planted in childhood and the other cautiously exploring the beginning of adulthood. Crossroads is organized in a manner designed to meet student needs during this transition in their lives. Students are placed into unit teams, which help provide a nurturing and caring learning environment that makes our big school feel small. Over time, our unit structure approach has proven that life-long bonds develop between students and teachers. The diversity of our population is both the greatest strength and the greatest challenge for our school. It is our goal to afford all students the opportunity to achieve success by creating an environment in which all can become independent learners.