NJ SCHOOL PERFORMANCE REPORT

ROY W. BROWN MIDDLE SCHOOL
(03-0300-075)
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	BERGEN
District	BERGENFIELD BORO
Principal Name	MR. BIGGINS
Address	130 S WASHINGTON AVE BERGENFIELD, NJ 07621-2902
Phone Number	(201)385-8847
Email Address	SBIGGINS@BERGENFIELD.ORG
Website	https://www.bergenfield.org/RWB
Facebook	https://www.facebook.com/bergenfieldsd
Twitter	https://www.twitter.com/bergenfieldsd

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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	272	255	286
7	264	281	262
8	269	266	289
Total	805	802	840

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	47.5%	47.1%	46.8%
Male	52.5%	52.9%	53.2%
Economically Disadvantaged Students	39.4%	39.0%	38.8%
Students with Disabilities	13.9%	14.6%	15.2%
English Learners	5.2%	5.2%	5.5%
Homeless Students		0.4%	0.2%
Students in Foster Care		0.4%	0.2%
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	12.2%	10.8%	12.1%
Hispanic	50.4%	52.0%	51.7%
Black or African American	8.8%	9.1%	7.0%
Asian	26.3%	25.6%	26.5%
Native Hawaiian or Pacific Islander	0.2%	0.5%	0.4%
American Indian or Alaska Native	0.0%	0.1%	0.4%
Two or More Races	2.0%	1.9%	1.9%

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	47.3%
Spanish	34.4%
Tagalog	7.7%
Malayalam	2.4%
Filipino	1.4%
Other Languages	6.8%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	51	52	50	Met Standard	38	38	50	Not Met
White	40	40.5	50	Met Standard	40	37	51	Met Standard
Hispanic	47.5	49	49	Met Standard	36	37	48	Not Met
Black or African American	39	40	44	Not Met	37	35.5	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	59.5	59.5	61	Met Standard	42	42	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	71	59	49	**	*	50	51	**
Economically Disadvantaged	50	52	48	Met Standard	35.5	36.5	47	Not Met
Students with Disabilities	40	37	41	Met Standard	32	33	43	Not Met
English Learners	61	63	54	Exceeds Standard	50.5	52.5	51	Met Standard

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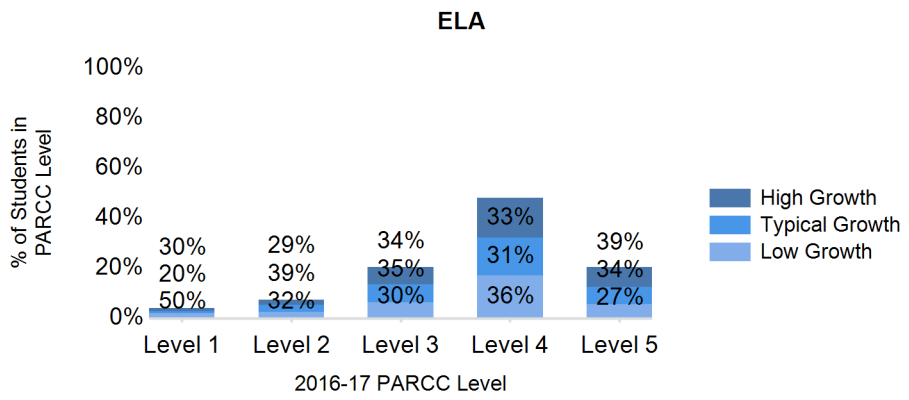
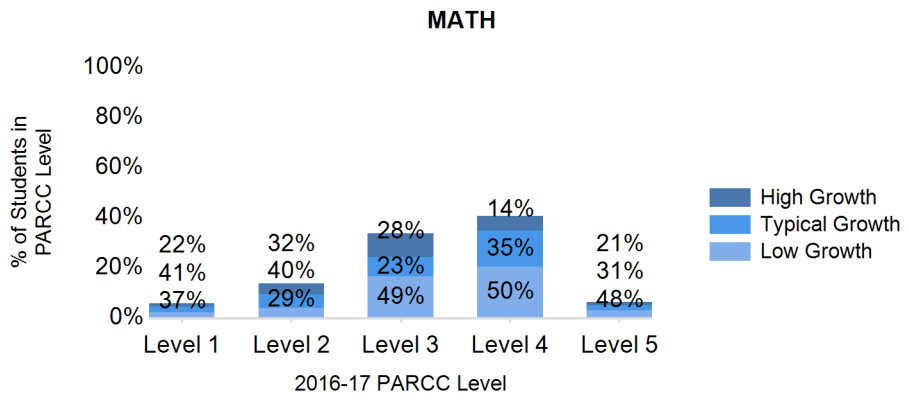
Student Growth by Performance Level

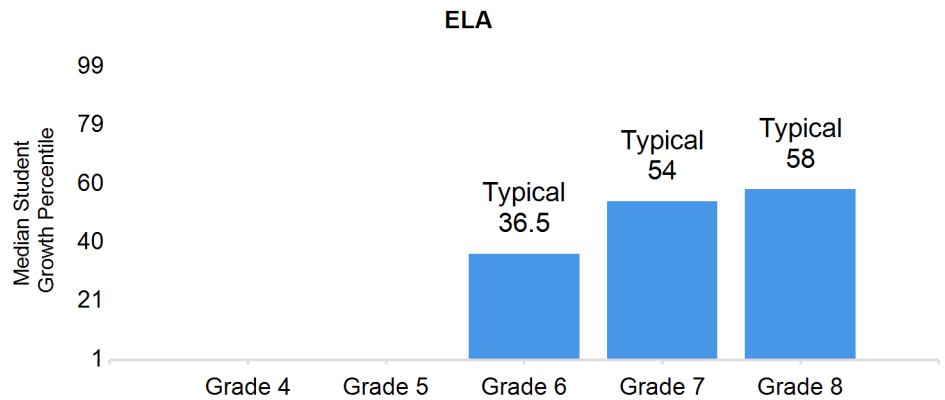
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

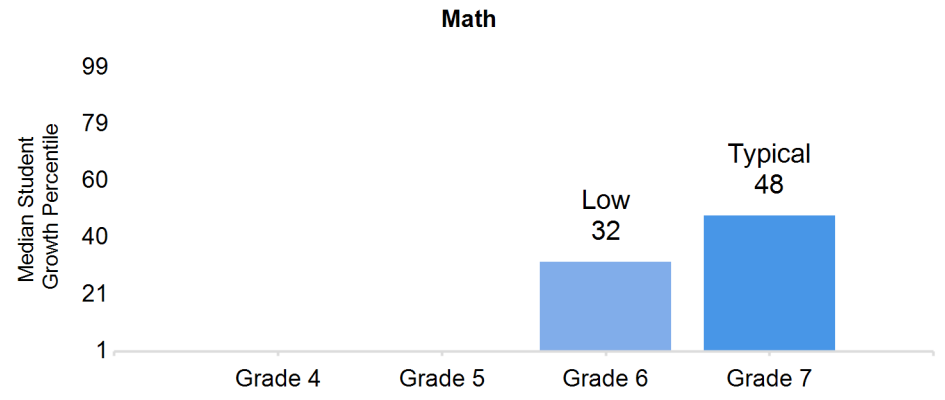




Student Growth by Grade

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	824	99.4	67.6	67.1	56.7	67.6	63.4	Met Target
White	102	98.1	62.7	*	65.6	62.7	59.6	Met Target
Hispanic	428	99.5	62.4	60.3	42.5	62.4	57.2	Met Target
Black or African American	58	100.0	60.4	55.4	37.3	60.4	52.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	219	100.0	81.3	82.4	82.3	81.3	79.2	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	382	99.0	76.7	76.3	64.5	76.7		
Male	442	99.8	59.7	59.0	49.4	59.7		
Economically Disadvantaged Students	319	99.7	59.2	56.2	38.5	59.2	55.1	Met Target
Non-Economically Disadvantaged Students	505	99.2	72.9	73.6	67.5	72.9		
Students with Disabilities	126	99.2	19.1	18.2	21.6	19.1	21.7	Met Target†
Students without Disabilities	698	99.4	76.3	75.8	63.9	76.3		
English Learners	73	100.0	37.0	*	27.3	37.0	29.2	Met Target
Non-English Learners	751	99.3	70.6	*	59.4	70.6		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	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	273	758	758	754	5%	9%	28%	39%	19%	58%	56%
White	36	757	757	761	*	*	28%	*	*	61%	66%
Hispanic	138	750	750	742	9%	12%	33%	35%	12%	47%	42%
Black or African American	16	762	762	737	0%	*	*	*	*	69%	35%
Asian, Native Hawaiian, or Pacific Islander	77	773	773	779	*	*	19%	42%	31%	73%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	128	768	768	761	*	*	26%	44%	25%	69%	64%
Male	145	750	750	748	*	*	30%	34%	13%	48%	48%
Economically Disadvantaged Students	98	749	749	739	*	*	36%	*	*	47%	37%
Non-Economically Disadvantaged Students	175	764	764	764	*	*	24%	*	*	63%	68%
Students with Disabilities	34	725	725	723	*	*	47%	*	*	15%	18%
Students without Disabilities	239	763	763	760	*	*	26%	*	*	64%	63%
English Learners	11	697	697	712	*	*	*	*	*	*	*
Non-English Learners	262	761	761	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	258	770	770	760	6%	6%	11%	41%	35%	76%	63%
White	28	762	762	768	*	0%	*	*	*	68%	72%
Hispanic	138	766	766	746	7%	7%	10%	45%	30%	75%	49%
Black or African American	22	760	760	740	*	*	*	*	*	59%	42%
Asian, Native Hawaiian, or Pacific Islander	65	785	785	790	*	*	*	35%	52%	88%	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	120	782	782	769	*	*	11%	37%	45%	82%	72%
Male	138	761	761	752	*	*	12%	45%	27%	72%	54%
Economically Disadvantaged Students	108	757	757	742	*	*	16%	42%	23%	65%	44%
Non-Economically Disadvantaged Students	150	780	780	771	*	*	8%	41%	44%	85%	73%
Students with Disabilities	35	721	721	721	*	*	*	*	*	20%	22%
Students without Disabilities	223	778	778	768	*	*	*	*	*	85%	71%
English Learners	14	717	717	705	*	*	*	*	*	14%	11%
Non-English Learners	244	773	773	762	*	*	*	*	*	80%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	282	768	768	759	6%	5%	17%	47%	24%	72%	60%
White	36	762	762	767	*	*	28%	*	*	64%	70%
Hispanic	146	761	761	744	*	*	22%	48%	18%	66%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	74	792	792	789	*	0%	*	42%	46%	88%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	130	780	780	768	*	*	13%	48%	35%	83%	69%
Male	152	759	759	751	*	*	21%	46%	16%	62%	52%
Economically Disadvantaged Students	111	761	761	740	*	*	22%	48%	18%	66%	42%
Non-Economically Disadvantaged Students	171	773	773	769	*	*	15%	47%	29%	75%	71%
Students with Disabilities	44	727	727	719	*	*	41%	*	*	23%	19%
Students without Disabilities	238	776	776	766	*	*	13%	*	*	81%	68%
English Learners	13	713	713	703	*	*	*	*	*	15%	*
Non-English Learners	269	771	771	761	*	*	*	*	*	74%	*
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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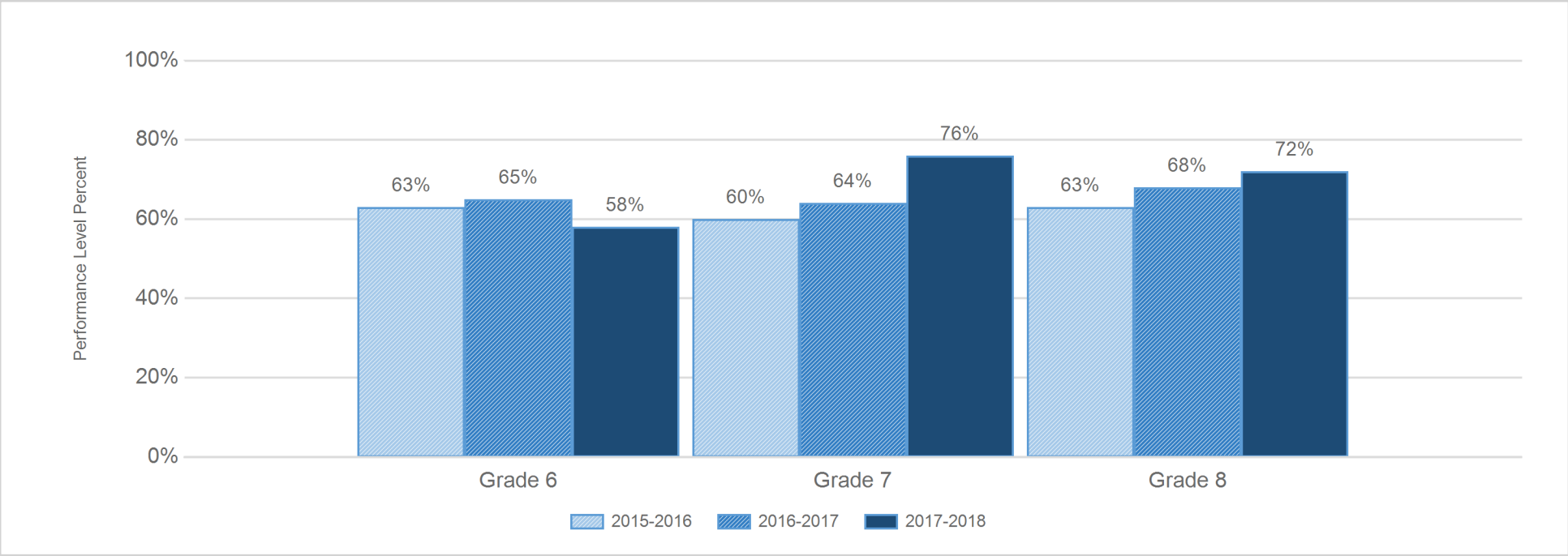
English Language Arts/Literacy Assessment - Performance Trends

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	828	99.4	45.9	49.3	45.0	45.9	48.3	Met Target†
White	103	98.1	46.6	*	54.1	46.6	54.9	Not Met
Hispanic	429	99.5	35.9	39.8	29.2	35.9	37.1	Met Target†
Black or African American	59	100.0	37.3	32.7	23.4	37.3	36.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	220	100.0	65.0	67.1	77.0	65.0	68.8	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	383	99.0	52.0	52.2	46.0	52.0		
Male	445	99.8	40.7	46.5	43.9	40.7		
Economically Disadvantaged Students	319	99.7	34.2	36.5	26.6	34.2	36.4	Met Target†
Non-Economically Disadvantaged Students	509	99.2	53.2	56.9	55.9	53.2		
Students with Disabilities	126	99.2	15.1	*	17.1	15.1	17.5	Met Target†
Students without Disabilities	702	99.4	51.4	*	50.5	51.4		
English Learners	77	100.0	26.0	30.9	24.6	26.0	34.5	Not Met
Non-English Learners	751	99.3	48.0	51.3	46.9	48.0		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	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	276	743	743	744	8%	17%	35%	35%	6%	41%	44%
White	37	745	745	751	*	*	46%	*	*	41%	54%
Hispanic	138	735	735	731	11%	20%	38%	*	*	31%	27%
Black or African American	16	741	741	726	*	*	*	*	*	44%	21%
Asian, Native Hawaiian, or Pacific Islander	79	755	755	771	*	15%	27%	*	*	56%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	130	747	747	745	*	14%	35%	*	*	46%	45%
Male	146	738	738	742	*	19%	35%	*	*	36%	42%
Economically Disadvantaged Students	98	735	735	729	*	21%	35%	*	*	30%	24%
Non-Economically Disadvantaged Students	178	747	747	753	*	14%	35%	*	*	47%	56%
Students with Disabilities	34	713	713	717	*	*	29%	*	*	12%	13%
Students without Disabilities	242	747	747	748	*	*	36%	*	*	45%	49%
English Learners	14	711	711	713	*	*	*	*	*	*	11%
Non-English Learners	262	744	744	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

ROY W. BROWN MIDDLE SCHOOL
(03-0300-075)
Grades Offered: 06-08
2017-2018

Report Key:
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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	217	741	741	743	6%	16%	37%	*	*	42%	43%
White	21	743	743	750	*	*	*	52%	0%	52%	54%
Hispanic	122	737	737	732	*	17%	43%	*	*	34%	27%
Black or African American	22	737	737	727	*	*	*	*	*	36%	21%
Asian, Native Hawaiian, or Pacific Islander	48	748	748	767	*	*	27%	*	*	56%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	99	743	743	745	*	*	44%	*	*	42%	45%
Male	118	739	739	741	*	*	31%	*	*	42%	42%
Economically Disadvantaged Students	105	735	735	730	*	18%	38%	*	*	34%	24%
Non-Economically Disadvantaged Students	112	746	746	751	*	13%	36%	*	*	49%	55%
Students with Disabilities	35	719	719	717	*	29%	*	*	*	20%	12%
Students without Disabilities	182	745	745	748	*	13%	*	*	*	46%	50%
English Learners	16	730	730	716	*	*	*	*	*	19%	10%
Non-English Learners	201	742	742	744	*	*	*	*	*	44%	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

ROY W. BROWN MIDDLE SCHOOL
(03-0300-075)
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	179	726	726	728	20%	25%	36%	*	*	20%	28%
White	25	731	731	736	*	*	*	*	*	24%	36%
Hispanic	109	722	722	722	23%	27%	35%	16%	0%	16%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	29	742	742	747	*	*	41%	*	*	34%	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	74	732	732	731	14%	23%	38%	*	*	26%	31%
Male	105	722	722	725	24%	26%	35%	*	*	15%	26%
Economically Disadvantaged Students	86	726	726	719	22%	24%	35%	*	*	19%	20%
Non-Economically Disadvantaged Students	93	727	727	735	17%	25%	38%	*	*	20%	35%
Students with Disabilities	40	703	703	705	53%	*	*	*	*	10%	*
Students without Disabilities	139	733	733	735	10%	*	*	*	*	22%	*
English Learners	15	705	705	705	*	*	*	*	*	*	10%
Non-English Learners	164	728	728	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

ROY W. BROWN MIDDLE SCHOOL
(03-0300-075)
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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	125	779	752	746	0%	0%	*	*	*	97%	46%
White	13	769	*	755	0%	0%	*	*	*	92%	57%
Hispanic	48	778	747	730	0%	0%	*	*	*	96%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	53	782	767	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	*	*	*	755	*	*	*	*	*	*	54%
Female	70	777	753	748	0%	0%	*	*	*	99%	48%
Male	55	781	751	745	0%	0%	*	*	*	95%	44%
Economically Disadvantaged Students	24	776	743	729	0%	0%	*	*	*	100%	25%
Non-Economically Disadvantaged Students	101	779	756	756	0%	0%	*	*	*	96%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	724	710	N	N	N	N	N	N	*
Non-English Learners	125	779	754	749	0%	0%	*	*	*	97%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	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	23	771	738	735	0%	*	*	*	*	91%	30%
White	*	*	742	740	*	*	*	*	*	*	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	10	780	746	760	0%	0%	0%	*	*	100%	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	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	721	713	N	N	N	N	N	N	*
Students without Disabilities	23	771	740	738	0%	*	*	*	*	91%	*
English Learners	N	N	713	711	N	N	N	N	N	N	*
Non-English Learners	23	771	740	736	0%	*	*	*	*	91%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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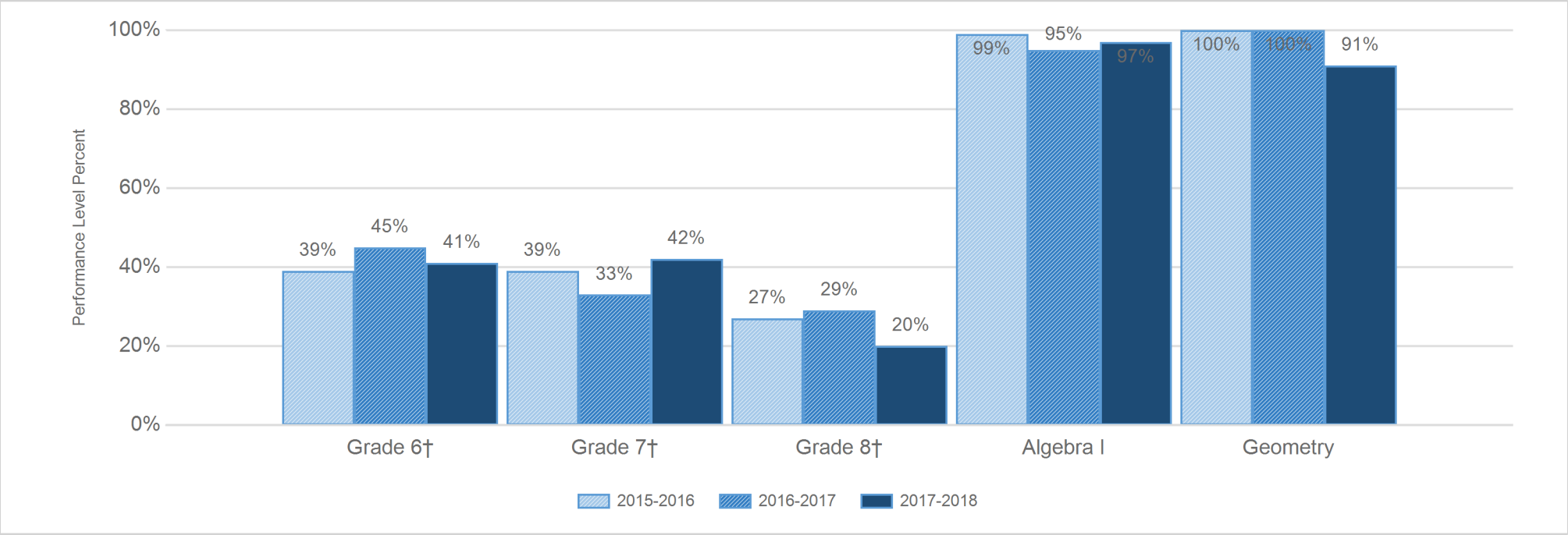
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	10	10
7	*	*
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	51.9%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	28	*	*
3-4	10	70.0%	30.0%
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	285
7	44	0	223
8	82	23	189
Total	126	23	697

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	171	0	0	0	0	0	0
7	153	154	0	0	0	0	0
8	122	59	0	0	0	0	0
Total	446	213	0	0	0	0	0

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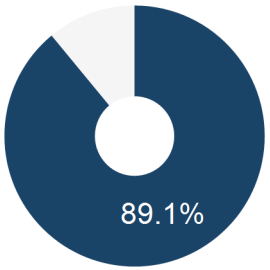
Visual and Performing Arts – Course Participation

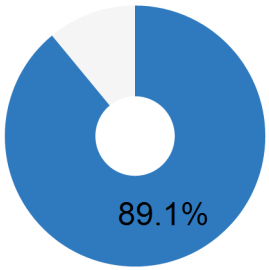
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

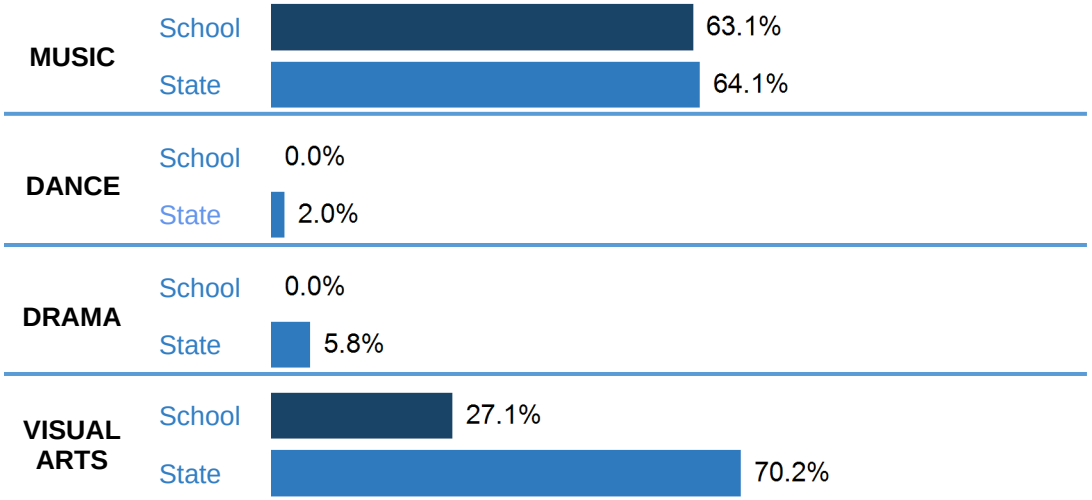


School



State

Students enrolled in one or more classes by discipline:



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

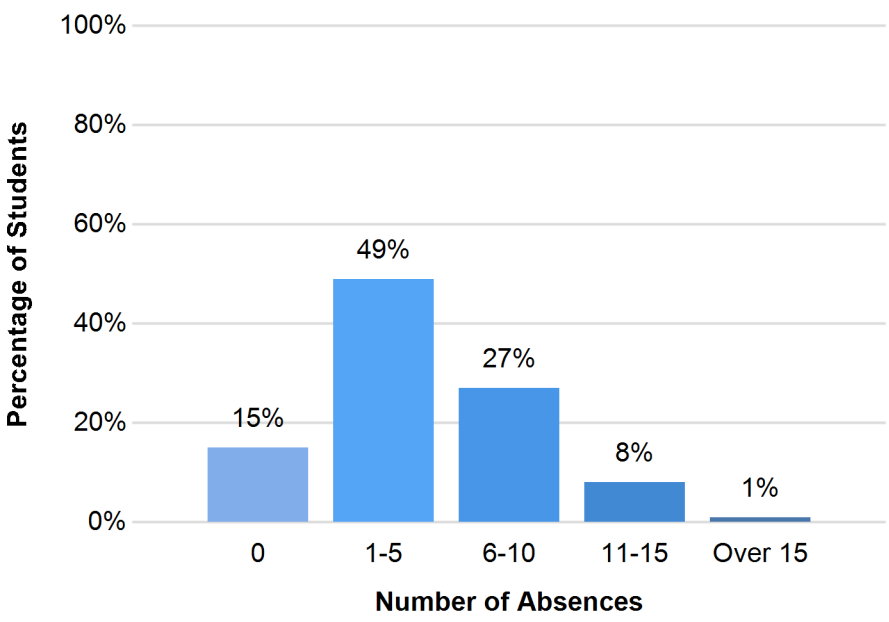
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	8	1.0	9.5	Met
White	3	2.8	9.5	Met
Hispanic	4	0.9	9.5	Met
Black or African American	0	0	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	1	0.4	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	4	1.2	9.5	Met
Students with Disabilities	5	3.8	9.5	Met
English Learners	1	2.2	9.5	Met

Days Absent

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



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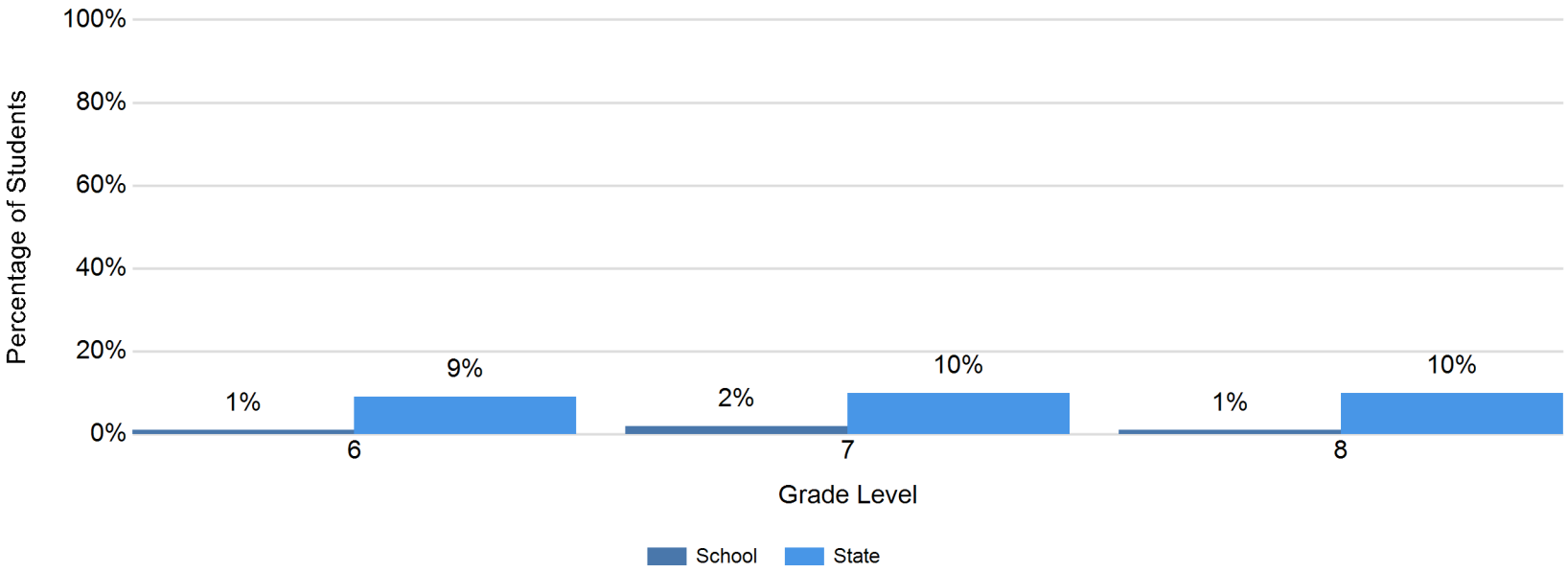
Chronic Absenteeism by Grade

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



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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	5
Weapons	0
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	2.02

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	2
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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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.

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	1	1	2
Ancestry	1	0	1
Gender	4	5	9
Sexual Orientation	1	1	2
Disability	0	1	1
Other	1	2	3
No Identified Nature	3		3

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	16	1.9%
Any Suspension	23	2.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
47

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ROY W. BROWN MIDDLE SCHOOL
(03-0300-075)
Grades Offered: 06-08
2017-2018

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School Day

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

Category	School
Typical Start Time	7:55 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 8 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$495	$15,354	$15,849

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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	66	117,464
Average years experience in public schools	12.1	12.0
Average years experience in district	10.9	10.7
Teachers in district for 4 or more years	75.8%	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	19	9,374
Average years experience in public schools	14.2	16.0
Average years experience in district	10.5	12.0
Administrators in district for 4 or more years	73.7%	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	13:1	13:1
Students to Administrators	420:1	188:1
Teachers to Administrators	33:1	15:1
Students to Librarians/Media Specialists		1791:1
Students to Nurses		512:1
Students to Counselors		358:1
Students to Child Study Team		239:1

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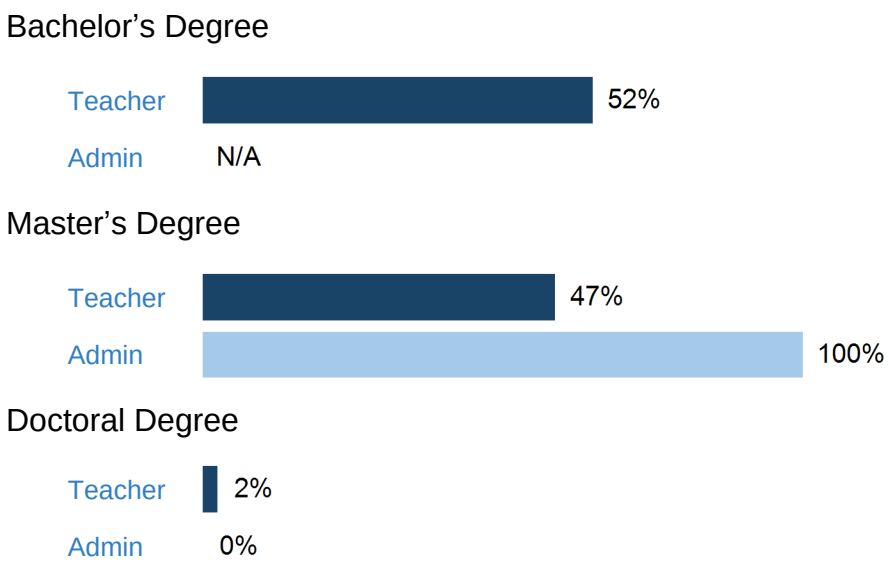
Teachers and Administrators - Level of Education

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	92.1%	90.2%
2016-17 Administrators: Same district 2017-18	88.9%	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	96.0%

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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	74.2%	0.0%
Male	25.8%	100.0%
White	87.9%	100.0%
Hispanic	6.1%	0.0%
Black or African American	0.0%	0.0%
Asian	6.1%	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	65.28	15.0%
Mathematics Proficiency	41.29	15.0%
English Language Arts Growth	46.68	20.0%
Mathematics Growth	12.88	20.0%
Progress Towards English Language Proficiency	44.89	20.0%
Chronic Absenteeism	97.78	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	46.66	n/a
Summative Rating: Percentile Rank of Summative Score	43.66	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Standard	Not Met	Met Target	Met	No
White	32.39	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	53.69	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Met	No
Black or African American	61.07	14.08	No	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	35.00	14.08	No	Met Goal	Met Target†	Met Standard	Met 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	61.08	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	45.52	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Met	No
English Learners	62.26	14.08	No	Met Target	Not Met	Exceeds Standard	Met Standard	Met 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:	• Building Goal #1: Increase academic growth for all students. • Building Goal # 2: Develop respectful, responsible students through positive behavior, climate, and school spirit. • Building Goal # 3: Maximize technology usage to support instruction and two-way communication within the community.
Mission, Vision, Theme:	To bridge the gap between elementary and high school, it is the mission of Roy W. Brown Middle School, together with the community, to develop self-directed, lifelong learners who display citizenship and leadership in a safe and nurturing environment.
Awards, Recognition, Accomplishments:	Participation in the Scripps National Spelling Bee, National History Bee, National Geographic Bee, Bergen County Band and Choir, Junior Region Choir, NJSMA Region I Elementary Honors Orchestra, NJSMA Junior High School Orchestra, Teen Arts Festival & World Language Poetry Contest.

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Courses, Curriculum, Instruction:	Our comprehensive curriculum is aligned to the New Jersey Student Learning Standards. Courses in Language Arts, Mathematics, Science, Social Studies and Health/Physical Education are designed to reinforce mastery of basic skills, stimulate problem solving and critical thinking skills, and enhance self-concept. Advanced level courses are offered in both Language Arts and Mathematics. Enrichment courses are available in world language, music, art and technology.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls), Wrestling (Coed) Participation in Interscholastic Sports are offered to Boys and Girls Soccer, Girls Volleyball, Boys and Girls Basketball, Wrestling, Girls Softball, Track and Field.
Clubs and Activities:	Art & Mural Club, Bears Club, Chess Club, Coding Club, Jazz Club, League of Representatives, Multicultural Club, National Junior Honor Society, Newspaper Club, Safety Zone Club, Theatre Workshop, Yearbook Club

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Before and After School Programs:	Extended Academic Day Programs are offered daily, including Homework Clinic, Peer Tutoring and Supplemental Educational Services
Staff and Professional Learning:	Continued professional growth of all certified personnel log a minimum of 20 hours of professional development per year. All personnel are encouraged to maintain active membership in professional organizations and to attend and participate in their meetings. Teachers also participate in local in-service training, professional meetings, and staff development programs.

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Student Supports and Services:	Our Guidance Department and Child Study Team assist students in maximizing their full potential. Each counselor is specially trained to assist students and their parents/guardians in educational and career planning. They are also available to help each student with individual social and emotional development. It is the aim of each counselor to help each student make the most of his/her opportunities, to know themselves better, to develop positive self images.
Student Health and Wellness:	The Physical Education & Health curriculum challenges students with lifelong fitness activities, individual and team sports, and cooperative games to develop self-esteem, fitness, and cooperative play. The Physical Best Fitnessgram Health Assessment is administered to evaluate the fitness level and growth of students.
Parent and Community Involvement:	Our Parent's Association meets on the first Wednesday of every month at 7:30 PM in the school auditorium. Social events are planned, such as Games Nights, March Madness and our 8th Grade Dinner Dance. The PA also partner's with our PE/Health Department for other initiatives including Field Day, our Annual Breast Cancer Awareness Walk and Cardio Challenge.