NJ SCHOOL PERFORMANCE REPORT

SAMUEL E. SHULL MIDDLE SCHOOL
(23-4090-150)
Grades Offered: 05-08
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	PERTH AMBOY CITY
Principal Name	DR. CASIANO
Address	380 HALL AVENUE PERTH AMBOY, NJ 08861-3205
Phone Number	(732)376-6060
Email Address	ROSSCASIANO@PAPS.NET
Website	https://www.paps.net/Domain/11
Twitter	https://www.Twitter@shullschool

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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
5	391	390	358
6	357	398	376
7	372	375	338
8	345	308	343
Total	1,465	1,471	1,415

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	48.8%	49.4%	47.6%
Male	51.2%	50.6%	52.4%
Economically Disadvantaged Students	84.5%	85.8%	85.1%
Students with Disabilities	10.9%	12.8%	13.9%
English Learners	12.2%	13.9%	15.3%
Homeless Students		0.1%	0.1%
Students in Foster Care		0.2%	0.4%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	2.2%	1.8%	1.7%
Hispanic	87.7%	88.6%	89.4%
Black or African American	9.2%	8.5%	8.1%
Asian	0.7%	0.7%	0.5%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.1%	0.2%	0.1%

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
Spanish	59.8%
English	39.8%
Other Languages	0.4%

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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	54	59	50	Met Standard	43	47	50	Met Standard
White	50	65.5	50	Met Standard	16	36.5	51	**
Hispanic	54	59	49	Met Standard	43	47	48	Met Standard
Black or African American	51	54	44	Met Standard	43	44	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	60	61	**	*	53	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	54	59	48	Met Standard	40.5	47	47	Met Standard
Students with Disabilities	41.5	51	41	Met Standard	43.5	52	43	Met Standard
English Learners	73	70	54	Exceeds Standard	64	56	51	Exceeds Standard

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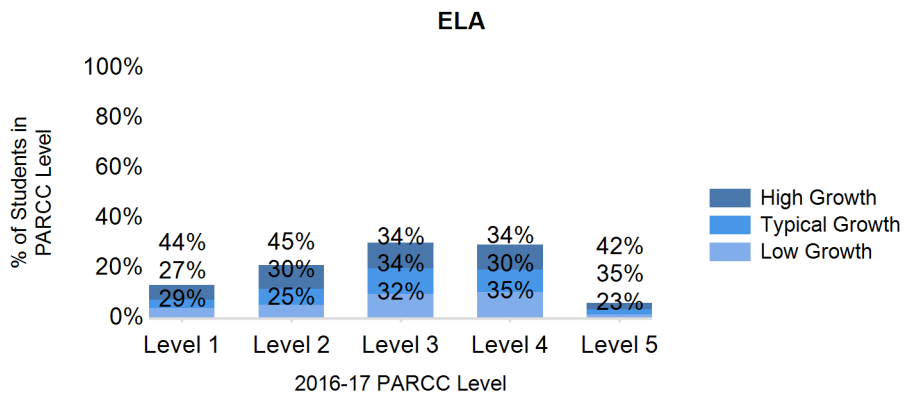
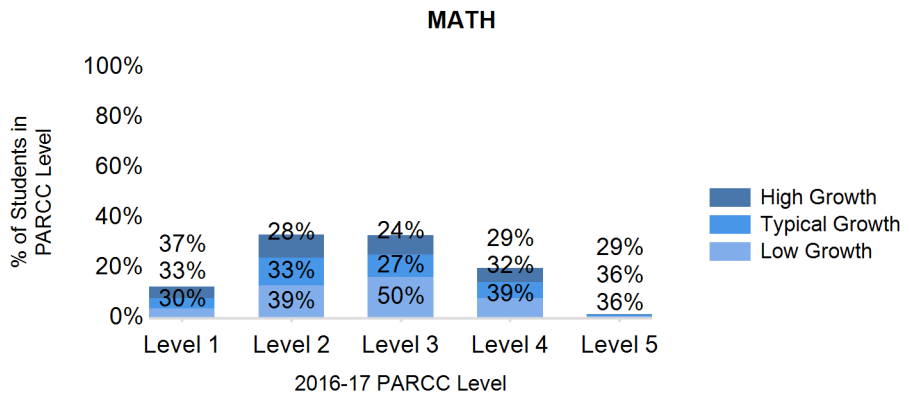
Student Growth by Performance Level

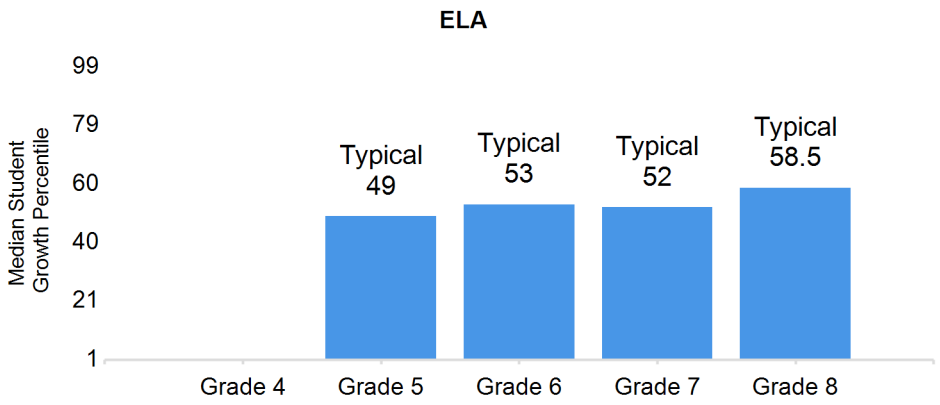
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

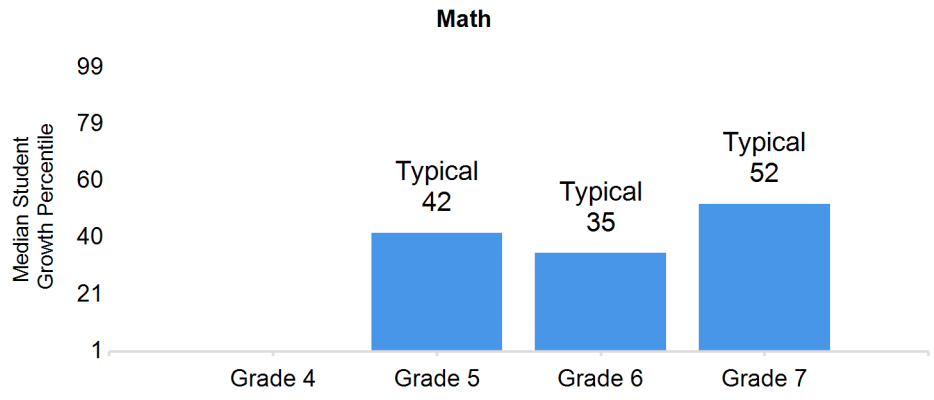




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1331	98.3	39.7	41.8	56.7	39.7	43.4	Not Met
White	26	100.0	46.2	49.4	65.6	46.2	62.5	Not Met
Hispanic	1183	98.4	39.2	41.2	42.5	39.2	43	Not Met
Black or African American	111	96.6	37.8	43.9	37.3	37.8	39.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	631	98.0	48.6	50.1	64.5	48.6		
Male	700	98.5	31.6	34.0	49.4	31.6		
Economically Disadvantaged Students	1092	98.6	37.2	40.0	38.5	37.2	40.9	Not Met
Non-Economically Disadvantaged Students	239	96.9	51.0	53.7	67.5	51.0		
Students with Disabilities	214	96.9	15.4	14.3	21.6	15.4	18.2	Met Target†
Students without Disabilities	1117	98.5	44.3	45.6	63.9	44.3		
English Learners	150	98.7	*	11.7	27.3	*	26.4	Not Met
Non-English Learners	1181	98.2	*	49.1	59.4	*		
Homeless Students	*	*	*	23.1	27.7	*		
Students In Foster Care	*	*	*	29.4	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	323	741	742	755	16%	18%	27%	30%	9%	39%	58%
White	*	*	767	763	*	*	*	*	*	*	68%
Hispanic	279	741	742	743	15%	19%	27%	31%	8%	39%	43%
Black or African American	33	735	*	738	*	*	33%	*	*	33%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	157	749	748	762	11%	15%	25%	39%	10%	49%	66%
Male	166	734	736	749	21%	21%	28%	22%	8%	30%	51%
Economically Disadvantaged Students	272	738	740	739	*	*	28%	31%	5%	36%	39%
Non-Economically Disadvantaged Students	51	757	758	766	*	*	20%	27%	27%	55%	71%
Students with Disabilities	56	706	709	724	54%	21%	*	*	*	11%	22%
Students without Disabilities	267	749	747	762	8%	17%	*	*	*	45%	65%
English Learners	34	717	*	712	*	*	*	*	*	*	11%
Non-English Learners	289	744	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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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	353	742	742	754	7%	20%	37%	29%	7%	37%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	314	742	741	742	6%	21%	37%	31%	5%	36%	42%
Black or African American	30	740	*	737	*	*	37%	*	*	33%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	172	750	749	761	*	16%	36%	*	*	45%	64%
Male	181	735	735	748	*	25%	37%	*	*	28%	48%
Economically Disadvantaged Students	294	740	740	739	*	*	36%	31%	5%	35%	37%
Non-Economically Disadvantaged Students	59	753	752	764	*	*	37%	24%	19%	42%	68%
Students with Disabilities	38	724	722	723	*	37%	29%	*	*	18%	18%
Students without Disabilities	315	745	744	760	*	18%	37%	*	*	39%	63%
English Learners	34	710	714	712	*	*	*	*	*	*	*
Non-English Learners	319	746	746	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	314	742	745	760	12%	18%	30%	28%	12%	40%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	276	742	744	746	12%	18%	30%	28%	13%	41%	49%
Black or African American	30	743	*	740	*	*	33%	*	*	40%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	154	751	752	769	*	*	32%	34%	15%	49%	72%
Male	160	734	736	752	*	*	27%	22%	10%	32%	54%
Economically Disadvantaged Students	255	741	743	742	*	*	31%	27%	11%	38%	44%
Non-Economically Disadvantaged Students	59	748	753	771	*	*	24%	32%	19%	51%	73%
Students with Disabilities	37	703	713	721	*	*	*	*	*	*	22%
Students without Disabilities	277	747	748	768	*	*	*	*	*	*	71%
English Learners	40	711	712	705	40%	25%	*	*	*	13%	11%
Non-English Learners	274	747	751	762	8%	16%	*	*	*	45%	64%
Homeless Students	N	N	*	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	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	318	743	741	759	15%	16%	27%	30%	12%	42%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	291	742	740	744	15%	17%	28%	29%	11%	41%	45%
Black or African American	17	741	741	739	*	*	*	*	*	53%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	144	750	750	768	13%	12%	24%	35%	15%	51%	69%
Male	174	738	734	751	16%	20%	29%	26%	10%	36%	52%
Economically Disadvantaged Students	260	740	739	740	*	*	28%	29%	10%	39%	42%
Non-Economically Disadvantaged Students	58	759	751	769	*	*	21%	36%	21%	57%	71%
Students with Disabilities	34	700	710	719	*	*	*	*	*	*	19%
Students without Disabilities	284	748	744	766	*	*	*	*	*	*	68%
English Learners	45	700	698	703	*	*	*	*	*	*	*
Non-English Learners	273	751	749	761	*	*	*	*	*	*	*
Homeless Students	N	N	*	727	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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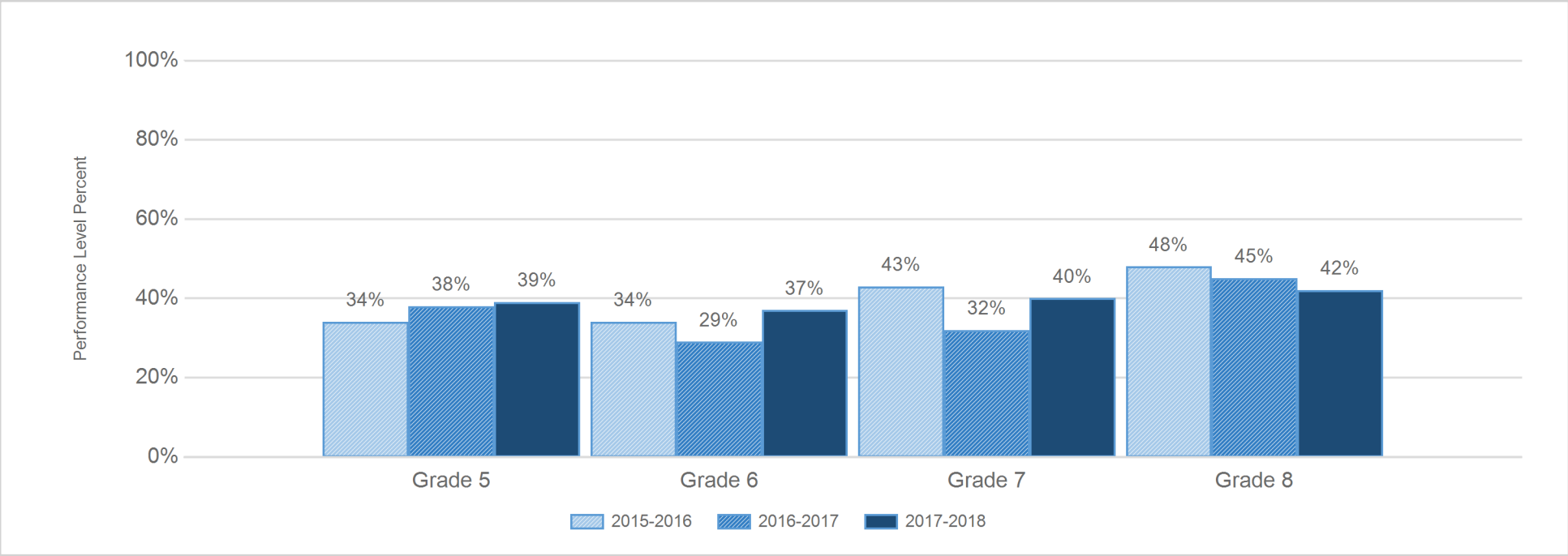
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1354	98.4	23.3	26.4	45.0	23.3	28.2	Not Met
White	26	100.0	38.5	43.9	54.1	38.5	51.6	Met Target†
Hispanic	1206	98.5	22.9	26.0	29.2	22.9	27.8	Not Met
Black or African American	111	96.6	18.0	24.6	23.4	18.0	25.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	639	97.9	24.1	27.9	46.0	24.1		
Male	715	98.8	22.5	24.9	43.9	22.5		
Economically Disadvantaged Students	1115	98.8	21.2	24.6	26.6	21.2	27.5	Not Met
Non-Economically Disadvantaged Students	239	96.5	33.0	38.0	55.9	33.0		
Students with Disabilities	215	97.3	*	*	17.1	*	12.6	Not Met
Students without Disabilities	1139	98.6	*	*	50.5	*		
English Learners	171	98.4	11.1	11.9	24.6	11.1	19.5	Not Met
Non-English Learners	1183	98.4	25.1	30.4	46.9	25.1		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	13.3	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

SAMUEL E. SHULL MIDDLE SCHOOL
(23-4090-150)
Grades Offered: 05-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 5

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).

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	331	728	728	748	18%	31%	30%	*	*	22%	49%
White	*	*	745	756	*	*	*	*	*	*	60%
Hispanic	287	728	727	736	18%	29%	30%	*	*	23%	32%
Black or African American	33	726	*	730	*	36%	30%	*	*	15%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	161	731	730	749	16%	25%	34%	*	*	25%	50%
Male	170	726	726	747	19%	35%	25%	*	*	20%	48%
Economically Disadvantaged Students	280	726	726	733	*	31%	31%	*	*	20%	29%
Non-Economically Disadvantaged Students	51	740	739	758	*	29%	22%	*	*	37%	62%
Students with Disabilities	56	711	714	726	*	*	*	*	*	*	20%
Students without Disabilities	275	731	730	752	*	*	*	*	*	*	55%
English Learners	43	714	*	718	30%	40%	*	*	*	12%	13%
Non-English Learners	288	730	*	750	16%	29%	*	*	*	24%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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SAMUEL E. SHULL MIDDLE SCHOOL
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2017-2018

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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	360	725	725	744	15%	43%	23%	*	*	20%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	321	725	725	731	13%	43%	26%	*	*	18%	27%
Black or African American	30	720	*	726	33%	40%	0%	*	*	27%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	174	727	728	745	14%	43%	21%	*	*	22%	45%
Male	186	724	723	742	16%	42%	24%	*	*	18%	42%
Economically Disadvantaged Students	301	723	725	729	*	45%	23%	*	*	18%	24%
Non-Economically Disadvantaged Students	59	735	732	753	*	31%	22%	*	*	32%	56%
Students with Disabilities	39	712	715	717	*	56%	*	*	*	10%	13%
Students without Disabilities	321	727	727	748	*	41%	*	*	*	21%	49%
English Learners	40	717	713	713	*	50%	30%	*	*	10%	11%
Non-English Learners	320	726	728	745	*	42%	22%	*	*	21%	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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2017-2018

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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	324	728	730	743	12%	35%	31%	18%	3%	21%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	286	729	730	732	11%	37%	31%	*	*	22%	27%
Black or African American	30	723	*	727	*	*	40%	*	*	13%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	159	730	732	745	9%	36%	32%	*	*	22%	45%
Male	165	727	728	741	15%	35%	30%	*	*	20%	42%
Economically Disadvantaged Students	265	728	729	730	*	37%	31%	*	*	20%	24%
Non-Economically Disadvantaged Students	59	733	735	751	*	31%	31%	*	*	27%	55%
Students with Disabilities	37	698	707	717	*	*	*	*	*	*	12%
Students without Disabilities	287	732	732	748	*	*	*	*	*	*	50%
English Learners	48	718	716	716	*	*	*	*	*	*	10%
Non-English Learners	276	730	733	744	*	*	*	*	*	*	45%
Homeless Students	N	N	*	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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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	305	723	719	728	26%	26%	25%	*	*	24%	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	282	724	719	722	26%	25%	25%	*	*	24%	22%
Black or African American	17	719	721	715	*	*	*	*	*	18%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	137	723	720	731	23%	26%	30%	*	*	20%	31%
Male	168	724	718	725	28%	25%	21%	*	*	26%	26%
Economically Disadvantaged Students	254	723	719	719	26%	26%	25%	*	*	22%	20%
Non-Economically Disadvantaged Students	51	725	719	735	24%	22%	25%	*	*	29%	35%
Students with Disabilities	34	698	696	705	*	*	*	*	*	*	*
Students without Disabilities	271	727	721	735	*	*	*	*	*	*	*
English Learners	53	714	710	705	42%	26%	*	*	*	15%	10%
Non-English Learners	252	725	721	729	23%	25%	*	*	*	25%	29%
Homeless Students	N	N	*	708	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	*	703	N	N	N	N	N	N	10%

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	21	792	725	746	0%	0%	0%	*	*	100%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	17	791	724	730	0%	0%	0%	*	*	100%	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	11	796	*	748	0%	0%	0%	*	*	100%	48%
Male	10	787	*	745	0%	0%	0%	*	*	100%	44%
Economically Disadvantaged Students	*	*	723	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	737	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	697	716	N	N	N	N	N	N	13%
Students without Disabilities	21	792	727	752	0%	0%	0%	*	*	100%	52%
English Learners	N	N	709	710	N	N	N	N	N	N	*
Non-English Learners	21	792	736	749	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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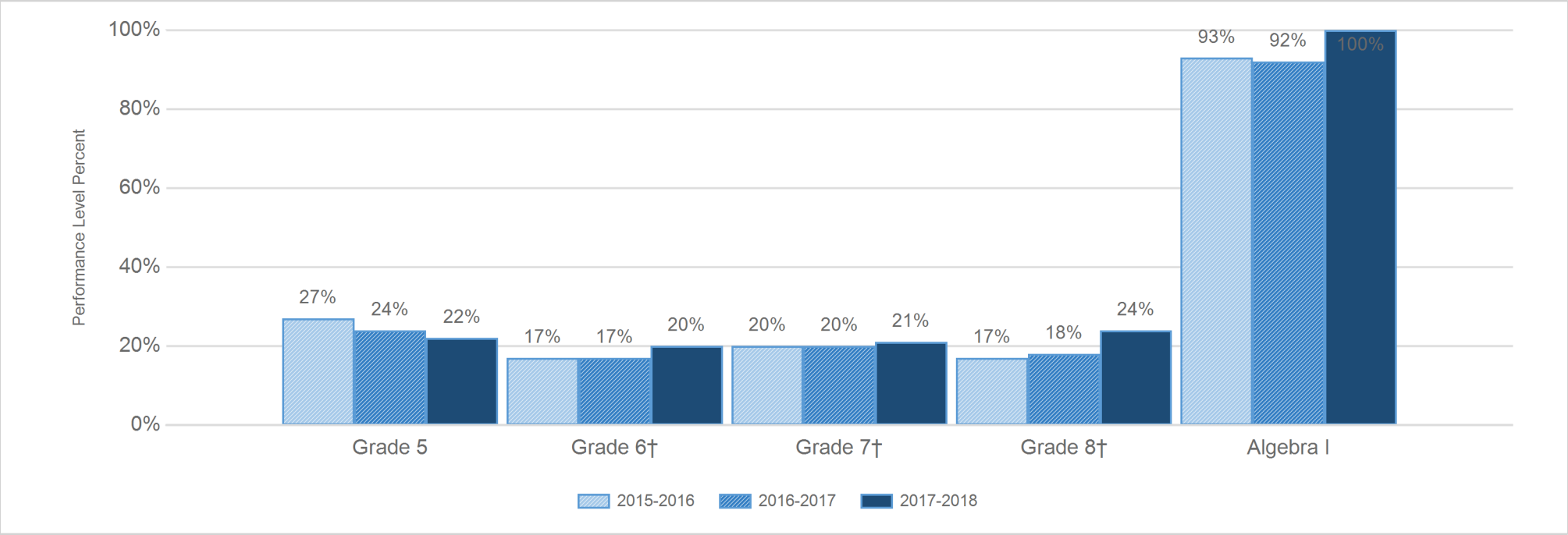
Mathematics Assessment – Performance Trends

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



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

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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
5	15	15
6	11	11
7	10	10
8	15	15

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	33.3%	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	120	*	*
3-4	51	*	*
5 or more	23	78.3%	21.7%

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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	262
7	0	0	242
8	21	0	194
Total	21	0	698

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	18	0	0	0	0	0	0
Total	18	0	0	0	0	0	0

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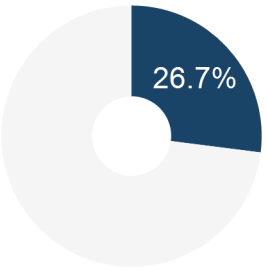
Visual and Performing Arts – Course Participation

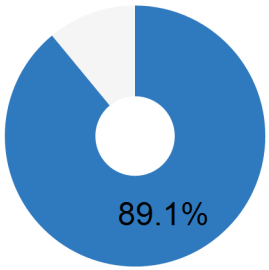
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

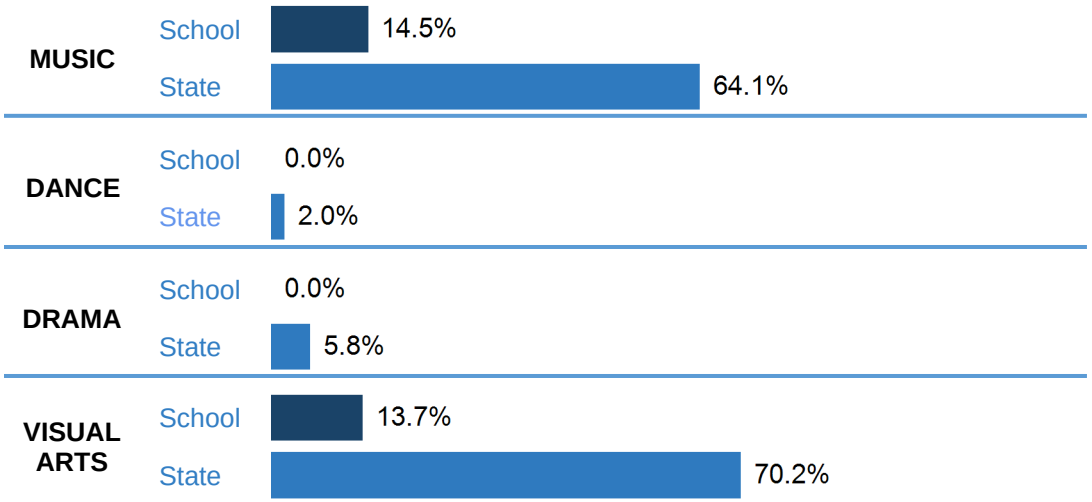


School



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.

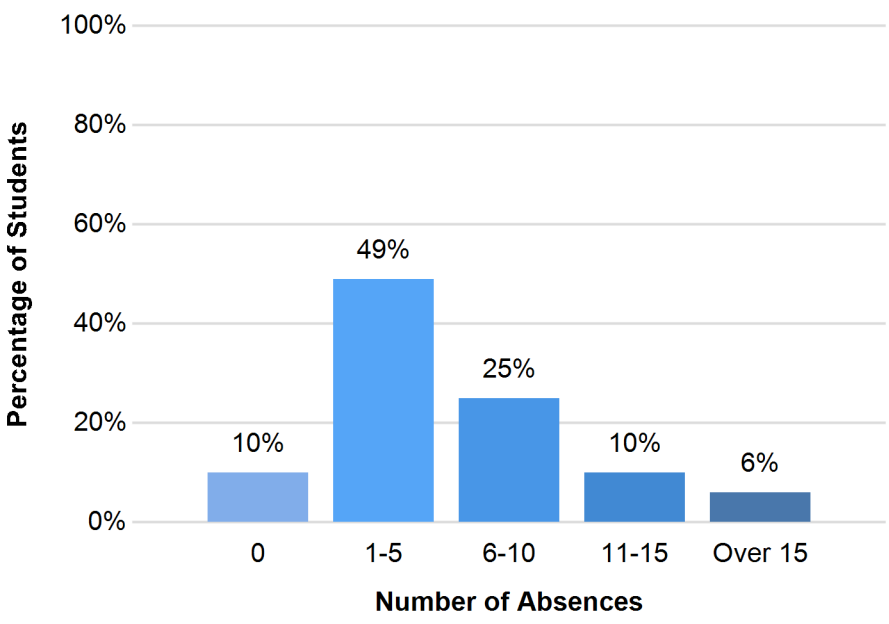
Chronic Absenteeism

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	42	3.0	9.1	Met
White	0	0	9.1	Met
Hispanic	37	3.0	9.1	Met
Black or African American	4	3.5	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	37	3.1	9.1	Met
Students with Disabilities	15	7.2	9.1	Met
English Learners	7	3.5	9.1	Met

Days Absent

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



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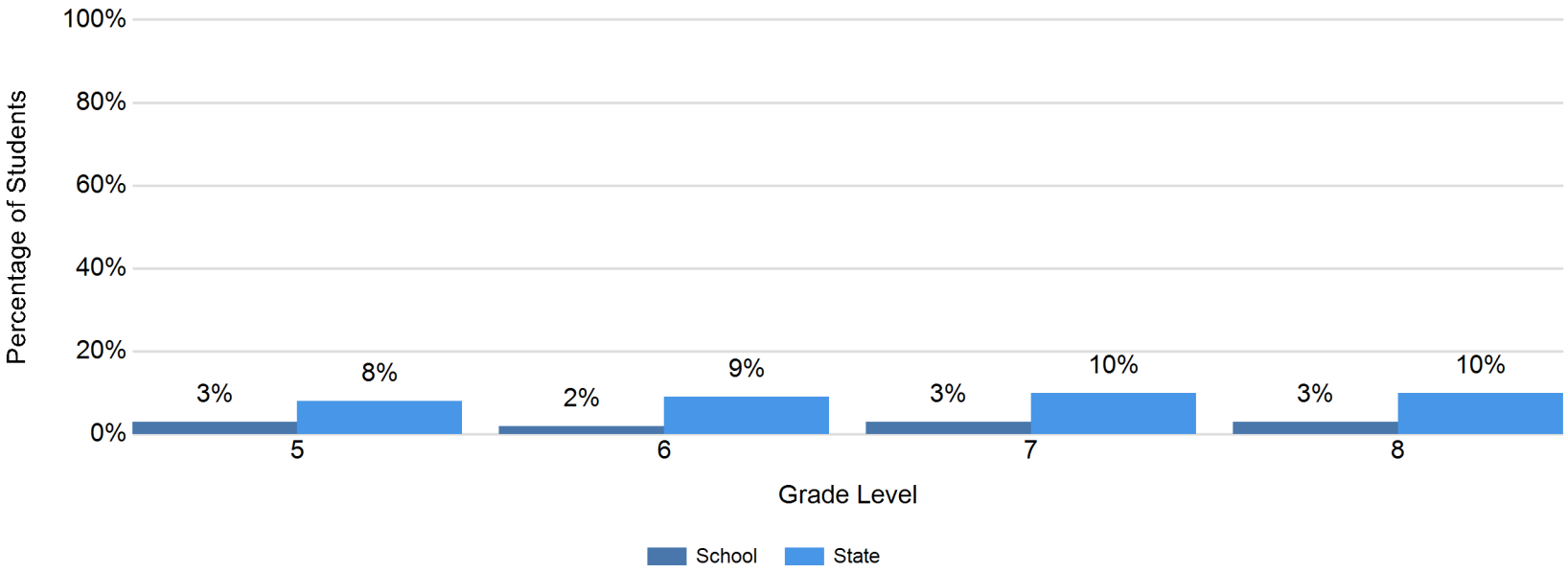
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality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

Chronic Absenteeism by Grade

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



NJ SCHOOL PERFORMANCE REPORT

SAMUEL E. SHULL MIDDLE SCHOOL
(23-4090-150)
Grades Offered: 05-08
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	59
Weapons	5
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	65
Incidents Per 100 Students Enrolled	4.60

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	4
Weapons	4
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

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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	2	0	2
Religion	0	0	0
Ancestry	2	0	2
Gender	1	0	1
Sexual Orientation	1	0	1
Disability	1	0	1
Other	9	1	10
No Identified Nature	8		8

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	106	7.5%
Any Suspension	106	7.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
289

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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	8:00 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 14 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)	$834	$16,900	$17,734

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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	109	117,464
Average years experience in public schools	10.2	12.0
Average years experience in district	10.2	10.7
Teachers in district for 4 or more years	72.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	68	9,374
Average years experience in public schools	10.7	16.0
Average years experience in district	10.7	12.0
Administrators in district for 4 or more years	60.3%	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	12:1
Students to Administrators	236:1	163:1
Teachers to Administrators	18:1	13:1
Students to Librarians/Media Specialists		3698:1
Students to Nurses		462:1
Students to Counselors		336:1
Students to Child Study Team		277:1

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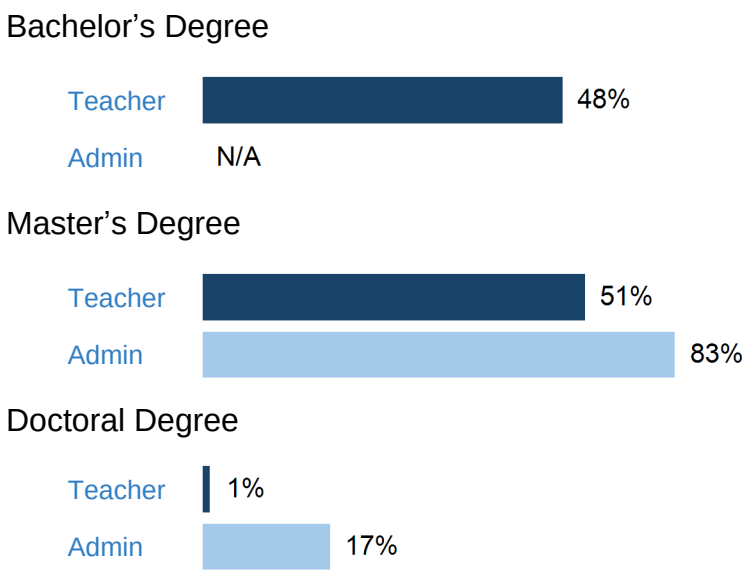
Teachers and Administrators - Level of Education

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	89.3%	90.2%
2016-17 Administrators: Same district 2017-18	83.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.0%

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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	79.8%	83.3%
Male	20.2%	16.7%
White	75.2%	33.3%
Hispanic	21.1%	66.7%
Black or African American	2.8%	0.0%
Asian	0.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	18.90	15.0%
Mathematics Proficiency	11.97	15.0%
English Language Arts Growth	67.00	20.0%
Mathematics Growth	33.23	20.0%
Progress Towards English Language Proficiency	10.64	20.0%
Chronic Absenteeism	93.41	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	36.15	n/a
Summative Rating: Percentile Rank of Summative Score	27.67	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	Not Met	Met Standard	Met Standard	Met Target†	Met	No
White	36.92	14.08	No	Not Met	Met Target†	Met Standard	**	n/a	Met	No
Hispanic	48.40	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	59.86	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	51.30	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	47.13	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
English Learners	49.70	14.08	No	Not Met	Not Met	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met	No

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

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School Narrative

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

Highlights:	• Award-winning Concert Band Chorus. • The Shull School AVID program provides support to increase the number of students that qualify for advanced classes, and provides academic instruction and a variety of motivational activities.
Mission, Vision, Theme:	The Samuel E. Shull Middle School exemplifies our district's mission to provide all students with a solid academic foundation through the efforts of all staff, with parental support and collaboration that establishes high expectations, with resources, support services, and fiscal management that focuses on achieving or exceeding the NJ Student Learning Standards and delivery of services in a safe and healthy environment.
Awards, Recognition, Accomplishments:	In 2015, The New Jersey Department of Education , in partnership with the Consortium for School Networking (COSN), selected Samuel E. Shull Middle School as an "InnocateNJ Initiative" School. This distinction recognizes the school as a leader in the State of NJ for its use of technology in providing instructional support.

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Courses, Curriculum, Instruction:	The goal of all our NJ Student Learning Standards aligned curriculum is to promote a collaborative, student-directed learning environment that provides a unique learning experience for all learning styles. Our core subjects of Language Arts, Mathematics, Pre-Algebra, Social Studies, Science Physical Education, and Health are supplemented with electives in Technology Education, Art, TV Production, and Music.
Sports and Athletics:	Sports Offered: Baseball (Boys & Girls), Basketball (Boys & Girls), Soccer (Boys & Girls), Softball (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls) We offer a variety of co-curricular activities including sports and clubs. Interscholastic sports include girls and boys soccer, wrestling, girls and boys basketball, girls cheerleading, softball, and baseball.
Clubs and Activities:	Clubs that are offered include: Art, Band, Yearbook, Odyssey of the Mind, and House Student Councils.

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Before and After School Programs:	The school currently offers students opportunities to participate before and after school programs. The academic component is offered to all students throughout the building, grades 5-8, specifically the at-risk population who needs more one-on-one assistance.
Staff and Professional Learning:	The staff participates in professional development through Professional Learning Communities where administrators, teachers, support staff, and other selected outside experts provide facilitated learning opportunities in order to improve the quality of classroom instruction and introduce practitioners to the practical applications of research-validated strategies.

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Student Supports and Services:	Shull School provides student support programs to all students throughout the day. Shull School has an interactive character building program called SWAG (Seven Ways to Achieve Greatness) in which students are instructed on how to build seven essential character traits throughout the school year, as well as decrease incidents of Harassment, Intimidation, and Bullying (HIB). Student support personnel include a Child Study Team, Four School Counselors, a Student Assistance Counselor, Crisis Intervention Counselors, a Home School Liaison, and School Nurses.
Student Health and Wellness:	Shull School collaborates with Rutgers University to implement a Social Decision Making and Problem Solving Curriculum in an elective class for sixth and seventh grade students. Through this curriculum, the students are able to learn evidence-based social and emotional skills in the classroom and practice the skills in the community through a variety of service projects.
Parent and Community Involvement:	We strive to involve our families into the school community by using the House System to engage families, and the school program is supported by an active Parent-Teacher Organization (PTO). Our ultimate goal is to promote the academic, personal, and social development of students in a safe, inclusive learning environment.