NJ SCHOOL PERFORMANCE REPORT

T. E. HARRINGTON MIDDLE SCHOOL
(05-3440-060)
Grades Offered: 07-08
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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† 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	BURLINGTON
District	MOUNT LAUREL TWP
Principal Name	MR. CALTABIANO
Address	514 MOUNT LAUREL ROAD MOUNT LAUREL, NJ 08054-9523
Phone Number	(856)234-1610
Email Address	RCALTABIANO@MTLAURELSCHOOLS.ORG
Website	http://hms.mtlaurelschools.org

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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	2	0	0
7	481	489	478
8	482	493	490
Total	965	982	968

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	48.5%	49.1%	48.2%
Male	51.5%	50.9%	51.8%
Economically Disadvantaged Students	12.2%	14.9%	13.5%
Students with Disabilities	14.9%	13.7%	13.5%
English Learners	0.7%	0.4%	1.0%
Homeless Students		0.6%	0.4%
Students in Foster Care		0.1%	0.2%
Military-Connected Students		0.2%	0.1%
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	60.2%	60.5%	61.0%
Hispanic	7.7%	6.9%	7.0%
Black or African American	15.5%	15.9%	15.1%
Asian	13.2%	12.2%	12.4%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.4%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two or More Races	2.9%	4.1%	4.1%

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
English	86.4%
Chinese	2.5%
Spanish	1.7%
Telugu	1.0%
Other Languages	8.5%

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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	36	45	50	Not Met	46	53	50	Met Standard
White	37	44	50	Not Met	46	53	51	Met Standard
Hispanic	47.5	50	49	Met Standard	47	49	48	Met Standard
Black or African American	30	36	44	Not Met	41	45	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	50.5	58	61	Met Standard	56	62	61	Met Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	23	41	49	Not Met	44.5	51	51	**
Economically Disadvantaged	23	40.5	48	Not Met	47	45	47	Met Standard
Students with Disabilities	29	35	41	Not Met	47	44	43	Met Standard
English Learners	*	62.5	54	**	*	59	51	**

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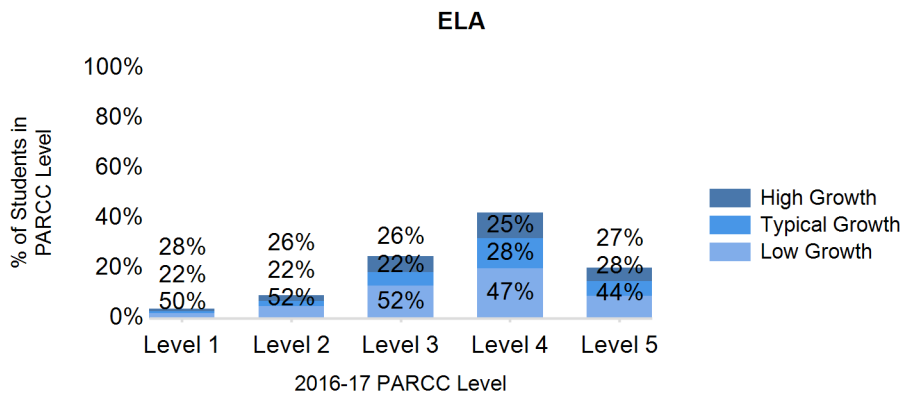
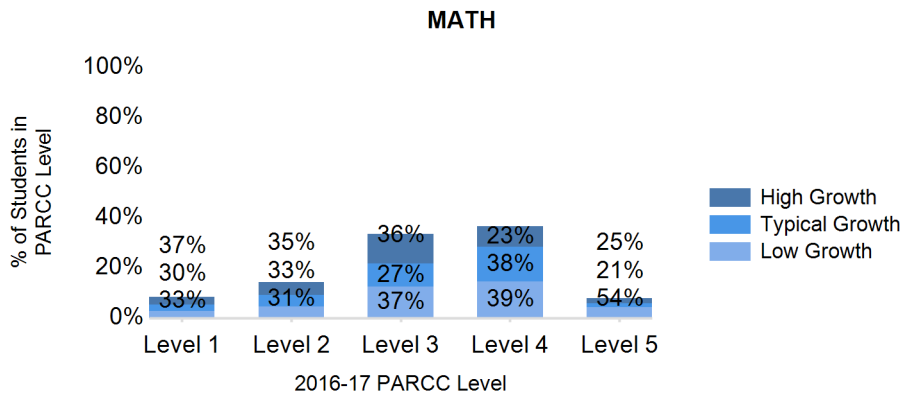
Student Growth by Performance Level

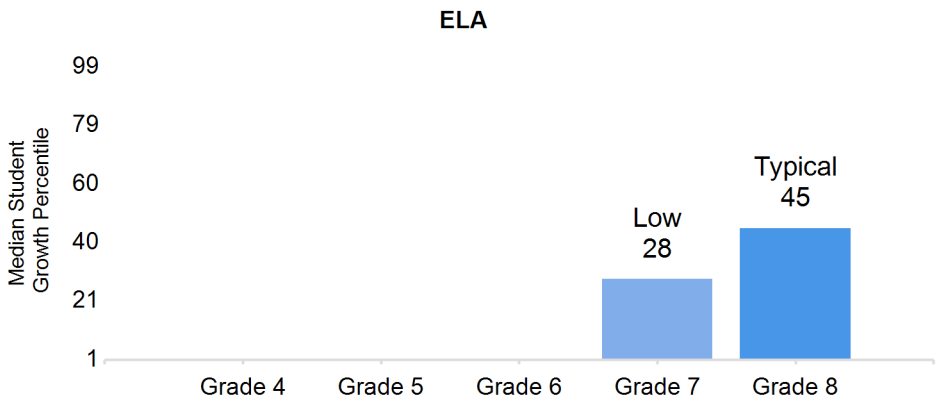
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

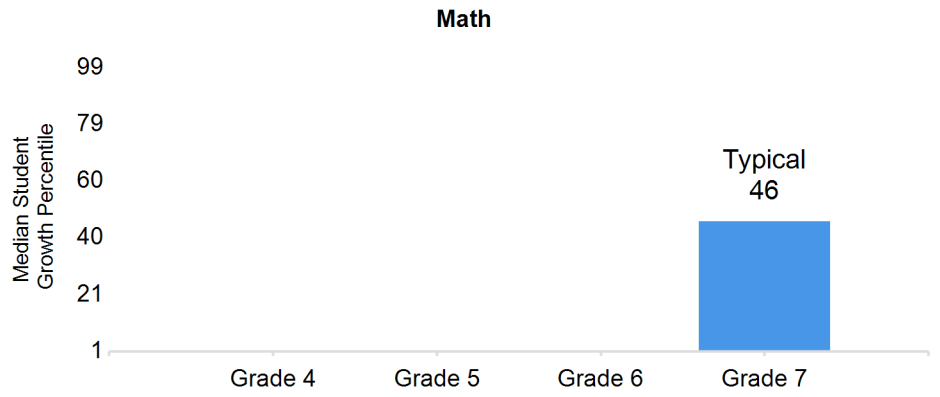




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	894	92.7	62.9	63.1	56.7	61.3	61	Met Target
White	544	92.3	65.7	66.5	65.6	63.7	60.6	Met Target
Hispanic	58	89.6	50.0	50.0	42.5	47.7	49.8	Met Target†
Black or African American	134	92.0	38.1	38.7	37.3	36.8	47.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	121	98.4	85.9	80.0	82.3	85.9	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	37	90.2	56.7	*	63.4	53.8	48.6	Met Target
Female	431	93.1	71.5	71.0	64.5	70.0		
Male	463	92.3	54.9	55.2	49.4	53.3		
Economically Disadvantaged Students	108	86.2	32.4	*	38.5	*	32.1	Met Target†
Non-Economically Disadvantaged Students	786	93.7	67.1	*	67.5	*		
Students with Disabilities	108	75.2	12.0	22.9	21.6	*	24.4	Not Met
Students without Disabilities	786	95.8	69.9	69.8	63.9	*		
English Learners	*	*	*	22.2	27.3	*	**	**
Non-English Learners	*	*	*	63.8	59.4	*		
Homeless Students	*	*	*	28.5	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 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	446	761	761	760	8%	9%	22%	32%	28%	61%	63%
White	261	760	760	768	7%	7%	23%	39%	24%	63%	72%
Hispanic	26	746	746	746	*	*	42%	*	*	35%	49%
Black or African American	73	741	741	740	18%	19%	30%	19%	14%	33%	42%
Asian, Native Hawaiian, or Pacific Islander	68	790	790	790	*	*	*	31%	57%	88%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	18	769	769	767	*	*	*	*	*	67%	68%
Female	220	773	773	769	*	*	19%	31%	40%	71%	72%
Male	226	749	749	752	*	*	25%	34%	16%	50%	54%
Economically Disadvantaged Students	55	729	729	742	22%	25%	25%	*	*	27%	44%
Non-Economically Disadvantaged Students	391	766	766	771	6%	7%	22%	*	*	65%	73%
Students with Disabilities	54	713	713	721	*	*	*	*	*	*	22%
Students without Disabilities	392	768	768	768	*	*	*	*	*	*	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	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	455	763	763	759	5%	9%	21%	49%	16%	65%	60%
White	285	767	767	767	*	*	21%	50%	18%	68%	70%
Hispanic	34	755	755	744	*	*	*	*	*	62%	45%
Black or African American	65	746	746	739	*	17%	32%	*	*	45%	39%
Asian, Native Hawaiian, or Pacific Islander	52	777	777	789	*	*	*	56%	29%	85%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	19	740	740	766	*	*	*	*	*	47%	66%
Female	214	770	770	768	*	*	18%	48%	23%	71%	69%
Male	241	756	756	751	*	*	24%	50%	10%	60%	52%
Economically Disadvantaged Students	57	738	738	740	*	18%	33%	*	*	39%	42%
Non-Economically Disadvantaged Students	398	766	766	769	*	7%	20%	*	*	69%	71%
Students with Disabilities	51	718	718	719	*	*	29%	*	*	18%	19%
Students without Disabilities	404	768	768	766	*	*	20%	*	*	71%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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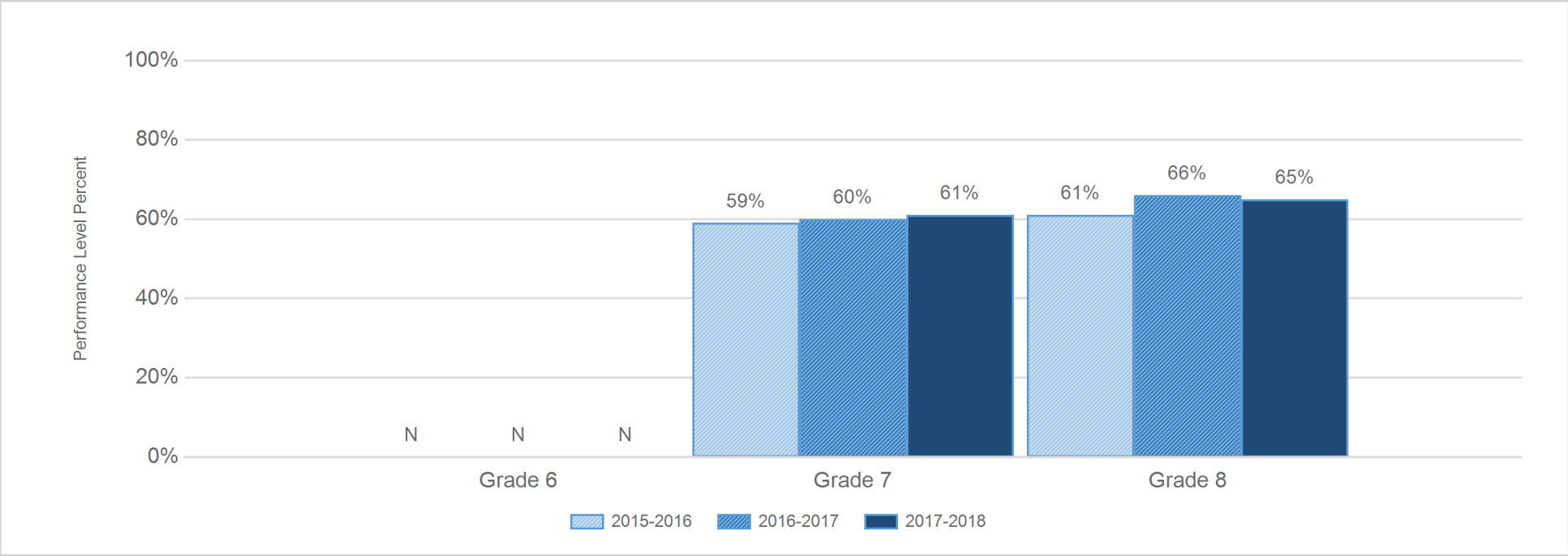
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	899	93.2	56.5	57.9	45.0	55.5	47	Met Target
White	545	92.4	60.8	61.7	54.1	59.1	46.5	Met Target
Hispanic	61	94.0	36.1	38.6	29.2	36.1	37.3	Met Target†
Black or African American	134	92.0	25.4	29.7	23.4	24.5	26.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	122	99.2	84.4	81.9	77.0	84.4	73.7	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	37	90.2	48.6	*	53.0	46.2	44.1	Met Target
Female	434	94.0	57.8	59.3	46.0	57.2		
Male	465	92.5	55.3	56.4	43.9	53.9		
Economically Disadvantaged Students	107	85.4	23.4	29.1	26.6	*	21.4	Met Target†
Non-Economically Disadvantaged Students	792	94.4	61.0	62.5	55.9	*		
Students with Disabilities	107	74.5	13.1	22.1	17.1	10.2	16.8	Not Met
Students without Disabilities	792	96.5	62.4	63.8	50.5	62.4		
English Learners	*	*	*	40.0	24.6	*	**	**
Non-English Learners	*	*	*	58.2	46.9	*		
Homeless Students	*	*	*	28.6	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 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	389	746	746	743	6%	16%	32%	40%	6%	46%	43%
White	232	748	748	750	*	13%	34%	*	*	50%	54%
Hispanic	24	732	732	732	*	*	46%	*	*	21%	27%
Black or African American	71	730	730	727	*	35%	30%	*	*	23%	21%
Asian, Native Hawaiian, or Pacific Islander	47	764	764	767	*	0%	23%	*	*	74%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	15	741	741	748	*	*	*	*	*	47%	51%
Female	193	749	749	745	*	15%	33%	*	*	49%	45%
Male	196	743	743	741	*	17%	31%	*	*	44%	42%
Economically Disadvantaged Students	55	726	726	730	*	36%	29%	*	*	18%	24%
Non-Economically Disadvantaged Students	334	749	749	751	*	13%	32%	*	*	51%	55%
Students with Disabilities	54	720	720	717	24%	35%	24%	*	*	17%	12%
Students without Disabilities	335	750	750	748	3%	13%	33%	*	*	51%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	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%

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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	247	731	731	728	16%	25%	28%	*	*	32%	28%
White	139	736	736	736	11%	24%	28%	*	*	37%	36%
Hispanic	24	716	716	722	*	*	*	*	*	17%	22%
Black or African American	56	722	722	715	*	38%	29%	*	*	18%	15%
Asian, Native Hawaiian, or Pacific Islander	15	749	749	747	*	*	*	*	*	60%	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	13	717	717	729	*	*	*	*	*	23%	28%
Female	119	733	733	731	14%	24%	29%	*	*	34%	31%
Male	128	729	729	725	17%	27%	27%	*	*	30%	26%
Economically Disadvantaged Students	47	721	721	719	30%	*	34%	*	*	17%	20%
Non-Economically Disadvantaged Students	200	733	733	735	13%	*	26%	*	*	35%	35%
Students with Disabilities	49	706	706	705	*	*	*	*	*	*	*
Students without Disabilities	198	737	737	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

T. E. HARRINGTON MIDDLE SCHOOL
(05-3440-060)
Grades Offered: 07-08
2017-2018

Report Key:
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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	193	786	786	746	0%	*	*	73%	21%	94%	46%
White	122	782	782	755	0%	0%	*	*	*	93%	57%
Hispanic	12	783	783	730	0%	*	*	*	*	83%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	42	802	802	779	0%	0%	0%	62%	38%	100%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	93	787	787	748	0%	*	*	*	*	92%	48%
Male	100	786	786	745	0%	*	*	*	*	95%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	193	786	786	749	0%	*	*	73%	21%	94%	*
Homeless Students	N	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	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: 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	77	773	773	735	0%	0%	*	*	*	94%	30%
White	54	770	770	740	0%	0%	*	*	*	93%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	17	785	785	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	*	*	*	741	*	*	*	*	*	*	39%
Female	32	775	775	736	0%	0%	*	*	*	97%	30%
Male	45	771	771	734	0%	0%	*	*	*	91%	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	N	713	N	N	N	N	N	N	*
Students without Disabilities	77	773	773	738	0%	0%	*	*	*	94%	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	77	773	773	736	0%	0%	*	*	*	94%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	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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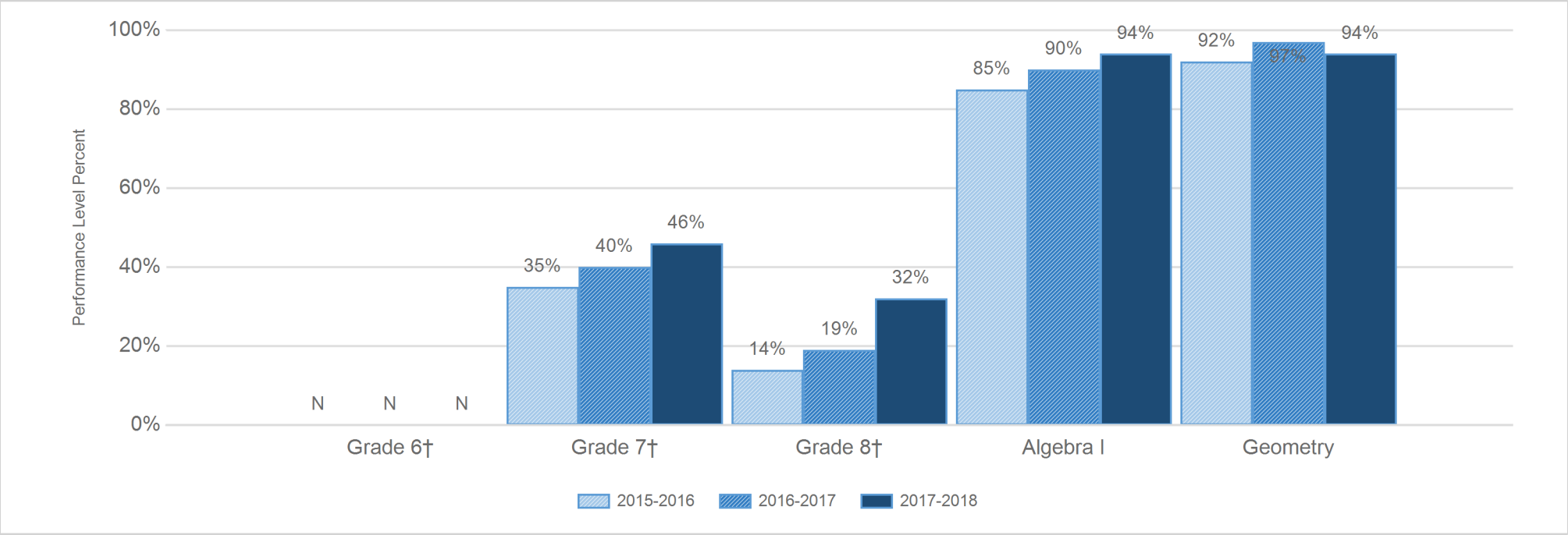
Mathematics Assessment – Performance Trends

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
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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
7	59	0	420
8	136	79	275
Total	195	79	695

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
7	0	0	0	0	0	0	478
8	112	490	0	0	0	0	0
Total	112	490	0	0	0	0	478

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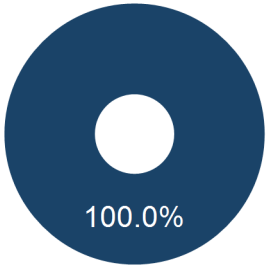
Visual and Performing Arts – Course Participation

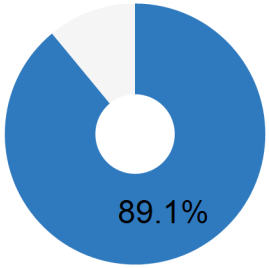
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

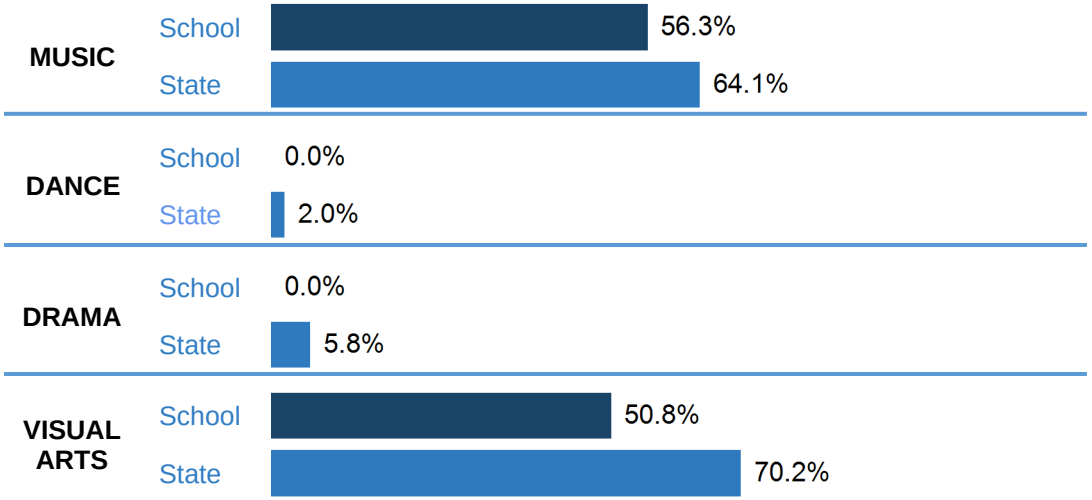


School



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.

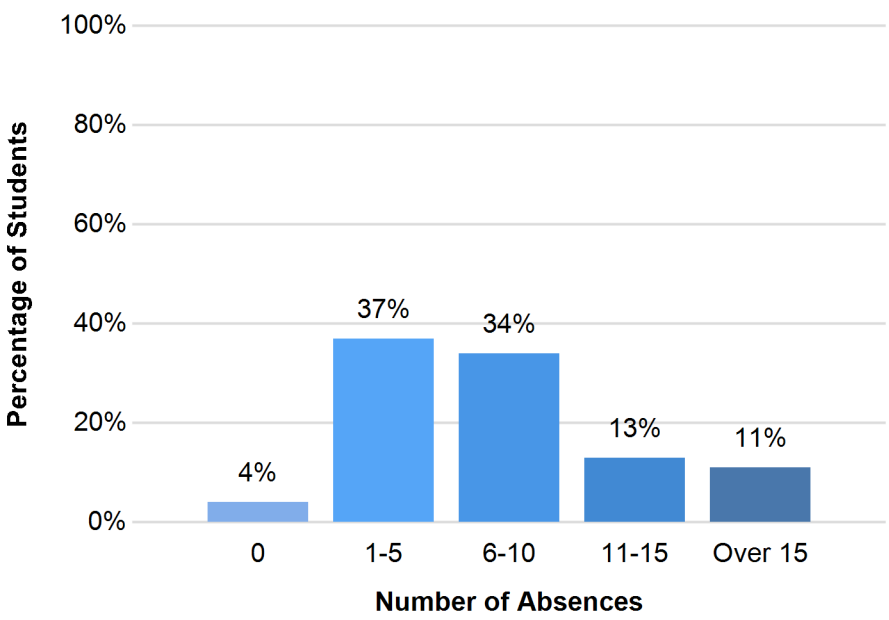
Chronic Absenteeism

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	75	7.7	10.0	Met
White	46	7.7	10.0	Met
Hispanic	5	7.2	10.0	Met
Black or African American	14	9.5	10.0	Met
Asian, Native Hawaiian, or Pacific Islander	5	4.0	10.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	5	11.9	10.0	Not Met
Economically Disadvantaged Students	22	16.8	10.0	Not Met
Students with Disabilities	27	19.0	10.0	Not Met
English Learners	0	0	**	**

Days Absent

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



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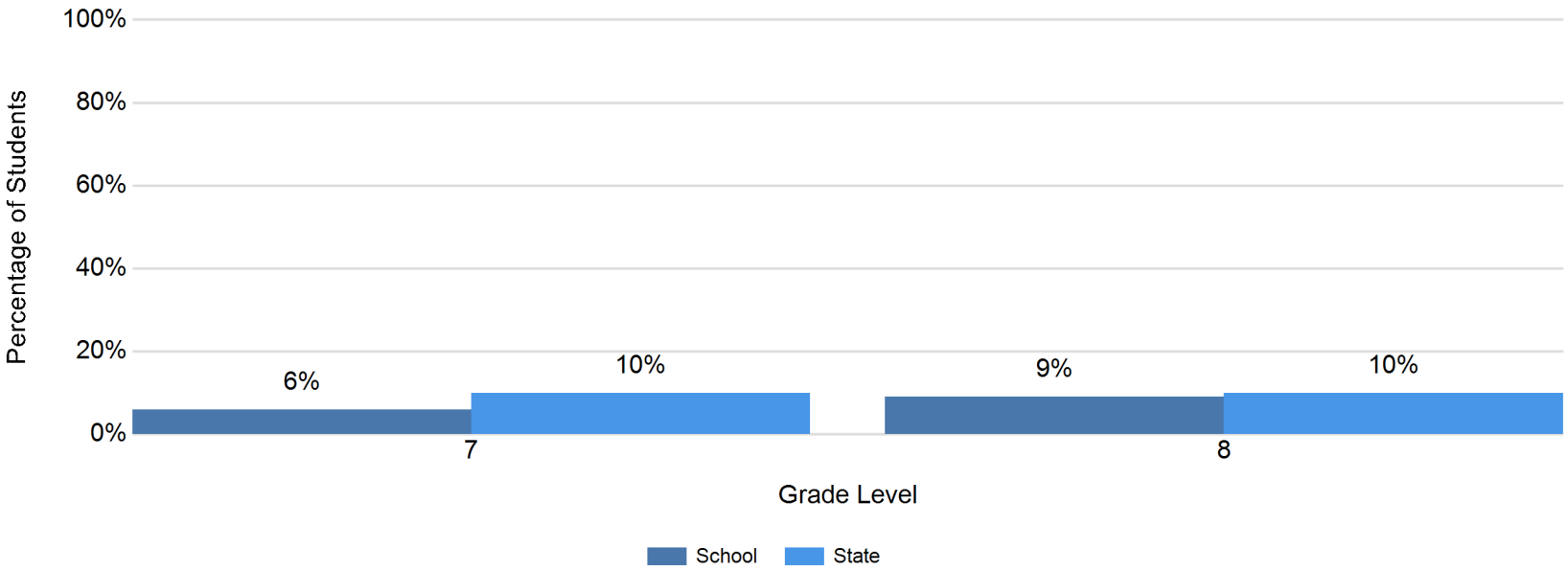
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.21

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	1	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	0	0	0
Other	1	1	2
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	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:05 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 28 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	2.0:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$365	$13,910	$14,275

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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	85	117,464
Average years experience in public schools	15.3	12.0
Average years experience in district	14.4	10.7
Teachers in district for 4 or more years	82.4%	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	21	9,374
Average years experience in public schools	14.8	16.0
Average years experience in district	12.0	12.0
Administrators in district for 4 or more years	66.7%	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	11:1	12:1
Students to Administrators	161:1	203:1
Teachers to Administrators	14:1	17:1
Students to Librarians/Media Specialists		609:1
Students to Nurses		533:1
Students to Counselors		387:1
Students to Child Study Team		304:1

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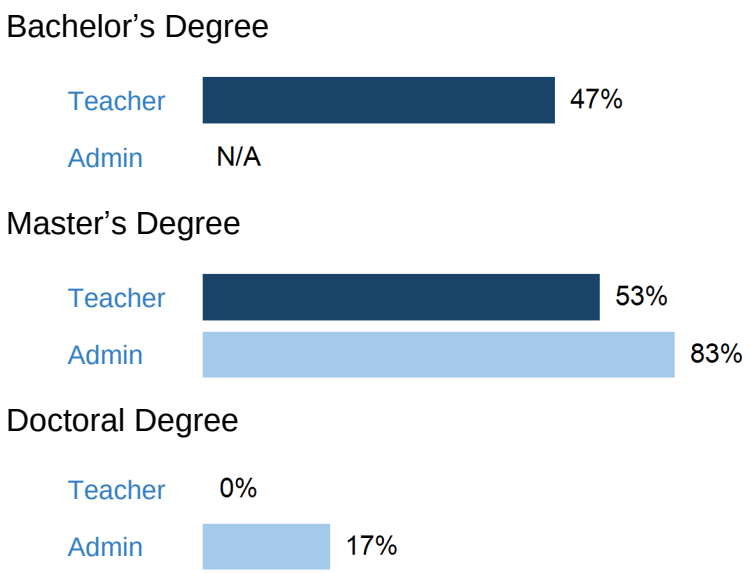
Teachers and Administrators - Level of Education

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	91.9%	90.2%
2016-17 Administrators: Same district 2017-18	85.7%	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	97.5%

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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	74.1%	50.0%
Male	25.9%	50.0%
White	96.5%	66.7%
Hispanic	1.2%	0.0%
Black or African American	1.2%	33.3%
Asian	1.2%	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	44.19	17.5%
Mathematics Proficiency	49.94	17.5%
English Language Arts Growth	7.23	25.0%
Mathematics Growth	35.43	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	38.67	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	32.94	n/a
Summative Rating: Percentile Rank of Summative Score	22.81	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	Not Met	Met Standard	**	Met	No
White	32.13	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Met	No
Hispanic	52.23	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	40.36	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	37.96	14.08	No	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	18.33	14.08	No	Met Target	Met Target	Not Met	**	n/a	Not Met	No
Economically Disadvantaged Students	24.51	14.08	No	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	30.45	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Extensive interscholastic/extracurricular program offering more than 40 sports and clubs. • Two internationally recognized underwater robotics programs ranking 4th in the nation and 9th around the world. • WATCH program promoting character education by celebrating students making good choices throughout the building.
Mission, Vision, Theme:	WATCH program promoting character education by celebrating students making good choices throughout the building.
Awards, Recognition, Accomplishments:	SeaPerch Underwater Robotics Team ranked #4 nationally. MATE Underwater Robotics Team ranked #9 internationally. A Harrington student was awarded the "President's Volunteer Service Award" recognizing her commitment to serve her community.

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Courses, Curriculum, Instruction:	Harrington Middle School offers high-school level Spanish, as well as Honors Geometry and Algebra. All students are provided inquiry-based instruction in science aligned with the Next Generation Science Standards and offered enriched Language Arts. Duri
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Lacrosse (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)
Clubs and Activities:	Extensive array of clubs and intramurial sports that meet a wide range of needs and interests. They include opportunities in music, art, and drama, as well as technology, service, and building leadership capacity.

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Staff and Professional Learning:	Staff are provided opportunities for professional development through committed PLC time with their teams on a weekly basis. In addition, professional development is provided throughout the school year that is both district based and building specific. Often that professional development is delivered by their peers and, whenever possible, staff are given choices regarding that PD to meet their own needs.

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Student Supports and Services:	Harrington Middle School provides ELL classes for our English Language Learners, as well as Basic Skills, Pullout and Inclusion classes in all core content areas. Homework help is available after school four days a week and after-school help was available specifically in math through the Math Matters Club.
Student Health and Wellness:	Students have a full period Physical Education everyday. They are pulled out of PE for one marking period to receive health instruction.
Parent and Community Involvement:	The Harrington Middle School is fortunate to be supported by an active Parent-Teacher Organization (PTO). Assistance is provided through the sponsorship of dances and other social events throughout the school year and the generous funding of many of our clubs and extracurricular activities. The school is also supported in our efforts to meet the needs of our special needs students by an active SEAC. Parents have access to the progress and academic growth of their student through the Parent Portal into Power School.

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Other Information:	Harrington Middle School services 7th and 8th grade students organized into four smaller learning environments, called houses, for each grade level in order to create an more personalized environment for our students. Each house is made up of an interdisciplinary group of teachers that work together with their students for both years. This design fosters the building of positive relations between both students and teachers and between students essential to the learning process. Teachers have daily common planning time, providing ample opportunities for collaboration around instructional strategies and lessons, as well as individual student needs and progress. Students are encouraged to, and provided many opportunities to develop and transfer academic concepts and skills, acquire essential understandings, cultivate indivual interests and special talents, and experience a sense of belonging through positive connections with their teachers and fellow students. Leadership, innovation, and self-reliance are encouraged in all areas through our focus on the "Habits of Mind" principles as we continue our committment to meet the social/emotional and academic needs of our students.