NJ SCHOOL PERFORMANCE REPORT

PLEASANTVILLE MIDDLE SCHOOL
(01-4180-055)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	ATLANTIC
District	PLEASANTVILLE CITY
Principal Name	MS. HENDRICKS
Address	801 MILL ROAD PLEASANTVILLE, NJ 08232
Phone Number	(609)383-6800
Email Address	HENDRICKS.RAYNA@PPS-NJ.US
Website	http://www.pps-nj.us/pps/Schools/Middle%20School/

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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	254	245	277
7	255	241	234
8	242	254	261
Total	751	740	772

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	50.9%	49.9%	49.6%
Male	49.1%	50.1%	50.4%
Economically Disadvantaged Students	91.6%	90.0%	83.8%
Students with Disabilities	17.3%	18.5%	18.9%
English Learners	7.9%	8.4%	8.3%
Homeless Students		2.3%	0.5%
Students in Foster Care		0.5%	0.4%
Military-Connected Students		0.0%	0.1%
Migrant Students		0.0%	0.1%

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	0.8%	0.9%	1.2%
Hispanic	60.1%	61.9%	63.2%
Black or African American	36.5%	35.0%	32.3%
Asian	2.0%	1.4%	1.7%
Native Hawaiian or Pacific Islander	0.1%	0.5%	1.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.5%	0.3%	0.4%

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	50.4%
English	46.4%
Haitian	1.4%
Other Languages	1.8%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	38	41	50	Not Met	26.5	31	50	Not Met
White	*	*	50	**	*	*	51	**
Hispanic	41	44	49	Met Standard	27	32.5	48	Not Met
Black or African American	35	37.5	44	Not Met	27	29	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	48	61	**	*	24	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	15	16	49	**	12.5	15	51	**
Economically Disadvantaged	39	42	48	Not Met	26.5	31	47	Not Met
Students with Disabilities	40.5	36	41	Met Standard	42	37	43	Met Standard
English Learners	51	49	54	Met Standard	27	31	51	Not Met

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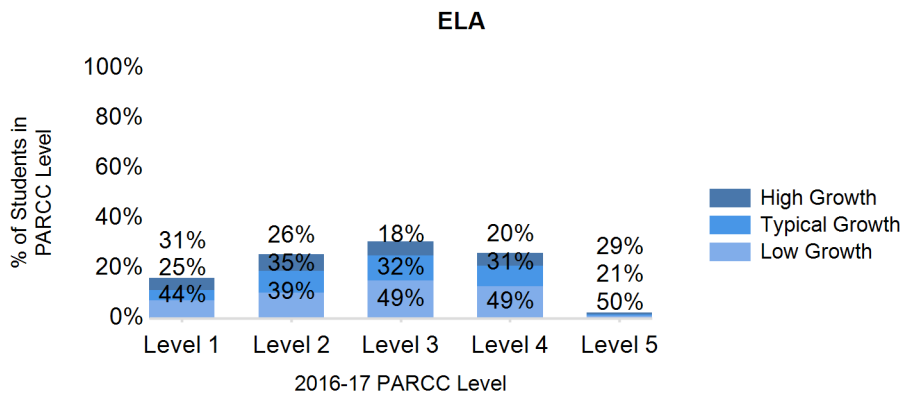
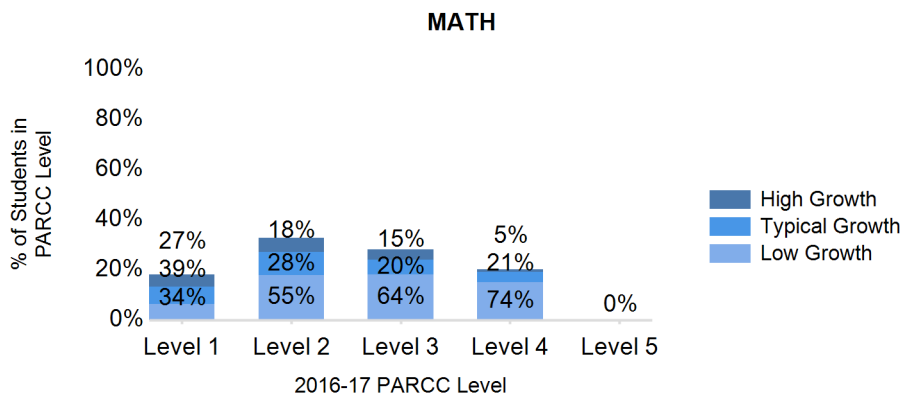
Student Growth by Performance Level

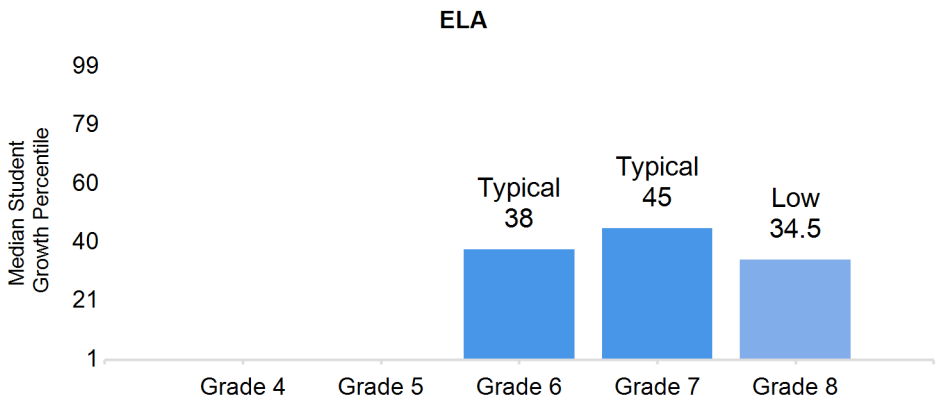
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

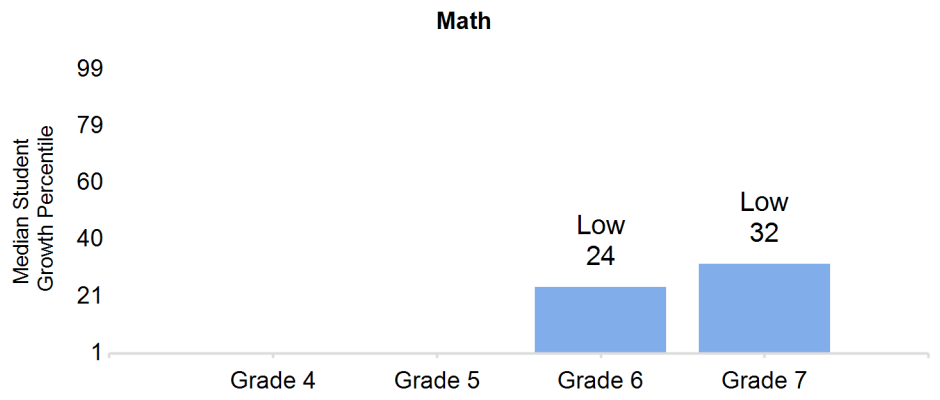




Student Growth by Grade

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	711	98.4	24.7	27.2	56.7	24.7	26.6	Met Target†
White	*	*	*	31.6	65.6	*	**	**
Hispanic	455	99.2	24.8	27.7	42.5	24.8	26.9	Met Target†
Black or African American	226	96.7	23.5	25.0	37.3	23.5	26.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.2	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	15	100.0	13.3	19.4	63.4	13.3	**	**
Female	346	98.7	30.7	33.0	64.5	30.7		
Male	365	98.2	18.9	21.8	49.4	18.9		
Economically Disadvantaged Students	535	98.4	25.6	*	38.5	25.6	26.3	Met Target†
Non-Economically Disadvantaged Students	176	98.4	21.6	*	67.5	21.6		
Students with Disabilities	147	98.7	*	*	21.6	*	8.6	Not Met
Students without Disabilities	564	98.3	*	*	63.9	*		
English Learners	140	99.3	17.8	*	27.3	17.8	7.7	Met Target
Non-English Learners	571	98.2	26.3	*	59.4	26.3		
Homeless Students	13	100.0	15.4	14.8	27.7	15.4		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	*	*	*	*	30.1	*		

† Target was met within a confidence interval.

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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	267	732	732	754	9%	28%	40%	*	*	22%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	169	733	733	742	7%	30%	44%	*	*	20%	42%
Black or African American	83	731	731	737	16%	25%	33%	*	*	27%	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	124	738	738	761	*	27%	43%	*	*	28%	64%
Male	143	728	728	748	*	29%	38%	*	*	17%	48%
Economically Disadvantaged Students	216	732	732	739	*	29%	42%	*	*	21%	37%
Non-Economically Disadvantaged Students	51	732	732	764	*	25%	33%	*	*	27%	68%
Students with Disabilities	49	715	715	723	*	*	*	*	*	*	18%
Students without Disabilities	218	736	736	760	*	*	*	*	*	*	63%
English Learners	14	716	716	712	*	*	*	*	*	*	*
Non-English Learners	253	733	733	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	*	*	*	732	*	*	*	*	*	*	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	223	734	734	760	20%	23%	26%	20%	11%	31%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	137	738	738	746	15%	23%	28%	23%	12%	34%	49%
Black or African American	76	726	726	740	29%	24%	22%	*	*	25%	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	*	*	*	767	*	*	*	*	*	*	68%
Female	121	743	743	769	10%	25%	25%	*	*	40%	72%
Male	102	723	723	752	31%	22%	27%	*	*	20%	54%
Economically Disadvantaged Students	166	739	739	742	16%	20%	28%	*	*	36%	44%
Non-Economically Disadvantaged Students	57	718	718	771	30%	33%	19%	*	*	18%	73%
Students with Disabilities	42	700	700	721	*	*	*	*	*	*	22%
Students without Disabilities	181	741	741	768	*	*	*	*	*	*	71%
English Learners	13	715	715	705	*	*	*	*	*	*	11%
Non-English Learners	210	735	735	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	248	721	721	759	27%	27%	27%	*	*	19%	60%
White	N	N	N	767	N	N	N	N	N	N	70%
Hispanic	166	723	723	744	22%	30%	28%	*	*	20%	45%
Black or African American	76	716	716	739	37%	22%	24%	17%	0%	17%	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	*	*	*	766	*	*	*	*	*	*	66%
Female	122	724	724	768	20%	30%	29%	*	*	20%	69%
Male	126	718	718	751	33%	24%	25%	*	*	17%	52%
Economically Disadvantaged Students	171	719	719	740	30%	26%	24%	*	*	19%	42%
Non-Economically Disadvantaged Students	77	724	724	769	19%	29%	34%	*	*	18%	71%
Students with Disabilities	53	695	695	719	*	*	*	*	*	*	19%
Students without Disabilities	195	728	728	766	*	*	*	*	*	*	68%
English Learners	21	716	716	703	*	*	*	*	*	*	*
Non-English Learners	227	721	721	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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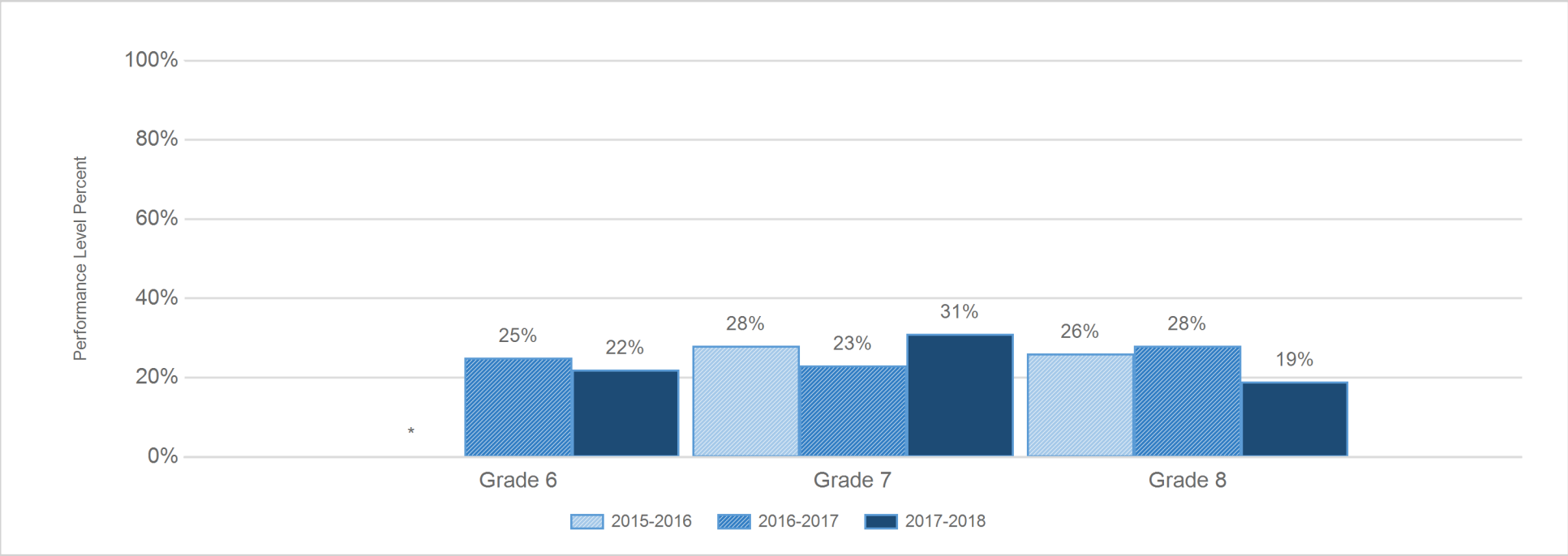
English Language Arts/Literacy Assessment - Performance Trends

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	731	99.4	12.9	*	45.0	12.9	20.9	Not Met
White	*	*	*	26.3	54.1	*	**	**
Hispanic	468	99.6	15.3	*	29.2	15.3	21.6	Not Met
Black or African American	233	98.8	*	11.4	23.4	*	19.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.7	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	15	100.0	13.3	21.9	53.0	13.3	**	**
Female	355	99.2	11.3	*	46.0	11.3		
Male	376	99.5	14.6	*	43.9	14.6		
Economically Disadvantaged Students	553	99.3	13.2	16.1	26.6	13.2	20.5	Not Met
Non-Economically Disadvantaged Students	178	99.5	12.4	18.1	55.9	12.4		
Students with Disabilities	148	99.4	*	*	17.1	*	11.1	Not Met
Students without Disabilities	583	99.4	*	*	50.5	*		
English Learners	154	100.0	*	12.6	24.6	*	8.1	Met Target†
Non-English Learners	577	99.2	*	18.0	46.9	*		
Homeless Students	13	100.0	23.1	14.3	17.3	23.1		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	*	*	*	*	23.7	*		

† Target was met within a confidence interval.

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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	274	718	718	744	25%	36%	28%	*	*	10%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	174	720	720	731	25%	31%	33%	*	*	11%	27%
Black or African American	85	714	714	726	*	*	*	*	*	*	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	127	718	718	745	*	*	*	*	*	*	45%
Male	147	718	718	742	*	*	*	*	*	*	42%
Economically Disadvantaged Students	223	718	718	729	25%	36%	29%	*	*	10%	24%
Non-Economically Disadvantaged Students	51	718	718	753	24%	39%	25%	*	*	12%	56%
Students with Disabilities	49	704	704	717	*	*	*	*	*	*	13%
Students without Disabilities	225	721	721	748	*	*	*	*	*	*	49%
English Learners	19	693	693	713	*	*	*	*	*	*	11%
Non-English Learners	255	720	720	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	*	*	*	717	*	*	*	*	*	*	18%

NJ SCHOOL PERFORMANCE REPORT

PLEASANTVILLE MIDDLE SCHOOL
(01-4180-055)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	231	720	720	743	15%	49%	24%	*	*	12%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	143	722	722	732	12%	51%	22%	*	*	15%	27%
Black or African American	78	715	715	727	*	*	*	*	*	*	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	*	*	*	748	*	*	*	*	*	*	51%
Female	123	722	722	745	11%	46%	29%	*	*	14%	45%
Male	108	717	717	741	19%	53%	18%	*	*	10%	42%
Economically Disadvantaged Students	174	722	722	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	57	713	713	751	*	*	*	*	*	*	55%
Students with Disabilities	43	710	710	717	*	*	*	*	*	*	12%
Students without Disabilities	188	722	722	748	*	*	*	*	*	*	50%
English Learners	20	711	711	716	*	*	*	*	*	*	10%
Non-English Learners	211	720	720	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%

NJ SCHOOL PERFORMANCE REPORT

PLEASANTVILLE MIDDLE SCHOOL
(01-4180-055)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	204	701	701	728	*	*	*	*	*	*	28%
White	N	N	N	736	N	N	N	N	N	N	36%
Hispanic	130	704	704	722	*	*	*	*	*	*	22%
Black or African American	69	698	698	715	*	*	*	*	*	*	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	*	*	*	729	*	*	*	*	*	*	28%
Female	107	703	703	731	*	*	*	*	*	*	31%
Male	97	699	699	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	140	702	702	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	64	700	700	735	*	*	*	*	*	*	35%
Students with Disabilities	52	695	695	705	*	*	*	*	*	*	*
Students without Disabilities	152	704	704	735	*	*	*	*	*	*	*
English Learners	23	695	695	705	*	*	*	*	*	*	10%
Non-English Learners	181	702	702	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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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	51	756	718	746	0%	*	25%	*	*	67%	46%
White	N	N	*	755	N	N	N	N	N	N	57%
Hispanic	40	757	720	730	0%	*	25%	*	*	70%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	19	751	719	748	0%	*	*	*	*	53%	48%
Male	32	760	716	745	0%	*	*	*	*	75%	44%
Economically Disadvantaged Students	36	757	718	729	0%	*	*	*	*	64%	25%
Non-Economically Disadvantaged Students	15	754	716	756	0%	*	*	*	*	73%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	*	720	N	N	N	N	N	N	11%

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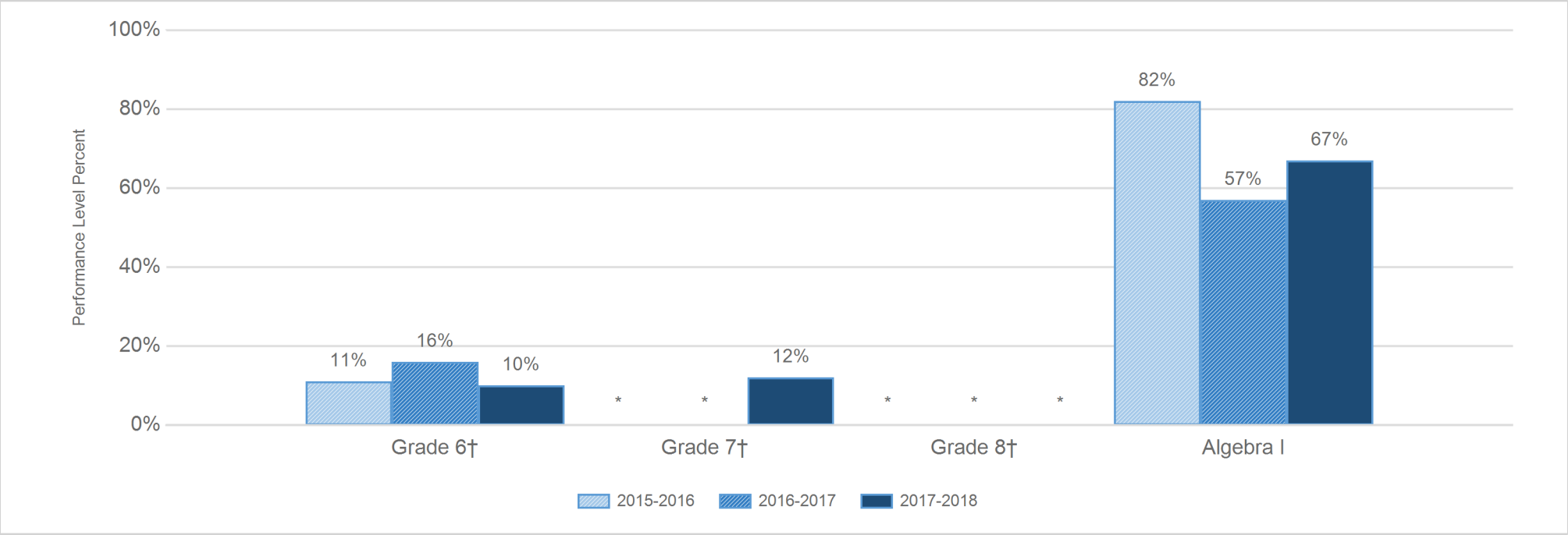
Mathematics Assessment – Performance Trends

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
6	*	*
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	27.9%	46.8%	Not Met

† 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	37	*	*
3-4	14	*	*
5 or more	10	*	*

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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	287
7	0	0	249
8	53	0	231
Total	53	0	767

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	103	0	0	0	0	0	0
7	94	0	0	0	0	0	0
8	102	0	0	0	0	0	0
Total	299	0	0	0	0	0	0

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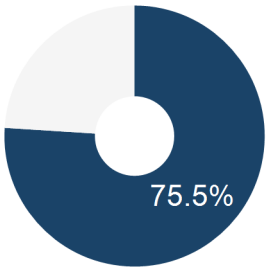
Visual and Performing Arts – Course Participation

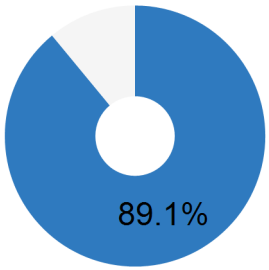
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

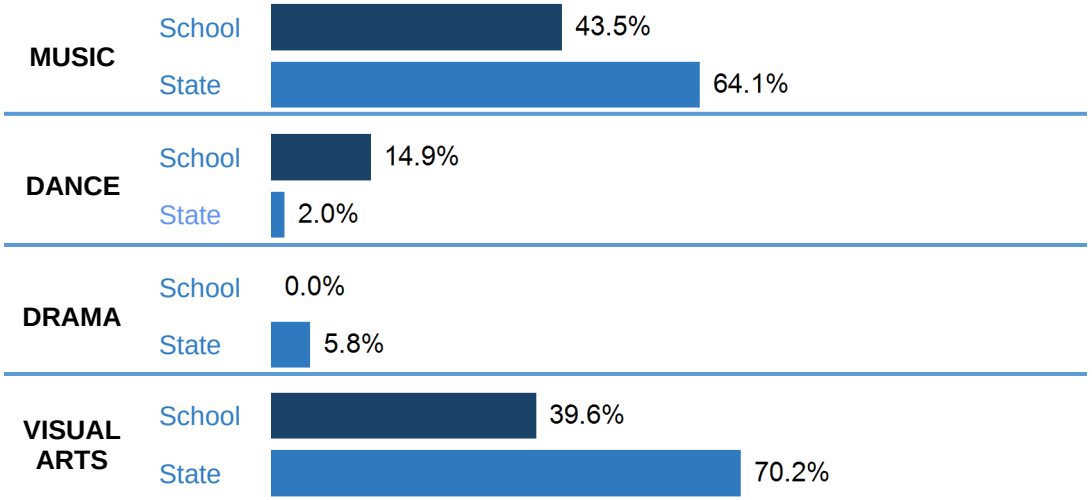


School



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.

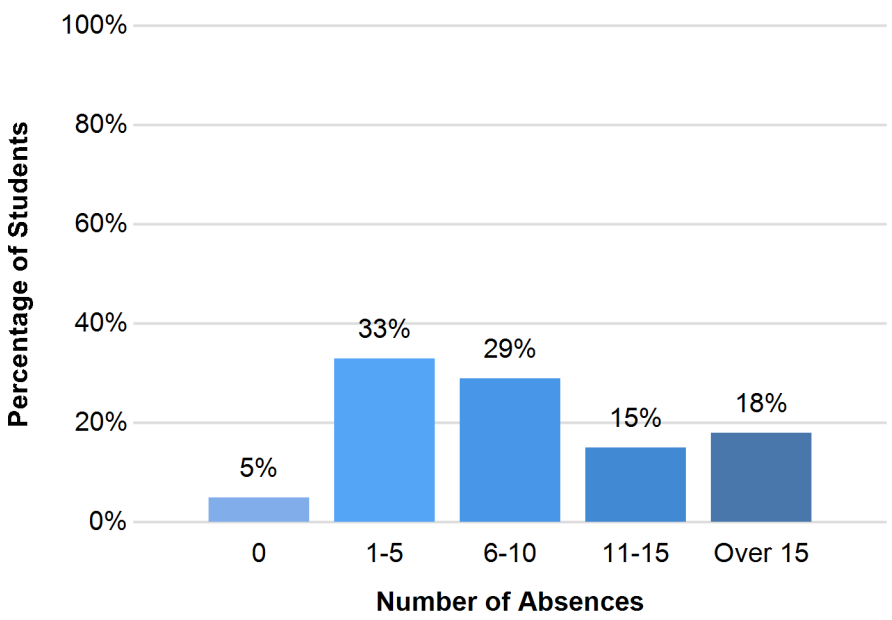
Chronic Absenteeism

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	134	17.3	9.5	Not Met
White	*	*	**	**
Hispanic	72	14.7	9.5	Not Met
Black or African American	55	22.1	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	2	8.7	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	116	17.9	9.5	Not Met
Students with Disabilities	36	23.5	9.5	Not Met
English Learners	4	6.3	9.5	Met

Days Absent

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



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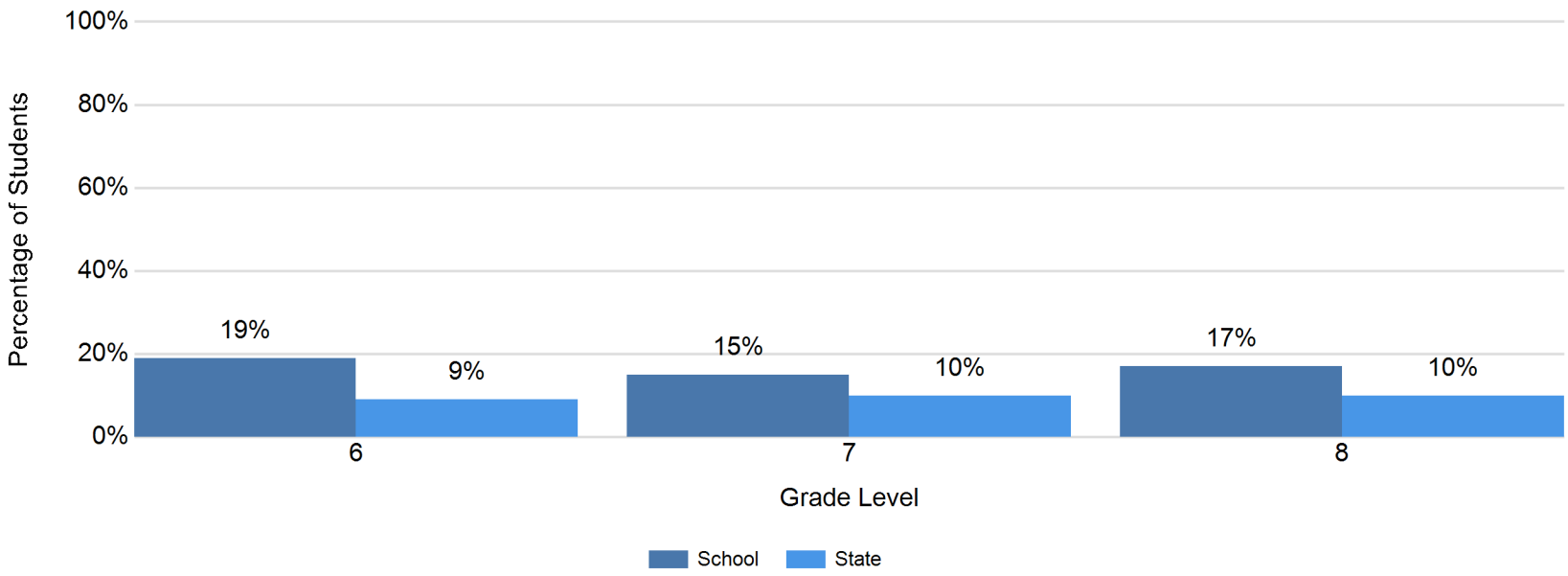
Chronic Absenteeism by Grade

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



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Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	1
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	2.59

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	3
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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	0	0	0
Gender	3	0	3
Sexual Orientation	1	5	6
Disability	0	0	0
Other	0	6	6
No Identified Nature	27		27

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	16	2.1%
Any Suspension	18	2.3%
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
93

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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	8:35 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	0 Hrs. 1 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	6.2:1

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)	$1,001	$18,471	$19,472

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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	74	117,464
Average years experience in public schools	10.4	12.0
Average years experience in district	9.1	10.7
Teachers in district for 4 or more years	80.6%	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	24	9,374
Average years experience in public schools	16.1	16.0
Average years experience in district	12.5	12.0
Administrators in district for 4 or more years	100.0%	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	10:1	11:1
Students to Administrators	110:1	153:1
Teachers to Administrators	11:1	14:1
Students to Librarians/Media Specialists		736:1
Students to Nurses		460:1
Students to Counselors		334:1
Students to Child Study Team		194:1

NJ SCHOOL PERFORMANCE REPORT

PLEASANTVILLE MIDDLE SCHOOL
(01-4180-055)
Grades Offered: 06-08
2017-2018

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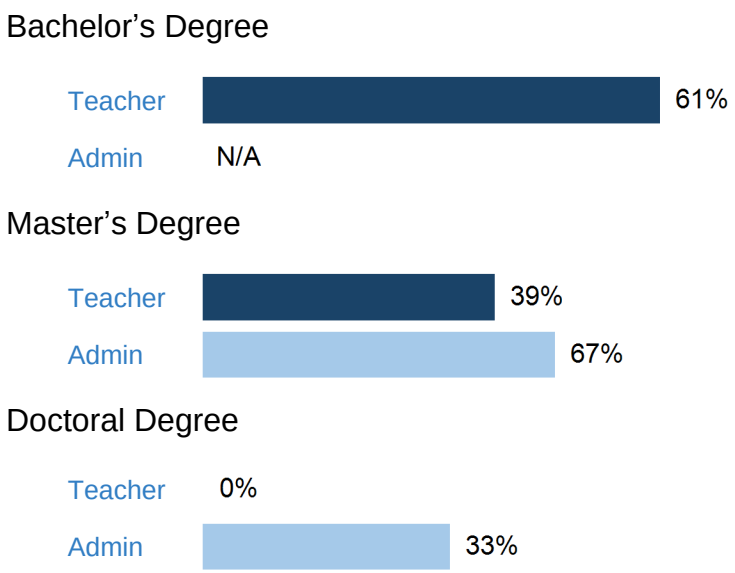
N No Data is available to display
† This indicates a table specific note,see note below table

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 - 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	91.1%	90.2%
2016-17 Administrators: Same district 2017-18	82.6%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	88.4%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	71.6%	71.4%
Male	28.4%	28.6%
White	60.8%	28.6%
Hispanic	8.1%	0.0%
Black or African American	31.1%	71.4%
Asian	0.0%	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
Yes	No	Yes

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	Yes	No	Yes
White	No		
Hispanic	Yes		
Black or African American	Yes		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	Yes		
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	7.23	15.0%
Mathematics Proficiency	3.67	15.0%
English Language Arts Growth	16.77	20.0%
Mathematics Growth	2.91	20.0%
Progress Towards English Language Proficiency (coming 2018)	5.32	20.0%
Chronic Absenteeism	10.79	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	7.71	n/a
Summative Rating: Percentile rank of Summative Score	1.30	n/a
Requires Comprehensive Support: Summative Score is in the bottom 5th percentile	Yes	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	Yes	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	13.40	14.08	Yes	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	13.87	14.08	Yes	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	13.70	14.08	Yes	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	28.16	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	21.92	14.08	No	Met Target	Met Target†	Met Standard	Not Met	Not Met	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:	• Comprehensive and supportive curricula where every student has individual progress monitoring • Recognized AVID program school • Variety of athletics and clubs
Mission, Vision, Theme:	In partnership with families and community, our goal is to create relevant learning opportunities for students—both inside and outside of the classroom—that help them develop the knowledge, critical thinking skills, and character necessary to succeed in a technologically advanced world. We honor quality and enable students to perform at their highest level of ability.

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Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Coed), Volleyball (Coed)

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

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Technology and STEM:	• Technology-infused curricula • 1:1 Chromebook initiative