NJ SCHOOL PERFORMANCE REPORT

ERIC S. SMITH MIDDLE SCHOOL
(03-4310-055)
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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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	RAMSEY BORO
Principal Name	MR. HERRE
Address	2 MONROE STREET RAMSEY, NJ 07446-1411
Phone Number	(201)785-2313
Email Address	AHERRE@RAMSEY.K12.NJ.US
Website	https://www.ramsey.k12.nj.us/smith
Facebook	https://www.facebook.com/RSDsmithschool
Twitter	https://twitter.com/RSDsmithschool

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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	264	244	223
7	243	266	248
8	243	245	269
Total	750	755	740

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	46.9%	49.4%	49.7%
Male	53.1%	50.6%	50.3%
Economically Disadvantaged Students	4.0%	4.5%	5.5%
Students with Disabilities	11.5%	11.3%	10.4%
English Learners	0.8%	1.5%	0.8%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.1%
Military-Connected Students		0.0%	0.8%
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	81.3%	80.0%	77.2%
Hispanic	5.9%	6.4%	8.0%
Black or African American	0.4%	0.8%	0.9%
Asian	9.5%	10.2%	10.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.3%
Two or More Races	2.8%	2.5%	3.0%

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	92.0%
Spanish	2.7%
Korean	1.2%
Other Languages	4.1%

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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	39	48	50	Not Met	47	54	50	Met Standard
White	37	46	50	Not Met	43	52	51	Met Standard
Hispanic	41.5	43	49	Met Standard	49.5	54	48	Met Standard
Black or African American	*	*	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	58	60	61	Met Standard	73	76	61	Exceeds Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	51	51	49	Met Standard	49	47	51	**
Economically Disadvantaged	46	46	48	Met Standard	61.5	58	47	Exceeds Standard
Students with Disabilities	34.5	41	41	Not Met	37	49	43	Not Met
English Learners	63	60.5	54	**	71	69	51	**

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

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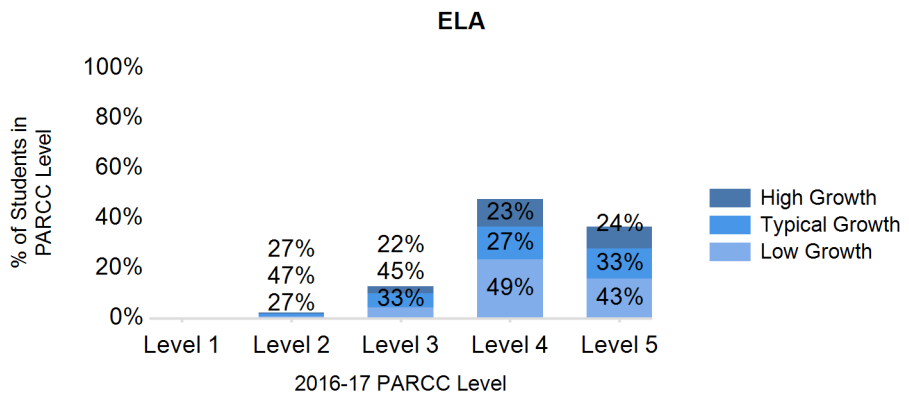
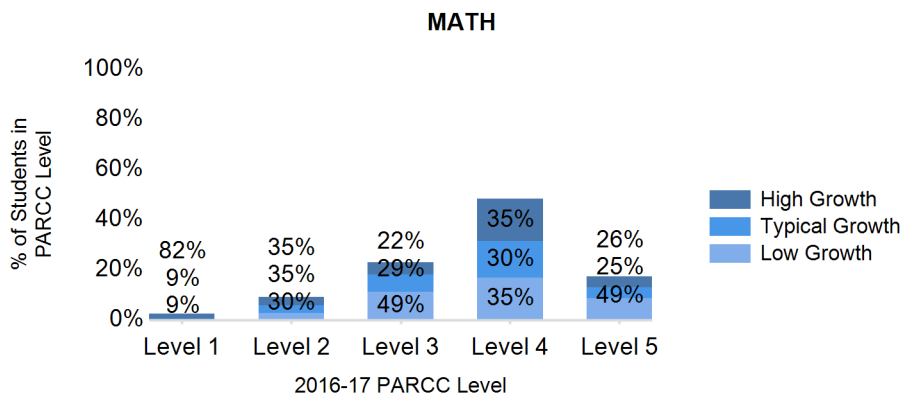
Student Growth by Performance Level

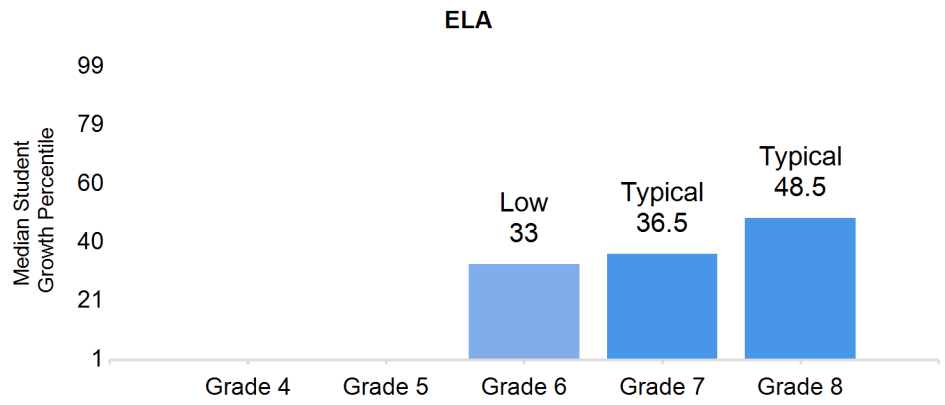
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

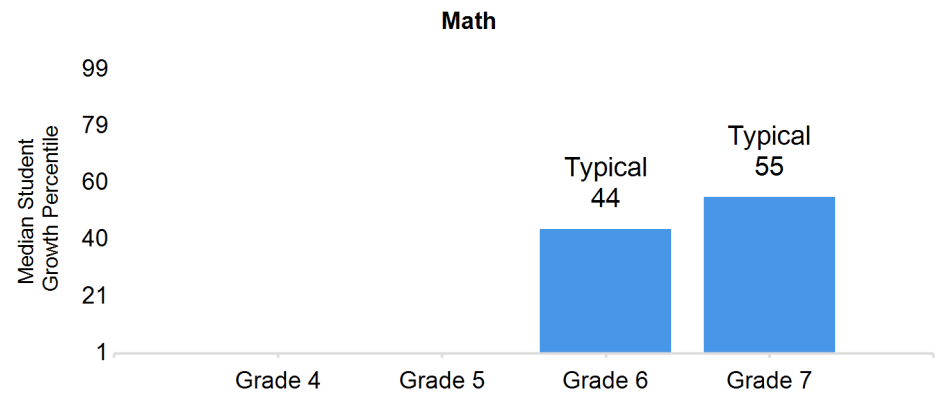




Student Growth by Grade

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	726	98.0	82.3	79.7	56.7	82.3	76.8	Met Goal
White	558	97.6	83.2	81.6	65.6	83.2	76.2	Met Goal
Hispanic	59	100.0	66.1	53.5	42.5	66.1	61.6	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	78	100.0	92.3	*	82.3	92.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	22	95.7	90.9	91.8	63.4	90.9	76.6	Met Goal
Female	360	98.4	88.1	85.5	64.5	88.1		
Male	366	97.6	76.5	74.1	49.4	76.5		
Economically Disadvantaged Students	40	100.0	47.5	41.7	38.5	47.5	40.7	Met Target
Non-Economically Disadvantaged Students	686	97.9	84.2	82.0	67.5	84.2		
Students with Disabilities	88	95.7	30.7	*	21.6	30.7	31.7	Met Target†
Students without Disabilities	638	98.3	89.4	*	63.9	89.4		
English Learners	17	100.0	35.3	32.1	27.3	35.3	**	**
Non-English Learners	709	98.0	83.4	81.2	59.4	83.4		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	223	773	773	754	*	*	12%	55%	27%	83%	56%
White	168	774	774	761	*	*	11%	60%	24%	85%	66%
Hispanic	21	760	760	742	*	*	*	*	*	67%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	24	779	779	779	*	0%	*	*	*	88%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	112	778	778	761	*	*	12%	54%	32%	86%	64%
Male	111	768	768	748	*	*	13%	57%	23%	79%	48%
Economically Disadvantaged Students	13	750	750	739	*	*	*	*	*	54%	37%
Non-Economically Disadvantaged Students	210	775	775	764	*	*	*	*	*	84%	68%
Students with Disabilities	32	738	738	723	*	*	*	*	*	28%	18%
Students without Disabilities	191	779	779	760	*	*	*	*	*	92%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	244	779	779	760	*	*	13%	40%	43%	83%	63%
White	187	777	777	768	*	*	13%	44%	40%	84%	72%
Hispanic	24	774	774	746	0%	0%	*	*	*	71%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	22	807	807	790	0%	0%	0%	*	*	100%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	123	790	790	769	*	*	10%	27%	60%	87%	72%
Male	121	767	767	752	*	*	17%	54%	26%	79%	54%
Economically Disadvantaged Students	15	745	745	742	*	*	*	*	*	40%	44%
Non-Economically Disadvantaged Students	229	781	781	771	*	*	*	*	*	86%	73%
Students with Disabilities	24	742	742	721	*	*	*	*	*	42%	22%
Students without Disabilities	220	783	783	768	*	*	*	*	*	88%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	244	779	779	762	*	*	13%	40%	43%	83%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	261	781	781	759	*	*	12%	45%	38%	83%	60%
White	204	778	778	767	*	*	13%	50%	33%	83%	70%
Hispanic	13	772	772	744	*	0%	*	*	*	69%	45%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	34	799	799	789	0%	*	*	*	*	91%	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	128	789	789	768	*	*	*	45%	47%	92%	69%
Male	133	774	774	751	*	*	*	45%	29%	74%	52%
Economically Disadvantaged Students	13	758	758	740	*	*	*	*	*	54%	42%
Non-Economically Disadvantaged Students	248	782	782	769	*	*	*	*	*	85%	71%
Students with Disabilities	27	740	740	719	*	*	*	*	*	30%	19%
Students without Disabilities	234	786	786	766	*	*	*	*	*	89%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	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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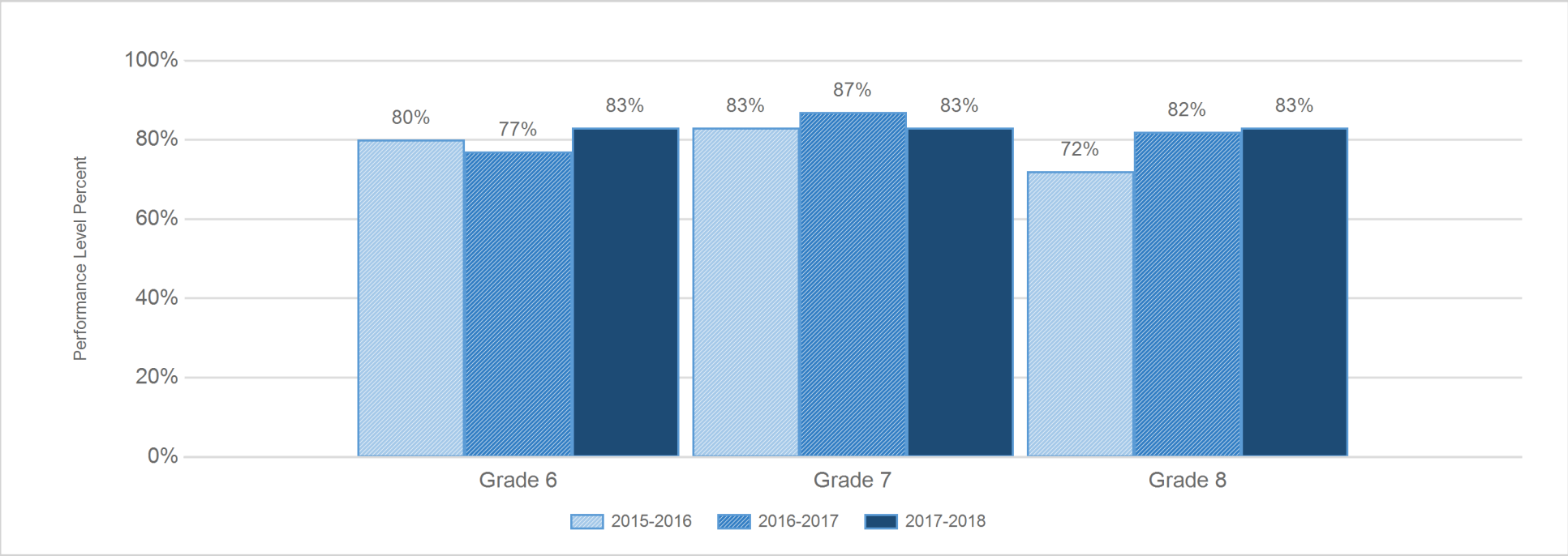
English Language Arts/Literacy Assessment - Performance Trends

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	722	97.5	64.2	65.7	45.0	64.2	62.5	Met Target
White	554	96.9	63.0	66.1	54.1	63.0	61.2	Met Target
Hispanic	59	100.0	40.7	42.4	29.2	40.7	46.9	Met Target†
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	78	100.0	91.1	*	77.0	91.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	22	95.7	77.3	81.1	53.0	77.3	68	Met Target
Female	356	97.3	67.7	69.4	46.0	67.7		
Male	366	97.6	60.6	62.3	43.9	60.6		
Economically Disadvantaged Students	40	100.0	30.0	30.9	26.6	30.0	30.9	Met Target†
Non-Economically Disadvantaged Students	682	97.3	66.1	67.8	55.9	66.1		
Students with Disabilities	88	95.7	22.8	*	17.1	22.8	22.4	Met Target
Students without Disabilities	634	97.7	69.9	*	50.5	69.9		
English Learners	17	100.0	29.4	31.5	24.6	29.4	**	**
Non-English Learners	705	97.4	65.0	66.9	46.9	65.0		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	221	758	758	744	*	*	25%	51%	11%	62%	44%
White	166	759	759	751	*	*	26%	53%	11%	64%	54%
Hispanic	21	739	739	731	*	*	*	*	*	29%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	24	769	769	771	*	0%	*	*	*	88%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	110	757	757	745	*	*	23%	*	*	64%	45%
Male	111	758	758	742	*	*	28%	*	*	61%	42%
Economically Disadvantaged Students	13	732	732	729	*	*	*	*	*	23%	24%
Non-Economically Disadvantaged Students	208	759	759	753	*	*	*	*	*	65%	56%
Students with Disabilities	32	732	732	717	*	*	31%	*	*	28%	13%
Students without Disabilities	189	762	762	748	*	*	24%	*	*	68%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

ERIC S. SMITH MIDDLE SCHOOL
(03-4310-055)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	241	758	758	743	*	*	29%	42%	19%	61%	43%
White	186	757	757	750	*	*	33%	44%	15%	59%	54%
Hispanic	22	748	748	732	0%	*	*	*	*	45%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	22	786	786	767	0%	0%	*	*	*	91%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	120	762	762	745	*	*	26%	40%	24%	64%	45%
Male	121	754	754	741	*	*	33%	44%	13%	57%	42%
Economically Disadvantaged Students	15	730	730	730	*	*	*	*	*	20%	24%
Non-Economically Disadvantaged Students	226	760	760	751	*	*	*	*	*	63%	55%
Students with Disabilities	24	725	725	717	*	*	46%	*	*	13%	12%
Students without Disabilities	217	762	762	748	*	*	28%	*	*	66%	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	241	758	758	744	*	*	29%	42%	19%	61%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

ERIC S. SMITH MIDDLE SCHOOL
(03-4310-055)
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	139	746	746	728	*	13%	32%	*	*	50%	28%
White	116	746	746	736	*	12%	36%	*	*	47%	36%
Hispanic	11	735	735	722	*	*	*	*	*	45%	22%
Black or African American	N	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	60	747	747	731	*	*	28%	*	*	53%	31%
Male	79	744	744	725	*	*	34%	*	*	47%	26%
Economically Disadvantaged Students	12	736	736	719	*	*	*	*	*	50%	20%
Non-Economically Disadvantaged Students	127	747	747	735	*	*	*	*	*	50%	35%
Students with Disabilities	25	720	720	705	*	*	*	*	*	28%	*
Students without Disabilities	114	751	751	735	*	*	*	*	*	54%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	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

ERIC S. SMITH MIDDLE SCHOOL
(03-4310-055)
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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	796	769	746	0%	0%	*	*	*	96%	46%
White	87	791	767	755	0%	0%	*	*	*	95%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	N	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	24	806	*	779	0%	0%	*	*	*	96%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	68	790	770	748	0%	0%	*	*	*	96%	48%
Male	53	803	769	745	0%	0%	*	*	*	96%	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	*	710	N	N	N	N	N	N	*
Non-English Learners	121	796	*	749	0%	0%	*	*	*	96%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	746	735	*	*	*	*	*	*	30%
White	N	N	749	740	N	N	N	N	N	N	37%
Hispanic	N	N	724	723	N	N	N	N	N	N	14%
Black or African American	N	N	*	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	N	N	746	736	N	N	N	N	N	N	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	721	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	720	713	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	759	727	*	*	*	*	*	*	30%
White	N	N	758	733	N	N	N	N	N	N	35%
Hispanic	N	N	*	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	*	*	*	728	*	*	*	*	*	*	30%
Male	N	N	760	727	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	*	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	N	N	*	693	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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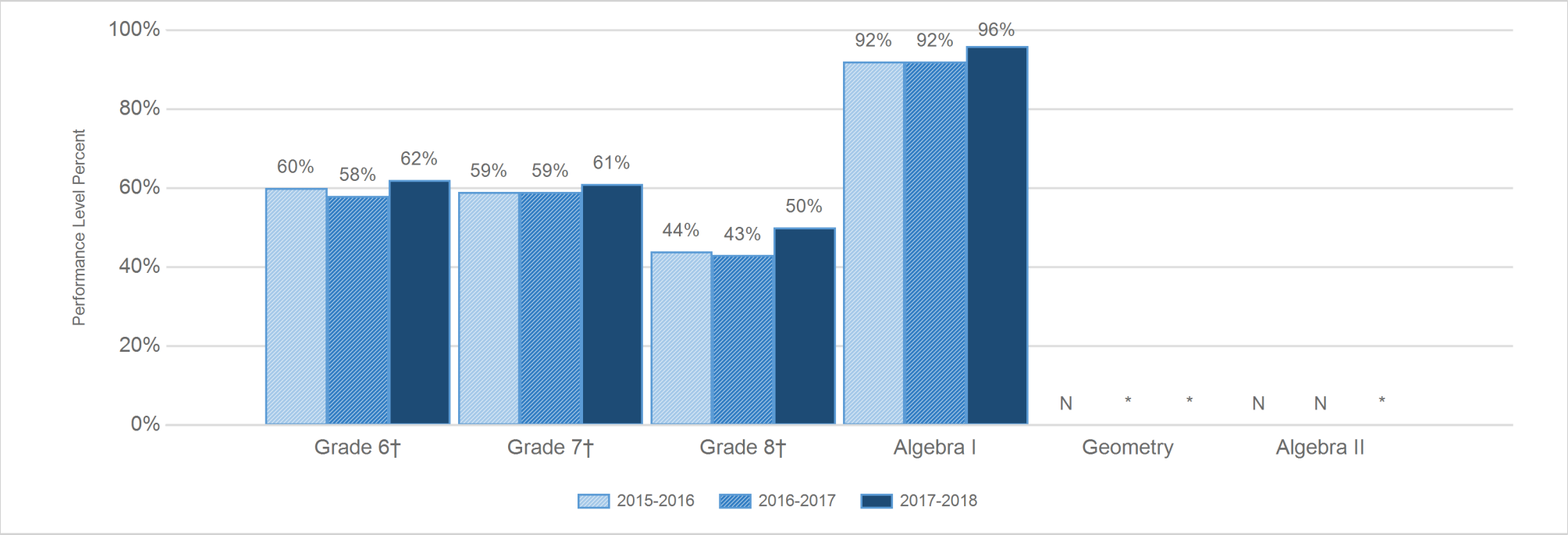
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
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
6	0	0	224
7	2	0	247
8	123	2	146
Total	125	2	617

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	144	67	0	0	0	0	0
7	132	106	0	0	0	0	0
8	131	124	0	0	0	0	0
Total	407	297	0	0	0	0	0

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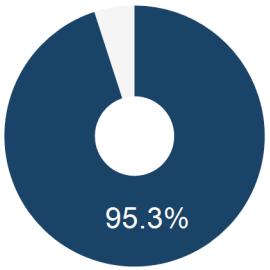
Visual and Performing Arts – Course Participation

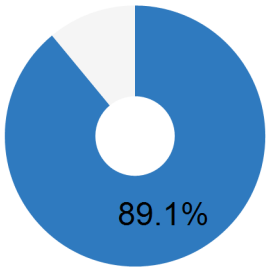
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

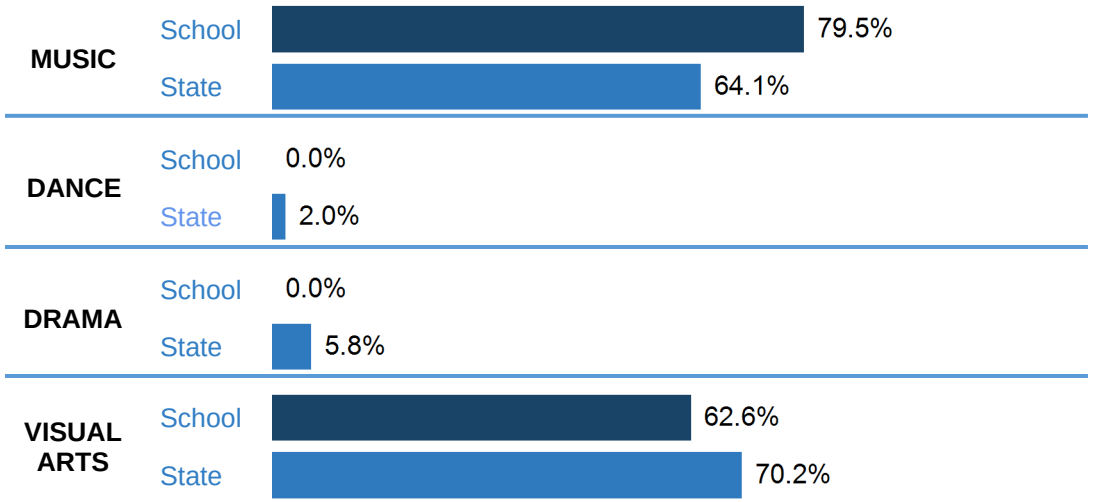


School



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.

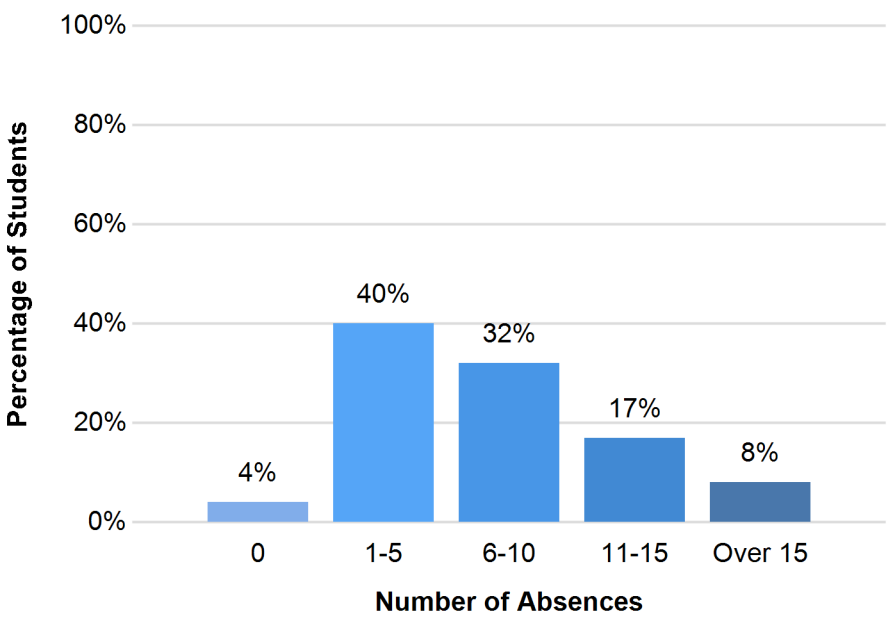
Chronic Absenteeism

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	33	4.4	9.5	Met
White	26	4.5	9.5	Met
Hispanic	5	8.2	9.5	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	1.3	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	4.3	9.5	Met
Economically Disadvantaged Students	4	9.8	9.5	Not Met
Students with Disabilities	7	8.0	9.5	Met
English Learners	*	*	**	**

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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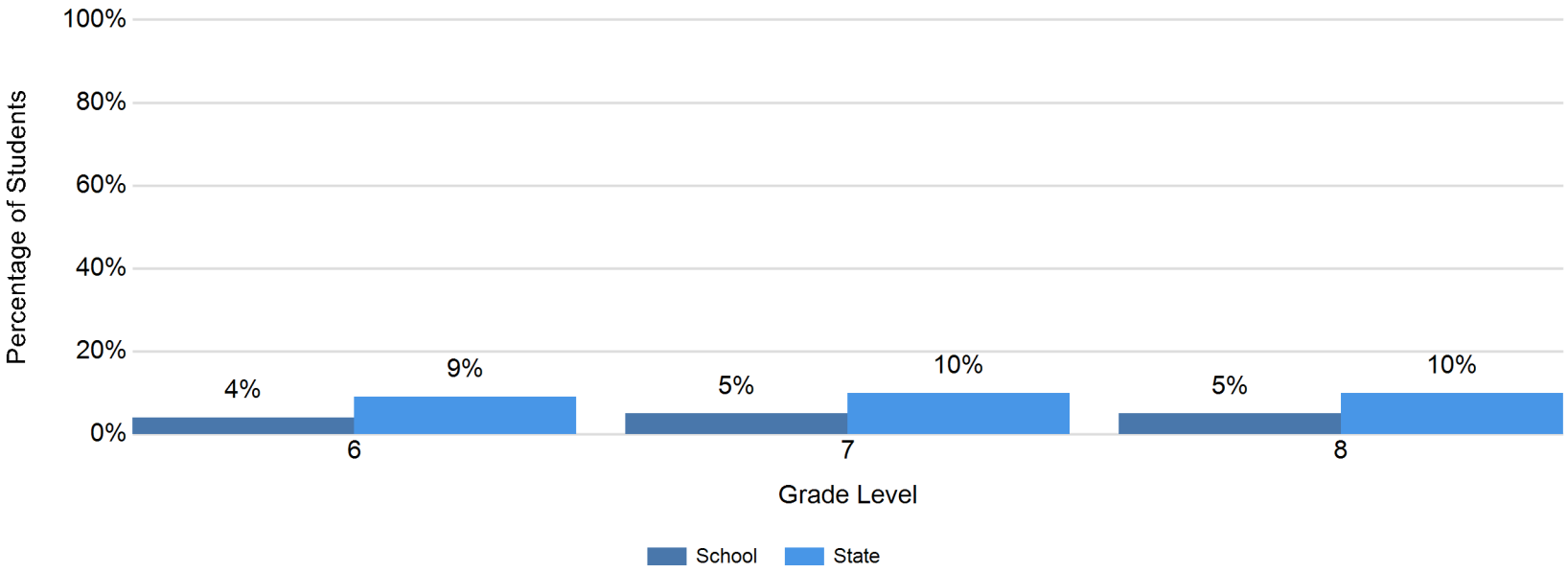
Chronic Absenteeism by Grade

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



NJ SCHOOL PERFORMANCE REPORT

ERIC S. SMITH MIDDLE SCHOOL
(03-4310-055)
Grades Offered: 06-08
2017-2018

Report Key:
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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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.68

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	0	0.0%
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
0

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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	8:20 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 45 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	2.3:1

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)	$329	$17,387	$17,716

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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	12.1	12.0
Average years experience in district	10.4	10.7
Teachers in district for 4 or more years	78.4%	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	20	9,374
Average years experience in public schools	18.4	16.0
Average years experience in district	9.8	12.0
Administrators in district for 4 or more years	75.0%	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	370:1	139:1
Teachers to Administrators	37:1	13:1
Students to Librarians/Media Specialists		696:1
Students to Nurses		556:1
Students to Counselors		309:1
Students to Child Study Team		199:1

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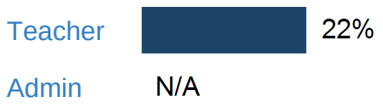
Teachers and Administrators - Level of Education

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.

Bachelor's Degree



Master's Degree

Doctoral Degree

Teacher 0%

Admin 0%

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.5%	90.2%
2016-17 Administrators: Same district 2017-18	90.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.9%

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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	75.7%	50.0%
Male	24.3%	50.0%
White	98.6%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	1.4%	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	86.20	17.5%
Mathematics Proficiency	69.91	17.5%
English Language Arts Growth	19.25	25.0%
Mathematics Growth	45.28	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	74.88	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	54.68	n/a
Summative Rating: Percentile Rank of Summative Score	56.99	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 Goal	Met Target	Not Met	Met Standard	**	Met	No
White	45.41	14.08	No	Met Goal	Met Target	Not Met	Met Standard	n/a	Met	No
Hispanic	56.12	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	71.98	14.08	No	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	73.25	14.08	No	Met Goal	Met Target	Met Standard	**	n/a	Met	No
Economically Disadvantaged Students	65.22	14.08	No	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	48.80	14.08	No	Met Target†	Met Target	Not Met	Not Met	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Educate the whole child with caring staff members • Strong Character Education program along with multiple extracurricular clubs & sports programs • Award-winning concert band and performing chorus
Mission, Vision, Theme:	Eric S. Smith Middle School focuses on helping students transition from an elementary form of education to what they will be expected to manage at the high school level and beyond. Attention is given to both academics and social emotional development to ensure students build their capacity to be independent learners, as well responsible citizens. Smith provides a strong support system that fosters Ramsey's Profile of a Graduate.
Awards, Recognition, Accomplishments:	Smith School has been recognized by the New Jersey Department of Education as one of New Jersey?s most outstanding middle schools and has received the prestigious Star School Award and Best Practices Award.

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Courses, Curriculum, Instruction:	Balanced Literacy, Connected Mathematics and the development of new exploratory courses, such as human impact on the environment, coding, multi-media, robotics, and others, are just some of the many examples of how we are constantly improving upon an already strong academic program at Smith. Smith School implements a student centered approach to education and promotes students transferring their knowledge to real world applications. Visit https://sites.google.com/ramsey.k12.nj.us/ericssmithmiddleschool for more information..
Sports and Athletics:	Sports Offered: Track and Field - Spring (Boys & Girls), Volleyball (Girls), Wrestling (Coed)
Clubs and Activities:	Smith has a strong program in character education that fosters respect, responsibility, and caring for others. This includes many club offerings where students can explore their interests and develop healthy social relationships outside the classroom. A comprehensive anti-bullying and cyber bullying initiative, a very active community service program, a strong student government and a peer leadership program contribute to a positive and supportive school atmosphere.

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Before and After School Programs:	Academic Support is offered before school to students in need of remediation on a flexible basis throughout the year. Criteria for receiving this support is based on assessment data, student performance and teacher recommendation. Additionally, Smith offers an After School Academic Support period for students to collaborate on projects, complete homework, and to do research.
Staff and Professional Learning:	Staff participates in a variety of Professional Development opportunities throughout the year ranging from PLCs (professional learning communities), residencies in balanced literacy and math, and interactive opportunities in our labsite classrooms alongside coaches and consultants across disciplines. Opportunities for PD also offered by teachers in their own classrooms with peer observers on topics such as technology integration, student-centered learning and differentiated instruction.

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Student Supports and Services:	The Intervention and Referral Services Committee reviews requests from teachers/parents for assistance with students who are experiencing difficulty in school. Should further assistance be required, the CST provides diagnostic and consultative services to pupils who are identified in need of special education. The ELL program serves children in the school who speak different languages. Academic Support provides in the areas of reading and mathematics.
Student Health and Wellness:	Student health & wellness is an important facet of the school experience. Health lessons are incorporated into Physical Education. Ramsey's Stigma-Free initiative hopes to raise awareness of the disease of mental illness, provide an effective way to reduce the stigma associated with the disease and encourage those who are affected to feel supported.
Parent and Community Involvement:	Smith School has an active PTO which involves many parents and works in conjunction with the administration and teachers to sponsor both academic and social programs such as Teen Canteen, Ski Club, authors? visits, and book fairs.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents A school climate survey is distributed to parents yearly as an opportunity to gather input and feedback from all school stakeholders. The survey data is used to ensure that as a school we are meeting the varied needs of our learners, providing a learning environment that is safe, inviting and conducive to learning.
Facilities:	Eric S. Smith school houses multiple classrooms, science labs, a tech room, wood shop, and robotics spaces. A full gymnasium, cafeteria, art room, culinary arts center, enrichment room, computer lab, media center, and coaching corner are also contained at Smith. All Smith students benefit from the building and technological resources.
School Safety:	School safety is a priority of all staff. Our school employs strict visitor protocols, students and staff practice required safety drills monthly, and there is a school Crisis and Safety Committee that reviews procedures in place throughout the year.

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Technology and STEM:	Smith School is 1:1 iPads. In addition to iPads there are cart of Chromebooks that each grade level has access to. Each classroom is equipped with smartboards, projection systems, document cameras, printers, and other technology resources for student and staff use. Technology is infused throughout the curriculum to enhance the students' instructional experience. Smith School focuses on Digital Citizenship, Social Media Wellness and is a certified Common Sense Media school. Students are welcome to join the STEM showcase, STEM club and various robotics clubs.

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Other Information:	The quality of student work has improved significantly over the years at Smith, as students have been held accountable to higher academic standards. The middle school has also taken the lead in fostering ?21st century skills,? with an emphasis on adaptive problem-solving, critical thinking, complex decision-making, and innovation. A one-to-one iPad initiative was implemented at all grade levels to encourage greater engagement with a 21st century learning platform. A strong program in character education fosters respect, responsibility, and caring for others; this includes many club offerings where students can explore their interests and develop healthy social relationships outside the classroom. A comprehensive anti-bullying and cyber bullying initiative, a very active community service program, a strong student government and a peer leadership program contribute to a positive and supportive school atmosphere.