NJ SCHOOL PERFORMANCE REPORT

FERNWOOD AVENUE MIDDLE SCHOOL
(01-1310-039)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	ATLANTIC
District	EGG HARBOR TWP
Principal Name	MR. BATTERSBY
Address	4034 FERNWOOD AVENUE EGG HARBOR TOWNSHIP, NJ 08234-5703
Phone Number	(609)383-3355
Email Address	BATTERSJ@EHT.K12.NJ.US
Website	http://fms.eht.k12.nj.us/
Facebook	https://www.facebook.com/@ehtnjfernwoodschool
Twitter	https://twitter.com/@ehtnjfernwoodschool

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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	291	338	302
7	304	311	358
8	322	310	302
Total	917	959	962

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	50.7%	46.8%	46.8%
Male	49.3%	53.2%	53.2%
Economically Disadvantaged Students	48.5%	47.4%	45.9%
Students with Disabilities	8.7%	10.5%	11.7%
English Learners	2.1%	1.7%	2.1%
Homeless Students		0.6%	1.0%
Students in Foster Care		0.4%	0.3%
Military-Connected Students		1.0%	1.4%
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	45.1%	47.1%	46.0%
Hispanic	24.1%	25.4%	25.7%
Black or African American	11.2%	10.8%	10.3%
Asian	15.2%	13.3%	14.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	4.3%	3.1%	3.4%

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
English	78.4%
Spanish	10.0%
Vietnamese	3.1%
Bengali	2.7%
Chinese	1.9%
Other Languages	4.0%

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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	55	50	50	Met Standard	52	50	50	Met Standard
White	55	50	50	Met Standard	51	51	51	Met Standard
Hispanic	55	49	49	Met Standard	50	46.5	48	Met Standard
Black or African American	46	43	44	Met Standard	51	38	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	65	58	61	Exceeds Standard	69	62	61	Exceeds Standard
American Indian or Alaska Native	*	*	52	**	N	*	53	**
Two or More Races	49.5	50	49	Met Standard	62	58	51	Exceeds Standard
Economically Disadvantaged	58	49	48	Met Standard	54	46	47	Met Standard
Students with Disabilities	39	34	41	Not Met	48	37	43	Met Standard
English Learners	63	61	54	Exceeds Standard	69	55	51	Exceeds Standard

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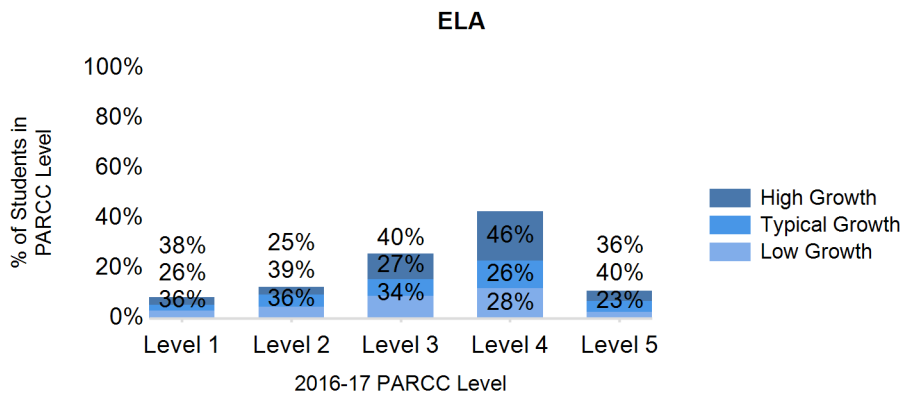
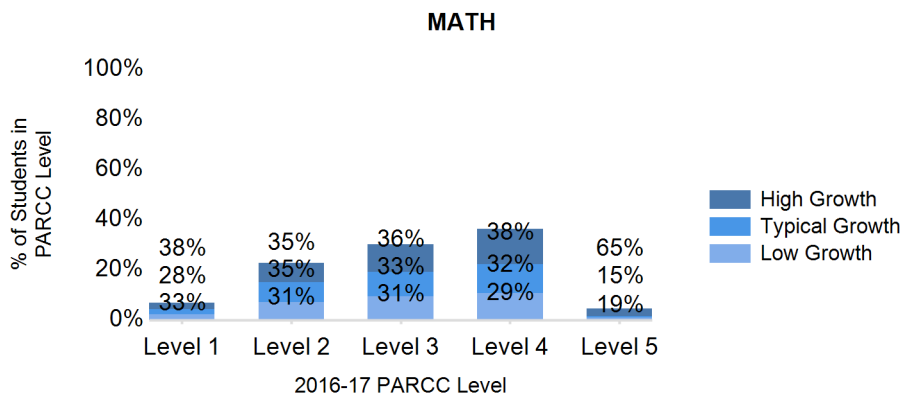
Student Growth by Performance Level

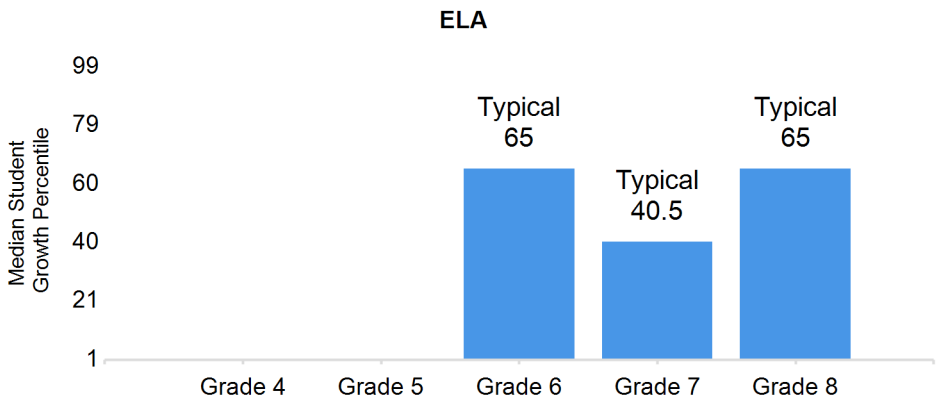
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

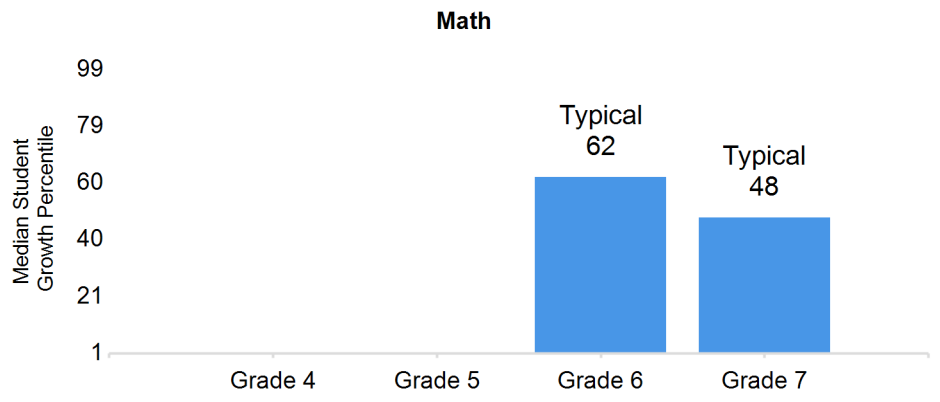




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	916	96.8	60.2	54.7	56.7	60.2	59.6	Met Target
White	432	97.1	67.6	60.6	65.6	67.6	64.3	Met Target
Hispanic	230	96.0	42.6	41.4	42.5	42.6	43.8	Met Target†
Black or African American	90	95.0	36.7	*	37.3	36.7	38.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	132	99.3	81.1	*	82.3	81.1	78.1	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	64.2	Met Target†
Female	427	96.3	71.9	63.7	64.5	71.9		
Male	489	97.3	49.9	46.5	49.4	49.9		
Economically Disadvantaged Students	414	95.8	47.1	42.9	38.5	47.1	46.7	Met Target
Non-Economically Disadvantaged Students	502	97.7	70.9	65.6	67.5	70.9		
Students with Disabilities	102	89.3	*	13.9	21.6	*	13	Met Target†
Students without Disabilities	814	97.9	*	61.2	63.9	*		
English Learners	46	98.0	30.4	29.5	27.3	30.4	27.5	Met Target
Non-English Learners	870	96.7	61.8	56.1	59.4	61.8		
Homeless Students	12	100.0	33.3	20.8	27.7	33.3		
Students In Foster Care	*	*	*	47.4	26.3	*		
Military-Connected Students	13	100.0	76.9	64.6	57.4	76.9		
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	300	754	753	754	6%	12%	19%	52%	11%	63%	56%
White	140	759	756	761	*	*	16%	61%	11%	71%	66%
Hispanic	67	744	743	742	*	21%	24%	*	*	46%	42%
Black or African American	33	734	735	737	*	*	33%	*	*	33%	35%
Asian, Native Hawaiian, or Pacific Islander	47	770	766	779	*	*	*	66%	21%	87%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	13	753	760	761	*	*	*	*	*	46%	64%
Female	156	762	761	761	*	*	19%	56%	15%	72%	64%
Male	144	746	744	748	*	*	19%	47%	7%	53%	48%
Economically Disadvantaged Students	132	744	742	739	*	*	26%	*	*	47%	37%
Non-Economically Disadvantaged Students	168	763	762	764	*	*	14%	*	*	76%	68%
Students with Disabilities	37	713	712	723	*	*	*	*	*	*	18%
Students without Disabilities	263	760	758	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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	345	750	751	760	11%	12%	25%	34%	19%	53%	63%
White	165	757	755	768	7%	10%	24%	38%	22%	60%	72%
Hispanic	98	736	737	746	21%	15%	24%	24%	14%	39%	49%
Black or African American	30	733	737	740	*	*	*	*	*	37%	42%
Asian, Native Hawaiian, or Pacific Islander	39	769	771	790	*	*	28%	28%	36%	64%	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	13	758	*	767	0%	*	*	*	*	69%	68%
Female	143	763	762	769	*	*	21%	41%	27%	69%	72%
Male	202	741	742	752	*	*	28%	28%	13%	42%	54%
Economically Disadvantaged Students	158	740	743	742	15%	16%	28%	27%	14%	41%	44%
Non-Economically Disadvantaged Students	187	759	757	771	7%	8%	22%	39%	24%	63%	73%
Students with Disabilities	43	702	701	721	*	*	*	*	*	*	22%
Students without Disabilities	302	757	758	768	*	*	*	*	*	*	71%
English Learners	11	716	*	705	*	*	*	*	*	*	11%
Non-English Learners	334	751	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	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	294	762	758	759	7%	10%	19%	43%	21%	64%	60%
White	128	767	764	767	*	*	12%	48%	25%	73%	70%
Hispanic	75	743	744	744	13%	13%	29%	*	*	44%	45%
Black or African American	32	742	*	739	*	*	34%	*	*	38%	39%
Asian, Native Hawaiian, or Pacific Islander	49	788	778	789	0%	*	*	45%	43%	88%	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	138	770	768	768	*	*	14%	47%	27%	74%	69%
Male	156	754	749	751	*	*	22%	40%	16%	56%	52%
Economically Disadvantaged Students	140	753	750	740	*	*	26%	35%	16%	51%	42%
Non-Economically Disadvantaged Students	154	769	767	769	*	*	12%	51%	25%	76%	71%
Students with Disabilities	26	704	704	719	*	*	*	*	*	15%	19%
Students without Disabilities	268	767	764	766	*	*	*	*	*	69%	68%
English Learners	*	*	709	703	*	*	*	*	*	*	*
Non-English Learners	*	*	759	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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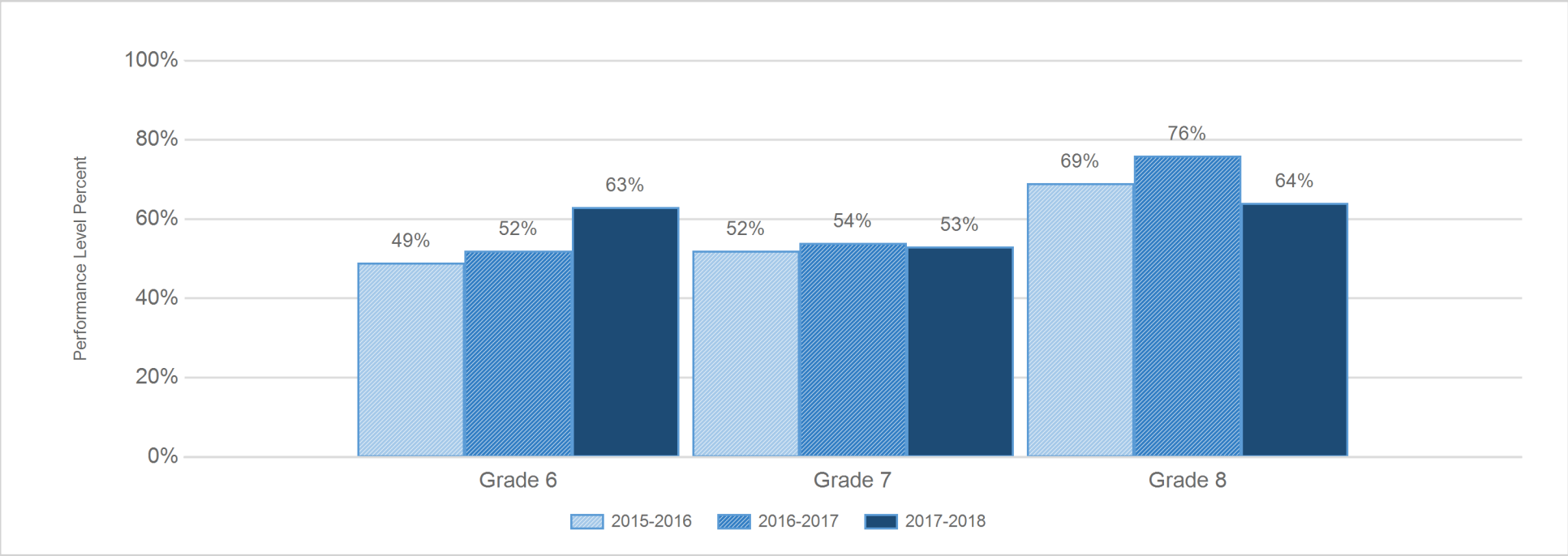
English Language Arts/Literacy Assessment - Performance Trends

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	914	96.7	43.8	42.5	45.0	43.8	47.4	Not Met
White	430	96.6	49.0	47.8	54.1	49.0	49.9	Met Target†
Hispanic	231	96.4	26.9	28.8	29.2	26.9	29	Met Target†
Black or African American	89	94.0	18.0	*	23.4	17.7	32.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	132	100.0	71.9	*	77.0	71.9	73.8	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	45.5	Met Target
Female	426	96.5	48.4	43.6	46.0	48.4		
Male	488	96.9	39.8	41.5	43.9	39.8		
Economically Disadvantaged Students	413	95.8	30.5	31.1	26.6	30.5	36.6	Not Met
Non-Economically Disadvantaged Students	501	97.5	54.7	52.8	55.9	54.7		
Students with Disabilities	102	89.3	*	10.9	17.1	*	14.3	Not Met
Students without Disabilities	812	97.8	*	47.4	50.5	*		
English Learners	47	100.0	21.3	26.9	24.6	21.3	23.7	Met Target†
Non-English Learners	867	96.5	45.0	43.4	46.9	45.0		
Homeless Students	12	100.0	16.7	15.1	17.3	16.7		
Students In Foster Care	*	*	*	21.1	16.2	*		
Military-Connected Students	13	100.0	38.5	48.4	45.8	38.5		
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	299	744	745	744	7%	24%	25%	35%	9%	44%	44%
White	139	746	747	751	*	21%	28%	*	*	47%	54%
Hispanic	67	732	734	731	*	34%	30%	*	*	24%	27%
Black or African American	33	727	730	726	*	33%	*	*	*	21%	21%
Asian, Native Hawaiian, or Pacific Islander	47	768	768	771	0%	*	*	*	*	81%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	13	743	746	749	0%	*	*	*	*	38%	52%
Female	156	745	747	745	*	25%	27%	*	*	44%	45%
Male	143	743	743	742	*	24%	23%	*	*	43%	42%
Economically Disadvantaged Students	132	733	735	729	*	34%	27%	*	*	27%	24%
Non-Economically Disadvantaged Students	167	753	753	753	*	17%	23%	*	*	57%	56%
Students with Disabilities	37	711	711	717	*	*	*	*	*	*	13%
Students without Disabilities	262	749	750	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

FERNWOOD AVENUE MIDDLE SCHOOL
(01-1310-039)
Grades Offered: 06-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	327	739	739	743	7%	20%	35%	34%	3%	37%	43%
White	156	745	743	750	*	12%	38%	*	*	45%	54%
Hispanic	94	728	730	732	13%	34%	30%	*	*	23%	27%
Black or African American	29	725	726	727	*	38%	38%	*	*	14%	21%
Asian, Native Hawaiian, or Pacific Islander	36	751	749	767	*	*	28%	*	*	56%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	12	752	*	748	0%	*	*	*	*	50%	51%
Female	137	743	742	745	*	19%	34%	*	*	44%	45%
Male	190	736	736	741	*	22%	36%	*	*	33%	42%
Economically Disadvantaged Students	154	732	732	730	*	28%	36%	*	*	27%	24%
Non-Economically Disadvantaged Students	173	746	744	751	*	14%	34%	*	*	47%	55%
Students with Disabilities	43	711	709	717	*	*	*	*	*	*	12%
Students without Disabilities	284	743	743	748	*	*	*	*	*	*	50%
English Learners	12	726	*	716	*	*	*	*	*	17%	10%
Non-English Learners	315	739	*	744	*	*	*	*	*	38%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	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

FERNWOOD AVENUE MIDDLE SCHOOL
(01-1310-039)
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	225	731	732	728	20%	19%	31%	30%	0%	30%	28%
White	94	734	733	736	21%	16%	26%	37%	0%	37%	36%
Hispanic	71	728	730	722	21%	20%	34%	25%	0%	25%	22%
Black or African American	29	717	719	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	22	746	*	747	0%	*	*	*	*	41%	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	97	734	734	731	19%	20%	28%	34%	0%	34%	31%
Male	128	730	730	725	21%	19%	34%	27%	0%	27%	26%
Economically Disadvantaged Students	117	726	728	719	23%	21%	35%	21%	0%	21%	20%
Non-Economically Disadvantaged Students	108	737	737	735	17%	18%	27%	39%	0%	39%	35%
Students with Disabilities	26	694	694	705	*	*	*	*	*	*	*
Students without Disabilities	199	736	737	735	*	*	*	*	*	*	*
English Learners	*	*	706	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	733	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

FERNWOOD AVENUE MIDDLE SCHOOL
(01-1310-039)
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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	72	786	747	746	0%	0%	*	*	*	99%	46%
White	34	785	753	755	0%	0%	*	*	*	97%	57%
Hispanic	*	*	734	730	*	*	*	*	*	*	27%
Black or African American	*	*	727	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	25	791	768	779	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	745	755	*	*	*	*	*	*	54%
Female	43	780	750	748	0%	0%	*	*	*	98%	48%
Male	29	797	745	745	0%	0%	*	*	*	100%	44%
Economically Disadvantaged Students	23	787	738	729	0%	0%	*	*	*	100%	25%
Non-Economically Disadvantaged Students	49	786	756	756	0%	0%	*	*	*	98%	57%
Students with Disabilities	N	N	703	716	N	N	N	N	N	N	13%
Students without Disabilities	72	786	752	752	0%	0%	*	*	*	99%	52%
English Learners	N	N	703	710	N	N	N	N	N	N	*
Non-English Learners	72	786	749	749	0%	0%	*	*	*	99%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	16	783	734	735	0%	0%	0%	*	*	100%	30%
White	*	*	738	740	*	*	*	*	*	*	37%
Hispanic	*	*	726	723	*	*	*	*	*	*	14%
Black or African American	N	N	*	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	*	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	*	*	735	736	*	*	*	*	*	*	30%
Male	*	*	733	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	*	*	727	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	739	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	708	713	N	N	N	N	N	N	*
Students without Disabilities	16	783	736	738	0%	0%	0%	*	*	100%	*
English Learners	N	N	712	711	N	N	N	N	N	N	*
Non-English Learners	16	783	734	736	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	717	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	*	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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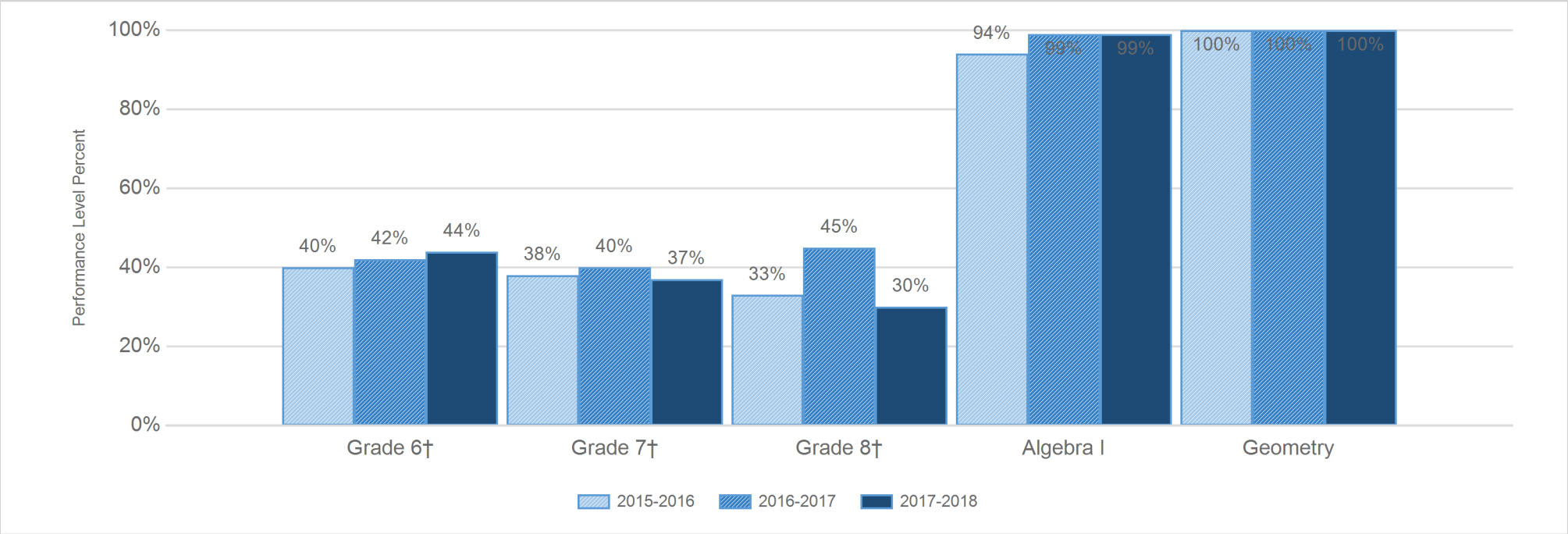
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
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	70.6%	**	**

† 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	13	84.6%	15.4%
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	302
7	19	0	339
8	53	16	234
Total	72	16	875

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	263	0	0	0	0	0	0
7	225	0	0	0	64	0	0
8	174	0	0	0	70	0	0
Total	662	0	0	0	134	0	0

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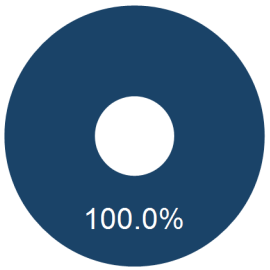
Visual and Performing Arts – Course Participation

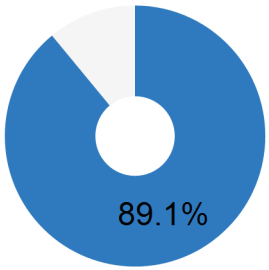
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

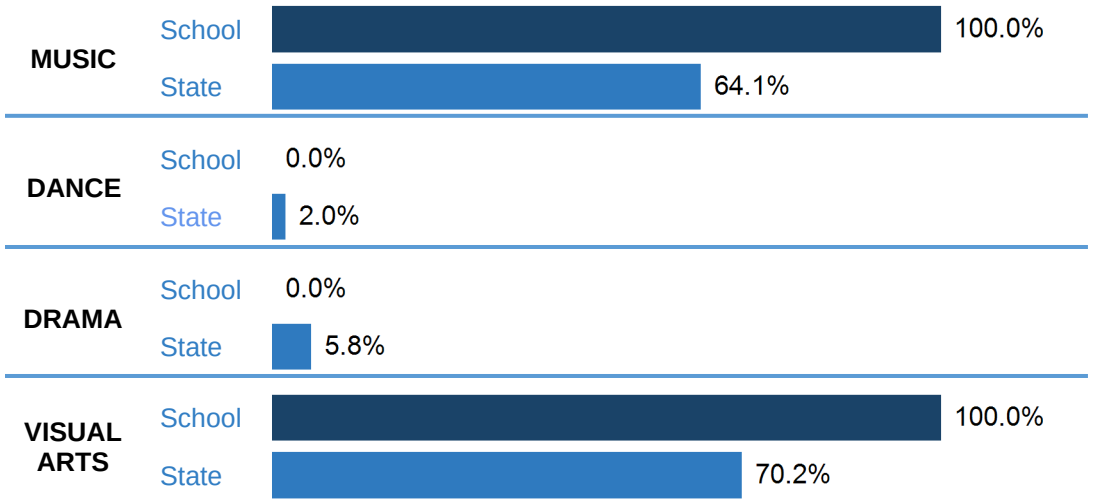


School



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.

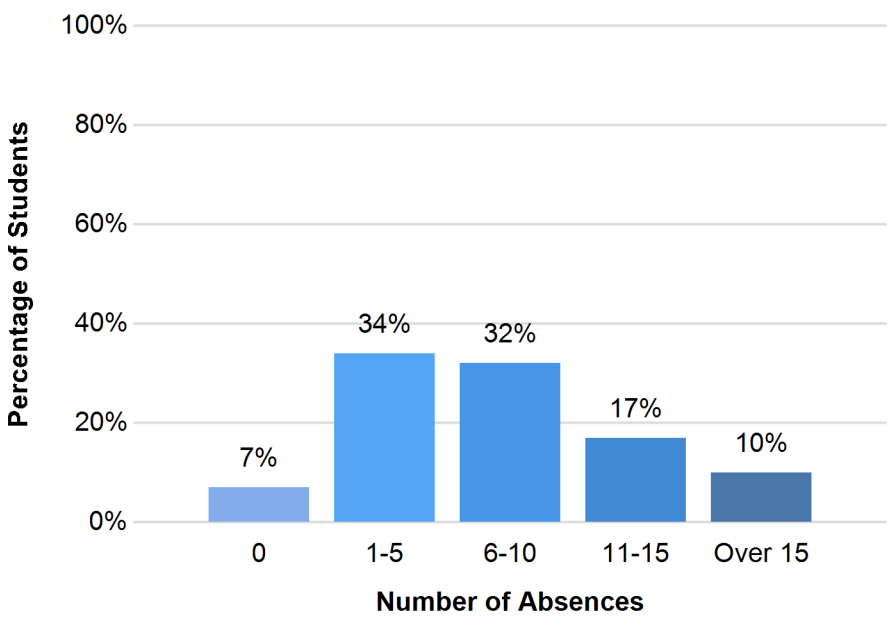
Chronic Absenteeism

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	74	7.6	9.5	Met
White	38	8.5	9.5	Met
Hispanic	30	12.1	9.5	Not Met
Black or African American	5	5.0	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.5	Met
Economically Disadvantaged Students	50	11.3	9.5	Not Met
Students with Disabilities	24	20.0	9.5	Not Met
English Learners	3	15.0	9.5	Not 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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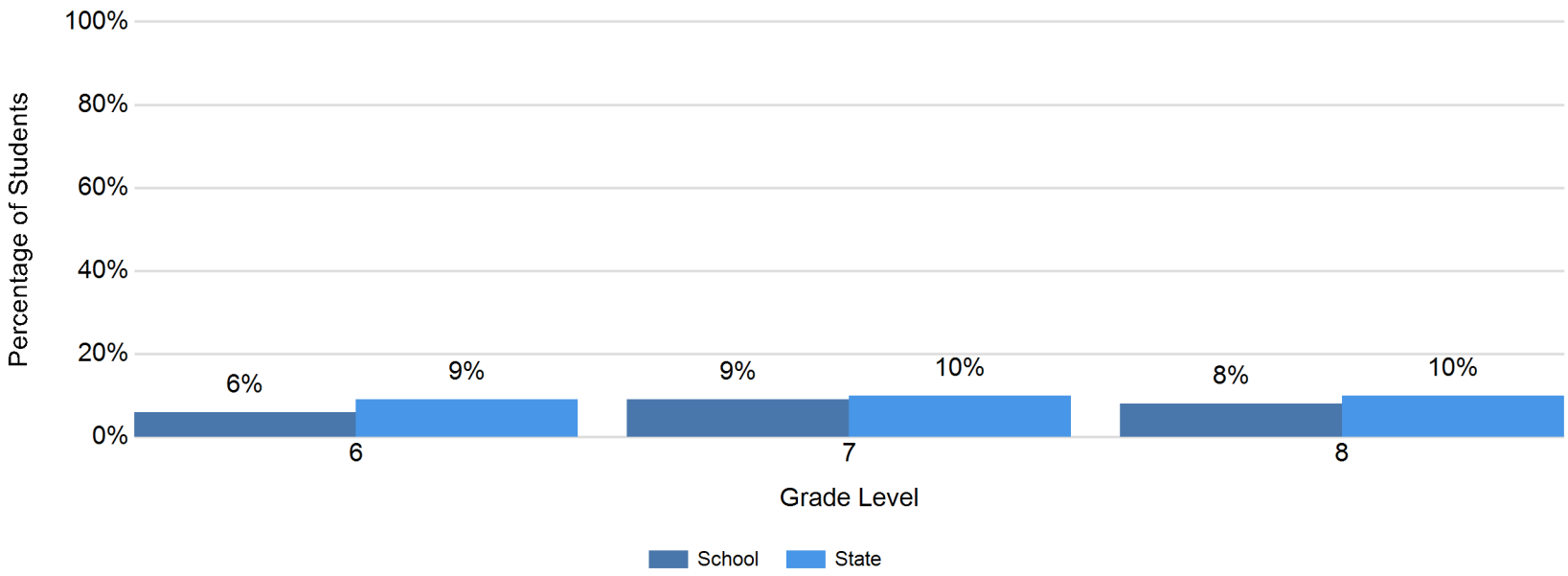
Chronic Absenteeism by Grade

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	11
Weapons	0
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	2.08

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
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	1	1	2
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	2	1	3
Disability	0	0	0
Other	4	4	8
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	0	0.0%
Out-of-School Suspensions	17	1.8%
Any Suspension	17	1.8%
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
51

NJ SCHOOL PERFORMANCE REPORT

FERNWOOD AVENUE MIDDLE SCHOOL
(01-1310-039)
Grades Offered: 06-08
2017-2018

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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 12 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.6:1

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)	$504	$14,137	$14,641

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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	79	117,464
Average years experience in public schools	13.7	12.0
Average years experience in district	11.8	10.7
Teachers in district for 4 or more years	86.1%	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	39	9,374
Average years experience in public schools	14.2	16.0
Average years experience in district	12.7	12.0
Administrators in district for 4 or more years	84.6%	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	12:1	12:1
Students to Administrators	321:1	190:1
Teachers to Administrators	26:1	15:1
Students to Librarians/Media Specialists		822:1
Students to Nurses		569:1
Students to Counselors		336:1
Students to Child Study Team		285:1

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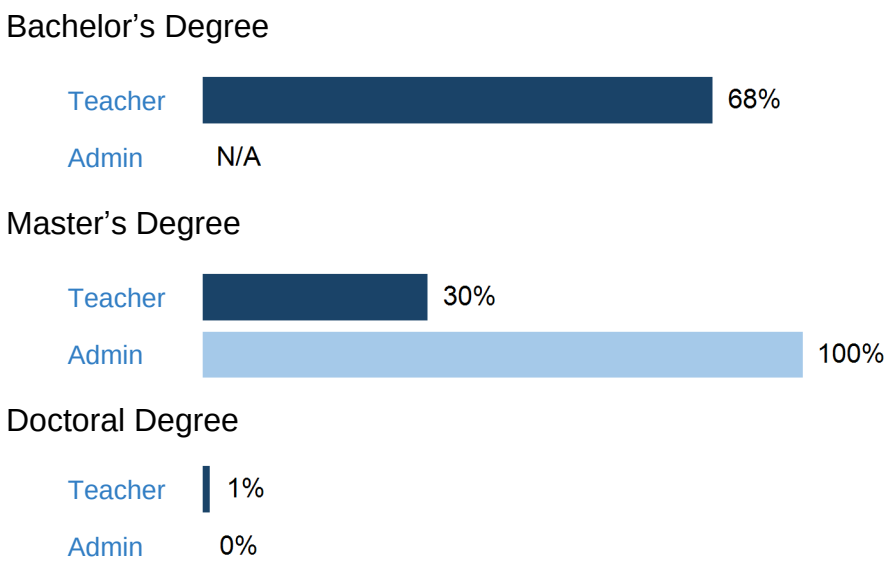
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	95.8%	90.2%
2016-17 Administrators: Same district 2017-18	90.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.0%

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Teachers: All classroom teachers
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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	69.6%	33.3%
Male	30.4%	66.7%
White	94.9%	66.7%
Hispanic	3.8%	0.0%
Black or African American	1.3%	33.3%
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
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	46.27	17.5%
Mathematics Proficiency	32.76	17.5%
English Language Arts Growth	65.82	25.0%
Mathematics Growth	63.44	25.0%
Progress Towards English Language Proficiency (coming 2018)	**	**
Chronic Absenteeism	45.98	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	53.04	n/a
Summative Rating: Percentile rank of Summative Score	54.38	n/a
Requires Comprehensive Support: Summative Score is in the bottom 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Standard	Met Standard	**	Met	No
White	48.25	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	49.56	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	59.76	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	61.00	14.08	No	Met Goal	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	61.02	14.08	No	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Economically Disadvantaged Students	69.94	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	33.93	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	62.16	14.08	No	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	Exceeds Standard	Not 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:	• The FAMS STEM team began the first year cohort with the University of Notre Dame's Center for STEM Education. • Award winning concert band and wind ensemble. The FAMS wind ensemble and choir won first place at the Big Apple Classic and the Performance for a Day Festival respectively. • FAMS was awarded Bronze level status through Sustainable New Jersey for environmental awareness.
Mission, Vision, Theme:	Mission: The mission of the Egg Harbor Township School District and Fernwood Avenue Middle School (FAMS) is to embrace families and their students to provide a safe, rigorous, and relevant learning experience while students are engaged and educated to become responsible for their own learning. Vision: Embrace, Engage, Educate. Theme: Every Hand Together; Every Child, Every Day!
Awards, Recognition, Accomplishments:	The Fernwood Avenue Middle School (FAMS) is environmentally friendly and has been certified with a Bronze level status through Sustainable New Jersey for reducing our environmental impact. The FAMS has been accepted as a cohort with University of Notre Dame's Center for STEM Education. Our Fine and Performing Arts program had seven students achieve All South Jersey Band and Orchestra during the 2017-2018 school year.

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Courses, Curriculum, Instruction:	Our course of study affords students a daily exposure to English, Mathematics, Science, and Social Studies. Students who need additional instruction and reinforcement for the New Jersey State Learning Standards (NJSTLS) are offered supplemental classes in English and Mathematics. The Egg Harbor Township School District offers advanced programs in Science, Pre-Algebra, Algebra, Geometry, Spanish and French. The Fernwood Avenue Middle School offers elective encore courses in Band, Orchestra, Chorus, Coding, Robotics, Entrepreneurship, Media Studies, Art, and STEM.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys) The Fernwood Avenue Middle School is a member of the Cape Atlantic Athletic Conference and offers athletics to boys and girls during the fall, winter and spring seasons. The FAMS offers soccer, field hockey, basketball, wrestling, softball, baseball, and track and field.
Clubs and Activities:	The extracurricular programs at Fernwood Avenue Middle School are very diverse and comprehensive, providing an extension to our students overall education and well roundedness. In addition to athletics, we offer clubs that coordinate our community and school environments. Our Fine and Performing Arts program includes Band, Strings Ensemble, Chorus, Drama, and Art with many of our students having been chosen as ALL South Jersey representatives. We also offer clubs in coding, sign language, art, media, garden, renaissance, yearbook, and homework club.

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Before and After School Programs:	Fernwood Avenue Middle School offers academic assistance programs during and after school for all of our students. The school also has a comprehensive breakfast program.
Staff and Professional Learning:	FAMS is a Professional Learning Community. We believe that every student can learn through a systematic design of differentiated instruction, project-based learning, and Response to Intervention (RTI). EHTSD has after school PLC meetings as well as designated times within the school day for collaborating both with departments and cross-content. Staff participated in four full Professional Learning Days in the 2017-18 school year.

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Student Supports and Services:	FAMS provides extensive supports for students from their Child Study Teams, provides a comprehensive school counseling program including a Student Assistance Coordinator, as well as an Intervention & Referral Services Team.
Student Health and Wellness:	FAMS offers a before school breakfast program in conjunction with the Atlanticare Healthy Schools Initiative. Health & Wellness education is delivered through a comprehensive Health & Physical Education curriculum that includes aerobic training. Medical care is provided through a nursing suite staffed by two certified school nurses.
Parent and Community Involvement:	Parents have access to live information regarding their children's academic progress and attendance through Infinite Campus, which is our administrative software platform. Parent/community presentations take place throughout the year on topics of HS course selection, literacy, and teen issues related to the dangers of substance abuse, internet safety, and career related activities.

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Climate Surveys:	Is a Climate Survey Used: No

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Other Information:	The Fernwood Avenue Middle School (FAMS) hosts grades 6, 7 and 8 and is structured into eight small learning communities, which provide students a more personalized educational environment that utilizes a traditional schedule. The schedule allows for six instructional periods that allow for 52 minutes of instruction per day. The total enrollment is approximately 970 students with 94 full-time certified staff.