NJ SCHOOL PERFORMANCE REPORT

BLOOMFIELD MIDDLE SCHOOL
(13-0410-030)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	ESSEX
District	BLOOMFIELD TWP
Principal Name	MRS. VAYDA-MANZO
Address	60 HUCK ROAD BLOOMFIELD, NJ 07003-4144
Phone Number	(973)680-8620
Email Address	AVAYDA@BLOOMFIELD.K12.NJ.US
Website	https://bms.bloomfield.k12.nj.us/
Twitter	https://twitter.com/07003bmsbengals

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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
7	459	473	471
8	446	451	478
Total	905	927	952

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	48.5%	47.7%	46.6%
Male	51.5%	52.3%	53.4%
Economically Disadvantaged Students	48.2%	44.4%	42.6%
Students with Disabilities	17.5%	15.2%	14.3%
English Learners	3.3%	1.9%	3.2%
Homeless Students		0.4%	0.3%
Students in Foster Care		0.0%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	28.6%	26.0%	24.9%
Hispanic	35.5%	39.6%	42.3%
Black or African American	28.0%	26.4%	23.9%
Asian	7.0%	6.3%	6.0%
Native Hawaiian or Pacific Islander	0.7%	1.4%	2.5%
American Indian or Alaska Native	0.1%	0.2%	0.3%
Two or More Races	0.2%	0.1%	0.0%

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	95.2%
Spanish	2.9%
Other Languages	1.9%

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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	43	43	50	Met Standard	50	49	50	Met Standard
White	43	44.5	50	Met Standard	57	53	51	Met Standard
Hispanic	45	45	49	Met Standard	49	46	48	Met Standard
Black or African American	42	38	44	Met Standard	50	47	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	40.5	46	61	Met Standard	40	60	61	Met Standard
American Indian or Alaska Native	*	49.5	52	**	*	49	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	44	42	48	Met Standard	51	46.5	47	Met Standard
Students with Disabilities	45	38	41	Met Standard	56.5	49	43	Met Standard
English Learners	62	49	54	Exceeds Standard	55	47	51	Met Standard

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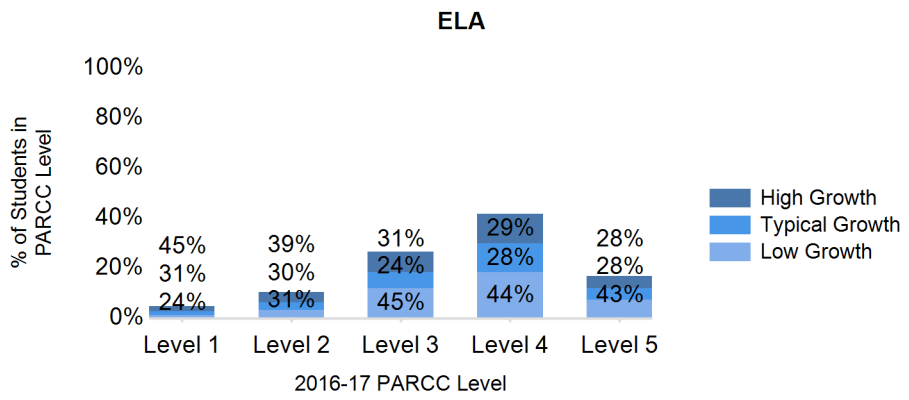
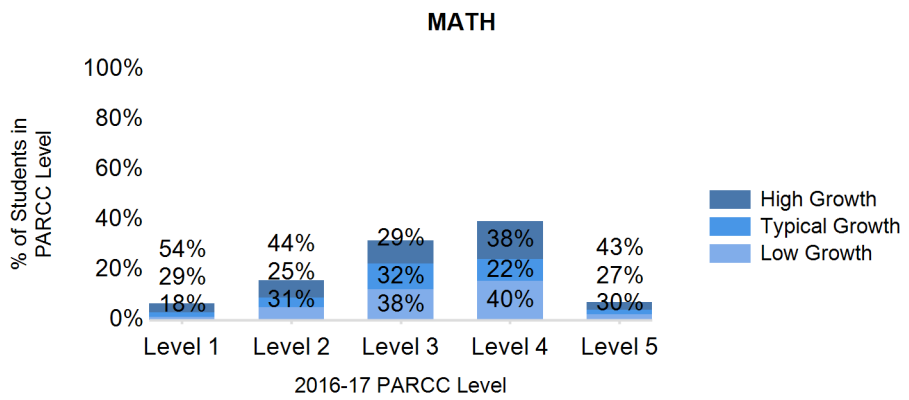
Student Growth by Performance Level

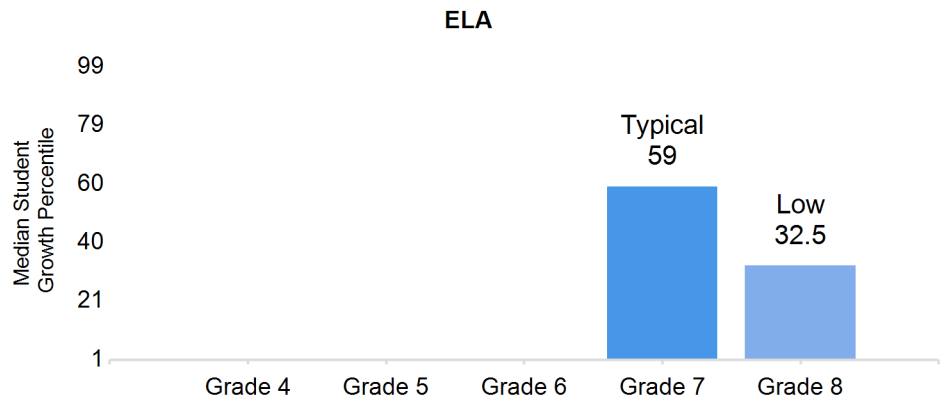
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

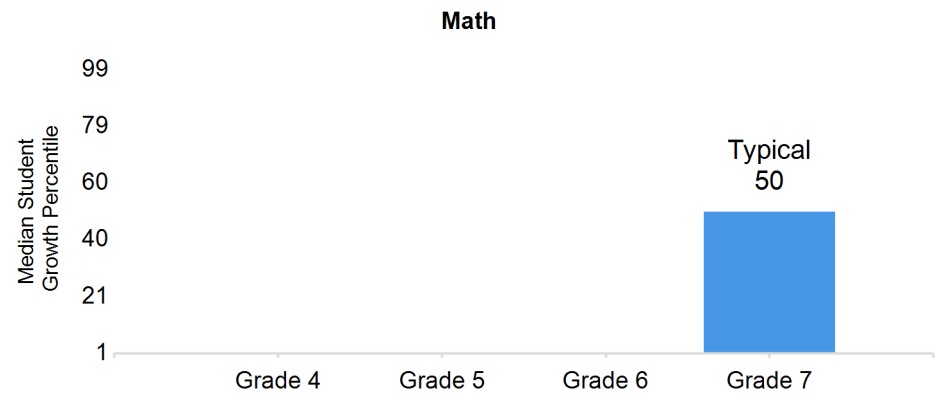




Student Growth by Grade

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	920	97.9	60.7	55.4	56.7	60.7	59.9	Met Target
White	228	96.2	72.3	*	65.6	72.3	63.2	Met Target
Hispanic	387	98.5	53.4	50.4	42.5	53.4	57.4	Met Target†
Black or African American	224	98.7	54.0	44.2	37.3	54.0	54.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.4	82.3	*	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	434	98.0	68.7	64.8	64.5	68.7		
Male	486	97.8	53.7	46.2	49.4	53.7		
Economically Disadvantaged Students	388	98.8	49.0	*	38.5	49.0	52.6	Met Target†
Non-Economically Disadvantaged Students	532	97.3	69.3	*	67.5	69.3		
Students with Disabilities	127	95.6	18.1	*	21.6	18.1	23.5	Met Target†
Students without Disabilities	793	98.3	67.6	*	63.9	67.6		
English Learners	68	100.0	29.4	29.6	27.3	29.4	17.3	Met Target
Non-English Learners	852	97.7	63.3	57.4	59.4	63.3		
Homeless Students	*	*	*	36.4	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	457	765	765	760	3%	10%	20%	40%	27%	67%	63%
White	114	776	776	768	*	*	12%	38%	39%	77%	72%
Hispanic	196	759	759	746	*	*	23%	40%	21%	61%	49%
Black or African American	102	760	760	740	*	*	23%	42%	23%	65%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	208	769	769	769	0%	9%	20%	40%	31%	71%	72%
Male	249	762	762	752	6%	10%	20%	40%	24%	64%	54%
Economically Disadvantaged Students	195	754	754	742	*	*	24%	41%	17%	58%	44%
Non-Economically Disadvantaged Students	262	773	773	771	*	*	17%	40%	35%	74%	73%
Students with Disabilities	53	734	734	721	*	*	34%	*	*	28%	22%
Students without Disabilities	404	769	769	768	*	*	18%	*	*	73%	71%
English Learners	18	721	721	705	*	*	*	*	*	17%	11%
Non-English Learners	439	767	767	762	*	*	*	*	*	69%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	466	753	753	759	10%	11%	24%	41%	14%	55%	60%
White	114	765	765	767	*	*	24%	46%	22%	68%	70%
Hispanic	197	746	746	744	13%	15%	27%	36%	10%	46%	45%
Black or African American	118	746	746	739	13%	14%	26%	37%	9%	47%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	224	764	764	768	*	*	21%	48%	19%	67%	69%
Male	242	743	743	751	*	*	28%	35%	9%	43%	52%
Economically Disadvantaged Students	200	742	742	740	15%	15%	30%	32%	9%	41%	42%
Non-Economically Disadvantaged Students	266	761	761	769	6%	9%	20%	48%	17%	65%	71%
Students with Disabilities	64	718	718	719	*	*	*	*	*	*	19%
Students without Disabilities	402	758	758	766	*	*	*	*	*	*	68%
English Learners	14	713	713	703	*	*	*	*	*	14%	*
Non-English Learners	452	754	754	761	*	*	*	*	*	56%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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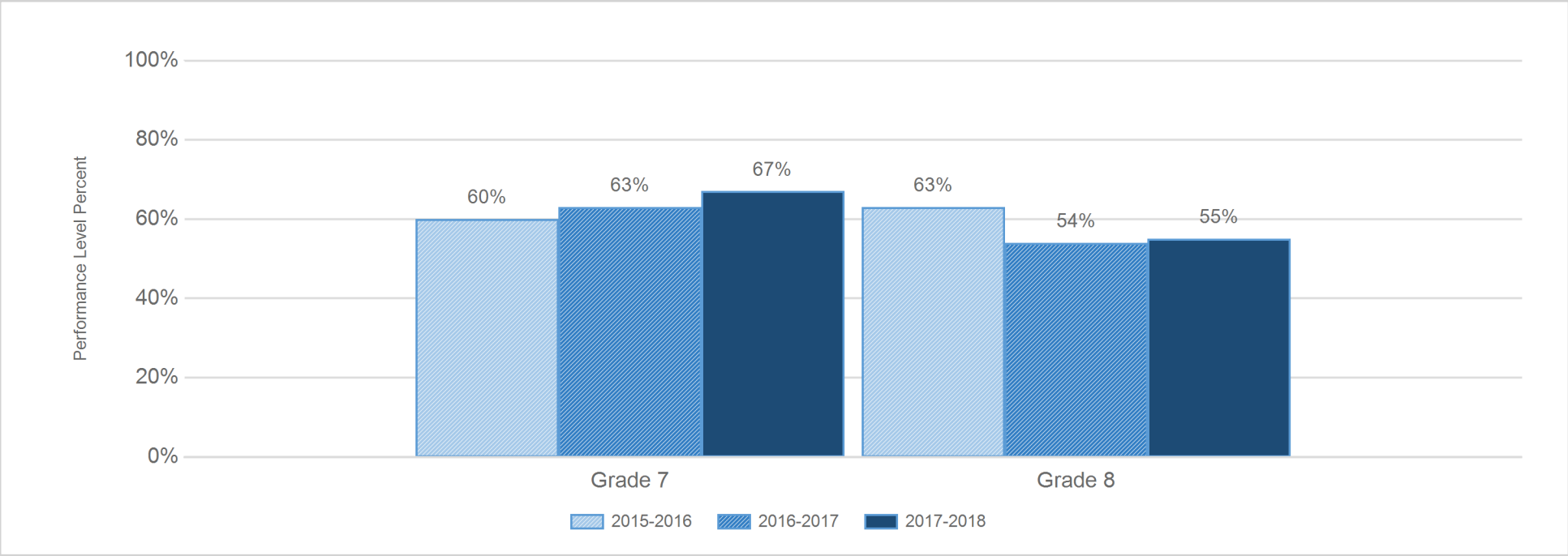
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	923	98.3	47.5	42.0	45.0	47.5	49.2	Met Target†
White	229	96.7	65.5	*	54.1	65.5	54.6	Met Target
Hispanic	387	98.8	38.3	35.0	29.2	38.3	46.4	Not Met
Black or African American	224	98.7	35.8	30.9	23.4	35.8	39.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.9	77.0	*	77.8	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	436	98.7	48.4	44.1	46.0	48.4		
Male	487	98.0	46.6	40.1	43.9	46.6		
Economically Disadvantaged Students	388	98.8	37.6	*	26.6	37.6	41.7	Met Target†
Non-Economically Disadvantaged Students	535	98.0	54.6	*	55.9	54.6		
Students with Disabilities	128	95.6	25.0	*	17.1	25.0	16.4	Met Target
Students without Disabilities	795	98.8	51.1	*	50.5	51.1		
English Learners	68	100.0	25.0	23.7	24.6	25.0	28.3	Met Target†
Non-English Learners	855	98.2	49.3	43.6	46.9	49.3		
Homeless Students	*	*	*	30.0	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	457	746	746	743	4%	19%	32%	35%	10%	45%	43%
White	114	758	758	750	*	*	20%	46%	19%	65%	54%
Hispanic	196	740	740	732	*	23%	39%	*	*	33%	27%
Black or African American	102	741	741	727	*	23%	38%	*	*	36%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	208	746	746	745	*	20%	34%	*	*	42%	45%
Male	249	747	747	741	*	18%	31%	*	*	47%	42%
Economically Disadvantaged Students	195	739	739	730	*	24%	35%	*	*	34%	24%
Non-Economically Disadvantaged Students	262	752	752	751	*	15%	30%	*	*	52%	55%
Students with Disabilities	53	728	728	717	*	32%	32%	*	*	21%	12%
Students without Disabilities	404	749	749	748	*	17%	32%	*	*	48%	50%
English Learners	18	721	721	716	*	*	*	*	*	11%	10%
Non-English Learners	439	747	747	744	*	*	*	*	*	46%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	371	736	736	728	12%	21%	31%	*	*	36%	28%
White	77	745	745	736	*	14%	29%	*	*	48%	36%
Hispanic	164	732	732	722	13%	25%	31%	30%	0%	30%	22%
Black or African American	107	733	733	715	13%	22%	35%	*	*	30%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	174	740	740	731	7%	22%	31%	*	*	40%	31%
Male	197	733	733	725	15%	21%	31%	*	*	33%	26%
Economically Disadvantaged Students	178	732	732	719	15%	23%	30%	*	*	31%	20%
Non-Economically Disadvantaged Students	193	740	740	735	8%	20%	32%	*	*	40%	35%
Students with Disabilities	64	721	721	705	30%	17%	27%	*	*	27%	*
Students without Disabilities	307	739	739	735	8%	22%	32%	*	*	38%	*
English Learners	14	710	710	705	*	*	*	*	*	14%	10%
Non-English Learners	357	737	737	729	*	*	*	*	*	37%	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

BLOOMFIELD MIDDLE SCHOOL
(13-0410-030)
Grades Offered: 07-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	807	741	746	0%	0%	0%	42%	58%	100%	46%
White	38	809	752	755	0%	0%	0%	42%	58%	100%	57%
Hispanic	33	800	737	730	0%	0%	0%	58%	42%	100%	27%
Black or African American	11	816	730	727	0%	0%	0%	*	*	100%	23%
Asian, Native Hawaiian, or Pacific Islander	16	811	773	779	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	52	807	745	748	0%	0%	0%	42%	58%	100%	48%
Male	46	807	738	745	0%	0%	0%	41%	59%	100%	44%
Economically Disadvantaged Students	22	803	733	729	0%	0%	0%	45%	55%	100%	25%
Non-Economically Disadvantaged Students	76	809	748	756	0%	0%	0%	41%	59%	100%	57%
Students with Disabilities	N	N	704	716	N	N	N	N	N	N	13%
Students without Disabilities	98	807	748	752	0%	0%	0%	42%	58%	100%	52%
English Learners	N	N	711	710	N	N	N	N	N	N	*
Non-English Learners	98	807	743	749	0%	0%	0%	42%	58%	100%	*
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	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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BLOOMFIELD MIDDLE SCHOOL
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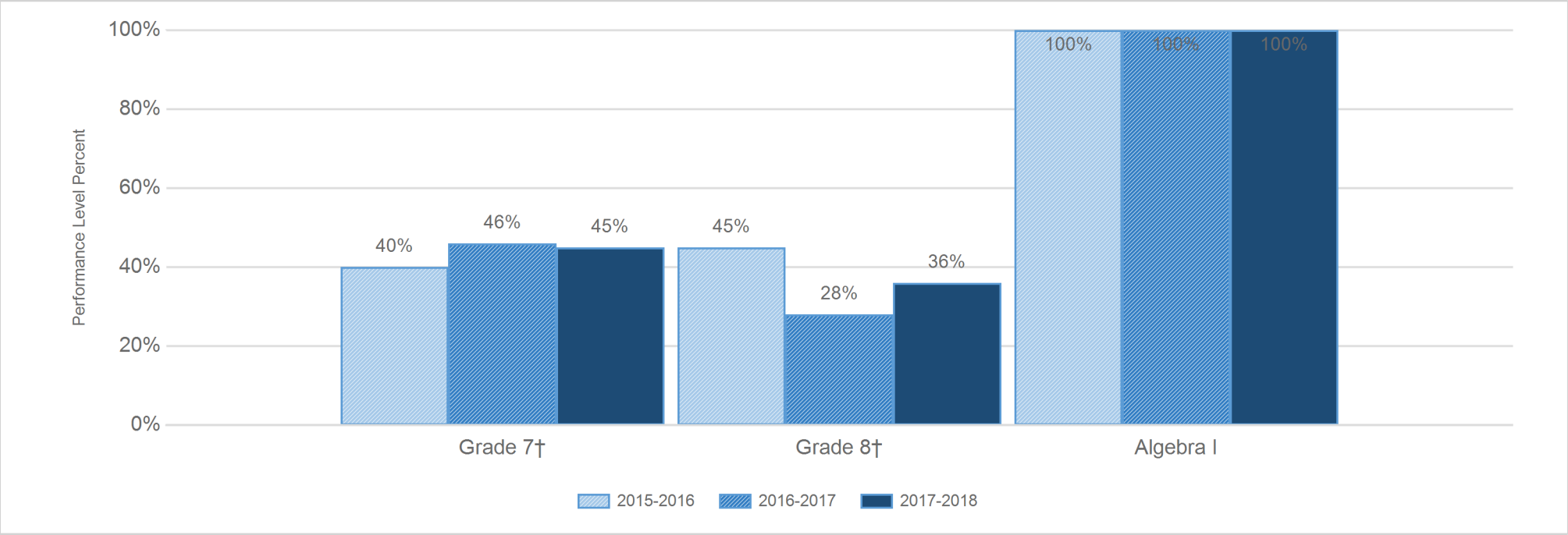
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	45.5%	46.8%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	20	90.0%	10.0%
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
7	0	0	470
8	98	0	377
Total	98	0	847

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	312	0	0	0	0	0	0
8	274	0	0	0	0	0	0
Total	586	0	0	0	0	0	0

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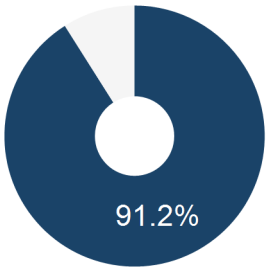
Visual and Performing Arts – Course Participation

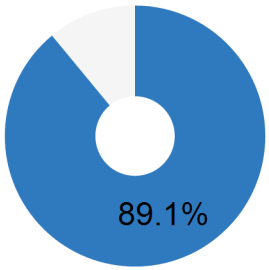
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

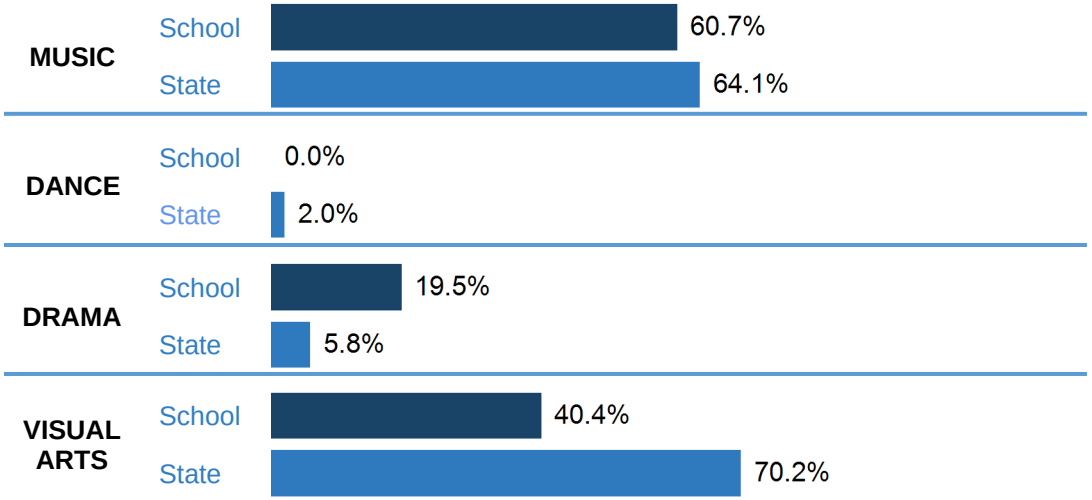


School



State

Students enrolled in one or more classes by discipline:



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

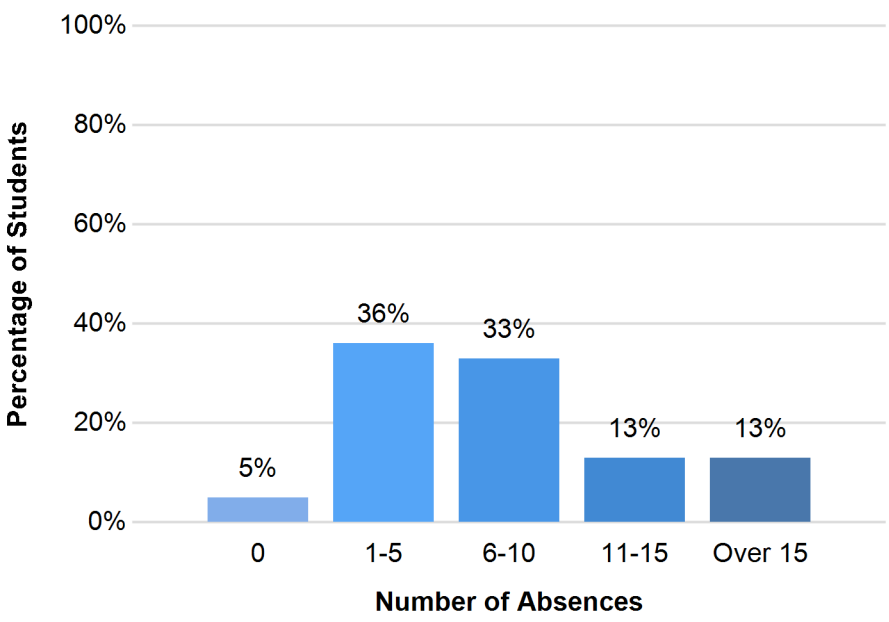
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	88	9.2	10.0	Met
White	22	9.2	10.0	Met
Hispanic	42	10.4	10.0	Not Met
Black or African American	20	8.7	10.0	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	10.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	52	12.9	10.0	Not Met
Students with Disabilities	15	10.6	10.0	Not Met
English Learners	4	13.3	10.0	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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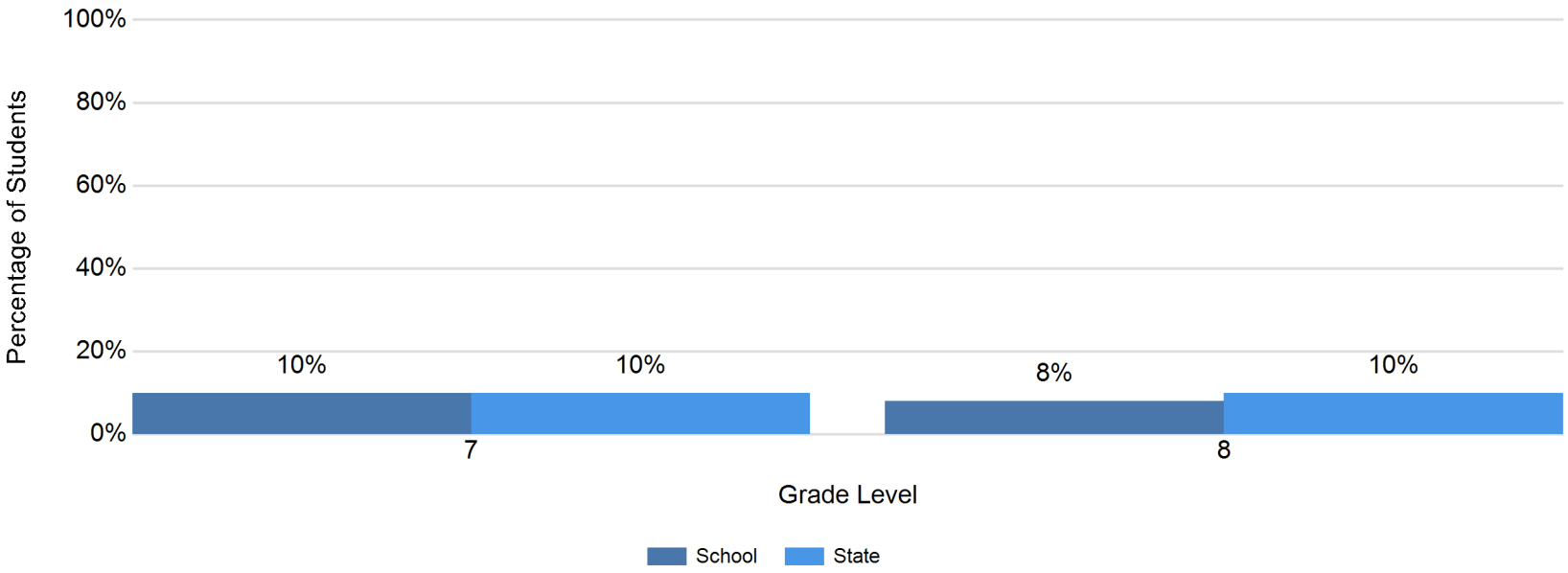
Chronic Absenteeism by Grade

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



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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	4
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.37

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	2	2
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	2	2
Disability	1	0	1
Other	1	4	5
No Identified Nature	1		1

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	10	1.1%
Out-of-School Suspensions	*	*
Any Suspension	16	1.7%
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
35

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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	8:30 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$465	$12,831	$13,296

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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	87	117,464
Average years experience in public schools	9.6	12.0
Average years experience in district	9.0	10.7
Teachers in district for 4 or more years	66.7%	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	34	9,374
Average years experience in public schools	13.5	16.0
Average years experience in district	12.4	12.0
Administrators in district for 4 or more years	70.6%	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	11:1	12:1
Students to Administrators	317:1	189:1
Teachers to Administrators	29:1	16:1
Students to Librarians/Media Specialists		584:1
Students to Nurses		643:1
Students to Counselors		306:1
Students to Child Study Team		238:1

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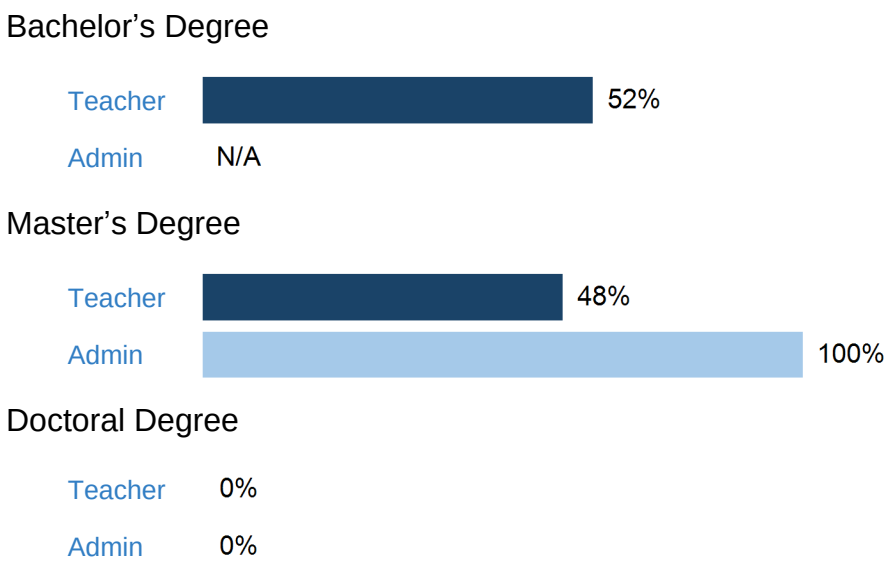
Teachers and Administrators - Level of Education

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	93.6%	90.2%
2016-17 Administrators: Same district 2017-18	86.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.8%

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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	74.7%	66.7%
Male	25.3%	33.3%
White	83.9%	66.7%
Hispanic	8.0%	33.3%
Black or African American	3.4%	0.0%
Asian	4.6%	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		

NJ SCHOOL PERFORMANCE REPORT

BLOOMFIELD MIDDLE SCHOOL
(13-0410-030)
Grades Offered: 07-08
2017-2018

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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	55.75	15.0%
Mathematics Proficiency	50.59	15.0%
English Language Arts Growth	28.20	20.0%
Mathematics Growth	49.61	20.0%
Progress Towards English Language Proficiency	29.79	20.0%
Chronic Absenteeism	34.89	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	40.96	n/a
Summative Rating: Percentile Rank of Summative Score	34.00	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Standard	Met Standard	Met Target†	Met	No
White	50.50	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	51.33	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	66.95	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	20.78	14.08	No	Met Goal	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	59.00	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	66.30	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
English Learners	52.84	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	Met 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:	• Technology integrated into everyday instruction with all BMS students utilizing a 1:1 personal Chromebook. • Curriculum includes Balanced Literacy approach, Connected Math 3, and Next Gen Science Standards. • Designated a School to Watch by NJAMLE 2014-2017
Mission, Vision, Theme:	The Bloomfield Middle School staff is dedicated to preparing students to become outstanding citizens within a complex and changing society. Essential to this is understanding the value of responsibility, honor, and confidence- our school motto. Our curriculum is designed to motivate students to achieve academic success through a well-rounded educational experience with focus on 21st century skills.
Awards, Recognition, Accomplishments:	BMS has been awarded the title of a Spotlight School by the New Jersey Association for Middle Level Education during the 2014-2017 period. This designation is awarded for academic excellence, developmental responsiveness, social equity, and organizational structures.

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Courses, Curriculum, Instruction:	Curriculum includes Connected Math 3, Balanced Literacy, and Next Generation Science Standards. A 1-to-1 Chromebook initiative enhances curriculum and instruction. An interdisciplinary approach focuses on critical thinking, decision-making, and problem-solving. We offer a full continuum of services: honors, gifted and talented, inclusion, targeted special education, & ABA. An alternative education program is an option for students who have not experienced success in their present settings.
Clubs and Activities:	Bloomfield Middle School remains very active after the end to the school day. In addition to the many clubs and activities, there is a variety of opportunities for students to receive support ranging from specific skill building programs to individualized tutoring. Visit our website for a complete list.

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Staff and Professional Learning:	Ongoing professional development is paramount to the success of our curricular programs. Daily Professional Learning Communities, partnerships with surrounding colleges and universities, as well as access to high quality PD allow teachers to remain current and innovative in their instruction. A Bloomfield Teacher Academy provides an opportunity to turn key vital strategies across the district in a peer to peer format.

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Student Supports and Services:	The guidance, child study, and counseling teams support individual student needs with targeted approaches developed through expertise and communication with families. Counselors respond to the direct and immediate concerns of students whether it is to provide information, respond to a crisis, or arrange a consultation with parents, staff, and other specialists.
Parent and Community Involvement:	Through a site-based management approach, the members of our Home & School Association serve as active educational partners and direct participants in school governance. Our facility is one that is continually in use for the benefit of BMS families and the community.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers Students are surveyed to provide feedback on school climate and ongoing curricular initiatives. Results are shared with stakeholders and utilized in decision-making.
Facilities:	Established September 1987, BMS is located on a picturesque 32-acre site of the former North Junior High. The park-like campus features sports fields, nature areas, and Clark's Pond, now home to a living classroom. BMS is a WiFi campus with student presentation systems in every class. Recent renovations: main office, secure entrance, camera system, new boilers, brand new doors, student lockers, locker rooms, parking lot, kitchen, ceilings, lights, gym floor/bleachers.
School Safety:	Student safety is of paramount importance to BMS staff. A security team consisting of a School Resource Officer, a retired Fire Captain, a Navy Medic, a nurse, and key staff members monitors security protocols and procedures and consistently reflects on school security and safety practices. Monthly drills are practiced and procedures consistently reinforced with students and staff.

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Technology and STEM:	Every student at BMS receives a Chromebook to use at school and home. Continuous professional development for staff driven by the SAMR model assures technology is utilized to truly enhance learning. Elective options such as STEM and Introduction to Computer Science pull from Project Lead the Way and code.org curricular resources to assure students have access to dynamic, cross-curricular, and project based opportunities to apply STEM concepts.