NJ SCHOOL PERFORMANCE REPORT

MIDDLE TOWNSHIP ELEMENTARY #4
(09-3130-091)
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	CAPE MAY
District	MIDDLE TWP
Principal Name	MR. ORTMAN
Address	300 E PACIFIC AVE CAPE MAY COURT HOUSE, NJ 08210
Phone Number	(609)465-1834
Email Address	ORTMANJ@MIDDLETWP.K12.NJ.US
Website	http://www.middletwp.k12.nj.us/middleschool
Facebook	https://www.facebook.com/Middle-Township-Middle-School-430389343708717/

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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	180	169	177
7	176	186	172
8	189	176	189
Total	546	531	538

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	47.8%	50.3%	50.6%
Male	52.2%	49.7%	49.4%
Economically Disadvantaged Students	38.4%	44.1%	44.2%
Students with Disabilities	23.9%	22.4%	21.2%
English Learners	0.9%	1.5%	2.4%
Homeless Students		2.4%	3.5%
Students in Foster Care		1.1%	0.9%
Military-Connected Students		0.8%	1.3%
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	68.7%	67.4%	64.1%
Hispanic	11.0%	13.9%	15.1%
Black or African American	17.6%	15.8%	16.5%
Asian	2.6%	2.6%	3.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	0.2%	0.2%	0.4%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	89.8%
Spanish	7.4%
Other Languages	2.8%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	54.5	52	50	Met Standard	44	52	50	Met Standard
White	57	53	50	Met Standard	48	52	51	Met Standard
Hispanic	55	56	49	Met Standard	45	55.5	48	Met Standard
Black or African American	42	48.5	44	Met Standard	30	47	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	54	56.5	61	**	26	50	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	49.5	50.5	48	Met Standard	43	54	47	Met Standard
Students with Disabilities	36	41	41	Not Met	39	53	43	Not Met
English Learners	51	55	54	Met Standard	48.5	52	51	Met Standard

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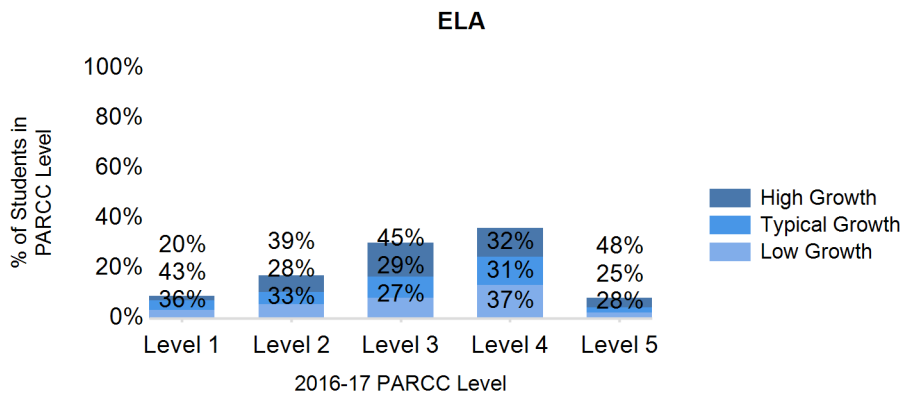
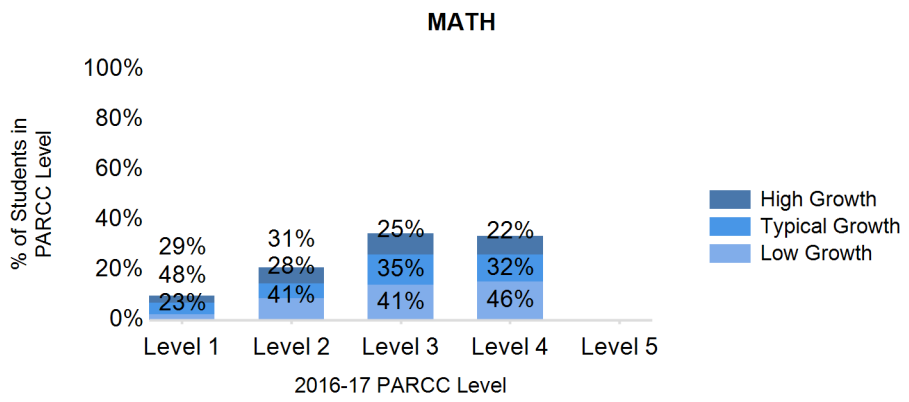
Student Growth by Performance Level

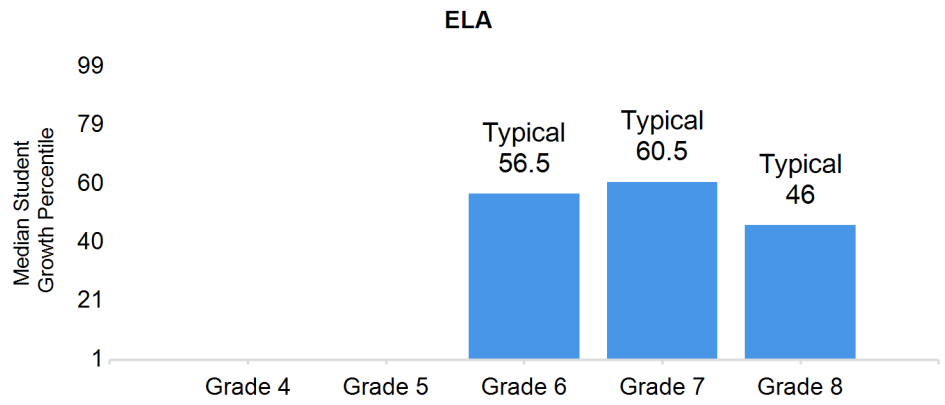
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

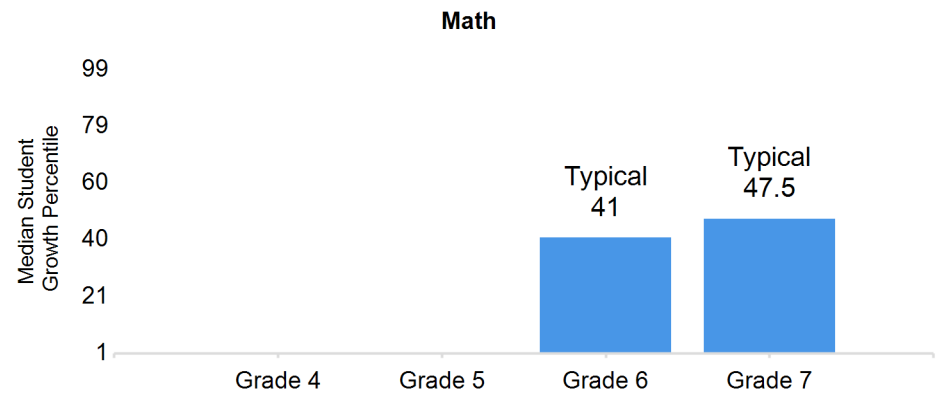




Student Growth by Grade

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	533	98.9	52.0	45.8	56.7	52.0	44.6	Met Target
White	339	98.9	59.8	51.6	65.6	59.8	49.2	Met Target
Hispanic	81	98.8	32.1	34.6	42.5	32.1	36.3	Met Target†
Black or African American	91	98.9	33.0	*	37.3	33.0	27.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	19	100.0	84.2	65.1	82.3	84.2	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	268	98.6	59.7	54.3	64.5	59.7		
Male	265	99.3	44.2	37.6	49.4	44.2		
Economically Disadvantaged Students	255	97.7	37.2	34.3	38.5	37.2	24.8	Met Target
Non-Economically Disadvantaged Students	278	100.0	65.4	56.5	67.5	65.4		
Students with Disabilities	126	99.2	18.3	*	21.6	18.3	24	Met Target†
Students without Disabilities	407	98.8	62.4	*	63.9	62.4		
English Learners	36	100.0	36.2	*	27.3	36.2	28	Met Target
Non-English Learners	497	98.8	53.1	*	59.4	53.1		
Homeless Students	16	95.0	25.0	*	27.7	25.0		
Students In Foster Care	*	*	*	29.4	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	*	*	*	46.2	30.1	*		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	172	748	748	754	*	15%	28%	*	*	52%	56%
White	104	754	754	761	*	*	33%	*	*	58%	66%
Hispanic	26	736	736	742	*	*	*	*	*	38%	42%
Black or African American	33	737	737	737	*	30%	*	*	*	39%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	88	751	751	761	*	14%	27%	*	*	58%	64%
Male	84	745	745	748	*	17%	30%	*	*	46%	48%
Economically Disadvantaged Students	85	740	740	739	*	*	31%	*	*	41%	37%
Non-Economically Disadvantaged Students	87	756	756	764	*	*	26%	*	*	63%	68%
Students with Disabilities	26	720	720	723	*	*	*	*	*	15%	18%
Students without Disabilities	146	753	753	760	*	*	*	*	*	59%	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	*	*	*	732	*	*	*	*	*	*	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	167	749	749	760	14%	10%	22%	35%	19%	54%	63%
White	111	759	759	768	*	*	19%	41%	24%	65%	72%
Hispanic	30	730	730	746	*	*	*	*	*	30%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	86	755	755	769	*	*	15%	*	*	63%	72%
Male	81	742	742	752	*	*	28%	*	*	44%	54%
Economically Disadvantaged Students	80	733	733	742	*	*	29%	*	*	35%	44%
Non-Economically Disadvantaged Students	87	763	763	771	*	*	15%	*	*	71%	73%
Students with Disabilities	42	706	706	721	*	*	*	*	*	12%	22%
Students without Disabilities	125	763	763	768	*	*	*	*	*	68%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	*	*	*	716	*	*	*	*	*	*	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	184	747	747	759	10%	18%	23%	36%	12%	48%	60%
White	122	754	754	767	*	16%	22%	*	*	56%	70%
Hispanic	22	736	736	744	*	*	*	*	*	27%	45%
Black or African American	32	722	722	739	*	34%	*	*	*	22%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	92	756	756	768	*	*	21%	*	*	59%	69%
Male	92	738	738	751	*	*	26%	*	*	37%	52%
Economically Disadvantaged Students	80	730	730	740	*	*	29%	*	*	29%	42%
Non-Economically Disadvantaged Students	104	760	760	769	*	*	19%	*	*	63%	71%
Students with Disabilities	41	714	714	719	*	*	*	*	*	*	19%
Students without Disabilities	143	757	757	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	*	*	*	718	*	*	*	*	*	*	21%

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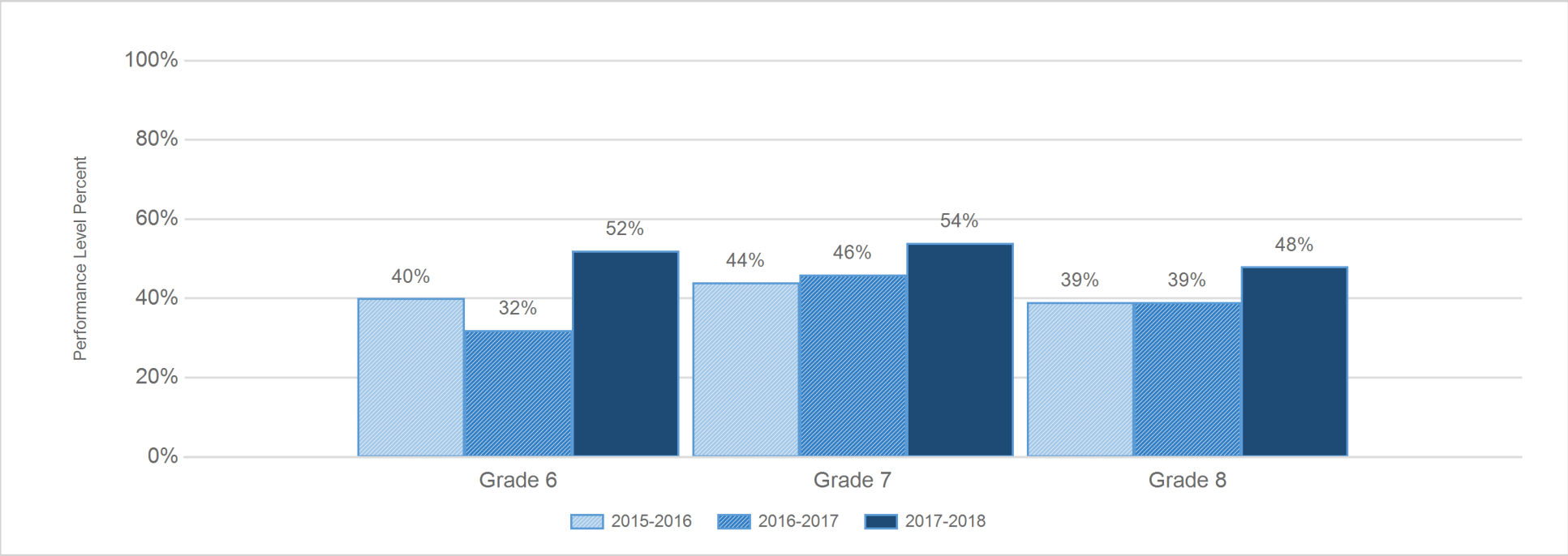
English Language Arts/Literacy Assessment - Performance Trends

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	535	98.9	32.7	35.2	45.0	32.7	38.7	Not Met
White	339	98.9	39.5	40.5	54.1	39.5	42.9	Met Target†
Hispanic	83	98.9	15.7	25.1	29.2	15.7	26	Not Met
Black or African American	91	98.9	15.4	*	23.4	15.4	25.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	19	100.0	68.4	65.9	77.0	68.4	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	270	98.6	30.0	36.5	46.0	30.0		
Male	265	99.3	35.5	33.9	43.9	35.5		
Economically Disadvantaged Students	257	97.8	23.8	*	26.6	23.8	23.3	Met Target
Non-Economically Disadvantaged Students	278	100.0	41.0	*	55.9	41.0		
Students with Disabilities	126	99.2	11.1	*	17.1	11.1	21.1	Not Met
Students without Disabilities	409	98.8	39.3	*	50.5	39.3		
English Learners	38	100.0	18.4	*	24.6	18.4	20.3	Met Target†
Non-English Learners	497	98.8	33.8	*	46.9	33.8		
Homeless Students	18	95.5	11.1	*	17.3	11.1		
Students In Foster Care	*	*	*	35.3	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	*	*	*	33.3	23.7	*		

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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	172	738	738	744	7%	26%	28%	*	*	39%	44%
White	104	744	744	751	*	19%	27%	*	*	49%	54%
Hispanic	26	726	726	731	*	42%	*	*	*	19%	27%
Black or African American	33	730	730	726	*	30%	36%	*	*	24%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	88	734	734	745	*	32%	*	*	*	34%	45%
Male	84	742	742	742	*	19%	*	*	*	44%	42%
Economically Disadvantaged Students	85	735	735	729	*	27%	*	*	*	38%	24%
Non-Economically Disadvantaged Students	87	741	741	753	*	24%	*	*	*	40%	56%
Students with Disabilities	26	718	718	717	*	38%	*	*	*	19%	13%
Students without Disabilities	146	742	742	748	*	23%	*	*	*	42%	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	*	*	*	717	*	*	*	*	*	*	18%

NJ SCHOOL PERFORMANCE REPORT

MIDDLE TOWNSHIP ELEMENTARY #4
(09-3130-091)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	169	734	734	743	7%	26%	38%	*	*	29%	43%
White	111	741	741	750	*	23%	38%	*	*	37%	54%
Hispanic	31	724	724	732	*	*	48%	*	*	10%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	87	734	734	745	*	31%	37%	*	*	29%	45%
Male	82	734	734	741	*	21%	39%	*	*	29%	42%
Economically Disadvantaged Students	82	724	724	730	*	35%	37%	*	*	15%	24%
Non-Economically Disadvantaged Students	87	744	744	751	*	17%	39%	*	*	43%	55%
Students with Disabilities	43	713	713	717	*	*	*	*	*	*	12%
Students without Disabilities	126	742	742	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	*	*	*	718	*	*	*	*	*	*	11%

NJ SCHOOL PERFORMANCE REPORT

MIDDLE TOWNSHIP ELEMENTARY #4
(09-3130-091)
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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	164	722	722	728	27%	24%	29%	21%	0%	21%	28%
White	106	728	728	736	18%	22%	36%	25%	0%	25%	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	32	707	707	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	82	724	724	731	26%	20%	33%	22%	0%	22%	31%
Male	82	719	719	725	28%	28%	24%	20%	0%	20%	26%
Economically Disadvantaged Students	77	709	709	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	87	733	733	735	*	*	*	*	*	*	35%
Students with Disabilities	41	702	702	705	*	*	*	*	*	*	*
Students without Disabilities	123	728	728	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

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(09-3130-091)
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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	18	784	729	746	0%	0%	*	*	*	94%	46%
White	14	784	735	755	0%	0%	*	*	*	93%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	713	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	*	*	*	748	*	*	*	*	*	*	48%
Male	*	*	*	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	698	716	N	N	N	N	N	N	13%
Students without Disabilities	18	784	739	752	0%	0%	*	*	*	94%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	18	784	*	749	0%	0%	*	*	*	94%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	*	*	*	720	*	*	*	*	*	*	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	*	*	728	735	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	N	N	*	723	N	N	N	N	N	N	14%
Black or African American	N	N	718	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	717	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	704	713	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	716	727	N	N	N	N	N	N	30%
White	N	N	720	733	N	N	N	N	N	N	35%
Hispanic	N	N	716	710	N	N	N	N	N	N	14%
Black or African American	N	N	698	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	N	N	720	728	N	N	N	N	N	N	30%
Male	N	N	712	727	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	702	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	723	736	N	N	N	N	N	N	37%
Students with Disabilities	N	N	681	693	N	N	N	N	N	N	*
Students without Disabilities	N	N	719	732	N	N	N	N	N	N	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	N	N	716	729	N	N	N	N	N	N	*
Homeless Students	N	N	*	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	*	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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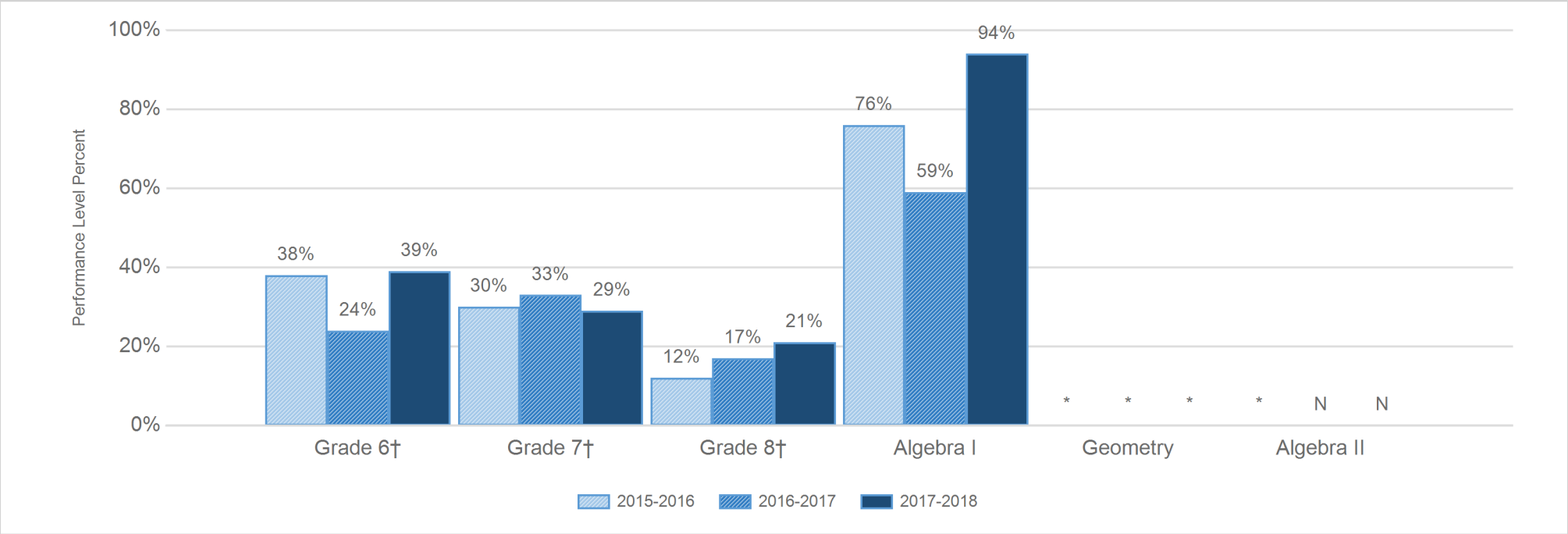
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	9.1%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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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	177
7	0	0	173
8	18	0	171
Total	18	0	521

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	176	0	0	0	0	0	0
7	172	0	0	0	0	0	0
8	188	0	0	0	0	0	0
Total	536	0	0	0	0	0	0

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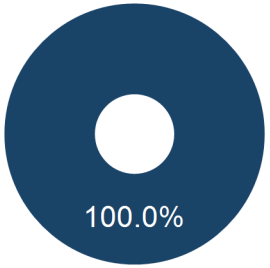
Visual and Performing Arts – Course Participation

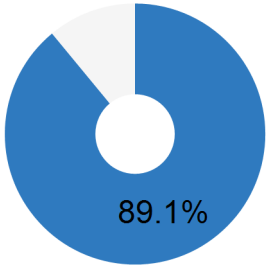
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

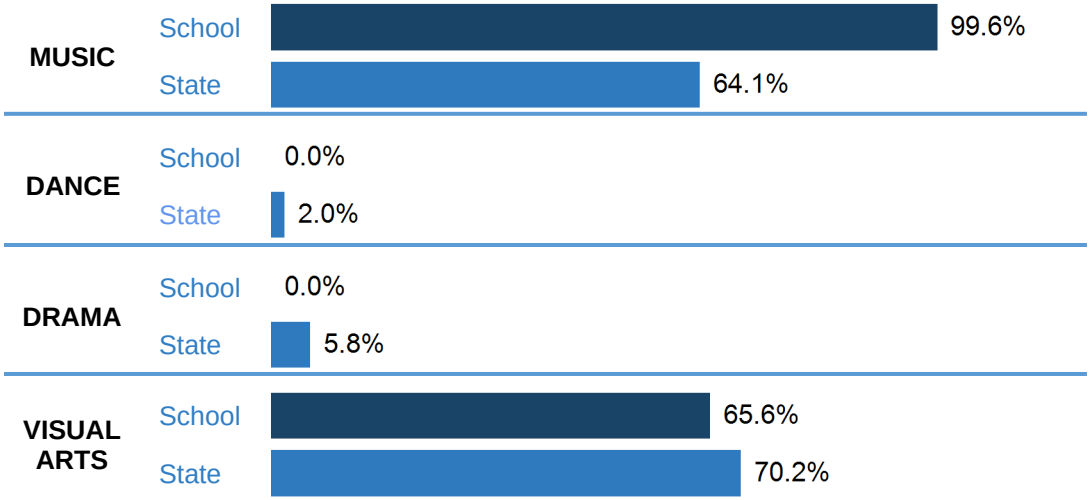


School



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.

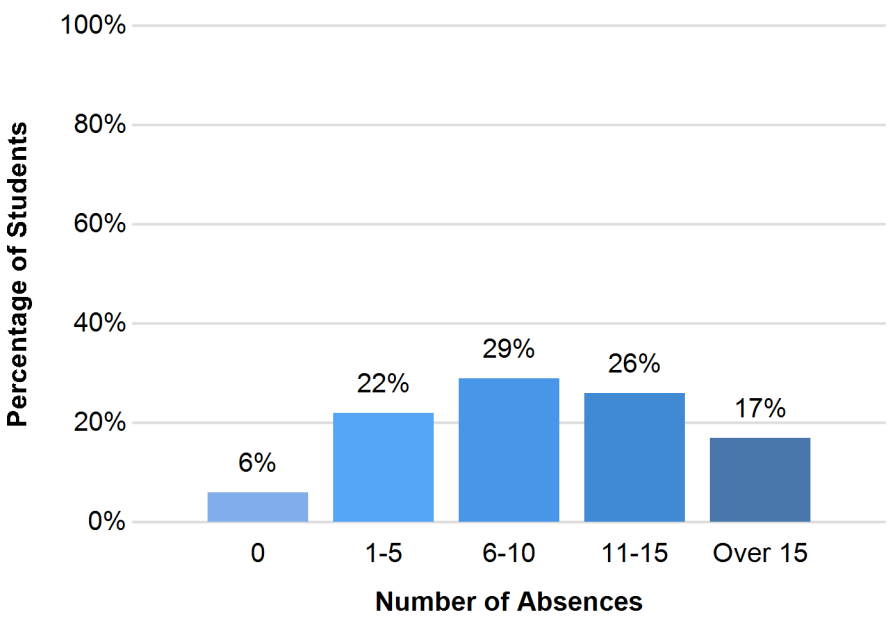
Chronic Absenteeism

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	60	10.9	9.5	Not Met
White	36	10.3	9.5	Not Met
Hispanic	9	10.5	9.5	Not Met
Black or African American	14	15.4	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	1	5.3	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	33	13.8	9.5	Not Met
Students with Disabilities	17	13.6	9.5	Not Met
English Learners	1	7.7	**	**

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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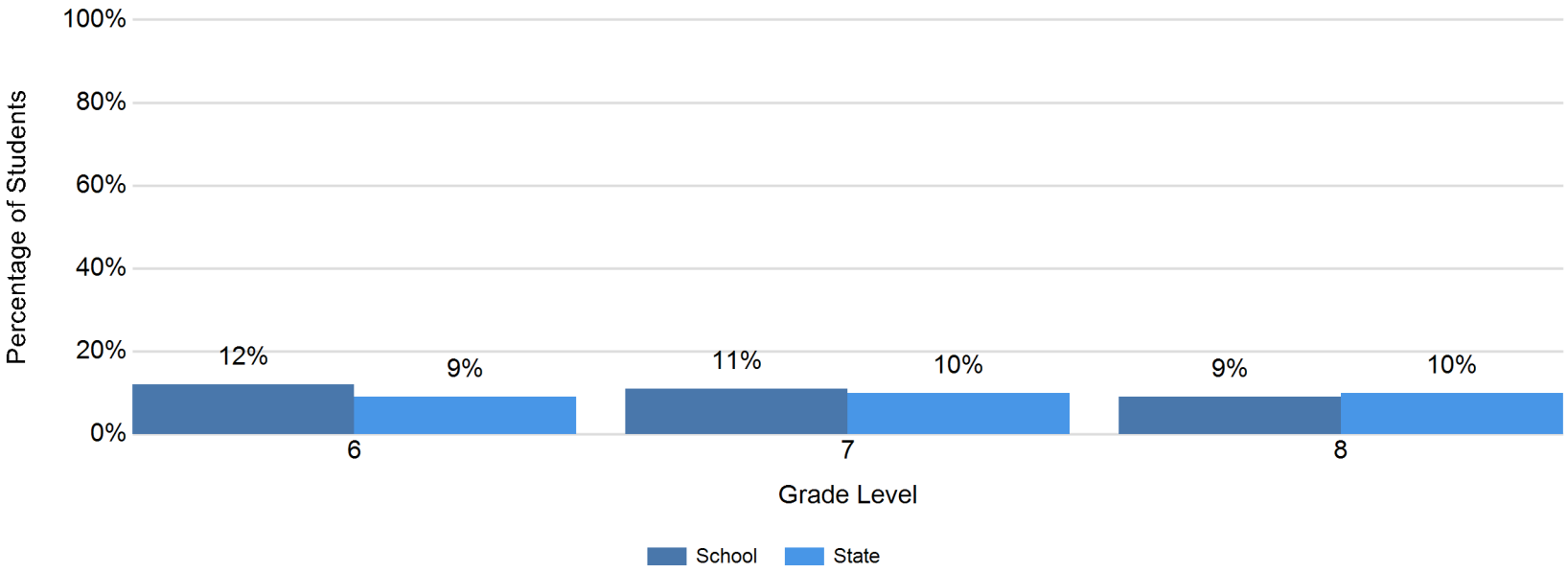
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality 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 by Grade

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



NJ SCHOOL PERFORMANCE REPORT

MIDDLE TOWNSHIP ELEMENTARY #4
(09-3130-091)
Grades Offered: 06-08
2017-2018

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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	10
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	2.97

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

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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	0	0
Religion	0	0	0
Ancestry	1	0	1
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	1	0	1
Other	1	4	5
No Identified Nature	9		9

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	1.9%
Out-of-School Suspensions	19	3.5%
Any Suspension	26	4.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
159

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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	7:40 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 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	8.3:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$623	$13,113	$13,736

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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	45	117,464
Average years experience in public schools	11.9	12.0
Average years experience in district	11.7	10.7
Teachers in district for 4 or more years	77.8%	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	12	9,374
Average years experience in public schools	14.8	16.0
Average years experience in district	14.8	12.0
Administrators in district for 4 or more years	83.3%	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	538:1	205:1
Teachers to Administrators	45:1	17:1
Students to Librarians/Media Specialists		1228:1
Students to Nurses		491:1
Students to Counselors		409:1
Students to Child Study Team		307:1

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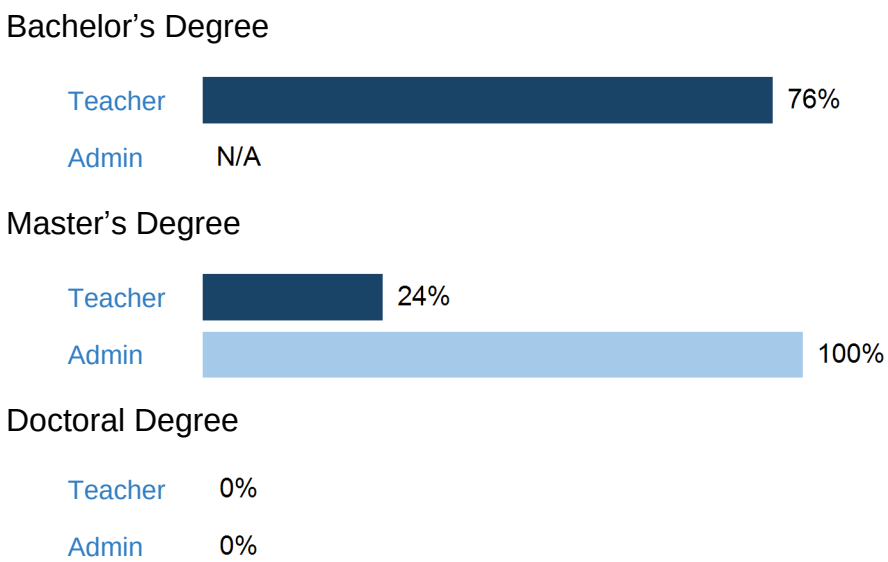
Teachers and Administrators - Level of Education

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	92.9%	90.2%
2016-17 Administrators: Same district 2017-18	85.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.7%

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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	57.8%	0.0%
Male	42.2%	100.0%
White	91.1%	100.0%
Hispanic	2.2%	0.0%
Black or African American	6.7%	0.0%
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	33.65	17.5%
Mathematics Proficiency	17.59	17.5%
English Language Arts Growth	57.64	25.0%
Mathematics Growth	26.65	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	26.80	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	34.06	n/a
Summative Rating: Percentile Rank of Summative Score	24.35	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	Not Met	Met Standard	Met Standard	**	Not Met	No
White	38.17	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	39.05	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	29.84	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	42.68	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	36.52	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	46.77	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	Met Standard	**	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:	• All 6th Grade Students have an opportunity to participate in an Outdoor Educational Experience. • Academic Programs include Gifted and Talented Programs for Math and Literacy as well as Algebra 1. • We offer a wide range of extracurricular activities in addition to our sports, and music programs.
Mission, Vision, Theme:	The mission of Middle Township Middle School is to provide high level learning activities where students demonstrate their ability to use a wide range of applied skills independently as well as cooperatively. This mirrors the mission of the school district which is to provide excellence in education while celebrating the strength of its diversity and upholding the values and traditions of the community in order to produce graduates who possess a love of learning and a sense of responsibility.
Awards, Recognition, Accomplishments:	Awarded several grants to support our science and STEM education programs. Student artwork has been recognized in winning design contests. Students have won competitive writing contests throughout the county.

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Courses, Curriculum, Instruction:	Gifted and Talented opportunities are available in literacy and math for all grade levels. Students also have the opportunity to participate in Algebra in 8th grade. All students have math, language arts, science, social studies, gym, and special areas daily. Special area classes include Computers, Art, Music, Spanish and Woodshop. Homework assistance is available daily after school.
Sports and Athletics:	Sports Offered: Baseball (Boys & Girls), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Coed), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Volleyball (Coed), Wrestling (Coed) Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Wrestling (Co-ed) Volleyball (Co-ed). In addition to the sports above, Winter Cheerleading is offered. All sports teams at Middle Township Middle School are competitive from year to year and have won several accolades over the past few years.
Clubs and Activities:	Clubs and Activities include: Lego Club, Movie Club, Art Club, Choir, Drama Club, Band, Robotics, STEM/GIS Club, Beekeeping, Homework Club, Success Club, Pink Panthers, Student Council, National Junior Honor Society, Wood Club, Gardening Club, United Young Generation, Book Club, and Stage Crew.

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Before and After School Programs:	Band, Choir, & Drama.
Staff and Professional Learning:	Staff professional development and training focuses on the review of formative and summative data. Staff members have monthly department meetings in addition to daily professional learning communities in which they work collaboratively to improve instruction by reviewing and analyzing data and discussing how to prepare our students for the technologically global world.

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Student Supports and Services:	The Middle School provides the continuum of supports for Special Education Students. The support for ELL's includes after school tutoring as well as support throughout the school day with an ELL teacher. The I&RS Team is in place to assist students with learning and behavioral concerns. Guidance Counselors, Child Study Team members, the School Nurse and a Substance Abuse Coordinator work collaboratively to address all student needs.
Student Health and Wellness:	Students at MTMS have 44 minutes of physical education daily including one day per week of intense physical exercise and circuit training. Breakfast and lunch are offered daily to all students. The Pink Panthers and Success Clubs provide opportunities for student activities that encompass health and wellness. In addition, there are several athletic teams at MTMS.
Parent and Community Involvement:	MTMS has a PAWS (Parents Active W/ School) Group that provides support for student activities. Community Events at MTMS have included a Veteran's Day Assembly, St. Baldrickƒ??s fundraiser, Community Carnival, Girls Overnight Lock-in and an overnight camping trip. There is a strong bond with the local police department who works closely with MTMS to further support community events.

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Facilities:	MTMS was built in 1972 with an addition put on about ten years ago. MTMS has state of the art science labs, two gymnasiums, a woodshop, art room, music room, band room, a full service library and several computer labs. In addition, we have an outdoor classroom in our school courtyard with a full garden, pond, greenhouse and beehives. Most recently, a district-wide referendum project for MTMS has allowed for a covered parent drop-off area and an updated fire alarm system.
School Safety:	We have daily meetings with our School Resource Officer as well as our District Security Director. Proper drills are practiced monthly.

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Other Information:	In addition to activities throughout the school year, MTMS offers quality summer programs that include a STEM based program, transitional academic programs and a sixth grade experience that allows all incoming sixth graders to spend a week with their peers and get a sneak peak of MTMS. The summer programs conclude with a barbecue that brings together staff, parents, students and community. MTMS is a Choice School that accepts students on a space available basis. MTMS has a school dresscode that promotes wearing school spirit wear as part of the dress code. MTMS provides a very welcoming, diverse academic experience with several opportunities for athletics and extracurricular activities. We pride ourselves on being a diverse academic institution.