NJ SCHOOL PERFORMANCE REPORT

MIDDLETOWN HIGH SCHOOL SOUTH
(25-3160-053)
Grades Offered: 09-12
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MONMOUTH
District	MIDDLETOWN TWP
Principal Name	MR. KIRKPATRICK
Address	900 NUT SWAMP ROAD MIDDLETOWN, NJ 07748-3199
Phone Number	(732)706-6111
Email Address	KIRKPATRICKM@MIDDLETOWNK12.ORG
Website	https://www.middletownk12.org/Domain/24
Facebook	https://www.facebook.com/mhss.principal.5
Twitter	https://twitter.com/MHSSPrincipal

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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
9	370	396	346
10	334	366	391
11	342	325	350
12	364	342	337
Total	1,410	1,429	1,424

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	48.7%	51.5%	52.2%
Male	51.3%	48.5%	47.8%
Economically Disadvantaged Students	5.7%	6.1%	6.4%
Students with Disabilities	17.0%	16.7%	16.7%
English Learners	0.2%	0.1%	0.0%
Homeless Students		0.4%	0.3%
Students in Foster Care		0.1%	0.2%
Military-Connected Students		0.0%	0.1%
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	92.0%	91.0%	91.0%
Hispanic	3.5%	4.6%	4.8%
Black or African American	1.6%	1.6%	1.3%
Asian	2.2%	2.2%	1.9%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.3%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.3%	0.3%	0.5%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,385	1,405	1,397
Shared Time Students	48	47	52
Full Time Equivalent	1,409	1,429	1,423

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	99.2%
Other Languages	0.8%

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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	746	99.3	61.5	63.0	56.7	61.5	57.5	Met Target
White	672	99.3	61.8	63.8	65.6	61.8	57.3	Met Target
Hispanic	40	100.0	57.5	57.1	42.5	57.5	49.6	Met Target
Black or African American	13	100.0	15.4	26.1	37.3	15.4	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	86.6	72.8	82.3	86.6	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	396	99.2	71.5	71.6	64.5	71.5		
Male	350	99.4	50.3	54.3	49.4	50.3		
Economically Disadvantaged Students	57	100.0	40.4	36.1	38.5	40.4	47.4	Met Target†
Non-Economically Disadvantaged Students	689	99.3	63.2	66.4	67.5	63.2		
Students with Disabilities	134	99.3	19.4	*	21.6	19.4	21.7	Met Target†
Students without Disabilities	612	99.4	70.7	*	63.9	70.7		
English Learners	*	*	*	55.5	27.3	*	**	**
Non-English Learners	*	*	*	63.0	59.4	*		
Homeless Students	*	*	*	41.4	27.7	*		
Students In Foster Care	*	*	*	50.0	26.3	*		
Military-Connected Students	*	*	*	72.7	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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	352	762	754	752	4%	7%	20%	52%	17%	70%	55%
White	316	761	755	760	4%	6%	21%	52%	17%	69%	64%
Hispanic	18	763	749	735	0%	*	*	*	*	72%	38%
Black or African American	*	*	729	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	182	770	762	759	*	*	14%	56%	25%	81%	63%
Male	170	752	745	744	*	*	26%	48%	9%	58%	46%
Economically Disadvantaged Students	29	745	735	733	*	*	*	*	*	52%	34%
Non-Economically Disadvantaged Students	323	763	757	761	*	*	*	*	*	71%	65%
Students with Disabilities	65	728	718	716	*	*	38%	*	*	23%	15%
Students without Disabilities	287	769	763	758	*	*	16%	*	*	80%	62%
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	352	762	*	755	4%	7%	20%	52%	17%	70%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	*	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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	392	754	746	749	12%	14%	19%	37%	18%	55%	51%
White	355	755	747	756	10%	14%	20%	38%	18%	56%	58%
Hispanic	22	745	738	733	*	*	*	*	*	45%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	50%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	212	764	758	759	8%	11%	17%	38%	26%	65%	60%
Male	180	741	734	739	17%	17%	22%	36%	8%	44%	42%
Economically Disadvantaged Students	25	737	718	730	*	*	*	*	*	36%	34%
Non-Economically Disadvantaged Students	367	755	749	758	*	*	*	*	*	56%	59%
Students with Disabilities	63	721	710	707	27%	25%	30%	*	*	17%	15%
Students without Disabilities	329	760	755	756	9%	12%	17%	*	*	62%	57%
English Learners	N	N	N	684	N	N	N	N	N	N	*
Non-English Learners	392	754	746	752	12%	14%	19%	37%	18%	55%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	313	717	713	736	36%	22%	19%	18%	4%	23%	39%
White	288	717	713	737	37%	23%	17%	18%	5%	23%	41%
Hispanic	12	717	711	731	*	*	*	*	*	*	35%
Black or African American	*	*	707	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	717	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	164	722	718	745	29%	24%	24%	*	*	23%	48%
Male	149	712	708	728	44%	20%	13%	*	*	22%	31%
Economically Disadvantaged Students	14	710	703	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	299	718	714	739	*	*	*	*	*	*	42%
Students with Disabilities	49	708	704	708	47%	27%	*	*	*	14%	13%
Students without Disabilities	264	719	715	742	34%	21%	*	*	*	24%	44%
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	313	717	713	738	36%	22%	19%	18%	4%	23%	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	*	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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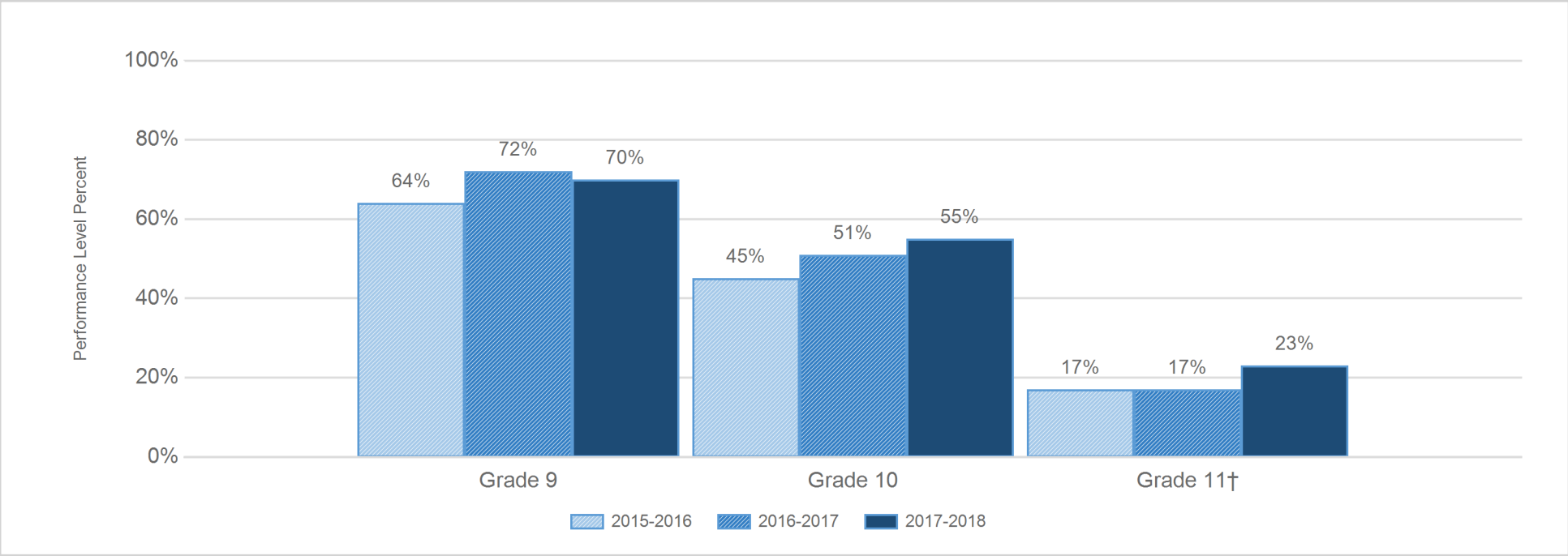
English Language Arts/Literacy Assessment - Performance Trends

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	713	99.2	43.6	50.9	45.0	43.6	40.5	Met Target
White	647	99.1	44.2	51.6	54.1	44.2	40.4	Met Target
Hispanic	37	100.0	35.1	43.5	29.2	35.1	32.2	Met Target
Black or African American	11	100.0	*	20.4	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	64.3	68.4	77.0	64.3	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	376	99.2	46.5	52.5	46.0	46.5		
Male	337	99.1	40.4	49.2	43.9	40.4		
Economically Disadvantaged Students	55	100.0	16.4	22.4	26.6	16.4	28.3	Not Met
Non-Economically Disadvantaged Students	658	99.1	45.9	54.4	55.9	45.9		
Students with Disabilities	122	100.0	11.5	15.9	17.1	11.5	14	Met Target†
Students without Disabilities	591	99.0	50.2	59.4	50.5	50.2		
English Learners	*	*	*	45.5	24.6	*	**	**
Non-English Learners	*	*	*	50.9	46.9	*		
Homeless Students	*	*	*	30.0	17.3	*		
Students In Foster Care	*	*	*	23.1	16.2	*		
Military-Connected Students	*	*	*	54.6	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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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	256	746	753	746	5%	15%	30%	*	*	50%	46%
White	231	746	*	755	5%	15%	29%	51%	0%	51%	57%
Hispanic	16	748	749	730	0%	*	*	*	*	44%	27%
Black or African American	*	*	724	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	131	751	754	748	*	*	22%	*	*	60%	48%
Male	125	741	752	745	*	*	38%	*	*	39%	44%
Economically Disadvantaged Students	29	728	726	729	*	41%	*	*	*	17%	25%
Non-Economically Disadvantaged Students	227	749	756	756	*	11%	*	*	*	54%	57%
Students with Disabilities	64	725	720	716	*	42%	33%	*	*	14%	13%
Students without Disabilities	192	753	760	752	*	6%	29%	*	*	62%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	256	746	*	749	5%	15%	30%	*	*	50%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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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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	381	740	734	735	4%	22%	41%	29%	4%	33%	30%
White	346	741	735	740	4%	21%	42%	29%	5%	34%	37%
Hispanic	19	732	728	723	*	*	*	*	*	21%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	*	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	202	743	737	736	*	21%	45%	*	*	33%	30%
Male	179	738	731	734	*	23%	36%	*	*	34%	29%
Economically Disadvantaged Students	22	726	721	722	*	*	45%	*	*	14%	13%
Non-Economically Disadvantaged Students	359	741	736	741	*	*	40%	*	*	35%	38%
Students with Disabilities	57	722	715	713	*	*	*	*	*	*	*
Students without Disabilities	324	744	739	738	*	*	*	*	*	*	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	381	740	734	736	4%	22%	41%	29%	4%	33%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

MIDDLETOWN HIGH SCHOOL SOUTH
(25-3160-053)
Grades Offered: 09-12
2017-2018

Report Key:
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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	253	724	719	727	31%	22%	19%	*	*	28%	30%
White	231	725	719	733	30%	22%	19%	*	*	29%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	714	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	143	724	718	728	29%	24%	21%	*	*	26%	30%
Male	110	725	720	727	35%	18%	15%	*	*	32%	30%
Economically Disadvantaged Students	11	715	712	709	*	*	*	*	*	18%	13%
Non-Economically Disadvantaged Students	242	725	719	736	*	*	*	*	*	29%	37%
Students with Disabilities	15	707	696	693	*	*	*	*	*	13%	*
Students without Disabilities	238	725	720	732	*	*	*	*	*	29%	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	253	724	*	729	31%	22%	19%	*	*	28%	*
Homeless Students	N	N	*	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	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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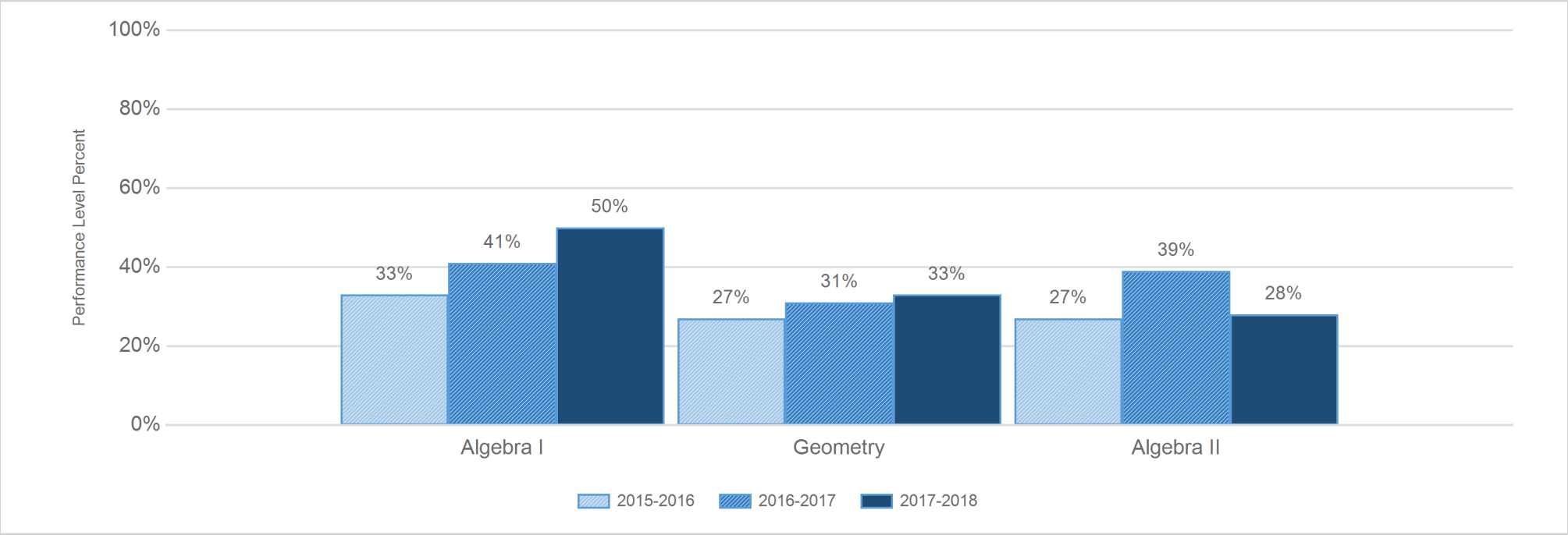
Mathematics Assessment – Performance Trends

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
9	N	N
10	N	N
11	*	*

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	N	N	N

† 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	N	N	N
3-4	N	N	N
5 or more	N	N	N

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

NJASK Science Assessment Information

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

Biology Assessment Information

New Jersey transitioned from the Biology Assessment 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 participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	97.2%	85.0%
12th graders taking SAT in 2017-18 or prior years	84.9%	72.2%
12th graders taking ACT in 2017-18 or prior years	31.5%	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	508	478	Grade 10: 430 Grade 11: 460	80%	62%
PSAT 10/NMSQT - Math	499	478	Grade 10: 480 Grade 11: 510	53%	42%
SAT - Reading and Writing	584	542	480	91%	72%
SAT - Math	594	543	530	76%	54%
ACT - Reading	24	24	22	68%	62%
ACT - English	24	24	18	86%	78%
ACT - Math	24	24	22	73%	62%
ACT - Science	23	23	23	58%	53%

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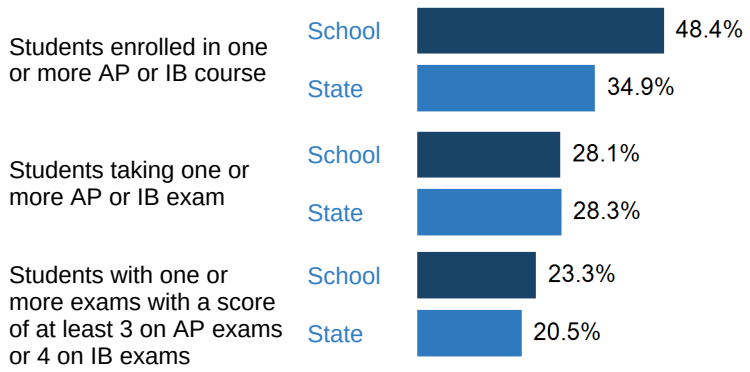
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.

AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	10
AP Biology	13	8
AP Calculus AB	62	39
AP Calculus BC	28	18
AP Chemistry	26	18
AP Comparative Government and Politics	16	0
AP Computer Science A	14	8
AP Computer Science Principles	0	28
AP English Language and Composition	27	26
AP English Literature and Composition	38	5
AP Environmental Science	73	29
AP European History	10	1
AP French Language and Culture	9	1
AP Human Geography	44	23
AP Italian Language and Culture	10	1
AP Macroeconomics	0	4

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AP/IB Course	Students Enrolled	Students Tested
AP Microeconomics	0	3
AP Music Theory	6	2
AP Physics 1	0	23
AP Physics C: Electricity and Magnetism	10	6
AP Physics C: Mechanics	0	7
AP Psychology	175	40
AP Spanish Language	0	4
AP Spanish Literature	12	0
AP Statistics	88	60
AP Studio Art—Two-Demensional	7	0
AP U.S. Government and Politics	0	8
AP U.S. History	22	17
AP World History	10	3
Total Exams taken		392
Exams with scores of at least 3 on AP exams or 4 on IB exams		316

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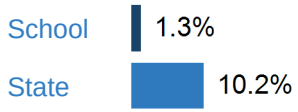
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

Career and Technical Education Participation

The graphs below show the percentage of students who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)

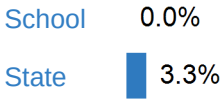
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit http://www.nj.gov/education/cte/.

Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	12	*	*
Arts, AV Technology & Communications	*		
Business Management & Administration	*		
Health Science	*		
Hospitality & Tourism	*		
Human Services	*	*	*
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	52	*	*

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	256	2	82	1	0	0	13
10	10	372	4	43	0	0	7
11	0	7	177	63	34	15	88
12	0	0	14	80	75	136	57
Total	266	381	277	187	109	151	165
Enrolled in AP/IB Course					90	88	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	309	0	0	0	0	37
10	59	304	0	62	0	18
11	25	52	54	61	101	130
12	43	7	4	58	19	154
Total	436	363	58	181	120	339
Enrolled in AP/IB Course	13	26		73	10	0
Enrolled in Dual Enrollment Course	13	0	0	0	0	65

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	330	0	0	0	0	83
10	6	381	6	47	0	61
11	0	338	4	45	19	67
12	8	29	9	209	33	134
Total	344	748	19	301	52	345
Enrolled in AP/IB Course	10	22	0	175		63
Enrolled in Dual Enrollment Course	0	22	11	0	0	50

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	222	46	33	18	0	0	0
10	217	46	75	28	0	0	0
11	143	29	46	28	0	0	0
12	23	16	20	5	0	0	0
Total	605	137	174	79	0	0	0
Enrolled in AP/IB Course	12	9	10	0	0	0	0
Enrolled in Dual Enrollment Course	12	9	0	4	0	0	0
Enrolled in Level 3 or Higher	348	86	51	22	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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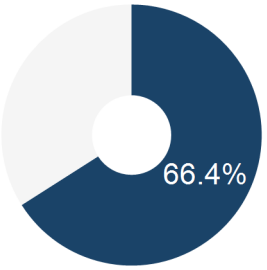
Visual and Performing Arts – Course Participation

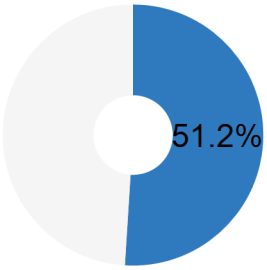
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

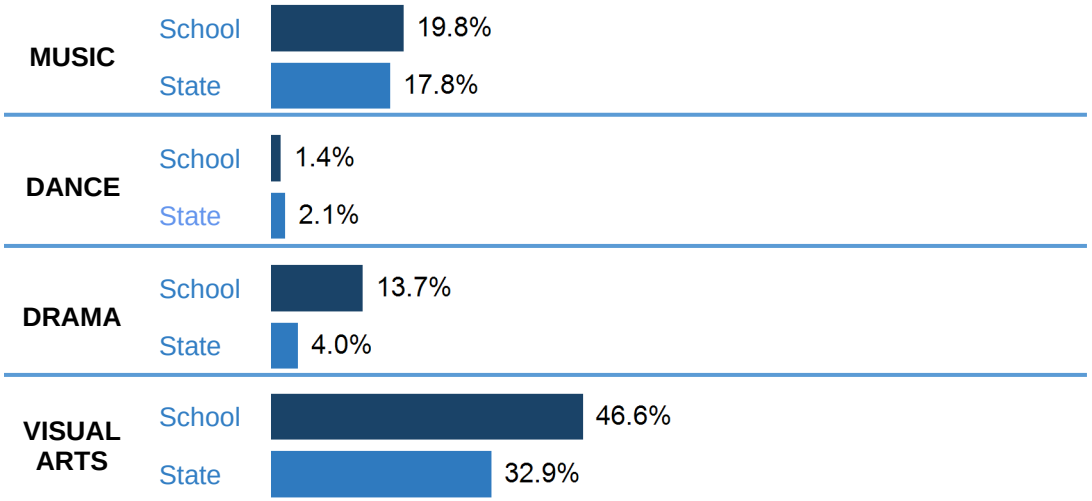


School



State

Students enrolled in one or more classes by discipline:



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	94.7%	90.9%	96.9%	92.4%	94.9%	93.7%	Met Target	98.1%	N	Met Goal
White	94.6%	95.0%	96.9%	95.7%	95.4%	N	Met Goal	98.2%	N	Met Goal
Hispanic	100.0%	84.8%	91.7%	87.3%	78.6%	**	**	93.8%	**	**
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	76.2%	84.6%	100.0%	87.0%	90.0%	N	N	81.3%	**	**
Students with Disabilities	76.5%	80.1%	86.1%	83.5%	78.9%	78.9%	Met Target	91.4%	80.6%	Met Target
English Learners	*	75.8%	*	81.8%	*	**	**	N	N	N
Homeless Students	N	72.6%	*	79.1%	*			N		
Students in Foster Care	*	62.6%	*	64.9%						

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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	66.4%	65.7%
Substitute Competency Test	30.9%	30.2%
Portfolio Appeals Process	0.9%	1.2%
Alternate Requirements specified in IEP	1.9%	2.8%
Unknown	0.0%	0.0%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	94.7%	-
2017	94.9%	96.9%
2016	97.5%	98.1%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2017-2018	0.0%	1.2%
2016-2017	0.1%	1.1%
2015-2016	0.0%	1.2%

NJ SCHOOL PERFORMANCE REPORT

MIDDLETOWN HIGH SCHOOL SOUTH
(25-3160-053)
Grades Offered: 09-12
2017-2018

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	90.9%	22.1%	77.9%
White	91.5%	22.2%	77.8%
Hispanic	81.3%	23.1%	76.9%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	70%	28.6%	71.4%
Students with Disabilities	78.6%	54.5%	45.5%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	88.8%	28.4%	71.6%	71.2%	28.8%	57.2%	42.8%
White	88.8%	28%	72%	70.5%	29.5%	56.7%	43.3%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	20%	80%	80%	20%	60%	40%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	84.2%	50%	50%	81.3%	18.8%	75%	25%
Students with Disabilities	79.6%	53.8%	46.2%	74.4%	25.6%	71.8%	28.2%
English Learners	*	*	*	*	*	*	*

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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.

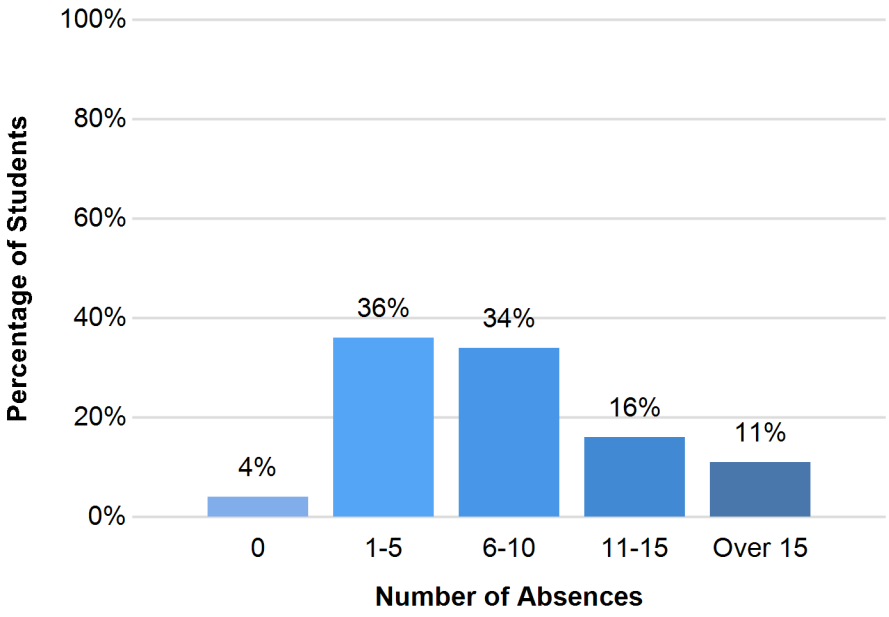
Chronic Absenteeism

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	122	8.3	14.9	Met
White	111	8.3	14.9	Met
Hispanic	7	9.9	14.9	Met
Black or African American	3	15.0	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	1	3.1	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	19	19.2	14.9	Not Met
Students with Disabilities	35	12.7	14.9	Met
English Learners	N	N	N	N

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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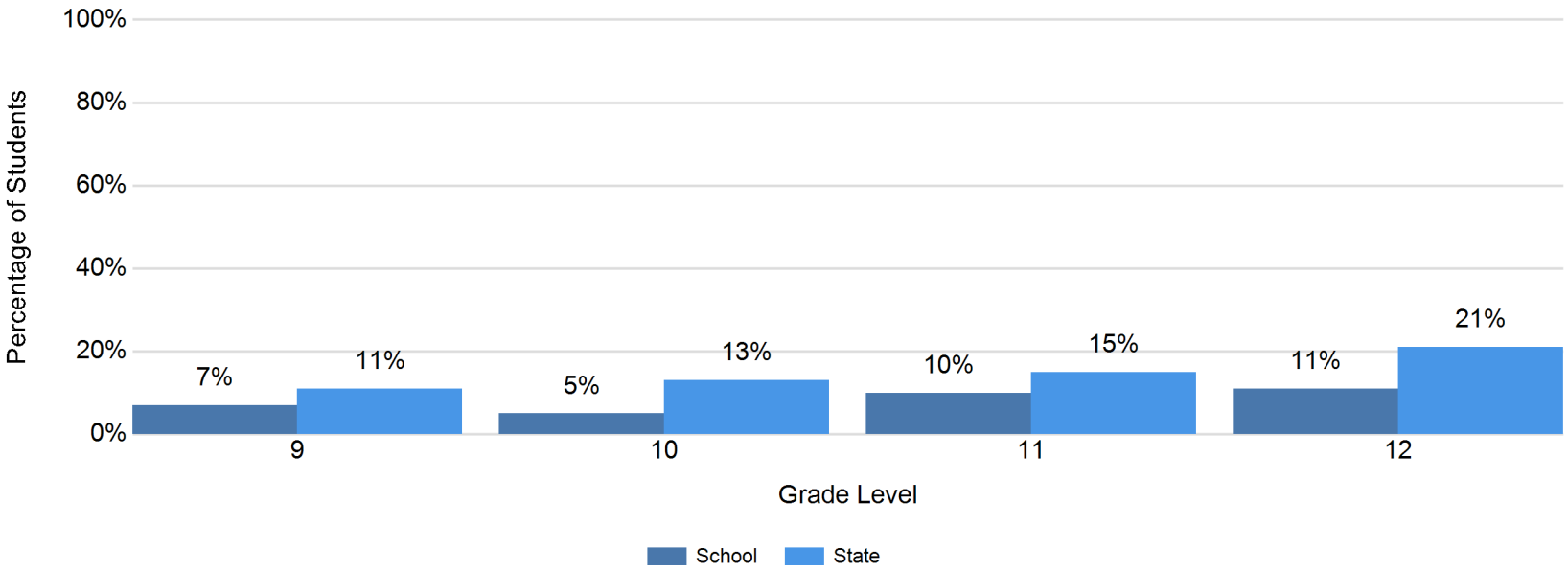
Chronic Absenteeism by Grade

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	5
Weapons	0
Vandalism	1
Substances	30
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	42
Incidents Per 100 Students Enrolled	2.95

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	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	0
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	2	1	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	1	1	2
Disability	2	1	3
Other	6	2	8
No Identified Nature	5		5

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	53	3.7%
Out-of-School Suspensions	41	2.9%
Any Suspension	63	4.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
104

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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	7:35 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	2 Hrs. 40 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	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)	$376	$14,008	$14,384

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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	122	117,464
Average years experience in public schools	11.7	12.0
Average years experience in district	9.3	10.7
Teachers in district for 4 or more years	73.6%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	48	9,374
Average years experience in public schools	18.8	16.0
Average years experience in district	10.0	12.0
Administrators in district for 4 or more years	66.7%	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	237:1	198:1
Teachers to Administrators	20:1	16:1
Students to Librarians/Media Specialists		1587:1
Students to Nurses		529:1
Students to Counselors		414:1
Students to Child Study Team		198:1

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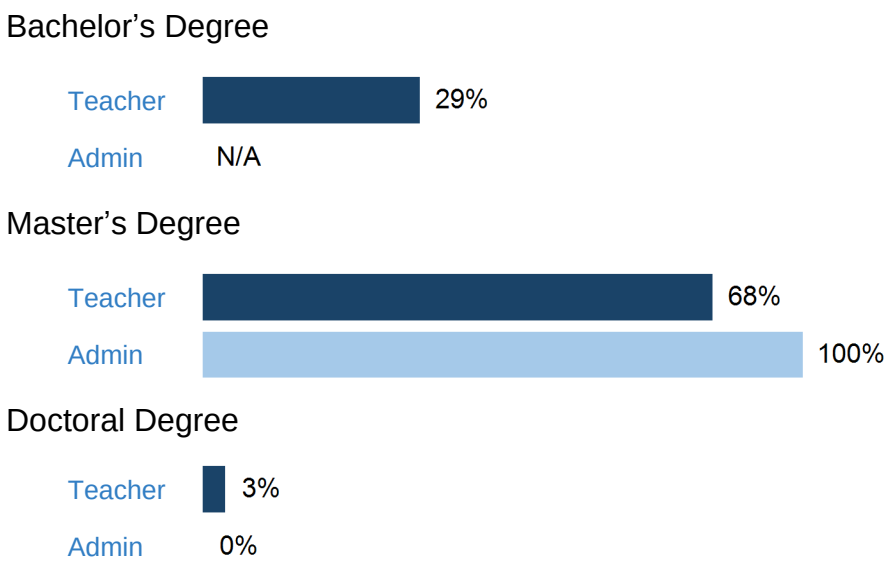
Teachers and Administrators - Level of Education

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	93.1%	90.2%
2016-17 Administrators: Same district 2017-18	84.8%	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	97.7%

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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	66.4%	33.3%
Male	33.6%	66.7%
White	96.7%	100.0%
Hispanic	1.6%	0.0%
Black or African American	1.6%	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	66.48	17.5%
Mathematics Proficiency	67.34	17.5%
Graduation Rate - 4-Year	52.15	25.0%
Graduation Rate - 5-Year	79.89	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	66.38	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	66.38	n/a
Summative Rating: Percentile Rank of Summative Score	71.06	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	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 Target	Met Goal	N	Met	No
White	62.90	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	58.65	8.94	No	Met Target†	Not Met	N	**	n/a	Not Met	No
Students with Disabilities	66.61	8.94	No	Met Target†	Met Target†	Met Target	Met Target	n/a	Met	No
English Learners	**	**	No	**	**	**	N	**	**	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:	• Middletown High School South is a Silver status Future Ready NJ Certified School. • Middletown High School South utilizes 1 to 1 personal Chromebook for all students. • Middletown South has fully implemented the Early College Academemy, and STEM GLP3 and Business Pathways. Students also have the opportunity to participate in the district Arts Academy.
Mission, Vision, Theme:	The mission of Middletown High School South is to prepare and motivate students through rigorous and compassionate instruction to become productive lifelong learners and responsible citizens in a competitive global society. We strive to pique intellectual curiosity celebrate diversity and foster the development of a strong moral character in our students through a balanced learning environment.
Awards, Recognition, Accomplishments:	Accomplishments included College Boards AP District Honor Roll, Air Force and Naval Academy appointments, Vans Sneaker Custom Culture Awards, State and County Athletic Championships, Basie Award Recipients, Eagle Scouts, SAT 700-800 Club, All Shore Chorus and Band and Staff Recognition Program. National Merit Scholars and Semi Finalists

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Courses, Curriculum, Instruction:	Middletown High School South offers 25 AP Courses, Dual Enrollment Opportunities, 31 Honors Courses, Electronic Textbook availability, student centered daily advisory period to provide support and enrichment, core and elective subject area supervisors, coaches and directors, all curricula updated and aligned with state standards, elective course options that develop skills necessary for college and career readiness, and Pathway and Academy Programs.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Coed) Girls Soccer NJSIAA North II Group III Sectional, Girls Gymnastics Shore Conference North B Public Champions, Girls Cross Country NJSIAA North II Group III Sectional Champions, Shore Conference Champions, Ice Hockey Middletown Mayors Cup Champions, Shore Conference Tournament Finalists, Girls Swimming- Shore Conference Division Champions, Monmouth County Champions, Shore Conference Champions, NJSIAA Sectional Semi FinalistGirls Bowling Shore Conference Division ChampionGirls Softball NJSIAA Sectional Semifinalist
Clubs and Activities:	MHSS has a variety of arts and music clubs, academic clubs and teams, community volunteer clubs, honor society organizations, special education support clubs, Student Council, Peer Leaders, Civic Leaders, Gender and Sexuality Alliance, technology based clubs and teams, and athletic clubs.

NJ SCHOOL PERFORMANCE REPORT

MIDDLETOWN HIGH SCHOOL SOUTH
(25-3160-053)
Grades Offered: 09-12
2017-2018

Report Key:
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N No Data is available to display
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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.

Before and After School Programs:	MHSS offers an After School Learning Academy to prepare students for PARCC assessments in both English and Math. During the summer months, students can take Remedial and Enrichment courses offered at our high schools. National Honor Society members provide tutorial assistance whenever students need help.
Staff and Professional Learning:	MHSS offers monthly Professional Learning Community activities, opportunities for staff to attend conferences offered by NJPSA FEA ASCD and Brookdale, Summer Institutes for AP training, TCRWP Literacy Institutes, Rutgers Center for Literacy Development workshops, Heinemann Literacy Workshops and the NJ Council for Social Studies, English, Math and Science. Our staff attend DEAC, ScIP, Assessment Committees, EdCamps and Google Boot Camps for Certification. Administrators attend School Safety, Security and Crisis Management workshops, HIB and Lifelines trainings.
Postsecondary Information:	In 2018, over 90 percent of graduates attended college. Other students went on to business or technical schools, full time employment or the military. MHSS hosted college and military representatives, NCAA Night, Financial Aid Night, Kick Off to College Application Night. Yearly administration of school day PSAT testing for 10th and 11th graders. SAT Prep courses are offered. Graduates have attended UPenn, Harvard, BC, BU, NYU, Columbia, Cornell, Rutgers, TCNJ, Seton Hall, Stevens and many others.

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Student Supports and Services:	MHSS has an ELL course offering, full time CST, full time SAC, 6.5 full time guidance counselors, CPC LSW 3 days a week. There are also 2 full time nurses, Speech, OT, PT Services, Structured Learning Experience, National Honor Society Tutoring, Intervention and Referral Service Committee, and a 504 Plan Committee. Staff provides office hours for extra help and enrichment, and a Random Drug and Alcohol Program is implemented.
Student Health and Wellness:	Social, emotional and behavioral support services are provided through Effective School Solutions. Mental health and addiction treatment is offered on a referral basis. The Guidance Department publishes the Community Resources Series on the High School website. Its purpose is to highlight a different community resource for students and families each month. The building hosts blood drives and a flu clinic as well as a breakfast program. Students in 9th, 11th, and 12th grade are exposed to suicide prevention lessons from the Lifelines curriculum in their Health class.
Parent and Community Involvement:	Parent and community involvement plays a critical role at MHSS. Examples of this involvement include, PFA, Middletown Friends of Different Learners, Oasis House, Grades 7 and 8 Open Houses, 9th Grade Orientation, athletic support, fall and spring musicals. MHSS has partnerships with local senior citizen organizations, various NJ colleges, Crossroads, MAC, Midd Library, Bayshore Success Center, YMCA, local police and fire. Parents use Parent Portal on PowerSchool to maintain the home school connection.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents Surveys were given to gain an understanding of the perceptions of the staff, students and parents regarding emotional, social and physical security at South, support for teaching and learning, respect for diversity and school connectedness and engagement. Survey results were used to revise practice and develop programs to enhance climate and culture for students, staff and parents.
Facilities:	MHSS opened in 1976. Renovations to the building occurred in 2000. MHSS has 3 gymnasiums, 1 athletic bubble, a theater, 3 art rooms, 2 music rooms, 1 play production room with dressing rooms, 5 technology classrooms, a fully functioning television studio, fully functioning child development classroom, air conditioning, new turf field and track, as well as a high elements rope course.
School Safety:	The Middletown School District continues to put student and staff safety as its top priority. We work collaboratively with police and other emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Student social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include character education, individual and group counseling by mental health professionals, student and staff training, in district therapeutic programs at the high schools, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self regulation, social awareness, interpersonal skills and responsible decision making.

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Technology and STEM:	Middletown HS South is a one-to-one device school that provides all students with Chromebooks and Google for Education accounts. An Educational Technology Specialist and Library Media Specialist regularly support teachers in implementing new digital tools and resources into their curriculum, as well as manage the school's Maker Space. Some Technology STEM programs and resources include, Summer Technology Internship Program, Student Library Program, Tech Tutors Club, and Girls Who Code Club. Innovation and Design , Graphic Design, Technical Drawing, Aerospace, Design and Technology, TV and Film Production, Architecture and Spatial Design, and Photography are offered. There are 3D printers for use. The school has also built an new Active Learning Lab equipped with wall whiteboards, personal whiteboards, and flexible seating. The District has furthered its commitment to Technology STEM through its high school STEM Pathway program and Digital Media Arts track of the New Arts Academy.

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Other Information:	Middletown High School South has a Freshman Academy, in order to ensure an effective high school transition. Students are on an 80 minute, AB block schedule. Staff and students use Naviance for college and career readiness as well as school to home communication. The district implemented Link It to house student data for use in creating personalized instructional plans. Students can participate on 27 varsity teams and in more than 50 clubs. Our Board of Education celebrates student success with a monthly Student Recognition Program. Our students are offered the opportunities to participate in Senior Internship Program, Individualized Learning Opportunities, Dual Enrollment Courses, and Monmouth County Vocational Programs. We also offer the Brookdale Early College Academy, which enables students to graduate high school with an Associate's Degree from BCC. Other activities for students include Challenger Cheer, National Letter of Intent Signing Days, and Freshmen for a Day. The building is a SAT ACT testing site. In 2017, Midd South had Five National Merit Commended Scholars and One National Semi-Finalist. Finally, there is School Safety Committee that involves a number of stakeholders. Students also have access to the GLP3, STEM, and Business Pathways, as well as the Arts Academy.