NJ SCHOOL PERFORMANCE REPORT

THORNE MIDDLE SCHOOL
(25-3160-059)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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. OLAUSEN
Address	70 MURPHY ROAD PORT MONMOUTH, NJ 07758-1099
Phone Number	(732)787-1220
Email Address	OLAUSENT@MIDDLETOWNK12.ORG
Website	https://www.middletownk12.org/Domain/22
Twitter	https://twitter.com/thorne_ms

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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	248	222	232
7	263	253	227
8	242	269	258
Total	753	744	717

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%	49.9%	48.5%
Male	52.2%	50.1%	51.5%
Economically Disadvantaged Students	21.8%	19.0%	19.7%
Students with Disabilities	22.2%	22.0%	23.3%
English Learners	0.3%	0.3%	0.4%
Homeless Students		0.7%	0.6%
Students in Foster Care		0.4%	0.3%
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	87.1%	85.2%	84.5%
Hispanic	6.5%	8.3%	9.9%
Black or African American	2.7%	1.9%	2.1%
Asian	2.0%	2.7%	2.0%
Native Hawaiian or Pacific Islander	0.3%	0.1%	0.1%
American Indian or Alaska Native	0.3%	0.1%	0.0%
Two or More Races	1.2%	1.6%	1.4%

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	98.6%
Other Languages	1.4%

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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	53	48	50	Met Standard	45.5	48	50	Met Standard
White	54	48	50	Met Standard	43	48	51	Met Standard
Hispanic	55	44	49	Met Standard	55	45	48	Met Standard
Black or African American	45	42	44	**	*	44	44	**
Asian, Native Hawaiian, or Pacific Islander	48	60	61	**	*	61.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	24.5	39	49	**	*	47	51	**
Economically Disadvantaged	47	44	48	Met Standard	47.5	43.5	47	Met Standard
Students with Disabilities	47	41.5	41	Met Standard	39	38	43	Not Met
English Learners	*	74	54	**	*	59	51	**

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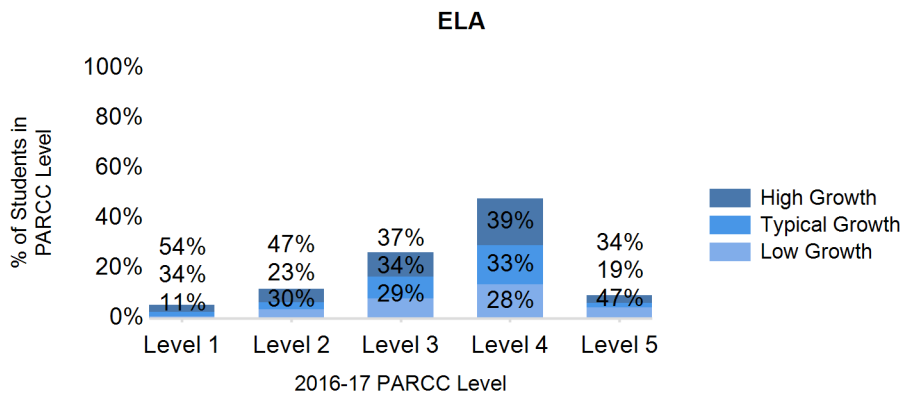
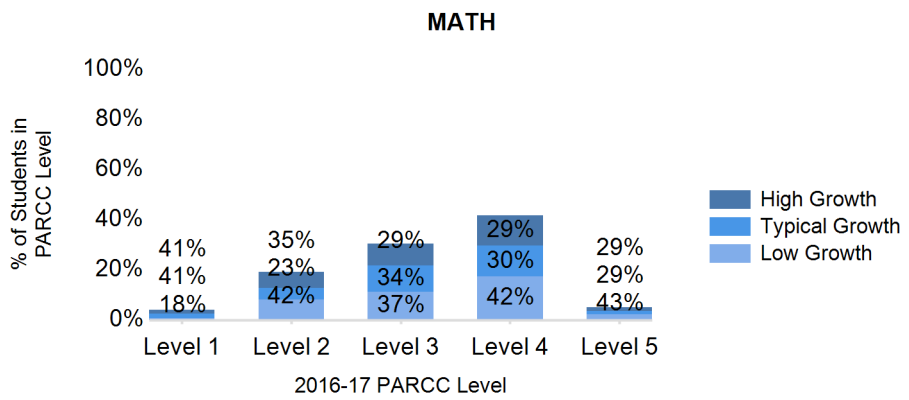
Student Growth by Performance Level

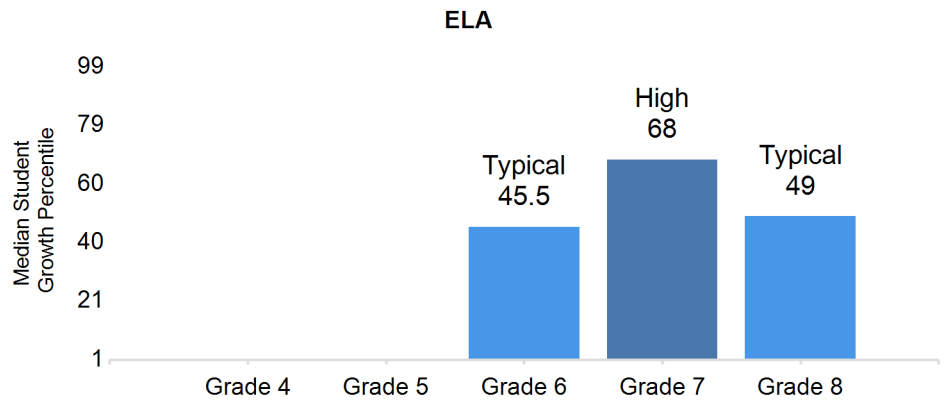
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

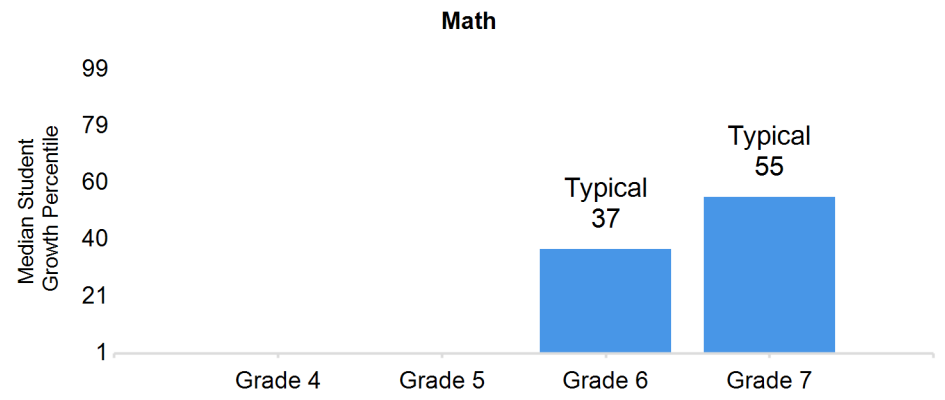




Student Growth by Grade

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	687	98.5	61.0	63.0	56.7	61.0	43.1	Met Target
White	581	98.5	61.4	63.8	65.6	61.4	44.9	Met Target
Hispanic	68	97.2	64.7	57.1	42.5	64.7	31.2	Met Target
Black or African American	14	100.0	28.6	26.1	37.3	28.6	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	71.4	72.8	82.3	71.4	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	10	100.0	40.0	*	63.4	40.0	**	**
Female	336	97.7	73.6	71.6	64.5	73.6		
Male	351	99.2	49.0	54.3	49.4	49.0		
Economically Disadvantaged Students	131	95.7	46.5	36.1	38.5	46.5	27.1	Met Target
Non-Economically Disadvantaged Students	556	99.1	64.4	66.4	67.5	64.4		
Students with Disabilities	148	96.2	22.9	*	21.6	22.9	15.2	Met Target
Students without Disabilities	539	99.1	71.5	*	63.9	71.5		
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		

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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	227	755	762	754	*	*	32%	48%	10%	58%	56%
White	200	757	762	761	*	*	33%	48%	11%	59%	66%
Hispanic	19	749	752	742	*	*	*	*	*	53%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	*	*	768	761	*	*	*	*	*	*	64%
Female	117	763	767	761	*	*	21%	*	*	71%	64%
Male	110	747	756	748	*	*	44%	*	*	45%	48%
Economically Disadvantaged Students	41	740	*	739	*	*	51%	34%	0%	34%	37%
Non-Economically Disadvantaged Students	186	759	*	764	*	*	27%	52%	12%	63%	68%
Students with Disabilities	40	733	730	723	*	*	35%	28%	0%	28%	18%
Students without Disabilities	187	760	768	760	*	*	31%	53%	12%	65%	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	227	755	762	755	*	*	32%	48%	10%	58%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	210	764	769	760	*	*	17%	46%	25%	70%	63%
White	165	768	770	768	*	*	19%	45%	27%	73%	72%
Hispanic	30	761	767	746	0%	*	*	*	*	70%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	97	771	777	769	*	*	11%	54%	29%	82%	72%
Male	113	758	762	752	*	*	22%	39%	21%	60%	54%
Economically Disadvantaged Students	45	750	*	742	*	*	*	*	*	62%	44%
Non-Economically Disadvantaged Students	165	768	*	771	*	*	*	*	*	73%	73%
Students with Disabilities	38	731	733	721	*	*	29%	*	*	32%	22%
Students without Disabilities	172	772	777	768	*	*	15%	*	*	79%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	210	764	769	762	*	*	17%	46%	25%	70%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	*	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	244	753	762	759	8%	10%	24%	48%	9%	58%	60%
White	209	754	762	767	8%	9%	25%	48%	10%	58%	70%
Hispanic	20	754	757	744	*	*	*	*	*	65%	45%
Black or African American	*	*	749	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	118	761	770	768	*	*	19%	60%	11%	71%	69%
Male	126	745	753	751	*	*	29%	37%	8%	45%	52%
Economically Disadvantaged Students	45	738	740	740	*	*	27%	*	*	40%	42%
Non-Economically Disadvantaged Students	199	756	764	769	*	*	24%	*	*	62%	71%
Students with Disabilities	58	722	727	719	*	*	29%	*	*	17%	19%
Students without Disabilities	186	762	770	766	*	*	23%	*	*	70%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	*	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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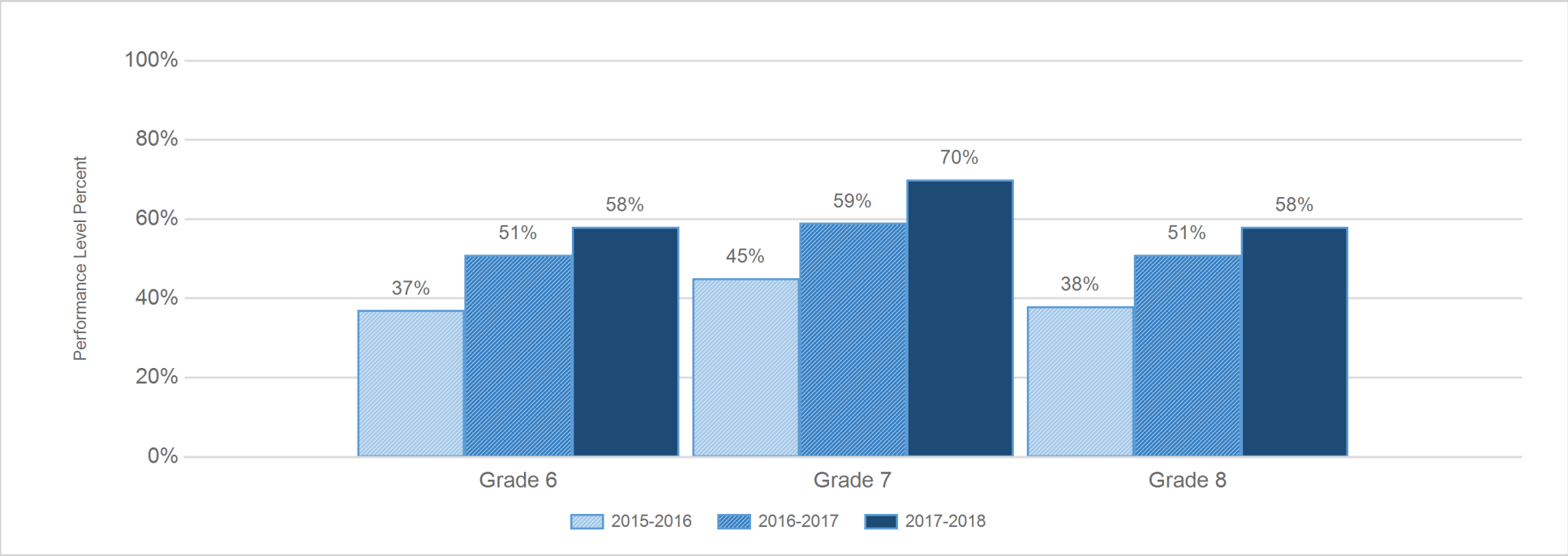
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	688	98.6	39.7	50.9	45.0	39.7	37.6	Met Target
White	581	98.7	40.8	51.6	54.1	40.8	37.6	Met Target
Hispanic	69	97.3	36.2	43.5	29.2	36.2	42.5	Met Target†
Black or African American	14	100.0	*	20.4	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	*	68.4	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	10	100.0	*	*	53.0	*	**	**
Female	336	97.7	42.3	52.5	46.0	42.3		
Male	352	99.4	37.2	49.2	43.9	37.2		
Economically Disadvantaged Students	131	96.4	22.2	22.4	26.6	22.2	25.7	Met Target†
Non-Economically Disadvantaged Students	557	99.1	43.8	54.4	55.9	43.8		
Students with Disabilities	148	96.2	*	15.9	17.1	*	16.8	Not Met
Students without Disabilities	540	99.3	*	59.4	50.5	*		
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 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	228	743	750	744	*	20%	42%	*	*	37%	44%
White	200	744	751	751	*	20%	40%	*	*	39%	54%
Hispanic	20	737	738	731	0%	*	65%	*	*	20%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	*	*	742	749	*	*	*	*	*	*	52%
Female	117	743	750	745	*	24%	36%	*	*	39%	45%
Male	111	744	751	742	*	16%	48%	*	*	34%	42%
Economically Disadvantaged Students	41	730	*	729	*	37%	44%	*	*	17%	24%
Non-Economically Disadvantaged Students	187	746	*	753	*	17%	41%	*	*	41%	56%
Students with Disabilities	40	724	724	717	*	*	*	*	*	*	13%
Students without Disabilities	188	747	756	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

THORNE MIDDLE SCHOOL
(25-3160-059)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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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	210	746	753	743	8%	15%	30%	39%	9%	47%	43%
White	165	749	753	750	6%	15%	29%	40%	10%	50%	54%
Hispanic	30	739	747	732	*	*	37%	37%	0%	37%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	96	745	752	745	*	18%	32%	*	*	46%	45%
Male	114	747	753	741	*	13%	28%	*	*	48%	42%
Economically Disadvantaged Students	45	730	*	730	*	29%	31%	*	*	24%	24%
Non-Economically Disadvantaged Students	165	751	*	751	*	12%	30%	*	*	53%	55%
Students with Disabilities	38	712	723	717	*	*	*	*	*	*	12%
Students without Disabilities	172	754	759	748	*	*	*	*	*	*	50%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	210	746	*	744	8%	15%	30%	39%	9%	47%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

THORNE MIDDLE SCHOOL
(25-3160-059)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	195	726	735	728	22%	25%	31%	*	*	23%	28%
White	165	726	735	736	22%	23%	33%	*	*	22%	36%
Hispanic	15	723	727	722	*	*	*	*	*	27%	22%
Black or African American	*	*	723	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	96	732	740	731	19%	18%	33%	*	*	30%	31%
Male	99	720	729	725	24%	31%	29%	*	*	15%	26%
Economically Disadvantaged Students	42	719	722	719	29%	36%	*	*	*	17%	20%
Non-Economically Disadvantaged Students	153	728	737	735	20%	22%	*	*	*	24%	35%
Students with Disabilities	57	702	713	705	*	*	*	*	*	*	*
Students without Disabilities	138	736	743	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	*	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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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	50	784	753	746	0%	0%	*	*	*	96%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	*	*	749	730	*	*	*	*	*	*	27%
Black or African American	N	N	724	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	23	779	754	748	0%	0%	*	*	*	100%	48%
Male	27	788	752	745	0%	0%	*	*	*	93%	44%
Economically Disadvantaged Students	*	*	726	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	756	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	720	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	760	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	50	784	*	749	0%	0%	*	*	*	96%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	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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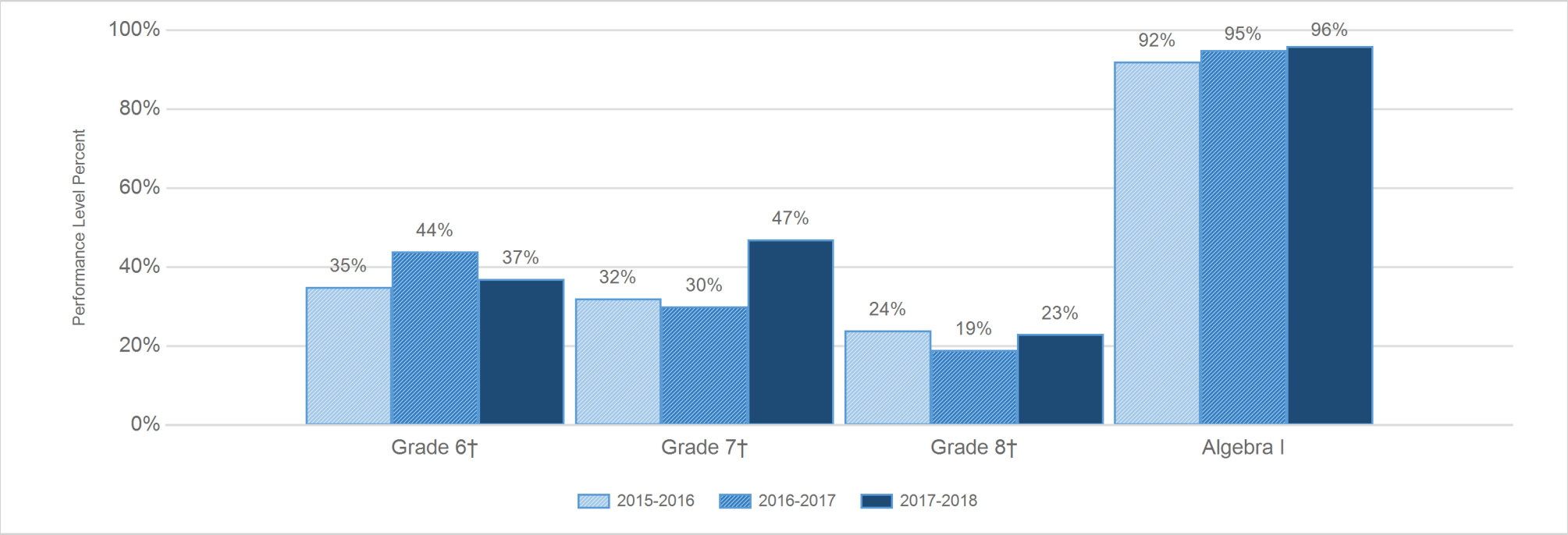
Mathematics Assessment – Performance Trends

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	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	*	*	*
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.

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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	232
7	0	0	224
8	50	0	208
Total	50	0	664

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	172	53	0	0	0	0	0
7	153	55	0	0	0	0	0
8	180	61	0	0	0	0	0
Total	505	169	0	0	0	0	0

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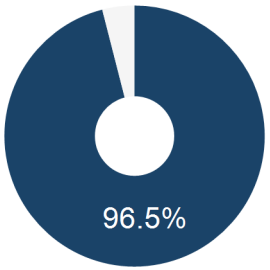
Visual and Performing Arts – Course Participation

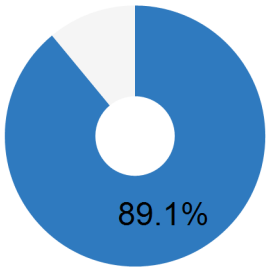
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

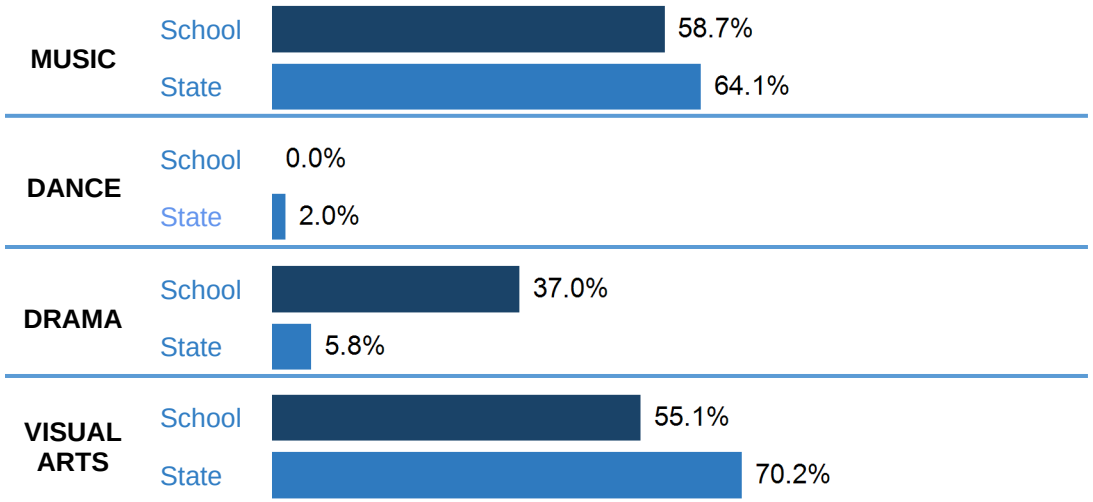


School



State

Students enrolled in one or more classes by discipline:



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

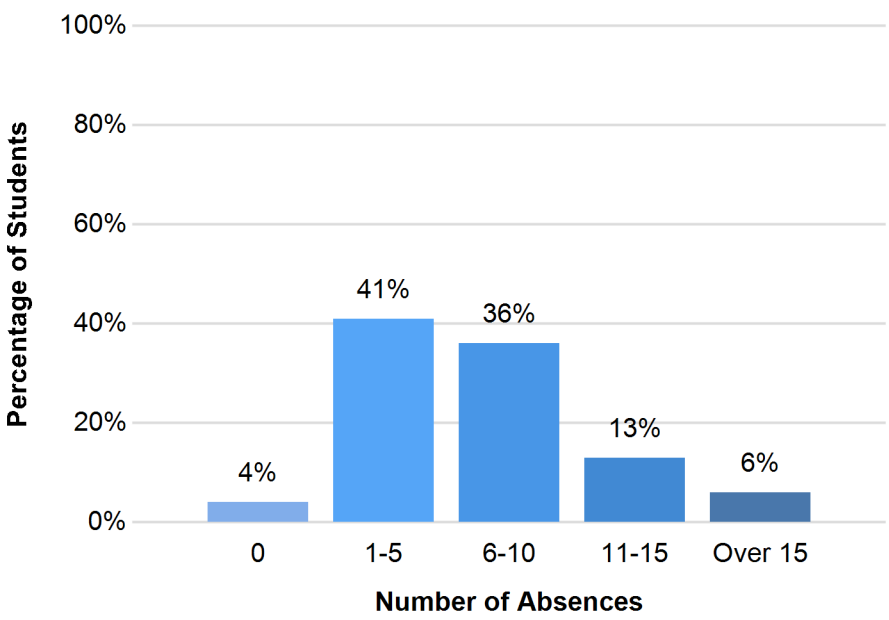
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	33	4.6	9.5	Met
White	24	3.9	9.5	Met
Hispanic	7	9.9	9.5	Not Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific Islander	1	6.7	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	10.0	**	**
Economically Disadvantaged Students	18	12.8	9.5	Not Met
Students with Disabilities	18	10.5	9.5	Not Met
English Learners	*	*	**	**

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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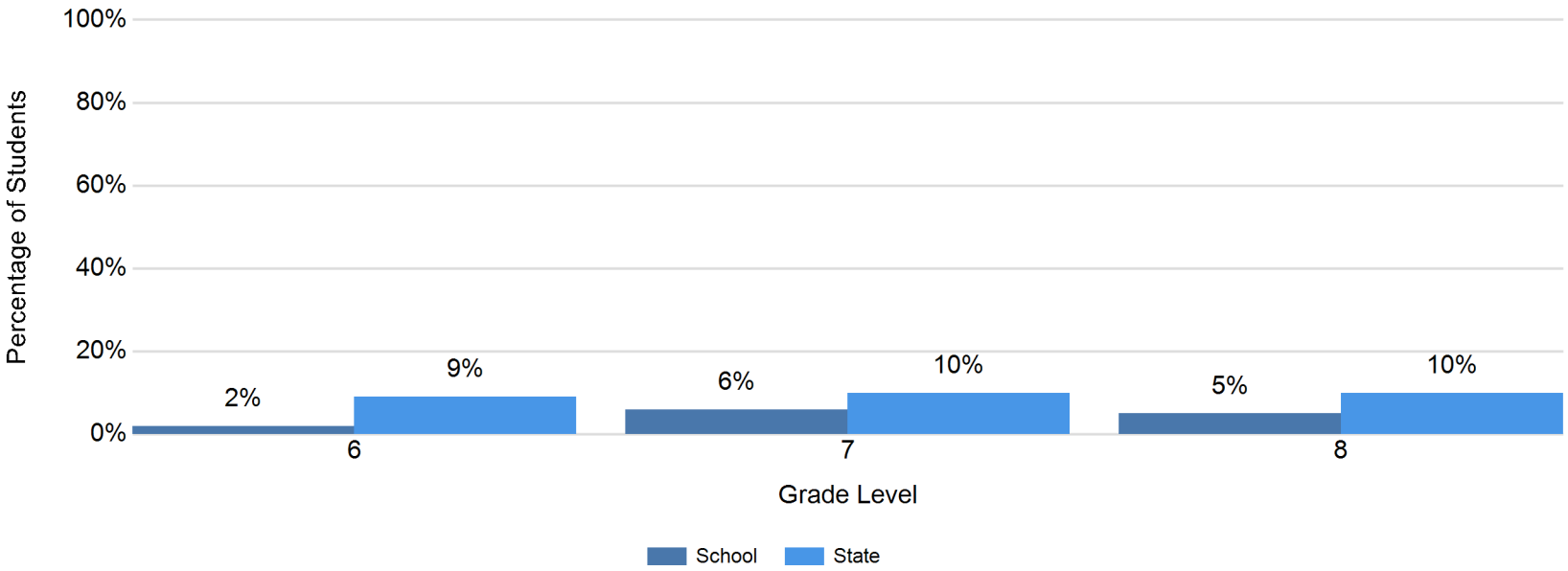
Chronic Absenteeism by Grade

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



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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	9
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	2.23

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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	2	4
Religion	0	0	0
Ancestry	2	2	4
Gender	1	0	1
Sexual Orientation	1	0	1
Disability	1	0	1
Other	9	2	11
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	34	4.7%
Out-of-School Suspensions	36	5.0%
Any Suspension	58	8.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
154

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School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 33 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$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	67	117,464
Average years experience in public schools	14.8	12.0
Average years experience in district	13.1	10.7
Teachers in district for 4 or more years	74.6%	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	11:1	12:1
Students to Administrators	359:1	198:1
Teachers to Administrators	34:1	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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(25-3160-059)
Grades Offered: 06-08
2017-2018

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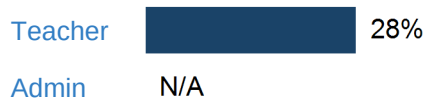
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree

Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	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	97.5%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	74.6%	0.0%
Male	25.4%	100.0%
White	98.5%	100.0%
Hispanic	0.0%	0.0%
Black or African American	1.5%	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	55.51	17.5%
Mathematics Proficiency	25.18	17.5%
English Language Arts Growth	60.31	25.0%
Mathematics Growth	35.25	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	65.23	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	47.79	n/a
Summative Rating: Percentile Rank of Summative Score	45.68	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	N	Met	No
White	41.64	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	68.07	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	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	48.81	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	46.74	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Thorne Middle School has received school wide Common Sense Media Certification for Digital Citizenship. • Thorne Middle School has an award winning concert band and performing chorus. • Technology is an integral part of each school day with all students utilizing 1 to 1 personal Chromebook.
Mission, Vision, Theme:	We provide a positive learning environment which recognizes the individual differences of the diverse learning styles of our students. We encourage joint responsibility among students parents and staff. We support learning experiences that empower students to share new ideas and generate curiosity and exploration. Our mission is to assure that all students have the opportunity to learn and grow to their full potential.
Awards, Recognition, Accomplishments:	The school has received NJ Future Ready Certification Silver Status.

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Courses, Curriculum, Instruction:	The academic program at Thorne has been designed to provide a rich learning environment for all students which consists of the four core subjects Language Arts, Math, Science and Social Studies. In addition, students will take Physical Education and Health, a wide range of Activity Arts courses, or Band or Chorus. World Language offers both cultural immersion and language based courses. All students have an Advisory period for 2 marking periods out of 4 and the schedule is balanced with 6 sixty minute classes a day plus a lunch period.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed) Thorne offers a comprehensive interscholastic athletic program. The following sports are offered Baseball boys, Soccer boys and girls Softball girls, Field Hockey girls, Basketball boys and girls, Cross Country boys and girls, Track and Field girls and boys, Wrestling boys and girls, Cheerleading girls.
Clubs and Activities:	After school clubs and activities include Drama Club, Chorus Vocal Ensemble, Math Club, Newspaper, Peer Mediation, STEM Club, Student Activities, Student Council, Substance Abuse Awareness, Tech Tutor Club, TED ED Club, Walking Club, Yearbook.

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Before and After School Programs:	The After School Learning Academy provides targeted instruction to bolster student achievement.
Staff and Professional Learning:	Teachers are involved in departmental, grade level, and teacher teams for the purpose of articulation and best practices, which meet several times throughout the year, along with both district and building generated professional development. An emphasis is put on teacher leadership in the development and presentation of Professional Development. Teachers participate in the district's Professional Development Hub which allows them to personalize their learning.

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Student Supports and Services:	Thorne is home to the District Behavioral Disabilities program, the District Multiple Disability program, and a departmentalized LLD program. Thorne also supports its students with disabilities through in class support and pull out resource within the school. Intervention and Referral Services are used as an additional means of student support as are student specific 504 plans.
Student Health and Wellness:	Thorne has a full student support staff consisting of grade level Guidance Counselors, a full Child Study Team, a Student Assistance Counselor and a fulltime nurse, all who participate on the school's Crisis Team. Thorne is provided with additional outside counselling services from both the YMCA and CPC Behavioral Healthcare. The Lifelines curriculum has been embedded in the district's Middle School health curriculum.
Parent and Community Involvement:	The PTA meets monthly to update the community and solicit feedback. The PTA has a Facebook page and the school uses a website, phone blast system, Remind, Twitter, and Instagram to communicate with the community. Teachers use Google Classroom and parent conferences are arranged through Guidance and CST. Parents access the Parent Portal to monitor their child's academic progress. Parents are invited to celebrate learning with their children at events such as the Innovation Fair. They are also welcomed into the building for school performances, art shows, poetry competitions, Career Day, classroom presentations, and athletic events.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Parent, student, and teacher surveys were issued to the school community in order to gauge the effectiveness of our previous student schedule and provide direction in the decisions when creating the new sixty minute block schedule.
Facilities:	School administration, with the support of the district's Director of Facilities, continues to evaluate and execute improvements to the building.
School Safety:	Student and staff safety is the top priority at Thorne. 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. Our parents, staff and administrators participate on the District School Safety Committee. Mandated drills are conducted routinely under the supervision of the District Supervisor of Security, who also conducts building security checks. 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, 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:	The district's middle schools have adopted math and science curricula that support the instruction of technology and STEM. The new middle school schedule offers a variety of activity arts classes which introduces and exposes students to the many aspects of technology and STEM related activities and fields. Student driven hands on activities, that include coding, robotics, engineering and design, inspire students to demonstrate creativity, explore 21st century topics, generate projects of interest and develop deeper understandings that prepare them for future academic success. Thorne is equipped for 21st century learners. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. Each students in grades has been provided with a Chromebook and actively work in a 1 to 1 digital environment on a daily basis.

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Other Information:	Thorne Middle School supports students social and emotional growth. We emphasize character education and support services for students and their families. Thorne has partnered with outside agencies such as the Bayshore Success Center, which provides a variety of resources for families.