NJ SCHOOL PERFORMANCE REPORT

GILMORE J FISHER MIDDLE SCHOOL
(21-1430-060)
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
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† 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	MERCER
District	EWING TWP
Principal Name	DR. HANNA
Address	1325 LOWER FERRY ROAD EWING, NJ 08618-1409
Phone Number	(609)538-9800
Email Address	MHANNA@EWINGBOE.ORG
Website	https://www.ewing.k12.nj.us
Twitter	https://twitter.com/TheEwingSchools

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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	232	217	278
7	292	240	230
8	266	292	240
Total	790	749	748

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	49.2%	46.6%	45.9%
Male	50.8%	53.4%	54.1%
Economically Disadvantaged Students	44.7%	47.5%	45.9%
Students with Disabilities	20.5%	22.8%	23.5%
English Learners	2.8%	1.7%	2.8%
Homeless Students		0.5%	2.0%
Students in Foster Care		0.1%	0.3%
Military-Connected Students		0.1%	0.7%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	28.4%	28.4%	26.2%
Hispanic	18.1%	18.7%	19.1%
Black or African American	45.8%	46.2%	47.6%
Asian	4.7%	3.5%	4.3%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	2.9%	2.9%	2.7%

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	85.6%
Spanish	8.0%
Creoles and pidgins, English based	1.6%
Other Languages	4.8%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	55	50	50	Met Standard	58	51	50	Met Standard
White	58	54	50	Met Standard	54	47	51	Met Standard
Hispanic	51	54	49	Met Standard	55	58	48	Met Standard
Black or African American	49	45	44	Met Standard	61.5	51	44	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	68	58	61	Exceeds Standard	90	55.5	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	55	37	49	**	72	43	51	**
Economically Disadvantaged	48	44	48	Met Standard	58	49	47	Met Standard
Students with Disabilities	45	44	41	Met Standard	45	45	43	Met Standard
English Learners	57	57	54	Met Standard	58	57	51	Met Standard

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

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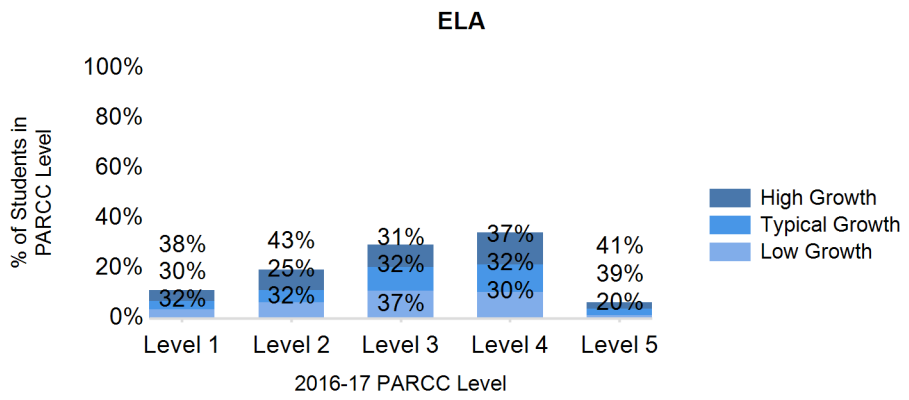
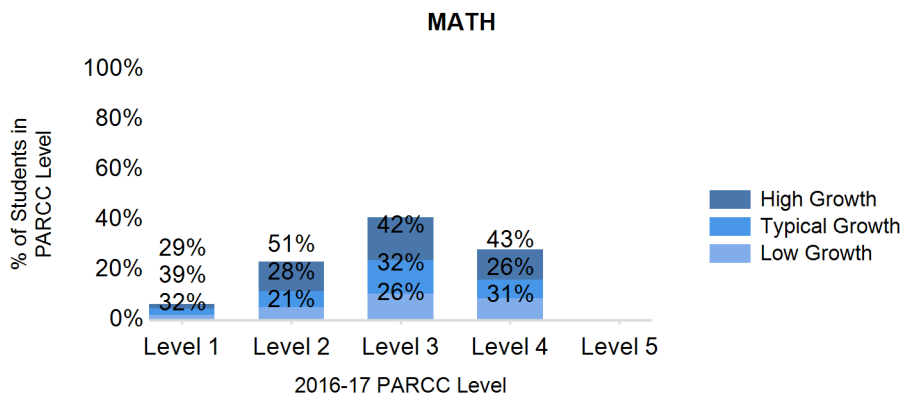
Student Growth by Performance Level

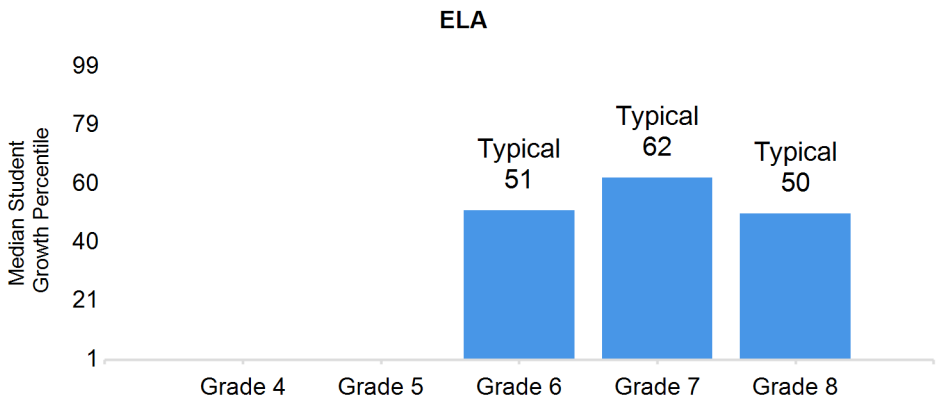
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

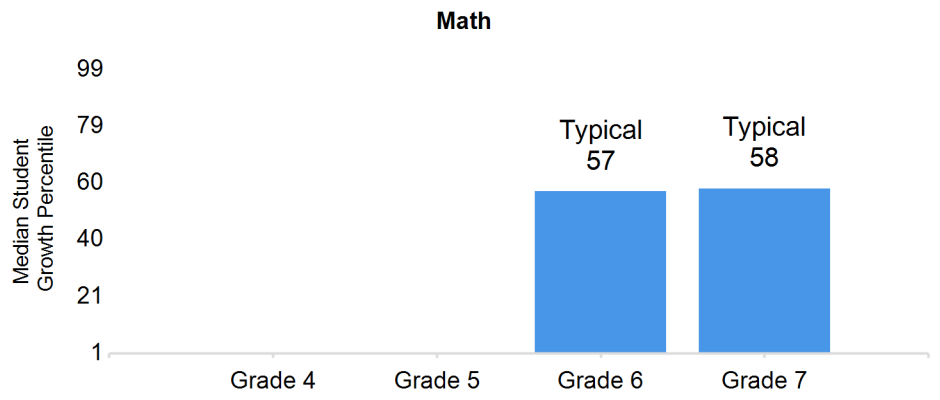




Student Growth by Grade

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	704	94.1	46.9	43.2	56.7	46.5	44.5	Met Target
White	184	93.4	62.0	56.9	65.6	60.9	63.2	Met Target†
Hispanic	136	96.5	33.8	35.5	42.5	33.8	39.2	Met Target†
Black or African American	335	93.7	42.4	35.8	37.3	41.9	32.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	30	96.8	70.0	*	82.3	70.0	66.4	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	31.7	Met Target
Female	320	94.5	59.4	53.1	64.5	59.0		
Male	384	93.8	36.5	34.0	49.4	36.1		
Economically Disadvantaged Students	309	91.8	33.9	31.6	38.5	32.9	32	Met Target
Non-Economically Disadvantaged Students	395	95.9	57.0	51.9	67.5	57.0		
Students with Disabilities	164	92.3	16.5	*	21.6	16.1	24	Not Met
Students without Disabilities	540	94.6	56.1	*	63.9	55.9		
English Learners	43	100.0	23.3	*	27.3	23.3	29.4	Met Target†
Non-English Learners	661	93.7	48.4	*	59.4	47.8		
Homeless Students	13	81.2	23.1	20.7	27.7	46.5		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	69.3	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	271	745	745	754	8%	20%	28%	39%	6%	45%	56%
White	66	755	755	761	*	*	21%	*	*	62%	66%
Hispanic	46	733	733	742	*	26%	41%	*	*	20%	42%
Black or African American	135	742	742	737	8%	24%	24%	*	*	44%	35%
Asian, Native Hawaiian, or Pacific Islander	14	761	761	779	0%	*	*	*	*	64%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	10	747	747	761	0%	*	*	*	*	30%	64%
Female	127	753	753	761	*	13%	26%	*	*	56%	64%
Male	144	737	737	748	*	26%	29%	*	*	35%	48%
Economically Disadvantaged Students	126	739	739	739	9%	27%	31%	*	*	33%	37%
Non-Economically Disadvantaged Students	145	750	750	764	7%	14%	25%	*	*	54%	68%
Students with Disabilities	51	715	715	723	*	45%	22%	*	*	10%	18%
Students without Disabilities	220	752	752	760	*	14%	29%	*	*	53%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	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	204	750	750	760	10%	12%	25%	37%	15%	52%	63%
White	58	763	763	768	*	*	21%	36%	26%	62%	72%
Hispanic	43	743	743	746	*	*	28%	*	*	47%	49%
Black or African American	92	745	745	740	15%	*	28%	*	*	48%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	85	761	761	769	*	*	22%	*	*	64%	72%
Male	119	742	742	752	*	*	27%	*	*	45%	54%
Economically Disadvantaged Students	91	740	740	742	*	*	31%	*	*	40%	44%
Non-Economically Disadvantaged Students	113	758	758	771	*	*	20%	*	*	63%	73%
Students with Disabilities	57	723	723	721	*	*	28%	21%	0%	21%	22%
Students without Disabilities	147	761	761	768	*	*	24%	44%	21%	65%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	227	745	745	759	11%	18%	28%	34%	9%	43%	60%
White	57	761	761	767	*	*	25%	40%	19%	60%	70%
Hispanic	47	740	740	744	*	26%	28%	*	*	34%	45%
Black or African American	110	735	735	739	13%	21%	31%	*	*	35%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	108	755	755	768	*	16%	22%	*	*	58%	69%
Male	119	735	735	751	*	20%	34%	*	*	29%	52%
Economically Disadvantaged Students	94	733	733	740	15%	28%	30%	*	*	28%	42%
Non-Economically Disadvantaged Students	133	753	753	769	8%	11%	27%	*	*	53%	71%
Students with Disabilities	46	714	714	719	*	*	*	*	*	*	19%
Students without Disabilities	181	752	752	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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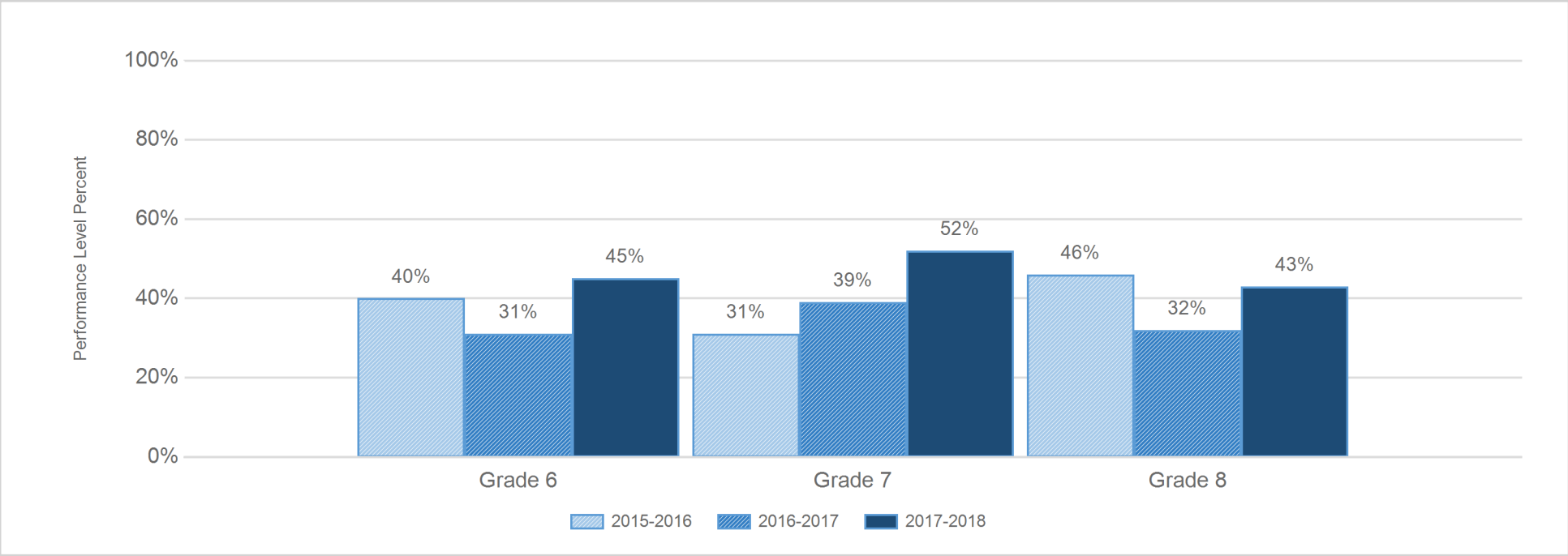
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	703	94.1	38.0	36.0	45.0	37.6	41.3	Not Met
White	184	93.5	55.4	52.2	54.1	54.4	58.8	Met Target†
Hispanic	136	96.5	34.6	34.2	29.2	34.6	35.4	Met Target†
Black or African American	334	93.7	25.5	24.2	23.4	25.1	29	Met Target†
Asian, Native Hawaiian, or Pacific Islander	30	97.0	76.6	68.1	77.0	76.6	71.3	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	23.7	Met Target
Female	318	93.9	44.0	40.7	46.0	43.4		
Male	385	94.3	33.0	31.8	43.9	32.7		
Economically Disadvantaged Students	307	91.8	28.0	26.6	26.6	27.0	28.4	Met Target†
Non-Economically Disadvantaged Students	396	96.0	45.7	43.2	55.9	45.7		
Students with Disabilities	165	92.9	12.7	*	17.1	12.5	16.9	Not Met
Students without Disabilities	538	94.5	45.7	*	50.5	45.4		
English Learners	44	100.0	36.4	*	24.6	36.4	12	Met Target
Non-English Learners	659	93.7	38.1	*	46.9	37.5		
Homeless Students	12	75.0	*	10.3	17.3	37.5		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	38.5	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	270	738	738	744	7%	23%	38%	*	*	33%	44%
White	66	747	747	751	*	17%	38%	*	*	42%	54%
Hispanic	46	735	735	731	*	*	30%	37%	0%	37%	27%
Black or African American	134	732	732	726	7%	28%	45%	*	*	19%	21%
Asian, Native Hawaiian, or Pacific Islander	14	754	754	771	0%	*	*	*	*	71%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	10	751	751	749	*	*	*	*	*	70%	52%
Female	126	740	740	745	*	17%	41%	*	*	36%	45%
Male	144	736	736	742	*	28%	35%	*	*	30%	42%
Economically Disadvantaged Students	125	734	734	729	*	26%	38%	*	*	28%	24%
Non-Economically Disadvantaged Students	145	742	742	753	*	20%	38%	*	*	37%	56%
Students with Disabilities	51	718	718	717	*	*	*	*	*	*	13%
Students without Disabilities	219	743	743	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

GILMORE J FISHER MIDDLE SCHOOL
(21-1430-060)
Grades Offered: 06-08
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	208	741	741	743	7%	16%	37%	*	*	41%	43%
White	59	754	754	750	0%	*	29%	*	*	63%	54%
Hispanic	43	736	736	732	*	23%	40%	*	*	30%	27%
Black or African American	93	734	734	727	12%	18%	38%	*	*	32%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	85	746	746	745	*	19%	25%	*	*	53%	45%
Male	123	737	737	741	*	14%	45%	*	*	33%	42%
Economically Disadvantaged Students	92	735	735	730	*	20%	42%	*	*	32%	24%
Non-Economically Disadvantaged Students	116	745	745	751	*	13%	32%	*	*	48%	55%
Students with Disabilities	59	720	720	717	*	34%	36%	*	*	12%	12%
Students without Disabilities	149	749	749	748	*	9%	37%	*	*	52%	50%
English Learners	10	718	718	716	*	*	*	*	*	20%	10%
Non-English Learners	198	742	742	744	*	*	*	*	*	42%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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GILMORE J FISHER MIDDLE SCHOOL
(21-1430-060)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	182	730	730	728	15%	25%	36%	*	*	24%	28%
White	34	741	741	736	*	*	41%	*	*	35%	36%
Hispanic	38	728	728	722	*	29%	37%	*	*	21%	22%
Black or African American	103	726	726	715	19%	26%	36%	18%	0%	18%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	81	732	732	731	19%	20%	35%	*	*	27%	31%
Male	101	728	728	725	13%	29%	38%	*	*	21%	26%
Economically Disadvantaged Students	85	726	726	719	14%	32%	40%	*	*	14%	20%
Non-Economically Disadvantaged Students	97	734	734	735	16%	19%	33%	*	*	32%	35%
Students with Disabilities	46	709	709	705	*	*	*	*	*	*	*
Students without Disabilities	136	737	737	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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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	45	795	736	746	0%	0%	0%	76%	24%	100%	46%
White	23	799	757	755	0%	0%	0%	*	*	100%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	27	792	740	748	0%	0%	0%	*	*	100%	48%
Male	18	800	733	745	0%	0%	0%	*	*	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	705	716	N	N	N	N	N	N	13%
Students without Disabilities	45	795	745	752	0%	0%	0%	76%	24%	100%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	45	795	*	749	0%	0%	0%	76%	24%	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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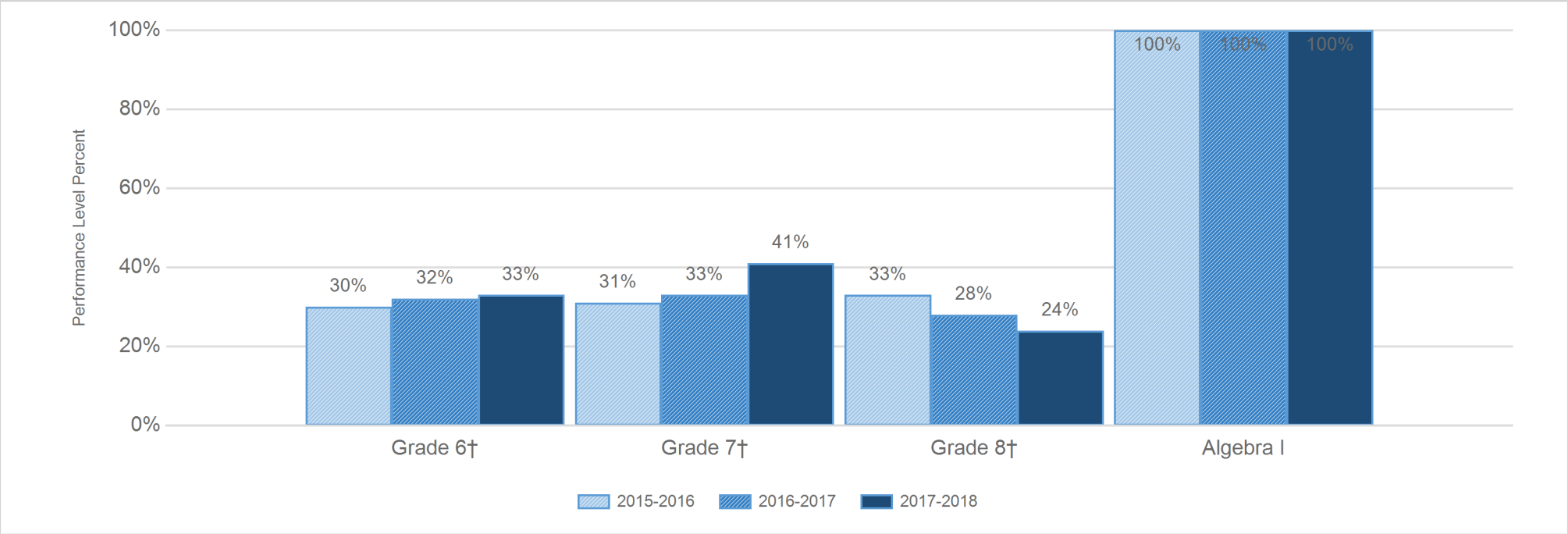
Mathematics Assessment – Performance Trends

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	25.0%	**	**

† 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	12	*	*
3-4	*	*	*
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	285
7	0	0	237
8	48	0	203
Total	48	0	725

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	137	91	0	0	0	0	0
7	118	66	0	0	0	0	0
8	94	62	46	0	0	0	0
Total	349	219	46	0	0	0	0

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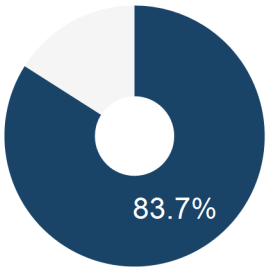
Visual and Performing Arts – Course Participation

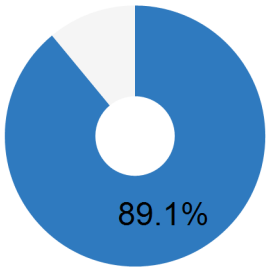
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

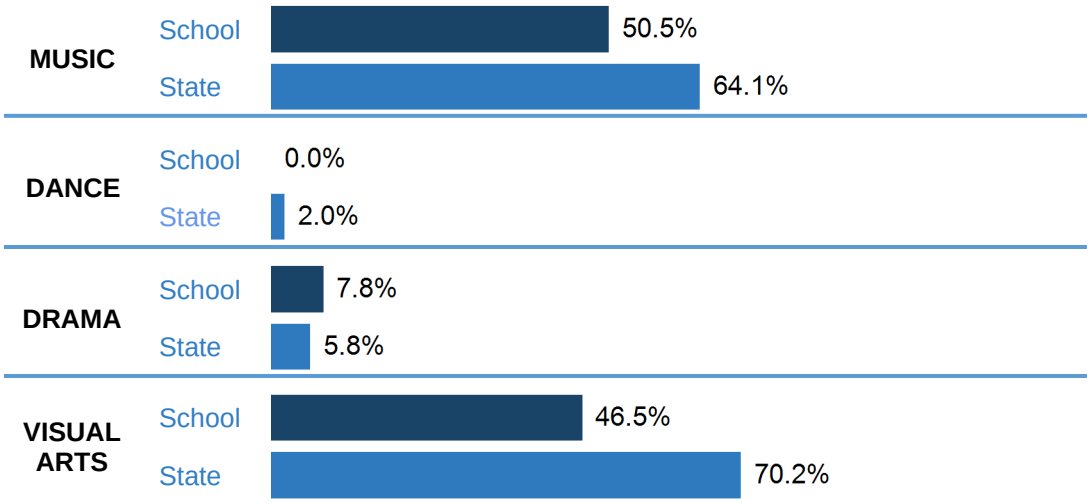


School



State

Students enrolled in one or more classes by discipline:



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

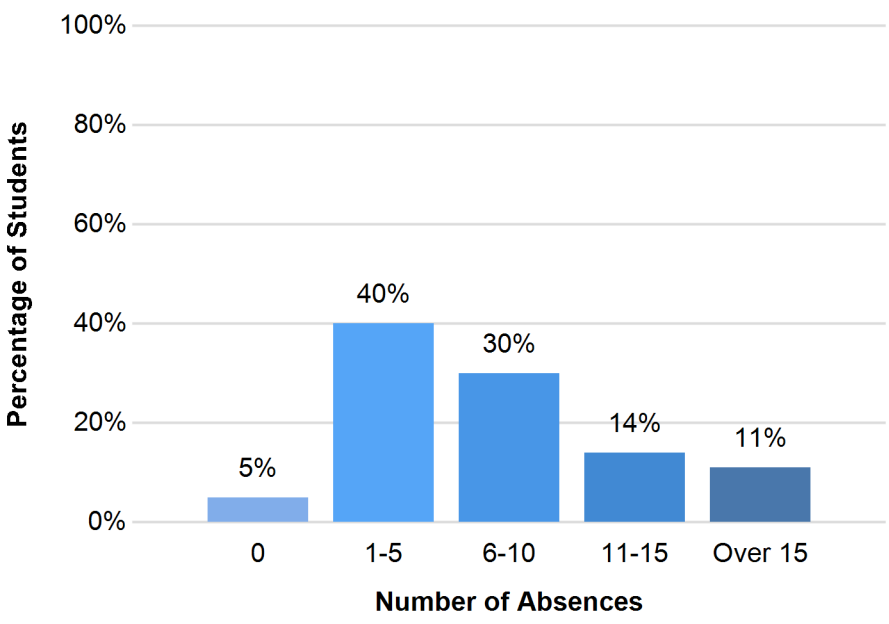
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	60	7.9	9.5	Met
White	16	8.1	9.5	Met
Hispanic	15	10.4	9.5	Not Met
Black or African American	23	6.4	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	1	3.1	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.5	Not Met
Economically Disadvantaged Students	43	12.5	9.5	Not Met
Students with Disabilities	18	9.7	9.5	Not Met
English Learners	3	15.0	9.5	Not Met

Days Absent

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



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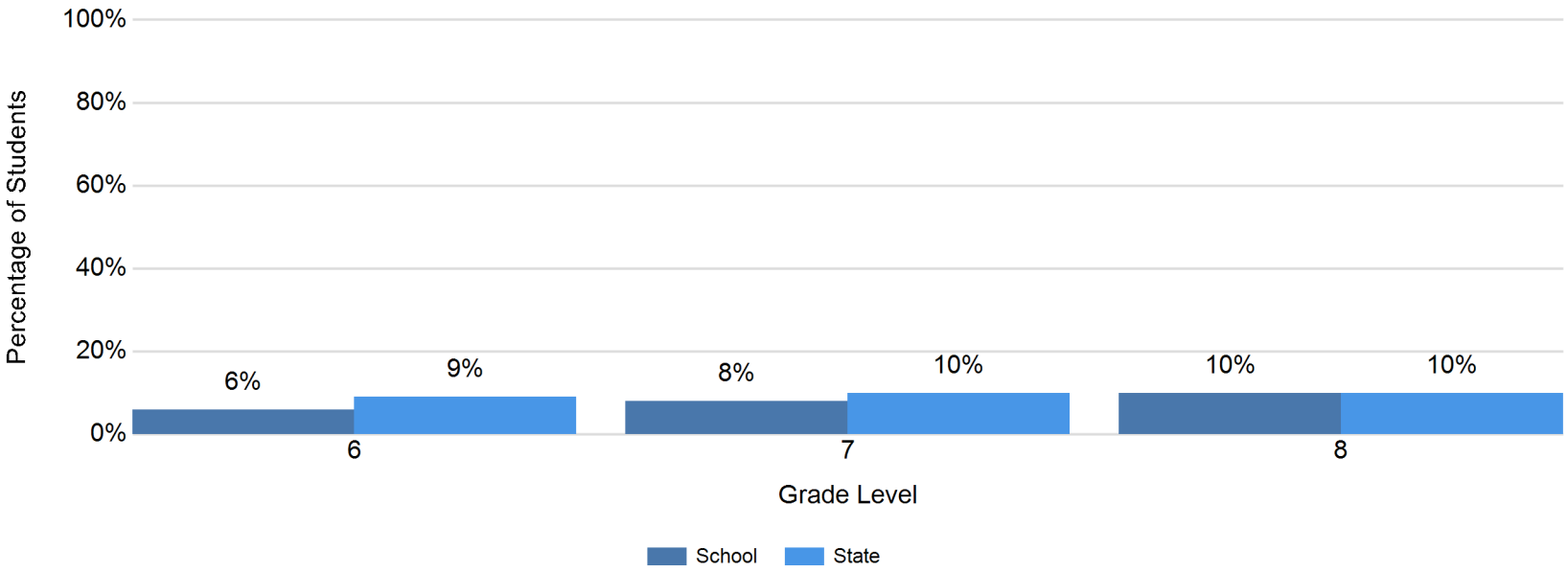
Chronic Absenteeism by Grade

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



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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	3
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.07

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	8

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	153	20.5%
Out-of-School Suspensions	90	12.0%
Any Suspension	186	24.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
424

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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	8:25 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 44 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	2.4:1

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)	$566	$15,848	$16,414

NJ SCHOOL PERFORMANCE REPORT

GILMORE J FISHER MIDDLE SCHOOL
(21-1430-060)
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 – 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	92	117,464
Average years experience in public schools	11.8	12.0
Average years experience in district	10.2	10.7
Teachers in district for 4 or more years	68.5%	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	22	9,374
Average years experience in public schools	22.7	16.0
Average years experience in district	11.7	12.0
Administrators in district for 4 or more years	81.8%	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	8:1	10:1
Students to Administrators	125:1	160:1
Teachers to Administrators	15:1	16:1
Students to Librarians/Media Specialists		704:1
Students to Nurses		704:1
Students to Counselors		352:1
Students to Child Study Team		207:1

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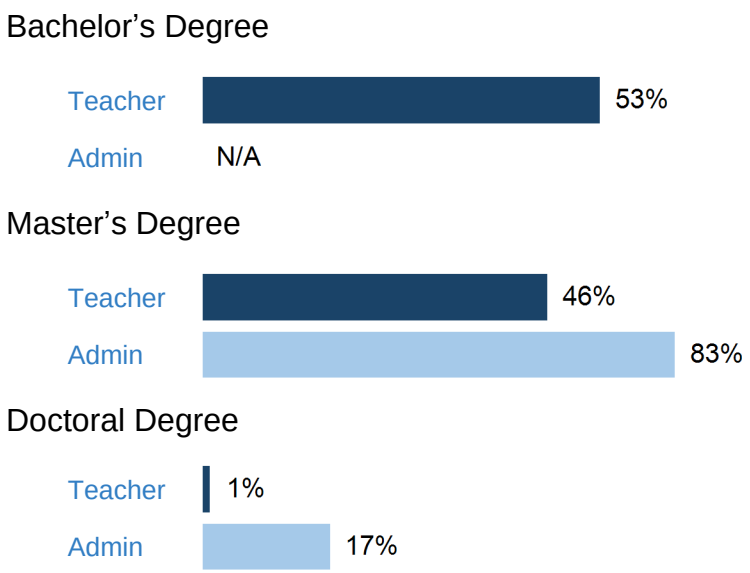
Teachers and Administrators - Level of Education

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	88.7%	90.2%
2016-17 Administrators: Same district 2017-18	90.5%	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	97.1%

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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	77.2%	33.3%
Male	22.8%	66.7%
White	79.3%	66.7%
Hispanic	7.6%	0.0%
Black or African American	12.0%	16.7%
Asian	1.1%	16.7%
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	24.05	17.5%
Mathematics Proficiency	33.83	17.5%
English Language Arts Growth	65.40	25.0%
Mathematics Growth	75.73	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	35.07	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	50.67	n/a
Summative Rating: Percentile Rank of Summative Score	50.65	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Standard	Met Standard	**	Met	No
White	52.45	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	52.64	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	72.73	14.08	No	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	46.06	14.08	No	Met Target	Met Target	Exceeds Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
Economically Disadvantaged Students	54.31	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	53.02	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	56.14	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	Met Standard	Not Met	No

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

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School Narrative

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

Highlights:	• All curricula are rigorous and aligned with New Jersey Student Learning Standards and Common Core State Standards. • There are over 50 Enrichment courses offered including Introduction to Engineering and Robotics Engineering. • Fisher Middle School offers over 27 extracurricular and athletic activities.
Mission, Vision, Theme:	Our mission at Fisher Middle School is to promote the academic, social, emotional, and physical development of the unique middle level learner. We provide rigorous curriculum that integrates the New Jersey Student Learning Standards in order to make every student college and career ready. In order to promote the socio-emotional development of our students we use a Positive Behavior Support System which focuses on the concept of S.O.A.R. (Safety, Ownership, Achievement, and Respect)
Awards, Recognition, Accomplishments:	2018 Boys Spring Track Team was undefeated for the 7th consecutive season with many record-breaking highlights. Fisher Middle School Odyssey of the Mind Team placed 2nd at the Coastal Regional Tournament and placed 3rd at the Odyssey of the Mind State Tournament in April 2018. The 2018 Fisher Girls Basketball team won the 2018 Mercer County Tournament Championship for county middle schools.

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Courses, Curriculum, Instruction:	Fisher Middle School is a learning community comprised of more than 760 students in grades, 6, 7, and 8 with over 100 certified staff members who are organized into six interdisciplinary teams, and one Enrichment and Physical Education team. Courses include English/Language Arts, Mathematics, Science, Social Studies, World Languages, Art, Vocal and Instrumental Music, Healthy Living, Computer Technology, and Health and Physical Education. Fisher Middle School also offers a Gifted and Talented program at all grade levels.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls) Consistent with meeting the needs of the whole child, Fisher Middle School has 11 athletic teams in order to engage the students on an extracurricular level. Athletics are offered every season students are enrolled in school so that students can play multiple sports.
Clubs and Activities:	Fisher Middle School offers about 17 extracurricular clubs to all students. There is a wide range of extracurricular activities; some focus on developing academics further such as Odyssey of the Mind; other focus on community service programs such as the Intergenerational Club; a few on developing student leadership such as Student Council. Other clubs cultivate student creativity such as the Drama Club, which allows students to perform in the annual play or musical and Fisher Middle School Stage Band for our student musicians.

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Before and After School Programs:	Fisher Middle School has formed partnerships with various institutions of higher learning and local businesses. Each year, Fisher collaborates on a variety of levels with The College of New Jersey and Rider University. Fisher also works closely with the Credit Union of New Jersey as they sponsor 'Smart Kids Rule in Ewing' which is a program that recognizes student achievement.
Staff and Professional Learning:	Fisher Middle School engages staff members in various types of professional development throughout the year. The district offers four full days of professional development for all staff members, along with department, team, and faculty meetings with the same focus of improving teaching and learning for all students. Additionally, staff members are allowed to select their own professional development based on their own needs and interests for at least one professional day.

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Student Supports and Services:	Fisher uses a Response to Intervention approach to support student learning. A co-teaching approach serves as the second tier of intervention and small group targeted instruction is a Tier III intervention. The building supports the district's inclusive philosophy practice for Special Education, English as a Second Language (ESL) and academic support services. Fisher also has a 'Failure is Not an Option' program, where identified students receive extended instruction after school.
Student Health and Wellness:	Student health and wellness is part of the culture at Fisher Middle School. For students' physical and health and wellness, we offer Physical Education daily for students, as well as a balanced breakfast and lunch program. For students' socio-emotional health, we utilize a Positive Behavior Support System and an array of counseling services. We also implement the concept of "Mindfulness" throughout our school day. The Ewing Schools have implemented many programs that promote a positive school culture and this year Fisher has its own designated Student Assistance Counselor. For the past year, the district has put in place a task force focused on the mental health and emotional health of our students.
Parent and Community Involvement:	Fisher is supported by the extremely active Fisher Parents Association. Additionally, the school and district hold informational programs for parents, such The Role of Parenting in Reducing the Achievement Gap. Parents are encouraged to take advantage of the support systems at Fisher Middle School. This includes the agenda book to touch base with teachers, as well as the district and school web pages which provides the opportunity for parents to be informed and become involved.

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Facilities:	Fisher Middle School is a two story building that features two gymnasiums, two cafeterias, a garden, and central air conditioning; as well as being Wi-Fi enabled. Additionally, Fisher Middle School has an updated auditorium that seats over three hundred people and two classrooms dedicated to Orchestra, Band and Vocal instruction.
School Safety:	The Ewing Schools have placed a priority on establishing a learning environment that is safe, secure, positive and harmonious. Two district administrators, Superintendent Michael Nitti and Supervisor David Hauserman, have completed training by the Department of Education, Homeland Security, and FEMA to become certified School Safety Specialists. The position of School Security Coordinator was first implemented by the Board in 2013. Five of these adaptive experts on school security protocol and crisis management are based in each of the district's school campuses and assist the administrative team in all matters pertaining to school security. The Ewing Schools and Ewing Township Police share a close relationship which includes cameras/surveillance systems that can be a powerful tool to provide real-time information to law enforcement, fire, and emergency medical service personnel as a crisis or emergency situation is occurring.

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Technology and STEM:	Fisher Middle School offers the following enrichment courses related to STEM: Musical Technology, Digital Citizenship, Exploring Technology: Intro to Engineering, Computer Science Unplugged I, Robotics Engineering, Introduction to Computer Applications: Google Apps, Computer Science Unplugged II, Graphic Design, Introduction to Computer Animation, Exploring Technology: Invention & Innovations. The technology instructional building focus for Fisher Middle School has been SAM-R for the 2017-18 school year. Fisher received more than 8 new SMARTBoards this year, along with 7 brand new Chromebook carts of 25 each. In order to maximize on these new resources, Fisher Middle School concentrated on not only implementing the use of this new technology in classrooms but on how to really modify and redefine instruction through technology.

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Other Information:	With our belief in the power of reinforcement, Fisher has Students of the Month and Academic Award assemblies supported by a school-wide Positive Behavior Support program. Each of these programs recognizes students for outstanding accomplishments in school life. Other noteworthy endeavors include our Parent Conference Program, our Summer Reading Program, and two book fairs each year. We can be proud of what we achieve at Fisher Middle School, but our achievements are not due to complacency and satisfaction with the status quo. On the contrary, the program is effective because all of the stakeholders have a common goal - to do what is best for students - and we are always looking for innovative ways to attain that goal.