NJ SCHOOL PERFORMANCE REPORT

LEONARD V. MOORE MIDDLE SCHOOL
(39-4540-040)
Grades Offered: 05-06
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	UNION
District	ROSELLE BORO
Principal Name	MR. MESSMER
Address	720 LOCUST ST ROSELLE, NJ 07203-1919
Phone Number	(908)298-2047
Email Address	CMESSMER@ROSELLESCHOOLS.ORG
Website	https://lvm.roselleschools.org/

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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
5	217	245	226
6	212	219	250
Total	435	469	484

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	43.7%	45.0%	48.6%
Male	56.3%	55.0%	51.4%
Economically Disadvantaged Students	73.6%	77.4%	69.8%
Students with Disabilities	14.9%	11.7%	13.6%
English Learners	6.7%	7.2%	7.4%
Homeless Students		0.9%	0.6%
Students in Foster Care		0.9%	0.6%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.2%	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	2.3%	1.7%	2.3%
Hispanic	38.2%	40.3%	43.6%
Black or African American	57.5%	56.7%	52.3%
Asian	1.1%	1.1%	1.0%
Native Hawaiian or Pacific Islander	0.9%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.2%	0.4%

Enrollment by Home Language

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

Home Language	% of Students
English	52.5%
Spanish	32.2%
Haitian	10.7%
French	1.2%
Other Languages	3.3%

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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	48	52	50	Met Standard	42	49	50	Met Standard
White	*	50	50	**	63	55	51	**
Hispanic	47	50	49	Met Standard	45	52	48	Met Standard
Black or African American	48	52	44	Met Standard	41	47	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	73	61	**	*	*	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	50	53	48	Met Standard	43	50.5	47	Met Standard
Students with Disabilities	50	45.5	41	Met Standard	32.5	33	43	Not Met
English Learners	45	51	54	Met Standard	42	53	51	Met Standard

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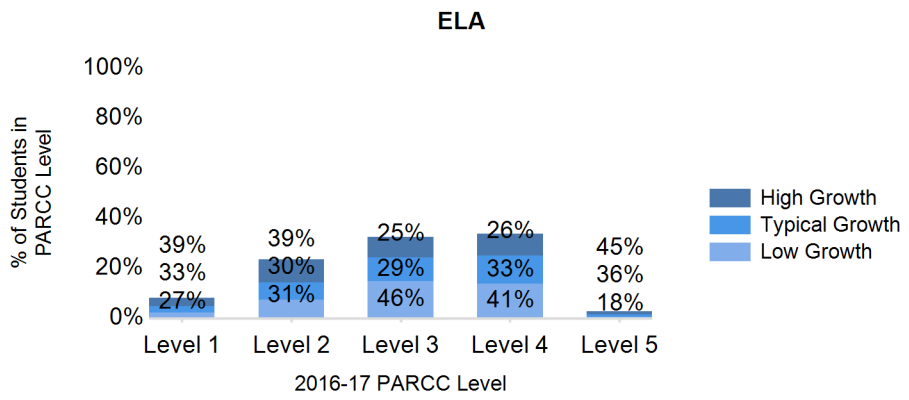
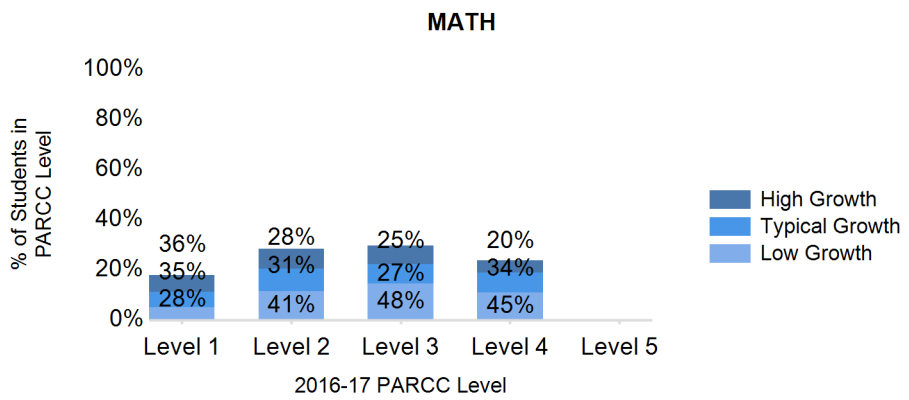
Student Growth by Performance Level

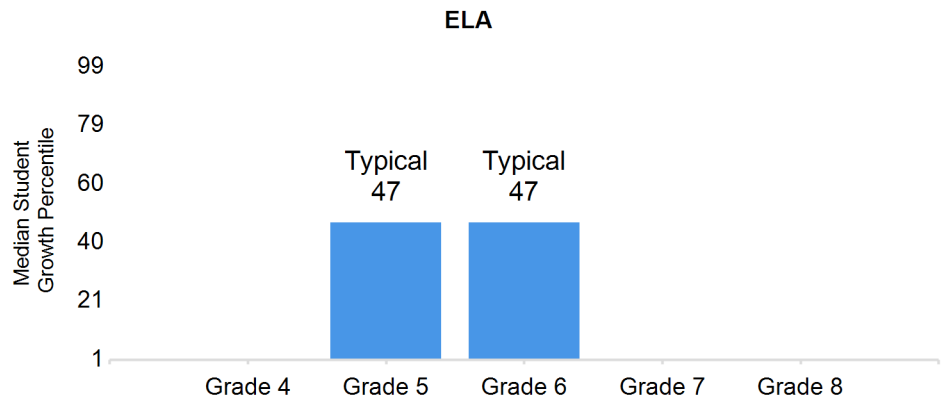
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

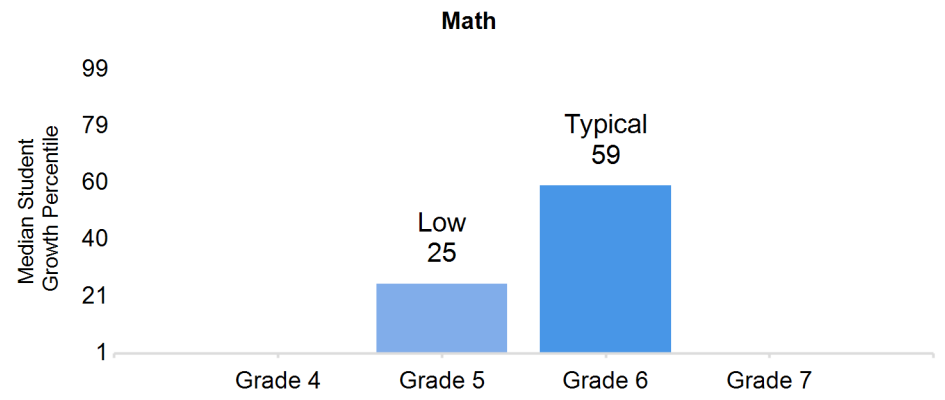




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	446	98.7	35.0	39.6	56.7	35.0	41.3	Not Met
White	11	100.0	27.3	34.9	65.6	27.3	**	**
Hispanic	184	98.5	38.0	*	42.5	38.0	43.6	Met Target†
Black or African American	243	98.8	32.9	37.2	37.3	32.9	39.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	56.5	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	215	98.7	41.8	47.4	64.5	41.8		
Male	231	98.8	28.5	32.7	49.4	28.5		
Economically Disadvantaged Students	331	98.8	32.9	38.3	38.5	32.9	38.2	Not Met
Non-Economically Disadvantaged Students	115	98.4	40.9	43.0	67.5	40.9		
Students with Disabilities	61	100.0	13.1	12.1	21.6	13.1	16.4	Met Target†
Students without Disabilities	385	98.5	38.4	44.1	63.9	38.4		
English Learners	50	100.0	20.0	*	27.3	20.0	30.5	Not Met
Non-English Learners	396	98.6	36.8	*	59.4	36.8		
Homeless Students	*	*	*	30.0	27.7	*		
Students In Foster Care	*	*	*	27.3	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	213	740	740	755	11%	18%	36%	*	*	35%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	93	739	739	743	12%	15%	40%	*	*	33%	43%
Black or African American	110	741	741	738	*	23%	34%	*	*	35%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	109	746	746	762	*	13%	39%	*	*	40%	66%
Male	104	734	734	749	*	24%	33%	*	*	29%	51%
Economically Disadvantaged Students	155	738	738	739	*	19%	37%	*	*	32%	39%
Non-Economically Disadvantaged Students	58	744	744	766	*	17%	33%	*	*	43%	71%
Students with Disabilities	31	712	712	724	39%	*	*	*	*	10%	22%
Students without Disabilities	182	745	745	762	7%	*	*	*	*	39%	65%
English Learners	19	711	711	712	*	*	*	*	*	*	11%
Non-English Learners	194	743	743	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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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	237	741	741	754	5%	18%	42%	*	*	35%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	98	745	745	742	*	14%	39%	*	*	42%	42%
Black or African American	130	739	739	737	*	21%	43%	*	*	30%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	111	746	746	761	*	10%	44%	*	*	41%	64%
Male	126	737	737	748	*	25%	40%	*	*	29%	48%
Economically Disadvantaged Students	178	741	741	739	*	15%	45%	*	*	34%	37%
Non-Economically Disadvantaged Students	59	740	740	764	*	27%	32%	*	*	36%	68%
Students with Disabilities	19	718	718	723	*	53%	*	*	*	11%	18%
Students without Disabilities	218	743	743	760	*	15%	*	*	*	37%	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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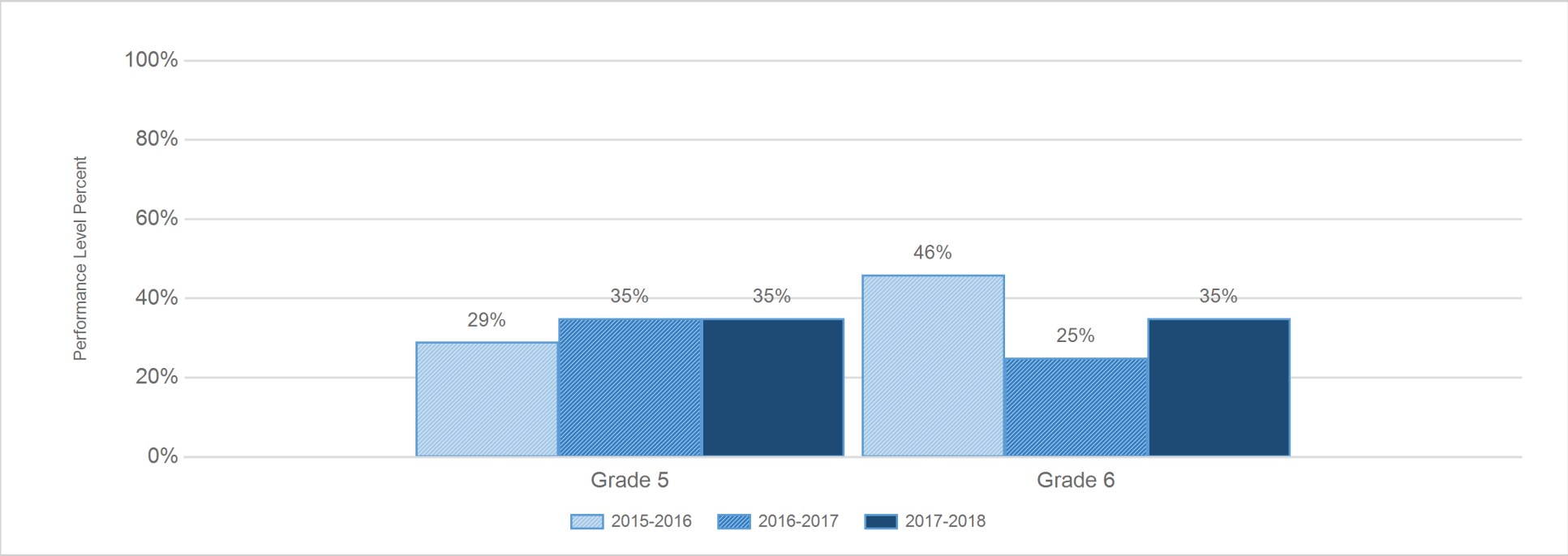
English Language Arts/Literacy Assessment - Performance Trends

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	448	98.5	24.1	*	45.0	24.1	32.9	Not Met
White	11	100.0	18.2	22.2	54.1	18.2	**	**
Hispanic	186	98.5	28.5	25.3	29.2	28.5	31.8	Met Target†
Black or African American	243	98.4	20.6	*	23.4	20.6	31.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	47.8	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	217	98.3	22.1	*	46.0	22.1		
Male	231	98.8	25.9	*	43.9	25.9		
Economically Disadvantaged Students	333	98.9	24.6	*	26.6	24.6	29.6	Not Met
Non-Economically Disadvantaged Students	115	97.7	22.6	*	55.9	22.6		
Students with Disabilities	61	100.0	*	*	17.1	*	18.2	Not Met
Students without Disabilities	387	98.3	*	*	50.5	*		
English Learners	53	100.0	20.8	*	24.6	20.8	24.5	Met Target†
Non-English Learners	395	98.3	24.6	*	46.9	24.6		
Homeless Students	*	*	*	20.0	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 5

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).

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	218	724	724	748	22%	33%	25%	20%	0%	20%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	96	722	722	736	21%	35%	27%	17%	0%	17%	32%
Black or African American	112	725	725	730	21%	32%	25%	21%	0%	21%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	112	725	725	749	20%	33%	27%	21%	0%	21%	50%
Male	106	722	722	747	24%	34%	24%	19%	0%	19%	48%
Economically Disadvantaged Students	158	723	723	733	23%	34%	22%	21%	0%	21%	29%
Non-Economically Disadvantaged Students	60	725	725	758	18%	32%	33%	17%	0%	17%	62%
Students with Disabilities	31	697	697	726	*	*	*	*	*	*	20%
Students without Disabilities	187	728	728	752	*	*	*	*	*	*	55%
English Learners	24	710	710	718	*	*	*	*	*	*	13%
Non-English Learners	194	725	725	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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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	240	732	732	744	12%	31%	29%	*	*	28%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	102	739	739	731	*	26%	29%	*	*	37%	27%
Black or African American	129	726	726	726	16%	36%	27%	20%	0%	20%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	113	731	731	745	15%	30%	33%	*	*	22%	45%
Male	127	732	732	742	9%	32%	26%	*	*	32%	42%
Economically Disadvantaged Students	179	732	732	729	*	28%	*	*	*	27%	24%
Non-Economically Disadvantaged Students	61	729	729	753	*	39%	*	*	*	28%	56%
Students with Disabilities	19	721	721	717	*	*	*	*	*	21%	13%
Students without Disabilities	221	733	733	748	*	*	*	*	*	28%	49%
English Learners	13	720	720	713	*	*	*	*	*	23%	11%
Non-English Learners	227	732	732	745	*	*	*	*	*	28%	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

LEONARD V. MOORE MIDDLE SCHOOL
(39-4540-040)
Grades Offered: 05-06
2017-2018

Report Key:
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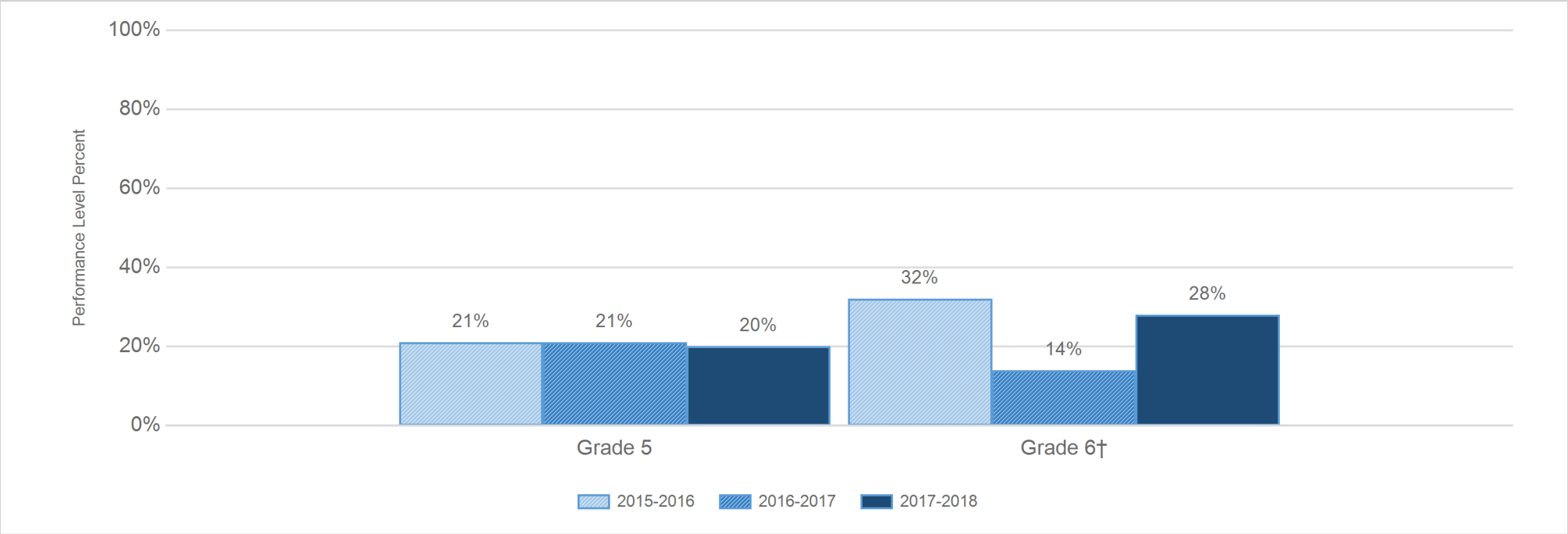
Mathematics Assessment – Performance Trends

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
5	*	*
6	*	*

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	53.8%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	23	87.0%	13.0%
3-4	*	*	*
5 or more	11	54.5%	45.5%

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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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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.

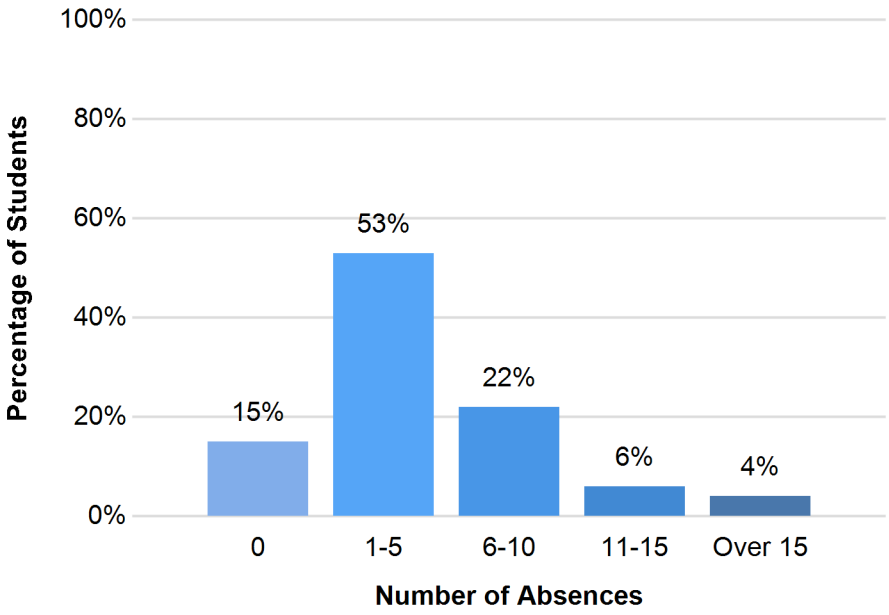
Chronic Absenteeism

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	35	7.6	8.2	Met
White	2	20.0	**	**
Hispanic	18	9.3	8.2	Not Met
Black or African American	13	5.3	8.2	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	23	7.1	8.2	Met
Students with Disabilities	11	17.7	8.2	Not Met
English Learners	1	3.1	8.2	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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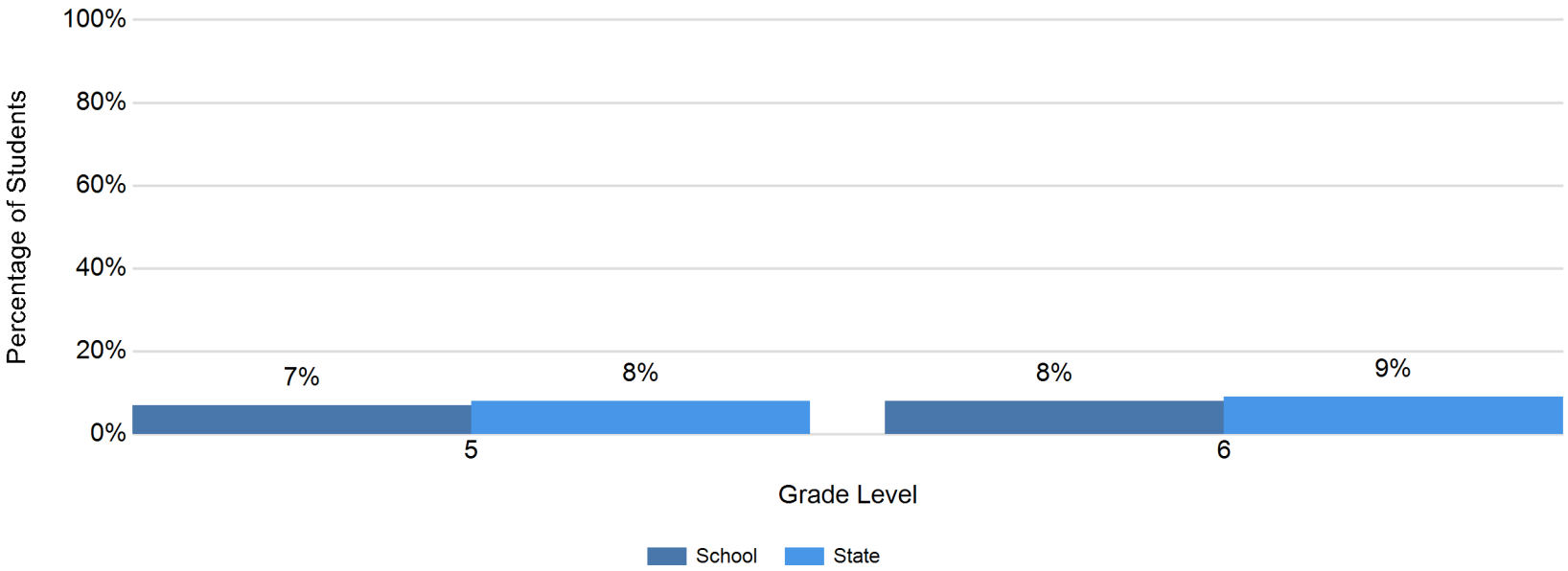
Chronic Absenteeism by Grade

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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.62

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	1	3
No Identified Nature	2		2

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	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
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
*

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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	8:35 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs 0 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	1.0:1

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)	$980	$15,994	$16,974

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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	33	117,464
Average years experience in public schools	8.4	12.0
Average years experience in district	8.4	10.7
Teachers in district for 4 or more years	63.6%	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	17	9,374
Average years experience in public schools	11.4	16.0
Average years experience in district	10.1	12.0
Administrators in district for 4 or more years	70.6%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	13:1
Students to Administrators	484:1	172:1
Teachers to Administrators	33:1	13:1
Students to Librarians/Media Specialists		2925:1
Students to Nurses		585:1
Students to Counselors		418:1
Students to Child Study Team		183:1

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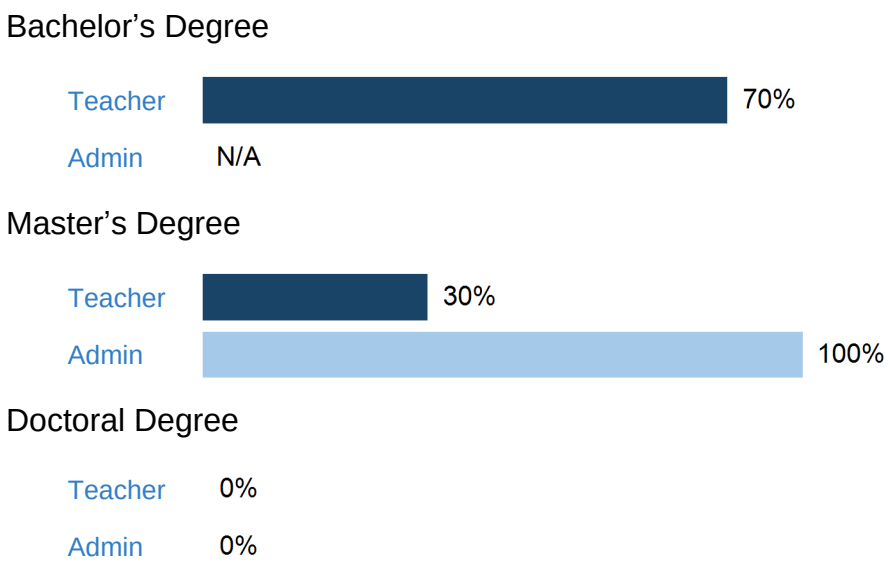
Teachers and Administrators - Level of Education

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	89.4%	90.2%
2016-17 Administrators: Same district 2017-18	70.6%	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	89.0%

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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	72.7%	0.0%
Male	27.3%	100.0%
White	42.4%	100.0%
Hispanic	21.2%	0.0%
Black or African American	36.4%	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	16.82	15.0%
Mathematics Proficiency	15.88	15.0%
English Language Arts Growth	45.50	20.0%
Mathematics Growth	22.02	20.0%
Progress Towards English Language Proficiency	48.94	20.0%
Chronic Absenteeism	55.64	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	33.76	n/a
Summative Rating: Percentile Rank of Summative Score	23.99	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	Not Met	Not Met	Met Standard	Met Standard	Met Target	Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	40.29	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	53.18	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	47.93	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	36.36	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	40.61	14.08	No	Not Met	Met Target†	Met Standard	Met Standard	Met Standard	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:	• L.V.Moore School's G&T Program offers various options for its most-able learners. A Universal Screening Process (each student is screened using multiple criteria) identifies students for placement in • LVMMS received a five year 21st Century Grant, "Art In Motion" for 150 5th and 6th grade students. • LVMMS received notification of removal from "Focus" school status as of 7/1/2018.
Awards, Recognition, Accomplishments:	In recent years, the school has been awarded with many honors. LVMMS was one of six nationwide and only two in NJ to be awarded a $100,000 grant from the National Foundation for Governors' Fitness Councils for a new student-fitness center. The school was also recognized for a national award from ING's "Run for Something Better" grant. Also, we have earned Bronze status for the Healthier Generation "Healthy Schools Program" and a national award for Michelle Obama's "Let's Move Active Schools." The school was recognized for achieving academic growth sufficient enough to warrant removal from "Focus" school status with NJDOE. This was a significant accomplishment and the result of many years of planning and hard work throughout the school's staff of approximately 50.

NJ SCHOOL PERFORMANCE REPORT

LEONARD V. MOORE MIDDLE SCHOOL
(39-4540-040)
Grades Offered: 05-06
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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Sports and Athletics:	In most years, the school offers after-school sports to students. Both boys and girls at each grade level (5th and 6th) are permitted to join pending parent/guardian approval and acceptable levels of academic performance and good behavior. Intramural soccer, basketball, volleyball, flag football, personal fitness, karate, dance/cheerleading and running clubs have all been offered in the past with the help and guidance of volunteer staff members.
Clubs and Activities:	The school offers a wide range of after-school clubs and activities to provide students with opportunities for learning, growth, and fun outside of the traditional school day. These clubs include, but are not limited to, the following: Art, Drama, Generation On, Robotics, Student Government, Girls on the Run, and Guitar Club.

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Before and After School Programs:	Daily, the school offers a program entitled "Before the Bell" that serves multiple purposes. Breakfast is available to all students who arrive prior to 8:30 AM. Additionally, students have offerings related to fitness, computers, homework help, and silent reading while providing support to parents and families who are in need of additional supervision of their children due to work logistics. There is no charge for LVM families, and the program runs daily from 7:30-8:30 AM.
Staff and Professional Learning:	All staff members are Highly Qualified and certificated in their area of expertise. The staff works well together to collaborate on best practices, student supervision, and professional learning in the forms of PLCs, common planning, in-house PD, out-of-district workshops and seminars, etc. At LVM, we pride ourselves on being a service-oriented school that invests the time and resources to provide each student and their families with the differentiated help and support that they need based on many factors.

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Parent and Community Involvement:	LVMMS has an active Parent-Teacher Group (PTG) that serves many functions. The PTG meets monthly to elicit volunteers and ideas related to school-improvement efforts regarding parental/family involvement, school climate, after-school and nighttime activities, etc. The PTG is a volunteer-based organization that also functions with a Teacher Liaison, selected each year. Events include, but are not necessarily limited to, book fairs, International Night, Black History Month, Hispanic Heritage Month, Literacy Night, and 6th Grade Dance.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers We completed climate surveys for NJDOE as part of our requirements as a "Focus" school in 2017-2018.

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Technology and STEM:	LVMMS offers an after-school Robotics Club that serves approximately 15-20 students with weekly meetings. Robotics Club is run by a 6th Grade Science Teacher and a 6th Grade Math Teacher. The Robotics Club has entered and competed in regional competitions. The school has a fully-integrated 1:1 ratio in terms of students:laptops. There are interactive white-boards in virtually all classrooms and learning spaces. Additionally, Special Education students are provided with I-pads and necessary adaptive software to facilitate differentiated learning.

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Other Information:	ARTS: LVM has an Art Club that meets weekly throughout the year. Approximately 35-40 students participate in the guidance, direction, and supervision of the school's Art Teacher. Students work on a variety of projects through several art mediums. Work has been displayed in local community centers, online, and in competitions. Several students have won Artsonia awards. We also offer a Drama club. Students collaborate to plan, organize, direct, and implement a full-scale production in December that includes music, choreography, acting, and musical ensembles.