NJ SCHOOL PERFORMANCE REPORT

HAZLET MIDDLE SCHOOL
(25-2105-105)
Grades Offered: 07-08
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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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MONMOUTH
District	HAZLET TWP
Principal Name	MRS. MCCOID
Address	1639 UNION AVENUE HAZLET, NJ 07730-2497
Phone Number	(732)264-0940
Email Address	CMCCOID@HAZLET.ORG
Website	http://www.hazlet.org/2/home
Facebook	https://www.facebook.com/Hazlet-Middle-School-1423680881186309/
Twitter	https://twitter.com/HazletMiddle

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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
7	236	228	235
8	236	235	225
Total	472	463	460

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	45.8%	48.6%	49.6%
Male	54.2%	51.4%	50.4%
Economically Disadvantaged Students	16.9%	16.6%	17.2%
Students with Disabilities	17.6%	16.6%	19.6%
English Learners	1.9%	0.9%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	87.1%	84.0%	84.6%
Hispanic	8.1%	7.6%	8.3%
Black or African American	1.5%	2.8%	2.4%
Asian	2.8%	4.8%	3.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.6%	0.9%	1.1%

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	97.8%
Spanish	1.5%
Other Languages	0.7%

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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	36	48	50	Not Met	32	50	50	Not Met
White	34	47	50	Not Met	32	50	51	Not Met
Hispanic	45	53	49	Met Standard	33	47	48	**
Black or African American	29	52	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	39	43.5	61	**	*	59	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	76	49	**	*	66	51	**
Economically Disadvantaged	32	46	48	Not Met	35	48	47	Not Met
Students with Disabilities	32.5	41	41	Not Met	25	49.5	43	Not Met
English Learners	N	48	54	**	N	47	51	**

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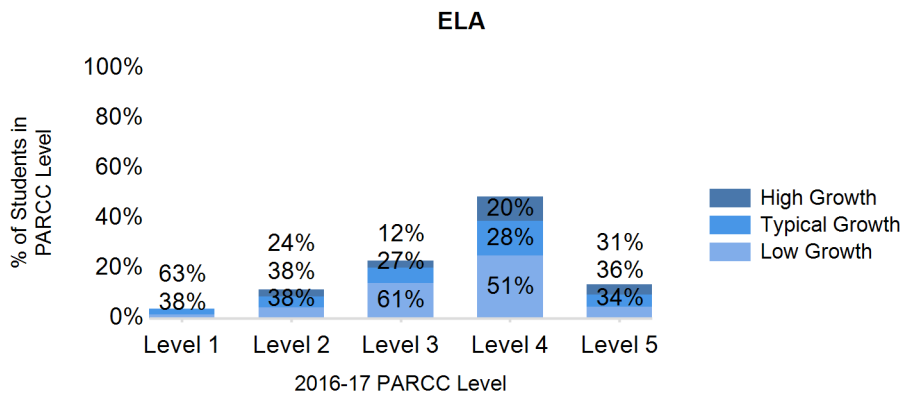
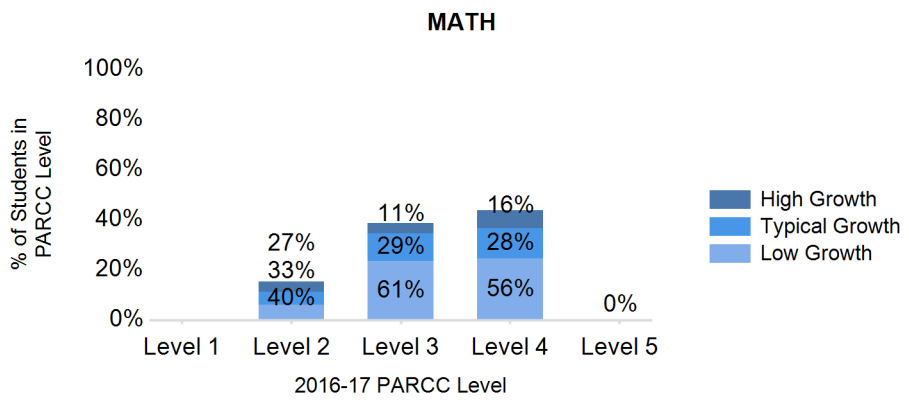
Student Growth by Performance Level

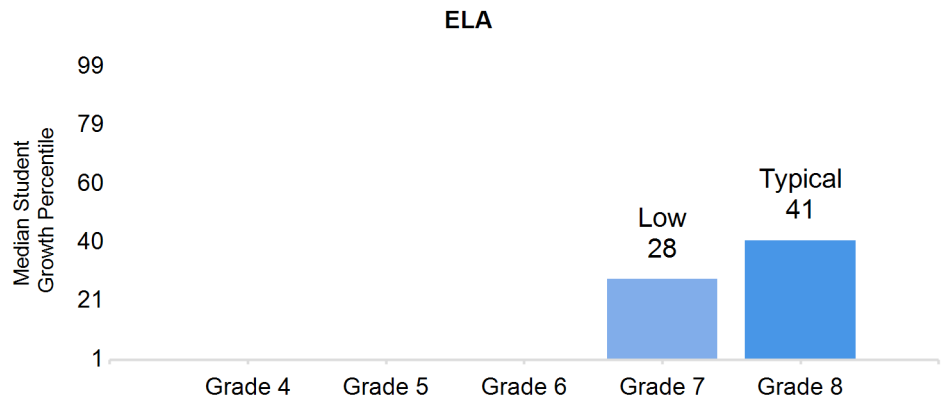
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

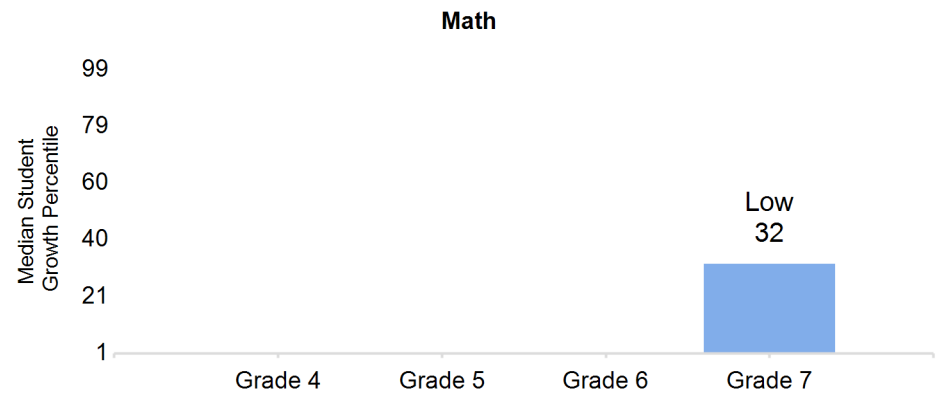




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	449	97.4	60.1	59.3	56.7	60.1	54.5	Met Target
White	379	97.2	60.7	59.6	65.6	60.7	54.9	Met Target
Hispanic	37	97.5	51.3	*	42.5	51.3	48.2	Met Target
Black or African American	*	*	*	42.3	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	82.4	72.2	82.3	82.4	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	65.5	63.4	*	**	**
Female	222	97.4	70.7	69.4	64.5	70.7		
Male	227	97.4	49.8	50.2	49.4	49.8		
Economically Disadvantaged Students	75	97.4	50.7	47.5	38.5	50.7	41.7	Met Target
Non-Economically Disadvantaged Students	374	97.4	62.0	62.0	67.5	62.0		
Students with Disabilities	86	97.8	14.0	23.2	21.6	14.0	22.4	Not Met
Students without Disabilities	363	97.3	71.1	67.9	63.9	71.1		
English Learners	N	N	N	26.4	27.3	N	**	**
Non-English Learners	449	97.4	60.1	59.7	59.4	60.1		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
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 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	226	760	760	760	*	*	23%	41%	22%	63%	63%
White	193	761	761	768	*	*	23%	41%	22%	64%	72%
Hispanic	19	747	747	746	0%	*	*	*	*	42%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	106	768	768	769	*	*	18%	*	*	73%	72%
Male	120	752	752	752	*	*	28%	*	*	54%	54%
Economically Disadvantaged Students	44	748	748	742	*	*	27%	*	*	48%	44%
Non-Economically Disadvantaged Students	182	762	762	771	*	*	22%	*	*	66%	73%
Students with Disabilities	37	724	724	721	*	*	32%	*	*	11%	22%
Students without Disabilities	189	767	767	768	*	*	21%	*	*	73%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	226	760	760	762	*	*	23%	41%	22%	63%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	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	220	755	755	759	8%	14%	22%	39%	17%	56%	60%
White	181	756	756	767	7%	14%	22%	40%	17%	57%	70%
Hispanic	20	749	749	744	*	*	*	*	*	55%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	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	116	768	768	768	*	*	22%	*	*	68%	69%
Male	104	741	741	751	*	*	21%	*	*	43%	52%
Economically Disadvantaged Students	30	744	744	740	*	*	*	*	*	50%	42%
Non-Economically Disadvantaged Students	190	757	757	769	*	*	*	*	*	57%	71%
Students with Disabilities	45	714	714	719	*	*	*	*	*	*	19%
Students without Disabilities	175	766	766	766	*	*	*	*	*	*	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	220	755	755	761	8%	14%	22%	39%	17%	56%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	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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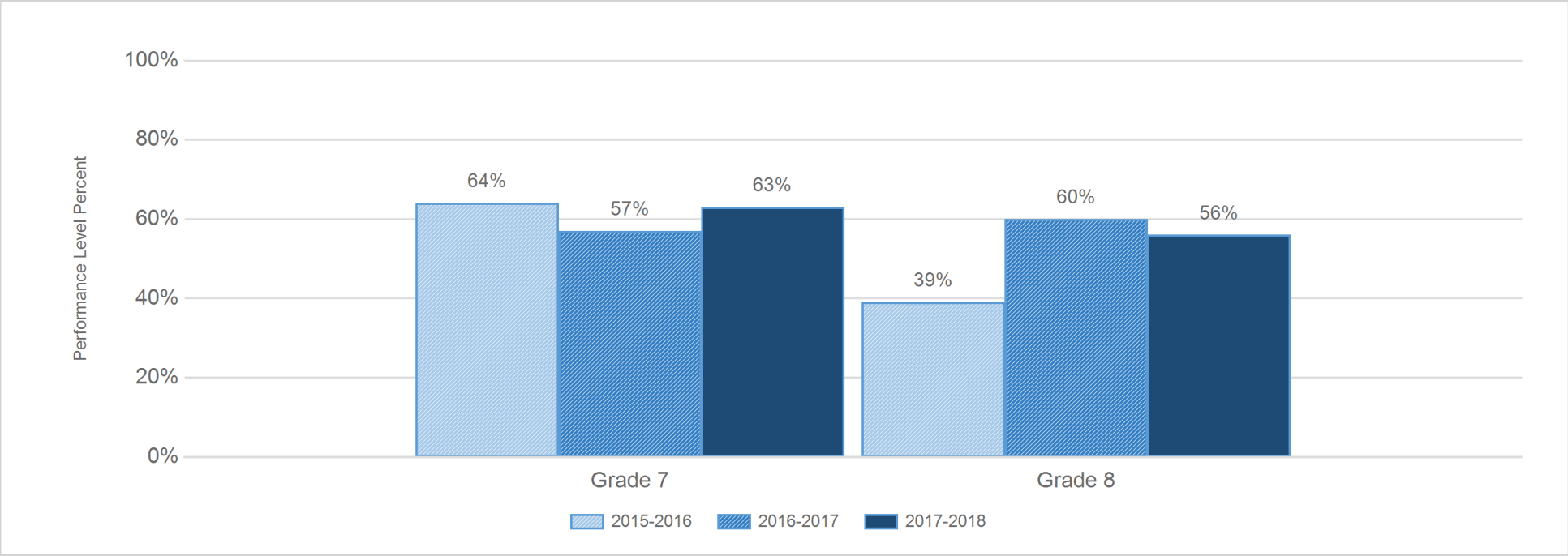
English Language Arts/Literacy Assessment - Performance Trends

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	450	97.6	37.6	41.1	45.0	37.6	36.3	Met Target
White	380	97.4	37.6	40.8	54.1	37.6	35.6	Met Target
Hispanic	37	97.5	24.3	*	29.2	24.3	29.3	Met Target†
Black or African American	*	*	*	34.6	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	64.7	51.9	77.0	64.7	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	58.6	53.0	*	**	**
Female	222	97.4	43.2	42.2	46.0	43.2		
Male	228	97.9	32.0	40.1	43.9	32.0		
Economically Disadvantaged Students	75	97.4	37.3	30.5	26.6	37.3	31.8	Met Target
Non-Economically Disadvantaged Students	375	97.7	37.6	43.5	55.9	37.6		
Students with Disabilities	86	97.8	15.2	*	17.1	15.2	16.9	Met Target†
Students without Disabilities	364	97.6	42.8	*	50.5	42.8		
English Learners	N	N	N	22.2	24.6	N	**	**
Non-English Learners	450	97.6	37.6	41.3	46.9	37.6		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
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 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	201	740	740	743	*	*	42%	37%	0%	37%	43%
White	171	740	740	750	*	*	44%	36%	0%	36%	54%
Hispanic	19	736	736	732	0%	*	*	*	*	37%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	97	742	742	745	*	*	37%	45%	0%	45%	45%
Male	104	738	738	741	*	*	46%	30%	0%	30%	42%
Economically Disadvantaged Students	41	734	734	730	*	*	39%	29%	0%	29%	24%
Non-Economically Disadvantaged Students	160	742	742	751	*	*	43%	39%	0%	39%	55%
Students with Disabilities	36	718	718	717	*	*	*	*	*	*	12%
Students without Disabilities	165	745	745	748	*	*	*	*	*	*	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	201	740	740	744	*	*	42%	37%	0%	37%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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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	126	714	714	728	29%	33%	28%	10%	0%	10%	28%
White	101	715	715	736	27%	39%	24%	11%	0%	11%	36%
Hispanic	14	715	715	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	57	718	718	731	*	*	*	*	*	*	31%
Male	69	711	711	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	19	717	717	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	107	714	714	735	*	*	*	*	*	*	35%
Students with Disabilities	38	688	688	705	*	*	*	*	*	*	*
Students without Disabilities	88	726	726	735	*	*	*	*	*	*	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	126	714	714	729	29%	33%	28%	10%	0%	10%	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

HAZLET MIDDLE SCHOOL
(25-2105-105)
Grades Offered: 07-08
2017-2018

Report Key:
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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	119	761	743	746	*	*	30%	*	*	66%	46%
White	103	760	743	755	*	*	32%	*	*	64%	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	68	760	744	748	*	*	*	*	*	68%	48%
Male	51	762	742	745	*	*	*	*	*	65%	44%
Economically Disadvantaged Students	13	758	735	729	*	*	*	*	*	69%	25%
Non-Economically Disadvantaged Students	106	761	744	756	*	*	*	*	*	66%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	119	761	*	749	*	*	30%	*	*	66%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	723	735	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	N	N	722	723	N	N	N	N	N	N	14%
Black or African American	N	N	*	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	N	N	721	736	N	N	N	N	N	N	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	N	N	725	741	N	N	N	N	N	N	38%
Students with Disabilities	N	N	708	713	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	709	727	N	N	N	N	N	N	30%
White	N	N	710	733	N	N	N	N	N	N	35%
Hispanic	N	N	703	710	N	N	N	N	N	N	14%
Black or African American	N	N	*	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	726	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	N	N	711	728	N	N	N	N	N	N	30%
Male	N	N	708	727	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	704	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	710	736	N	N	N	N	N	N	37%
Students with Disabilities	N	N	689	693	N	N	N	N	N	N	*
Students without Disabilities	N	N	713	732	N	N	N	N	N	N	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	N	N	709	729	N	N	N	N	N	N	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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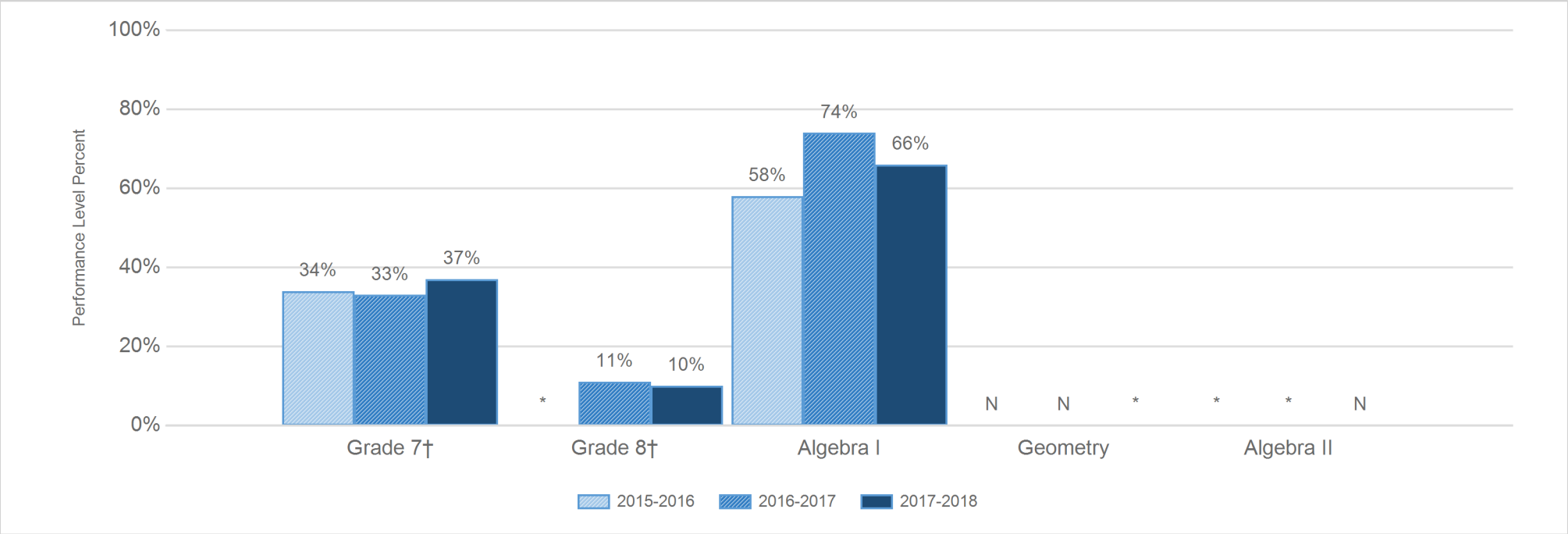
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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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
7	26	0	209
8	94	1	130
Total	120	1	339

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
7	141	0	85	0	0	0	0
8	149	0	72	0	0	0	0
Total	290	0	157	0	0	0	0

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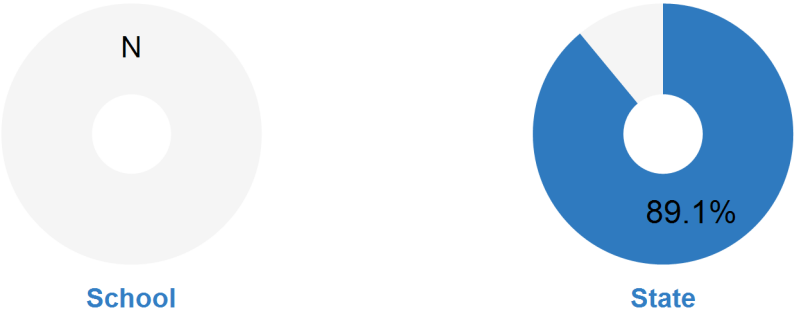
Visual and Performing Arts – Course Participation

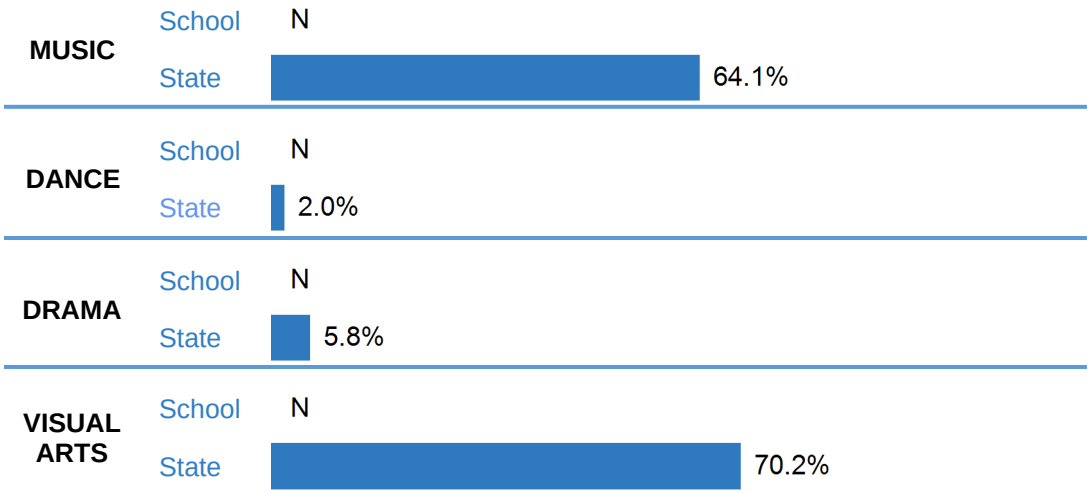
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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



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.

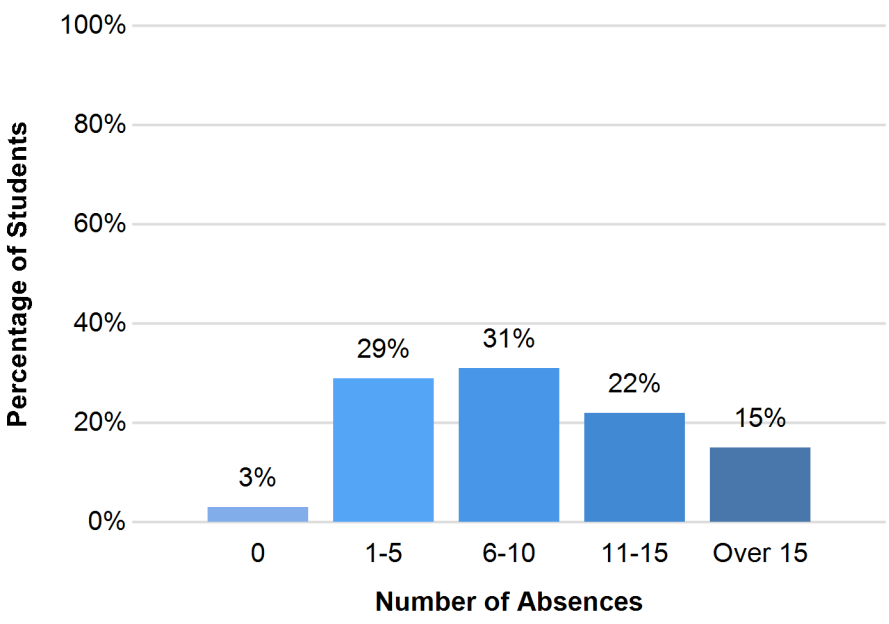
Chronic Absenteeism

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	54	11.7	10.0	Not Met
White	47	12.1	10.0	Not Met
Hispanic	4	10.5	10.0	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	22	27.8	10.0	Not Met
Students with Disabilities	18	19.8	10.0	Not Met
English Learners	N	N	N	N

Days Absent

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



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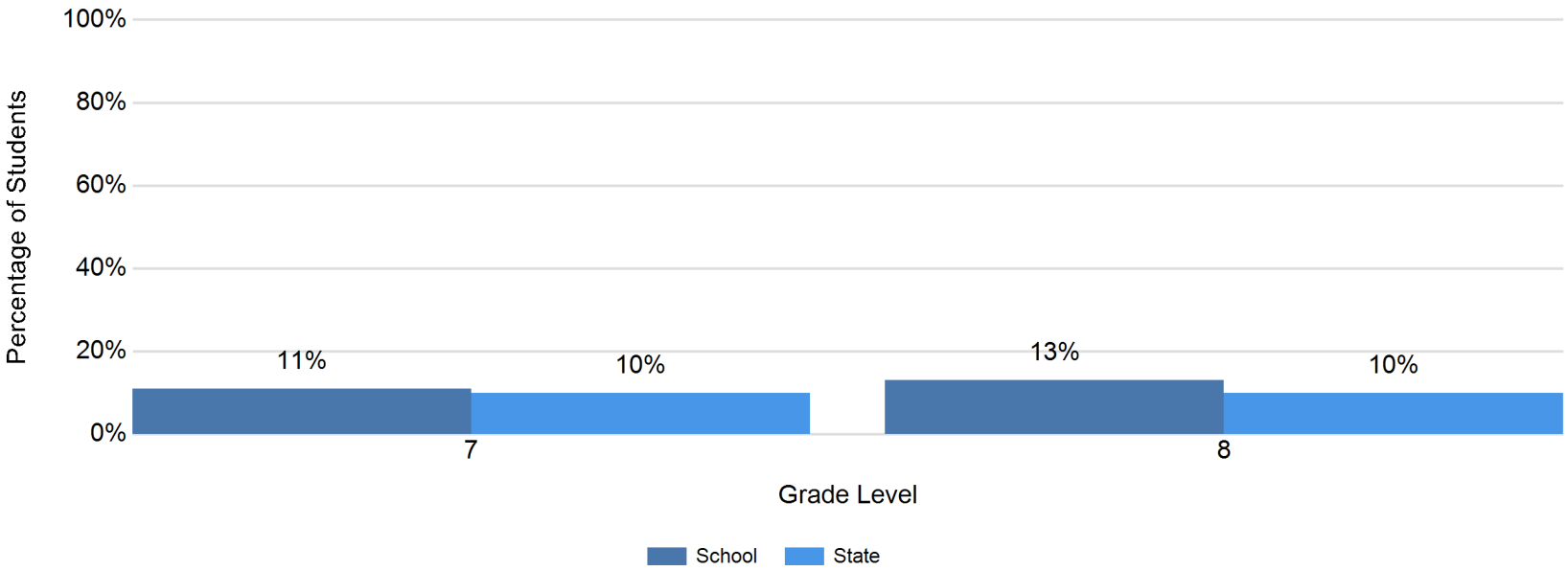
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.43

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	0	0	0
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	8:10 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 57 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$369	$15,416	$15,785

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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	44	117,464
Average years experience in public schools	12.5	12.0
Average years experience in district	12.1	10.7
Teachers in district for 4 or more years	84.1%	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	24	9,374
Average years experience in public schools	11.5	16.0
Average years experience in district	10.3	12.0
Administrators in district for 4 or more years	79.2%	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	10:1	11:1
Students to Administrators	230:1	120:1
Teachers to Administrators	22:1	11:1
Students to Librarians/Media Specialists		2881:1
Students to Nurses		360:1
Students to Counselors		360:1
Students to Child Study Team		262:1

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(25-2105-105)
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2017-2018

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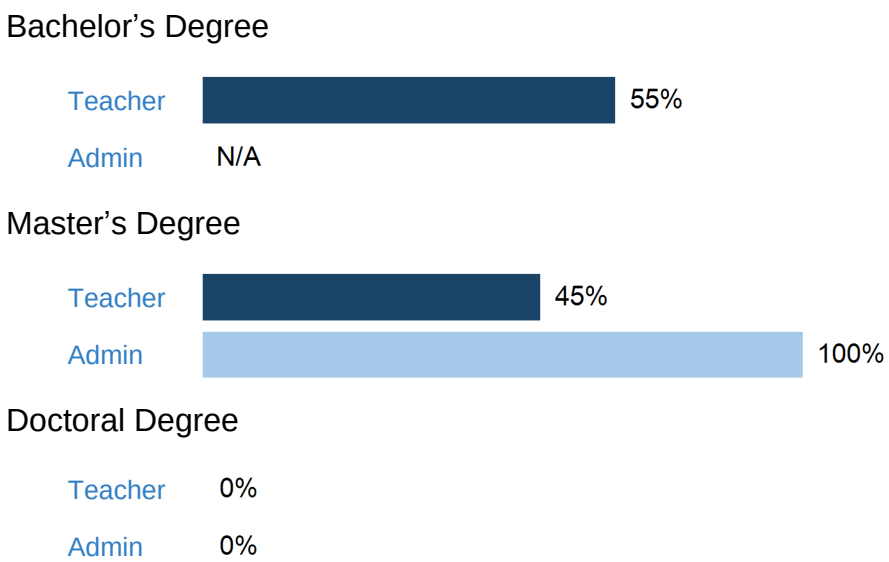
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other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

Teachers and Administrators - Level of Education

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



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	95.0%	90.2%
2016-17 Administrators: Same district 2017-18	95.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	98.0%

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Teachers: All classroom teachers
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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	65.9%	50.0%
Male	34.1%	50.0%
White	95.5%	100.0%
Hispanic	2.3%	0.0%
Black or African American	0.0%	0.0%
Asian	2.3%	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	Yes	Yes	No
White	Yes		
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	49.23	17.5%
Mathematics Proficiency	27.61	17.5%
English Language Arts Growth	9.06	25.0%
Mathematics Growth	5.52	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	15.35	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	19.39	n/a
Summative Rating: Percentile Rank of Summative Score	7.88	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	Yes	Met Target	Met Target	Not Met	Not Met	N	Not Met	No
White	11.91	14.08	Yes	Met Target	Met Target	Not Met	Not Met	n/a	Not Met	No
Hispanic	40.59	14.08	No	Met Target	Met Target†	Met Standard	**	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	32.71	14.08	No	Met Target	Met Target	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	22.99	14.08	No	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Technology is integrated in daily learning activities, with all students utilizing 1:1 Chromebooks • Elective options allow students to explore fine and performing arts, robotics, coding, digital photography and more. • Personalized learning drives student choice, goal-setting and self-reflection.
Mission, Vision, Theme:	Hazlet Middle School exemplifies our district's mission of educating our students to achieve their maximum potential. Our community implements the district vision through a rigorous academic program, integrating a personalized approach that provides students with voice, choice, and opportunities for individual growth, leading them to become responsible, independent-thinking, global citizens.
Awards, Recognition, Accomplishments:	Hazlet Township School District holds accreditation from the Middle States Association of Colleges and Schools, and all stakeholders within the Hazlet Middle School community - parents, teachers, administrators, and students - are committed to upholding the high standards and quality educational environment that come with the distinction of accreditation. Hazlet Middle School has been awarded Bronze Certification by NJ Department of Education Future Ready Schools.

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Courses, Curriculum, Instruction:	Through standards-driven curricula, we focus on critical thinking, problem solving, and readiness for college and careers. An AVID (Advancement Via Individual Determination) elective program and honors level courses are offered at both grade levels, and 8th graders can enroll in high school level courses for math and world language. Technology integration is a consistent part of each school day, with all students utilizing 1:1 personal Chromebooks, zSpace virtual reality stations, iPads, personal devices and specialized software for STEM.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Wrestling (Coed) We offer cheerleading, as well as a Track Club.
Clubs and Activities:	Hazlet Middle School offers a wide variety of co-curricular activities in order for our students to learn sportsmanship, teamwork, service and school spirit, including: Band, Chorus, Robotics, Peer Leaders, Odyssey of the Mind, Yearbook, Drama Club, Math Club, School Newspaper, Photography Club, Garden Club, Student Council, Art Club and our service organization, Drops of RAINE.

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Staff and Professional Learning:	We are committed to professional learning, to support teachers in their growth as master educators. Staff members collaborate, articulate and participate in workshops presented by administrators, teachers, and other professionals. In addition, they set personalized goals and are provided time to develop in the areas they choose. Through participation on the School Improvement Panel, District Evaluation Advisory Committee, Future Ready Team, Middle States Team and School Safety Team, staff members take an active role in the school climate, culture, and academic initiatives.

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Student Supports and Services:	We are committed to professional learning, to support teachers in their growth as master educators. Staff members collaborate, articulate and participate in workshops presented by administrators, teachers, and other professionals. In addition, they set personalized goals and are provided time to develop in the areas they choose. Through participation on the School Improvement Panel, District Evaluation Advisory Committee, Future Ready Team, Middle States Team and School Safety Team, staff members take an active role in the school climate, culture, and academic initiatives.
Student Health and Wellness:	Students have a full 80-minute Phys Ed/Health block every other day, during which they set fitness goals and learn to use our Wellness Center to begin a personal exercise routine. Mindfulness practices are integrated into the school day and supported through yoga during Phys Ed and in yoga club. Our school garden encourages students to learn about nutrition and sustainable food sources
Parent and Community Involvement:	Our PTO meets monthly to take an active, collaborative role in school events, such as bingo, the gift auction and field trips. Parents have online access through parent portal to review their child's grades and attendance record. Our website, Twitter, Instagram and Facebook provide a glimpse of important information, daily activities and special events; and, the building principal sends a weekly email to parents and Board of Education members, to keep them updated on school news and happenings.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students Our survey is administered annually, via an electronic platform, and participation is quite strong. Students are asked to reflect on their comfort level in school, whether their teachers support them personally and academically, and to assess their own and their classmates' attitudes towards school. More than 58% of students felt their teachers provide a lot of encouragement; 55% felt their teachers listen carefully to them; and over 61% felt their teachers notice when they're doing a good job.
Facilities:	Hazlet Middle School was built in 1963 and has been renovated and meticulously maintained since then, including upgrades to bathrooms, lighting, flooring, classroom furniture and technology. Within the past three years, we have upgraded science labs, network infrastructure, and sound systems. During the summer of 2018, new HVAC, windows and doors were installed. A STEM center, consisting of science and robotics lab classrooms and collaboration spaces were created, and the Media Center was transformed into a Learning Hub.

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Other Information:	Hazlet Middle School has a total of 433 students in 7th and 8th grade. Each year we review standardized test scores, formative data, and summative results in order to place students in the most rigorous academic programs possible. Hazlet Middle School offers block classes, which students attend on an A/B day rotation. Our students are issued individual Chromebook laptops, which are integrated throughout the school day across all disciplines. Personalized instructional strategies are used to address individual student needs, employing online learning tools through iXL and Newsela. To maximize student achievement, one of the Middle States accreditation goals for Hazlet Township is to increase enrollment in advanced academic courses. As such, our seventh graders are enrolled in Pre-Algebra, to expose them to the requisite skills needed to progress towards higher-level math courses in high school, and all eighth graders are enrolled in classes delivering Algebra curriculum. Approximately 44% of eighth graders were enrolled in a high-school level Algebra 1 course for the 2017-2018 school year, and 67% of our Algebra 1 met or exceeded expectations on the 2018 Algebra 1 PARCC assessment. Qualifying 7th grade students take Algebra 1 and those students enroll in Geometry during their 8th grade year. To further support increased enrollment in higher level courses and academic advancement, the AVID (Advancement Via Individual Determination) System was launched at Hazlet Middle School and serves approximately 10% of each class.