NJ SCHOOL PERFORMANCE REPORT

PITTSGROVE TOWNSHIP MIDDLE SCHOOL
(33-4150-070)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	SALEM
District	PITTSGROVE TWP
Principal Name	DR. OCASIO-JIMENEZ
Address	1082 ALMOND ROAD PITTSGROVE, NJ 08318
Phone Number	(856)358-8529
Email Address	POCASIO-JIMENEZ@PITTSGROVE.NET
Website	http://ptms.pittsgrove.net/
Facebook	https://www.facebook.com/PTMS-Wildcats-1664442970301623/

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
6	139	129	111
7	130	142	135
8	130	127	143
Total	399	398	389

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	51.4%	53.3%	55.8%
Male	48.6%	46.7%	44.2%
Economically Disadvantaged Students	32.8%	32.9%	34.7%
Students with Disabilities	18.3%	18.8%	18.0%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	0.5%
Students in Foster Care		0.3%	0.5%
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	77.9%	77.4%	79.2%
Hispanic	10.0%	8.3%	8.5%
Black or African American	6.8%	7.5%	5.7%
Asian	1.0%	2.0%	1.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.5%	0.3%
Two or More Races	4.0%	4.3%	5.4%

Enrollment by Home Language

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

Home Language	% of Students
English	98.2%
Spanish	1.8%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	56	54	50	Met Standard	73	61	50	Exceeds Standard
White	56	54	50	Met Standard	73.5	61	51	Exceeds Standard
Hispanic	69	64.5	49	Exceeds Standard	73	66	48	Exceeds Standard
Black or African American	46	43	44	**	64	55	44	**
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	*	*	52	**	N	N	53	**
Two or More Races	55	58	49	Met Standard	64	59	51	**
Economically Disadvantaged	54	52.5	48	Met Standard	73	61	47	Exceeds Standard
Students with Disabilities	39	47	41	Not Met	48.5	53	43	Met Standard
English Learners	N	N	54	**	N	N	51	**

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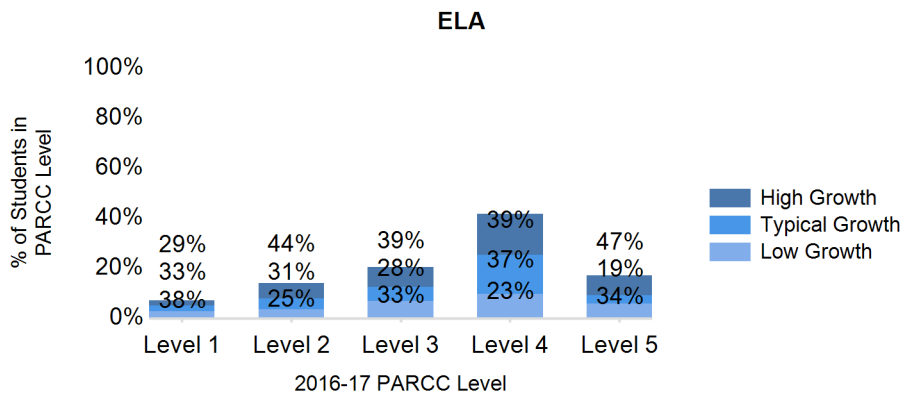
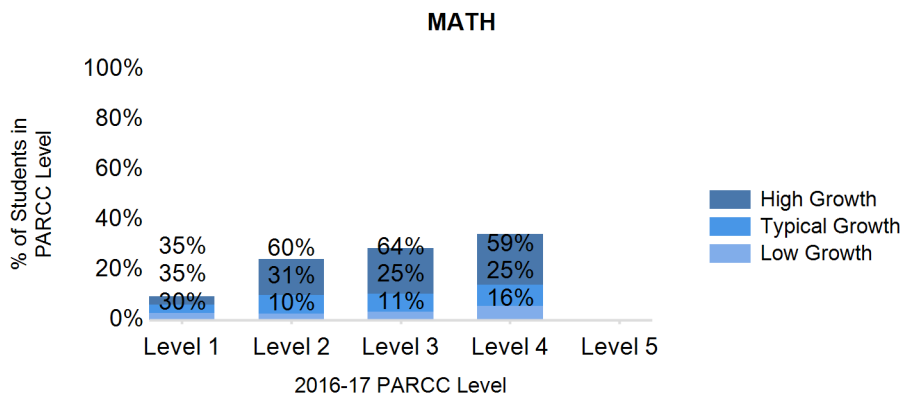
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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 by Performance Level

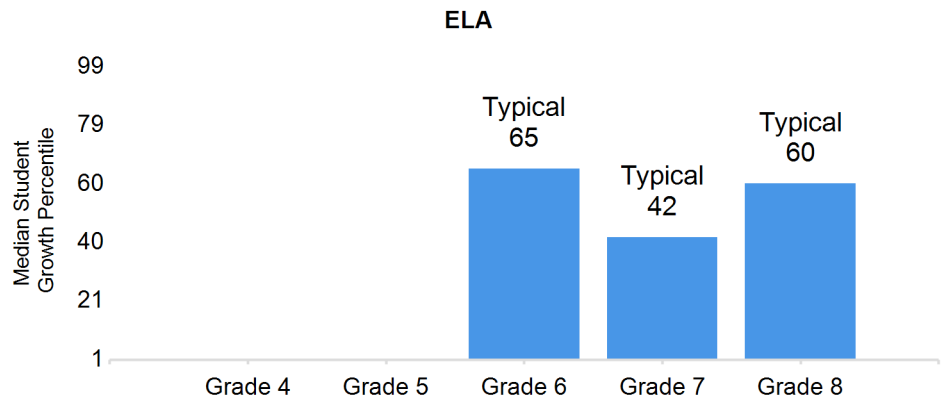
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

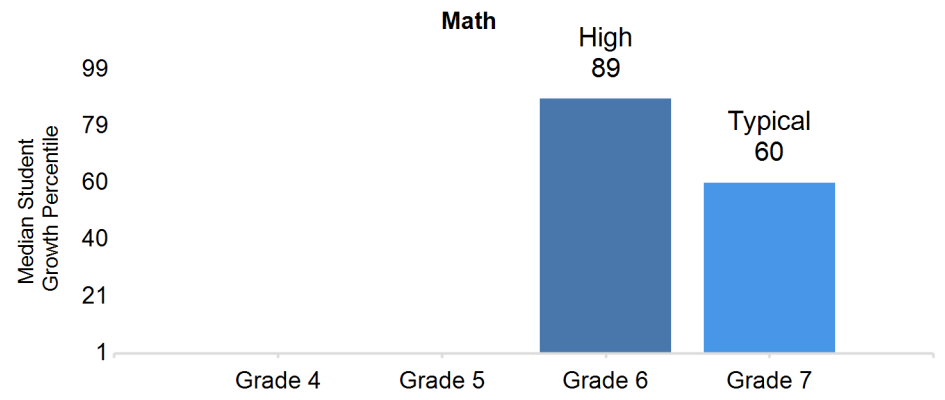




Student Growth by Grade

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	372	97.4	64.5	55.0	56.7	64.5	51.4	Met Target
White	296	97.7	66.9	59.1	65.6	66.9	53.4	Met Target
Hispanic	32	94.1	68.8	51.1	42.5	68.1	41.1	Met Target
Black or African American	18	95.8	38.9	*	37.3	38.9	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	21	100.0	42.8	*	63.4	42.8	N	N
Female	210	98.6	73.4	63.1	64.5	73.4		
Male	162	96.0	53.1	46.6	49.4	53.1		
Economically Disadvantaged Students	124	96.3	50.0	40.5	38.5	50.0	42.1	Met Target
Non-Economically Disadvantaged Students	248	98.1	71.8	61.9	67.5	71.8		
Students with Disabilities	65	94.6	10.7	*	21.6	10.6	18.7	Not Met
Students without Disabilities	307	98.1	75.9	*	63.9	75.9		
English Learners	N	N	N	N	27.3	N	**	**
Non-English Learners	372	97.4	64.5	55.0	59.4	64.5		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	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 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	110	762	762	754	*	*	18%	52%	18%	70%	56%
White	90	765	765	761	*	*	16%	54%	20%	74%	66%
Hispanic	11	753	753	742	0%	*	*	*	*	55%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	67	769	769	761	*	*	*	*	*	82%	64%
Male	43	749	749	748	*	*	*	*	*	51%	48%
Economically Disadvantaged Students	42	749	749	739	*	*	24%	*	*	55%	37%
Non-Economically Disadvantaged Students	68	770	770	764	*	*	15%	*	*	79%	68%
Students with Disabilities	18	715	715	723	*	*	*	*	*	*	18%
Students without Disabilities	92	771	771	760	*	*	*	*	*	*	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	110	762	762	755	*	*	18%	52%	18%	70%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	128	756	756	760	10%	13%	19%	34%	25%	59%	63%
White	97	759	759	768	*	*	18%	32%	28%	60%	72%
Hispanic	10	750	750	746	*	*	*	*	*	70%	49%
Black or African American	11	728	728	740	*	*	*	*	*	36%	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	72	767	767	769	*	*	18%	*	*	67%	72%
Male	56	742	742	752	*	*	20%	*	*	48%	54%
Economically Disadvantaged Students	42	739	739	742	*	*	*	*	*	40%	44%
Non-Economically Disadvantaged Students	86	765	765	771	*	*	*	*	*	67%	73%
Students with Disabilities	21	708	708	721	*	*	*	*	*	*	22%
Students without Disabilities	107	766	766	768	*	*	*	*	*	*	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	128	756	756	762	10%	13%	19%	34%	25%	59%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	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	140	765	765	759	*	*	21%	40%	25%	65%	60%
White	112	767	767	767	*	*	22%	42%	25%	67%	70%
Hispanic	10	778	778	744	0%	0%	*	*	*	90%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	73	775	775	768	*	*	18%	41%	33%	74%	69%
Male	67	755	755	751	*	*	25%	39%	16%	55%	52%
Economically Disadvantaged Students	45	753	753	740	*	*	29%	*	*	51%	42%
Non-Economically Disadvantaged Students	95	771	771	769	*	*	18%	*	*	72%	71%
Students with Disabilities	27	721	721	719	*	*	*	*	*	22%	19%
Students without Disabilities	113	776	776	766	*	*	*	*	*	75%	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	140	765	765	761	*	*	21%	40%	25%	65%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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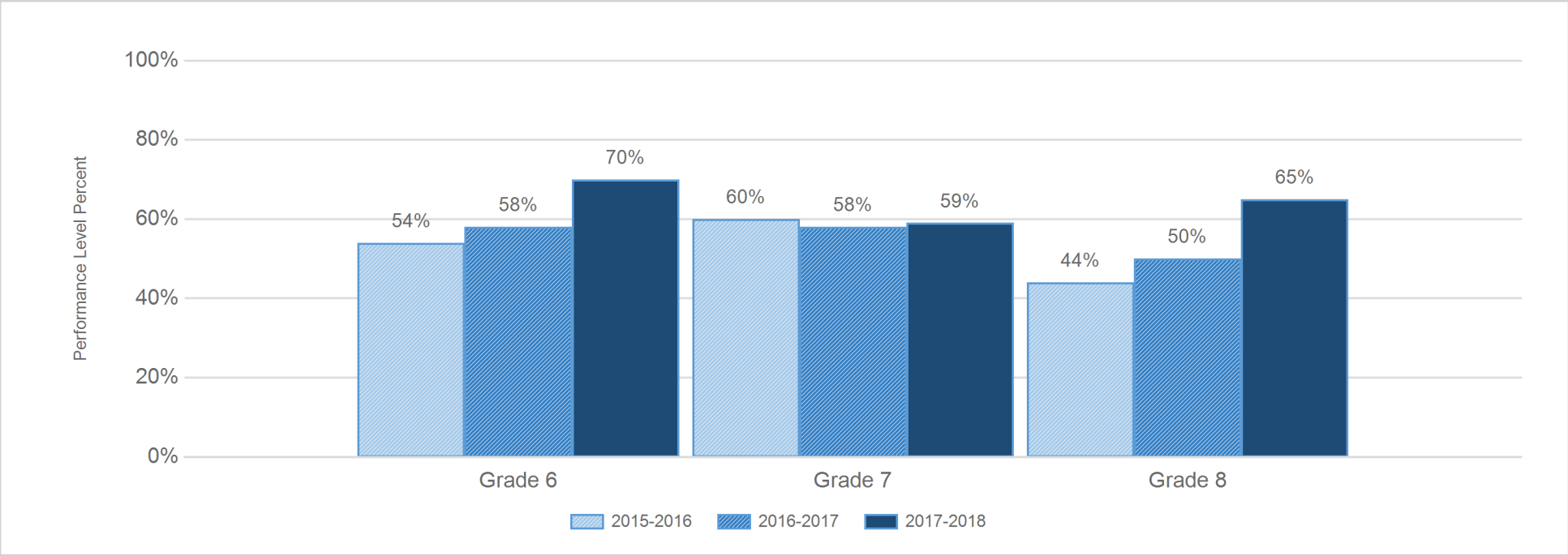
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	372	97.4	51.6	42.3	45.0	51.6	39.2	Met Target
White	296	97.7	55.4	46.8	54.1	55.4	42.5	Met Target
Hispanic	32	94.1	43.7	31.4	29.2	43.3	24.6	Met Target
Black or African American	18	95.8	16.7	*	23.4	16.7	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	21	100.0	38.1	*	53.0	38.1	N	N
Female	210	98.6	55.3	46.3	46.0	55.3		
Male	162	96.0	46.9	37.9	43.9	46.9		
Economically Disadvantaged Students	124	96.3	36.3	30.7	26.6	36.3	28.4	Met Target
Non-Economically Disadvantaged Students	248	98.1	59.3	47.8	55.9	59.3		
Students with Disabilities	65	94.6	10.8	*	17.1	10.7	14.7	Met Target†
Students without Disabilities	307	98.1	60.2	*	50.5	60.2		
English Learners	N	N	N	N	24.6	N	**	**
Non-English Learners	372	97.4	51.6	42.3	46.9	51.6		
Homeless Students	*	*	*	*	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 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	110	749	749	744	*	15%	35%	*	*	47%	44%
White	90	752	752	751	*	11%	33%	*	*	53%	54%
Hispanic	11	739	739	731	0%	*	*	*	*	18%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	67	751	751	745	*	*	33%	*	*	52%	45%
Male	43	745	745	742	*	*	40%	*	*	40%	42%
Economically Disadvantaged Students	42	736	736	729	*	*	36%	*	*	31%	24%
Non-Economically Disadvantaged Students	68	757	757	753	*	*	35%	*	*	57%	56%
Students with Disabilities	18	717	717	717	*	*	*	*	*	*	13%
Students without Disabilities	92	755	755	748	*	*	*	*	*	*	49%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	110	749	749	745	*	15%	35%	*	*	47%	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

PITTSGROVE TOWNSHIP MIDDLE SCHOOL
(33-4150-070)
Grades Offered: 06-08
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	743	743	743	*	22%	24%	*	*	48%	43%
White	96	745	745	750	*	20%	25%	*	*	50%	54%
Hispanic	10	747	747	732	*	*	*	*	*	60%	27%
Black or African American	11	724	724	727	*	*	*	*	*	27%	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	72	747	747	745	*	19%	21%	*	*	56%	45%
Male	55	738	738	741	*	25%	27%	*	*	38%	42%
Economically Disadvantaged Students	42	732	732	730	*	31%	24%	*	*	31%	24%
Non-Economically Disadvantaged Students	85	749	749	751	*	18%	24%	*	*	56%	55%
Students with Disabilities	21	708	708	717	*	*	*	*	*	*	12%
Students without Disabilities	106	750	750	748	*	*	*	*	*	*	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	127	743	743	744	*	22%	24%	*	*	48%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	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%

NJ SCHOOL PERFORMANCE REPORT

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(33-4150-070)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	744	744	728	10%	16%	27%	*	*	48%	28%
White	89	747	747	736	*	17%	27%	*	*	51%	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	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	746	746	731	*	*	28%	*	*	49%	31%
Male	56	743	743	725	*	*	25%	*	*	46%	26%
Economically Disadvantaged Students	41	736	736	719	*	*	24%	*	*	41%	20%
Non-Economically Disadvantaged Students	72	749	749	735	*	*	28%	*	*	51%	35%
Students with Disabilities	25	712	712	705	*	*	*	*	*	16%	*
Students without Disabilities	88	754	754	735	*	*	*	*	*	57%	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	113	744	744	729	10%	16%	27%	*	*	48%	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	28	802	751	746	0%	0%	0%	46%	54%	100%	46%
White	24	803	759	755	0%	0%	0%	46%	54%	100%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	725	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	16	799	752	748	0%	0%	0%	*	*	100%	48%
Male	12	806	749	745	0%	0%	0%	*	*	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	28	802	751	749	0%	0%	0%	46%	54%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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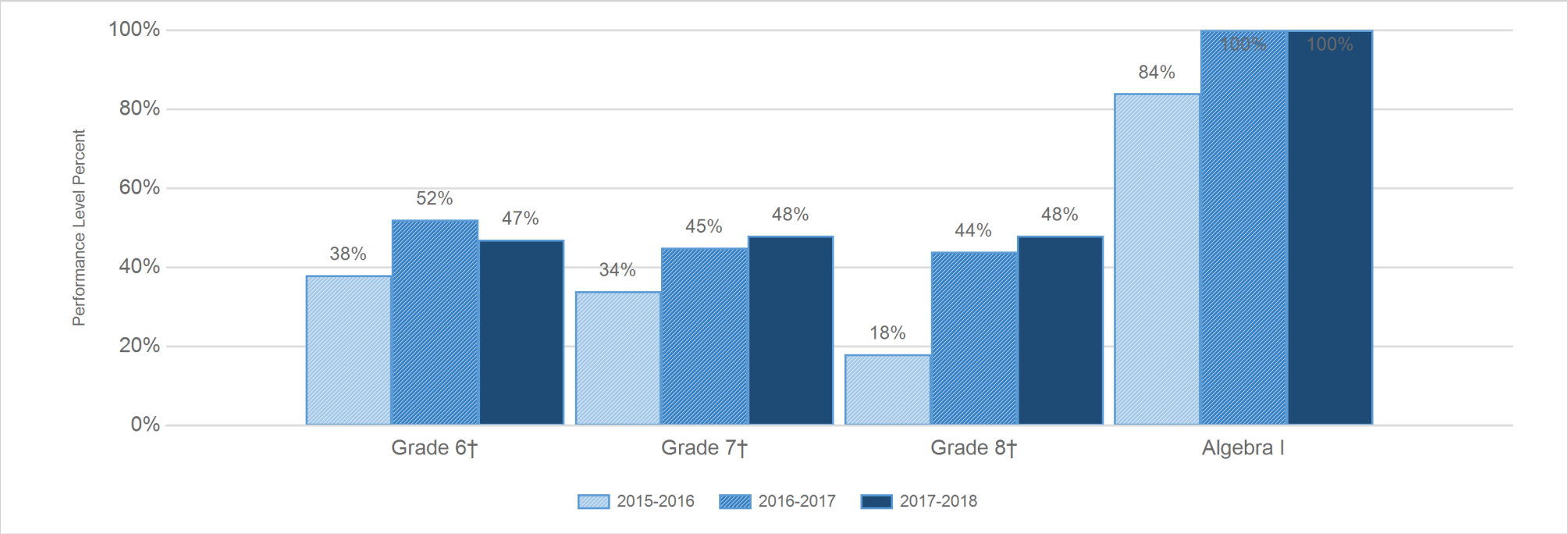
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	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
6	0	0	109
7	1	0	131
8	23	0	104
Total	24	0	344

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	108	0	0	0	0	0	0
7	131	0	0	0	0	0	130
8	123	0	0	0	0	0	2
Total	362	0	0	0	0	0	132

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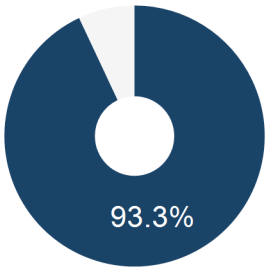
Visual and Performing Arts – Course Participation

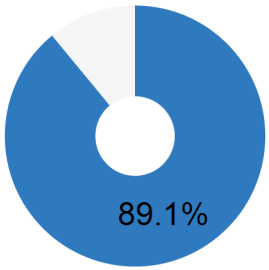
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

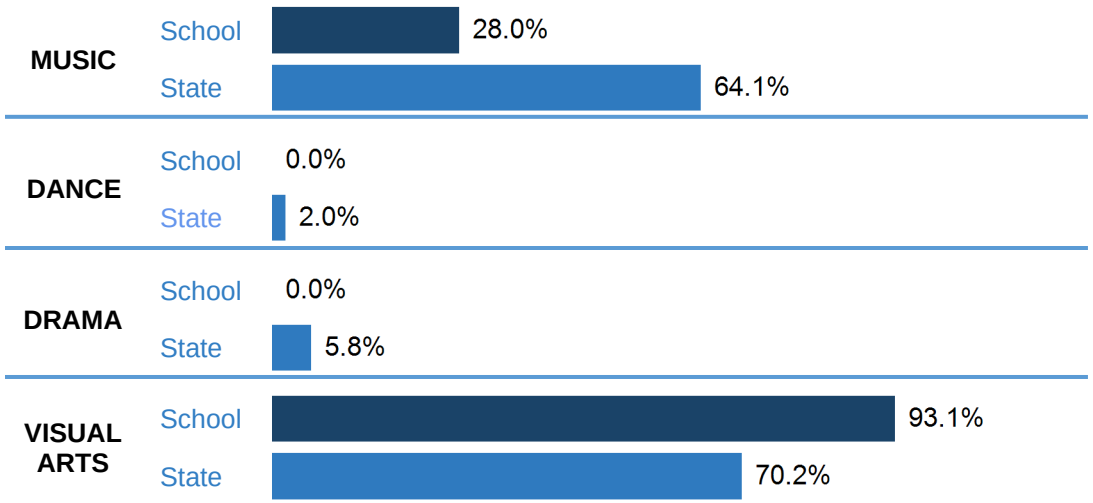


School



State

Students enrolled in one or more classes by discipline:



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

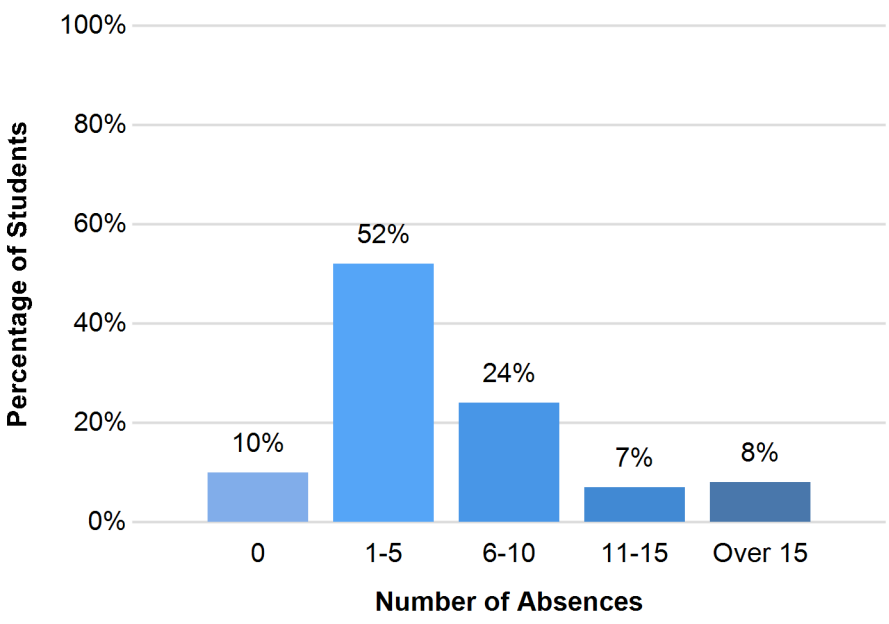
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	24	6.1	9.5	Met
White	17	5.5	9.5	Met
Hispanic	3	8.8	9.5	Met
Black or African American	2	9.1	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	9.1	9.5	Met
Economically Disadvantaged Students	15	11.2	9.5	Not Met
Students with Disabilities	6	8.1	9.5	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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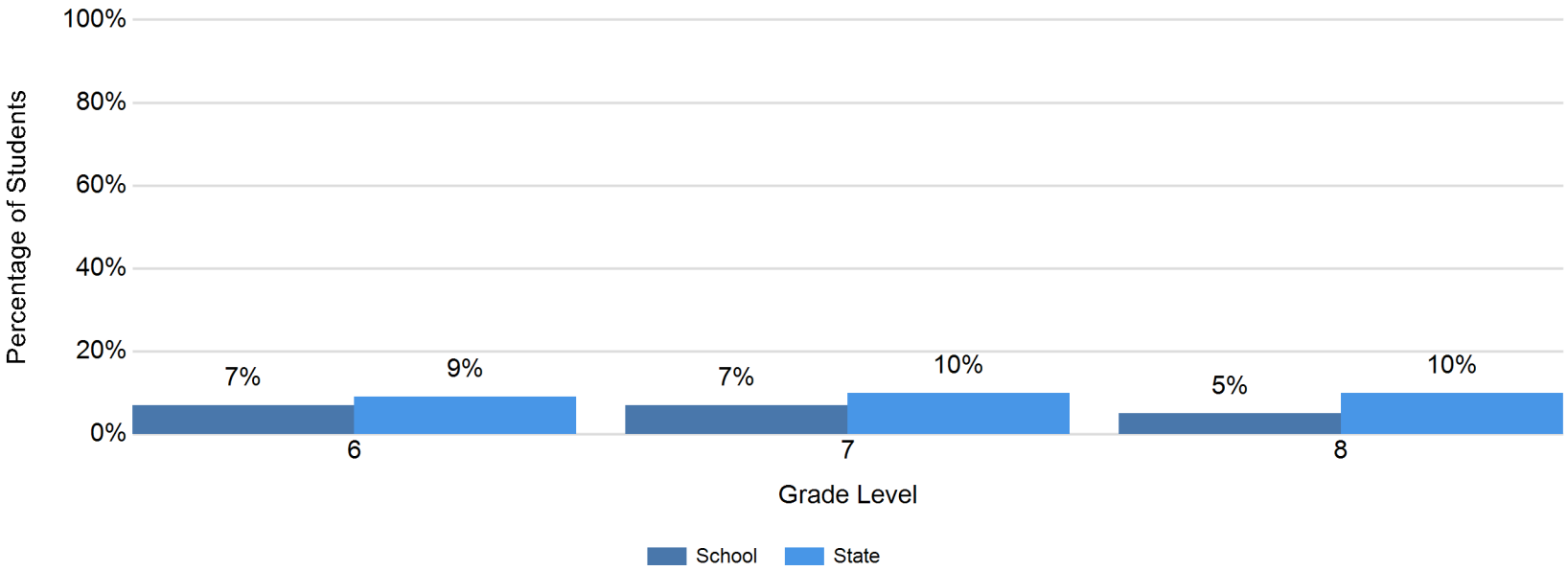
Chronic Absenteeism by Grade

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	8
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	3.86

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	4
Weapons	0
Vandalism	1
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	1	0	1
Sexual Orientation	1	1	2
Disability	1	1	2
Other	4	3	7
No Identified Nature	8		8

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	41	10.5%
Out-of-School Suspensions	14	3.6%
Any Suspension	48	12.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
76

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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	8:05 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 36 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)	$476	$14,408	$14,884

NJ SCHOOL PERFORMANCE REPORT

PITTSGROVE TOWNSHIP MIDDLE SCHOOL
(33-4150-070)
Grades Offered: 06-08
2017-2018

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

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	35	117,464
Average years experience in public schools	10.6	12.0
Average years experience in district	9.1	10.7
Teachers in district for 4 or more years	71.4%	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	19.0	16.0
Average years experience in district	13.1	12.0
Administrators in district for 4 or more years	76.5%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	130:1	104:1
Teachers to Administrators	12:1	8:1
Students to Librarians/Media Specialists		588:1
Students to Nurses		294:1
Students to Counselors		294:1
Students to Child Study Team		353:1

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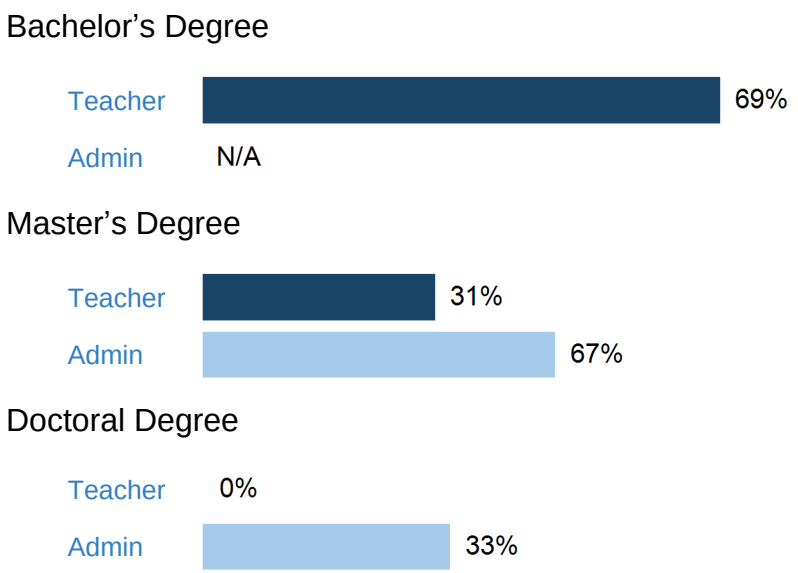
Teachers and Administrators - Level of Education

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	90.5%	90.2%
2016-17 Administrators: Same district 2017-18	93.8%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.8%

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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	60.0%	100.0%
Male	40.0%	0.0%
White	94.3%	66.7%
Hispanic	2.9%	33.3%
Black or African American	2.9%	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	53.50	17.5%
Mathematics Proficiency	45.50	17.5%
English Language Arts Growth	72.04	25.0%
Mathematics Growth	97.27	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	58.57	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	68.44	n/a
Summative Rating: Percentile Rank of Summative Score	78.26	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Exceeds Standard	N	Met	No
White	67.16	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	85.19	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Black or African American	**	**	No	N	N	**	**	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	36.65	14.08	No	N	N	Met Standard	**	n/a	Met	No
Economically Disadvantaged Students	77.76	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	47.19	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	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 a part of each school day with 1:1 Chromebooks and Promethean or Smart Boards in every classroom. We were awarded the NJ Future Ready Bronze Level Certification. • We provide innovative curriculum including expansion of STEM in Exploratory classes, Google classrooms, GoGuardian, and the IXL program. • Academic League, Grant Awardee, PLTW Partner, Renaissance, National Junior Honor Society Participant, Top Cats, Superintendent Award, Principal Award, Perfect Attendance, Positive Referrals, and more!
Mission, Vision, Theme:	Pittsgrove Township Middle School (PTMS) is committed to creating an environment where all students reach their highest level of academic achievement using cutting edge technology. All members of the school community strive to create a safe environment where students demonstrate P.R.I.D.E. so that they could develop into productive global citizens. We provide a program designed to meet the distinct physical, social, emotional, and intellectual needs of its students. To address these needs, the school community will strive for excellence with the expectation that each student demonstrate: Patience, Respect, Integrity, Diligence, and Empathy.
Awards, Recognition, Accomplishments:	Students receive awards for obtaining Superintendent's certificate (all "A's"), Principal's certificate ("A's" and "B's"), and perfect attendance. Once a month, we recognize our Top Cat students at the Board meetings. Our Academic League has been successful since we began in 2013 (first place twice, second place once, and in the running for final championship competitions). PTMS Science Fair is done under the guidance and instruction of their science teachers. Qualifying students have the opportunity to compete against other middle school students throughout Salem County. Of the 39 possible places at the Salem County Science Fair, PTMS students earned 16 of those slots by placing in the top three in their respective categories. Of the 16 PTMS students that placed in the top three in their categories, twelve of those students placed first or second. Nine students earned first place distinction, while three achieved second place honors.

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Courses, Curriculum, Instruction:	PTMS has approximately 390 students in grades six through eight. Students receive a 90-minute block of Language Arts Literacy and Math and participate in 45-minutes of Science, and Social Studies each day. Students receive daily instruction in Health/Physical Education classes and four 45-day Exploratory classes per grade level, which consists of Art, Music, Spanish, and S.T.E.M. classes. Gifted and Talented classes are offered in Language Arts and Math. Title I and ICR classes are offered at PTMS. Gizmos are being used in Science classes. IXL was piloted in 6th grade, and then mid year piloted in all grade levels. IXL is used in Math, Language Arts, Science, and Social Studies. Each subject area includes a variety of skills and content that are aligned with the Common Core and New Jersey Student Learning Standards. IXL provides differentiation and gives students immediate feedback before moving to the next skill set, which is made possible through our 1:1 Chromebook program.
Clubs and Activities:	Our clubs are offered an hour after school Mondays through Thursday. Transportation is provided by our Board of Education. Special thanks to the Salem County Youth Services Commission and the New Jersey Juvenile Justice Commission and the Pittsgrove Board of Education for their financial support to offer the following for our PTMS students: Art Club, Band, Drama Club, Homework Clubs for grades 6th; 7th and 8th, Kids Connect, STEM/Future Engineer's Club, Science Fair Club, and Yearbook Club. The Academic League, National Junior Honor Society, Student Council, Renaissance, and the Title I programs are also available for students. Our newest club was the Basketball Club. Because it was the highest attended club, we are increasing the number of sports clubs for the following school year. Mid year, we received bus transportation for our students who stayed after school.

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Before and After School Programs:	The Academic League, National Junior Honor Society (NJHS), Student Council, Renaissance, and the Title I programs are also available for students after school. The Academic League has six competitions. This program is meant for the student who has a natural passion for academics, competition, and a fascination for general knowledge in a variety of categories. The NJHS is the nation's premier organization established to recognize outstanding middle level students. These students have demonstrated excellence in the areas of scholarship, service, leadership, character, and citizenship. Renaissance is an incentive program that recognizes students for their hard work and effort in a variety of ways. The Title I program is designed to assist students in areas where they may need additional academic support.
Staff and Professional Learning:	The PTMS staff utilizes Professional Learning Communities to collaborate, participate in team-based and job-embedded professional learning, analyze data, review current research, examine student work, and continually reflect upon best practices. The PTMS staff has worked diligently to revise areas of our curricula and create common assessments for all core content classes. Staff received training in GoGuardian, IXL, NWEA, PARCC, Promethean Boards, Google Suite, and Frontline. Staff is required to complete a set number of training sessions in order to be in compliance with the NJ State requirements; many are done through the Global Compliance Network (GCN) modules, an internet-based training. Teachers received training on Gizmos for Science and PLTW for Exploratory courses. Teachers were also assigned to do peer observations as a way of learning from their peers.

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Student Supports and Services:	The Guidance Department offers individual counseling, peer mediation, peer mentoring with high school students, small group sessions, assists students with transitioning to 9th grade and provides Naviance training for all 8th grade students. Character Education is offered in various forms. Frontline, a tiered system of support, is used for I&RS. ICR classes are available for all core subjects and for all grade levels, in addition to other CST services. Homework clubs are available for students to complete assignments, including the opportunity to make up assessments. We also offer an intervention strategy for all students, called Z.A.P. (Zeros Aren't Permitted), a non-punitive, voluntary, academic opportunity to make up their missed assignments and/or make up assessments with a certified teacher during the students' assigned lunch period. We will continue to work diligently to provide students with the opportunity to grow academically, socially, and emotionally.
Student Health and Wellness:	Nutritional breakfast and lunches are provided daily. Students are able to go outside or have an activity in the gym with an adult present toward the end of their period, when possible. Students participate in physical education/health classes daily. We offer a Wildcat Wildness event once a year in January where students compete against one another through team-building skills and games. Examples of the activities include the following: Basketball, Dizzy Bat Relay, Sweeper Race, Pie Eating, Obstacle Course, Relay Race, Three-Legged Race, Musical Chairs, Tire Pull, Cookie Face, Elephant Bowling, and Dodge Ball. Students are given T-shirts, which vary by color among the grade level classes. The event is sponsored by the Youth Services Commission and NJ Juvenile Justice Committee grant. Our Field Day takes place in June where students are given the opportunity to participate in several athletic events both indoors and outdoors.
Parent and Community Involvement:	At PTMS, we encourage parent, family, and community involvement and strive for meaningful collaboration. We use Remind, the automated system, parent newsletters, digital displays, Google calendar, school website, and staff websites as forms of communication. We offer various events for parent involvement, such as Back-to-School Night, Parent/Teacher Conferences, Science Fair, and more. Our Saturday Parent Connection Session has students, parents, and community members come together to celebrate various events with presentations, such as #TECHTALK, Cyberbullying, Arts and Technology in Education, Know Your "Writes", and our popular Multicultural Winter Celebration where there are student presentations, Band participation, as a sneak peek of the Winter Concert, a variety of winter carols by the Music and Spanish class students, along with Art displays from our talented students. We are also grateful for the PTSO organization for creating and attending events.

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Facilities:	PTMS was built in 1989 intended to house two grade levels, 5th and 6th, each in its own pod. In 2000, the building was expanded to add two wings and other rooms in order to house two additional grade levels, 7th and 8th. The building is air-conditioned. Some classrooms with rugs have been replaced with tiles. Our Media Center includes books, 3D printer, as well as desktop computers. Our cafeteria, that holds three 30-minute lunches, has two sides and a large kitchen, which allows the cafeteria crew to present a variety of lunch options daily, such as pizza, salad, hot entre, hot sandwiches, cold sandwich, fruits, and vegetables. Our classrooms have been transformed into technology-driven, hands-on teaching, and learning labs with Smart Boards/Promethean boards in every classroom. The hallways have new laminate wood flooring with the Wildcat emblem in the main entrance lobby. We take pride in our murals that have been painted by our students.
School Safety:	Character Education lessons are done for all grade levels. Assemblies are held on student safety. A Saturday Parent Connection Session focused on Cyber Bullying. Activities and events are scheduled during the Week of Respect and Violence Awareness Week. Staff and students receive training on the state required monthly fire and security drills. Some of the safety and security for staff is done via GCN trainings. AED and Blood Borne Pathogens are also required for staff. Some delegated staff members receive restraint, EpiPens and glucagon training. During In-Service Days, selected teachers receive CPR and IPM training. HIB training is required to ensure the state regulations are met. A part-time Security Guard was assigned throughout the school year; however, the goal would be to have a full-time Security Officer assigned for the following school year.

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Technology and STEM:	Our 45-day Exploratory classes include two Project Lead the Way (PLTW) courses: Flight and Space, which focuses aerospace and aeronautics and allows students to work with simulation software. In Medical Detectives, students investigate and diagnose diseases through a “crime scene” simulation. NAO robots, which are programmable, interactive, and humanoid robots, students learn computer Science programming language, “Choregraphe”, to design projects that will apply movement and motion, interaction, and communication for the robots. Our SEED (Sustainable Energy and Engineering Design) course focuses on engineering principles of design, where students create three-dimensional solar, wind, and hydro models based on two –dimensional exploded diagrams using the scientific method to test various independent variables. These collaborative and hands-on 21st Century courses are designed to provide expose students to various Science, Technology, Engineering, and Math (STEM) career pathways.

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Other Information:	Pittsgrove Township Middle School (PTMS) is committed to achieving and maintaining a challenging and motivating learning environment where all members of the school community feel safe and supported. In order to meet the requirements of the Common Core State Standards and in conjunction with the needs of our learning community, PTMS utilizes standards-based mathematics and balanced literacy programs. We are a choice school district where all of our available seats have been filled; we do have a waiting list. All PTMS classrooms have been transformed into technology-driven, hands-on teaching and learning labs with Smart Boards/Promethean boards. These interactive devices support and enrich curriculum-based lesson planning and instructional delivery. Chromebooks and laptop computers are also available to all three-grade levels. PTMS students are also provided with protected school Google accounts. Our staff enhance student learning through use of Google Suite: Google cites, Google Classroom, Google Drive, Google Forms and much more! Its goal is to provide engaging activities that will help students develop: content area knowledge, problem-solving and critical-thinking skills, and 21st Century skills in the various fields, including STEM. Through the effort of administration, staff, parents and students, we were officially awarded the Bronze Level Certification as a Future Ready School for the State of New Jersey. PTMS is continuously working diligently to providing programs to both broaden our students' experiences by using cutting edge technology and providing additional activities for our students. We are pleased to be able to offer such wonderful programs and grateful for the ongoing support of parents, administration, Board of Education members, and community members in assisting us on our journey.