NJ SCHOOL PERFORMANCE REPORT

THOMAS JEFFERSON MIDDLE SCHOOL
(23-1290-060)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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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	MIDDLESEX
District	EDISON TWP
Principal Name	MRS. EMDEN
Address	450 DIVISION STREET EDISON, NJ 08817
Phone Number	(732)650-5290
Email Address	ANTOINETTE.EMDEN@EDISON.K12.NJ.US
Website	https://www.edison.k12.nj.us/domain/12

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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	240	268	250
7	255	231	253
8	249	247	224
Total	744	747	727

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	47.6%	45.6%	48.2%
Male	52.4%	54.4%	51.8%
Economically Disadvantaged Students	36.2%	33.2%	32.8%
Students with Disabilities	14.2%	13.7%	12.7%
English Learners	4.2%	5.5%	4.5%
Homeless Students		6.6%	4.1%
Students in Foster Care		0.3%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.8%

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	27.9%	26.2%	21.8%
Hispanic	19.1%	18.5%	21.5%
Black or African American	13.4%	14.6%	14.0%
Asian	37.6%	39.1%	41.0%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	1.7%	1.5%	1.5%

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	48.0%
Spanish	12.9%
Telugu	5.5%
Hindi	4.7%
Urdu	4.5%
Other Languages	24.4%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	63	63	50	Exceeds Standard	52	55	50	Met Standard
White	64	55	50	Exceeds Standard	44	43	51	Met Standard
Hispanic	53	52	49	Met Standard	53	44	48	Met Standard
Black or African American	60.5	51	44	Exceeds Standard	46.5	43	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	67	68	61	Exceeds Standard	58	60	61	Met Standard
American Indian or Alaska Native	N	77	52	**	N	53	53	**
Two or More Races	*	65	49	**	*	43.5	51	**
Economically Disadvantaged	53	54	48	Met Standard	47	45	47	Met Standard
Students with Disabilities	56.5	47	41	Met Standard	28	41	43	Not Met
English Learners	71	62.5	54	Exceeds Standard	61	58	51	Exceeds Standard

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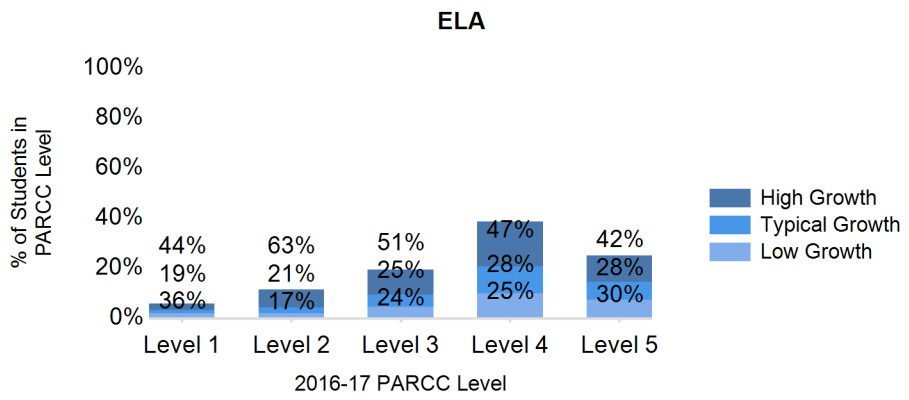
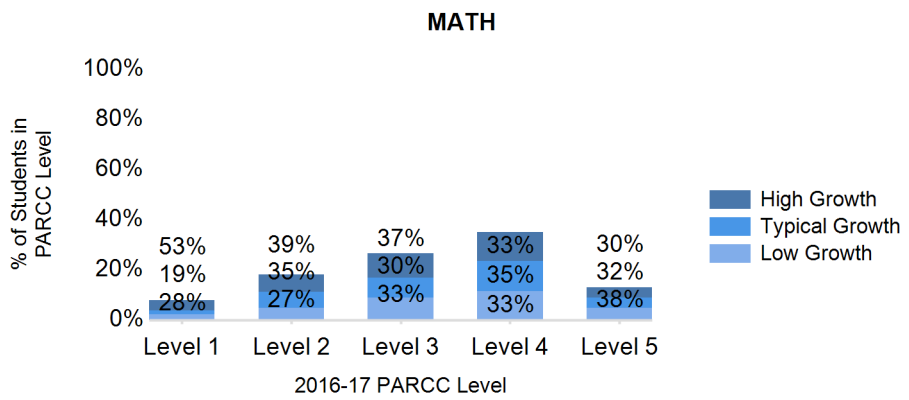
Student Growth by Performance Level

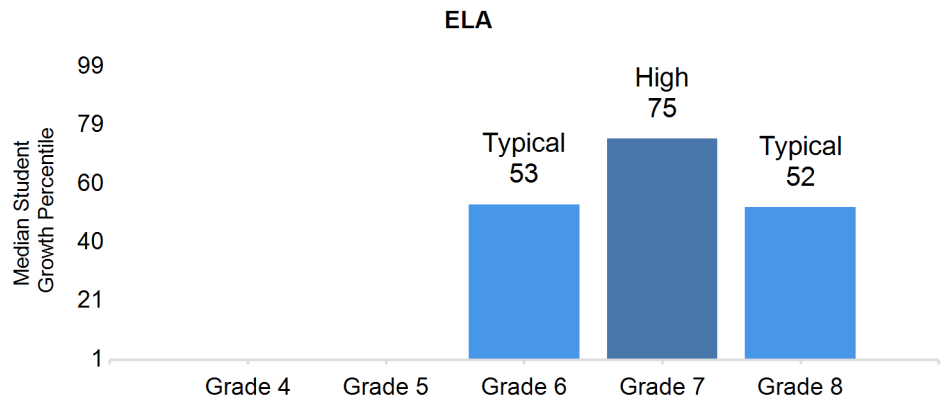
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

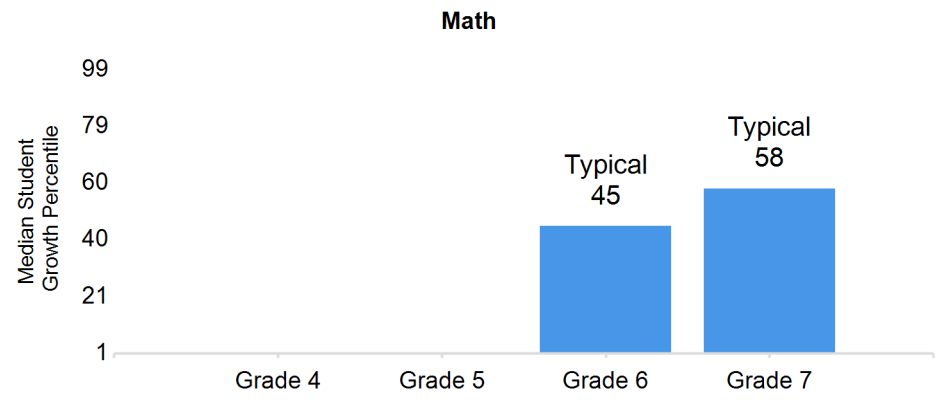




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	695	98.1	67.9	76.7	56.7	67.9	64.3	Met Target
White	160	99.4	65.0	62.3	65.6	65.0	54.7	Met Target
Hispanic	142	94.2	45.8	48.2	42.5	45.3	46.8	Met Target†
Black or African American	94	97.0	53.2	49.5	37.3	53.2	49	Met Target
Asian, Native Hawaiian, or Pacific Islander	288	100.0	86.1	88.2	82.3	86.1	80	Met Goal
American Indian or Alaska Native	*	*	*	86.2	52.7	*	**	**
Two or More Races	*	*	*	67.4	63.4	*	**	**
Female	321	97.1	74.7	82.0	64.5	74.7		
Male	374	99.0	62.1	71.7	49.4	62.1		
Economically Disadvantaged Students	221	97.0	51.6	50.4	38.5	51.6	47.3	Met Target
Non-Economically Disadvantaged Students	474	98.6	75.5	82.5	67.5	75.5		
Students with Disabilities	95	95.2	14.7	20.8	21.6	14.7	19.2	Met Target†
Students without Disabilities	600	98.6	76.3	82.3	63.9	76.3		
English Learners	41	100.0	34.2	41.9	27.3	34.2	27.5	Met Target
Non-English Learners	654	98.0	70.1	78.5	59.4	70.1		
Homeless Students	21	95.8	38.1	45.0	27.7	38.1		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	*	*	*	83.4	30.1	*		

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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	240	760	779	754	6%	13%	18%	38%	25%	63%	56%
White	41	751	759	761	*	*	27%	*	*	56%	66%
Hispanic	52	734	745	742	*	27%	27%	*	*	33%	42%
Black or African American	28	737	*	737	*	*	*	*	*	39%	35%
Asian, Native Hawaiian, or Pacific Islander	116	782	793	779	0%	*	*	41%	44%	85%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	113	767	786	761	*	*	20%	43%	27%	70%	64%
Male	127	754	772	748	*	*	15%	34%	23%	57%	48%
Economically Disadvantaged Students	78	745	748	739	*	*	18%	*	*	50%	37%
Non-Economically Disadvantaged Students	162	768	786	764	*	*	17%	*	*	69%	68%
Students with Disabilities	33	715	715	723	*	*	*	*	*	*	18%
Students without Disabilities	207	768	785	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	765	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	*	*	*	732	*	*	*	*	*	*	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	246	772	787	760	5%	5%	18%	33%	38%	71%	63%
White	59	773	770	768	*	*	19%	42%	32%	75%	72%
Hispanic	46	748	752	746	*	*	26%	*	*	50%	49%
Black or African American	*	*	754	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	97	791	802	790	*	*	10%	27%	60%	87%	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	117	783	796	769	*	*	17%	30%	49%	79%	72%
Male	129	762	779	752	*	*	19%	36%	28%	64%	54%
Economically Disadvantaged Students	81	752	754	742	*	*	30%	36%	17%	53%	44%
Non-Economically Disadvantaged Students	165	783	795	771	*	*	13%	32%	48%	80%	73%
Students with Disabilities	31	717	722	721	*	*	39%	*	*	13%	22%
Students without Disabilities	215	780	793	768	*	*	15%	*	*	80%	71%
English Learners	11	731	*	705	*	*	*	*	*	18%	11%
Non-English Learners	235	774	*	762	*	*	*	*	*	74%	64%
Homeless Students	11	741	745	729	*	*	*	*	*	45%	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	771	788	759	6%	7%	16%	40%	31%	70%	60%
White	59	759	767	767	*	*	20%	44%	17%	61%	70%
Hispanic	46	749	*	744	*	*	*	*	*	57%	45%
Black or African American	*	*	758	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	83	796	803	789	*	*	*	30%	58%	88%	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	101	775	796	768	*	*	20%	43%	32%	74%	69%
Male	119	767	781	751	*	*	13%	37%	30%	67%	52%
Economically Disadvantaged Students	64	752	755	740	*	*	23%	39%	16%	55%	42%
Non-Economically Disadvantaged Students	156	779	795	769	*	*	13%	40%	37%	77%	71%
Students with Disabilities	27	721	728	719	*	*	*	*	*	22%	19%
Students without Disabilities	193	778	794	766	*	*	*	*	*	77%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	752	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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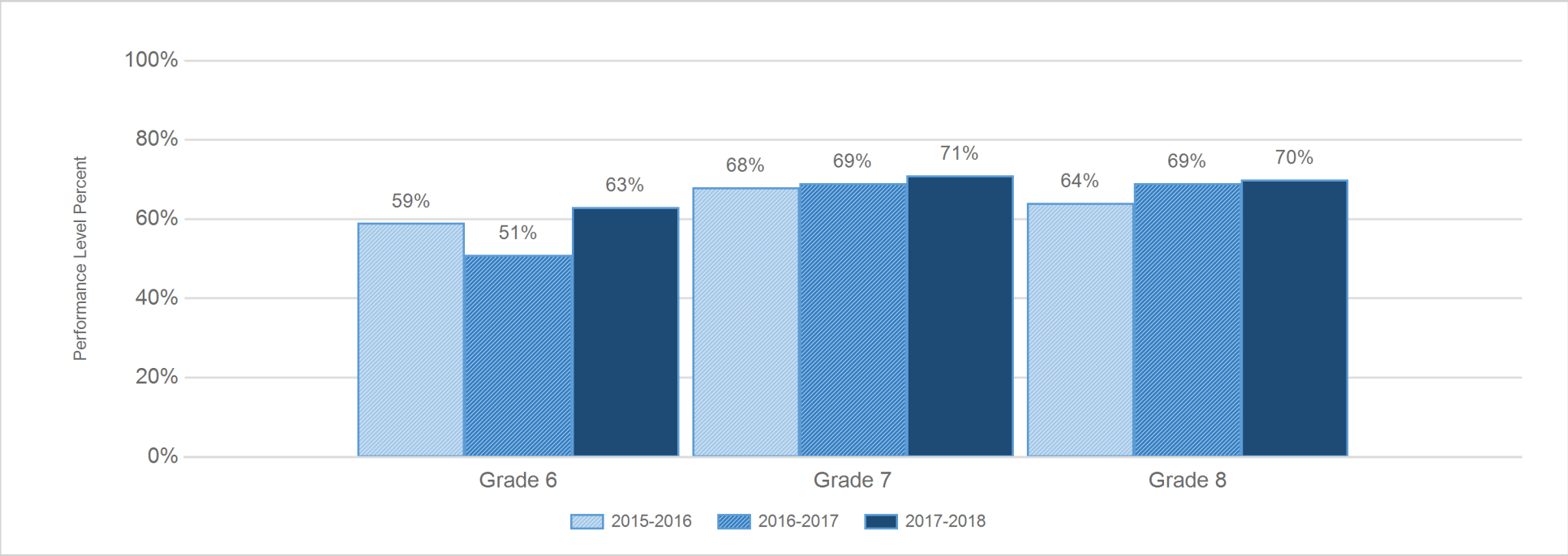
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	698	97.8	49.5	65.7	45.0	49.5	48.3	Met Target
White	159	98.8	41.5	41.3	54.1	41.5	36.5	Met Target
Hispanic	143	94.2	25.2	27.7	29.2	24.9	29	Met Target†
Black or African American	93	96.0	18.3	24.6	23.4	18.3	20.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	292	100.0	76.7	83.1	77.0	76.7	74.7	Met Target
American Indian or Alaska Native	*	*	*	82.2	42.5	*	**	**
Two or More Races	*	*	*	49.3	53.0	*	**	**
Female	323	96.6	50.5	66.7	46.0	50.5		
Male	375	99.0	48.5	64.7	43.9	48.5		
Economically Disadvantaged Students	220	96.2	30.0	31.8	26.6	30.0	28.9	Met Target
Non-Economically Disadvantaged Students	478	98.6	58.4	73.2	55.9	58.4		
Students with Disabilities	93	93.3	*	14.3	17.1	*	16.7	Not Met
Students without Disabilities	605	98.6	*	70.7	50.5	*		
English Learners	46	100.0	23.9	42.7	24.6	23.9	23.7	Met Target
Non-English Learners	652	97.7	51.2	66.9	46.9	51.2		
Homeless Students	22	96.3	22.7	33.7	17.3	22.7		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	*	*	*	58.4	23.7	*		

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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	245	749	764	744	9%	18%	23%	33%	16%	50%	44%
White	40	739	742	751	*	*	38%	*	*	35%	54%
Hispanic	53	725	731	731	19%	32%	23%	26%	0%	26%	27%
Black or African American	28	720	*	726	*	*	*	*	*	14%	21%
Asian, Native Hawaiian, or Pacific Islander	121	769	778	771	*	*	17%	41%	32%	74%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	117	749	765	745	*	18%	23%	*	*	51%	45%
Male	128	748	763	742	*	17%	23%	*	*	48%	42%
Economically Disadvantaged Students	78	737	735	729	14%	27%	23%	*	*	36%	24%
Non-Economically Disadvantaged Students	167	754	771	753	7%	13%	23%	*	*	56%	56%
Students with Disabilities	32	709	713	717	*	*	*	*	*	*	13%
Students without Disabilities	213	755	768	748	*	*	*	*	*	*	49%
English Learners	10	716	*	713	*	*	*	*	*	*	11%
Non-English Learners	235	750	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	745	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	*	*	*	717	*	*	*	*	*	*	18%

NJ SCHOOL PERFORMANCE REPORT

THOMAS JEFFERSON MIDDLE SCHOOL
(23-1290-060)
Grades Offered: 06-08
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	220	742	752	743	5%	25%	30%	35%	5%	40%	43%
White	54	741	743	750	*	22%	35%	*	*	41%	54%
Hispanic	46	730	731	732	*	35%	41%	*	*	15%	27%
Black or African American	*	*	729	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	76	758	765	767	*	*	21%	*	*	68%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	104	744	755	745	*	24%	30%	*	*	42%	45%
Male	116	740	750	741	*	25%	31%	*	*	38%	42%
Economically Disadvantaged Students	79	729	732	730	*	39%	32%	*	*	19%	24%
Non-Economically Disadvantaged Students	141	749	758	751	*	16%	30%	*	*	52%	55%
Students with Disabilities	31	712	714	717	*	*	*	*	*	*	12%
Students without Disabilities	189	747	757	748	*	*	*	*	*	*	50%
English Learners	11	720	*	716	*	*	*	*	*	*	10%
Non-English Learners	209	743	*	744	*	*	*	*	*	*	45%
Homeless Students	11	711	724	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%

NJ SCHOOL PERFORMANCE REPORT

THOMAS JEFFERSON MIDDLE SCHOOL
(23-1290-060)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	723	729	728	21%	28%	30%	21%	0%	21%	28%
White	36	719	723	736	*	28%	31%	*	*	17%	36%
Hispanic	40	725	723	722	*	33%	28%	*	*	23%	22%
Black or African American	*	*	716	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	25	736	743	747	*	*	*	*	*	36%	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	723	729	*	*	*	*	*	*	28%
Female	61	730	735	731	*	25%	39%	*	*	21%	31%
Male	60	717	724	725	*	32%	20%	*	*	20%	26%
Economically Disadvantaged Students	47	716	721	719	26%	38%	23%	*	*	13%	20%
Non-Economically Disadvantaged Students	74	728	733	735	19%	22%	34%	*	*	26%	35%
Students with Disabilities	26	704	*	705	*	*	*	*	*	*	*
Students without Disabilities	95	729	*	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	719	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

THOMAS JEFFERSON MIDDLE SCHOOL
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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	778	772	746	0%	0%	11%	74%	15%	89%	46%
White	27	767	*	755	0%	0%	*	*	*	81%	57%
Hispanic	*	*	737	730	*	*	*	*	*	*	27%
Black or African American	10	763	736	727	0%	0%	*	*	*	60%	23%
Asian, Native Hawaiian, or Pacific Islander	63	786	789	779	0%	0%	*	*	*	98%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	769	755	*	*	*	*	*	*	54%
Female	50	780	772	748	0%	0%	*	*	*	86%	48%
Male	58	776	772	745	0%	0%	*	*	*	91%	44%
Economically Disadvantaged Students	18	777	741	729	0%	0%	*	*	*	94%	25%
Non-Economically Disadvantaged Students	90	778	779	756	0%	0%	*	*	*	88%	57%
Students with Disabilities	N	N	723	716	N	N	N	N	N	N	13%
Students without Disabilities	108	778	775	752	0%	0%	11%	74%	15%	89%	52%
English Learners	*	*	721	710	*	*	*	*	*	*	*
Non-English Learners	*	*	774	749	*	*	*	*	*	*	*
Homeless Students	*	*	737	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	19	791	755	735	0%	0%	0%	*	*	100%	30%
White	*	*	738	740	*	*	*	*	*	*	37%
Hispanic	N	N	729	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	*	*	768	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	*	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	*	*	732	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	761	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	*	713	N	N	N	N	N	N	*
Students without Disabilities	19	791	*	738	0%	0%	0%	*	*	100%	*
English Learners	N	N	726	711	N	N	N	N	N	N	*
Non-English Learners	19	791	756	736	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	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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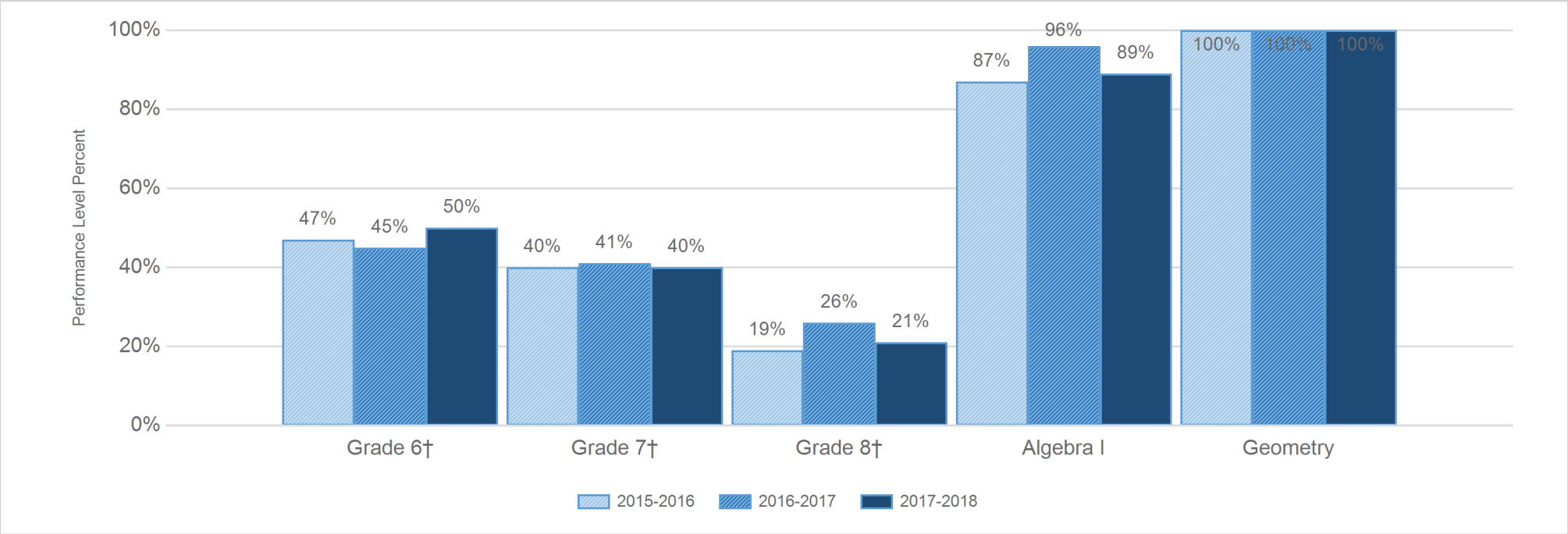
Mathematics Assessment – Performance Trends

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	53.3%	**	**

† 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	25	*	*
3-4	*	*	*
5 or more	*	*	*

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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	249
7	27	0	225
8	79	19	125
Total	106	19	599

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	144	83	0	0	0	0	0
7	132	77	0	0	0	0	0
8	138	44	0	0	0	0	0
Total	414	204	0	0	0	0	0

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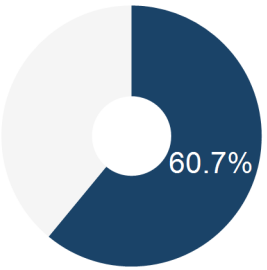
Visual and Performing Arts – Course Participation

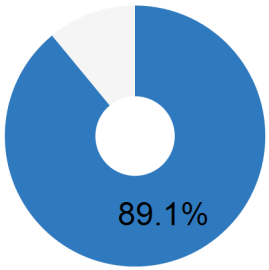
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

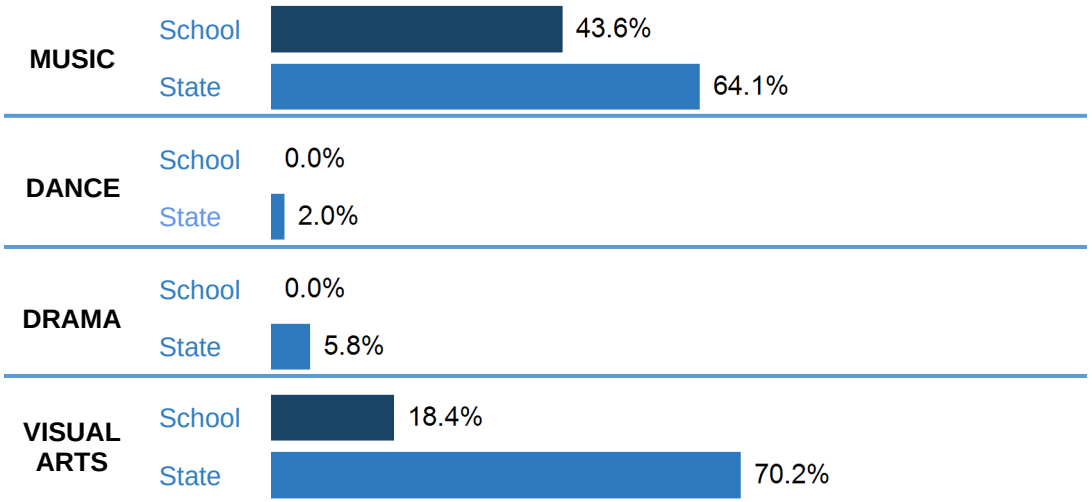


School



State

Students enrolled in one or more classes by discipline:



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

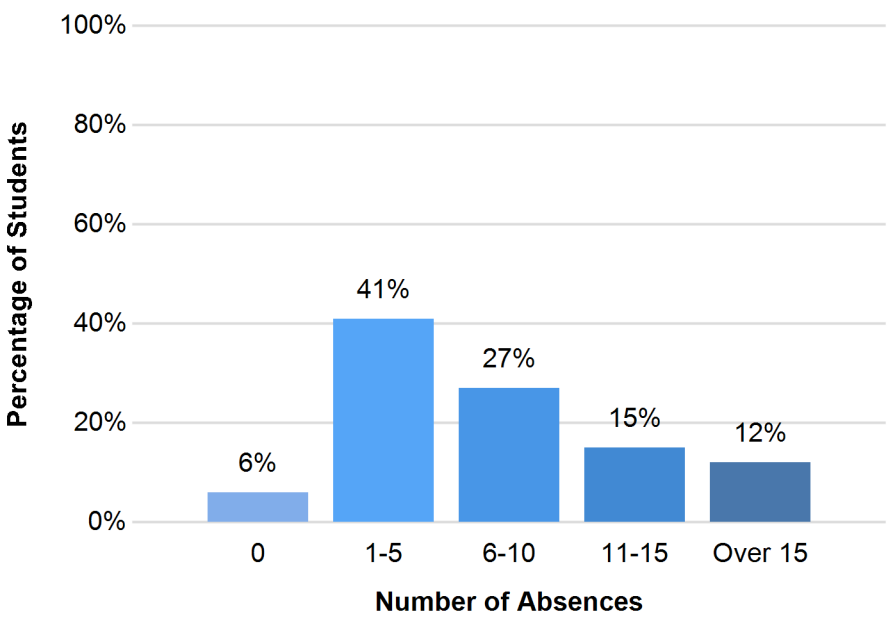
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	72	9.8	9.5	Not Met
White	23	14.0	9.5	Not Met
Hispanic	24	15.2	9.5	Not Met
Black or African American	9	9.0	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	9	3.0	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	35	14.6	9.5	Not Met
Students with Disabilities	18	17.6	9.5	Not Met
English Learners	1	3.0	9.5	Met

Days Absent

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



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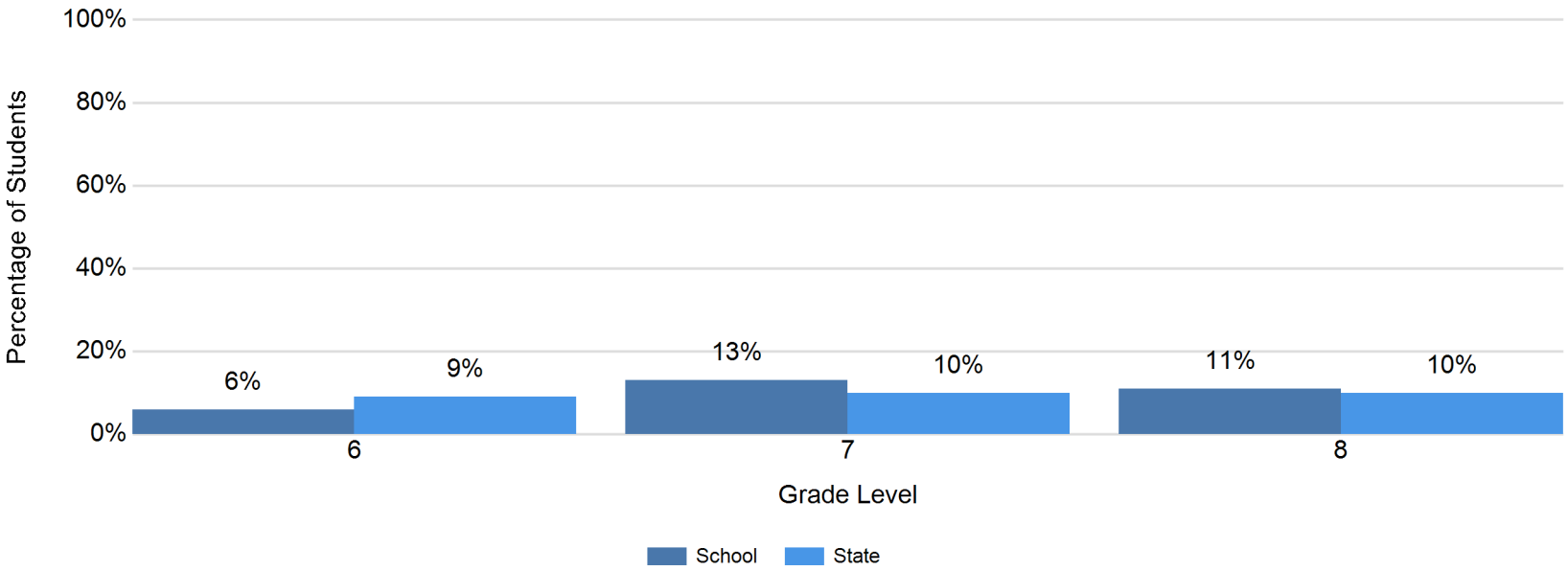
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	19
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	2.62

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	11
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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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.

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	1	0	1
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	30	4.1%
Any Suspension	30	4.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
92

NJ SCHOOL PERFORMANCE REPORT

THOMAS JEFFERSON MIDDLE SCHOOL
(23-1290-060)
Grades Offered: 06-08
2017-2018

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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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 33 Mins
Shared Time - Instructional Time	2 Hrs. 45 Mins.

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)	$358	$12,243	$12,601

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	67	117,464
Average years experience in public schools	15.1	12.0
Average years experience in district	14.1	10.7
Teachers in district for 4 or more years	89.6%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	53	9,374
Average years experience in public schools	19.6	16.0
Average years experience in district	13.9	12.0
Administrators in district for 4 or more years	86.8%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	16:1
Students to Administrators	104:1	305:1
Teachers to Administrators	10:1	19:1
Students to Librarians/Media Specialists		4042:1
Students to Nurses		1011:1
Students to Counselors		415:1
Students to Child Study Team		490:1

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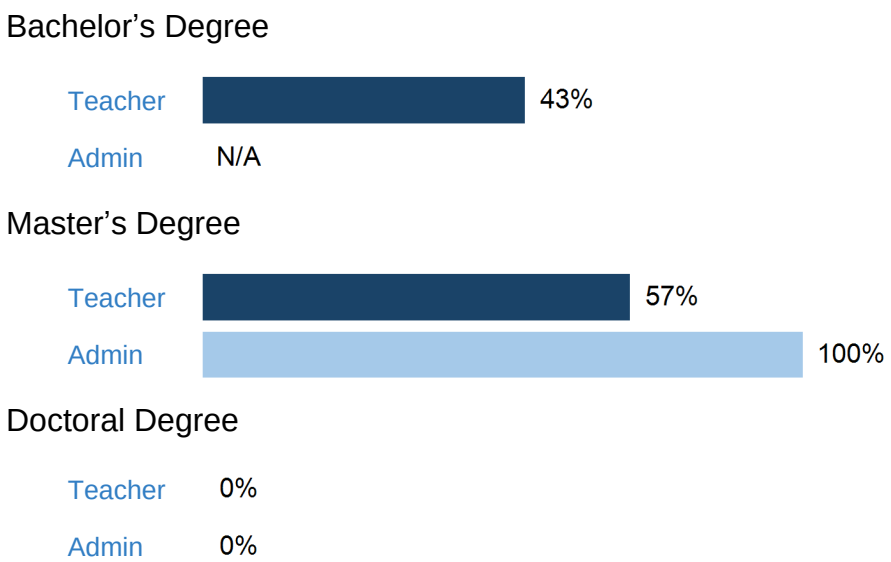
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	89.4%	90.2%
2016-17 Administrators: Same district 2017-18	79.0%	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	90.2%

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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	82.1%	85.7%
Male	17.9%	14.3%
White	88.1%	85.7%
Hispanic	6.0%	0.0%
Black or African American	3.0%	14.3%
Asian	3.0%	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	61.43	17.5%
Mathematics Proficiency	37.86	17.5%
English Language Arts Growth	86.73	25.0%
Mathematics Growth	48.19	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	30.64	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	55.70	n/a
Summative Rating: Percentile Rank of Summative Score	58.23	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	Exceeds Standard	Met Standard	**	Not Met	No
White	39.77	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Hispanic	48.90	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	67.60	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	51.21	14.08	No	Met Goal	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	59.06	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	36.90	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	75.45	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met	No

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

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School Narrative

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

Highlights:	• Technology is a part of each shool day, with all students utilizing 1:1 personal Chromebooks • Award-winning concert band, orchestra and performing chorus • Students are engaged in problem-based learning to foster 21st century skills.
Mission, Vision, Theme:	Thomas Jefferson Middle School is dedicated to the promotion of academic excellence in a supportive environment which cultivates self-esteem, addresses the unique needs of the adolescent, and fosters respect for cultural diversity and the rights of others.
Awards, Recognition, Accomplishments:	Student recognition includes monthly Jaguar Citizenship awards, student of the month award assemblies for grades 6-8, marking period recognition assemblies to highlight academics and extra curricular activities, and Jaguar Ambassadors for student leadership. Students have been awarded at the state level for band, chorus, and orchestra. TJMS students have also been recognized for Geography Bee and Odyssey of the Mind.

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Courses, Curriculum, Instruction:	We are in the third year of a one-to-one technology initiative. We assess student progress through a diagnostic test three times during the year and there are benchmark assessments administered quarterly in academic content areas. Students have access to an interactive textbook in their math, science and social studies classes. Students benefit from the inclusion of AVID strategies throughout the curriculum.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls)
Clubs and Activities:	Art club, Lego Education club, Scrapbooking Club, Math Club, Literary Magazine, Newspaper Club, Fuel Up to Play 60/Wellness Club, Advanced Technology Club, Odyssey of the Mind Club, Orchestra, Band, Chorus, Jazz Club, Library/Computer Science Club, School Store, Student Council, Improv Club, Movie Club

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Staff and Professional Learning:	The TJMS Staff is provided professional development opportunities from the district's Staff Developmet Team. The professional developement includes support with ICR co-teaching, developing Problem-based learning lessons, integration of technology, student-led EdCamps, coaching visits for non-tenured staff, EdCamp PLCs, peer observations, Professional Learning Institute , In-service days

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Student Health and Wellness:	TJMS provides a well balanced breakfast and lunch program. Students can participate in the Food Service Committee to review the food service plan and provide suggestions for improvement. We also have a "Little Pantry" to provide food to the Edison community.
Parent and Community Involvement:	TJMS PTO supports the staff and students with organizing fundraising events to offset the costs of field trips for students. We also survey the parents to identify topics for our "Parent University."

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Facilities:	Recent renovations were made to the Library, Computer Lab, and gymnasium.
School Safety:	Each school in the Edison Township Public School System has video survillance, security personnel, a district director and follows all local, state & federal laws in regards to ensuring student safety.