NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† 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

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

School Contact Info

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

Type	Contact Information
County	MERCER
District	TRENTON CITY
Principal Name	MS. TRAPP
Address	400 N MONTGOMERY STREET TRENTON, NJ 08618
Phone Number	(609)656-4840
Email Address	BTRAPP@TRENTON.K12.NJ.US
Website	http://www.trentonk12.org/riveramiddle_home.aspx
Facebook	https://www.facebook.com/RiveraSchool/
Twitter	https://twitter.com/Rivera_Bulldogs

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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	134	188	148
7	137	133	176
8	161	149	130
Total	432	470	454

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	55.6%	53.8%	47.4%
Male	44.4%	46.2%	52.6%
Economically Disadvantaged Students	91.7%	91.3%	91.0%
Students with Disabilities	21.1%	21.7%	24.4%
English Learners	0.0%	0.4%	0.9%
Homeless Students		0.6%	1.1%
Students in Foster Care		0.6%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.2%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	1.4%	1.3%	1.3%
Hispanic	21.3%	24.9%	26.7%
Black or African American	76.6%	72.3%	71.1%
Asian	0.2%	0.2%	0.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.4%	0.2%
Two or More Races	0.2%	0.9%	0.4%

Enrollment by Home Language

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

Home Language	% of Students
English	87.4%
Spanish	12.1%
Other Languages	0.4%

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	36	42.5	50	Not Met	44	42	50	Met Standard
White	*	34	50	**	*	32	51	**
Hispanic	35	44	49	Not Met	43.5	45	48	Met Standard
Black or African American	36	41	44	Not Met	44	40	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	58	61	**	N	67	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	44	49	**	*	52	51	**
Economically Disadvantaged	35	43	48	Not Met	43	42.5	47	Met Standard
Students with Disabilities	51	36	41	Met Standard	50.5	41	43	Met Standard
English Learners	30.5	44	54	Not Met	37	43	51	Not Met

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

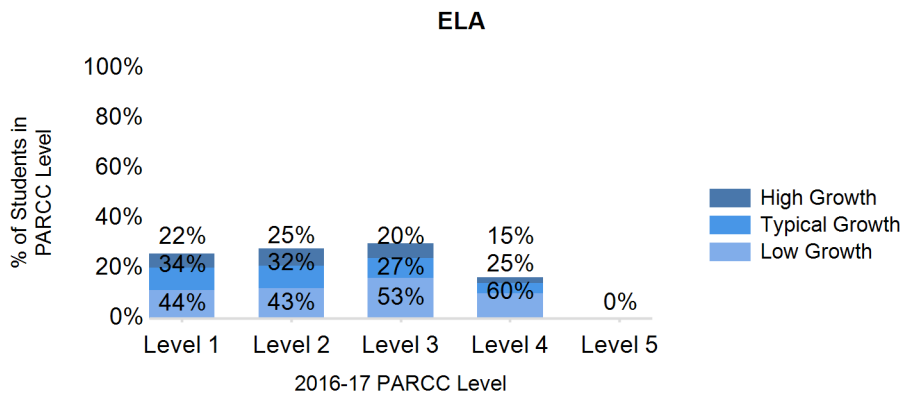
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same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

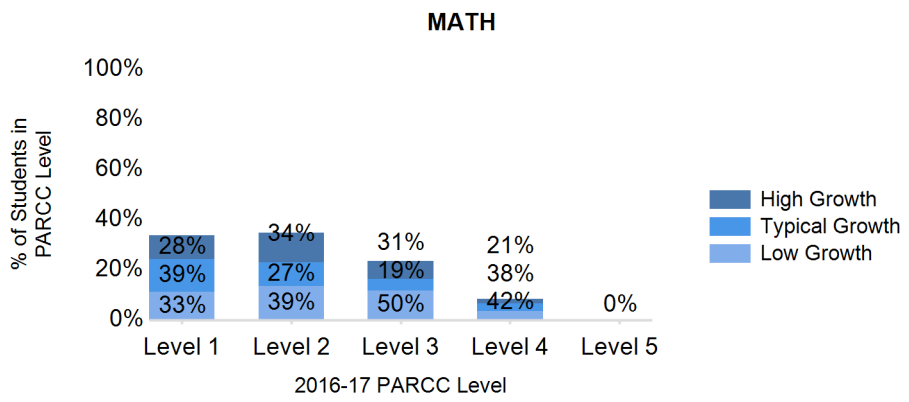
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

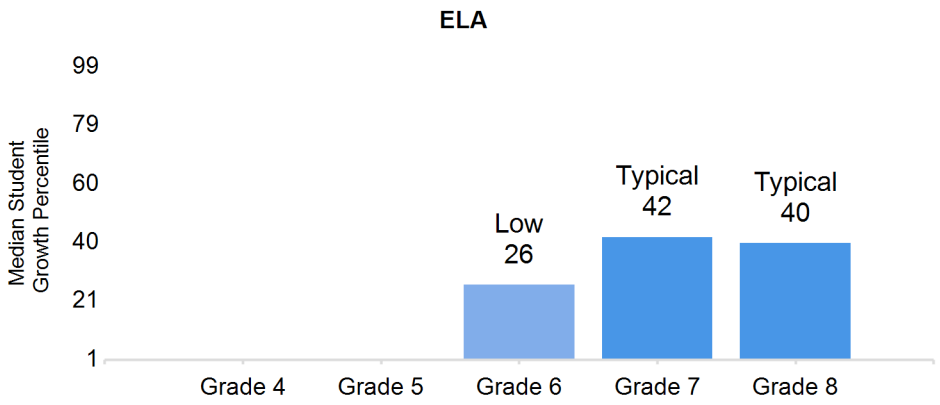
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

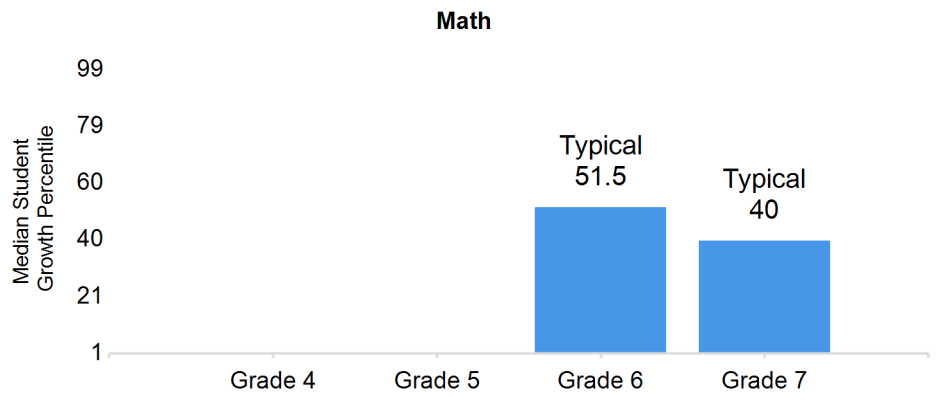




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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	451	96.3	16.8	20.4	56.7	16.8	21.6	Not Met
White	*	*	*	19.5	65.6	*	**	**
Hispanic	133	95.1	15.8	22.7	42.5	15.8	23.1	Not Met
Black or African American	310	96.7	16.8	18.0	37.3	16.8	21.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	33.4	63.4	*	**	**
Female	215	95.7	20.0	26.4	64.5	20.0		
Male	236	96.9	14.0	15.0	49.4	14.0		
Economically Disadvantaged Students	398	96.5	15.8	20.2	38.5	15.8	22.3	Not Met
Non-Economically Disadvantaged Students	53	95.1	24.5	21.6	67.5	24.5		
Students with Disabilities	102	91.4	14.7	*	21.6	14.5	18.3	Met Target†
Students without Disabilities	349	97.9	17.4	*	63.9	17.4		
English Learners	74	93.7	*	13.0	27.3	*	17.6	Not Met
Non-English Learners	377	96.8	*	23.1	59.4	*		
Homeless Students	*	*	*	14.0	27.7	*		
Students In Foster Care	*	*	*	15.0	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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	150	717	721	754	26%	33%	31%	10%	0%	10%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	*	*	722	742	*	*	*	*	*	*	42%
Black or African American	106	719	719	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	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	N	N	*	761	N	N	N	N	N	N	64%
Female	69	721	724	761	20%	33%	36%	*	*	10%	64%
Male	81	714	717	748	31%	33%	26%	*	*	10%	48%
Economically Disadvantaged Students	134	716	720	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	16	726	723	764	*	*	*	*	*	*	68%
Students with Disabilities	22	695	702	723	*	*	*	*	*	*	18%
Students without Disabilities	128	720	724	760	*	*	*	*	*	*	63%
English Learners	14	696	*	712	*	*	*	*	*	*	*
Non-English Learners	136	719	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	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%

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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	167	719	720	760	32%	23%	26%	*	*	20%	63%
White	*	*	724	768	*	*	*	*	*	*	72%
Hispanic	47	718	718	746	32%	30%	*	*	*	19%	49%
Black or African American	116	719	*	740	32%	20%	29%	*	*	19%	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	91	728	728	769	20%	23%	31%	*	*	26%	72%
Male	76	710	713	752	46%	22%	20%	*	*	12%	54%
Economically Disadvantaged Students	149	720	720	742	*	*	*	*	*	21%	44%
Non-Economically Disadvantaged Students	18	713	719	771	*	*	*	*	*	11%	73%
Students with Disabilities	34	689	693	721	*	*	*	*	*	*	22%
Students without Disabilities	133	727	726	768	*	*	*	*	*	*	71%
English Learners	17	693	*	705	*	*	*	*	*	*	11%
Non-English Learners	150	723	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	715	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	*	*	*	716	*	*	*	*	*	*	21%

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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	128	715	722	759	32%	27%	30%	*	*	12%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	43	710	721	744	33%	35%	*	*	*	12%	45%
Black or African American	81	717	*	739	33%	22%	33%	*	*	11%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	56	720	732	768	*	*	*	*	*	*	69%
Male	72	711	713	751	*	*	*	*	*	*	52%
Economically Disadvantaged Students	111	715	722	740	*	*	*	*	*	12%	42%
Non-Economically Disadvantaged Students	17	716	720	769	*	*	*	*	*	12%	71%
Students with Disabilities	24	698	698	719	*	*	*	*	*	*	19%
Students without Disabilities	104	719	729	766	*	*	*	*	*	*	68%
English Learners	13	691	*	703	*	*	*	*	*	*	*
Non-English Learners	115	718	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	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%

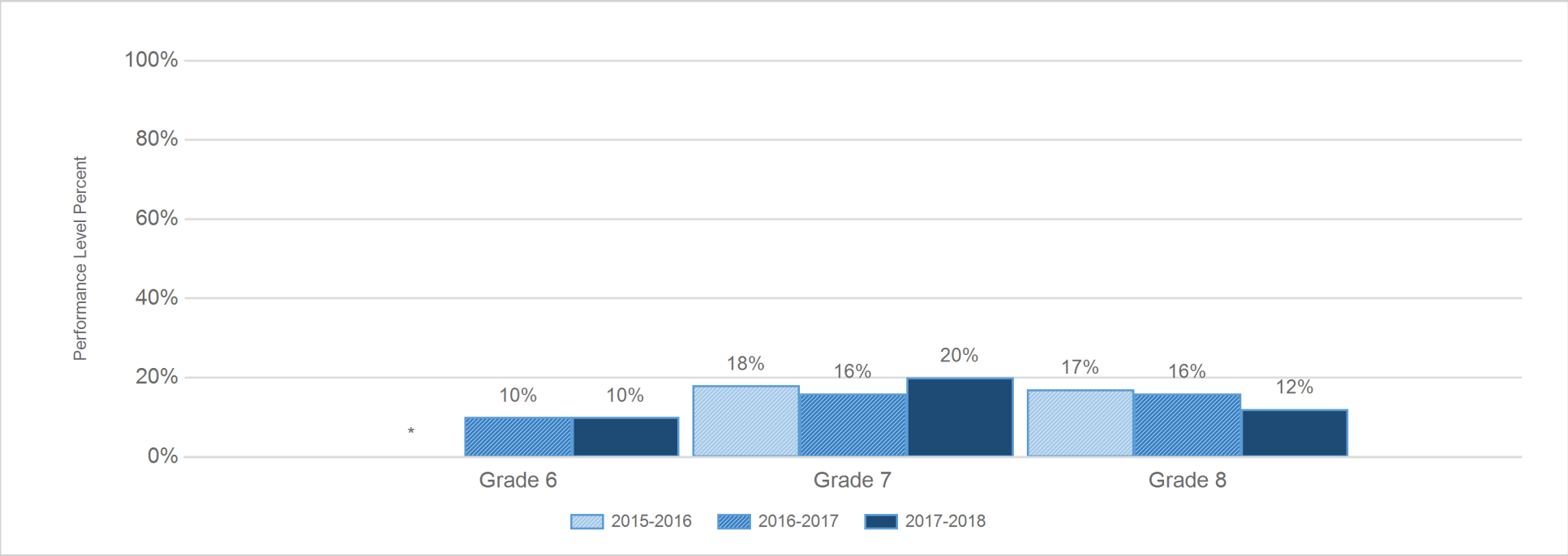
NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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.



NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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	451	96.1	*	10.9	45.0	*	11.5	Not Met
White	*	*	*	11.7	54.1	*	**	**
Hispanic	137	97.9	*	12.7	29.2	*	13.9	Not Met
Black or African American	307	95.5	*	*	23.4	*	10.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	25.8	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	19.4	53.0	*	**	**
Female	216	95.8	*	11.5	46.0	*		
Male	235	96.5	*	10.3	43.9	*		
Economically Disadvantaged Students	398	96.5	*	*	26.6	*	11.8	Not Met
Non-Economically Disadvantaged Students	53	93.4	*	*	55.9	*		
Students with Disabilities	102	92.2	*	*	17.1	*	13.6	Not Met
Students without Disabilities	349	97.3	*	*	50.5	*		
English Learners	78	98.8	*	*	24.6	*	6.3	Met Target†
Non-English Learners	373	95.6	*	*	46.9	*		
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	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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	149	715	712	744	*	*	*	*	*	*	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	*	*	713	731	*	*	*	*	*	*	27%
Black or African American	103	717	711	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	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	N	N	*	749	N	N	N	N	N	N	52%
Female	69	715	713	745	*	*	*	*	*	*	45%
Male	80	715	712	742	*	*	*	*	*	*	42%
Economically Disadvantaged Students	134	715	713	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	15	717	711	753	*	*	*	*	*	*	56%
Students with Disabilities	22	700	703	717	*	*	*	*	*	*	13%
Students without Disabilities	127	718	714	748	*	*	*	*	*	*	49%
English Learners	16	701	*	713	*	*	*	*	*	*	11%
Non-English Learners	133	717	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	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

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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	167	711	713	743	*	*	*	*	*	*	43%
White	N	N	721	750	N	N	N	N	N	N	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	116	710	712	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	91	712	714	745	*	*	*	*	*	*	45%
Male	76	709	712	741	*	*	*	*	*	*	42%
Economically Disadvantaged Students	149	711	713	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	18	706	711	751	*	*	*	*	*	*	55%
Students with Disabilities	35	696	700	717	*	*	*	*	*	*	12%
Students without Disabilities	132	715	716	748	*	*	*	*	*	*	50%
English Learners	18	698	*	716	*	*	*	*	*	*	10%
Non-English Learners	149	712	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	705	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	*	*	*	718	*	*	*	*	*	*	11%

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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	129	702	700	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	45	697	699	722	*	*	*	*	*	*	22%
Black or African American	80	703	*	715	46%	38%	*	*	*	10%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	57	705	705	731	*	*	*	*	*	*	31%
Male	72	700	696	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	113	702	700	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	16	704	702	735	*	*	*	*	*	*	35%
Students with Disabilities	24	685	685	705	*	*	*	*	*	*	*
Students without Disabilities	105	706	705	735	*	*	*	*	*	*	*
English Learners	16	687	*	705	*	*	*	*	*	*	10%
Non-English Learners	113	704	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	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

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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	*	*	710	746	*	*	*	*	*	*	46%
White	N	N	*	755	N	N	N	N	N	N	57%
Hispanic	*	*	712	730	*	*	*	*	*	*	27%
Black or African American	N	N	708	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	N	N	*	748	N	N	N	N	N	N	48%
Male	*	*	708	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	N	N	711	729	N	N	N	N	N	N	25%
Non-Economically Disadvantaged Students	*	*	708	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	696	716	N	N	N	N	N	N	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	698	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	*	720	N	N	N	N	N	N	11%

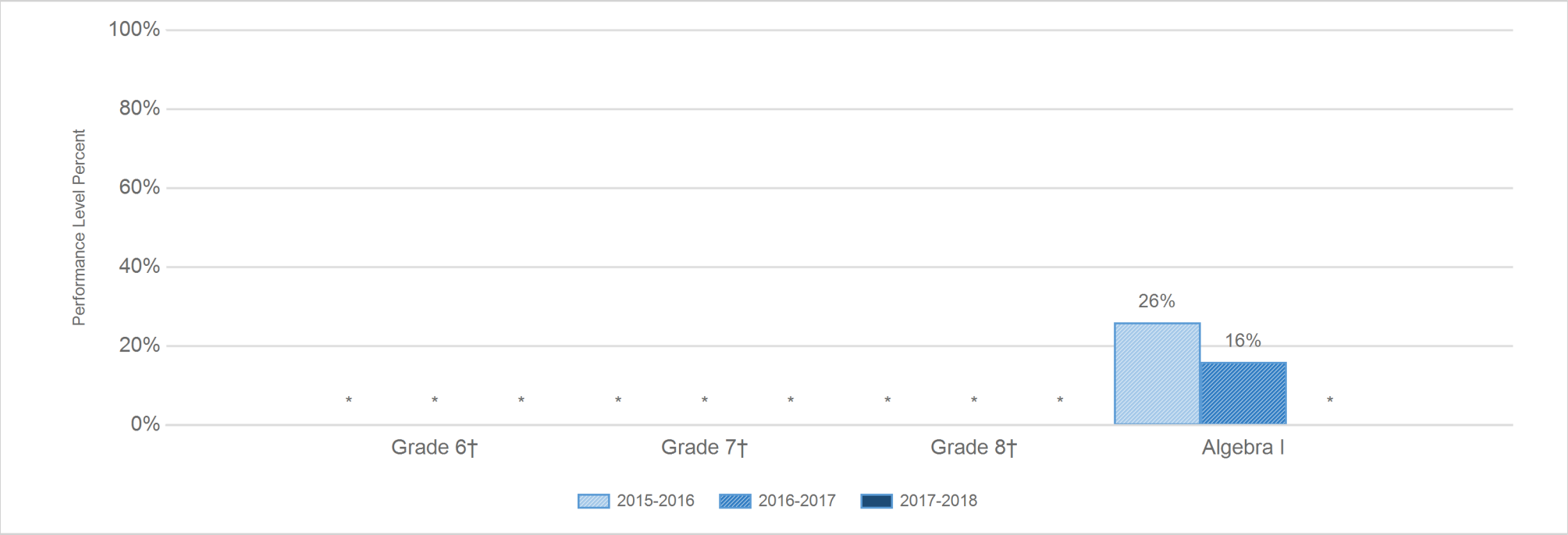
NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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.

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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	12	12
8	12	12

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

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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.

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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	146
7	0	0	172
8	0	0	126
Total	0	0	444

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	110	0	0	0	0	0	0
7	165	0	0	0	0	0	0
8	114	0	0	0	0	0	0
Total	389	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
Grades Offered: 06-08
2017-2018

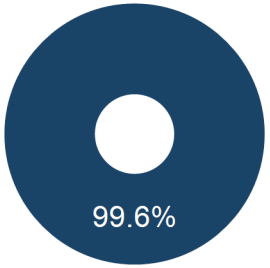
Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Visual and Performing Arts – Course Participation

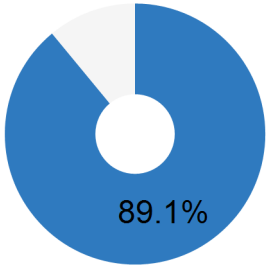
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

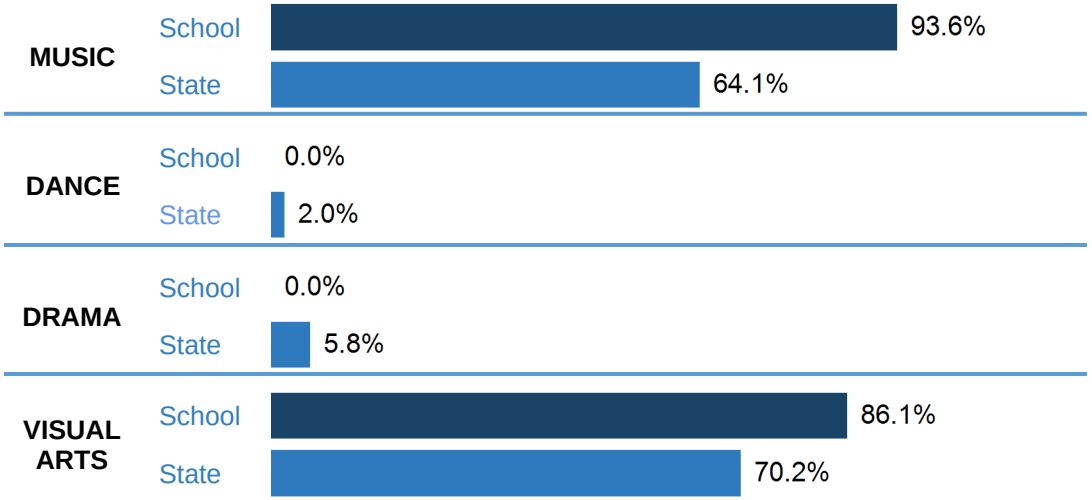


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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.

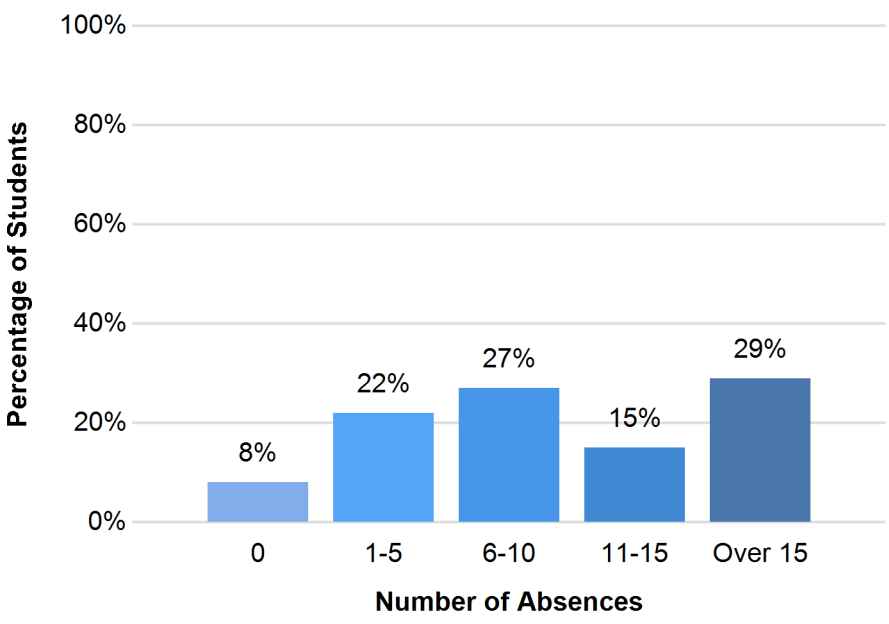
Chronic Absenteeism

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	112	23.8	9.5	Not Met
White	*	*	**	**
Hispanic	23	19.3	9.5	Not Met
Black or African American	88	25.7	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	104	24.8	9.5	Not Met
Students with Disabilities	34	26.4	9.5	Not Met
English Learners	*	*	**	**

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

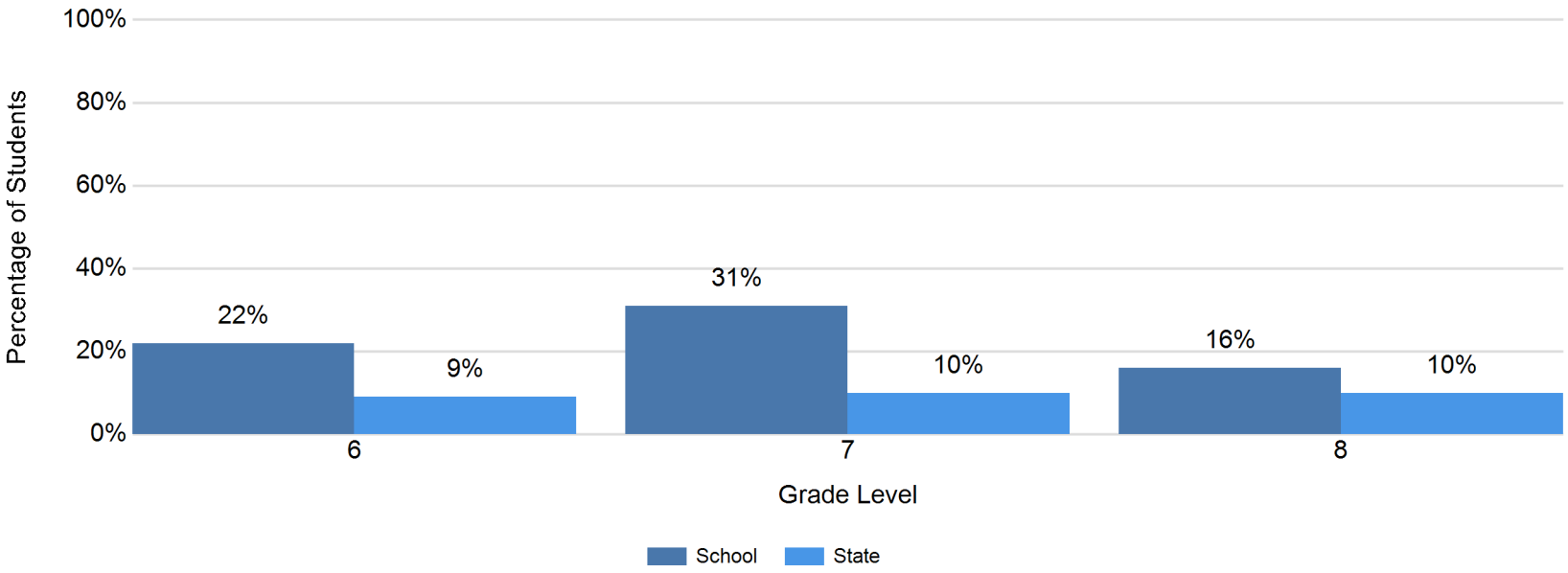
LUIS MUNOZ-RIVERA MS
(21-5210-240)
Grades Offered: 06-08
2017-2018

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
† This indicates a table specific note,see note below table

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 by Grade

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



NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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	31
Weapons	2
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	36
Incidents Per 100 Students Enrolled	7.93

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	3
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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	0	0	0
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	*	*
Out-of-School Suspensions	55	12.1%
Any Suspension	55	12.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
232

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	N
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	10.1:1

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)	$1,111	$15,263	$16,374

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	44	117,464
Average years experience in public schools	12.2	12.0
Average years experience in district	8.9	10.7
Teachers in district for 4 or more years	79.1%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	55	9,374
Average years experience in public schools	14.6	16.0
Average years experience in district	10.3	12.0
Administrators in district for 4 or more years	71.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	14:1
Students to Administrators	227:1	241:1
Teachers to Administrators	22:1	17:1
Students to Librarians/Media Specialists		946:1
Students to Nurses		552:1
Students to Counselors		414:1
Students to Child Study Team		358:1

NJ SCHOOL PERFORMANCE REPORT

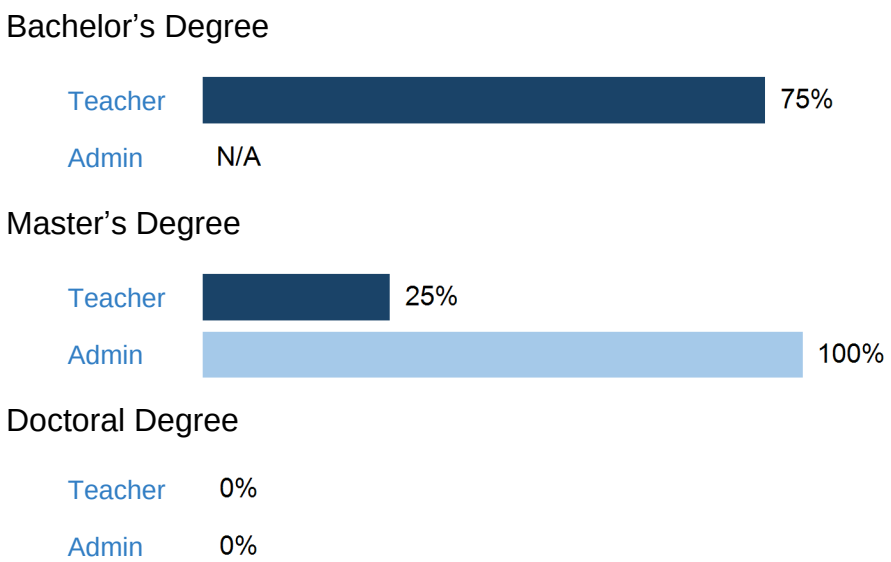
LUIS MUNOZ-RIVERA MS
(21-5210-240)
Grades Offered: 06-08
2017-2018

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
† This indicates a table specific note,see note below table

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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.0%	90.2%
2016-17 Administrators: Same district 2017-18	87.0%	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	97.3%

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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

Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	52.3%	50.0%
Male	47.7%	50.0%
White	77.3%	50.0%
Hispanic	0.0%	50.0%
Black or African American	13.6%	0.0%
Asian	6.8%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	2.3%	0.0%
Two or More Races	0.0%	0.0%

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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
Yes	Yes	No

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	Yes	Yes	No
White	No		
Hispanic	Yes		
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	Yes		
English Learners	Yes		

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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	2.84	17.5%
Mathematics Proficiency	2.31	17.5%
English Language Arts Growth	10.90	25.0%
Mathematics Growth	30.45	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	4.92	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	11.98	n/a
Summative Rating: Percentile Rank of Summative Score	3.26	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	Yes	n/a

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

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	Yes	Not Met	Not Met	Not Met	Met Standard	N	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	13.05	14.08	Yes	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	24.76	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	15.11	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	47.24	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	4.56	14.08	Yes	Not Met	Met Target†	Not Met	Not Met	Not Met	**	No

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

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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:	• RCMS is beginning the transition into a STEAM school. The Innovation Lab is under construction and will open SPRING of 2019. Staff is receiving training in various technologies. • RCMS is a full service Community School focused on providing Wrap Around services, Mental Heath support and Parent Education to our community.
Mission, Vision, Theme:	"Mission: Luis Munoz Rivera Community Middle School is committed to a positive and safe learning environment. Our community school fosters an environment of trust and mutual respect for all people. Our staff, students, parents, and community accept the responsibility of preparing students for academic success and to take a role in society as productive citizens."
Awards, Recognition, Accomplishments:	"Rivera Community Middle School is the first full service Community School in Mercer County, NJ. We have partnered with Mercer Street Friends, a social service agency that has been in Trenton for over 80 years. Our partnership has yielded on site supports in the areas of: Counseling and Therapeutic Services, Family Training, and Afterschool Programs. We have received a $1.5 million dollar grant from the US Department of Education meant to support our efforts."

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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.

Courses, Curriculum, Instruction:	"RCMS is a Traditional Middle School that provides instruction in; ELA, Math, Science and Social Studies. We offer an accelerated class in ELA/MATH in each grade level. Technology is a priority in the school with all teachers/classes having access to SMART Boards and 98%classes using Google Classroom. A full array of the Arts is offered at RCMS: General Music, Art, Band, as well as Physical Education, Health, Swimming and Spanish. Due to the demand we have established a Bilingual Program to address the various needs of our student. We are implementing an ELA intervention, Lexia Power Up and provide After School Tutoring from January to June."
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Track and Field - Spring (Boys & Girls)
Clubs and Activities:	RCMS offers the following clubs; Glee Club, Band, Art, Chess, Yearbook, Student Government, and Coding. Additionally, we offer CLUBS on Friday mornings from 8:00-9:00 am to further engage students, tap into their personal interests and allow them to interact with staff on a different level.

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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.

Before and After School Programs:	"RCMS is a partner with Boys and Girls Club and implements the 21st Century Learning Program. Students participate in a variety of clubs and programs as well as tutoring."
Staff and Professional Learning:	"Staff at RCMS are provided with opportunities to work collaboratively in content specific PLCs three days a week. Twice a week the staff meets in grade level groups to discuss students and their needs and plan for supports. As a Bilingual School we have identified a need to provide staff with Spanish Lessons as well as access to Rosetta Stone so they may improve their communication skills. Technology PLCs are ongoing to provide staff the supports needed to use the various technologies that are intended to enhance instruction. "

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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.

Student Supports and Services:	"RCMS has a Intervention and Referral Team that meets regularly to discuss students in need of support and develop Action Plans. In addition, the staff meets twice a month to discuss students and to develop pre-referral supports; identifying ways to ensure students are in a position to find success either; academically, socially, emotionally, behaviorally. RCMS Specialized Services provides programming for IEP students from Mainstream, Inclusion, Resource, to Self-Contained classrooms. In order to address the growing need, Bilingual Classes and ESL have been established at RCMS this year. ELA interventions are provided via R180 and Lexia Power Up. There are numerous Afterschool programs for support and enrichment to address student needs. "
Student Health and Wellness:	"RCMS provides opportunities via our partnership with Mercer Street Friends to address the health and wellness needs of our students. We offer vision and dental screenings, participate in the Backpack for Hunger program, fresh fruits and vegetables, when in season, and have begin to plan for the development of a community garden. Additionally, students receive Health Education throughout the year, Physical Education and Swimming instruction. Universal Free Breakfast and Lunch are offered daily. Additionally, all students engaged in an Afterschool Program are entitle to snack. The Boys and Girl's Club provides hot dinner a number of times a month. "
Parent and Community Involvement:	"RCMS in partnership with Mercer Street Friends has developed a Parent Academy that meets monthly providing educational opportunities in areas such as: Financial Literacy, Taxes, Reading/Math support. Through a local agency we offer parents on-line job training for a variety of fields and support them in the interview process. "

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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.

Climate Surveys:	RCMS in conjunction with MSF, our Community Partner, will develop and conduct a Climate survey to identify areas we are in need of improving.
Facilities:	"RCMS was once the home of the New Lincoln School, the first All Black School in Trenton, NJ, built in 1924. The school has grown since then with separate gymnasium, pool, auditorium, and cafeteria. RCMS was once the home of the New Lincoln School, the first All Black School in Trenton, NJ, built in 1924. The school has grown since then with separate gymnasium, pool, auditorium, and cafeteria. This year the school, with the support of ETS, has taken on the renovation of the Media Center transforming it into an Innovation Lab, this is slated to open in the SPRING of 2019."
School Safety:	RCMS works closely with the School Resource Officer and on site Security to ensure student safety. There are clear protocols and procedures in place to address off task behaviors. Staff are expected to be visible and on spot for supervision during all transitions.

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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.

Technology and STEM:	RCMS is beginning the transition into a STEAM school. The Innovation Lab is under construction and will open SPRING of 2019. Staff are receiving training in various technologies and how they can enhance instruction. Some of these technologies are: Virtual Reality Goggles, Google Classroom, SMART BDs, 3 D Printers, and a production studio being incorporated into the Innovation lab. There is a Robotics Club, General Music is tied into technology (Creation of music, beats..) and a coding club is available for students.

NJ SCHOOL PERFORMANCE REPORT

LUIS MUNOZ-RIVERA MS
(21-5210-240)
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
† This indicates a table specific note,see note below table

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.

Other Information:	RCMS is open at 7:20 am for breakfast and some tutoring. The school day runs from 8:00 am to 2:30 pm. The Boys and Girls Club program runs from 2:30 to 6:00 with opportunity to go to the Centre Street Site for Dinner at 6:00pm.