

**Hazelwood Elementary School**

(23-3140-065)

Grades Offered: PK-03

2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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	Middlesex Borough School District
Principal Name	Richard Gianchiglia
Address	800 HAZELWOOD AVENUE MIDDLESEX, NJ 08846
Phone Number	732-317-6000
Email Address	gianchigliar@middlesex.k12.nj.us
Website	http://www.middlesex.k12.nj.us/msd/Hazelwood/
Twitter	https://twitter.com/Hwood_Pride



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	40	51	46
KG	59	37	43
1	46	50	40
2	42	43	45
3	45	40	40
Total	232	221	214

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.1%	45.2%	45.8%
Male	53.9%	54.8%	54.2%
Economically Disadvantaged Students	24.6%	21.7%	19.2%
Students with Disabilities	31.0%	30.3%	28.0%
English Learners	3.4%	2.7%	3.3%
Homeless Students	0.4%	0.9%	1.4%
Students in Foster Care	0.4%	0.9%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	64.7%	73.8%	67.3%
Hispanic	21.6%	14.0%	17.8%
Black or African American	3.9%	3.2%	5.6%
Asian	7.8%	6.8%	7.0%
Native Hawaiian or Pacific Islander	0.4%	0.5%	0.5%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.7%	1.8%	1.9%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	21	23	21
PK - Full Day	19	28	25
KG - Half Day	0	0	0
KG - Full Day	59	37	43

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	89.3%
Spanish	5.6%
Vietnamese	1.4%
Other Languages	3.7%



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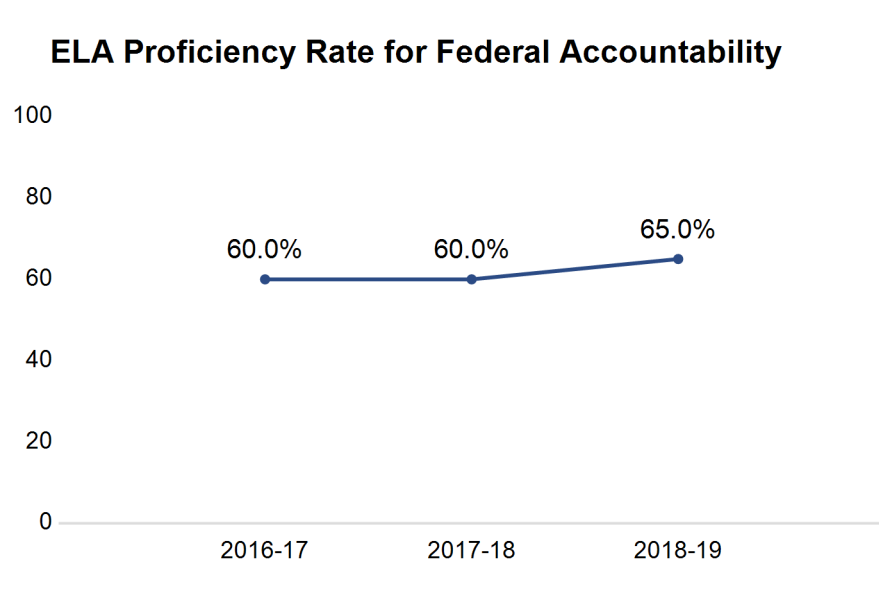
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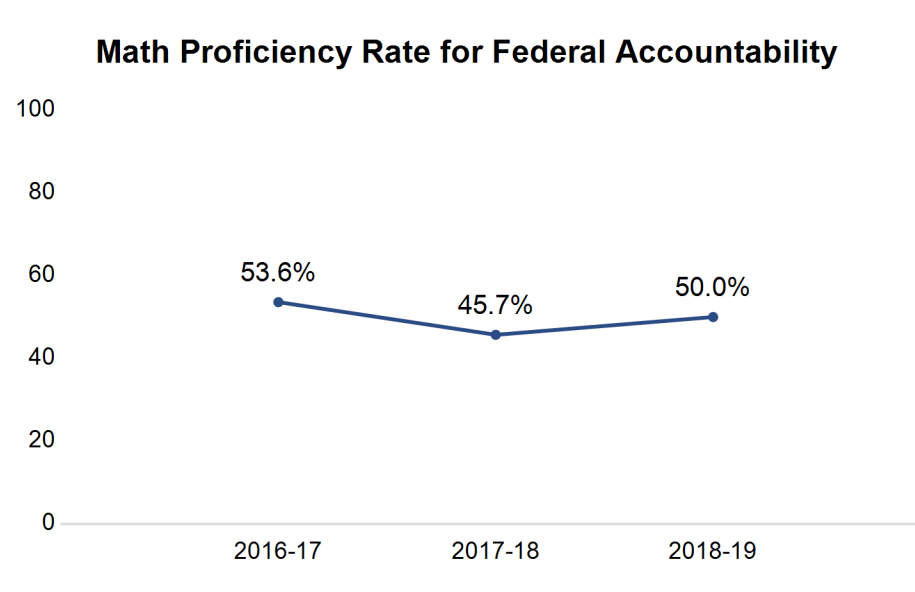
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	60.0%	60.0%	65.0%	53.6%	45.7%	50.0%
Annual Target	47.4%	49.1%	50.8%	69.2%	69.7%	70.3%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	40	100.0	65.0	58.7	57.9	65.0	50.8	Met Target
White	29	100.0	72.4	64.0	66.9	72.4	51.2	Met Target
Hispanic	*	*	*	*	43.9	*	**	**
Black or African American	*	*	*	53.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	69.8	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	20	100.0	65.0	64.2	64.8	65.0		
Male	20	100.0	65.0	53.3	51.3	65.0		
Economically Disadvantaged Students	*	*	*	46.1	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	64.3	67.9	*		
Students with Disabilities	*	*	*	24.2	22.7	*	**	**
Students without Disabilities	*	*	*	65.8	65.1	*		
English Learners	*	*	*	29.9	29.3	*	**	**
Non-English Learners	*	*	*	62.1	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

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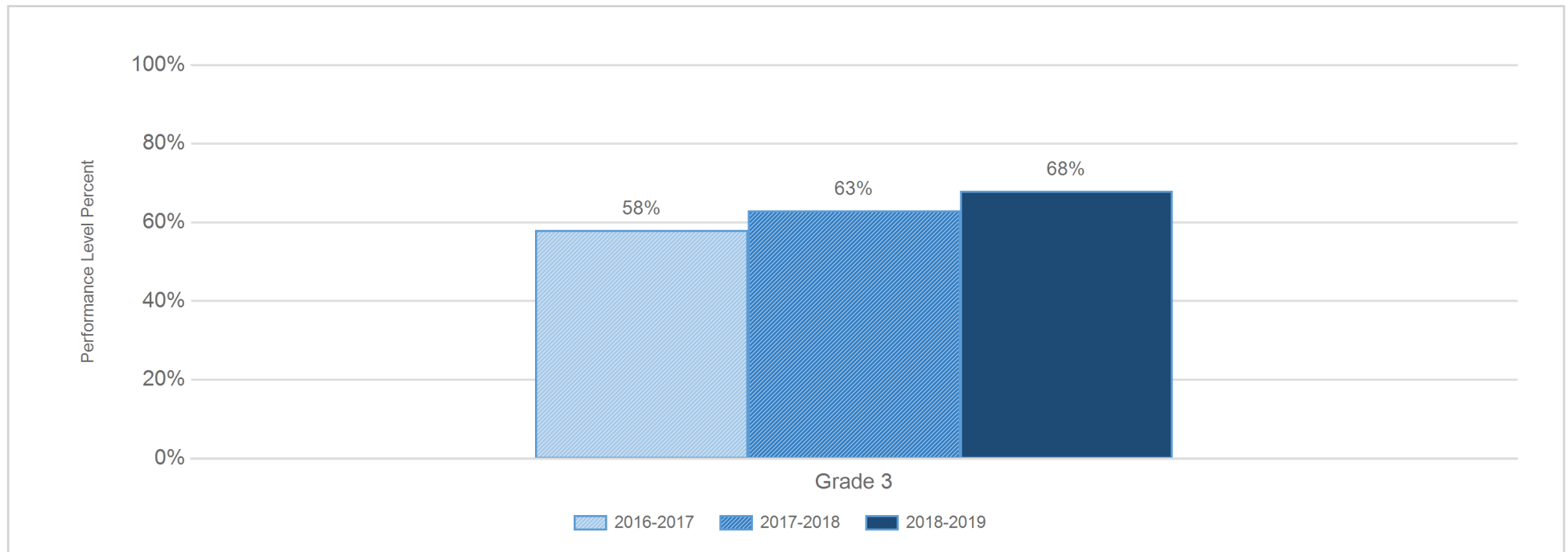
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	38	757	749	748	*	*	*	*	*	68%	50%
White	29	761	757	757	*	*	*	*	*	72%	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	*	*	735	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	19	754	752	753	*	*	*	*	*	68%	55%
Male	19	760	747	743	*	*	*	*	*	68%	46%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	755	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	719	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	*	*	713	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	40	100.0	50.0	47.7	44.5	50.0	70.3	Not Met
White	29	100.0	55.2	51.7	54.1	55.2	67.9	Met Target†
Hispanic	*	*	*	*	28.8	*	**	**
Black or African American	*	*	*	34.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.2	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	20	100.0	35.0	45.5	44.9	35.0		
Male	20	100.0	65.0	49.8	44.2	65.0		
Economically Disadvantaged Students	*	*	*	39.5	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	51.4	54.9	*		
Students with Disabilities	*	*	*	14.6	17.4	*	**	**
Students without Disabilities	*	*	*	54.6	50.0	*		
English Learners	*	*	*	36.4	25.0	*	**	**
Non-English Learners	*	*	*	49.0	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

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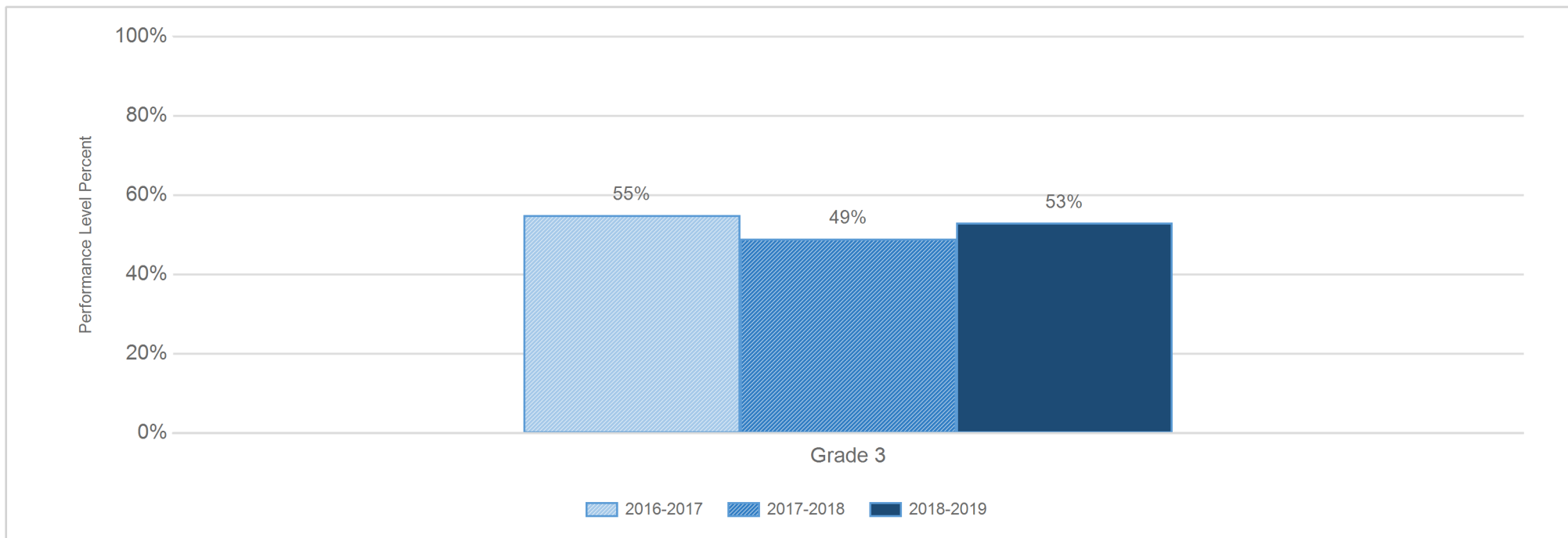
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	38	756	755	752	*	*	32%	*	*	53%	55%
White	29	756	761	760	*	*	*	*	*	55%	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	*	*	741	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	19	748	753	751	*	*	*	*	*	37%	54%
Male	19	764	758	752	*	*	*	*	*	68%	56%
Economically Disadvantaged Students	*	*	744	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	760	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	723	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	759	756	*	*	*	*	*	*	60%
English Learners	*	*	730	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	759	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
3	*	*

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† 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	*	*	*
3-4	*	*	*
5 or more	N	N	N



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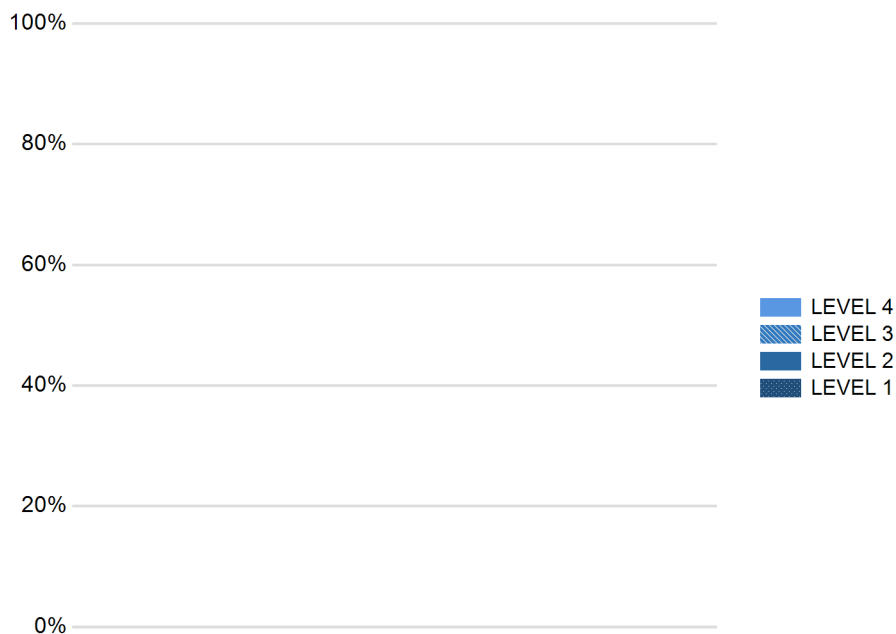
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

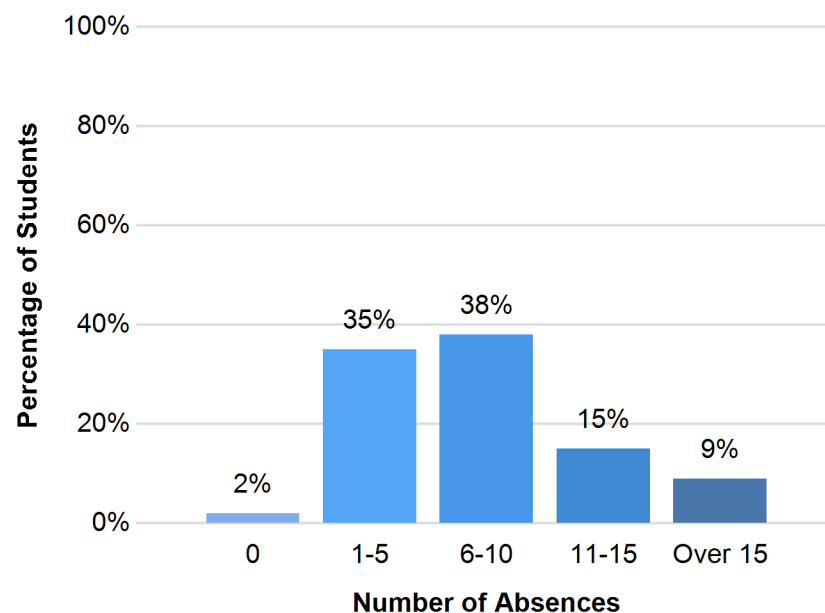
Chronic Absenteeism

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	12	7.2	9.6	Met
White	8	6.8	9.6	Met
Hispanic	0	0	9.6	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	13.3	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	7	8.5		
Male	5	5.9		
Economically Disadvantaged Students	5	17.2	9.6	Not Met
Students with Disabilities	4	13.3	9.6	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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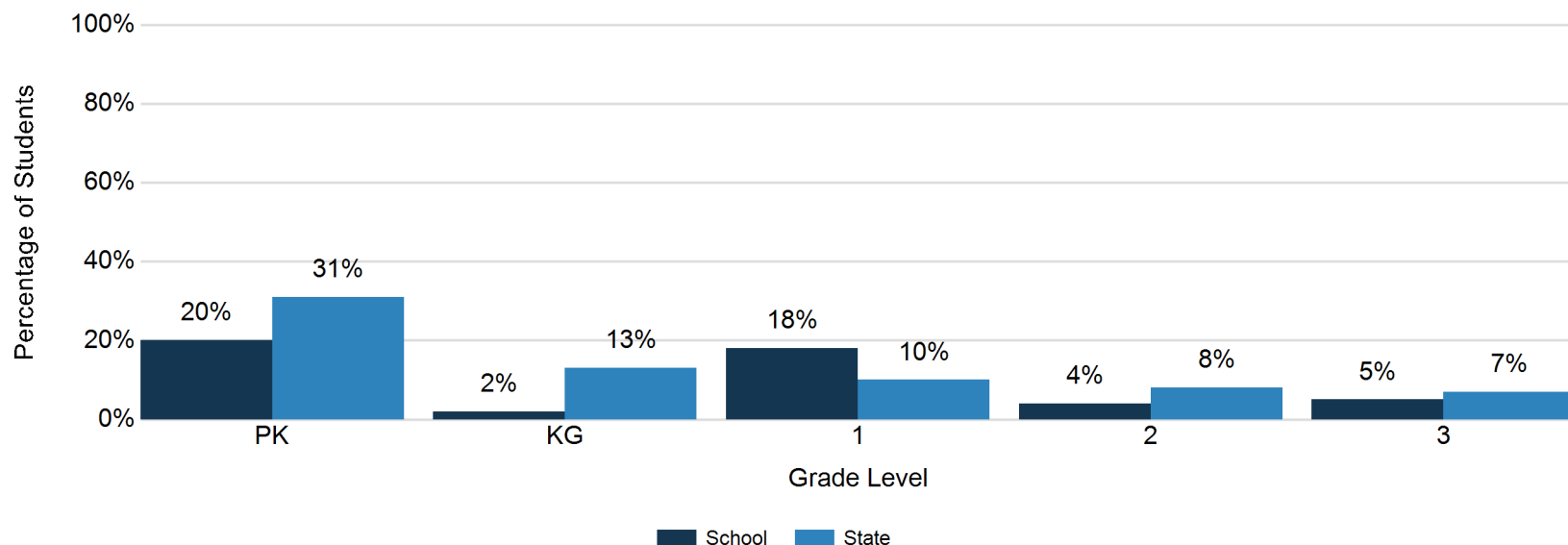
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Chronic Absenteeism by Grade

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





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2018-2019

Report Key:

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.40

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	4		4

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	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

*



Hazelwood Elementary School

(23-3140-065)

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2018-2019

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School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 5 Mins
Shared Time - Instructional Time	6 Hrs. 5 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	25	118,214
Average years experience in public schools	9.8	12.1
Average years experience in district	9.7	10.8
Percentage of Teachers with 4 or more years experience in the district	64.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,530
Average years experience in public schools	9.7	16.0
Average years experience in district	9.1	12.0
Percentage of Administrators with 4 or more years experience in the district	64.3%	76.9%

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	9:1	11:1
Students to Administrators	214:1	147:1
Teachers to Administrators	25:1	13:1
Students to Librarians/Media Specialists		1032:1
Students to Nurses		413:1
Students to Counselors		295:1
Students to Child Study Team Members		206:1



Hazelwood Elementary School

(23-3140-065)

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.8%	88.0%	0.0%	48.4%	77.1%	54.9%
Male	54.2%	12.0%	100.0%	51.6%	22.9%	45.1%
White	67.3%	88.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.8%	8.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.6%	4.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	0.0%	2.1%	0.2%	0.2%



Hazelwood Elementary School

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	87.2%	90.5%
2017-18 Administrators: Same district 2018-19	92.3%	87.9%

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
2018-19	97.2%



Hazelwood Elementary School

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Hazelwood Elementary School

(23-3140-065)

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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	60.0%	60.0%	65.0%
Math Proficiency	53.6%	45.7%	50.0%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.8%	7.6%	7.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Hazelwood Elementary School

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Not Met	**	**	**	Met	No
White	Met Target	Met Target†	**	**	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



Hazelwood Elementary School

(23-3140-065)

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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 the school or district directly.



Highlights:

- Hazelwood School is a Pre-K through Third Grade neighborhood elementary school.
- Hazelwood School implements a variety of educational programs to meet today's learner.
- Team members participate in PLC groups throughout the school year to analyze student work and achievement.



Mission, Vision, Theme:

All students can and will learn in a nurturing school environment where exploration and collaboration is encouraged and will foster a lifelong love of learning. Positive relationships are vital for student success. Our school doors will always be open to assist our families to ensure our students are growing academically, emotionally, and socially.



Awards, Recognition, Accomplishments:

Recognized By NJ Channel 12 for The Great Kindness Challenge Recognized As 2019 Most Loved Public Elementary School - By Hulafrog



Hazelwood Elementary School

(23-3140-065)

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Courses, Curriculum, Instruction:

Hazelwood School offers a wide variety of educational programs and services. All classrooms are equipped with ENO Boards and ELMO document cameras to assist the teacher. Highlighted Programs and Strategies: Guided Reading, Writer's Workshop, Go Math, Science Fusion, and Social Studies.



Hazelwood Elementary School

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Before and After School Programs:

The Middlesex Community School continues to provide before and after care for our families. The district also offers a breakfast program to families for a small fee.



Staff and Professional Learning:

Hazelwood team members continue to participate in PLCs, as well as are offered opportunity to attend professional development workshops.



Hazelwood Elementary School

(23-3140-065)

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2018-2019

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Student Supports and Services:

Hazelwood School offers the following special education programming - Two Sections of Preschool Disability, Preschool Integrated, Primary Autistic (K-3), Two Sections of Multiple Disability (K-3), and Learning and Language Disability (K-3) class.



Student Health and Wellness:

Hazelwood students participate in two days of physical education and participate in five days a week of recess.



Parent and Community Involvement:

Hazelwood School has a very active Parent Teacher Organization. Parents and volunteers play a critical role in our school.



Hazelwood Elementary School

(23-3140-065)

Grades Offered: PK-03




2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>Hazelwood School is a one floor building built in 1965.</p>
 <p>School Safety:</p>	<p>Hazelwood School has a Safety Team and a Crisis Team. Both team meet on a regular basis to ensure the safety of our students and team members.</p>



Hazelwood Elementary School

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Technology and STEM:

Hazelwood students are exposed to Stem activities during their technology instruction and various classroom activities. Third grade students use the 3D printer for final Stem projects/activities.



Early Childhood Education:

Hazelwood School offers a three year old and four year old preschool tuition program.



Hazelwood Elementary School

(23-3140-065)

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School Narrative

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Other Information

Team members embed technology in their daily lessons. We are currently have one to one in second and third grade with chromebooks. Team members use a variety social media platforms to communicate with parents and to promote the learning in their classroom. School security is taken very seriously. Team members are trained regularly.



Middlesex High School

(23-3140-050)

Grades Offered: 09-12

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Middlesex High School**

(23-3140-050)

Grades Offered: 09-12

2018-2019

Report Key:

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N No Data is available to display

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School Contact Information

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	Middlesex Borough School District
Principal Name	Alex Guzman
Address	300 JOHN F. KENNEDY DRIVE MIDDLESEX, NJ 08846-1489
Phone Number	732-317-6000
Email Address	guzmana@middlesex.k12.nj.us
Website	http://www.middlesex.k12.nj.us/msd/HS/
Twitter	https://twitter.com/MHSMiddlesexNJ



Middlesex High School
(23-3140-050)
Grades Offered: 09-12
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	159	170	165
10	141	148	165
11	161	151	149
12	147	169	148
Total	608	638	627

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.8%	53.2%	53.3%
Male	50.2%	46.8%	46.7%
Economically Disadvantaged Students	24.2%	26.0%	23.0%
Students with Disabilities	16.0%	15.5%	16.5%
English Learners	3.5%	3.8%	4.3%
Homeless Students	1.0%	0.5%	0.5%
Students in Foster Care	0.2%	0.3%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	57.2%	54.2%	53.6%
Hispanic	28.7%	30.5%	30.3%
Black or African American	6.6%	6.8%	5.7%
Asian	7.1%	6.8%	7.8%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.5%	1.6%	2.2%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	605	635	626
Shared Time Students	4	4	1
Full Time Equivalent	607	637	627

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	75.1%
Spanish	17.4%
Vietnamese	2.1%
Arabic	1.4%
Other Languages	4.0%



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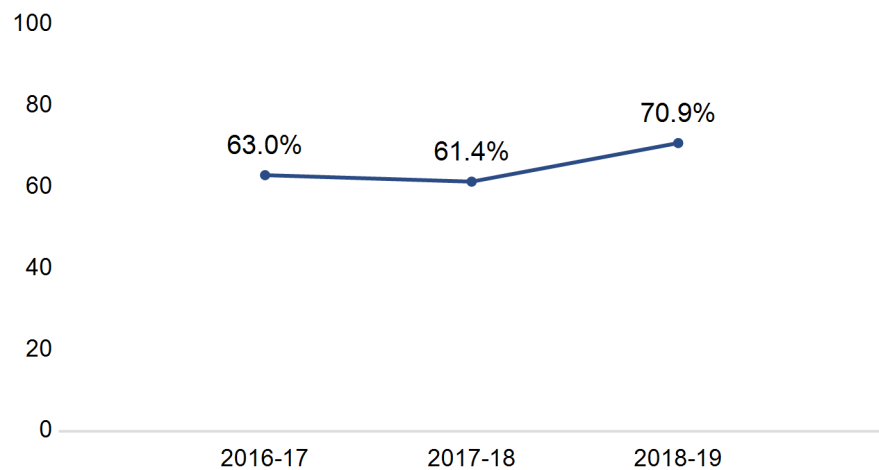
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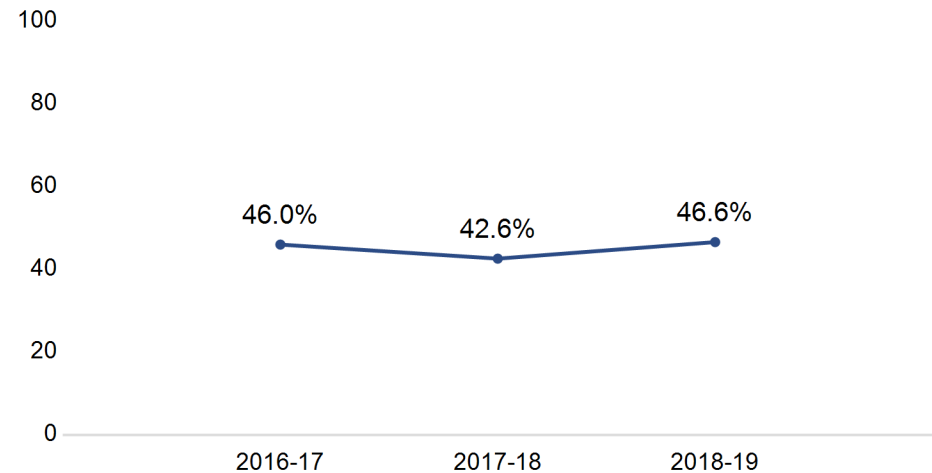
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	99.0%	99.1%	98.3%	98.7%	99.4%
Proficiency Rate for Federal Accountability	63.0%	61.4%	70.9%	46.0%	42.6%	46.6%
Annual Target	59.3%	60.4%	61.5%	45.4%	47.2%	49.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	316	99.1	70.9	58.7	57.9	70.9	61.5	Met Target
White	170	98.3	76.5	64.0	66.9	76.5	63.9	Met Target
Hispanic	95	100.0	57.9	*	43.9	57.9	60.5	Met Target†
Black or African American	*	*	*	53.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	24	100.0	91.7	69.8	82.9	91.7	72.4	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	173	99.4	76.3	64.2	64.8	76.3		
Male	143	98.6	64.3	53.3	51.3	64.3		
Economically Disadvantaged Students	71	96.0	53.5	46.1	40.0	53.5	49.2	Met Target
Non-Economically Disadvantaged Students	245	100.0	75.9	64.3	67.9	75.9		
Students with Disabilities	45	100.0	35.6	24.2	22.7	35.6	22.6	Met Target
Students without Disabilities	271	98.9	76.8	65.8	65.1	76.8		
English Learners	15	100.0	26.7	29.9	29.3	26.7	**	**
Non-English Learners	301	99.0	73.1	62.1	60.6	73.1		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



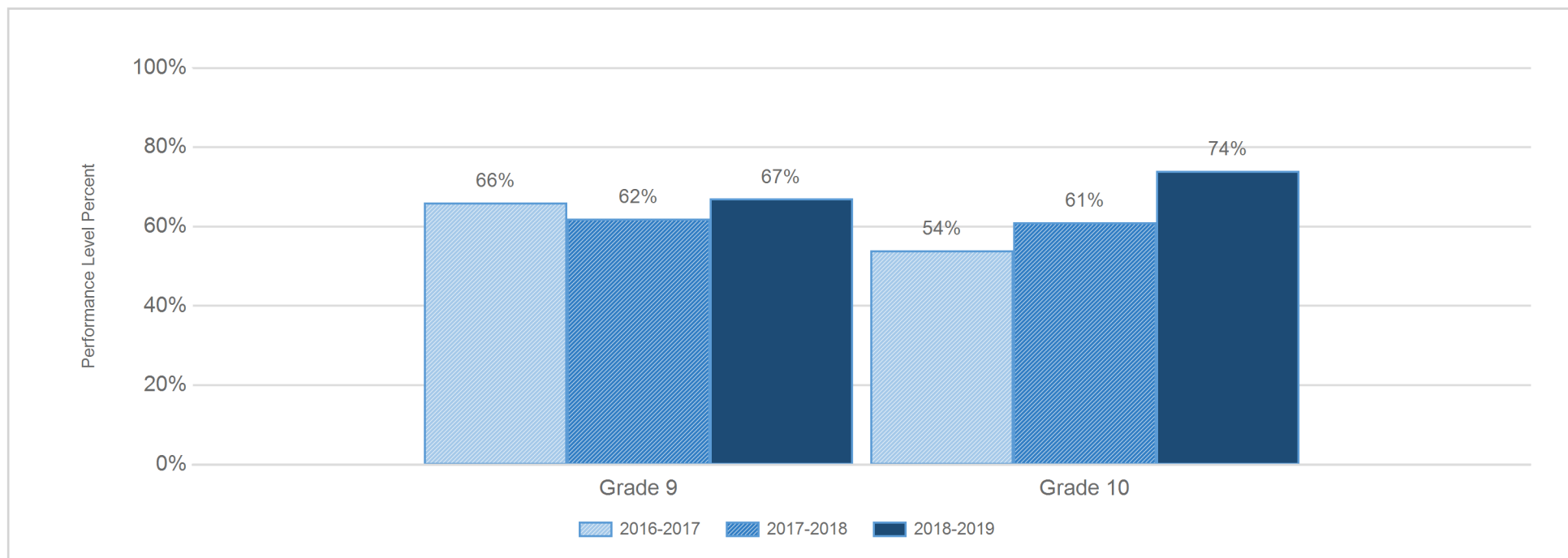
Middlesex High School
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	159	761	761	753	6%	10%	16%	48%	19%	67%	56%
White	90	761	761	762	*	*	14%	54%	17%	71%	65%
Hispanic	47	753	753	737	*	*	28%	*	*	51%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	10	795	795	783	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	83	764	764	760	*	*	*	49%	22%	71%	63%
Male	76	758	758	746	*	*	*	47%	16%	63%	49%
Economically Disadvantaged Students	33	747	747	734	*	*	*	*	*	48%	36%
Non-Economically Disadvantaged Students	126	765	765	762	*	*	*	*	*	72%	65%
Students with Disabilities	24	737	737	717	*	*	*	*	*	29%	17%
Students without Disabilities	135	765	765	760	*	*	*	*	*	74%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	156	774	774	757	*	10%	*	33%	41%	74%	58%
White	80	782	782	767	*	*	*	38%	45%	83%	67%
Hispanic	47	765	765	738	*	*	*	23%	40%	64%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	14	779	779	792	*	*	0%	*	*	86%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	90	780	780	766	*	*	*	36%	46%	81%	66%
Male	66	766	766	749	*	*	*	30%	35%	65%	51%
Economically Disadvantaged Students	37	760	760	735	*	*	*	30%	27%	57%	40%
Non-Economically Disadvantaged Students	119	778	778	767	*	*	*	34%	45%	80%	67%
Students with Disabilities	19	731	731	711	*	*	*	*	*	42%	19%
Students without Disabilities	137	780	780	765	*	*	*	*	*	79%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	326	99.4	46.6	47.7	44.5	46.6	49.1	Met Target†
White	173	98.9	49.1	51.7	54.1	49.1	51.8	Met Target†
Hispanic	100	100.0	43.0	*	28.8	43.0	47.2	Met Target†
Black or African American	*	*	*	34.1	23.0	*	41.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	25	100.0	56.0	63.2	76.5	56.0	64.8	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	177	100.0	47.5	45.5	44.9	47.5		
Male	149	98.7	45.6	49.8	44.2	45.6		
Economically Disadvantaged Students	79	97.6	34.2	39.5	26.3	34.2	41.2	Met Target†
Non-Economically Disadvantaged Students	247	100.0	50.6	51.4	54.9	50.6		
Students with Disabilities	50	100.0	10.0	14.6	17.4	10.0	22.6	Not Met
Students without Disabilities	276	99.3	53.3	54.6	50.0	53.3		
English Learners	15	100.0	40.0	36.4	25.0	40.0	**	**
Non-English Learners	311	99.4	46.9	49.0	46.5	46.9		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



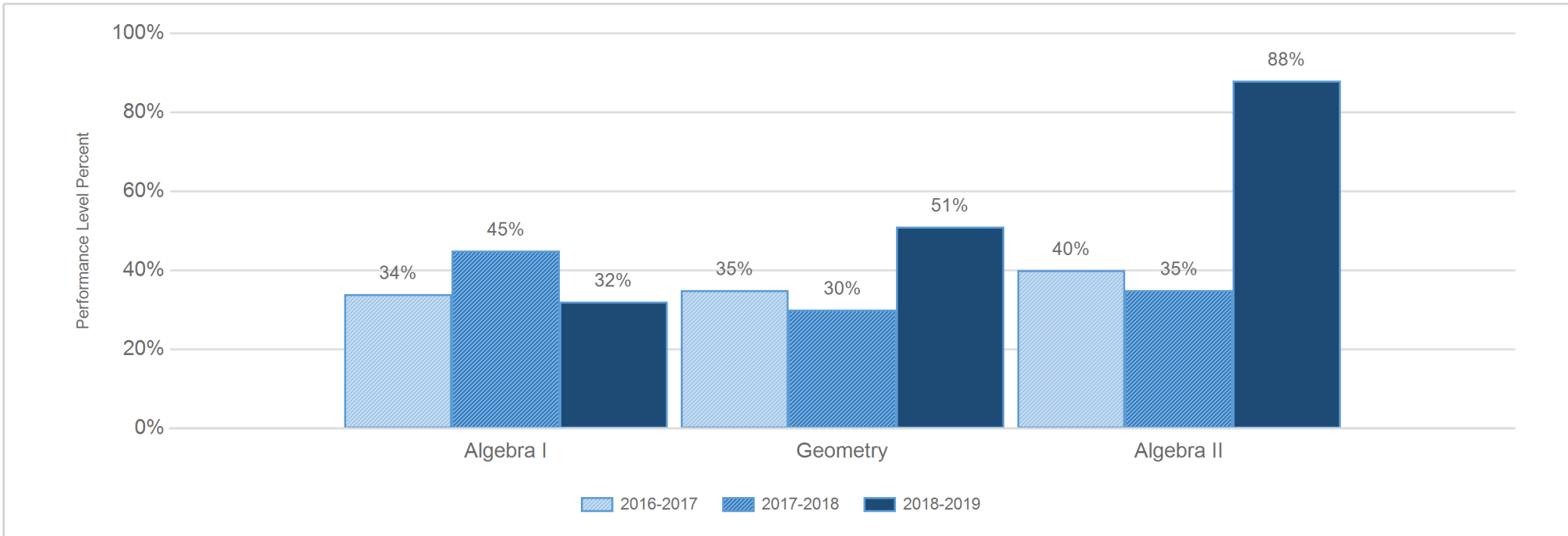
Middlesex High School
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2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	177	737	747	744	7%	28%	32%	32%	0%	32%	42%
White	88	740	753	752	*	*	35%	36%	0%	36%	53%
Hispanic	63	732	739	728	*	33%	*	29%	0%	29%	24%
Black or African American	14	735	735	725	0%	*	*	*	*	21%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	104	738	747	745	*	*	*	33%	0%	33%	44%
Male	73	735	748	743	*	*	*	32%	0%	32%	41%
Economically Disadvantaged Students	49	730	738	727	*	*	35%	*	*	20%	23%
Non-Economically Disadvantaged Students	128	740	751	752	*	*	31%	*	*	37%	52%
Students with Disabilities	26	716	*	717	*	*	*	*	*	*	12%
Students without Disabilities	151	740	*	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	99	745	745	737	*	*	31%	51%	0%	51%	35%
White	60	744	744	743	*	*	30%	52%	0%	52%	43%
Hispanic	21	741	741	724	*	*	*	*	*	43%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	10	753	753	762	*	0%	*	*	*	60%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	44	744	744	738	*	*	30%	55%	0%	55%	36%
Male	55	745	745	736	*	*	33%	47%	0%	47%	34%
Economically Disadvantaged Students	17	740	740	722	*	*	*	*	*	41%	16%
Non-Economically Disadvantaged Students	82	746	746	743	*	*	*	*	*	52%	43%
Students with Disabilities	20	722	722	712	*	*	*	*	*	15%	*
Students without Disabilities	79	750	750	741	*	*	*	*	*	59%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	49	778	778	755	*	*	*	*	*	88%	58%
White	25	782	782	758	0%	*	*	*	*	88%	62%
Hispanic	15	782	782	731	0%	0%	*	*	*	93%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	29	777	777	752	*	*	*	*	*	90%	55%
Male	20	779	779	758	*	*	*	*	*	85%	62%
Economically Disadvantaged Students	12	763	763	729	*	*	*	*	*	67%	32%
Non-Economically Disadvantaged Students	37	783	783	761	*	*	*	*	*	95%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	49	778	778	755	*	*	*	*	*	88%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
9	N	N
10	N	N
11	*	*

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.0%	**	**

† 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	17	82.4%	17.6%
3-4	*	*	*
5 or more	*	*	*



Middlesex High School
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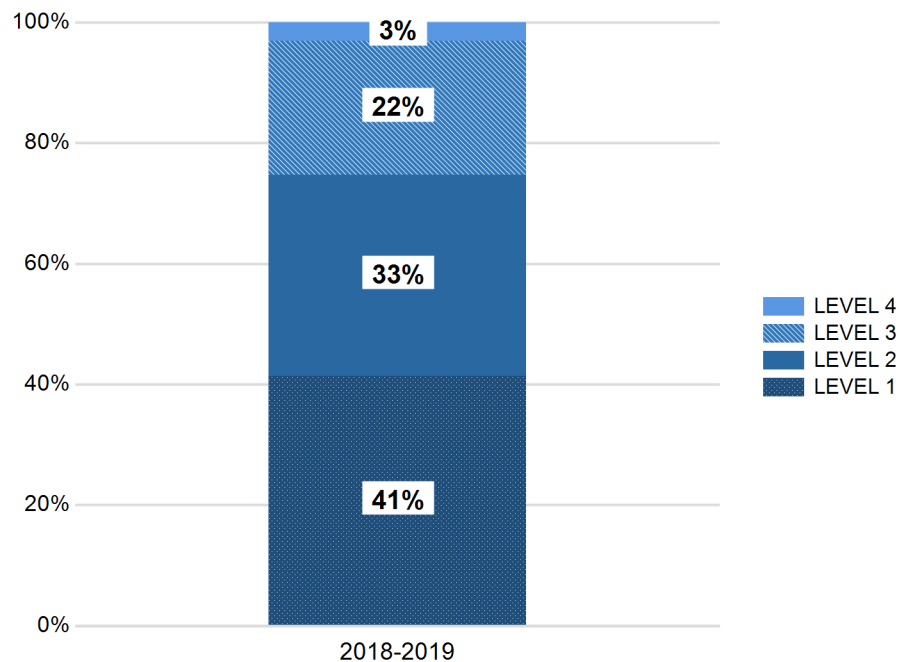
Report Key:

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	41	33	22	3
White	35	39	23	3
Hispanic	49	30	19	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	44	25	19	13
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	46	30	22	2
Male	36	36	23	5
Economically Disadvantaged Students	50	32	12	6
Non-Economically Disadvantaged Students	39	33	26	3
Students with Disabilities	67	25	8	0
Students without Disabilities	37	34	25	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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2018-2019

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	99.5%	84.5%
12th graders taking SAT in 2018-19 or prior years	75.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	8.1%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	469	476	Grade 10: 430 Grade 11: 460	62%	61%
PSAT 10/NMSQT - Math	481	477	Grade 10: 480 Grade 11: 510	46%	43%
SAT - Reading and Writing	536	539	480	72%	70%
SAT - Math	565	541	530	71%	53%
ACT - Reading	22	25	22	58%	66%
ACT - English	21	24	18	75%	81%
ACT - Math	23	24	22	67%	65%
ACT - Science	21	24	23	50%	57%



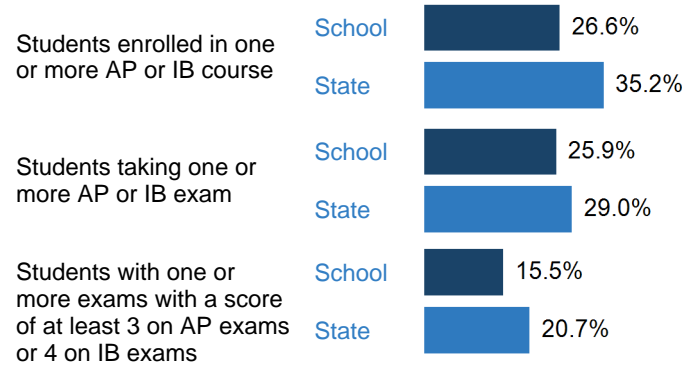
Middlesex High School
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

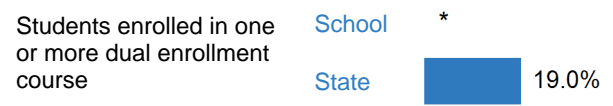
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	24	20
AP Calculus AB	20	20
AP Chemistry	9	7
AP English Language and Composition	20	20
AP English Literature and Composition	8	8
AP Environmental Science	22	22
AP European History	8	8
AP Physics 1	23	23
AP Spanish Language	19	19
AP U.S. History	7	7
Total Exams taken		154
Exams with scores of at least 3 on AP exams or 4 on IB exams		76



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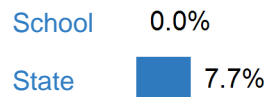
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants

(completed only one course in an approved CTE program)

**CTE Concentrators**

(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	*	7.7%	10.3%
White	0.0%	*	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	*	7.3%	10.6%
Male	0.0%	*	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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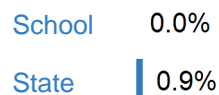
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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Manufacturing	*		
Total (All Clusters)	*	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	127	44	1	0	0	0	0
10	7	130	50	0	0	0	0
11	0	9	105	22	0	0	15
12	1	0	9	31	39	0	54
Total	135	183	165	53	39	0	69
Enrolled in AP/IB Course					20	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	169	0	3	0	0	0
10	6	162	3	0	0	0
11	3	13	84	6	58	13
12	25	4	5	32	8	80
Total	203	179	95	38	66	93
Enrolled in AP/IB Course	24	9		22	23	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	166	6	0	0	0	7
10	5	164	0	1	1	156
11	1	148	0	30	30	17
12	2	11	0	35	33	33
Total	174	329	0	66	64	213
Enrolled in AP/IB Course	0	7	0	0		8
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	132	33	0	0	0	0	0
10	128	28	0	0	0	0	0
11	72	19	0	0	0	0	0
12	47	10	0	0	0	0	0
Total	379	90	0	0	0	0	0
Enrolled in AP/IB Course	19	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	123	46	0	0	0	0	0



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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	15	0	0	0	0	0
10	5	0	0	0	0	0
11	4	0	0	0	0	0
12	10	0	0	0	0	0
Total	34	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

**Middlesex High School**

(23-3140-050)

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2018-2019

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Spanish	*
Total	*



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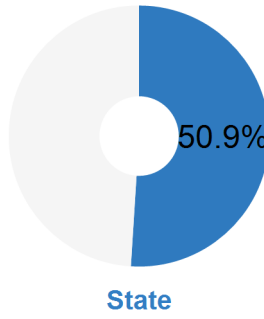
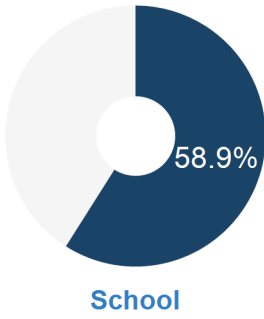
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Visual and Performing Arts – Course Participation

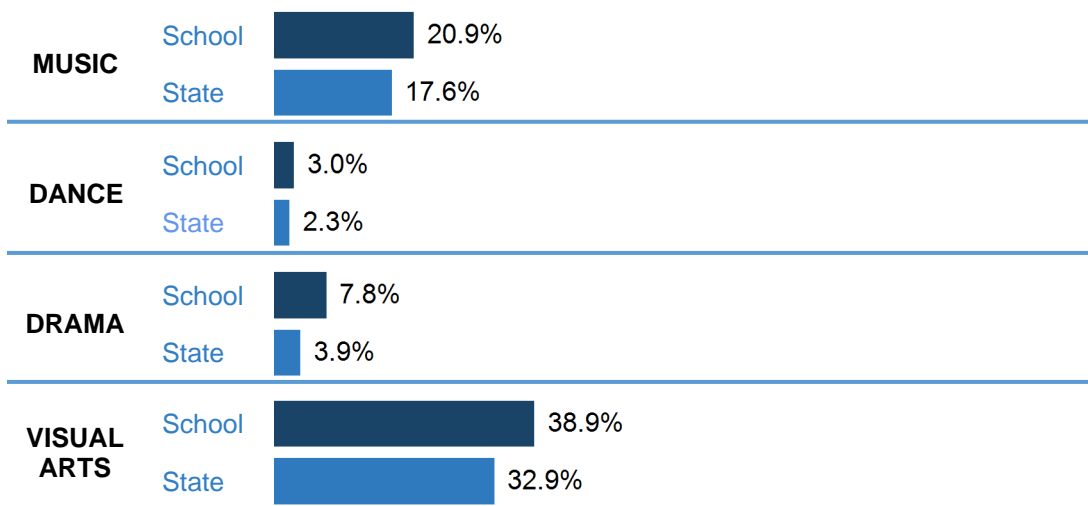
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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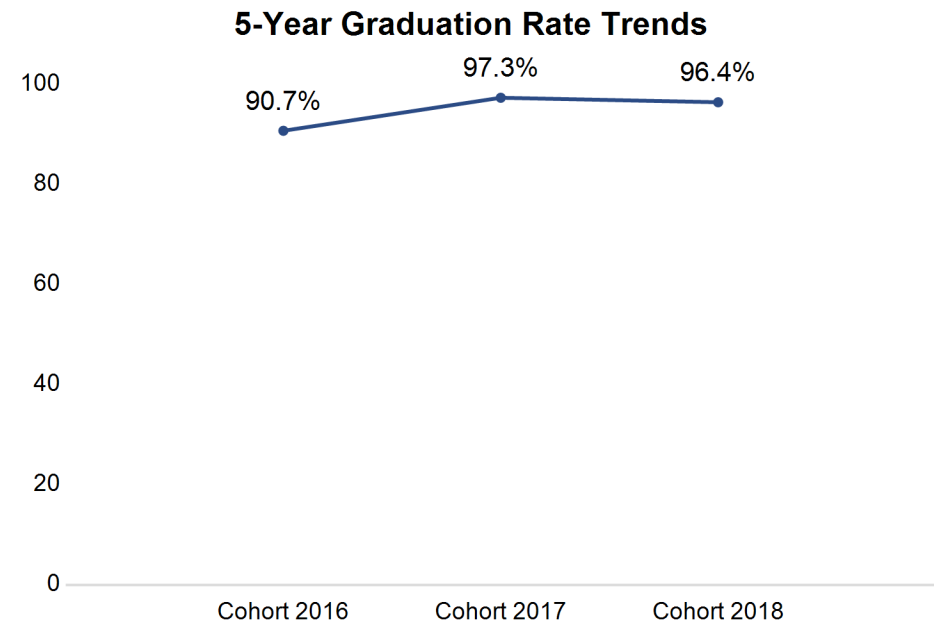
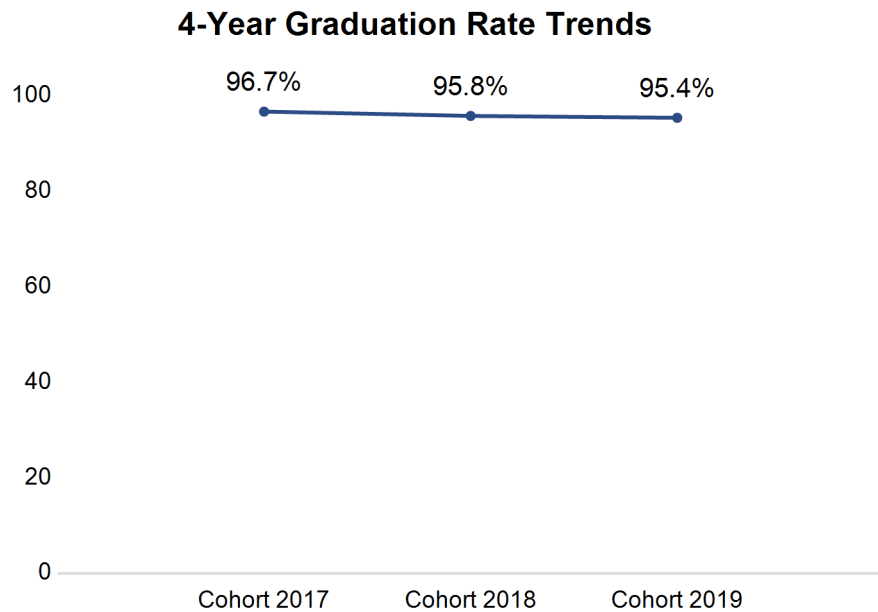
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	96.7%	95.8%	95.4%	90.7%	97.3%	96.4%
Annual Target	N	N		93.5%	N	
Met Annual Target?	Met Goal	Met Goal		Not Met	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	95.4%	90.6%	96.4%	92.5%	95.8%	N	Met Goal	97.3%	N	Met Goal
White	95.7%	94.9%	95.9%	95.9%	95.9%	N	Met Goal	97.8%	N	Met Goal
Hispanic	97.4%	84.5%	97.9%	87.3%	95.8%	N	Met Goal	97.3%	N	Met Goal
Black or African American	*	83.3%	100.0%	87.1%	100.0%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	*	94.2%	*	**	**	*	**	**
Female	97.4%	92.8%	96.5%	94.4%	95.3%			96.8%		
Male	93.2%	88.5%	96.3%	90.8%	96.3%			97.7%		
Economically Disadvantaged Students	82.1%	84.0%	92.2%	87.3%	92.2%	85.5%	Met Target	93.9%	88.5%	Met Target
Students with Disabilities	87.0%	79.2%	85.7%	83.8%	81.0%	65.8%	Met Target	92.9%	88.1%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	79.2%	75.7%
Substitute Competency Test	16.0%	17.4%
Portfolio Appeals Process	2.8%	2.8%
Alternate Requirements specified in IEP	2.1%	4.2%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.6%	1.2%
2017-2018	0.0%	1.2%
2016-2017	1.0%	1.1%



Middlesex High School
(23-3140-050)
Grades Offered: 09-12
2018-2019

Report Key:

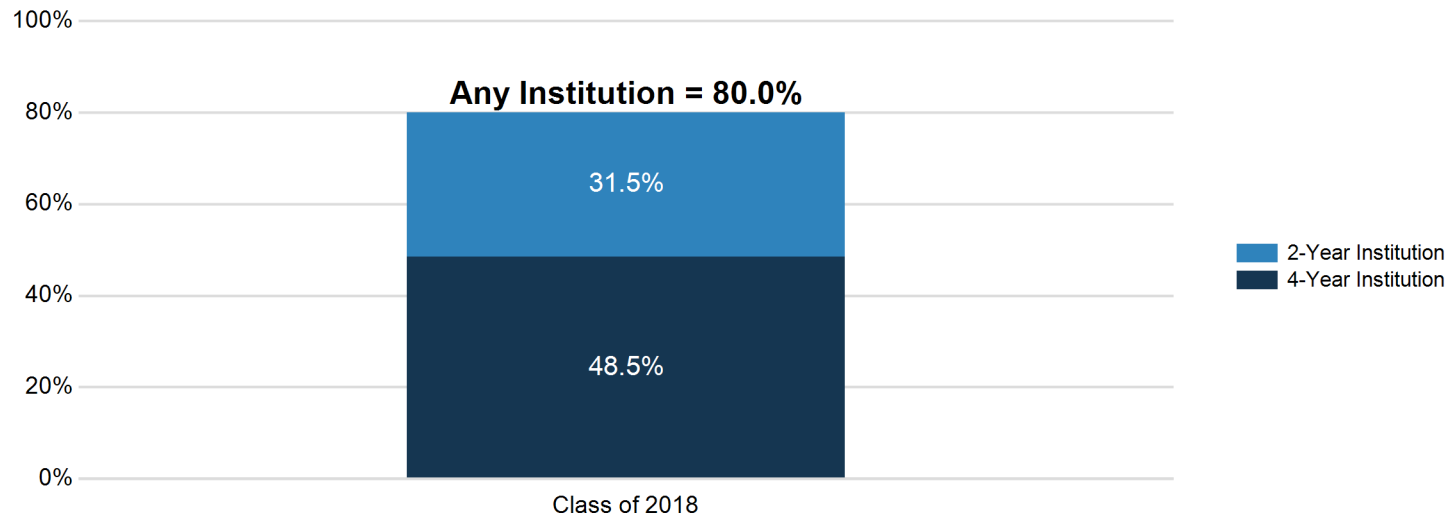
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	31.5%
% Enrolled in 4-Year Institution	48.5%
% Enrolled in Any Postsecondary Institution	80.0%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	75.2%	33.9%	66.1%
White	80.2%	33.3%	66.7%
Hispanic	65%	38.5%	61.5%
Black or African American	80%	37.5%	62.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	42.9%	33.3%	66.7%
Students with Disabilities	52.2%	58.3%	41.7%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	80%	39.4%	60.6%	72.7%	27.3%	75%	25%
White	84.8%	39.7%	60.3%	78.2%	21.8%	69.2%	30.8%
Hispanic	80.4%	43.9%	56.1%	70.7%	29.3%	85.4%	14.6%
Black or African American	45.5%	40%	60%	60%	40%	60%	40%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	71.1%	50%	50%	71.9%	28.1%	87.5%	12.5%
Students with Disabilities	40.9%	77.8%	22.2%	100%	0%	88.9%	11.1%
English Learners	*	*	*	*	*	*	*



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

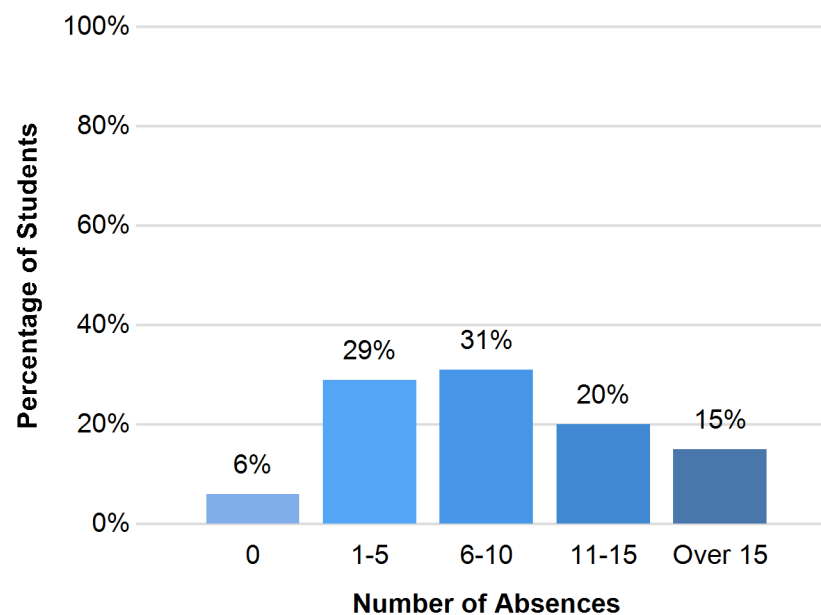
Chronic Absenteeism

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	67	10.6	14.2	Met
White	37	10.9	14.2	Met
Hispanic	24	12.5	14.2	Met
Black or African American	3	8.6	14.2	Met
Asian, Native Hawaiian, or Pacific	3	5.9	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	43	12.8		
Male	24	8.1		
Economically Disadvantaged Students	25	17.4	14.2	Not Met
Students with Disabilities	19	17.4	14.2	Not Met
English Learners	4	14.8	14.2	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Middlesex High School

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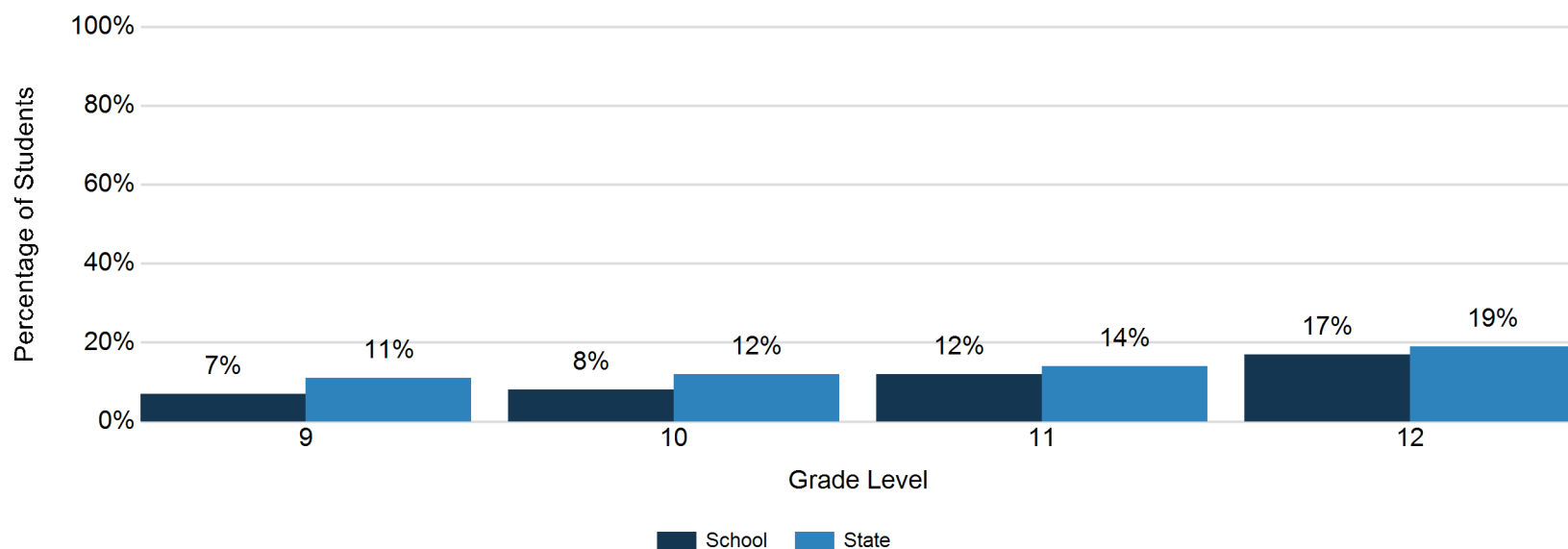
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	5
Weapons	0
Vandalism	0
Substances	13
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	23
Incidents Per 100 Students Enrolled	3.67

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	2
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	3

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	2	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	2	0	2
Disability	0	0	0
Other	2	3	5
No Identified Nature	3		3

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	13	2.1%
Out-of-School Suspensions	28	4.5%
Any Suspension	38	6.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
120

**Middlesex High School**

(23-3140-050)

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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	8:00 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 24 Mins
Shared Time - Instructional Time	5 Hrs. 24 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	63	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	11.8	10.8
Percentage of Teachers with 4 or more years experience in the district	74.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,530
Average years experience in public schools	9.7	16.0
Average years experience in district	9.1	12.0
Percentage of Administrators with 4 or more years experience in the district	64.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	313:1	147:1
Teachers to Administrators	32:1	13:1
Students to Librarians/Media Specialists		1032:1
Students to Nurses		413:1
Students to Counselors		295:1
Students to Child Study Team Members		206:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	53.3%	55.6%	0.0%	48.4%	77.1%	54.9%
Male	46.7%	44.4%	100.0%	51.6%	22.9%	45.1%
White	53.6%	87.3%	50.0%	42.4%	83.6%	77.4%
Hispanic	30.3%	11.1%	50.0%	29.9%	7.3%	7.2%
Black or African American	5.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	1.6%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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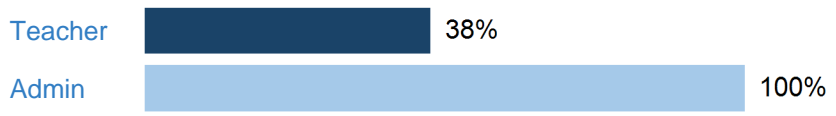
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

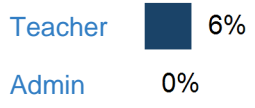
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	87.2%	90.5%
2017-18 Administrators: Same district 2018-19	92.3%	87.9%

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
2018-19	96.3%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

- Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	63.0%	61.4%	70.9%
Math Proficiency	46.0%	42.6%	46.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.7%	95.8%	95.4%
5-Year Graduation Rate†	90.7%	97.3%	96.4%
Progress toward English Language Proficiency		68.8%	50.0%
Chronic Absenteeism	7.9%	12.7%	10.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Goal	Met Goal	**	Met	No
White	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target†	Met Target†	Met Goal	Met Goal	n/a	Met	No
Black or African American	**	Not Met	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	**	**	**	Not Met	No

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



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2018-2019

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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 the school or district directly.



Highlights:

- MHS has a teaching staff of 65+ members which is the strength of the school. A fine mixture of teachers with varying levels of degree and experience has created a vibrant and caring staff.
- The curriculum at MHS continues to evolve to meet the needs of all students to be successful in our global and technological society.
- MHS has 12 Advanced Placement course offerings MHS has a 1:1 Chromebook Initiative MHS offers over 25 academic and interest clubs



Mission, Vision, Theme:

Middlesex High School believes all students are leaders. We are here to help develop all students to their full potential. As part of the Middlesex community, students, staff and parents take pride in our school and are confident in their abilities to face challenges; compassionate and respectful of themselves and others, and committed to overall excellence in a diverse world.



Awards, Recognition, Accomplishments:

Middlesex High School offers a comprehensive academic program and has established connections with local NJ universities and colleges to enhance the high school experience. MHS offers 12 AP courses, and the College Board has recognized AP Scholars and AP Scholars with Distinction. Visual and Performing Art students have performed on various stages. MHS has a great relationship with Alumni who return to support all aspects of the educational program. Student leadership opportunities are provided by Middlesex Elks, local businesses and community organizations.






Middlesex High School
(23-3140-050)
Grades Offered: 09-12
2018-2019

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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Through our challenging College Prep, Honors, and Advanced Placement core academic courses and electives, our rigorous curriculum reflects both college and career readiness standards that engage students in comprehensive learning experiences and develop their skills of learning, thinking, problem-solving, collaboration, creativity, critical thinking, citizenship, compassion and character in order to flourish in today's complex world.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Coed), Golf (Coed), Ice Hockey (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed)</p> <p>The 2018-19 school year was another success for the athletic programs at Middlesex High School. We had 3 teams earn a Division Championship (Girls Cross Country, Girls Basketball and Baseball) and baseball tacked on another Central Jersey Group 1 title. Our football team qualified for the Central Jersey Group 1 playoffs for the 2nd consecutive season and our girls basketball team won their annual holiday tournament and finished the season as Central Jersey Group 1 runner up. In addition to the team success, we had many student-athletes earn post-season accolades ranging from All-Division t In addition to all of our team success, we had many major individual accomplishments. We saw 9 sectional track and field champions, two Group 1 track and field champions, a wrestling state place finisher and a boys tennis state qualifier. Another significant accomplishment was that 11 of our seniors committed to continuing their academic and athletic careers at a 4-year college or university</p>
 <p>Clubs and Activities:</p>	<p>Listed below are co-curricular clubs offered at Middlesex HS. Most of our clubs participate in fundraisers for a host of charities. MHS is proud of the community service and philanthropy promoted in these club activities. Anime Club Environmental Club Fashion Club Gay Straight Alliance Club Math League Literary Magazine Model UN Club National Honor Society Academic Team Amnesty International Musical Choreographer Pep Band PRIDE Team Varsity Singers Multi-Media Club Fall Drama Future Business Leaders (FBLA) Key Club Visual Arts Enrichment Yearbook Club Weight Room Club Italian Heritage Club Film Study Club Yoga Club Student Council Tabletop Gaming Touring Choir Girls Who Code PIT Band Library Book Club Youth and Government Musical Mock Trial Theatre Tech Peer Leadership</p>






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 <p>Before and After School Programs:</p>	<p>MHS students have opportunities for academic enrichment before and after school hours with the support of teaching staff and peer-tutoring. Our media center is open before and after school hours for student academic support as well as our physical fitness rooms for students' health and wellness.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional learning in place at MHS is based on continuous improvement, promotes collective responsibility, and supports the alignment of individual, team, school, and district goals. Teachers in Professional Learning Communities convene regularly and engage in collaborative professional learning to strengthen their practice and increase student growth.</p>
 <p>Postsecondary Information:</p>	<p>The Counseling Staff of MHS is pleased to report that recent graduates have included AP Scholars and AP Scholars with Distinction. Students attend such prestigious universities as Boston College, Clemson, University of Delaware, Drexel, Fordham, La Salle, Moravian College, Penn State, Temple, University of Alabama, University of Rhode Island, University of Vermont, Wilkes, Arizona State, American University, DeSales University, University of Tennessee, Virginia Tech; and in NJ: Fairleigh Dickinson, Kean, Montclair, Monmouth, NJIT, Rider, Rowan Rutgers, Seton Hall, St. Peter's, Stockton, TCNJ and William Paterson</p>






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 <p>Student Supports and Services:</p>	<p>The Sheltered Instruction Observation Protocol (SIOP) model is implemented in response to appropriately address the unique academic and language development needs of English Language Learners. Project ACT serves to provide students with the skills, knowledge, and experiences they need to better prepare themselves to become active, productive members of society through exposure to community and vocational experiences and instruction in self-awareness and self-advocacy.</p>
 <p>Student Health and Wellness:</p>	<p>Student health and wellness programs at MHS strive to empower adolescent and young adult students to make informed decisions about their physical and emotional well-being in order to promote lifelong health. Through counseling, health education, prevention services, and co-curricular educational opportunities, the counselors, nurse, SRO, and teachers assist students in achieving success in their academic experience and life goals.</p>
 <p>Parent and Community Involvement:</p>	<p>Middlesex HS is proud of our community support. We have several parent groups and booster clubs supporting our clubs and athletics, as well as focus groups that provide feedback on district initiatives. The Blue Jay Collaborative is a parent advisory group established as one of many ways the high school administration shares their thinking, collaborates with, and gathers input from parents. Monthly meetings are held to hold productive, honest conversations. Feedback is one of the essential elements of good communication. The Blue Jay Collaborative assists the administration with developing agendas that include topics of interest for future meetings. Parents are also informed of MHS experiences through a biweekly online newsletter called the Blue Jay Broadcast.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Middlesex High School administers yearly surveys and focus groups to provide students a voice. We believe our high school is a dynamic social learning environment and are consistently developing practices to identify and prevent at-risk student behavior and develop the whole child.</p>
 <p>Facilities:</p>	<p>MHS is located on an attractive sixteen-acre site bordered by "Green Acres" parkland, which complements the school setting. MHS made significant renovations to the gymnasium, media center, auditorium and computer labs. The building houses 4 computer labs, multipurpose room, Family & Consumer Science suites, woodshop, weight and wrestling rooms, art rooms, band and chorus rooms. MHS houses 600+ students in grades 9-12 and the office space for the Superintendent of Schools and district administrative offices.</p>
 <p>School Safety:</p>	<p>School safety is the responsibility of everyone – administrators, faculty, staff, students, parents, and the community. We, as a school community, reach out to community members - law enforcement, the fire department, the medical community, human service agencies, emergency personnel, and the business community - to ensure the safety of our students and staff.</p>



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Technology and STEM:

Middlesex High School offers students opportunities to explore the STEM disciplines through several activities scheduled throughout the year; i.e. Hour of Code, and Engineering Month. The high school also offers a Material Science and Engineering (MSE) course. This course aims to provide the student with hands-on experiences in material science through laboratory experiments that explore the properties of materials and the interplay between processing and performance. Students design and conduct experiments that probe material properties, apply math, science, & engineering concepts to the analysis of experimental data, and apply a methodology for materials selection to engineering problems. It will prepare students to become technological thinkers and innovators through practical applications of math, science, and technology (STEM).



Early Childhood Education:

Middlesex HS has had the unique opportunity to integrate a preschool program into the existing "Child Care Professional" high school course. This allows high school students to work hands-on with preschool children through synchronized lesson planning; one set of lessons for the toddlers and one set for the high school students working with them. This affords the HS students to determine in HS their aptitude for a career in childcare and early childhood education.



Parker Elementary School
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2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



Parker Elementary School
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School Contact Information

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	Middlesex Borough School District
Principal Name	Dr. Remi Christofferson
Address	SOUTH LINCOLN AVENUE MIDDLESEX, NJ 08846
Phone Number	732-317-6000
Email Address	christoffersonr@middlesex.k12.nj.us
Website	http://www.middlesex.k12.nj.us/msd/Parker/
Facebook	https://www.facebook.com/ParkerElementarySchoolPTO
Twitter	https://twitter.com/DrChris4Kids



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	52	49	48
1	66	52	49
2	54	70	50
3	50	50	68
Total	222	221	215

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	52.7%	52.5%	52.1%
Male	47.3%	47.5%	47.9%
Economically Disadvantaged Students	52.3%	52.5%	52.1%
Students with Disabilities	10.8%	13.1%	10.2%
English Learners	24.3%	34.8%	30.7%
Homeless Students	0.9%	0.5%	1.9%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	30.6%	30.3%	28.4%
Hispanic	50.9%	46.6%	48.4%
Black or African American	6.3%	6.8%	7.0%
Asian	9.9%	11.8%	13.0%
Native Hawaiian or Pacific Islander	0.0%	0.9%	0.9%
American Indian or Alaska Native	0.0%	0.5%	0.0%
Two or More Races	2.3%	3.2%	2.3%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	52	49	48

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	43.3%
Spanish	37.7%
Arabic	6.5%
Urdu	2.3%
Vietnamese	2.3%
Other Languages	7.9%



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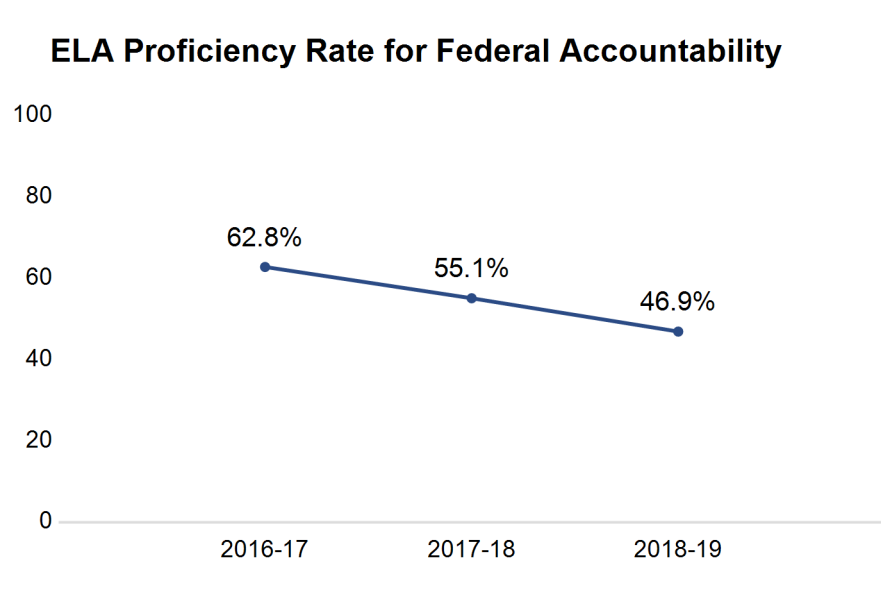
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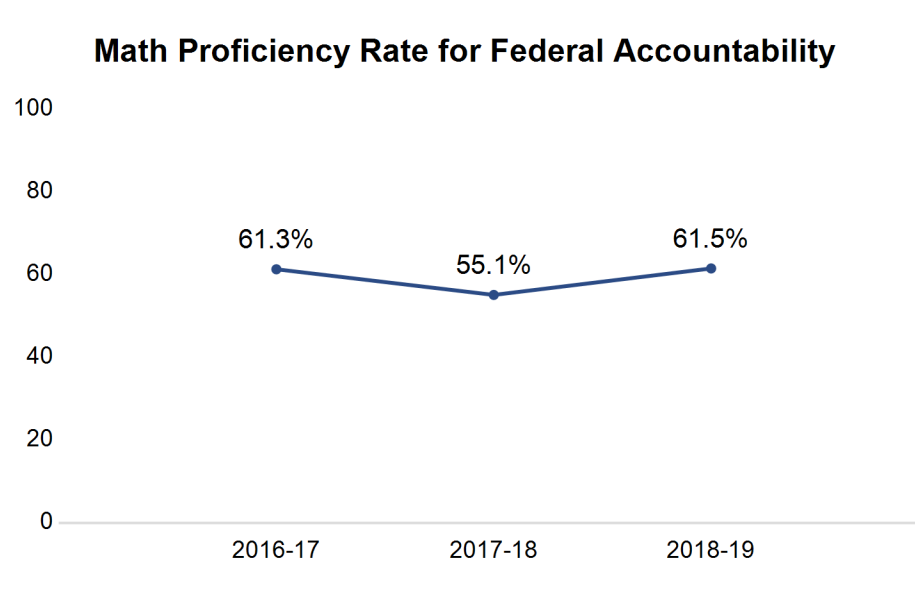
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.9%	100.0%	97.0%	98.0%	100.0%	97.1%
Proficiency Rate for Federal Accountability	62.8%	55.1%	46.9%	61.3%	55.1%	61.5%
Annual Target	50.5%	52.0%	53.6%	44.1%	46.0%	47.9%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	64	97.0	46.9	58.7	57.9	46.9	53.6	Met Target†
White	16	100.0	62.5	64.0	66.9	62.5	**	**
Hispanic	27	93.1	48.1	*	43.9	47.1	45.2	Met Target
Black or African American	*	*	*	53.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	45.5	69.8	82.9	45.5	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	28	100.0	50.0	64.2	64.8	50.0		
Male	36	94.7	44.4	53.3	51.3	44.3		
Economically Disadvantaged Students	27	100.0	33.3	46.1	40.0	*	51.8	Not Met
Non-Economically Disadvantaged Students	37	94.9	56.8	64.3	67.9	*		
Students with Disabilities	*	*	*	24.2	22.7	*	**	**
Students without Disabilities	*	*	*	65.8	65.1	*		
English Learners	28	100.0	39.3	29.9	29.3	39.3	N	N
Non-English Learners	36	94.7	52.8	62.1	60.6	52.6		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



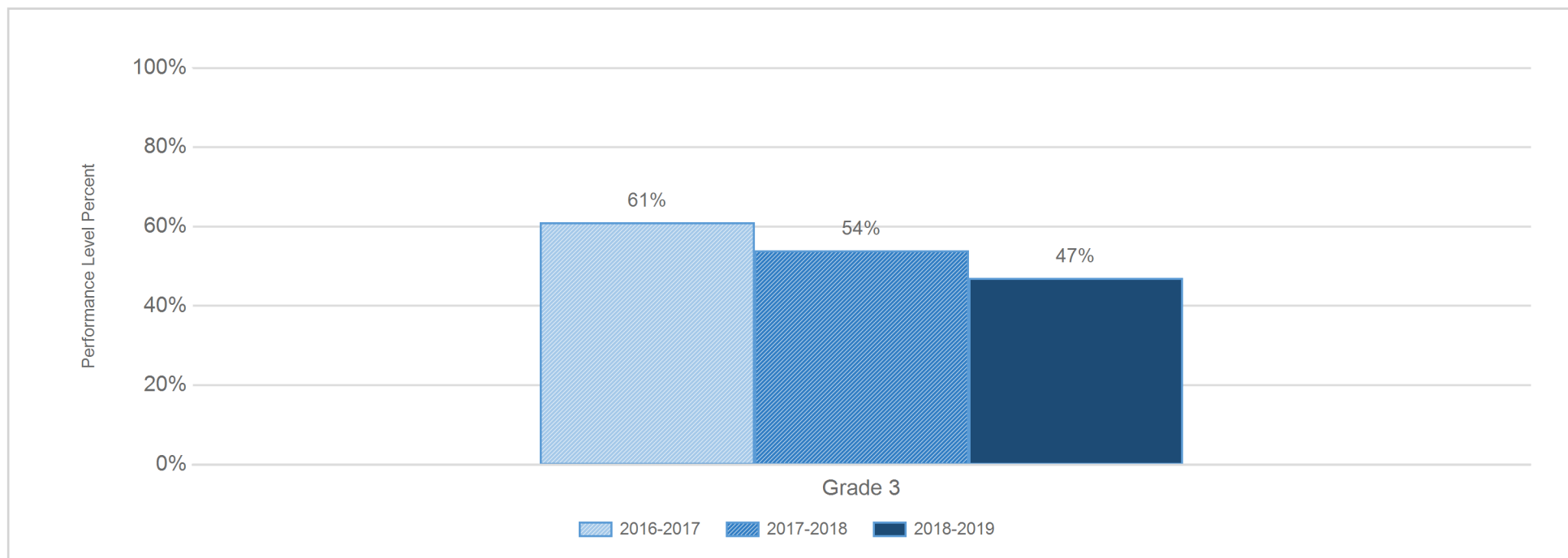
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	64	744	749	748	*	*	31%	*	*	47%	50%
White	16	758	757	757	0%	*	*	63%	0%	63%	60%
Hispanic	27	741	*	734	*	*	*	48%	0%	48%	36%
Black or African American	*	*	735	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	11	747	747	773	*	*	*	*	*	45%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	28	745	752	753	*	*	*	*	*	50%	55%
Male	36	744	747	743	*	*	*	*	*	44%	46%
Economically Disadvantaged Students	27	735	735	731	*	*	37%	*	*	33%	33%
Non-Economically Disadvantaged Students	37	751	755	759	*	*	27%	*	*	57%	61%
Students with Disabilities	*	*	719	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	16	715	713	713	*	*	*	*	*	19%	17%
Non-English Learners	48	754	754	751	*	*	*	*	*	56%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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Mathematics Assessment - Participation and Performance

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This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	65	97.1	61.5	47.7	44.5	61.5	47.9	Met Target
White	16	100.0	87.5	51.7	54.1	87.5	**	**
Hispanic	28	93.7	57.1	*	28.8	56.1	41.6	Met Target
Black or African American	*	*	*	34.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	63.6	63.2	76.5	63.6	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	29	100.0	55.2	45.5	44.9	55.2		
Male	36	94.9	66.7	49.8	44.2	66.5		
Economically Disadvantaged Students	28	100.0	50.0	39.5	26.3	50.0	45.1	Met Target
Non-Economically Disadvantaged Students	37	95.0	70.3	51.4	54.9	70.3		
Students with Disabilities	*	*	*	14.6	17.4	*	**	**
Students without Disabilities	*	*	*	54.6	50.0	*		
English Learners	29	100.0	48.3	36.4	25.0	48.3	N	N
Non-English Learners	36	94.7	72.2	49.0	46.5	72.2		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



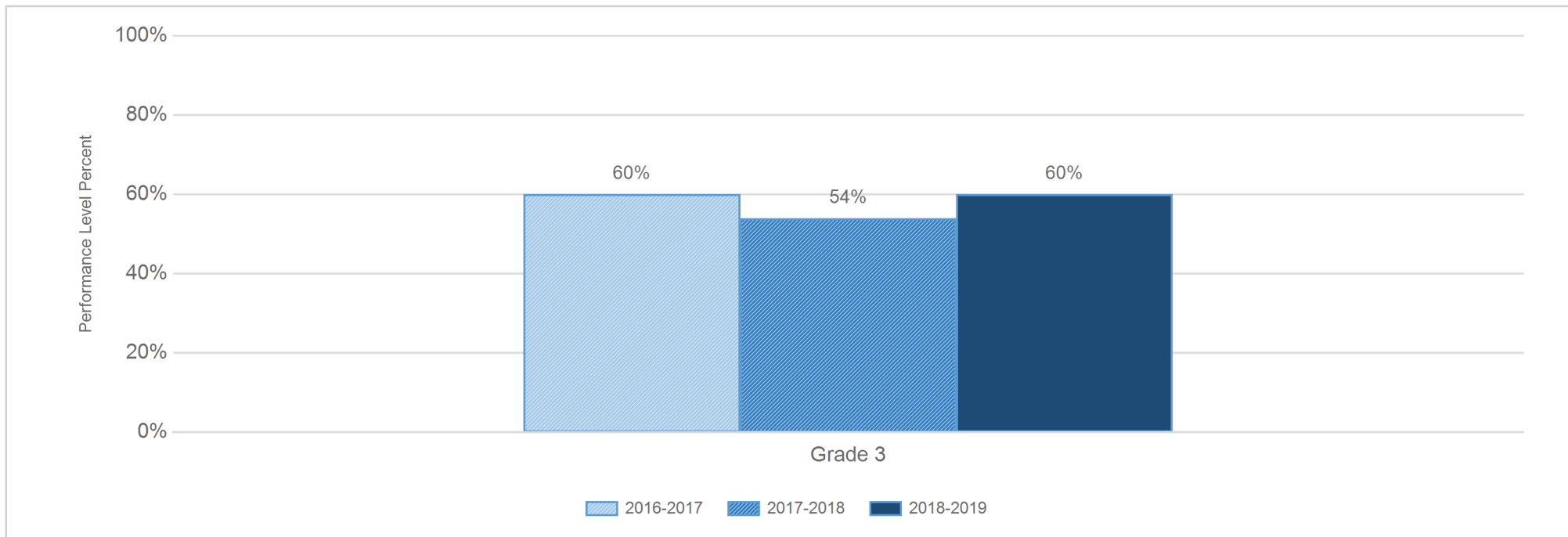
Parker Elementary School
(23-3140-070)
Grades Offered: KG-03
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	67	750	755	752	*	*	24%	*	*	60%	55%
White	16	766	761	760	0%	0%	*	*	*	88%	66%
Hispanic	30	743	*	739	*	*	*	53%	0%	53%	40%
Black or African American	*	*	741	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	11	763	763	778	0%	*	*	*	*	64%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	30	749	753	751	*	*	*	*	*	53%	54%
Male	37	751	758	752	*	*	*	*	*	65%	56%
Economically Disadvantaged Students	29	742	744	737	*	*	*	*	*	48%	37%
Non-Economically Disadvantaged Students	38	757	760	761	*	*	*	*	*	68%	67%
Students with Disabilities	*	*	723	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	759	756	*	*	*	*	*	*	60%
English Learners	19	731	730	728	*	*	*	*	*	26%	26%
Non-English Learners	48	758	759	754	*	*	*	*	*	73%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
3	N	N

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	48.1%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	41	*	*
3-4	22	77.3%	22.7%
5 or more	*	*	*



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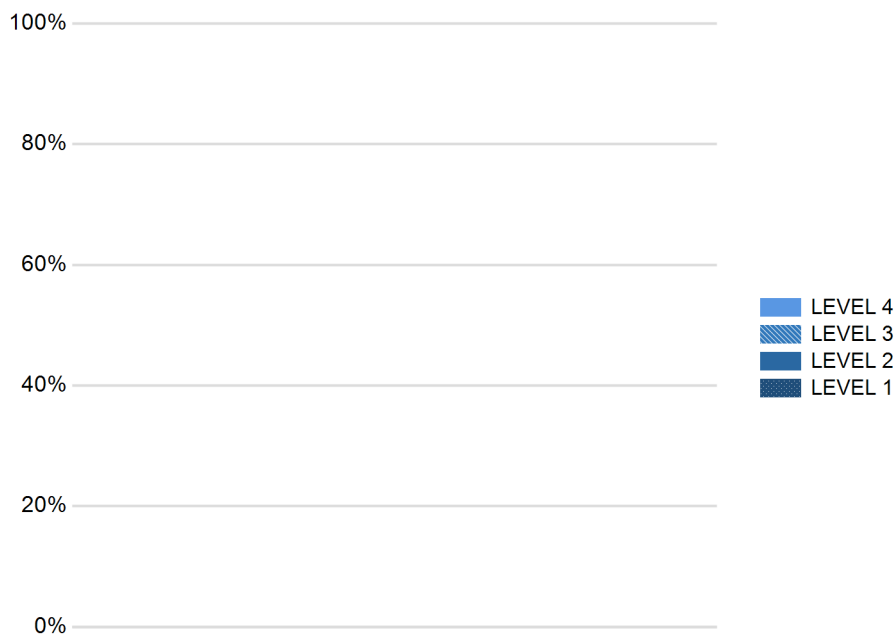
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
---------------	-----------	-----------	-----------	-----------



Parker Elementary School
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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

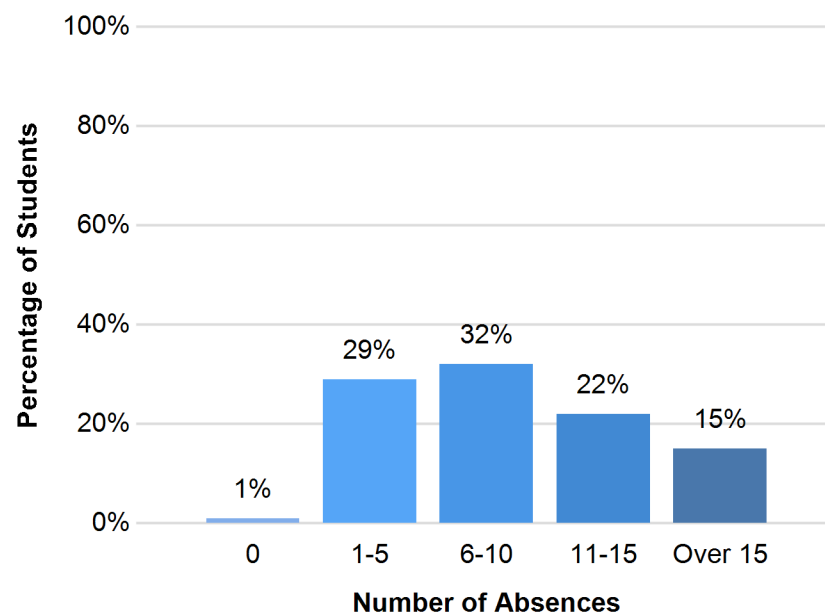
Chronic Absenteeism

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	19	8.7	9.6	Met
White	4	6.6	9.6	Met
Hispanic	8	7.5	9.6	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	6.7	9.6	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	14	12.4		
Male	5	4.8		
Economically Disadvantaged Students	11	9.6	9.6	Met
Students with Disabilities	0	0	9.6	Met
English Learners	8	11.9	9.6	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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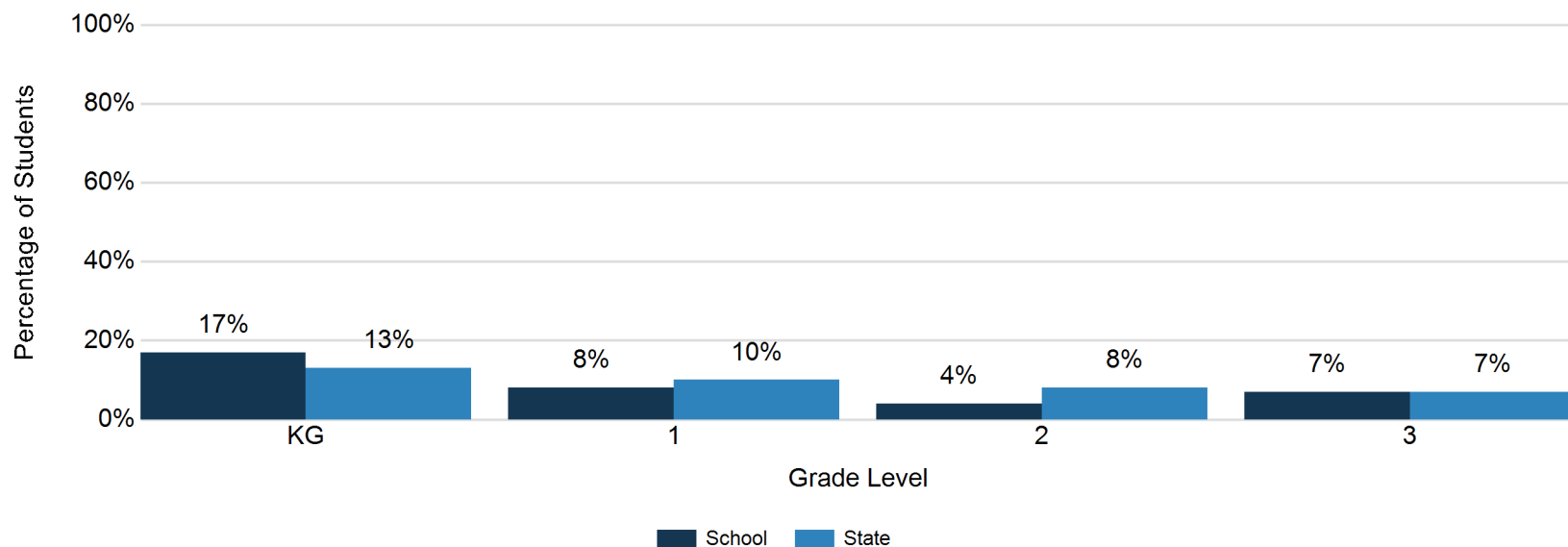
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	5
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	2.33

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	5		5

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
12



Parker Elementary School

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School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 5 Mins
Shared Time - Instructional Time	6 Hrs. 5 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	22	118,214
Average years experience in public schools	13.8	12.1
Average years experience in district	13.6	10.8
Percentage of Teachers with 4 or more years experience in the district	81.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,530
Average years experience in public schools	9.7	16.0
Average years experience in district	9.1	12.0
Percentage of Administrators with 4 or more years experience in the district	64.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	215:1	147:1
Teachers to Administrators	22:1	13:1
Students to Librarians/Media Specialists		1032:1
Students to Nurses		413:1
Students to Counselors		295:1
Students to Child Study Team Members		206:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.1%	95.5%	100.0%	48.4%	77.1%	54.9%
Male	47.9%	4.5%	0.0%	51.6%	22.9%	45.1%
White	28.4%	95.5%	0.0%	42.4%	83.6%	77.4%
Hispanic	48.4%	4.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.0%	0.0%	100.0%	15.0%	6.6%	13.9%
Asian	13.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.9%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	87.2%	90.5%
2017-18 Administrators: Same district 2018-19	92.3%	87.9%

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
2018-19	94.4%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	62.8%	55.1%	46.9%
Math Proficiency	61.3%	55.1%	61.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		68.6%	48.1%
Chronic Absenteeism	9.0%	8.1%	8.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target†	Met Target	**	**	Met Target†	Met	No
White	**	**	**	**	n/a	Met	No
Hispanic	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Met Target	**	**	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	Met	No
English Learners	N	N	**	**	**	Not Met	No

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



Parker Elementary School
(23-3140-070)
Grades Offered: KG-03
2018-2019

Report Key:

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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 the school or district directly.



Highlights:

- Through Positive Behavior Supports in School initiative, students at Parker Elementary School are recognized for demonstrating Penguin Pride through our incentive program.
- In grades K-3, our computer teacher has launched a coding initiative with the implementation of Sphero devices. With the use of the iPads, the students create challenges for Sphero and their friends.
- Through our Reader's and Writer's Workshop Model, students are able to showcase their talents through classroom and school wide celebrations.



Mission, Vision, Theme:

To provide a safe and nurturing environment, enriched by diversity, where students excel in the arts, math, science, reading and writing.



Awards, Recognition, Accomplishments:

Every Friday during our Morning Meetings, students are recognized for various academic and non-academic awards. Students who receive Student of the Month are invited to a "VIP" celebration hosted by the principal.



Parker Elementary School
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Courses, Curriculum, Instruction:

During our English Language Arts block, we follow a Reader's and Writer's Workshop Model. Our teachers receive on-going embedded training to help develop consistency throughout grades K-3. Through the workshop model, students are able to showcase their talents through classroom and school wide celebrations that recognize their work as "Young Authors." Our Mathematics block is infused with tenets from the Guided Math Framework. Through student-centered classrooms, students learn valuable math concepts, participate in work stations and engage in accountable talk with their peers.



Clubs and Activities:

Throughout the year, teachers within Parker School offer various after school clubs. Students had the opportunity to participate in the following clubs: Safety Patrol, Friendship Club, Fitness Club and Lunch Bunch. We are always excited to learn about the new club offerings that our teachers create every year!





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 <p>Before and After School Programs:</p>	<p>Parker offers a paid Before and After Care Program that is coordinated through the Community School. The Before Care Program is from 7 AM to 8:20 AM and the After Care is until 6 PM. Parents may register their child for the program through the Community School.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff members within Parker participate in embedded Professional Development sessions, PLCs, Grade Level Meetings and PBSIS Training.</p>



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Student Supports and Services:

Parker School provides enrichment opportunities for Gifted and Talented students. We also provide supplemental support to students who demonstrate an academic need. Through our Academic Support Instruction (ASI) program, the ASI Teacher provides students with Push-In and/or Pull-Out support. Our Reading Specialist, Math Specialist and/or Reading Recovery Teachers provide students with intensive interventions. Students who receive services through our tiered intervention system are monitored by their teachers to ensure academic support.



Student Health and Wellness:

The services of a certified school nurse are available daily at Parker School. The nurse provides emergency care to those who are injured or become ill during the school day, she teaches health education classes and coordinates school wide health initiatives.



Parent and Community Involvement:

The PTO provides funding for assembly programs, Student of the Week/Student of the Month awards, as well as many additional student supported activities. The following evening activities occur throughout the year to bring families together: Reading Expo, Family BBQ, Family Movie Night, Spooky Hallways, Family Painting, Karaoke Night and a holiday celebrations.





Parker Elementary School
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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Through PBSIS, we teach our students behavioral expectations and recognize students who live up to the goals and expectations of the program. By establishing and teaching behavioral expectations, we recognize appropriate social behavior and provide a common language for everyone within our building. We believe that by reinforcing positive behavior, we will build a productive school community where all children can learn and grow.</p>
 <p>School Safety:</p>	<p>School safety is our utmost priority. Upon arrival at the school, all visitors, including parents, will enter through the safety vestibule. Visitors will be asked to identify themselves, their student and the reason for their visit. Parents are requested to schedule conferences with teachers or the principal by contacting the main office. The Visitor's Policy also applies to volunteers assisting in the building and/or parents entering the building for any reason.</p>



Parker Elementary School
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Other Information

Parker Elementary School is proud of the integration of technology into the curriculum. We currently provide 1:1 technology in grades kindergarten through third. Chromebooks and I-pads are incorporated as part of their everyday learning in the classroom. All of Parker's classrooms are equipped with ceiling mounted LCD projectors, Interactive White Boards (ENO) and Document cameras (ELMO). Students receive formal computer instruction weekly, as well as teacher-based projects throughout the curriculum. As part of the technology program, computer assisted programs can be accessed at home or at school.



Von E. Mauger Middle School
(23-3140-085)
Grades Offered: 04-08
2018-2019

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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

Notes from the New Jersey Department of Education:



Von E. Mauger Middle School

(23-3140-085)

Grades Offered: 04-08

2018-2019

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School Contact Information

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	Middlesex Borough School District
Principal Name	Jason Sirna
Address	FISHER AVENUE MIDDLESEX, NJ 08846
Phone Number	732-317-6000
Email Address	sirnaj@middlesex.k12.nj.us
Website	http://www.middlesex.k12.nj.us/msd/Mauger/
Twitter	https://twitter.com/VEMpride



Von E. Mauger Middle School
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
4	161	142	142
5	174	164	139
6	164	176	165
7	165	155	168
8	176	169	153
Total	840	806	767

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.3%	48.5%	48.0%
Male	49.7%	51.5%	52.0%
Economically Disadvantaged Students	33.9%	33.3%	36.8%
Students with Disabilities	18.3%	17.7%	19.2%
English Learners	2.3%	3.7%	6.0%
Homeless Students	1.0%	1.2%	0.7%
Students in Foster Care	0.2%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	54.3%	50.1%	47.8%
Hispanic	28.2%	32.9%	36.1%
Black or African American	9.0%	8.4%	7.7%
Asian	5.8%	5.5%	5.5%
Native Hawaiian or Pacific Islander	0.4%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.4%	0.4%
Two or More Races	2.3%	2.6%	2.3%

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	74.2%
Spanish	19.2%
Arabic	1.6%
Vietnamese	1.3%
Other Languages	3.8%

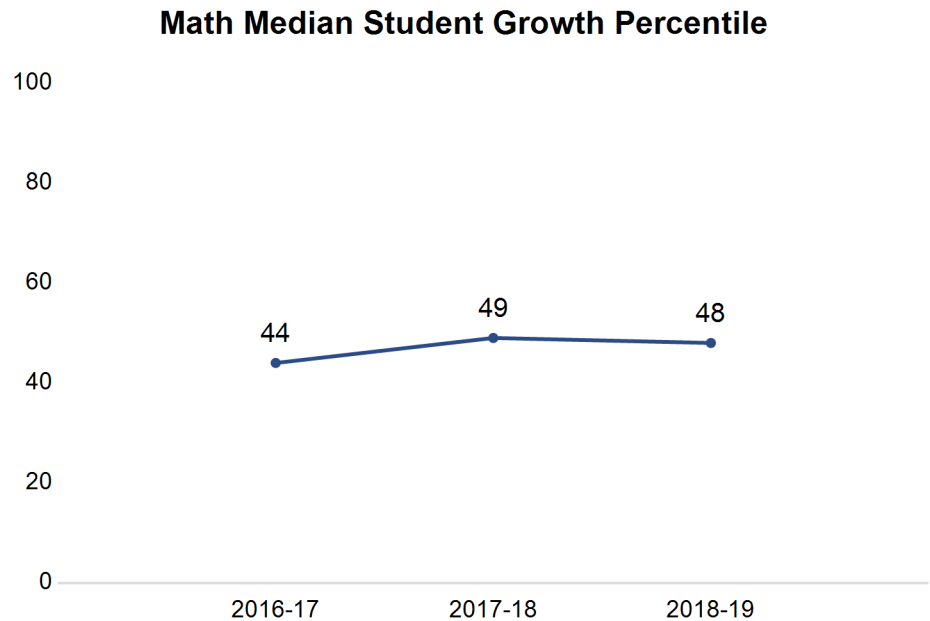
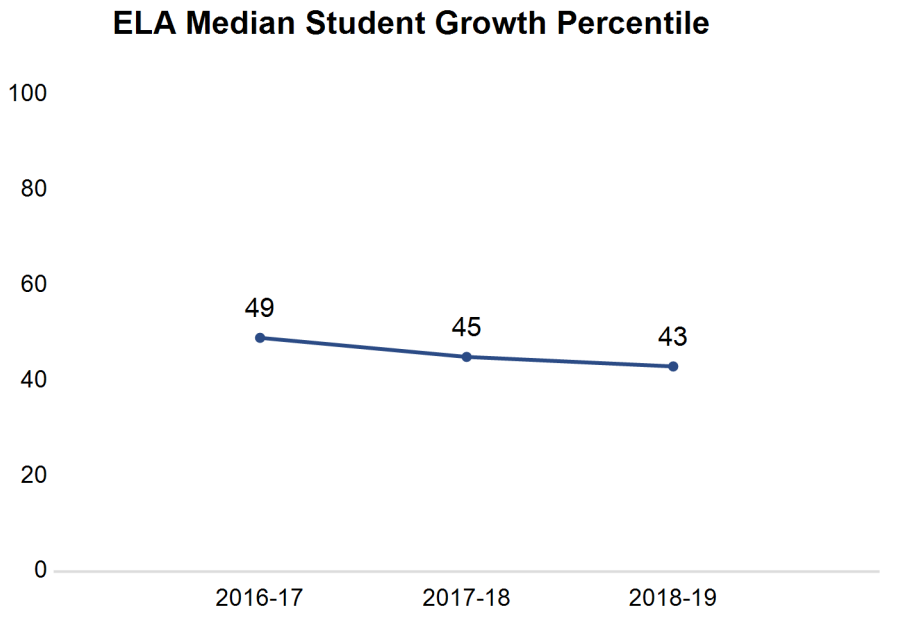


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 2018-2019

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	45	43	44	49	48
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	43	43	50	Met Standard	48	48	50	Met Standard
White	41	41	50	Met Standard	45	45	52	Met Standard
Hispanic	46	46	49	Met Standard	53	53	47	Met Standard
Black or African American	46	46	45	Met Standard	41	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	51.5	51.5	59	Met Standard	50	50	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	32	32	49	**	48	48	52	**
Female	47	47	53	N	44.5	44.5	50	N
Male	40	40	47	N	51	51	51	N
Economically Disadvantaged Students	44	44	48	Met Standard	50	50	46	Met Standard
Students with Disabilities	41	41	43	Met Standard	40.5	40.5	45	Met Standard
English Learners	43	43	52	Met Standard	48.5	48.5	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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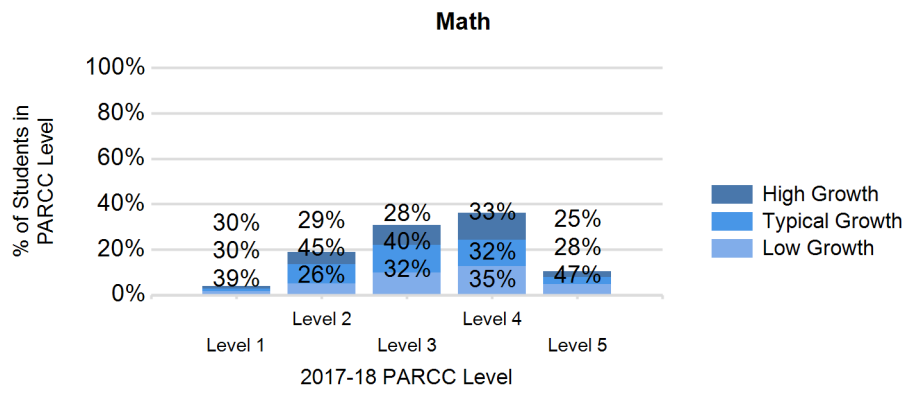
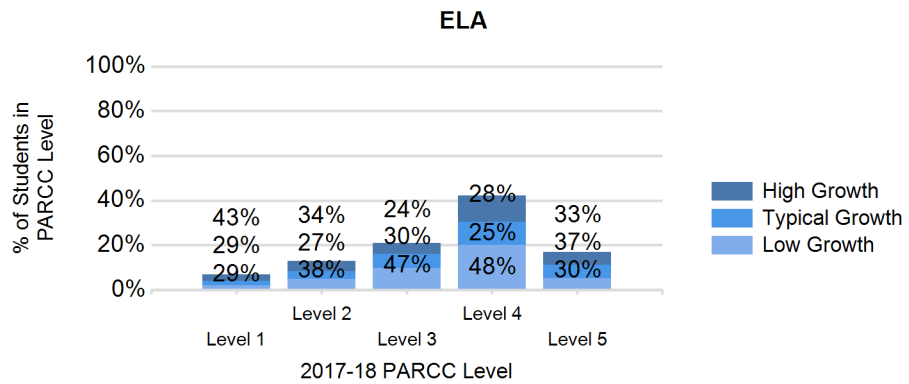
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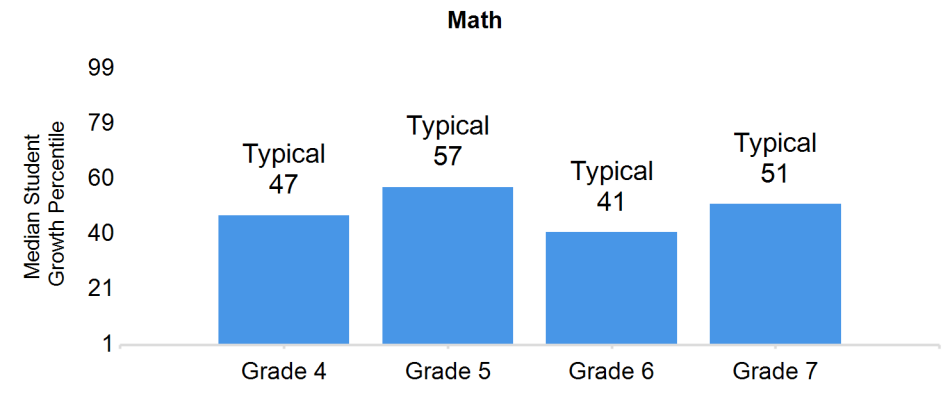
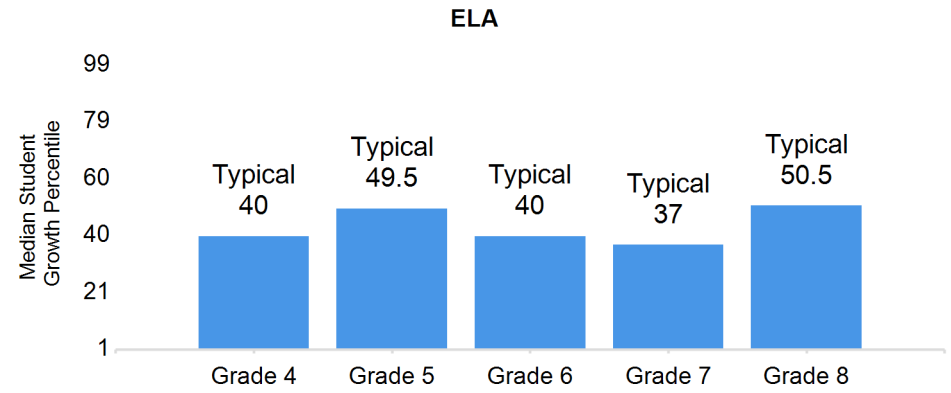
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





Von E. Mauger Middle School
(23-3140-085)
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2018-2019

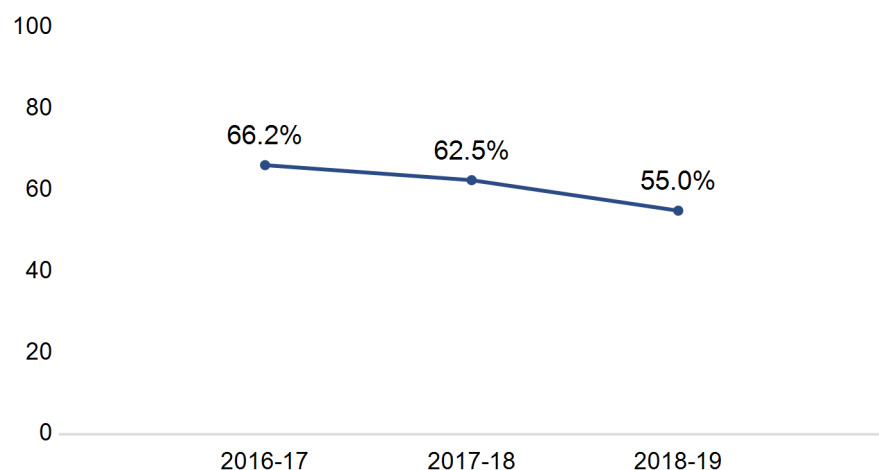
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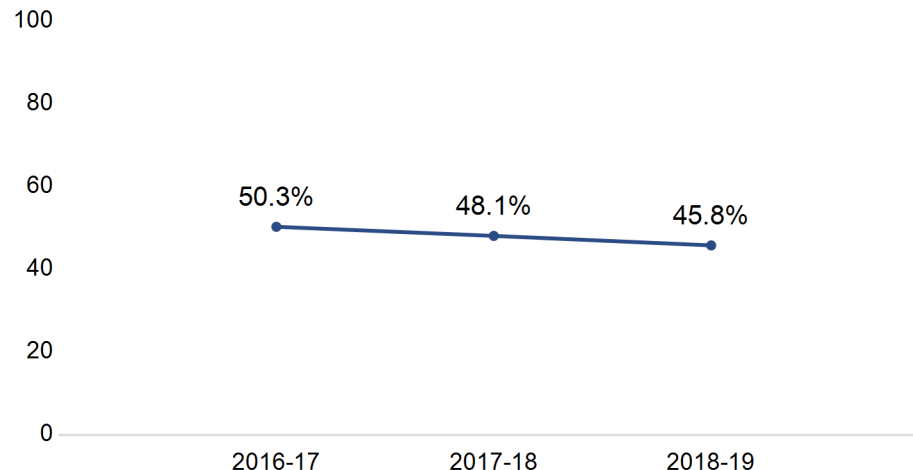
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.6%	97.7%	98.2%	97.6%	97.9%	98.3%
Proficiency Rate for Federal Accountability	66.2%	62.5%	55.0%	50.3%	48.1%	45.8%
Annual Target	63.9%	64.8%	65.6%	53.0%	54.4%	55.9%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	742	98.2	55.0	58.7	57.9	55.0	65.6	Not Met
White	353	97.5	58.6	64.0	66.9	58.6	68.5	Not Met
Hispanic	266	98.9	48.5	*	43.9	48.5	57.5	Not Met
Black or African American	58	96.7	58.6	53.3	38.5	58.6	57.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	43	100.0	67.4	69.8	82.9	67.4	78.1	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	353	97.8	60.3	64.2	64.8	60.3		
Male	389	98.5	50.1	53.3	51.3	50.1		
Economically Disadvantaged Students	255	97.0	45.9	46.1	40.0	45.9	53	Not Met
Non-Economically Disadvantaged Students	487	98.8	59.8	64.3	67.9	59.8		
Students with Disabilities	144	94.8	20.8	24.2	22.7	20.8	38.4	Not Met
Students without Disabilities	598	99.0	63.2	65.8	65.1	63.2		
English Learners	79	100.0	26.6	29.9	29.3	26.6	33.2	Met Target†
Non-English Learners	663	98.0	58.4	62.1	60.6	58.4		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

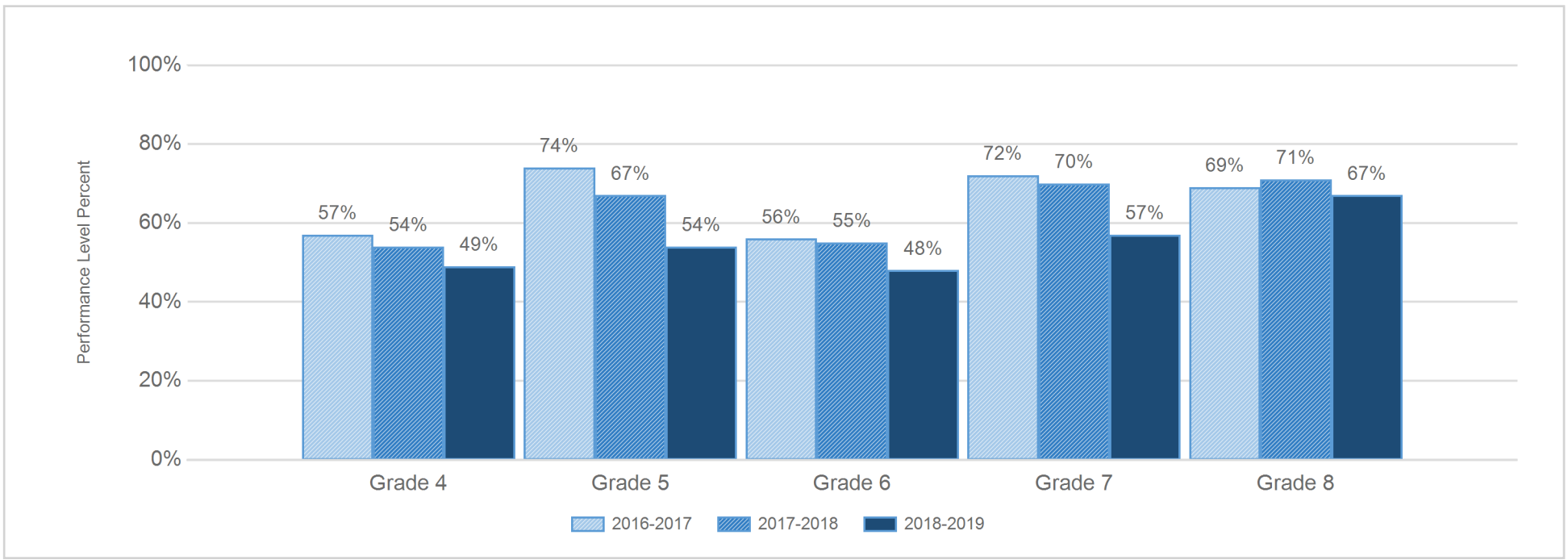


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	138	750	750	755	7%	15%	29%	33%	16%	49%	57%
White	69	745	745	763	*	*	28%	*	*	48%	67%
Hispanic	49	751	751	743	*	20%	31%	*	*	45%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	71	753	753	760	*	*	34%	*	*	49%	62%
Male	67	748	748	750	*	*	24%	*	*	48%	53%
Economically Disadvantaged Students	52	756	756	740	*	*	33%	*	*	52%	40%
Non-Economically Disadvantaged Students	86	747	747	765	*	*	27%	*	*	47%	69%
Students with Disabilities	28	728	728	725	*	*	*	*	*	29%	25%
Students without Disabilities	110	756	756	761	*	*	*	*	*	54%	64%
English Learners	18	731	731	720	*	*	*	*	*	*	17%
Non-English Learners	120	753	753	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Von E. Mauger Middle School
(23-3140-085)
Grades Offered: 04-08
2018-2019

Report Key:

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- N No Data is available to display
- † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	132	757	757	756	*	*	29%	39%	15%	54%	58%
White	56	763	763	764	*	*	21%	*	*	64%	68%
Hispanic	58	750	750	743	*	*	33%	*	*	47%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	10	774	774	781	*	*	*	*	*	70%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	60	758	758	761	*	*	37%	*	*	52%	64%
Male	72	756	756	750	*	*	22%	*	*	56%	52%
Economically Disadvantaged Students	45	754	754	740	*	*	36%	*	*	47%	39%
Non-Economically Disadvantaged Students	87	758	758	766	*	*	25%	*	*	57%	69%
Students with Disabilities	22	726	726	724	*	*	*	*	*	18%	23%
Students without Disabilities	110	763	763	762	*	*	*	*	*	61%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Von E. Mauger Middle School
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Grades Offered: 04-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	161	749	749	754	10%	16%	26%	36%	12%	48%	56%
White	74	754	754	762	*	*	24%	*	*	53%	65%
Hispanic	57	742	742	743	*	18%	30%	*	*	40%	43%
Black or African American	18	747	747	738	*	*	*	*	*	56%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	79	754	754	762	*	*	27%	*	*	53%	64%
Male	82	745	745	748	*	*	26%	*	*	44%	48%
Economically Disadvantaged Students	56	737	737	740	*	*	34%	*	*	30%	39%
Non-Economically Disadvantaged Students	105	755	755	763	*	*	22%	*	*	58%	67%
Students with Disabilities	30	715	715	722	*	*	*	*	*	10%	19%
Students without Disabilities	131	757	757	761	*	*	*	*	*	57%	64%
English Learners	11	709	709	710	*	*	*	*	*	*	*
Non-English Learners	150	752	752	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Von E. Mauger Middle School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	161	757	757	761	7%	12%	24%	34%	23%	57%	63%
White	84	761	761	769	*	*	21%	36%	24%	60%	72%
Hispanic	49	748	748	747	*	*	31%	*	*	47%	50%
Black or African American	16	754	754	741	*	*	*	*	*	63%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	78	769	769	769	*	*	17%	*	*	69%	71%
Male	83	746	746	753	*	*	31%	*	*	46%	55%
Economically Disadvantaged Students	47	746	746	743	*	*	32%	*	*	45%	45%
Non-Economically Disadvantaged Students	114	762	762	771	*	*	21%	*	*	62%	73%
Students with Disabilities	26	729	729	720	*	*	*	*	*	19%	22%
Students without Disabilities	135	763	763	769	*	*	*	*	*	64%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	147	767	767	762	*	*	19%	39%	28%	67%	63%
White	68	771	771	770	*	*	*	44%	28%	72%	72%
Hispanic	55	761	761	747	*	*	27%	33%	25%	58%	49%
Black or African American	10	774	774	741	0%	*	0%	*	*	80%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	68	780	780	771	*	*	19%	37%	38%	75%	71%
Male	79	757	757	753	*	*	19%	41%	19%	59%	55%
Economically Disadvantaged Students	51	756	756	743	*	*	29%	35%	20%	55%	45%
Non-Economically Disadvantaged Students	96	773	773	772	*	*	14%	41%	32%	73%	72%
Students with Disabilities	26	727	727	721	*	*	*	*	*	23%	22%
Students without Disabilities	121	776	776	770	*	*	*	*	*	76%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	747	98.3	45.8	47.7	44.5	45.8	55.9	Not Met
White	354	97.8	49.7	51.7	54.1	49.7	60.3	Not Met
Hispanic	270	98.9	38.9	*	28.8	38.9	47.8	Not Met
Black or African American	58	96.7	36.2	34.1	23.0	36.2	32.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	43	100.0	72.1	63.2	76.5	72.1	76.3	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	356	98.1	43.3	45.5	44.9	43.3		
Male	391	98.5	48.1	49.8	44.2	48.1		
Economically Disadvantaged Students	257	97.0	40.1	39.5	26.3	40.1	39.8	Met Target
Non-Economically Disadvantaged Students	490	99.0	48.8	51.4	54.9	48.8		
Students with Disabilities	145	95.5	15.2	14.6	17.4	15.2	30.7	Not Met
Students without Disabilities	602	99.0	53.2	54.6	50.0	53.2		
English Learners	83	100.0	28.9	36.4	25.0	28.9	36.8	Met Target†
Non-English Learners	664	98.1	47.9	49.0	46.5	47.9		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Von E. Mauger Middle School

(23-3140-085)

Grades Offered: 04-08

2018-2019

Report Key:

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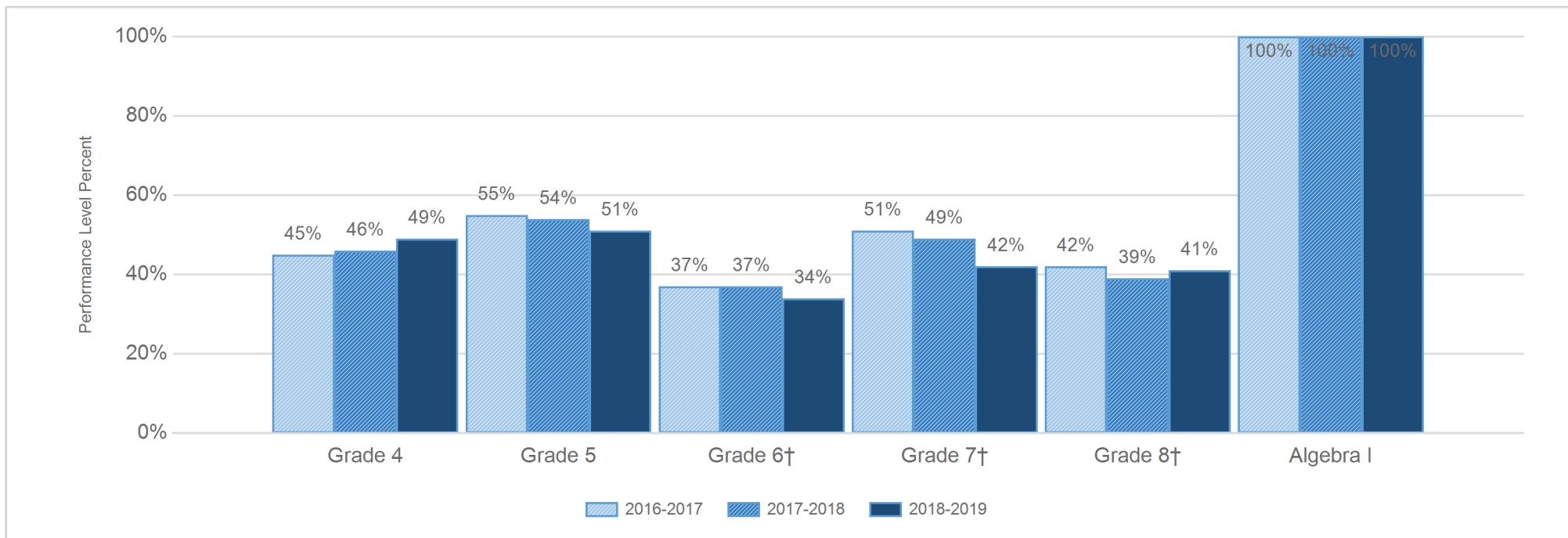
** Accountability calculations require 20 or more students

N No Data is available to display

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Von E. Mauger Middle School
(23-3140-085)
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	139	747	747	749	*	19%	27%	*	*	49%	51%
White	69	744	744	757	*	14%	33%	*	*	45%	62%
Hispanic	50	745	745	737	*	26%	24%	*	*	46%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	71	744	744	749	*	*	30%	*	*	46%	50%
Male	68	750	750	749	*	*	24%	*	*	51%	52%
Economically Disadvantaged Students	52	750	750	734	*	19%	31%	*	*	50%	32%
Non-Economically Disadvantaged Students	87	745	745	759	*	20%	24%	*	*	48%	63%
Students with Disabilities	28	727	727	726	*	39%	*	*	*	21%	25%
Students without Disabilities	111	752	752	754	*	14%	*	*	*	56%	56%
English Learners	19	724	724	722	*	*	*	*	*	11%	18%
Non-English Learners	120	750	750	751	*	*	*	*	*	55%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	134	753	753	747	*	21%	27%	*	*	51%	47%
White	57	759	759	755	*	*	23%	*	*	61%	58%
Hispanic	59	746	746	735	*	27%	31%	*	*	41%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	10	775	775	775	0%	*	*	*	*	70%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	61	747	747	747	*	*	28%	*	*	44%	47%
Male	73	758	758	747	*	*	26%	*	*	56%	47%
Economically Disadvantaged Students	46	748	748	732	*	28%	26%	*	*	43%	27%
Non-Economically Disadvantaged Students	88	756	756	757	*	17%	27%	*	*	55%	59%
Students with Disabilities	23	730	730	725	*	*	*	*	*	17%	19%
Students without Disabilities	111	758	758	752	*	*	*	*	*	58%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	164	739	739	741	8%	23%	36%	27%	7%	34%	41%
White	74	745	745	749	*	18%	38%	*	*	39%	51%
Hispanic	60	731	731	729	*	35%	32%	*	*	23%	24%
Black or African American	18	737	737	722	*	*	*	*	*	33%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	81	737	737	742	*	17%	46%	*	*	28%	42%
Male	83	742	742	740	*	28%	27%	*	*	39%	40%
Economically Disadvantaged Students	58	731	731	726	*	31%	36%	*	*	21%	21%
Non-Economically Disadvantaged Students	106	744	744	750	*	18%	36%	*	*	41%	53%
Students with Disabilities	30	711	711	716	*	*	*	*	*	*	12%
Students without Disabilities	134	746	746	746	*	*	*	*	*	*	46%
English Learners	14	717	717	709	*	*	*	*	*	14%	*
Non-English Learners	150	742	742	743	*	*	*	*	*	35%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	161	745	745	744	*	17%	35%	*	*	42%	42%
White	84	746	746	751	*	17%	30%	*	*	48%	53%
Hispanic	49	743	743	733	*	*	41%	*	*	37%	26%
Black or African American	16	734	734	727	*	*	*	*	*	19%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	78	745	745	744	*	18%	37%	*	*	40%	42%
Male	83	744	744	743	*	17%	33%	*	*	45%	42%
Economically Disadvantaged Students	47	741	741	731	*	26%	32%	*	*	38%	24%
Non-Economically Disadvantaged Students	114	747	747	751	*	14%	36%	*	*	44%	53%
Students with Disabilities	26	718	718	718	*	*	*	*	*	12%	13%
Students without Disabilities	135	750	750	749	*	*	*	*	*	48%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Von E. Mauger Middle School
(23-3140-085)
Grades Offered: 04-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	104	738	738	728	12%	23%	24%	41%	0%	41%	29%
White	43	737	737	737	*	30%	*	42%	0%	42%	38%
Hispanic	43	736	736	722	*	*	33%	35%	0%	35%	22%
Black or African American	10	747	747	714	*	*	*	*	*	60%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	46	737	737	731	*	*	*	41%	0%	41%	31%
Male	58	739	739	726	*	*	*	41%	0%	41%	27%
Economically Disadvantaged Students	41	738	738	719	*	*	*	46%	0%	46%	20%
Non-Economically Disadvantaged Students	63	739	739	735	*	*	*	38%	0%	38%	36%
Students with Disabilities	22	719	719	707	*	*	*	*	*	18%	10%
Students without Disabilities	82	744	744	734	*	*	*	*	*	48%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	44	790	747	744	0%	0%	0%	77%	23%	100%	42%
White	25	798	753	752	0%	0%	0%	*	*	100%	53%
Hispanic	13	777	739	728	0%	0%	0%	*	*	100%	24%
Black or African American	N	N	735	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	22	787	747	745	0%	0%	0%	*	*	100%	44%
Male	22	793	748	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	10	775	738	727	0%	0%	0%	*	*	100%	23%
Non-Economically Disadvantaged Students	34	794	751	752	0%	0%	0%	*	*	100%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	44	790	*	745	0%	0%	0%	77%	23%	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
4	*	*
5	*	*
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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	44.1%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	25	88.0%	12.0%
3-4	12	58.3%	41.7%
5 or more	*	*	*



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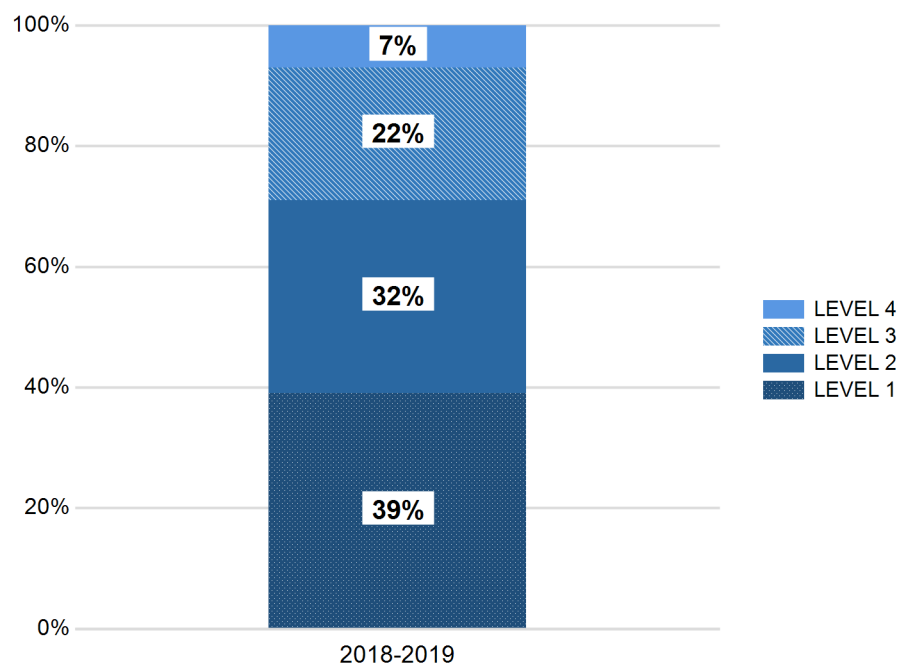
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	39	32	22	7
White	27	38	30	5
Hispanic	49	27	17	7
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	30	30	20	20
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	48	32	17	3
Male	32	33	26	10
Economically Disadvantaged Students	43	31	20	6
Non-Economically Disadvantaged Students	37	33	23	7
Students with Disabilities	73	18	9	0
Students without Disabilities	32	35	24	8
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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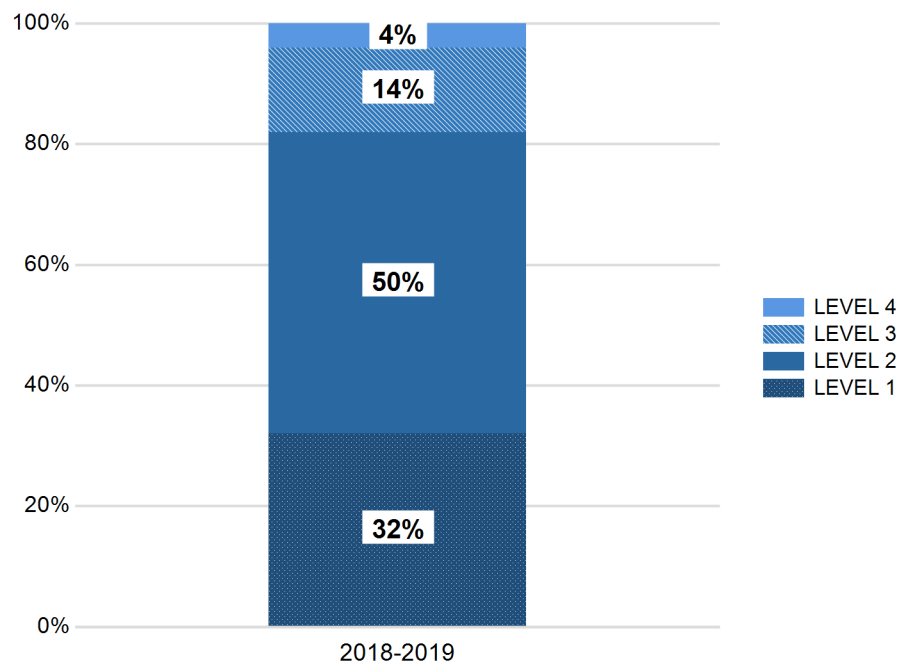
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	32	50	14	4
White	27	45	19	9
Hispanic	39	55	5	0
Black or African American	40	50	10	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	35	50	10	4
Male	29	49	18	4
Economically Disadvantaged Students	42	49	9	0
Non-Economically Disadvantaged Students	26	50	17	7
Students with Disabilities	58	35	8	0
Students without Disabilities	26	53	16	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	171
7	0	0	178
8	47	0	111
Total	47	0	460

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	171	0	0	0	0	0	0
7	111	61	0	0	0	0	0
8	97	58	0	0	0	0	0
Total	379	119	0	0	0	0	0



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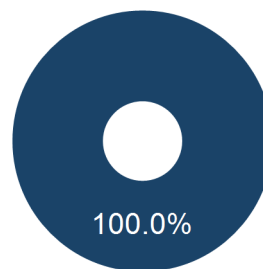
† This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

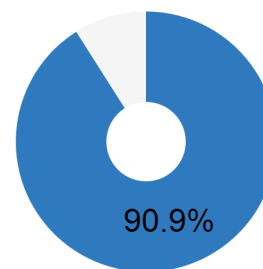
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

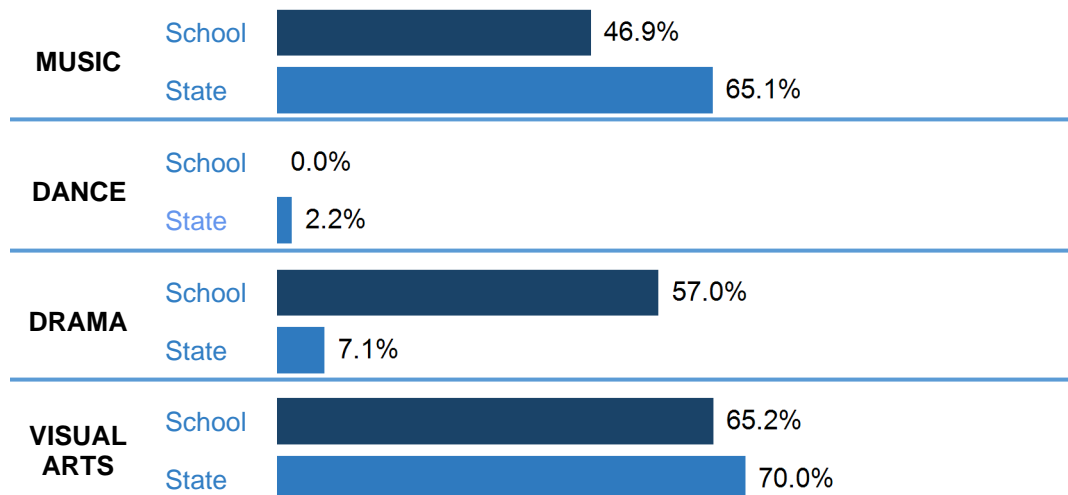


School



State

Students enrolled in one or more classes by discipline:





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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

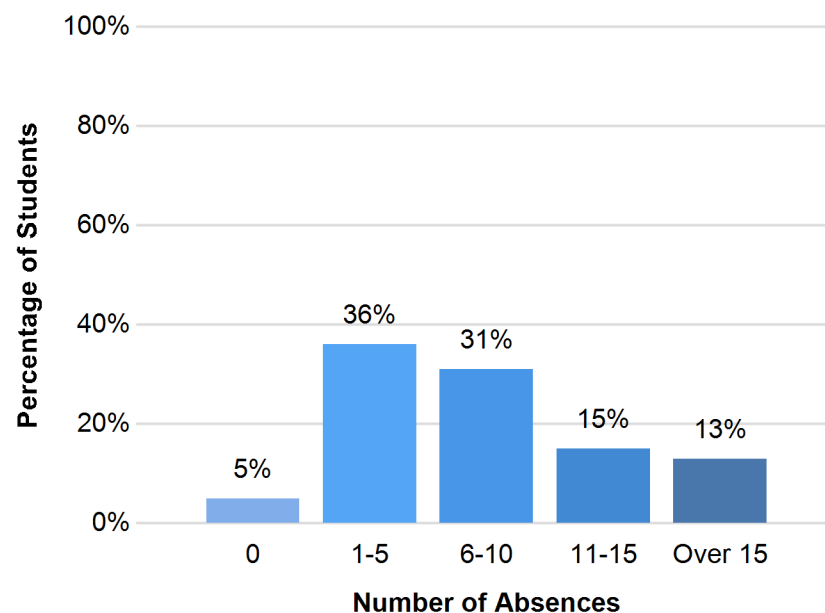
Chronic Absenteeism

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	77	10.1	8.5	Not Met
White	34	9.3	8.5	Not Met
Hispanic	30	10.9	8.5	Not Met
Black or African American	8	13.6	8.5	Not Met
Asian, Native Hawaiian, or Pacific	0	0	8.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	42	11.5		
Male	35	8.8		
Economically Disadvantaged Students	36	12.7	8.5	Not Met
Students with Disabilities	24	16.1	8.5	Not Met
English Learners	1	2.2	8.5	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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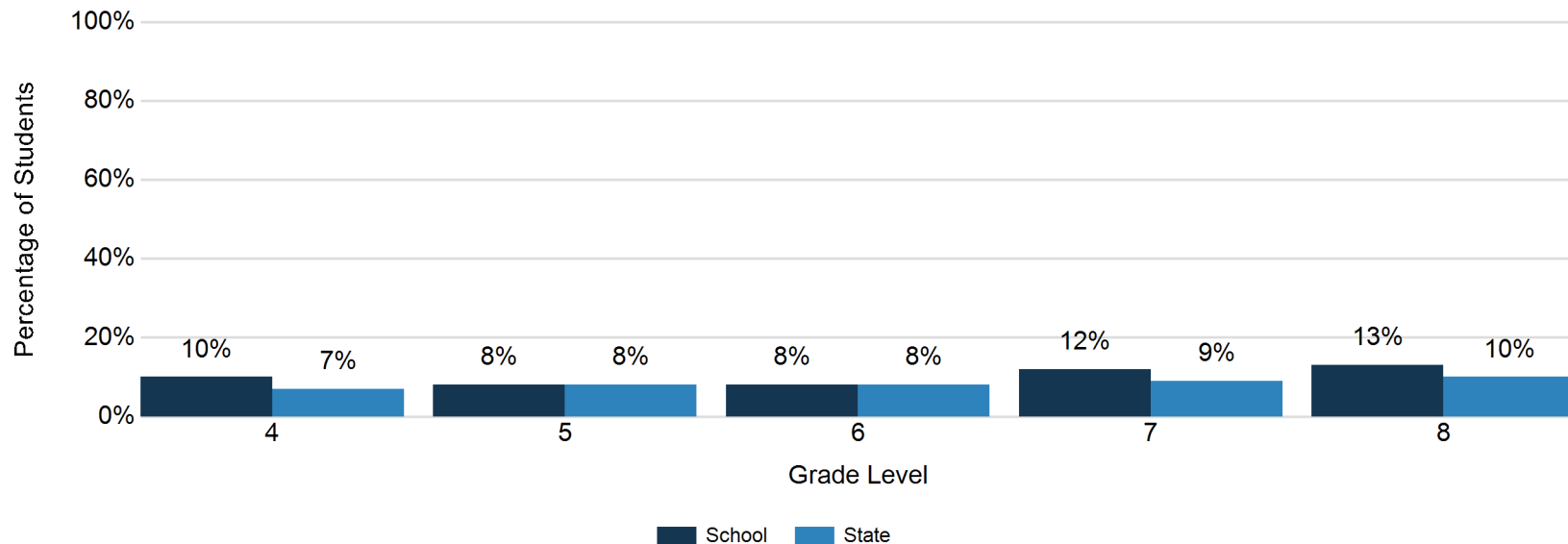
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	30
Weapons	1
Vandalism	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	38
Incidents Per 100 Students Enrolled	4.95

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	6

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Religion	0	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	28		28

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	56	7.3%
Out-of-School Suspensions	20	2.6%
Any Suspension	70	9.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
74



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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 52 Mins
Shared Time - Instructional Time	5 Hrs. 52 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	67	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	12.4	10.8
Percentage of Teachers with 4 or more years experience in the district	83.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,530
Average years experience in public schools	9.7	16.0
Average years experience in district	9.1	12.0
Percentage of Administrators with 4 or more years experience in the district	64.3%	76.9%

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	11:1
Students to Administrators	384:1	147:1
Teachers to Administrators	34:1	13:1
Students to Librarians/Media Specialists		1032:1
Students to Nurses		413:1
Students to Counselors		295:1
Students to Child Study Team Members		206:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.0%	82.1%	0.0%	48.4%	77.1%	54.9%
Male	52.0%	17.9%	100.0%	51.6%	22.9%	45.1%
White	47.8%	91.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	36.1%	6.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.7%	1.5%	0.0%	15.0%	6.6%	13.9%
Asian	5.5%	1.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%



Von E. Mauger Middle School
(23-3140-085)
Grades Offered: 04-08
2018-2019

Report Key:

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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	87.2%	90.5%
2017-18 Administrators: Same district 2018-19	92.3%	87.9%

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
2018-19	95.8%



Von E. Mauger Middle School
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2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Von E. Mauger Middle School
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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Von E. Mauger Middle School
(23-3140-085)
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2018-2019

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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	66.2%	62.5%	55.0%
Math Proficiency	50.3%	48.1%	45.8%
ELA Growth	49	45	43
Math Growth	44	49	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		63.2%	44.1%
Chronic Absenteeism	8.4%	7.6%	10.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Von E. Mauger Middle School

(23-3140-085)

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2018-2019

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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Met Standard	Met Standard	Met Target	Not Met	No
White	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target†	Met Target†	Met Standard	Met Standard	Met Standard	Met	No

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



Von E. Mauger Middle School

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2018-2019

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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 the school or district directly.



Highlights:

- Von E. Mauger Middle School has a 1-1 Chromebook Initiative. Students in 6th, 7th and 8th grade can take their Chromebooks home. Students in 4th and 5th grade leave their Chromebooks in school.
- Von E. Mauger Middle School is the only public school in New Jersey to participate in every NJMakers Day event.



Mission, Vision, Theme:

Our mission is to prepare all our students to be well-balanced and responsible citizens in an ever changing global society. To achieve this mission, we strive to stay true our core values: knowledge, relationships, expectations, analysis, respect and openness.



Awards, Recognition, Accomplishments:

Von E. Mauger Middle School was one of the first middle schools in the state to have a MakerSpace. Located in the Media Center, our MakerSpace is an instructional space in which students and teachers can learn in a technology rich environment. For three years we have been the only middle school in the state to be a recognized location for the New Jersey Makers Day. Last year our school received the prestigious Common Sense Education Certification.



Von E. Mauger Middle School

(23-3140-085)

Grades Offered: 04-08




2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>Our Lower School teachers implement Reader's & Writer's Workshop, Go Math and MHM Science. In Upper School our teachers implement Writer's Workshop, Big Ideas and implement the NGSS. Program REACH is available for Lower School students who demonstrate high levels of ability. Identified students participate in enrichment and project based initiatives within the school day, where they can interact with like peers and engage in higher level thinking.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>Sports Offered: Baseball (Boys), Basketball (Boys and Girls), Cross-Country (Boys and Girls), Soccer (Boys and Girls), Softball (Girls), Volleyball (Co-ed), Wrestling (Boys and Girls) It is believed that athletics plays an important role in the development of a child and an integral role in the educational experience. Therefore, the athletic department is committed to providing our student-athletes with an outstanding athletic program. Through participation in athletics, students will experience the thrill of victory and the agony of defeat; learn about the intricacies of teamwork, the meaning of perseverance, and the direct relationship of dedication and success.</p>
 <p>Clubs and Activities:</p>	<p>At Von E. Mauger Middle School, we believe the school day does not end when the last class is over. We offer a wide variety of after school clubs for students to extend their school day. Students have opportunities to explore their interests in Art Enrichment, Technology, Yearbook, Drama, Environmental Club and Vocal/Instrumental Music.</p>



Von E. Mauger Middle School

(23-3140-085)

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2018-2019

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Before and After School Programs:

Before and After School Childcare is available to students in grades 4-7. Children who participate in the program will be encouraged to complete or review their homework, socialize and join in activities planned by the supervisor. Activities may include field trips, computers, talent shows, bowling, movies, organized games, free play, holiday parties, arts and crafts or special presentations by art/music/education-based acts.



Staff and Professional Learning:

The Middlesex School District supports teachers Professional Development Plan with ongoing professional development throughout the school year. Educational experts are brought into the district to work with teachers to improve instruction. Teachers attend out of district professional development to grow and develop as instructional leaders.



Von E. Mauger Middle School

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 <p>Student Supports and Services:</p>	<p>At Von E. Mauger Middle School we have several layers of support for our students. Teachers and administration review individual student progress monthly. Our I&RS team helps teachers address challenging academic and behavior student issues. All teachers are available every day after school to offer extra help and assistance. The Sheltered Instruction Observation Protocol is implemented to address the academic and language development needs of English Language Learners.</p>
 <p>Student Health and Wellness:</p>	<p>The number of students participating in our breakfast program has increased every year since 2011. Every year student representatives meet with Maschio's Food Services to develop new healthy breakfast and lunch options.</p>
 <p>Parent and Community Involvement:</p>	<p>Parental and community involvement is very important at VEM. The PTO is extremely active, organizing eleven dances/events throughout the school year for students in all five grade levels. In addition, they organize community events for students and parents.</p>



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 <p>Climate Surveys:</p>	<p>Who is surveyed: Students, Teachers The Von E. Mauger Safety and Climate Team uses the survey results to identify areas of concern and ways to address and improve the school climate and culture.</p>
 <p>Facilities:</p>	<p>Von E. Mauger Middle School was one of the first middle schools in the state to have a MakerSpace. Located in the library, our MakerSpace is an instructional space in which students and teachers can learn in a technology rich environment. We have three 3DPrinters, circuit boards, mind storm Legos, Litte-Bits, kintexs and a green screen to broadcast our daily announcements.</p>
 <p>School Safety:</p>	<p>Von E. Mauger Middle School Emergency Response Team has been nominated for a 2019 EMS Award: First Responder of the Year. The state describes the award as: First Responder of the Year: Honors a first responder affiliated with an organization (e.g., police, fire, industrial) who has assumed a leadership role by achievement in areas of on-scene patient care, outstanding rescue, public access to EMS, disaster preparedness, public education, and/or training.</p>



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Other Information

Von E. Mauger Middle School serves the students of Middlesex Borough in grades four through eight. Our entire educational community, including teachers, administrators and support staff embrace the "Middle School Philosophy" of addressing the social, emotional, and educational needs of all students. Embedded in the fabric of Von E. Mauger Middle School, is our desire to see all students succeed. To address the developmental needs of our students and promote academic success, Von E. Mauger is divided into a "Lower School" for our fourth and fifth graders, and an "Upper School" or students in grades six through eight. Each school has its own separate instructional area as well as grade-appropriate programs and services.

**Watchung Elementary School**

(23-3140-090)

Grades Offered: KG-03

2018-2019

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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 at 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

Notes from the New Jersey Department of Education:

**Watchung Elementary School**

(23-3140-090)

Grades Offered: KG-03

2018-2019

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School Contact Information

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	Middlesex Borough School District
Principal Name	Karen Dudley
Address	FISHER AVENUE MIDDLESEX, NJ 08846
Phone Number	732-317-6000
Email Address	dudleyk@middlesex.k12.nj.us
Website	http://www.middlesex.k12.nj.us/msd/Watchung/



Watchung Elementary School
(23-3140-090)
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	49	48	74
1	48	65	49
2	50	50	67
3	44	49	52
Total	191	212	242

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	53.4%	52.4%	55.0%
Male	46.6%	47.6%	45.0%
Economically Disadvantaged Students	23.0%	21.7%	21.1%
Students with Disabilities	7.3%	11.8%	13.2%
English Learners	3.7%	8.0%	7.4%
Homeless Students	0.0%	0.9%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	55.5%	50.9%	54.5%
Hispanic	26.2%	29.2%	28.5%
Black or African American	6.8%	7.1%	6.6%
Asian	8.4%	8.5%	5.8%
Native Hawaiian or Pacific Islander	0.5%	0.5%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	2.6%	3.8%	3.7%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	49	48	74

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	71.9%
Spanish	14.0%
Vietnamese	3.7%
Arabic	3.3%
Chinese	2.9%
Other Languages	4.1%



Watchung Elementary School
(23-3140-090)
Grades Offered: KG-03
2018-2019

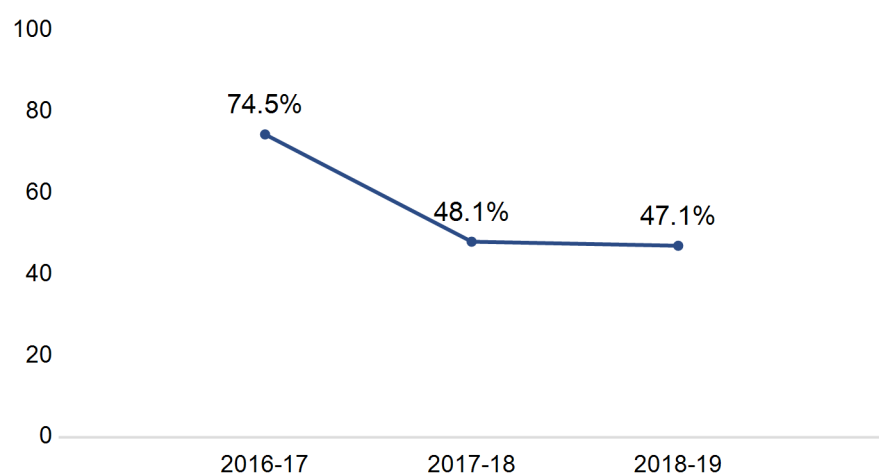
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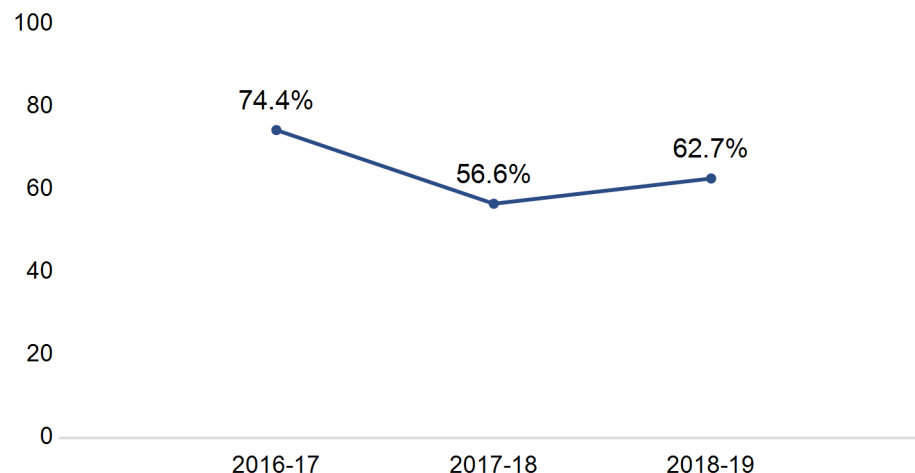
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	98.1%	100.0%	100.0%	98.1%
Proficiency Rate for Federal Accountability	74.5%	48.1%	47.1%	74.4%	56.6%	62.7%
Annual Target	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Watchung Elementary School
(23-3140-090)
Grades Offered: KG-03
2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	51	98.1	47.1	58.7	57.9	47.1	80	Not Met
White	32	97.0	50.0	64.0	66.9	50.0	80	Not Met
Hispanic	13	100.0	46.2	*	43.9	46.2	**	**
Black or African American	*	*	*	53.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	69.8	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	29	100.0	51.7	64.2	64.8	51.7		
Male	22	95.7	40.9	53.3	51.3	40.9		
Economically Disadvantaged Students	*	*	*	46.1	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	64.3	67.9	*		
Students with Disabilities	*	*	*	24.2	22.7	*	**	**
Students without Disabilities	*	*	*	65.8	65.1	*		
English Learners	*	*	*	29.9	29.3	*	**	**
Non-English Learners	*	*	*	62.1	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

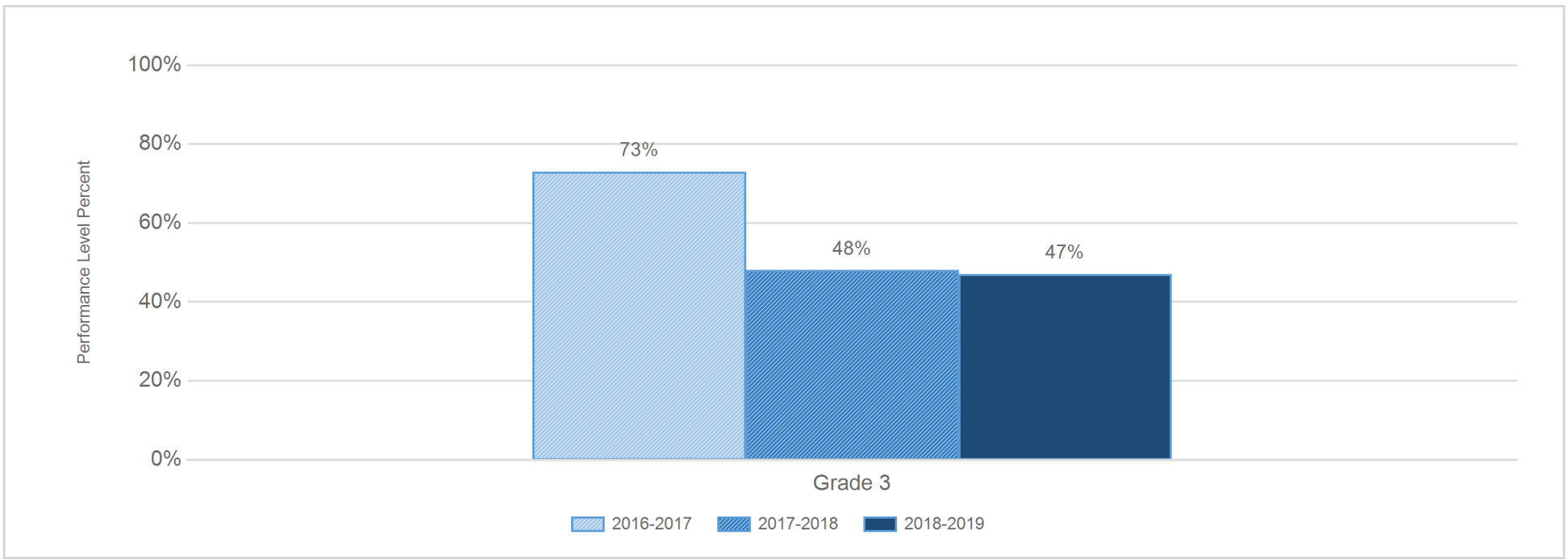


Watchung Elementary School
 (23-3140-090)
 Grades Offered: KG-03
 2018-2019

Report Key:
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	51	750	749	748	*	*	33%	*	*	47%	50%
White	32	754	757	757	*	*	34%	*	*	50%	60%
Hispanic	13	752	*	734	*	*	*	*	*	46%	36%
Black or African American	*	*	735	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	29	757	752	753	*	*	*	*	*	52%	55%
Male	22	741	747	743	*	*	*	*	*	41%	46%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	755	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	719	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	*	*	713	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	51	98.1	62.7	47.7	44.5	62.7	80	Not Met
White	32	97.0	65.6	51.7	54.1	65.6	78.4	Met Target†
Hispanic	13	100.0	61.5	*	28.8	61.5	**	**
Black or African American	*	*	*	34.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.2	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	29	100.0	58.6	45.5	44.9	58.6		
Male	22	95.7	68.2	49.8	44.2	68.2		
Economically Disadvantaged Students	*	*	*	39.5	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	51.4	54.9	*		
Students with Disabilities	*	*	*	14.6	17.4	*	**	**
Students without Disabilities	*	*	*	54.6	50.0	*		
English Learners	*	*	*	36.4	25.0	*	**	**
Non-English Learners	*	*	*	49.0	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



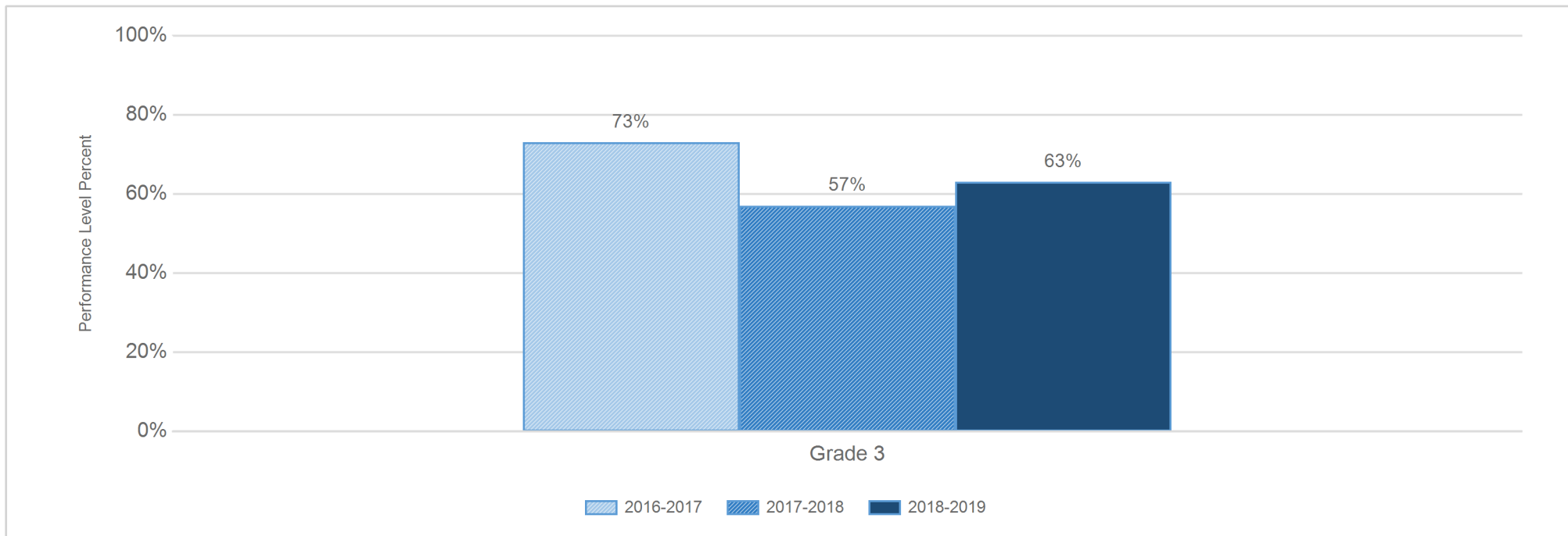
Watchung Elementary School
(23-3140-090)
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2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	51	761	755	752	*	*	25%	*	*	63%	55%
White	32	763	761	760	0%	*	*	*	*	66%	66%
Hispanic	13	761	*	739	0%	0%	*	*	*	62%	40%
Black or African American	*	*	741	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	29	760	753	751	*	*	*	*	*	59%	54%
Male	22	763	758	752	*	*	*	*	*	68%	56%
Economically Disadvantaged Students	*	*	744	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	760	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	723	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	759	756	*	*	*	*	*	*	60%
English Learners	*	*	730	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	759	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
3	N	N

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	46.2%	**	**

† 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	11	81.8%	18.2%
3-4	*	*	*
5 or more	*	*	*



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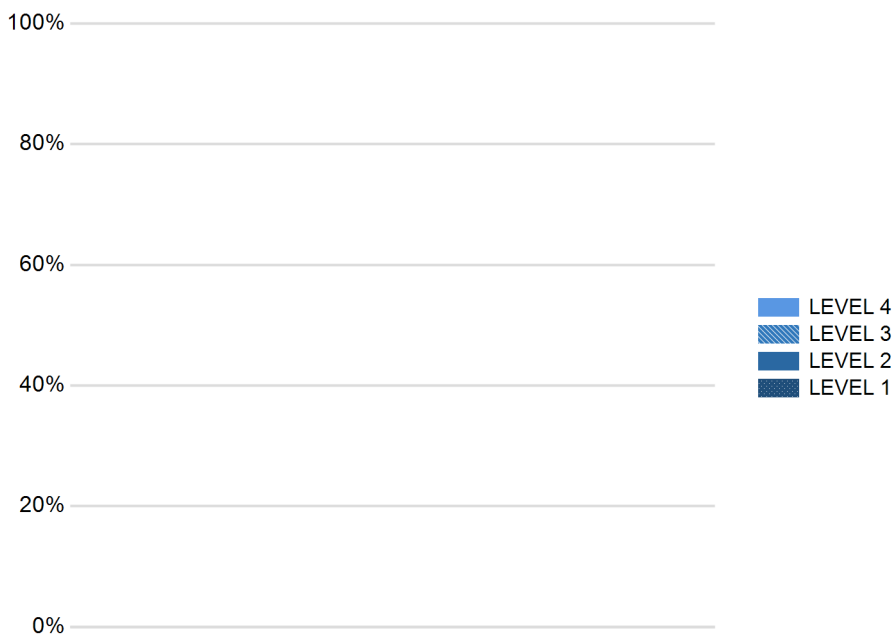
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

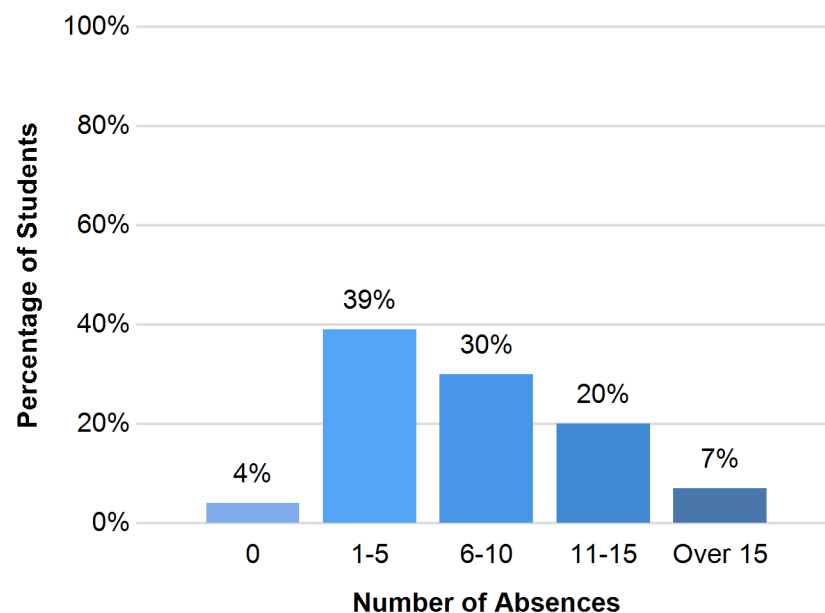
Chronic Absenteeism

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	9	3.7	9.6	Met
White	2	1.5	9.6	Met
Hispanic	6	8.8	9.6	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	1	6.7	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	3	2.3		
Male	6	5.5		
Economically Disadvantaged Students	4	7.8	9.6	Met
Students with Disabilities	3	9.1	9.6	Met
English Learners	4	23.5	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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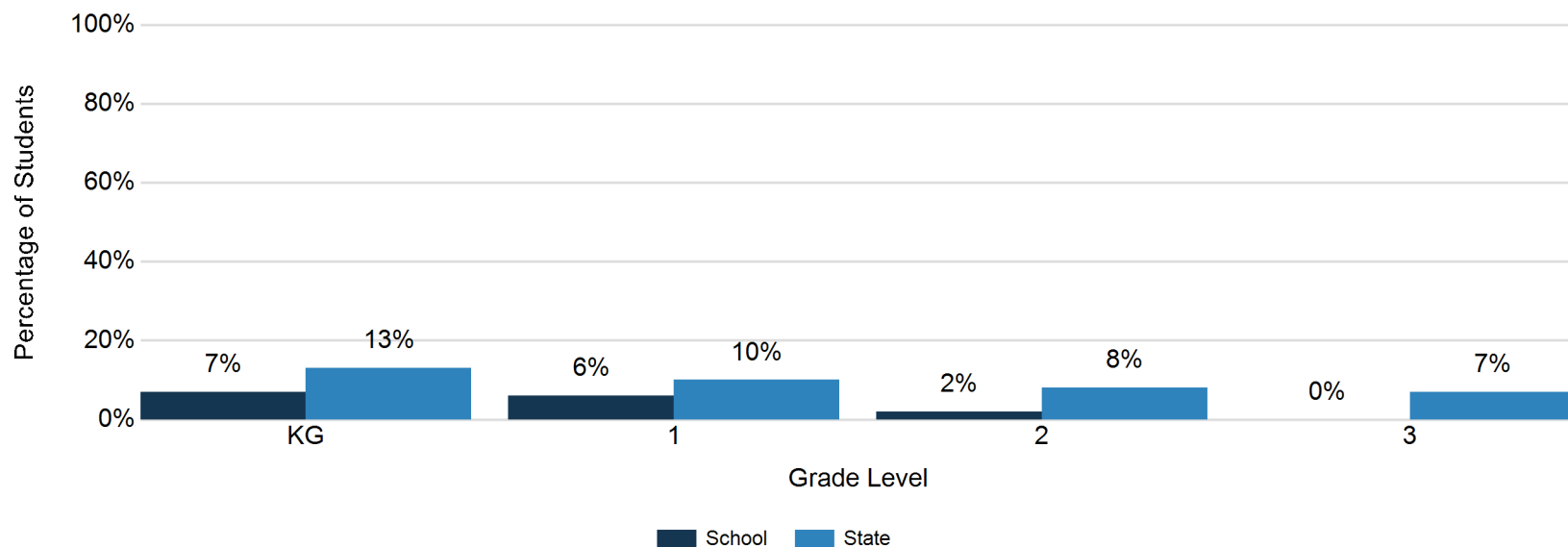
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	2	0	2
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	1		1

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 5 Mins
Shared Time - Instructional Time	6 Hrs. 5 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	22	118,214
Average years experience in public schools	13.3	12.1
Average years experience in district	13.3	10.8
Percentage of Teachers with 4 or more years experience in the district	77.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,530
Average years experience in public schools	9.7	16.0
Average years experience in district	9.1	12.0
Percentage of Administrators with 4 or more years experience in the district	64.3%	76.9%

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	11:1
Students to Administrators	242:1	147:1
Teachers to Administrators	22:1	13:1
Students to Librarians/Media Specialists		1032:1
Students to Nurses		413:1
Students to Counselors		295:1
Students to Child Study Team Members		206:1



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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 compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	55.0%	90.9%	100.0%	48.4%	77.1%	54.9%
Male	45.0%	9.1%	0.0%	51.6%	22.9%	45.1%
White	54.5%	86.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	28.5%	13.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.7%	0.0%	0.0%	2.1%	0.2%	0.2%



Watchung Elementary School
(23-3140-090)
Grades Offered: KG-03
2018-2019

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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	87.2%	90.5%
2017-18 Administrators: Same district 2018-19	92.3%	87.9%

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
2018-19	96.2%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	74.5%	48.1%	47.1%
Math Proficiency	74.4%	56.6%	62.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	46.2%
Chronic Absenteeism	6.3%	1.4%	3.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	**	**	**	Met	No
White	Not Met	Met Target†	**	**	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.



Highlights:

- The educational climate focuses on academic achievement, positive social experiences and emotional well-being.
- Reader's and Writer's Workshop was a district initiative to grow students in the writing process.
- Together with our PTO and Middlesex community, students are challenged through academic rigor and enriching experiences.



Mission, Vision, Theme:

A positive, challenging environment empowers students to be responsible, enthusiastic and productive citizens. The students, staff, administration, parents and community, commit themselves to developing the social, emotional, academic and physical well-being of all children. By developing critical thinking skills, through literacy, fine arts, mathematics, technology and science, the school is responsive to changes in the school family, community and world.



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Courses, Curriculum, Instruction:

Enjoying books is a proud hallmark of Watchung students who take pride in reading growth. Reader's and Writer's Workshop was a district initiative which continued this year. With this initiative, Middlesex Schools look to bring continuity to instruction and to grow the student reading and writing processes. The district continues with the Go Math program which focuses on real world applications and critical problem solving strategies.



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 <p>Before and After School Programs:</p>	<p>Watchung School offers all students in kindergarten through third grade, a Before and After Care Program through the Middlesex Community School. All students can choose to participate in the after school karate classes, art, chess or the engineering programs offered through the Community School as well.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional development days provide release time for staff, working with in-house trainers or outside professionals, to be trained to support district curricular initiatives. Staff is attuned to the needs of individual students and modifies instruction to reinforce or enrich. Teacher-led committees, under the guidance of supervisors and elementary principals, review and revise curriculum on a regular basis.</p>



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 <p>Student Supports and Services:</p>	<p>The School Counselor helps children having problems affecting schoolwork and/or behavior. Intervention and Referral Services develop and monitor strategies for struggling students. The Child Study Team identifies and evaluates students experiencing learning difficulties. Speech/Language services work on listening skills, language development, articulation, voice improvement, and fluency. Academic Support Instruction staff work with student groups to reinforce grade level concepts.</p>
 <p>Student Health and Wellness:</p>	<p>Physical education and health instruction help students maintain good health and promote play with sportsmanship as well as lifelong interests in athletic participation. Other programs, coordinated by our school nurse with community professionals, promoted developing good habits for a healthy lifestyle: Walk to School Day, Screen Free Week, the Bike Safety Rodeo, and PACK week, encouraging eating a variety of fruits and vegetables.</p>
 <p>Parent and Community Involvement:</p>	<p>Our Parent Teacher Organization supports class trips, school-wide assemblies, social events and activities that enrich our students' school experience. The PTO hosted events that recognized those who dedicate their time as volunteers in our community: the Firefighters' breakfast, Veteran's Day celebration and the visitation of Middlesex Police and EMT staff. The PTO, with our community, strengthens our resolve to challenge each student through academic rigor and enriching experiences.</p>



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 <p>Climate Surveys:</p>	<p>As a school we teach our students our behavioral expectations utilizing a "Bucket-filling" philosophy and recognize students who demonstrate positive behaviors that support kindness towards all others. By establishing and teaching behavioral expectations, we recognize appropriate social behavior and provide a common language for everyone within our building. We believe that by reinforcing good behavior, we will build a productive school community where all children can learn and grow.</p>
 <p>School Safety:</p>	<p>The safety of our students and staff remains at the forefront of all we do.</p>



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Other Information

The educational climate for Watchung School students focuses on academic achievement, positive social experiences, and emotional well-being. Together with our parents and members of the Middlesex community, we strive to provide a positive school culture that educates the whole child. Teachers stress the development of skills in organization, study, and research. Student success is measured through a variety of assessments: daily class work, cumulative projects, portfolios, performance assessments, Developmental Reading Assessments, district assessments and standardized testing. Student results are entered in the LinkIt data collection program and are used to inform classroom instruction. Watchung's technology teacher coordinates weekly instruction in the computer lab to support classroom learning. Internet access is available in all classrooms and used for interactive whiteboards, document cameras and student chromebooks. Teachers develop lessons that utilize technology and resources that support learning. Exposure to the performing arts encourages creative expression and therefore all students participate in the visual arts and vocal music programs. Spanish is taught as a world language to students in kindergarten through third grades. Lessons infuse active participation while developing cultural awareness. Character education is an integral component of our work. Students learned that we accomplish more when we work together and support each other. Our school counselor took the lead in providing lessons showing how teamwork helped solve problems at school and at home. This theme was reinforced during recognition of Week of Respect and School Violence Awareness Week.