



Fords Middle School (23-5850-070)

2022-2023

County: Middlesex

District: Woodbridge Township School District



Fanning Street

Fords, NJ 08863

Principal: Ms. Jennifer Murphy

[School Website](#)



732-596-4200



601
Total Students



06-08
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2022-23 Reports: The 2022-23 School Performance Reports include all data that was previously reported prior to the COVID-19 pandemic, which includes all assessment, student growth, and accountability data. Data throughout the reports has been impacted by the pandemic in various ways, so the NJDOE recommends caution in comparing data from year to year.

School Performance Report Resources: The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for [school board members](#), [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see *'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact reportcard@doe.nj.gov with any questions about the reports

Overview & Resources

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	Woodbridge Township School District
Principal Name	Ms. Jennifer Murphy
Address	Fanning Street, Fords, NJ 08863
Phone Number	732-596-4200
Email Address	jennifer.murphy@woodbridge.k12.nj.us
Website	https://www.woodbridge.k12.nj.us/o/fms
Twitter	https://twitter.com/fordsmiddlewtsd

Demographics

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	2020-21	2021-22	2022-23
6	205	190	184
7	217	219	191
8	211	215	226
Total	633	624	601

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages for 2020-21, 2021-22, and 2022-23 may show a range, depending on the overall school population size.

Student Group	2020-21	2021-22	2022-23
Female	48.0%	49.0%	51.0%
Male	52.0%	51.0%	49.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	34.6%	36.2%	51.9%
Students with Disabilities	16.4%	15.5%	17.1%
English Learners	0.3%	0.6%	1.2%
Homeless Students	0.2%	0.3%	1.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.2%	0.2%	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	2020-21	2021-22	2022-23
White	25.6%	21.3%	21.5%
Hispanic	45.3%	47.1%	49.7%
Black or African American	14.2%	15.9%	12.8%
Asian	12.0%	13.5%	13.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	2.8%	2.2%	2.2%

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

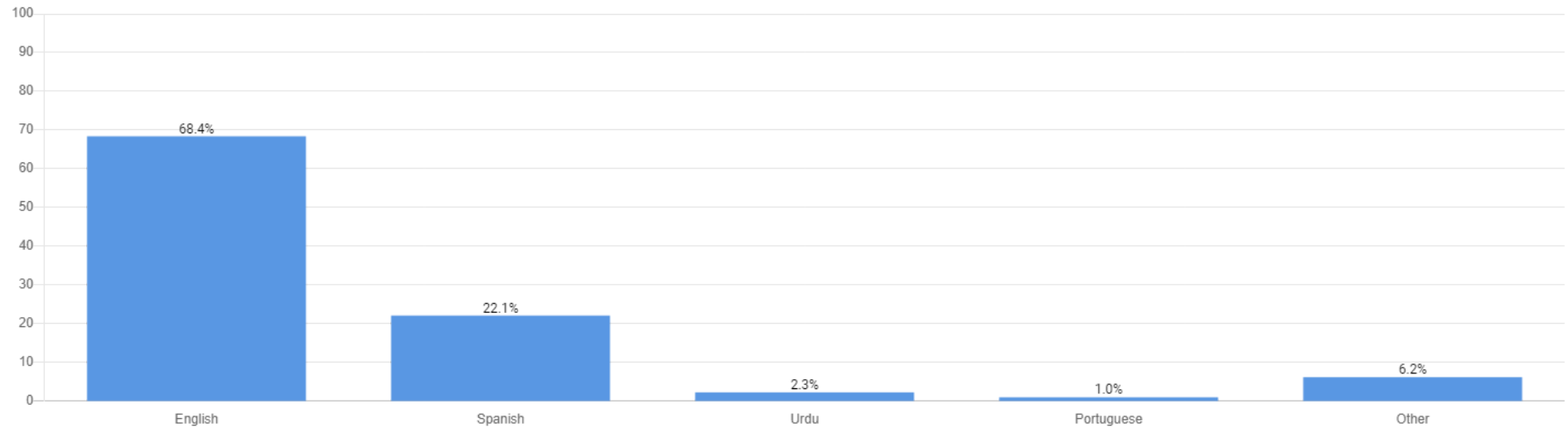
† This indicates a table specific note, see note below table

Demographics

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 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. To see this data in a table, click the Table View option below the chart.



Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress will be measured with school's median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual 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. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

A student's SGP falls between 1 and 99 and can be grouped into three levels. An mSGP below 35 indicates low growth, an mSGP between 35 and 65 indicates typical growth, and an mSGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.

The [NJDOE Student Growth page](#) has more information about SGPs and mSGPs, including a video that explains how both SGPs and mSGPs are calculated.

Important Note for 2022-23: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022 school year only.

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.

Important Note for 2022-23: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Median Student Growth Percentile			36			39
Met Standard (40-59.5)?			Not Met			Not Met
Statewide: Median Student Growth Percentile			50			50

Student Growth

Student Growth

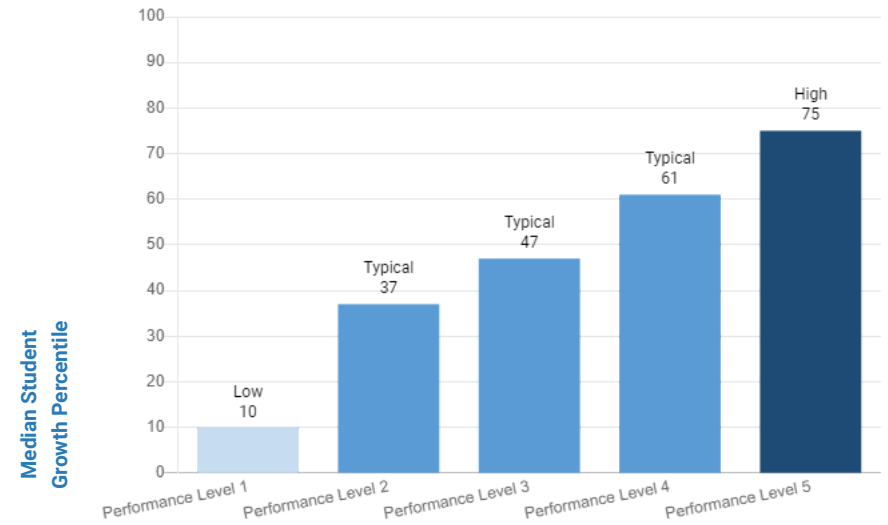
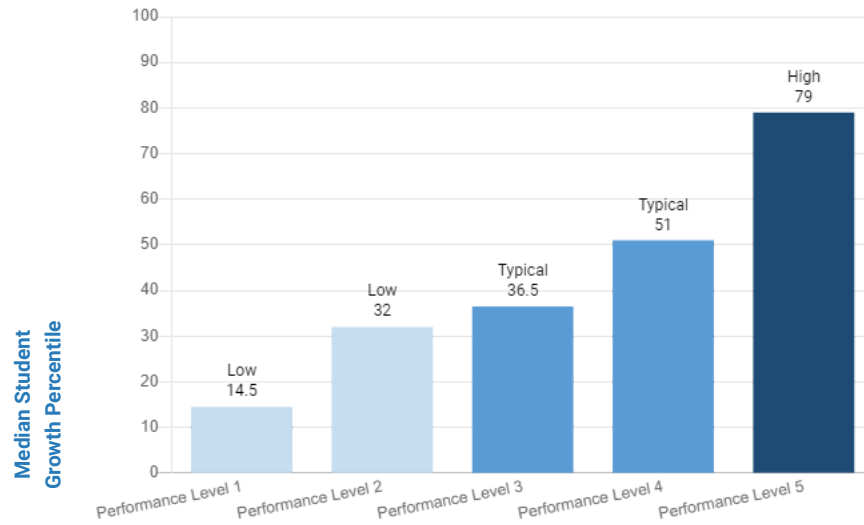
This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

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	36	41	50	Not Met	39	48	50	Not Met
White	35	39	51	Not Met	37	47	51	Not Met
Hispanic	32	35	47	Not Met	39	44	47	Not Met
Black or African American	38	36	45	Not Met	39	42	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	51	52	60	Met Standard	49	54	61	Met Standard
American Indian or Alaska Native	N	N	54	**	N	N	49	**
Two or More Races	52	45	52	**	*	57.5	51	**
Female	35	42	52		37.5	46	49	
Male	36.5	41	48		45	50	51	
Non-Binary/Undesignated Gender	N	N	46.5		N	N	62	
Economically Disadvantaged Students	31.5	36	46	Not Met	37	44	46	Not Met
Students with Disabilities	32	31	40	Not Met	26	40	42	Not Met
English Learners	29	45	47	Not Met	30	49	48	Not Met
Homeless Students	*	31	42		*	50	42	
Students in Foster Care	N	*	42		N	*	44	
Military-Connected Students	N	58.5	50		N	51	49	
Migrant Students	N	N	36		N	N	43	

Student Growth

Student Growth by Performance Level

These graphs show the median Student Growth Percentile (mSGP) for students by performance level on the New Jersey Student Learning Assessment (NJSLA) for English language arts (ELA) and mathematics.

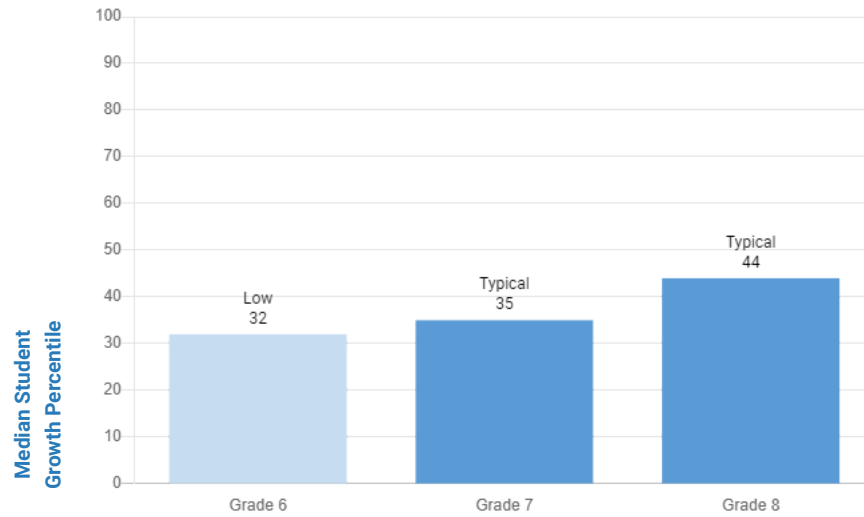


Student Growth

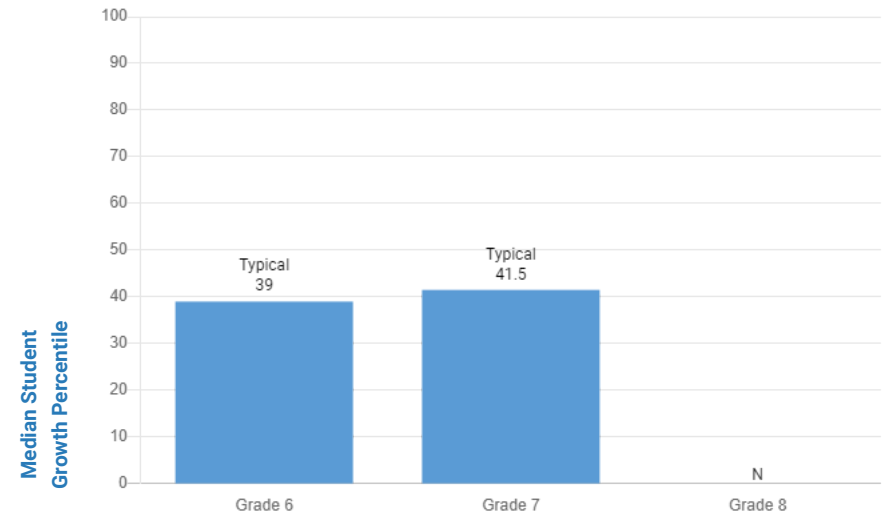
Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade for English Language Arts (ELA) and mathematics.

ELA



Math



Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

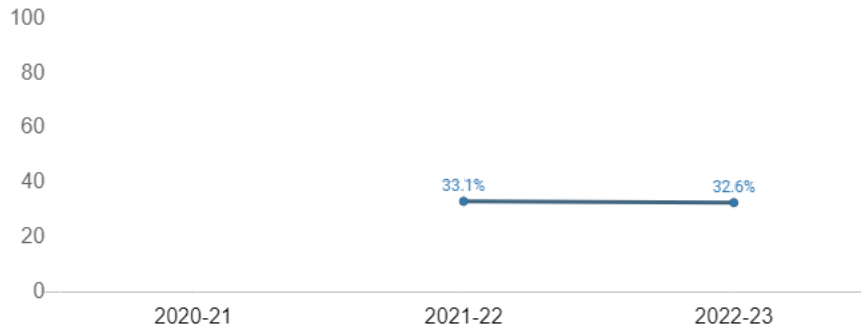
Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts and Mathematics Performance Trends

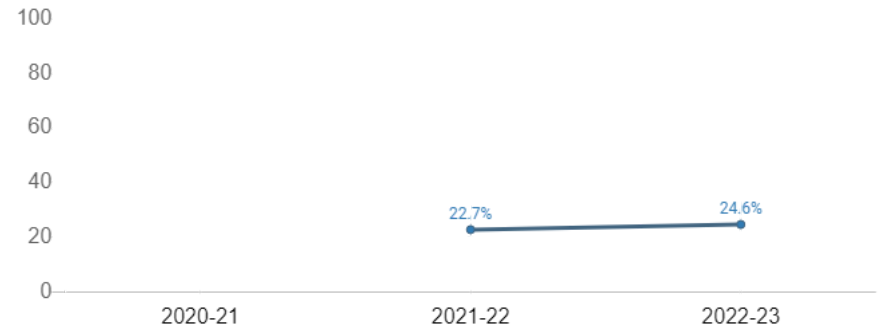
These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students who met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. Students who 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.

Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Participation Rate		97.9%	97.8%		97.6%	98.0%
Proficiency Rate for Federal Accountability		33.1%	32.6%		22.7%	24.6%
Annual Target		47.4%	49.4%		39.8%	42.4%
Met Annual Target?		Not Met	Not Met		Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability		49.0%	51.3%		36.0%	38.2%

† Target was met within a confidence interval.

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts (ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results include only students in grades 3 through 9. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM.

This table shows both the percentage of students who 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 2032. 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 the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

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	Annual Target	Met Annual Target
Schoolwide	654	97.8%	32.6%	42.2%	51.3%	32.6%	49.4%	Not Met
White	140	97.3%	34.3%	41.8%	60.7%	34.3%	52%	Not Met
Hispanic	324	97.7%	24.7%	28.2%	37.3%	24.7%	37.4%	Not Met
Black or African American	85	98.8%	29.4%	28.4%	34%	29.4%	47.7%	Not Met
Asian, Native Hawaiian, or Pacific Islander	91	98%	59.3%	64.7%	79.8%	59.3%	72.5%	Not Met
American Indian or Alaska Native	*	*	*	*	52.7%	*	**	**
Two or More Races	*	100%	42.9%	48.5%	58.2%	42.9%	**	**
Female	*	99.1%	38.4%	48.3%	56.8%	38.4%		
Male	*	96.5%	26.7%	36.5%	46%	26.7%		
Non-binary/undesignated gender	*	*	*	*	62.5%	*		
Economically Disadvantaged Students	324	96.8%	24.1%	29%	33.4%	24.1%	41.8%	Not Met
Non-Economically Disadvantaged Students	330	98.8%	40.9%	49.8%	61.3%	40.9%		
Students with Disabilities	116	97.6%	11.2%	12.1%	19.2%	11.2%	25.4%	Not Met
Students without Disabilities	538	97.9%	37.2%	47.6%	58.3%	37.2%		
English Learners	54	96.6%	<10%	32.3%	23.9%	<10%	46.3%	Not Met
Non-English Learners	600	97.9%	34.8%	43.2%	54.7%	34.8%		
Homeless Students	*	*	*	22.9%	23.2%	*		
Students in Foster Care	*	*	*	*	20.3%	*		
Military-Connected Students	*	*	*	40%	49.2%	*		
Migrant Students	*	*	*	*	15.9%	*		

† Target was met within a confidence interval.

Academic Achievement

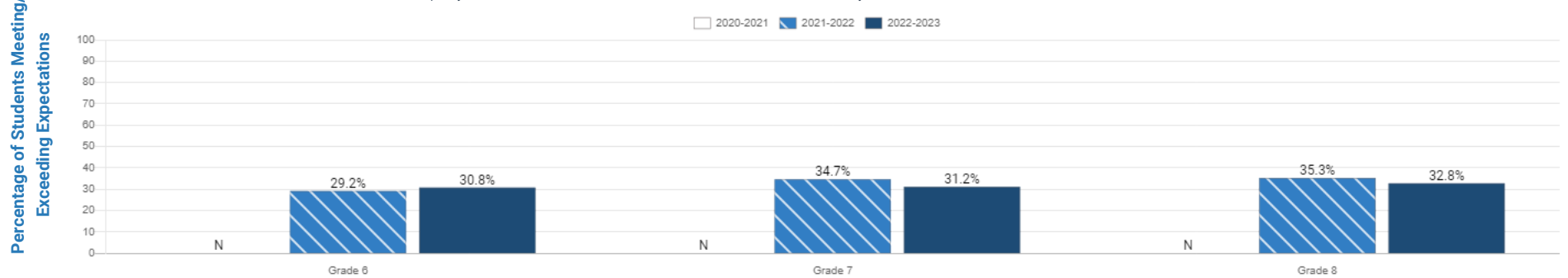
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.

Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

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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	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	218	731	737	752	17%	22%	30%	26%	6%	31%	56%
White	43	732	736	761	12%	30%	28%	23%	7%	30%	65%
Hispanic	103	723	722	738	23%	24%	29%	21%	2%	23%	41%
Black or African American	35	734	724	735	14%	14%	40%	26%	6%	31%	38%
Asian, Native Hawaiian, or Pacific Islander	34	751	761	784	9%	12%	24%	41%	15%	56%	84%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	*	732	741	759	16%	21%	27%	28%	7%	35%	62%
Male	*	730	732	746	18%	23%	32%	23%	4%	27%	50%
Non-binary/undesignated gender	*	*	*	759	*	*	*	*	*	*	53%
Economically Disadvantaged Students	112	724	725	735	21%	27%	29%	20%	4%	23%	38%
Non-Economically Disadvantaged Students	106	738	744	762	13%	17%	30%	32%	8%	40%	66%
Students with Disabilities	30	704	698	715	33%	47%	10%	10%	0%	10%	18%
Students without Disabilities	188	735	742	760	14%	18%	33%	28%	6%	35%	63%
English Learners	14	678	690	701	*	*	*	*	*	*	*
Non-English Learners	204	735	739	756	12%	23%	31%	27%	6%	33%	59%
Homeless Students	*	*	*	722	*	*	*	*	*	*	25%
Students in Foster Care	*	*	*	716	*	*	*	*	*	*	19%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	54%
Migrant Students	*	*	*	701	*	*	*	*	*	*	10%

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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.

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Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

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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. NJSLA results include students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students who 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 2032. 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 the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

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	Annual Target	Met Annual Target
Schoolwide	662	98%	24.6%	36.6%	38.2%	24.6%	42.4%	Not Met
White	141	97.3%	30.5%	37.4%	48.7%	30.5%	43.3%	Not Met
Hispanic	330	97.7%	15.5%	19.7%	22.2%	15.5%	32.8%	Not Met
Black or African American	85	98.8%	15.3%	18.6%	17.9%	15.3%	35.2%	Not Met
Asian, Native Hawaiian, or Pacific Islander	92	99%	53.3%	62.4%	73.1%	53.3%	66.9%	Not Met
American Indian or Alaska Native	*	*	*	*	40.1%	*	**	**
Two or More Races	*	100%	50%	43.3%	46.4%	50%	**	**
Female	*	99.4%	22.4%	35.1%	36.5%	22.4%		
Male	*	96.5%	26.9%	38%	39.9%	26.9%		
Non-binary/undesignated gender	*	*	*	*	36.8%	*		
Economically Disadvantaged Students	327	96.8%	16.8%	21.8%	19.5%	16.8%	35.7%	Not Met
Non-Economically Disadvantaged Students	335	99.1%	32.2%	45.1%	48.8%	32.2%		
Students with Disabilities	116	97.6%	<10%	13.1%	15.7%	<10%	24.5%	Not Met
Students without Disabilities	546	98.1%	28%	40.7%	43%	28%		
English Learners	61	97.1%	<10%	30.8%	18.1%	<10%	37.4%	Not Met
Non-English Learners	601	98.1%	26.3%	37.2%	41%	26.3%		
Homeless Students	*	*	*	<10%	11.9%	*		
Students in Foster Care	*	*	*	*	<10%	*		
Military-Connected Students	*	*	*	23.3%	37.3%	*		
Migrant Students	*	*	*	*	12.7%	*		

† Target was met within a confidence interval.

Academic Achievement

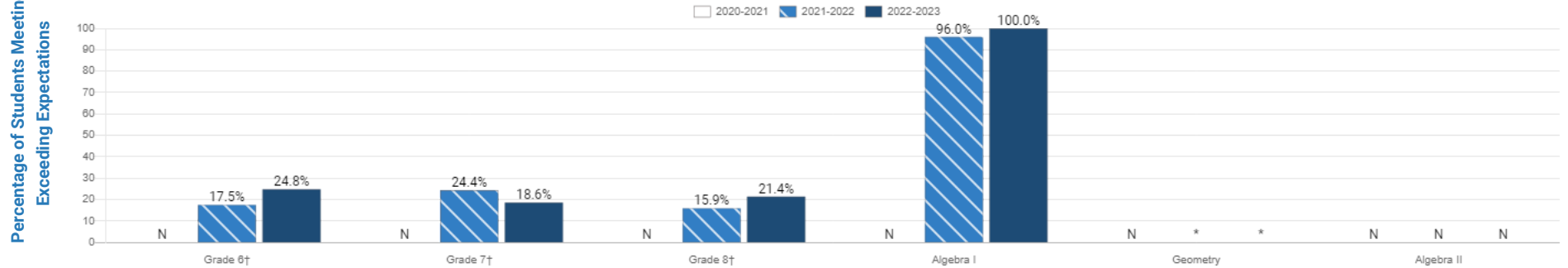
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.

Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year. Additionally, end-of-course assessment results for Geometry and Algebra II for 2018-19 and prior years included all students in middle school and grades 9 and 10. The requirements for high school testing changed in 2021-22 so that students are only required to take the NJSLA once in high school. Therefore, 2021-22 and 2022-23 data for Geometry and Algebra II may not be comparable to data from 2018-19.



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

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#). For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 who took the NJSLA, which includes students who were enrolled less than half a year.

Students who took the Algebra I, Geometry, or Algebra II end-of-course assessments are not included in grade level results.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	215	722	721	716	27%	25%	27%	20%	2%	21%	18%
White	42	723	721	727	26%	21%	31%	21%	0%	21%	25%
Hispanic	114	717	712	709	31%	25%	26%	18%	1%	18%	12%
Black or African American	32	719	710	703	28%	31%	22%	19%	0%	19%	*
Asian, Native Hawaiian, or Pacific Islander	21	747	744	739	10%	19%	29%	29%	14%	43%	41%
American Indian or Alaska Native	*	*	*	708	*	*	*	*	*	*	12%
Two or More Races	*	*	710	719	*	*	*	*	*	*	21%
Female	*	720	721	717	28%	22%	31%	17%	2%	19%	17%
Male	*	723	721	716	26%	27%	23%	22%	2%	24%	18%
Non-binary/undesignated gender	*	*	*	728	*	*	*	*	*	*	28%
Economically Disadvantaged Students	99	716	711	707	29%	27%	29%	13%	1%	14%	11%
Non-Economically Disadvantaged Students	116	726	728	723	25%	22%	25%	25%	3%	28%	23%
Students with Disabilities	39	703	696	699	54%	23%	8%	13%	3%	15%	*
Students without Disabilities	176	726	726	721	21%	25%	31%	21%	2%	23%	21%
English Learners	10	690	702	694	80%	10%	0%	10%	0%	10%	*
Non-English Learners	205	723	722	718	24%	25%	28%	20%	2%	22%	19%
Homeless Students	*	*	700	700	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	721	*	*	*	*	*	*	22%
Migrant Students	*	*	*	686	*	*	*	*	*	*	*

Academic Achievement

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Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Mathematics Assessment - Performance By Test: Algebra I

This table shows performance on the NJSLA Algebra I end-of-course assessment. The performance results in this table include all students who took the NJSLA, it does not exclude students who were enrolled less than half a year.

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course during the 2022-23 school year were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student is in grade 9.

Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 Algebra I performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 school year.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	24	793	732	738	0%	0%	0%	71%	29%	100%	35%
White	10	788	734	747	0%	0%	0%	80%	20%	100%	46%
Hispanic	*	*	720	723	*	*	*	*	*	*	20%
Black or African American	*	*	716	720	*	*	*	*	*	*	16%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	773	*	*	*	*	*	*	73%
American Indian or Alaska Native	*	*	*	732	*	*	*	*	*	*	31%
Two or More Races	*	*	725	746	*	*	*	*	*	*	44%
Female	*	786	733	737	0%	0%	0%	86%	14%	100%	34%
Male	*	804	731	739	0%	0%	0%	50%	50%	100%	37%
Non-binary/undesignated gender	*	*	*	739	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	723	722	*	*	*	*	*	*	18%
Non-Economically Disadvantaged Students	*	792	737	746	0%	0%	0%	68%	32%	100%	44%
Students with Disabilities	*	*	705	712	*	*	*	*	*	*	*
Students without Disabilities	*	793	736	742	0%	0%	0%	71%	29%	100%	40%
English Learners	*	*	704	706	*	*	*	*	*	*	*
Non-English Learners	*	793	733	740	0%	0%	0%	71%	29%	100%	38%
Homeless Students	*	*	*	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	30%
Migrant Students	*	*	*	702	*	*	*	*	*	*	*

Academic Achievement

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Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Mathematics Assessment - Performance By Test: Geometry

This table shows performance on the NJSLA Geometry end-of-course assessment. The performance results in this table include all students who took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

This includes any students who were enrolled in a Geometry course and took the Geometry assessment in grades 7 through 12. Students in sixth grade who were enrolled in a Geometry course during the 2022-23 school year were required to take both the Geometry and Grade 6 mathematics assessment. The results of their Geometry assessment are not included in these results but will be reported when the student is in grade 9.

Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 Geometry performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 school year.

[illegible]

Report Key:

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

Academic Achievement

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Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 the most significant intellectual disabilities.

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

Report Key:

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N No Data is available to display
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Academic Achievement

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Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 Assessment for English language proficiency and the percentage of students tested who 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.

For additional data showing both the number and percentage of students with an overall score of 4.5 or above, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

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

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	Annual Target	Met Target?
Schoolwide/English Learners	11.4%	27.4%	Not Met

† Target was met within a confidence interval.

Academic Achievement

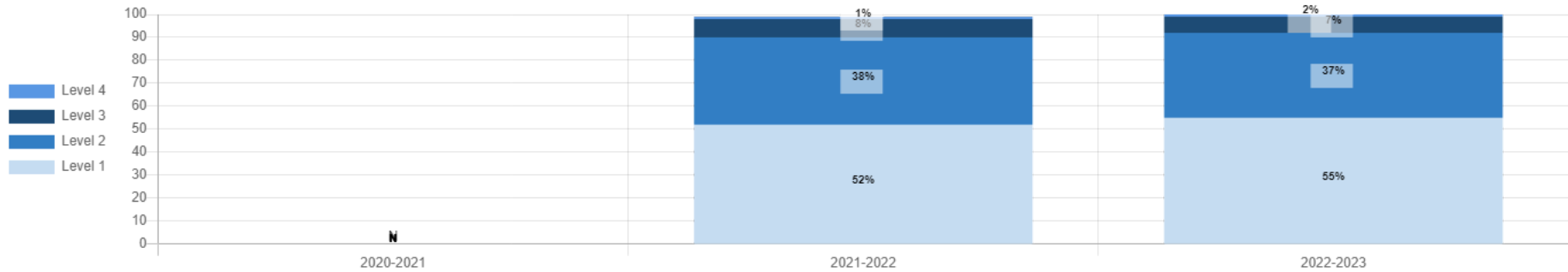
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2023 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 8 Summary

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

Important note for 2022-23 Reports: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



Report Key:

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N No Data is available to display

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Academic Achievement

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 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 who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

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NJSLA Science Assessment: Grade 8

This table shows how students performed on the NJSLA Science assessment for the school year, 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	55%	37%	7%	2%
White	48%	40%	13%	0%
Hispanic	60%	36%	2%	2%
Black or African American	72%	25%	3%	0%
Asian, Native Hawaiian, or Pacific Islander	25%	42%	25%	8%
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	53%	38%	8%	1%
Male	57%	35%	6%	3%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	65%	30%	4%	1%
Non-Economically Disadvantaged Students	45%	43%	10%	2%
Students with Disabilities	84%	14%	3%	0%
Students without Disabilities	49%	41%	8%	2%
English Learners	82%	18%	0%	0%
Non-English Learners	53%	38%	7%	2%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

This table shows how grade 11 students performed on the New Jersey Graduation Proficiency Assessment (NJGPA), both overall and by student group. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment.

College and Career Readiness

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	188
7	0	0	201
8	23	1	212
Total	23	1	601

College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

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	0	0	0	0	0	0	152
7	0	181	0	0	0	0	1
8	203	0	0	0	0	0	0
Total	203	181	0	0	0	0	153

College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Computer Science – 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.

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

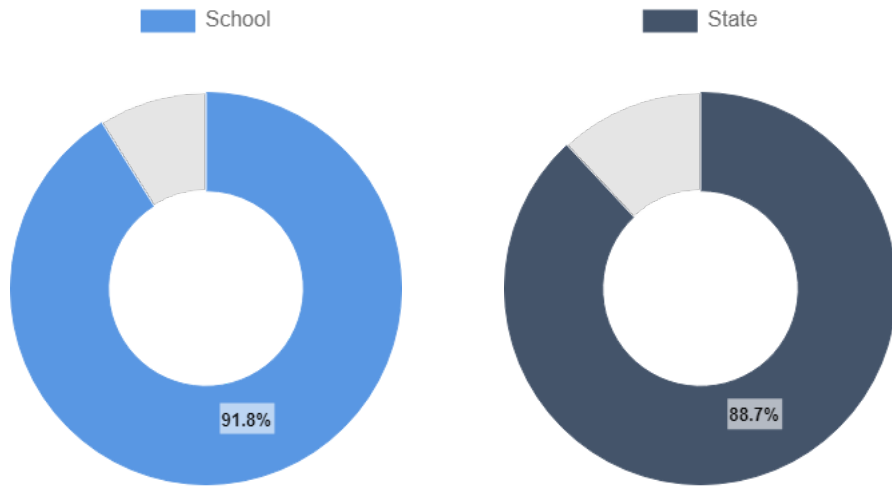
College and Career Readiness

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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 second set of charts 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



College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

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 second set of charts show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Students enrolled in one or more classes by discipline:

Music



Dance



Drama



Visual Arts



Climate and Environment

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.

Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

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 state average column is the target used for accountability purposes and it reflects the statewide average for students in the grades offered by the school. Each student group has the same target based on all students, so the same "state average" will appear for all student groups. The last column shows 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	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Schoolwide	76	11.7%	14.8%	Met
White	11	8.2%	14.8%	Met
Hispanic	48	14.2%	14.8%	Met
Black or African American	9	11.1%	14.8%	Met
Asian, Native Hawaiian, or Pacific Islander	7	8.5%	14.8%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	7.1%	**	**
Female	*	11.9%		
Male	*	11.5%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	54	15.4%	14.8%	Not Met
Students with Disabilities	21	17.5%	14.8%	Not Met
English Learners	8	17.4%	14.8%	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

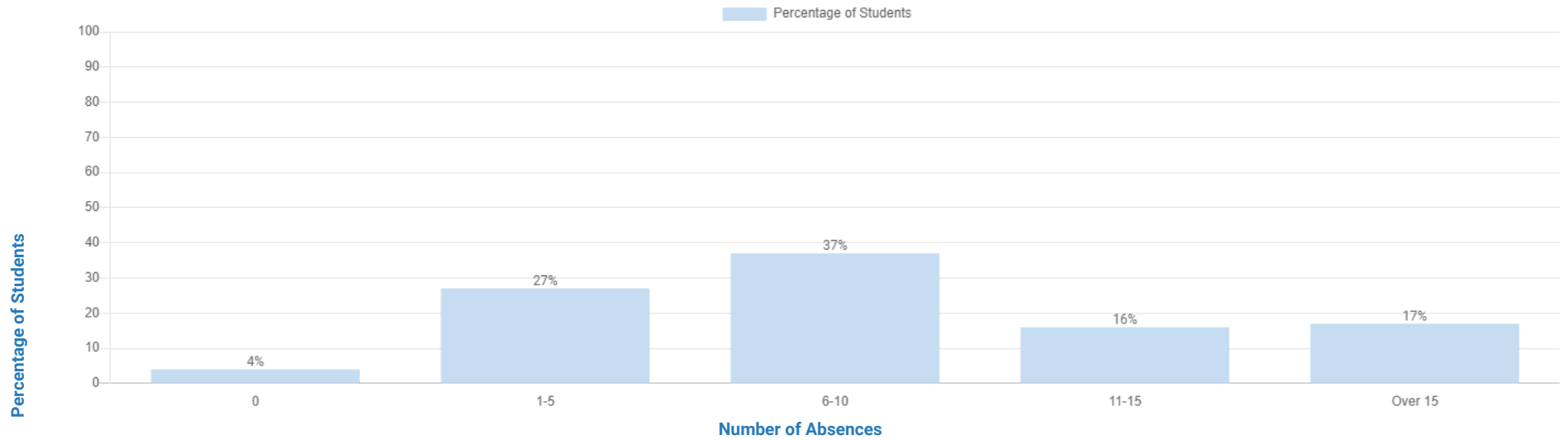
Climate and Environment

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Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

Days Absent

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



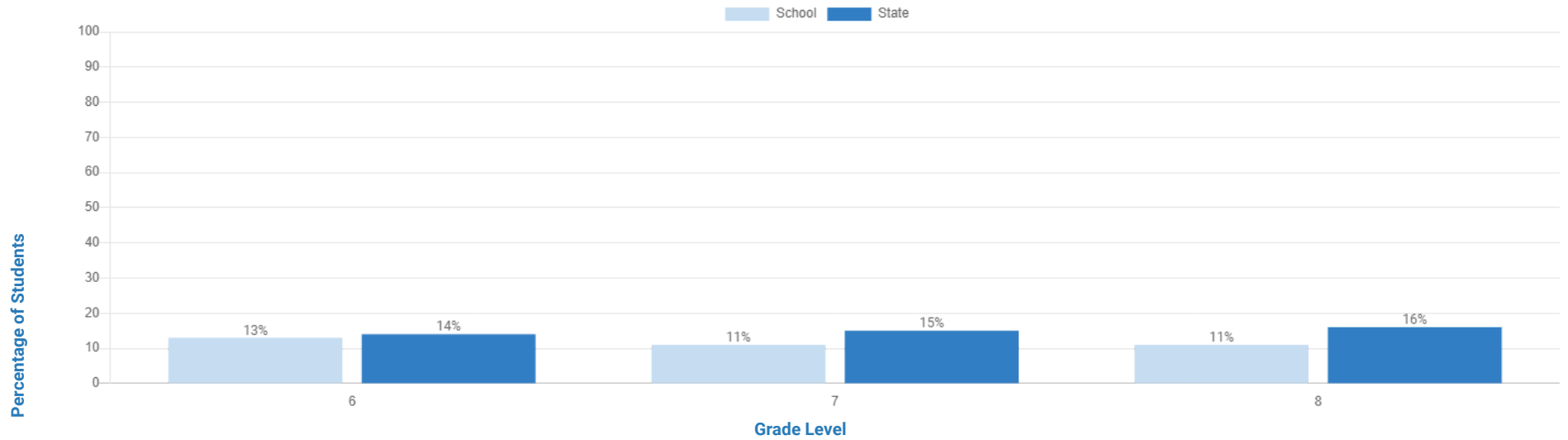
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Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

Chronic Absenteeism by Grade

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



Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for those years.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	11
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	3.33

Police Notifications

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

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

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Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for those years.

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	3	4	7
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	1	0	1
Other	1	5	6
No Identified Nature	7		7

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. The NJDOE is additionally required to report on the number, percentage, and demographics of students who received removals and that data is available on the [NJDOE website](#).

Removal Type	Number of Students	Percent of Students
In-School Suspensions	99	16.5%
Out-of-School Suspensions	49	8.2%
Any Suspension	114	19.0%
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

221

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Climate and Environment

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	8:15 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs. 15 Mins.
Full Time - Instructional Time	5 Hrs. 46 Mins.
Shared Time - Instructional Time	2 Hrs. 53 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in grades PK-12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades PreK through 12. This information comes from the elective NJTRAX survey and reflects data submitted as of October 2023, 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
2022-2023	1:1

Student Access to Technology and Internet

The NJDOE collects information on student device types, device owners, and internet connectivity. [Reports about student access to technology and internet connectivity](#), can be found on the NJDOE website.

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers – Experience

This table shows information about the experience and professional qualifications of teachers. Out-of-field teachers are teachers who are potentially teaching outside of their area of certification. Teachers with provisional certifications are fully certified novice teachers of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification. The New Jersey Department of Education does not issue emergency instructional certificates for teachers. Additional data on the professional qualifications of teachers and administrators, broken down by schools with high or low economically disadvantaged populations, is available on the [School Performance Staff page](#).

Category	Teachers in School	Teachers in State
Total Number of teachers	63	118,882
Average years experience in public schools	14.6	12.5
Average years experience in district	13.8	11.3
Number of Teachers with 4 or more years experience in the district	57	88,415
Percentage of Teachers with 4 or more years experience in the district	90.5%	74.8%
Number of out-of-field teachers	0	2,811
Percentage of out-of-field teachers	0%	2.4%
Number of Teachers with Provisional Credentials	1	8,605
Percentage of Teachers with Provisional Credentials	1.6%	7.3%

Administrators – Experience

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

Category	Admin. in School	Admin. in State
Total Number of administrators	2	9,952
Average years experience in public schools	25.5	16.1
Average years experience in district	24.5	12.5
Number of Administrators with 4 or more years experience in the district	2	7,675
Percentage of Administrators with 4 or more years experience in the district	100.0%	77.9%

Staff Counts

This table shows the number of staff members assigned to the school, district, and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school. The School Safety Specialists data is based on data submitted by districts in the CDS system and is not available at the school level because it is a district assigned position.

Staff Category	School: Total Staff Members	District: Total Staff Members	State: Total Staff Members
Teachers	63	1,200	118,882
Administrators	2	64	9,952
Librarians/Media Specialists	N	1	1,194
Nurses	1	27	2,960
School Counselors	2	44	4,519
Child Study Team Members	2	81	9,367
School Psychologists	N	13	2,166
School Social Workers	N	25	2,654
Student Assistance Coordinators	N	5	381
School Safety Specialists	N	1	694

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE). The School Safety Specialists data is based on data submitted by districts in the CDS system and is not available at the school level because it is a district assigned position.

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	300:1	216:1
Teachers to Administrators	32:1	19:1
Students to Librarians/Media Specialists †	N	13831:1
Students to Nurses †	601:1	512:1
Students to Counselors †	300:1	314:1
Students to Child Study Team Members †,††	51:1	27:1
Students to School Psychologists †	N	1064:1
Students to School Social Workers †	N	553:1
Students to Student Assistance Coordinators †	N	2766:1
Students to School Safety Specialists †	N	13831:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants, also note that the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.0%	75-80%	*	48.0%	77.0%	57.0%
Male	49.0%	20-25%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	21.5%	88.9%	50.0%	39.1%	82.2%	74.8%
Hispanic	49.7%	4.8%	50.0%	33.1%	8.3%	8.5%
Black or African American	12.8%	6.3%	0.0%	14.4%	6.3%	14.3%
Asian	13.8%	0.0%	0.0%	10.1%	2.4%	1.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.4%	0.6%
Two or More Races	2.2%	0.0%	0.0%	2.9%	0.2%	0.4%

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

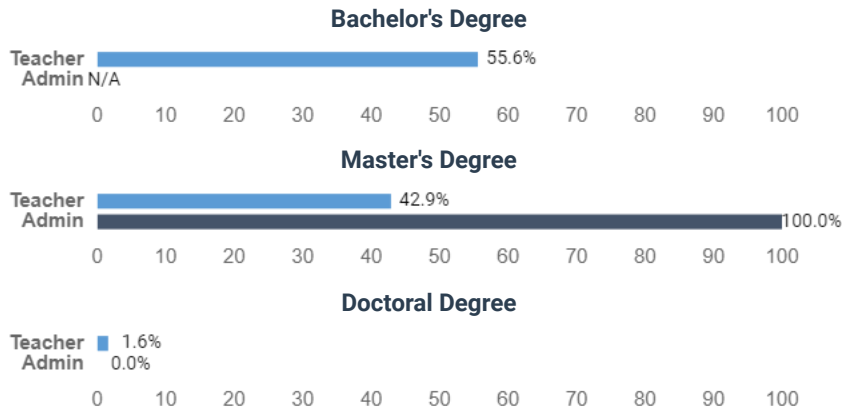
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

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Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2021-22 that were still assigned to this district in 2022-23. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2021-22 Teachers: Same district 2022-23	95.2%	88.4%
2021-22 Administrators: Same district 2022-23	94.0%	86.6%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2022-23 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage [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 2022-23 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.

Woodbridge Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$1,522	\$16,201	\$17,723	13,733.8
District Level Central Expenditures	\$961	\$4,760	\$5,721	13,733.8
Colonia High School	\$113	\$11,512	\$11,625	1,350.7
John F. Kennedy Memorial High School	\$111	\$10,390	\$10,501	1,379.7
Avenel Middle School	\$536	\$13,552	\$14,088	581.1
Woodbridge High School	\$98	\$10,720	\$10,818	1,558.8
Colonia Middle School	\$481	\$14,912	\$15,393	562.7
Fords Middle School	\$521	\$14,235	\$14,756	594.8
Iselin Middle School	\$442	\$10,656	\$11,098	860.3
Woodbridge Middle School	\$611	\$15,109	\$15,720	520.0
Avenel Street Elementary School	\$904	\$9,355	\$10,259	423.9
Robert Mascenik Elementary School	\$506	\$11,423	\$11,929	313.1
Claremont Avenue Elementary School	\$768	\$11,762	\$12,530	317.1
Ford Avenue Elementary School	\$1,230	\$12,790	\$14,020	244.3
Matthew Jago Elementary School	\$1,058	\$12,173	\$13,231	424.7
Indiana Avenue Elementary School	\$588	\$9,740	\$10,328	449.1
Kennedy Park Elementary School	\$1,010	\$12,960	\$13,970	280.0
Lafayette Estates Elementary School	\$1,418	\$9,674	\$11,092	411.9
Lynn Crest Elementary School	\$486	\$13,050	\$13,536	326.4

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2022-23 School Registry Summary (SRS).

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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 2022-23 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.

Woodbridge Twp	Federal	State & Local	Total	ADE**
Mawbey Street Elementary School	\$460	\$11,188	\$11,648	344.7
Menlo Park Terrace Elementary School	\$1,340	\$10,888	\$12,228	356.9
Oak Ridge Heights Elementary School	\$572	\$13,071	\$13,643	277.3
Pennsylvania Avenue Elementary School	\$394	\$9,131	\$9,525	404.9
Port Reading Avenue Elementary School	\$1,620	\$11,269	\$12,889	361.8
Ross Street Elementary School	\$1,244	\$8,834	\$10,078	568.8
Woodbine Avenue Elementary School	\$1,027	\$11,319	\$12,346	381.0
Oak Tree Road Elementary School	\$360	\$10,204	\$10,564	439.7

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

Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System 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). Based on New Jersey's [approved ESSA state plan](#), NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
 - Title I schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
 - All high schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
 - All schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
 - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e., ATSI schools that do not meet exit criteria.
 - The fall 2023 identification is the first year that the NJDOE identified schools in this category.

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

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
 - All schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and additional data, see the [NJDOE accountability page](#)

Important Note for 2022-23 Reports: The NJDOE received approval to make a one-time change to the identification timeline under the [COVID-19 State Plan Addendum](#). Under the approved Addendum, the NJDOE identified schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools that were identified for CSI or ATSI status in fall 2022 were eligible to exit status at the end of the 2023-2024 school year if all exit criteria were met. Schools that were identified for CSI or ATSI status in fall 2023 will be eligible to exit status at the end of the 2026-2027 school year if all exit criteria are met. Schools identified for TSI status are eligible to exit annually if exit criteria are met.

The NJDOE resumed using median student growth percentiles (mSGPs) to measure academic progress, or growth, for the 2022-2023 school year. The NJDOE had received approval through the Addendum to use an alternate measure of academic progress, Relative School Improvement Measure (RSIM) for the 2021-2022 school year only because mSGPs were unavailable.

Accountability

ESSA Accountability Status

The table below provides the school's federal school status for the 2024-25 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. For additional information, the [NJDOE Accountability page](#) includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2024-25 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, Pacific Islander, Native Hawaiian	
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 Additional Targeted Support and Improvement.

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: Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM) **ELA and Math Growth: For 2022-23, this data reflects median student growth percentiles (mSGPs).** For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **Four- and five-year graduation rates:** The adjusted cohort graduation rate **Progress toward English Language Proficiency:** The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency. **Chronic absenteeism:** The percentage of students who were absent for 10% or more of the days enrolled during the school year.

Important Note for 2022-23: The NJDOE received federal waivers that waived certain assessment and accountability-related requirements for the 2019-20 and 2020-21 school years. As a result, proficiency, growth, and progress toward English language proficiency data is not available for 2020-21. The growth measure used for 2021-22 was an alternate measure used because median student growth percentiles were not available for 2021-22 and the NJDOE resumed using mSGPs for 2022-2023, so growth data for 2021-22 to 2022-23 should not be compared. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

ESSA Accountability Indicator	2020-21	2021-22	2022-23
ELA Proficiency		33.1%	32.6%
Math Proficiency		22.7%	24.6%
ELA Growth		76	36
Math Growth		67	39
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	11.4%
Chronic Absenteeism	9.2%	10.5%	11.7%

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.



Accountability

Accountability Indicator Scores and Summative Ratings - 2022-23 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. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Title I schools with a summative score in the bottom 5% of Title I schools or any school with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see the [NJDOE Accountability page](#).

ESSA Accountability Indicator	Score	Weight
ELA Proficiency Indicator Score	20.53	15.0%
Math Proficiency Indicator Score	24.07	15.0%
ELA Growth Indicator Score	8.95	20.0%
Math Growth Indicator Score	12.17	20.0%
4-Year Graduation Rate Indicator Score	N	N
5-Year Graduation Rate Indicator Score	N	N
Progress toward English Language Proficiency Indicator Score	7.33	20.0%
Chronic Absenteeism Indicator Score	64.72	10.0%
Summative Score	18.85	
Summative Rating	8.10	
Comprehensive Support: Overall Low Performing	No	
Comprehensive Support: Low Graduation Rate	No	

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

†† A modified summative score was calculated using only available data.

Accountability

Accountability Summary by Student Group - 2022-23 School Year

The NJDOE is required under ESSA to identify schools for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI). Both TSI and ATSI identifications are based on how student groups within schools perform. Schools are identified for ATSI if they have at least one student group that has a summative score that would be in the bottom 5% of Title I schools if it was its own school. Schools are identified for TSI if they have at least one student group that missed annual targets or standards for all indicators for two years in a row. Only student groups that have data for at least 20 students are included in the accountability determinations.

In the table below, the first three columns show information on the identification for ATSI. It shows the summative score for each student group, the cut-off score that was used to identify schools for comprehensive support and improvement (CSI), and whether the school (and student groups) have been identified as requiring ATSI. The remaining columns in the table show whether the student group met annual targets or standards for all indicators for the 2022-23 school year. If at least one student group did not meet all targets and also did not meet all targets in the 2021-22 school year, then the school will be identified as requiring TSI.

For more information about accountability determinations, indicators, and annual targets, see the [NJDOE Accountability page](#).

Student Group	Summative Score	Summative Score Cut-Off for Additional Targeted Support	Requires Additional Targeted Support: Low Performing Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism	Requires Targeted Support: Consistently Underperforming Student Group
Schoolwide			No	Not Met	Not Met	Not Met	Not Met	N	N	Not Met	Met	No
White	28.68	11.64	No	Not Met	Not Met	Not Met	Not Met	N	N		Met	No
Hispanic	18.39	11.64	No	Not Met	Not Met	Not Met	Not Met	N	N		Met	No
Black or African American	24.01	11.64	No	Not Met	Not Met	Not Met	Not Met	N	N		Met	No
Asian, Native Hawaiian, or Pacific Islander	59.45	11.64	No	Not Met	Not Met	Met Standard	Met Standard	N	N		Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	N		**	No
Two or More Races	**	**	No	**	**	**	**	N	N		**	No
Economically Disadvantaged Students	27.56	11.64	No	Not Met	Not Met	Not Met	Not Met	N	N		Not Met	No
Students with Disabilities	25.89	11.64	No	Not Met	Not Met	Not Met	Not Met	N	N		Not Met	No
English Learners	13.34	11.64	No	Not Met	Not Met	Not Met	Not Met	N	N	Not Met	Not Met	No

†Target was met within a confidence interval.

Report Key:

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

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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- The teaching staff strives to provide all students with opportunities to find success through engaging lessons differentiated for individual learners.
- Students at Fords Middle School utilize various technological learning tools to enhance the curriculum and increase engagement. Students provided with 1:1 technology utilizing Chromebooks.
- Fords Middle School has an active parent organization that works with the school to provide students with opportunities to engage in various extracurricular activities and events.



Mission, Vision, Theme:

Fords Middle School seeks to engage the entire community in instructing and inspiring our students to be successful and significant beyond our classrooms. We are a diverse school community in which we embrace diversity and inspire our students to love learning to prepare them for success in, and beyond, our classrooms. At Fords Middle School our theme is to "Make this school a GREAT place to live and learn". Focusing on implementing school-wide initiatives to support our theme, such as utilizing Positive Behavior Support in Schools. Overarching expectations were created to provide clear expectations for success such as being prepared, being respectful, being successful, and being safe. Through school-wide initiatives, continuity is maintained in which students are provided with guidance on how to be successful members of the school community inside and outside of the classroom setting.



Awards, Recognition, Accomplishments:

Fords Middle School has award-winning vocal and instrumental groups. Offering competitive and casual ensembles, there is something for everyone. Fords Middle School Honors Science has won awards in the area of STEM. Most recently the eighth grade students won second place in the state from eCybermission Virtual STEM Competition. In athletics, the Boys Cross Country Team and the Girls Basketball team earned the accolade of District Champions in their prospective seasons.

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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Courses, Curriculum, Instruction:

Fords Middle School offers core and elective courses. Advanced coursework and enrichment opportunities that include: Gifted and Talented and Honors classes. Instruction is engaging, reflective, and inspiring utilizing technology and student interactive activities to enhance the learning experience. Our educators utilize many pedagogical methods and strategies to help our students achieve success.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Softball (Girls), Volleyball (Boys & Girls)
Intra-district middle school sports are open to 7th and 8th grade students. Baseball, softball, basketball, volleyball, bowling, and cross country are offered. Sixth graders may participate in Cross-country, and clubs.



Clubs and Activities:

Clubs: Student Council, National Honor Society, Instrumental Music, Vocal Music, Band, Journalism, Production, Academic Support, Friday Success, Helping Hands, Computer, Crochet, G.I.R.L., SideKicks, Gardening and Landscaping, Cheerleading, Creative Writing, World Language and Cultures, Yearbook, 8th Grade Dance, Chess, Video Game, and others. Through the Journalism club, they have created a YouTube program that is shared with the Fords Middle School Community daily. This program is a broadcast of student anchors that provide a wealth of important details to ensure that all stakeholders are aware of events, activities, and school expectations.

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Before and After School Programs:

Fords Middle School boasts a bevy of after school activities and clubs for our students. Clubs include: Student Council, Instrumental Music, Vocal Music, Gardening and Landscaping, Creative Writing, World Language and Cultures, Yearbook, 8th Grade Dance, Chess, and others. Recently, Sports Club was added based on student interest and meets bi-monthly in the morning. Other morning activities include: Show Stoppers, Choirs, and Band.



Staff and Professional Learning:

Staff are provided with an array of professional development opportunities. Some include increasing knowledge by utilizing technology in the classroom to enhance instruction, Social and Emotional Learning, as well as utilizing the Professional Learning Community for continuous improvement in instruction and school climate. Faculty meet once a month with colleagues to analyze data from state and district assessments, to create strategies that will improve student learning. Meeting with colleagues also provides the opportunity to conduct rich discussions to provide specific needs of the school.



Student Supports and Services:

Fords Middle School has three dedicated school counselors as well as a full-time Child Study Team housed in the school. The Intervention and Referral Services is designed to assist students who are experiencing learning and/or behavioral difficulties. Plans are set in place working with parents, faculty, administration, and counselors to provide students with levels of support to ensure that they achieve academic and/or behavioral success. The Student Assistance Counselor (SAC) works with students in and out of the classroom providing students with the Social and Emotional (SEL) support needed to ensure that they are having a positive school experience. We also maintain a positive relationship with our local police department and work with them on various initiatives.

Report Key:

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

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Student Health and Wellness:

Through the use of various programs, students and the school community are provided with a wealth of information to ensure their understanding of the importance of health and well-being. With the assistance of the Physical Education and Health department, students are introduced to Social and Emotional Learning (SEL) with ReThinkEd. In addition Botvin is another program that is utilized and works together with ReThinkEd to further enhance learning. The school nurse also provides information to families and the school of any needs/concerns to maintain open lines of communication at all times. In addition, the school nurse works with the Physical Education and Health department to provide resources and lessons to enhance the curriculum.



Parent and Community Involvement:

Fords Middle School has an active PTO that hosts various school dances and other events for our students. Parents have opportunities to volunteer with the PTO and in other school events. The Woodbridge Township School District provides all parents with access to their child's grades via a Parent Portal. The school reaches out to parents often via email, text messages, Teacher Google Sites, Twitter, and our school website.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. A school climate survey is given to faculty, parents, and students annually to ascertain the overall climate and culture at Fords Middle School. The information is assessed to identify areas of need for our school community in areas of well-being, safety, school spirit, and support.

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Facilities:

Fords Middle School was built in 1960. An additional wing was added in 2007 as the population of the school deemed it necessary. In addition, new lighting was placed in the hallways that used less wattage to be more energy safe for the environment, which enhanced the brightness of the building making it more inviting. Lastly, during the summer of 2023, all tiling of the floors throughout the hallways were redone. Continuous updates to the building provides the school community a safe and positive environment that one can enjoy attending each and every day.



School Safety:

School safety is of the utmost importance at Fords Middle School. We work with local police and fire departments to develop procedures designed to promote the safety of our students and staff. Drills are conducted under various conditions to keep the school community alert and aware. In addition, a security officer has been added as a part of the Fords Middle School staff to further ensure that our school is safe and secure throughout the entire school day.



Technology and STEM:

Students at Fords Middle School utilize a variety of technological learning tools to enhance the curriculum. Every classroom is equipped with a ViewSonic Digital Board which assists with enhancing the learning experiences for all learners.

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Effective and Efficient Use of ESSR Funding:

The Woodbridge Township School District used ESSER funding to address the physical health and safety of our students by purchasing Personal Protective Equipment, as well as various cleaning and disinfecting tools to add an additional layer of support to our cleaning practices. The district also used the funds to replace and repair unit ventilation systems, as well as air filters. The district expanded the counseling programs with the addition of Student Assistance Counselors, and School Based Counselors to meet social emotional needs of our students. The district also took steps to vertically align curriculum and improve instructional planning practices by identifying district benchmark assessments. Additional Instructional Coaches were hired, as well as numerous programs were provided supplemental resources to support our students who were not grade level proficient.

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**Other Information:**

Fords Middle School is continuously striving for academic success and creating a positive inclusive environment for all students to have a positive school experience. Through the implementation of DEI initiatives, rigorous and competitive curriculum, an array of clubs and athletics, students have the opportunity to show their leadership skills, work towards enhancing their learning experiences, and diversifying themselves as a student so that they can start high school with a strong foundation. Fords Middle School students will transition to high school and/or Magnet Schools knowing that they have been provided with the tools to make strong decisions to lead them to become lifelong learners and successful members of the community.