




Warren Middle School
2016-2017
Grade Span 06-08

35-5470-033
SOMERSET
WARREN TWP
100 OLD STIRLING RD
WARREN, NJ 07060-5819

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	208	228	244
7	215	210	236
8	239	220	214
Ungraded	12	8	4
Total	674	666	698

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	56%	50%	46%
Male	44%	51%	54%
Economically Disadvantaged Students	1%	1%	1%
Students with Disabilities	17%	17%	15%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	66.2%
Asian	20.9%
Hispanic	7.0%
Black or African American	1.9%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	3.9%

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. All other students are included in Other Languages.

Home Language	% of Students
English	83.8%
Chinese	4.4%
Spanish	2.9%
Portuguese	2.7%
<i>Other</i>	5.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	674	97.7	74.70	74.90	54.90	74.7	71	Met Target
White	451	97.0	72.30	72.30	63.90	72.3	67.4	Met Target
Hispanic	46	95.9	56.50	*	39.80	56.5	51.2	Met Target
Black or African American	10	100.0	60.00	50.00	35.20	60	**	**
Asian, Native Hawaiian, or Pacific Islander	143	100.0	88.10	90.30	80.70	88.1	80	Met Goal
American Indian or Alaska Native	N	N	*	0.00	53.70	*	**	**
Two or More Races	24	100.0	79.20	81.60	54.90	79.2	72.8	Met Target
Female	309	98.8	81.20	82.20	62.20	81.2		
Male	365	96.9	69.10	68.70	48.10	69.1		
Economically Disadvantaged Students	12	100.0	33.40	32.00	36.20	33.4	**	**
Non-Economically Disadvantaged Students	662	97.7	75.40	75.90	65.80	75.4		
Students with Disabilities	111	95.7	27.90	33.00	20.50	27.9	25.4	Met Target
Students without Disabilities	563	98.1	83.80	83.70	61.90	83.8		
English Learners	45	95.7	55.50	63.20	25.20	55.5	N	N
Non-English Learners	629	97.9	76.00	76.00	57.40	76		
Homeless Students	N	N	*	0.00	26.40	*		
Students In Foster Care	N	N	*	0.00	24.80	*		
Military-Connected Students	N	N	*	100.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	240	766	766	751	*	*	20%	54%	18%	73%	54%
White	156	762	762	758	*	*	21%	58%	12%	70%	63%
Hispanic	24	756	756	740	0%	*	*	54%	*	63%	38%
Black or African American	*	*	*	735	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	48	781	781	775	*	*	*	46%	42%	88%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	112	772	772	758	*	*	13%	55%	27%	81%	61%
Male	128	760	760	745	*	*	25%	54%	11%	65%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	760	*	*	*	*	*	*	65%
Students with Disabilities	41	734	734	722	*	*	34%	24%	*	27%	17%
Students without Disabilities	199	772	772	757	*	*	17%	60%	*	82%	61%
English Learners	N	N	N	709	N	N	N	N	N	N	N
Non-English Learners	240	766	766	752	*	*	20%	54%	18%	73%	N
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	55%
Migrant Students	N	N	N	721	N	N	N	N	N	N	20%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	231	772	772	756	*	*	14%	41%	37%	78%	59%
White	149	768	768	763	*	*	15%	44%	31%	75%	69%
Hispanic	11	764	764	741	0%	*	*	*	*	64%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	58	789	789	783	*	*	*	29%	59%	88%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	756	*	*	*	*	*	*	59%
Female	100	777	777	764	*	*	12%	39%	44%	83%	68%
Male	131	769	769	748	*	*	15%	42%	31%	73%	51%
Economically Disadvantaged Students	*	*	*	738	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	70%
Students with Disabilities	31	739	739	719	*	*	39%	*	*	29%	19%
Students without Disabilities	200	778	778	763	*	*	10%	*	*	85%	67%
English Learners	*	*	*	700	*	*	*	*	*	*	N
Non-English Learners	*	*	*	757	*	*	*	*	*	*	N
Homeless Students	N	N	N	730	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	211	774	774	757	*	*	14%	39%	37%	75%	59%
White	146	769	769	764	*	*	17%	44%	29%	73%	68%
Hispanic	12	739	739	742	*	*	*	*	*	42%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	39	806	806	785	0%	*	0%	*	77%	95%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	105	780	780	765	*	*	12%	35%	44%	79%	68%
Male	106	769	769	748	*	*	15%	43%	29%	72%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	33	727	727	717	*	*	*	*	*	27%	18%
Students without Disabilities	178	783	783	764	*	*	*	*	*	84%	67%
English Learners	N	N	N	700	N	N	N	N	N	N	N
Non-English Learners	211	774	774	758	*	*	14%	39%	37%	75%	N
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	720	N	N	N	N	N	N	21%

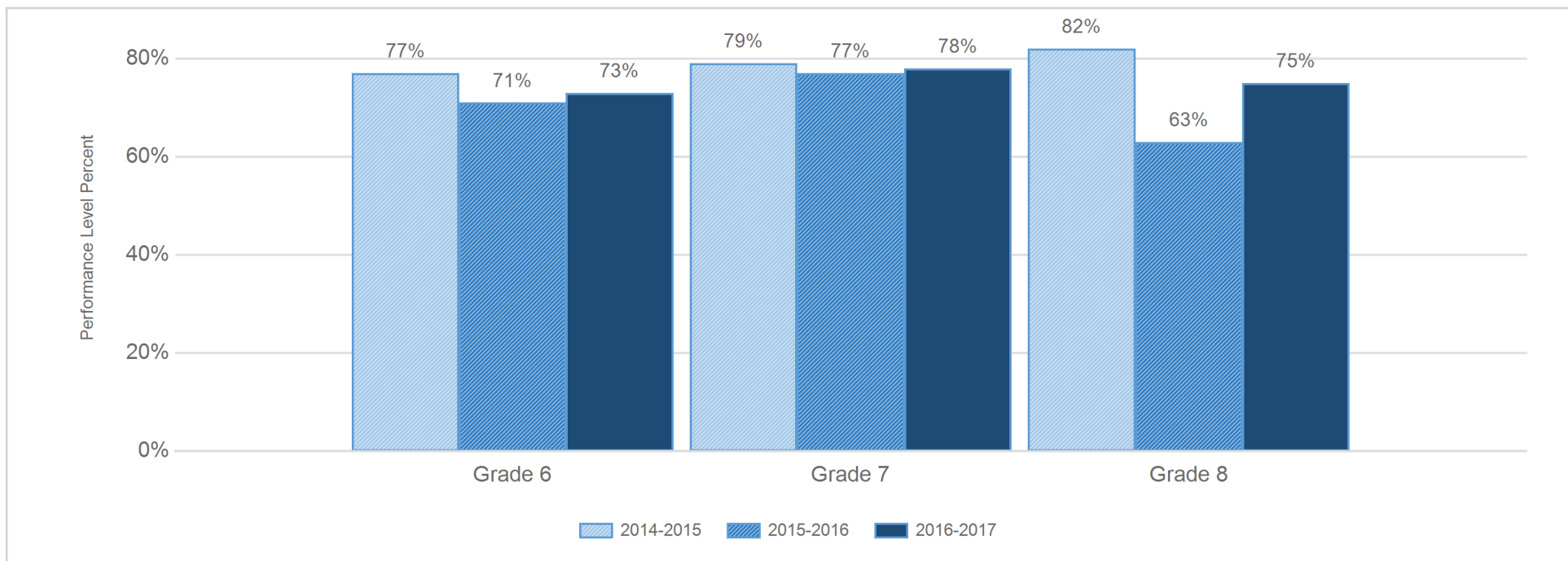


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English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	675	98.2	71.30	71.80	43.50	71.3	70.5	Met Target
White	452	97.2	67.70	67.80	52.40	67.7	66.7	Met Target
Hispanic	46	100.0	47.80	*	27.60	47.8	42.9	Met Target
Black or African American	10	100.0	70.00	55.00	21.70	70	**	**
Asian, Native Hawaiian, or Pacific Islander	143	100.0	88.20	91.10	75.60	88.2	80	Met Goal
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	24	100.0	83.40	83.60	44.90	83.4	76.1	Met Goal
Female	310	99.1	71.90	72.70	44.10	71.9		
Male	365	97.4	70.70	71.00	42.90	70.7		
Economically Disadvantaged Students	12	100.0	*	28.00	25.10	*	**	**
Non-Economically Disadvantaged Students	663	98.1	*	72.70	54.30	*		
Students with Disabilities	111	95.7	27.90	34.40	16.50	27.9	31.4	Met Target†
Students without Disabilities	564	98.6	79.80	79.60	48.80	79.8		
English Learners	45	100.0	60.00	63.10	23.30	60	N	N
Non-English Learners	630	98.0	72.10	72.50	45.20	72.1		
Homeless Students	N	N	*	0.00	16.40	*		
Students In Foster Care	N	N	*	0.00	15.10	*		
Military-Connected Students	N	N	*	100.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	240	764	764	743	*	*	18%	55%	17%	72%	44%
White	156	759	759	750	*	*	22%	57%	11%	68%	54%
Hispanic	24	749	749	730	*	*	*	50%	*	54%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	48	788	788	770	0%	*	*	46%	44%	90%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	10	771	771	744	0%	0%	*	*	*	90%	46%
Female	112	764	764	744	*	*	16%	59%	16%	75%	45%
Male	128	765	765	742	*	*	20%	52%	17%	69%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	41	735	735	716	*	*	*	27%	*	32%	13%
Students without Disabilities	199	770	770	748	*	*	*	61%	*	80%	50%
English Learners	N	N	N	709	N	N	N	N	N	N	N
Non-English Learners	240	764	764	744	*	*	18%	55%	17%	72%	N
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 7**

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Schoolwide	218	763	763	741	*	*	20%	51%	21%	72%	40%
White	147	761	761	748	*	*	20%	52%	18%	71%	49%
Hispanic	13	749	749	729	0%	*	*	*	*	46%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	45	774	774	764	0%	*	*	49%	36%	84%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	10	765	765	740	0%	*	*	*	*	70%	39%
Female	97	761	761	742	*	*	20%	56%	16%	71%	41%
Male	121	765	765	739	*	*	21%	47%	26%	73%	38%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	748	*	*	*	*	*	*	50%
Students with Disabilities	31	738	738	716	*	*	*	*	*	36%	11%
Students without Disabilities	187	767	767	746	*	*	*	*	*	78%	45%
English Learners	*	*	*	711	*	*	*	*	*	*	N
Non-English Learners	*	*	*	742	*	*	*	*	*	*	N
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	N

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 8**

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Schoolwide	59	726	726	727	25%	19%	32%	24%	0%	24%	28%
White	*	*	*	735	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	746	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	727	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	34	728	728	730	*	*	*	*	0%	27%	30%
Male	25	724	724	725	*	*	*	*	0%	20%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	25	705	705	705	*	*	*	*	*	*	N
Students without Disabilities	34	742	742	734	*	*	*	*	*	*	N
English Learners	N	N	N	702	N	N	N	N	N	N	N
Non-English Learners	59	726	726	729	25%	19%	32%	24%	0%	24%	N
Homeless Students	N	N	N	709	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	712	N	N	N	N	N	N	N

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	143	778	778	742	*	*	11%	71%	16%	87%	42%
White	97	769	769	750	0%	*	16%	76%	*	83%	52%
Hispanic	*	*	*	727	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	33	808	808	773	0%	0%	0%	49%	52%	100%	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	65	773	773	743	0%	*	*	80%	*	88%	43%
Male	78	782	782	741	0%	*	*	64%	*	87%	40%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	707	N	N	N	N	N	N	N
Non-English Learners	143	778	778	744	*	*	11%	71%	16%	87%	N
Homeless Students	N	N	N	717	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	741	N	N	N	N	N	N	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	25	794	794	733	*	*	*	*	84%	100%	30%
White	*	*	*	739	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	718	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	757	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	10	799	799	734	*	*	*	*	*	100%	31%
Male	15	790	790	733	*	*	*	*	*	100%	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	25	794	794	740	*	*	*	*	84%	100%	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	N
Students without Disabilities	25	794	794	737	*	*	*	*	84%	100%	N
English Learners	N	N	N	709	N	N	N	N	N	N	N
Non-English Learners	25	794	794	734	*	*	*	*	84%	100%	N
Homeless Students	N	N	N	717	N	N	N	N	N	N	N
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	726	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	N

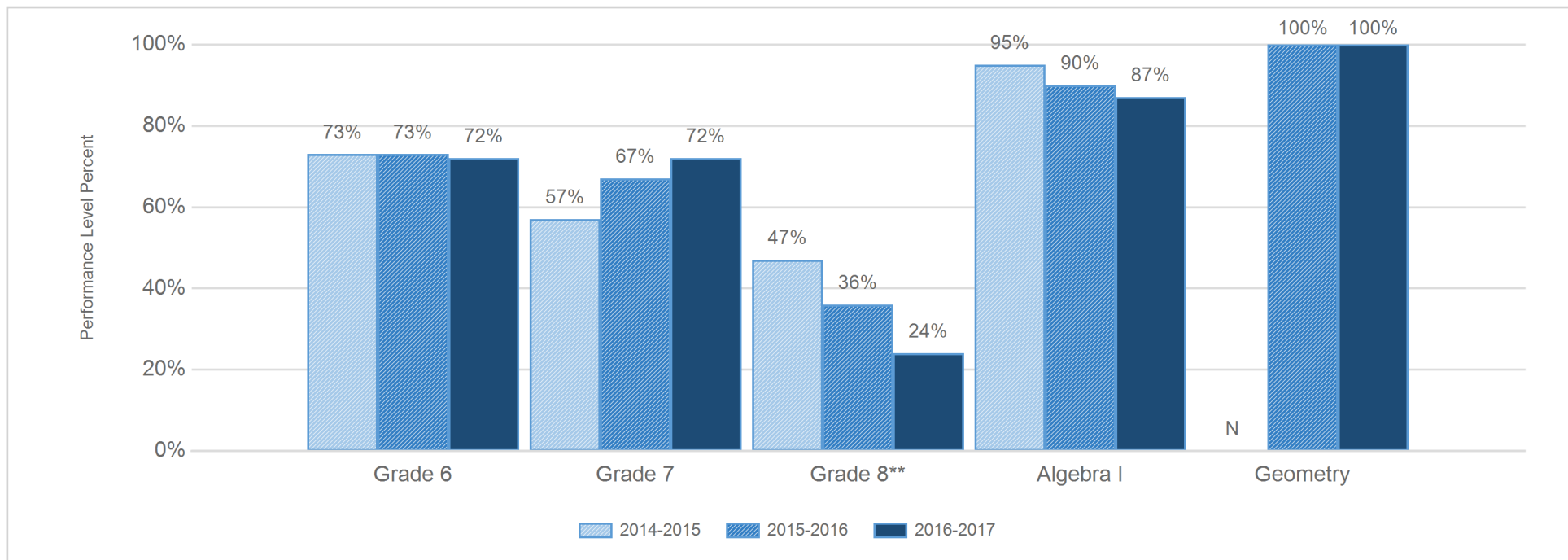


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Mathematics Assessment – Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	*	*	*
4	*	*	*
5+	*	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

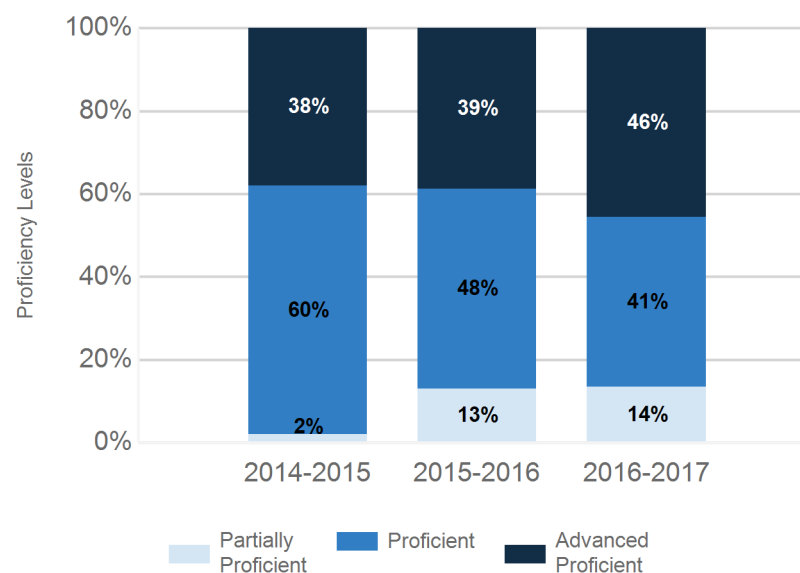
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	46%	41%	14%
White	36%	49%	15%
Hispanic	25%	42%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	82%	15%	3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	*	*
Students with Disabilities	6%	42%	52%
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	48	51	50	Met Target	57	55.5	50	Met Target
White	42.5	45	50	Met Target	56	55	52	Met Target
Hispanic	49	50	49	Met Target	58	45.5	47	Met Target
Black or African American	42.5	44	45	**	*	50	43	**
Asian, Native Hawaiian, or Pacific Islander	64	65	60	Exceeds Target	59.5	62	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	48	47.5	51	Met Target	*	61	52	**
Economically Disadvantaged	*	*	47	**	*	*	46	**
Students with Disabilities	36	47	41	Not Met	36	45	43	Not Met
English Learners	58	58.5	53	Met Target	60.5	59	51	Exceeds Target

** ESSA accountability targets are only included if data is available for at least 20 students.



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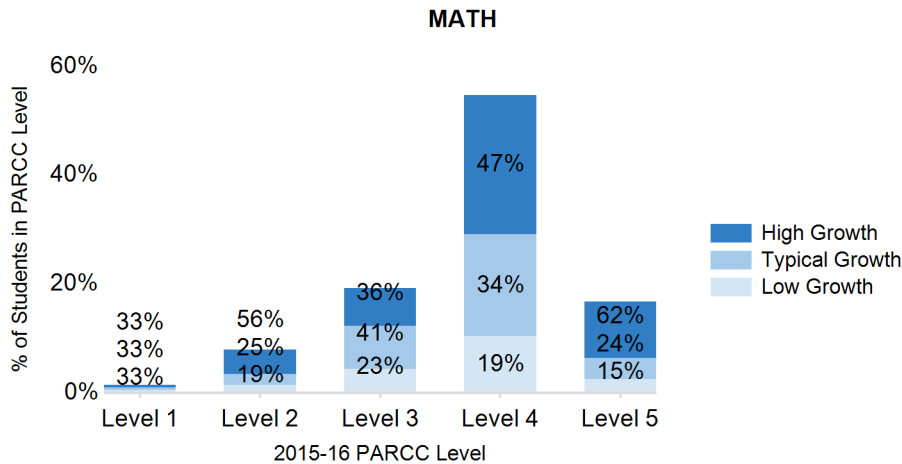
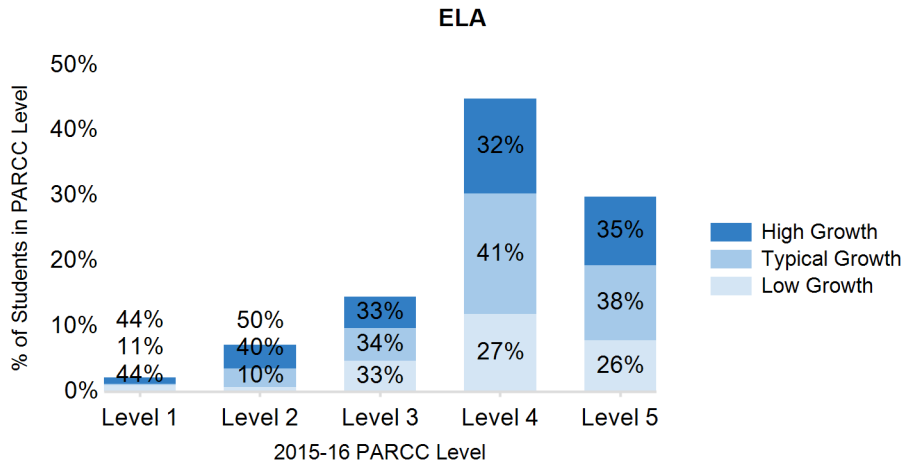
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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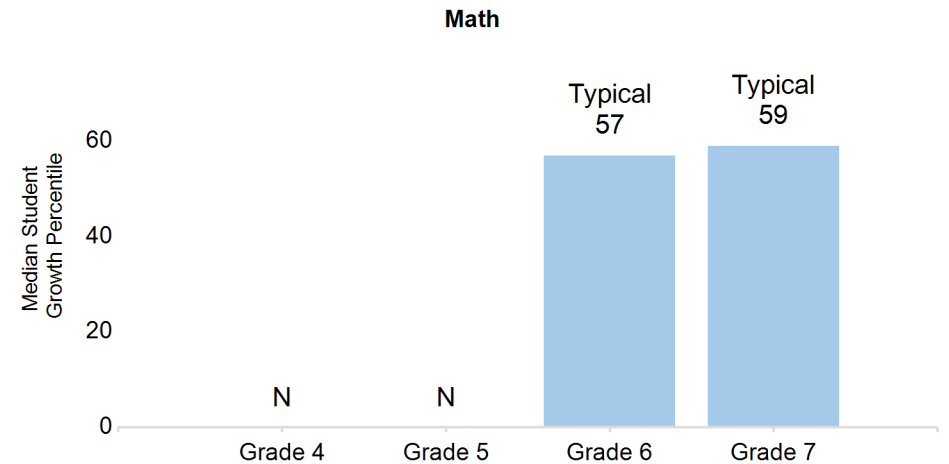
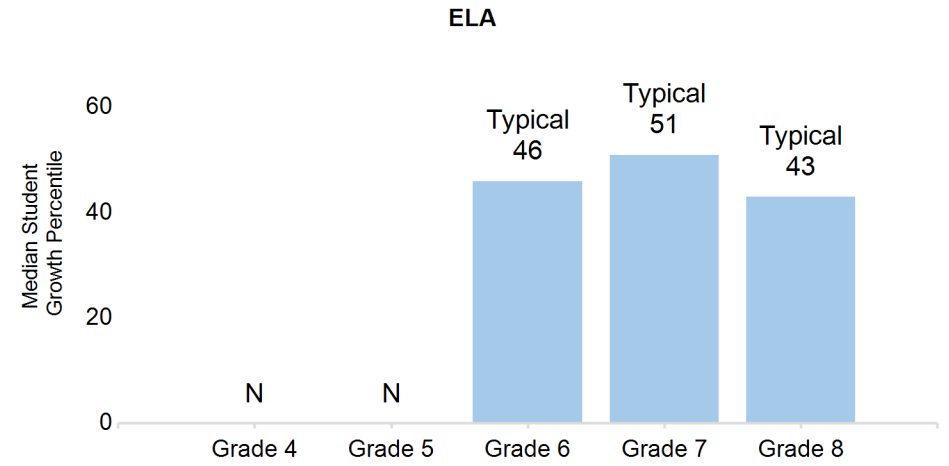
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0					245
7	15	0					223
8	129	25					61
Schoolwide	144	25	0	0	0	0	529

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	136	56	0	0	0	18	0
7	135	42	0	0	0	28	0
8	117	42	0	0	0	27	0
Schoolwide	388	140	0	0	0	73	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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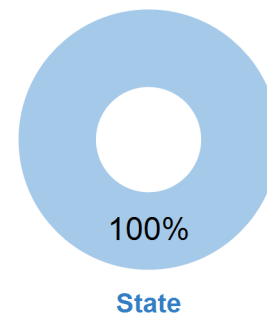
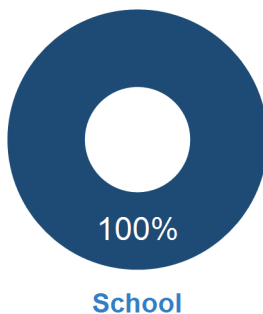
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Visual and Performing Arts – Course Participation

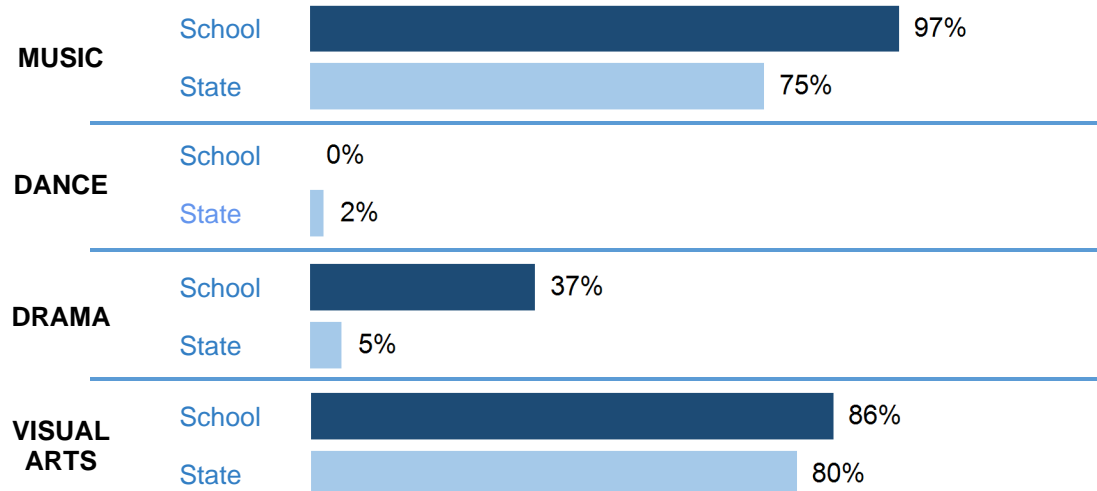
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

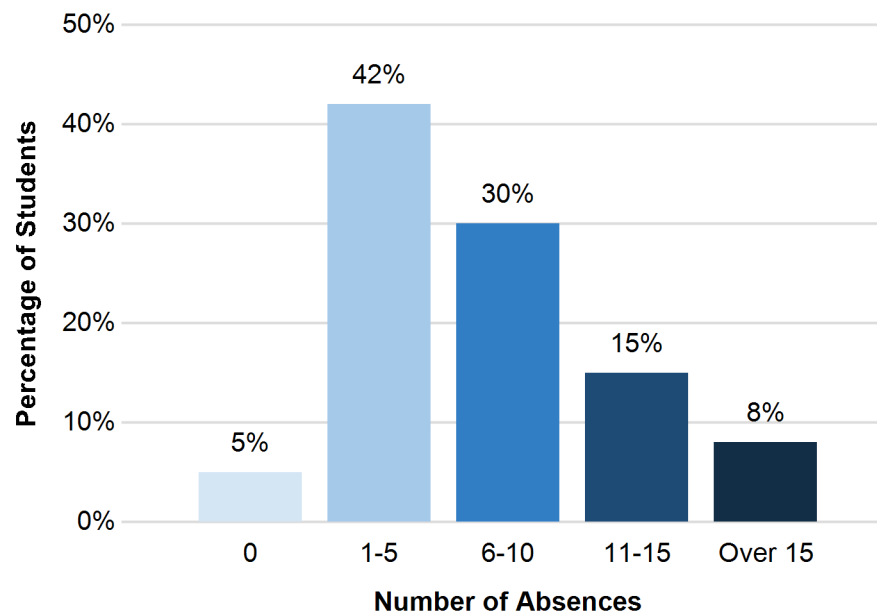
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.80	8.70	Met Target
White	6.60	8.70	Met Target
Hispanic	4.10	8.70	Met Target
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	4.70	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	3.70	8.70	Met Target
Economically Disadvantaged Students	0	**	**
Students with Disabilities	6.80	8.70	Met Target
English Learners	0	**	**

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



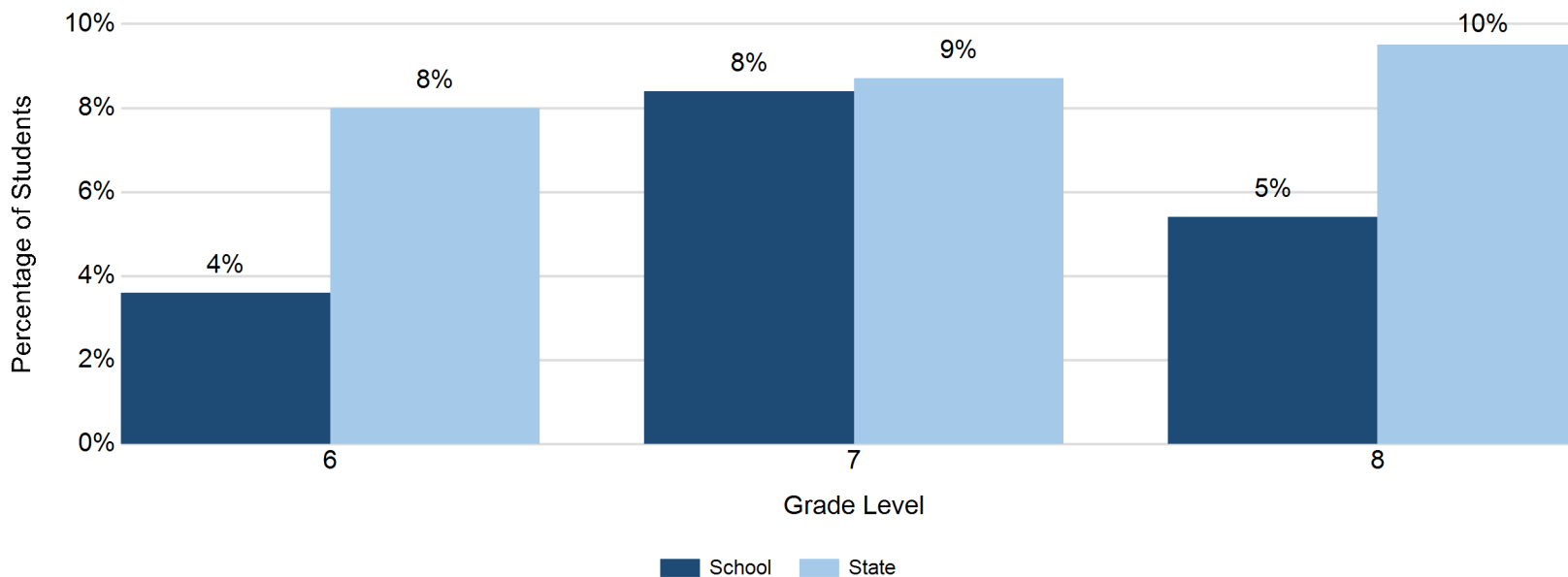


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:55AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.86

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.0	562.1 kbps	100 kbps	Yes	N	Fiber	No

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$308	\$19,663	\$19,971



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	77	115,100
Average years experience in public schools	13.4	11.8
Average years experience in district	11.8	10.5
Teachers in district for 4 or more years	86%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,476
Average years experience in public schools	12.7	15.7
Average years experience in district	8.4	11.5
Administrators in district for 4 or more years	64%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	12:1
Administrators	349:1	162:1
Librarian/Media Specialists		890:1
Nurses		593:1
Counselors		356:1
Child Study Team		356:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	66%	77%
2015-16 Administrators: Same district 2016-17	61%	85%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	78	17.5%
Mathematics Proficiency	86	17.5%
English Language Arts Growth	42	25%
Mathematics Growth	67	25%
Chronic Absenteeism	61	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		65.2
Summative Rating: Percentile rank of Summative Score		74 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	65	12	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	52	12	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	74	12	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	57	12	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	66	12	No	Met Target	Met Goal	Met Target	Met Target	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	51	12	No	Met Target	Met Target†	Met Target	Not Met	Not Met	No
English Learners	79	12	No	N	N	**	Met Target	Exceeds Target	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Villar	Email Address:	gvillar@warrentboe.org
Address:	100 OLD STIRLING RD WARREN, NJ 07060-5819	Website:	www.warrentboe.org
Phone:	(908)753-5300	Facebook:	https://www.facebook.com/warrentboe
		Twitter:	https://twitter.com/warrenschoolsnj

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Provide a strong, student centered Character Education program. • Wide variety of afterschool clubs and sports designed to engage students socially. • Broad technology initiative that has 1:1 Chromebook distribution and use of best practices in tech to support learning.
 <p>Mission, Vision, Theme:</p>	<p>Warren Middle School seeks to help students fulfill academic, social and emotional development while allowing them to build bonds that connect them to our school community. We strive to develop a firm respect for diversity within all aspects of school, while challenging our students to reach across the curriculum and provide them experiences that move beyond the classroom into adulthood.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>WMS students participate in and have won awards in the following: Continental Math, Le Grand Concours, Mock Trial Competition, National History Bee, ATOMS Tournament, Scholastic Art and Writing, Elks Lodge Essay, TIME for Kids 2017 Poetry Contest, Honor Band, Central Jersey II Region II Orchestra, Central Jersey Region II Symphonic Band, Central Jersey Region II Wind Ensemble and NJ All-State Intermediate Orchestra</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Warren Middle School comprises grades six, seven, and eight with an enrollment of approximately six hundred and seventy-five students and a staff of one hundred five including certified teachers, both general education and special education, child study team members, guidance counselors, paraprofessionals, secretaries and custodians. The philosophy of Warren Middle School is to provide academic challenges for all students while creating a caring, supportive, and safe educational environment.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys and Girls), Cross-Country (Boys and Girls), Soccer (Boys and Girls), Softball (Girls), Track and Field - Spring (Boys and Girls),</p> <p>Students are encouraged to get involved in either a sport or a club activity to round out their middle school experience. Both cross-country and track and field take all interested students. Our sports program seeks both to uphold the value of competition while teaching young people team work, camaraderie and good sportsmanship.</p>
 <p>Clubs and Activities:</p>	<p>Warren Middle School offers a wide variety of club and activities afterschool that reflect student’s interests as well as needs. Clubs are either half or full year programs and meet weekly. Our clubs are grouped as social, academic or experiential. Some examples of our 25 five clubs are Yoga Club, Archery, Pep Club, Board Games, Lego Robotics, Art Magazine, Programming and Gaming, and Astronomy and the Night Sky.</p>







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 <p>Staff and Professional Learning:</p>	<p>All WMS staff participate in a comprehensive professional learning program that provides core and differentiated experiences to ensure a deep understanding of state and national standards and refines the delivery of best instructional practices. Staff hone their individual skills with the support of administration, instructional specialists, and highly effective colleagues who serve as staff development providers while reflecting on their practice through the Danielson Framework.</p>
 <p>Student Supports and Services:</p>	<p>WMS students are provided a comprehensive system of academic support services to meet the needs of a broad spectrum of learners. Supports are determined through a district identification process that use multiple indicators including local benchmark assessments. Such supports include programs provided by a math basic skills teacher, certificated reading specialist and/or a gifted and talented teacher. The building's I&RS Committee also convenes regularly to identify and address student needs.</p>
 <p>Student Health and Wellness:</p>	<p>The physical, social and emotional well being of all students are paramount in our school as the Whole Child philosophy is embraced throughout the district. A full time nurse ensures the physical well being of each student. A comprehensive physical education program addresses student health and wellness. Three full time guidance counselor and our Student Assistance Counselor promote mindfulness and character education lessons.</p>
 <p>Parent and Community Involvement:</p>	<p>WMS has an active and robust PTO that builds strong relationships among parents, families, teachers and schools, in support of all Warren Middle School students. Our PTO works closely with WMS Principal and Staff to decide jointly what type of PTO programs can best support the school's needs. Our PTO raises funds and provides annual grants that support technology purchases and technology improvements, student enrichment programs and field trips.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>As a district the ASCD Whole Child Climate survey was administered twice during the school year to students, staff and parents in an effort to gather feedback regarding the following tenets: Supported, Challenged, Engaged, Healthy, Safe. Data regarding each tenet is used to develop district and school goals for continued success in the area of school climate as we consistently strive to work together to serve our students.</p>
 <p>Facilities:</p>	<p>The Warren Township School District has embraced the importance of student centered learning. All staff coordinate to ensure that schools are maintained to the highest standards in order to ensure a safe and and orderly environment in which all students may thrive. Each school has dedicated spaces for PE, library, technology, music and art instruction as well as a modern collaborative classroom to promote 21st Century Learning Goals including creativity, collaboration, and critical thinking.</p>



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Our community works collaboratively to create a middle school that is a completely different educational structure from an elementary or senior high school and creates a setting for learning, which takes into consideration the transition between childhood and adolescence. The challenge is to develop an educational program, which is based on the needs and characteristics of a most diverse and varied population. We seek to create an environment in which every student is special and where activities and programs are developmentally appropriate for this age group. We encourage each student to assume responsibility for his/her learning. We believe Warren Township Middle School provides opportunities for every student to develop to the utmost of his or her own potential (intellectually, physically, and socially) so that each student can achieve success today, and become a happy, productive, and responsible member of our society.



Other Information: