NJ SCHOOL PERFORMANCE REPORT

EDISON MIDDLE SCHOOL
2016-2017

Grade Span 06-06

13-5680-070
ESSEX
WEST ORANGE TOWN
75 WILLIAM ST
W ORANGE, NJ 07052-5725

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.nj.gov

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Footnotes

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

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

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.

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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	525	491	465
Ungraded	20	24	23
Total	545	515	488

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	47%	48%	45%
Male	53%	52%	55%
Economically Disadvantaged Students	43%	47%	42%
Students with Disabilities	19%	18%	16%
English Learners	2%	2%	2%
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
Black or African American	38.7%
Hispanic	30.7%
White	20.9%
Asian	4.7%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	4.5%

Enrollment by Home Language

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

Home Language	% of Students
English	79.3%
Spanish	14.3%
Creoles and pidgins, French-based	2.9%
Other	3.4%

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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	427	93.0	57.80	62.10	54.90	56.8	56.2	Met Target
White	92	90.4	73.90	*	63.90	70.9	72.2	Met Target†
Hispanic	131	90.7	53.40	51.00	39.80	51.5	37.5	Met Target
Black or African American	161	95.2	46.00	58.10	35.20	46	54.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	24	100.0	79.10	83.00	80.70	79.1	80	Met Target†
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	19	95.2	84.20	76.80	54.90	84.2	N	N
Female	197	94.9	69.60	70.00	62.20	69.3		
Male	230	91.5	47.90	55.20	48.10	46.4		
Economically Disadvantaged Students	177	94.6	42.40	48.60	36.20	*	44.2	Met Target†
Non-Economically Disadvantaged Students	250	91.9	68.80	72.50	65.80	*		
Students with Disabilities	68	95.0	19.10	26.70	20.50	19.1	19.8	Met Target†
Students without Disabilities	359	92.6	65.20	70.20	61.90	63.8		
English Learners	39	95.5	28.20	30.70	25.20	28.2	N	N
Non-English Learners	388	92.8	60.80	64.70	57.40	59.4		
Homeless Students	N	N	N	75.00	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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† Target was met within a confidence interval.

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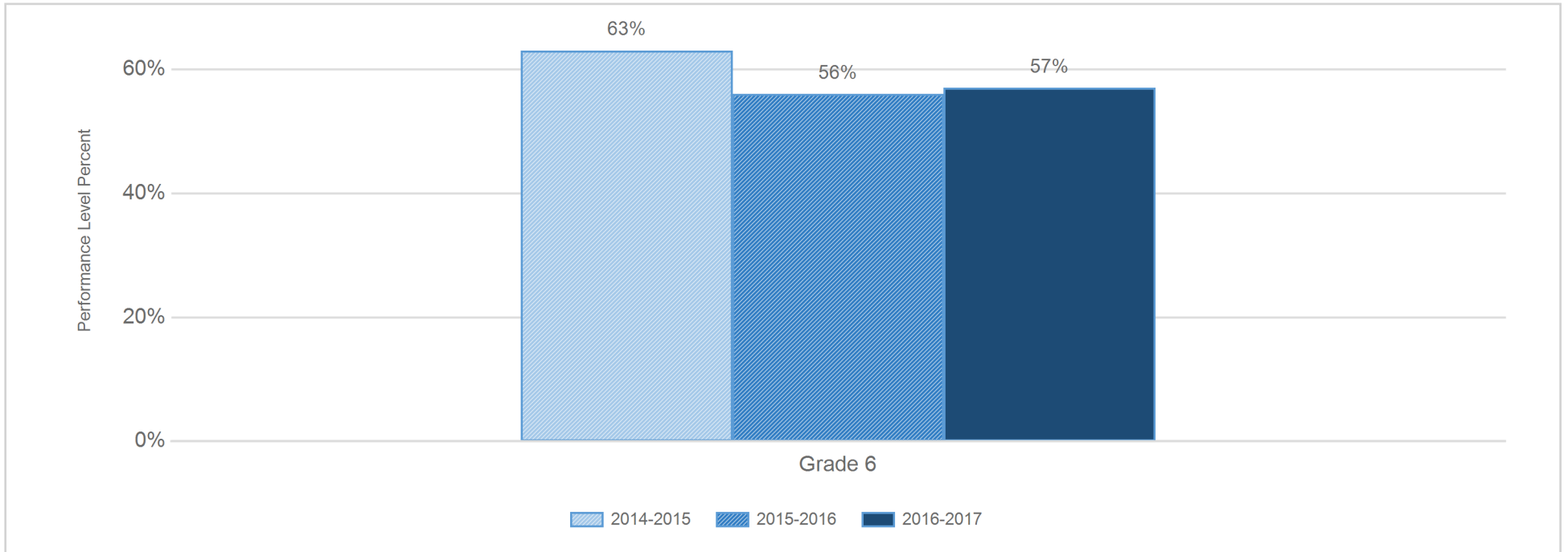
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	452	755	755	752	3%	15%	26%	44%	13%	57%	54%
White	94	767	767	758	*	*	15%	50%	23%	73%	63%
Hispanic	135	752	752	740	*	15%	32%	43%	*	52%	38%
Black or African American	178	747	747	736	*	21%	29%	38%	*	46%	32%
Asian, Native Hawaiian, or Pacific Islander	25	779	779	776	0%	*	*	52%	*	84%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	20	772	772	753	0%	0%	*	65%	*	80%	56%
Female	205	764	764	758	*	*	21%	51%	18%	69%	61%
Male	247	748	748	746	*	*	30%	38%	9%	47%	46%
Economically Disadvantaged Students	190	743	743	737	*	*	32%	38%	*	42%	34%
Non-Economically Disadvantaged Students	262	764	764	761	*	*	21%	48%	*	68%	65%
Students with Disabilities	74	726	726	722	*	*	34%	16%	*	16%	17%
Students without Disabilities	378	761	761	758	*	*	24%	49%	*	65%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessment 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	430	93.7	45.60	46.70	43.50	45.1	46.8	Met Target†
White	94	92.3	61.70	*	52.40	60.4	68.5	Met Target†
Hispanic	132	91.3	40.90	38.00	27.60	39.7	30.4	Met Target
Black or African American	161	95.3	32.30	36.40	21.70	32.3	41	Not Met
Asian, Native Hawaiian, or Pacific Islander	24	100.0	75.00	75.10	75.60	75	76.7	Met Target†
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	19	95.2	73.70	66.40	44.90	73.7	N	N
Female	197	95.0	48.20	48.20	44.10	48.2		
Male	233	92.7	43.40	45.50	42.90	42.5		
Economically Disadvantaged Students	177	94.6	28.80	31.70	25.10	*	34.1	Met Target†
Non-Economically Disadvantaged Students	253	93.0	57.30	58.20	54.30	*		
Students with Disabilities	68	95.0	16.20	20.70	16.50	16.2	16.6	Met Target†
Students without Disabilities	362	93.4	51.10	52.70	48.80	50.5		
English Learners	39	95.7	17.90	22.80	23.30	17.9	N	N
Non-English Learners	391	93.5	48.40	48.70	45.20	47.6		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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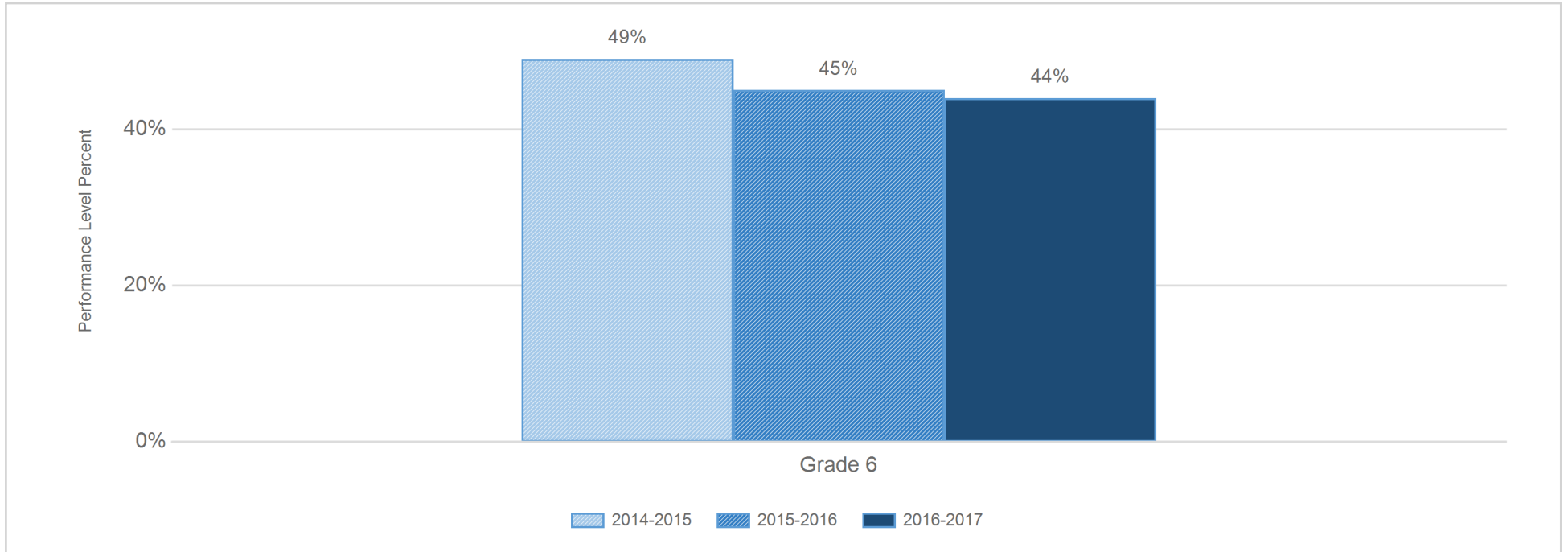
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Mathematics Assessment - Performance by Grade: Grade 6**

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	458	748	748	743	3%	18%	35%	35%	10%	44%	44%
White	96	762	762	751	*	*	31%	41%	21%	62%	54%
Hispanic	136	745	745	731	*	19%	39%	34%	*	40%	27%
Black or African American	181	739	739	724	*	25%	38%	28%	*	32%	20%
Asian, Native Hawaiian, or Pacific Islander	25	774	774	771	0%	*	*	44%	*	76%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	20	761	761	745	0%	*	*	55%	*	70%	46%
Female	206	750	750	745	*	18%	34%	36%	*	47%	45%
Male	252	747	747	742	*	18%	36%	33%	*	42%	43%
Economically Disadvantaged Students	191	737	737	728	*	*	44%	25%	*	27%	24%
Non-Economically Disadvantaged Students	267	757	757	752	*	*	29%	41%	*	57%	56%
Students with Disabilities	74	723	723	717	*	*	30%	*	*	12%	13%
Students without Disabilities	384	753	753	748	*	*	36%	*	*	51%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	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 Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.

Grade 6 bar chart:
- 2014-2015: 49%
- 2015-2016: 45%
- 2016-2017: 44%

Legend: 2014-2015 | 2015-2016 | 2016-2017

**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	*	*

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	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N

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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**
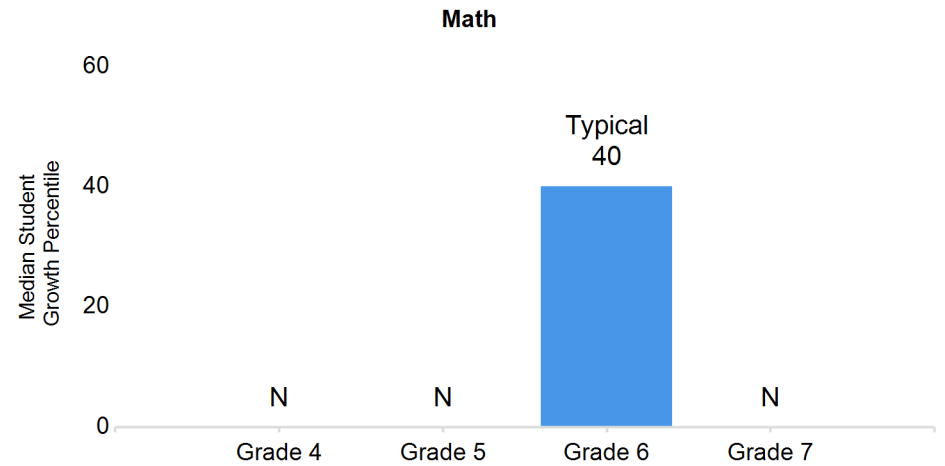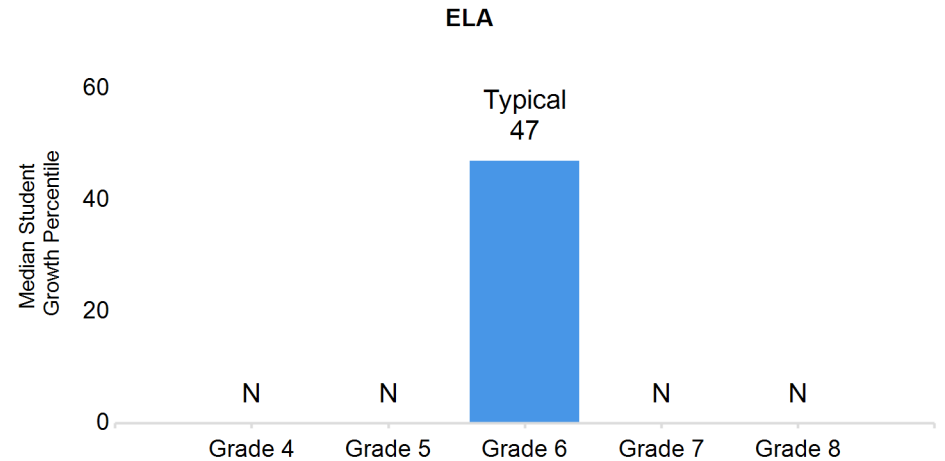
If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP**) is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated 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	47	52	50	Met Target	40	45	50	Met Target
White	43	*	50	Met Target	47	*	52	Met Target
Hispanic	47.5	51	49	Met Target	34	41	47	Not Met
Black or African American	47.5	49	45	Met Target	40.5	42	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	52	63.5	60	Met Target	51	58	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	48.5	*	51	**	36.5	*	52	**
Economically Disadvantaged	43.5	50	47	Met Target	35	40	46	Not Met
Students with Disabilities	50.5	*	41	Met Target	39.5	*	43	Not Met
English Learners	46	49.5	53	Met Target	37	41	51	Not Met

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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:

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

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.
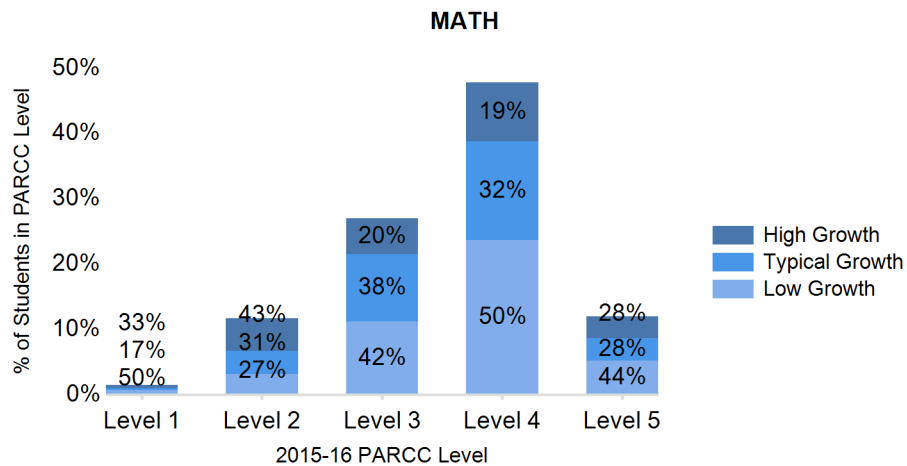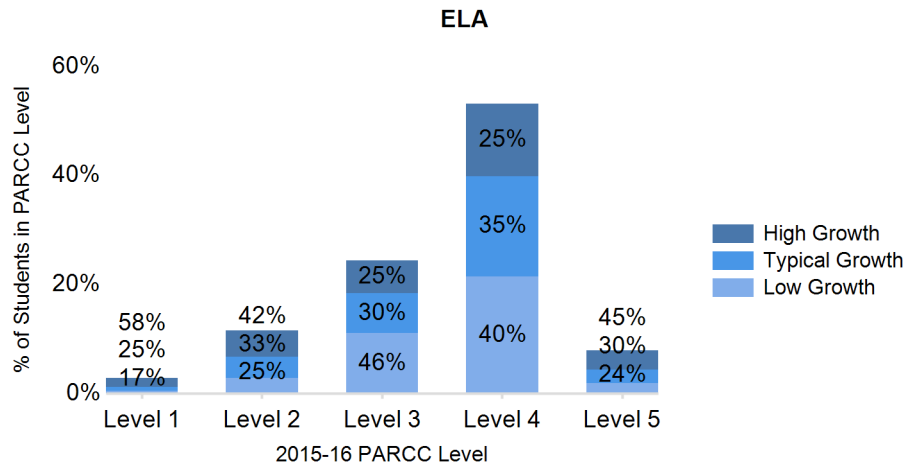
Student Growth by Grade

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

ELA

MATH

ELA

Math

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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	5.10	8.00	Met Target
White	6.80	8.00	Met Target
Hispanic	6.00	8.00	Met Target
Black or African American	4.20	8.00	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	4.80	8.00	Met Target
Economically Disadvantaged Students	8.30	8.00	Not Met
Students with Disabilities	13.80	8.00	Not Met
English Learners	N	**	**

** 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.
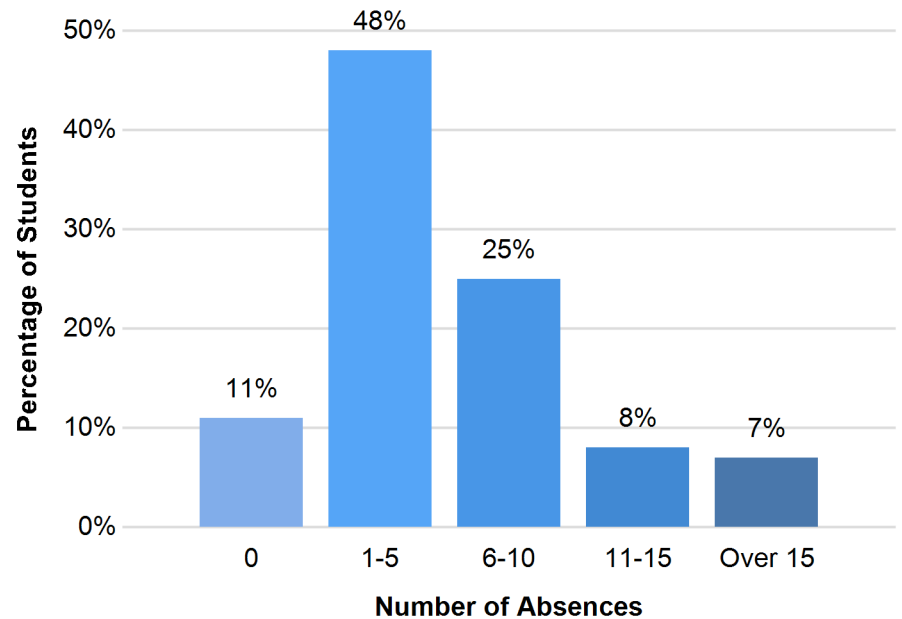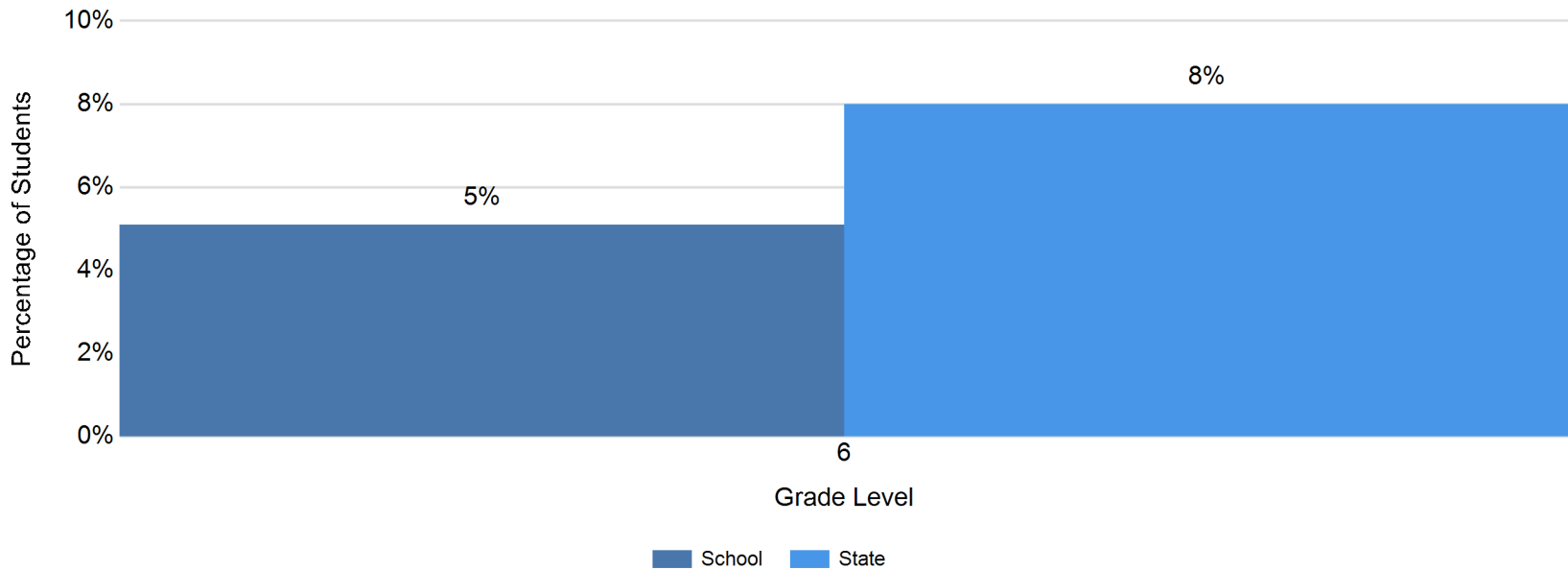

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Chronic Absenteeism by Grade

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.

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

NJ SCHOOL PERFORMANCE REPORT

EDISON MIDDLE SCHOOL

2016-2017

Grade Span 06-06

13-5680-070
ESSEX
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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	8:10AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 5 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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.20

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	3.9%
Out-of-School Suspensions	2.7%
Any Suspension	6.6%

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	150.4 kbps	100 kbps	Yes	N	Fiber	N

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 (2015-2016)	$456	$17,591	$18,047

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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

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

Category	Teachers in School	Teachers in State
Total Number of teachers	56	120,724
Average years experience in public schools	8.9	11.8
Average years experience in district	8.8	10.5
Teachers in district for 4 or more years	64%	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	45	9,506
Average years experience in public schools	14.9	15.9
Average years experience in district	12.3	11.6
Administrators in district for 4 or more years	71%	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	10:1
Administrators	244:1	148:1
Librarian/Media Specialists		512:1
Nurses		554:1
Counselors		266:1
Child Study Team		196:1

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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

Teacher — 55%

Admin — N/A

Master's Degree

Teacher — 43%

Admin — 100%

Doctoral Degree
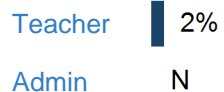
Teacher — 2%

Admin — N

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	91%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

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	52.1	17.5%
Mathematics Proficiency	48.7	17.5%
English Language Arts Growth	38.2	25.0%
Mathematics Growth	18.6	25.0%
Chronic Absenteeism	68.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		42.1
Summative Rating: Percentile rank of Summative Score		37.5
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	42.1	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	41.2	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	49.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Black or African American	64.7	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	38.0	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Met Target	**	**	No
Economically Disadvantaged Students	43.7	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
Students with Disabilities	52.2	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
English Learners	34.1	11.9	No	N	N	**	Met Target	Not Met	No

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† Target was met within a confidence interval.

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School General Info

Principal:	Mr. Fitzgerald	Email Address:	xfitzgerald@westorangeschools.org
Address:	75 WILLIAM ST W ORANGE, NJ 07052-5725	**Website:**	www.woboe.org/domain/15
		Twitter:	https://twitter.com/edison_central6
Phone:	(973)669-5360		

School Narrative

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

📣	Highlights:	• Curriculum includes Readers & Writers Workshop, EveryDay Math, and Next Generation Science Standards. • Technology is integrated into daily instruction as part of the district's 1:1 Chromebook Program. • Use of the following: CMP 3, Next Gen. Science Standards, Balanced Literacy.
💡	Mission, Vision, Theme:	Edison Middle School strives to reach every student where they are socially, emotionally, and academically. We seek to provide a positive transitional learning environment as students move from Elementary to Secondary school environments. We seek to tap the potential of every students so that they can reach their maximum potential as students and young adults.
🏅	Awards, Recognition, Accomplishments:	Edison Middle School was removed from the State of New Jersey's D.O.E. list as a " Focus School" at the end of the school year 2016-17.

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Courses, Curriculum, Instruction:	Edison Middle School has a Gifted and Talented program along with offering Honors courses in Mathematics, Science, Social Studies, and Science. All of our textbooks are offered in electronic form as an option for students. The Edison Middle School homework guidelines are based on best practices and research so that all students can have time for their extra- curricular activities outside of school.
Clubs and Activities:	Edison Middle School has a myriad of extra curricular clubs such as but not limited to: Coding Club, Environmental Club, Drama and Production Club, Bridge Club, Studio Art Club, STEM/ Science Club, Peer Mediation Club, Unity Club, Write On Sports Club, etc.....
Before and After School Programs:	Edison Middle School has a comprehensive after care program that operates Monday through Friday 2:54 pm to 6:00 pm while school is in session. The program offer physical activities (exercise/sports) Home work help, along with access to the LMC and Computer Lab. The Program is staffed by EMS (certified) teachers/staff only.

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Staff and Professional Learning:	Our staff engages in rich and collaborative professional learning opportunities across the content through professional learning communities, grade level meetings, collaborative planning, district professional development, and workshops. For the 2017-18 school year our professional learning priorities focus around the implementation of newly developed curriculum and using data to meet individual student needs.
Student Supports and Services:	Students are provided with programs and services in accordance with each student's individual needs, program placement and/or IEP.
Student Health and Wellness:	Edison Middle School participates in the district initiative of 10 minutes of exercise through our Physical Education Dept. Edison also has a partnership with the West Essex YMCA which helps to promote health and wellness by hosting events that engage our school community in this area. They host in conjunction with EMS an annual Harvest Day event , along with sponsorship of a community garden and greenhouse on the grounds of the school.
Parent and Community Involvement:	Edison Middle School has a very active PTA that sponsors and hosts a variety of activities design to bring awareness regarding various topics to the students and the school community at large. They also sponsor assemblies and other student activities throughout the school year. We also have community organizations that provide counseling services (COPE Center) mentor and after school activities (Bethany Church) and school safety/ health and wellness (West Essex YMCA).

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Other Information:

Edison Middle School for the past 13 years has been a transitional sixth grade learning environment. For one year all students coming from the 5th to 6th grade spend one year at EMS as we guide them into all the various aspects of secondary education. Our seven period (55) minute schedule is outlined in the same manner as the other middle schools in the district. EMS offers similar courses in Academics, Music , World Language, and Related Arts courses. EMS is currently in its second year of a 1:1 chromebook initiative using Google apps for education, which spans from grades 6-12. In school year 2016-17 we added two new Related Arts courses in Computer Applications and Coding along with STEM. In school year 2017-18 we will offer two semester courses in Spanish and Mandarin. Edison Middle School has a variety of support programs in place to provide both supplemental support in Literacy along with Advisory Academic support for students who are struggling in any academic area. Edison Middle School has a comprehensive Special Services program that meets the needs of all students with a learning disability. Lastly, Edison Middle School has a comprehensive music program that has courses in Band, Orchestra, and Chorus where over 85% of the student body participates in the select music program.