NJ SCHOOL PERFORMANCE REPORT

LIBERTY MIDDLE SCHOOL

2016-2017

Grade Span 07-08

13-5680-135
ESSEX
WEST ORANGE TOWN
1 KELLY DRIVE
WEST ORANGE, NJ 07052

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
7	203	279	232
8	222	203	282
Ungraded	24	19	23
Total	449	501	537

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	48%	51%	49%
Male	52%	49%	51%
Economically Disadvantaged Students	48%	47%	47%
Students with Disabilities	18%	16%	18%
English Learners	3%	3%	3%
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	40.4%
Hispanic	29.6%
White	20.1%
Asian	7.1%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	2.6%

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	75.4%
Spanish	17.7%
Tagalog	1.1%
Other	6.1%

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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	493	97.2	67.10	62.10	54.90	67.1	68.5	Met Target†
White	102	97.2	82.30	*	63.90	82.3	75.7	Met Goal
Hispanic	146	98.1	47.90	51.00	39.80	47.9	60.2	Not Met
Black or African American	194	95.9	68.50	58.10	35.20	68.5	63	Met Target
Asian, Native Hawaiian, or Pacific Islander	38	100.0	89.50	83.00	80.70	89.5	80	Met Goal
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	13	100.0	76.90	76.80	54.90	76.9	**	**
Female	241	97.0	76.80	70.00	62.20	76.8		
Male	252	97.5	57.90	55.20	48.10	57.9		
Economically Disadvantaged Students	228	96.5	55.20	48.60	36.20	55.2	56.4	Met Target†
Non-Economically Disadvantaged Students	265	97.9	77.30	72.50	65.80	77.3		
Students with Disabilities	89	93.9	23.60	26.70	20.50	23.2	28.7	Met Target†
Students without Disabilities	404	97.9	76.80	70.20	61.90	76.8		
English Learners	26	100.0	26.90	30.70	25.20	26.9	N	N
Non-English Learners	467	97.1	69.40	64.70	57.40	69.4		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	40.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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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	237	760	763	756	5%	11%	21%	38%	27%	64%	59%
White	40	767	774	764	*	*	*	40%	35%	75%	69%
Hispanic	76	748	751	742	*	17%	29%	30%	*	46%	44%
Black or African American	94	763	761	737	*	*	20%	40%	29%	69%	38%
Asian, Native Hawaiian, or Pacific Islander	15	787	*	784	0%	*	*	*	*	87%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	116	769	769	764	*	*	16%	35%	38%	72%	68%
Male	121	752	758	749	*	*	26%	41%	16%	56%	51%
Economically Disadvantaged Students	118	752	753	739	*	*	27%	36%	17%	53%	40%
Non-Economically Disadvantaged Students	119	769	772	766	*	*	14%	39%	36%	75%	70%
Students with Disabilities	43	731	728	719	*	*	40%	*	*	21%	19%
Students without Disabilities	194	767	770	763	*	*	17%	*	*	74%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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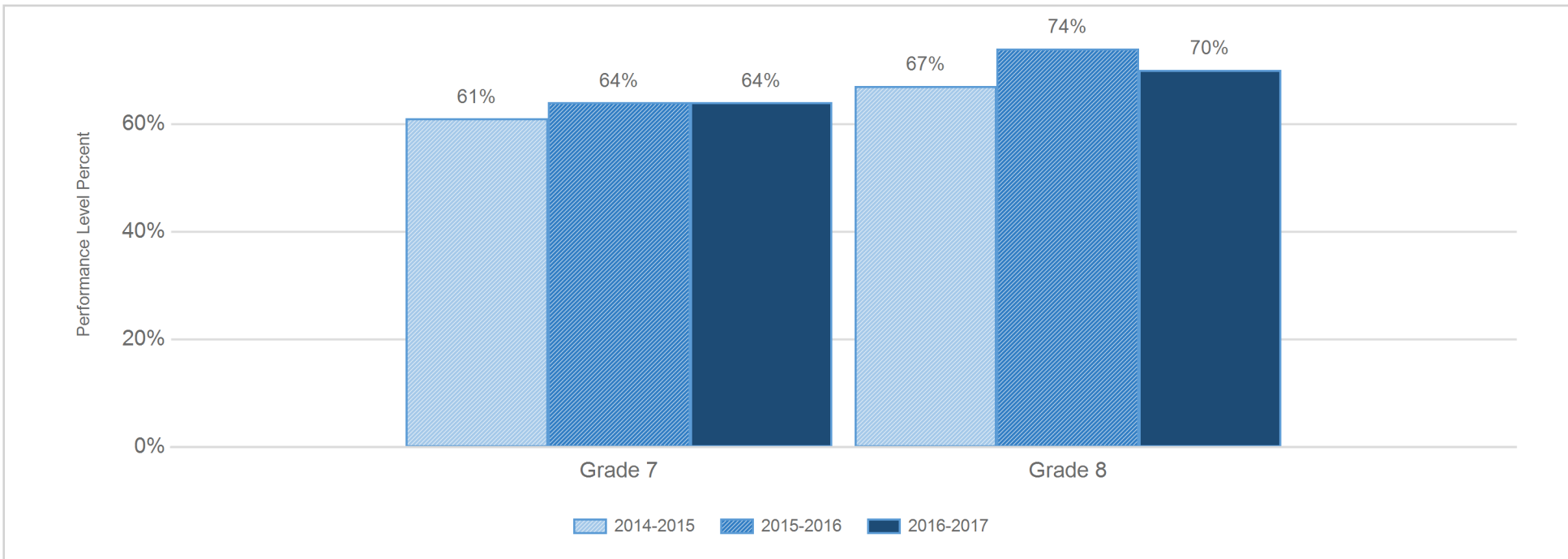
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	282	771	767	757	5%	11%	15%	42%	28%	70%	59%
White	65	787	781	764	0%	*	*	46%	40%	86%	68%
Hispanic	79	755	753	742	*	*	27%	35%	15%	51%	44%
Black or African American	114	764	763	738	*	*	13%	49%	20%	69%	39%
Asian, Native Hawaiian, or Pacific Islander	23	809	*	786	0%	0%	*	*	74%	91%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	138	779	773	766	*	*	12%	49%	30%	80%	68%
Male	144	763	761	749	*	*	18%	35%	25%	60%	50%
Economically Disadvantaged Students	126	757	753	739	*	*	20%	44%	14%	58%	40%
Non-Economically Disadvantaged Students	156	782	777	766	*	*	11%	40%	39%	80%	69%
Students with Disabilities	46	731	729	718	*	*	33%	*	*	22%	18%
Students without Disabilities	236	778	774	764	*	*	11%	*	*	79%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	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	721	N	N	N	N	N	N	21%

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2016-2017

Grade Span 07-08

English Language Arts/Literacy Assessment - Performance Trends

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

Performance Level Percent

Grade 7: 61% (2014-2015), 64% (2015-2016), 64% (2016-2017)
Grade 8: 67% (2014-2015), 74% (2015-2016), 70% (2016-2017)

Legend: 2014-2015, 2015-2016, 2016-2017

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Mathematics Assessment - Participation and Performance

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Schoolwide	494	97.2	46.80	46.70	43.50	46.8	48.1	Met Target†
White	102	97.2	71.50	*	52.40	71.5	63.2	Met Target
Hispanic	147	98.1	32.60	38.00	27.60	32.6	36.9	Met Target†
Black or African American	194	95.9	38.70	36.40	21.70	38.7	39.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	38	100.0	79.00	75.10	75.60	79	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	13	100.0	38.50	66.40	44.90	38.5	**	**
Female	242	97.0	50.80	48.20	44.10	50.8		
Male	252	97.5	42.80	45.50	42.90	42.8		
Economically Disadvantaged Students	228	96.5	32.00	31.70	25.10	32	33.7	Met Target†
Non-Economically Disadvantaged Students	266	97.9	59.40	58.20	54.30	59.4		
Students with Disabilities	89	93.9	14.60	20.70	16.50	14.4	18.6	Met Target†
Students without Disabilities	405	98.0	53.90	52.70	48.80	53.9		
English Learners	27	100.0	11.10	22.80	23.30	11.1	N	N
Non-English Learners	467	97.1	48.90	48.70	45.20	48.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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.

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Schoolwide	230	740	741	741	*	23%	37%	31%	*	35%	40%
White	38	749	751	748	*	*	*	58%	*	61%	49%
Hispanic	78	734	*	730	*	28%	42%	22%	*	23%	23%
Black or African American	92	739	738	726	*	22%	38%	30%	*	35%	19%
Asian, Native Hawaiian, or Pacific Islander	11	754	756	764	0%	*	*	*	*	46%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	11	738	*	740	0%	*	*	*	*	27%	39%
Female	112	740	741	743	*	21%	36%	36%	*	38%	41%
Male	118	739	740	740	*	25%	38%	27%	*	32%	38%
Economically Disadvantaged Students	118	735	736	729	*	31%	40%	25%	*	25%	22%
Non-Economically Disadvantaged Students	112	745	745	749	*	14%	34%	38%	*	46%	50%
Students with Disabilities	43	723	725	716	*	49%	28%	*	*	12%	11%
Students without Disabilities	187	744	744	746	*	17%	39%	*	*	41%	45%
English Learners	11	715	*	712	*	*	*	*	*	*	*
Non-English Learners	219	741	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	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**

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.

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Schoolwide	245	743	738	728	*	17%	24%	44%	*	45%	28%
White	49	758	749	736	*	*	*	63%	*	65%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	105	737	734	715	*	18%	30%	35%	*	36%	15%
Asian, Native Hawaiian, or Pacific Islander	16	771	*	747	0%	*	*	75%	*	81%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	123	745	740	730	*	15%	25%	50%	*	50%	30%
Male	122	740	736	725	*	20%	23%	39%	*	40%	26%
Economically Disadvantaged Students	122	734	731	719	*	23%	27%	34%	*	34%	19%
Non-Economically Disadvantaged Students	123	752	744	734	*	11%	21%	55%	*	57%	34%
Students with Disabilities	42	711	712	705	*	*	*	*	*	*	*
Students without Disabilities	203	749	743	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	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	713	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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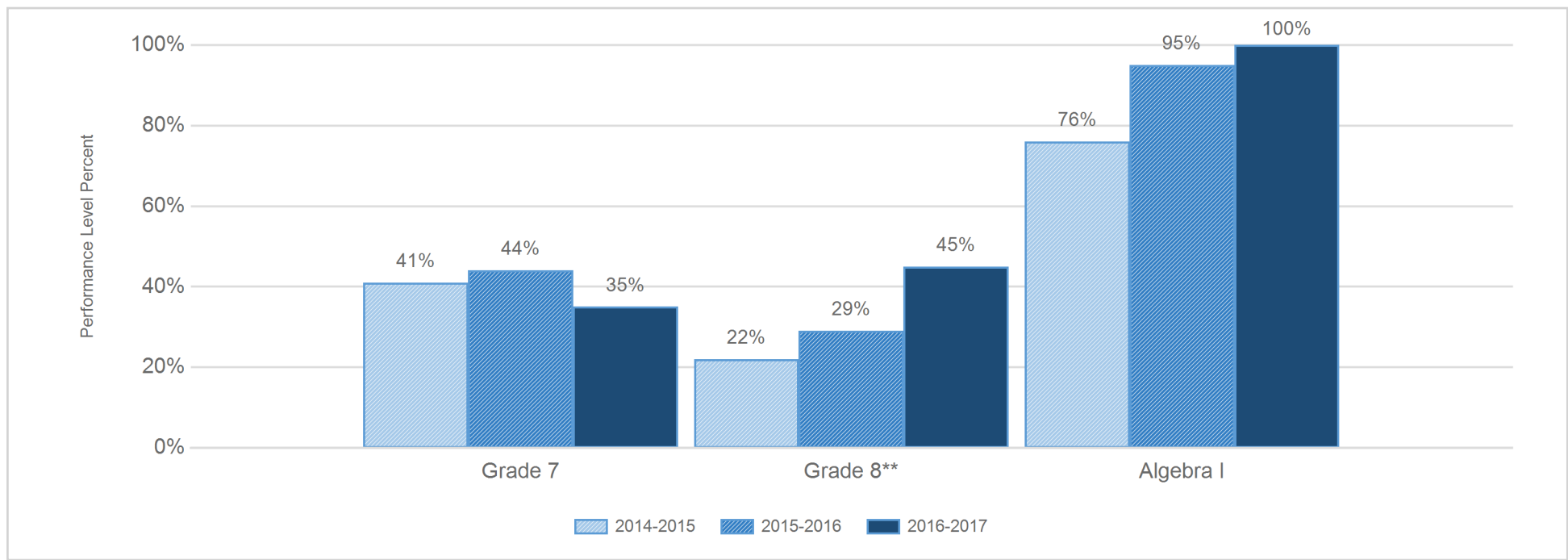
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Mathematics Assessment - Performance by Test: Algebra I

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	48	801	742	743	0%	0%	0%	54%	46%	100%	42%
White	18	800	*	751	*	*	*	*	61%	100%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	12	789	731	724	*	*	*	92%	*	100%	19%
Asian, Native Hawaiian, or Pacific Islander	12	812	*	774	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	22	805	743	744	0%	0%	0%	55%	46%	100%	43%
Male	26	797	741	741	0%	0%	0%	54%	46%	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	48	801	743	745	0%	0%	0%	54%	46%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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13-5680-135
ESSEX
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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.

Performance Level Percent

- Grade 7: 41% (2014-2015), 44% (2015-2016), 35% (2016-2017)
- Grade 8**: 22% (2014-2015), 29% (2015-2016), 45% (2016-2017)
- Algebra I: 76% (2014-2015), 95% (2015-2016), 100% (2016-2017)

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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NJ SCHOOL PERFORMANCE REPORT

LIBERTY MIDDLE SCHOOL

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

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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	25%	53%	22%
White	40%	48%	12%
Hispanic	12%	57%	31%
Black or African American	15%	60%	26%
Asian, Native Hawaiian, or Pacific Islander	74%	*	9%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	8%	61%	31%
Students with Disabilities	8%	35%	56%
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.
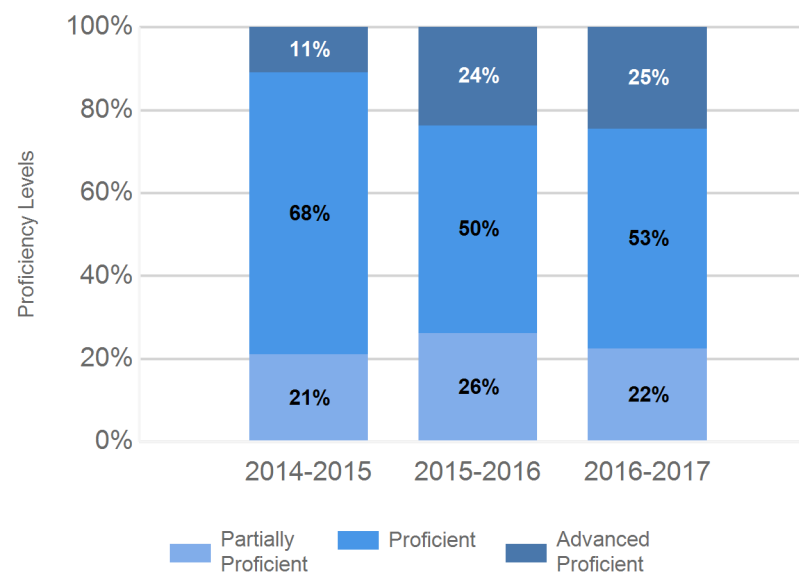
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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 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.

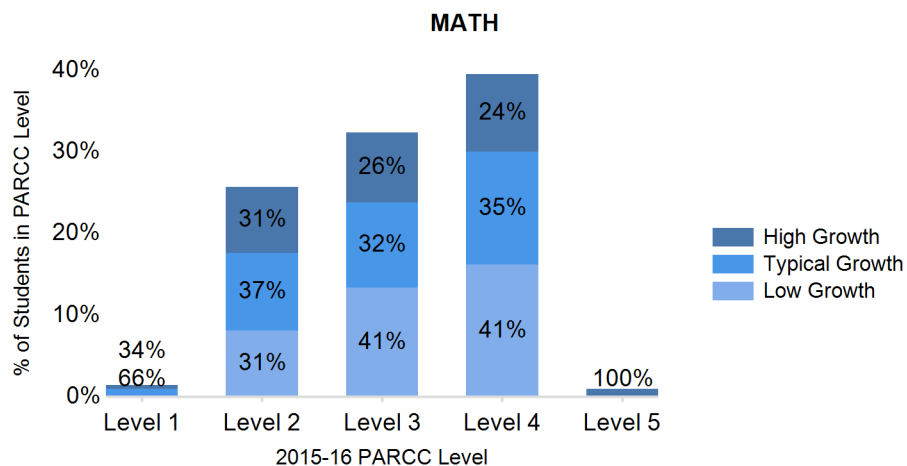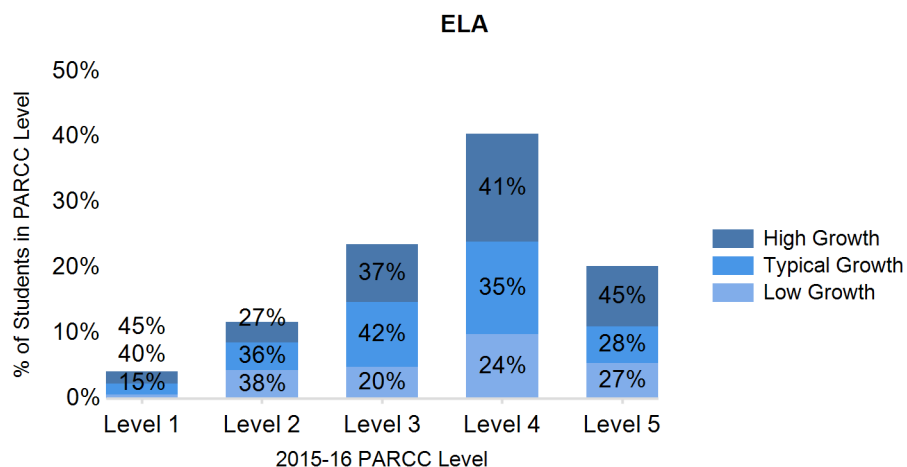A student's **SGP** falls between 1 and 99 and can be grouped into three levels: | **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**
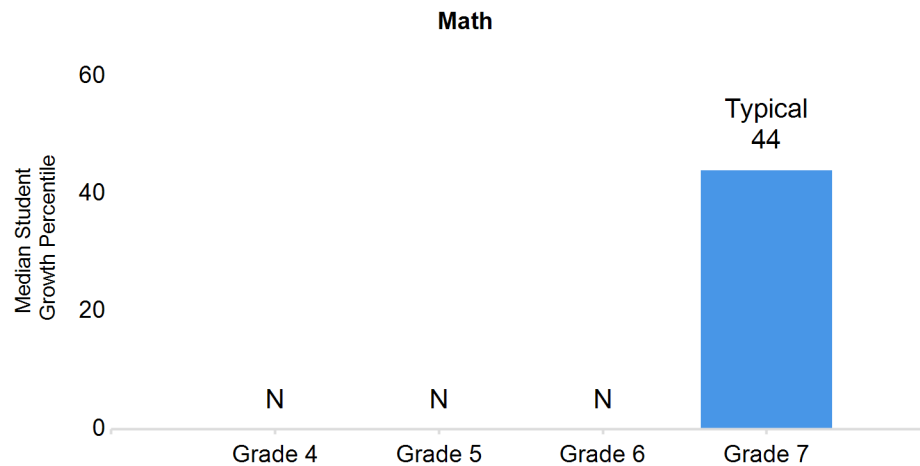
If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP**) is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated 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	57	52	50	Met Target	43	45	50	Met Target
White	59	*	50	Met Target	40	*	52	Met Target
Hispanic	54	51	49	Met Target	39	41	47	Not Met
Black or African American	58	49	45	Met Target	45	42	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	67	63.5	60	Exceeds Target	76	58	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	41.5	*	51	**	42.5	*	52	**
Economically Disadvantaged	54.5	50	47	Met Target	40	40	46	Met Target
Students with Disabilities	45	*	41	Met Target	33	*	43	Not Met
English Learners	53	49.5	53	Met Target	44	41	51	**

** 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:

| 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.

ELA — % of Students in PARCC Level by 2015-16 PARCC Level

- Level 1: 45% / 40% / 15%
- Level 2: 27% / 36% / 38%
- Level 3: 37% / 42% / 20%
- Level 4: 41% / 35% / 24%
- Level 5: 45% / 28% / 27%

Legend: High Growth, Typical Growth, Low Growth

MATH — % of Students in PARCC Level by 2015-16 PARCC Level

- Level 1: 34% / 66%
- Level 2: 31% / 37% / 31%
- Level 3: 26% / 32% / 41%
- Level 4: 24% / 35% / 41%
- Level 5: 100%

Legend: High Growth, Typical Growth, Low Growth

Student Growth by Grade

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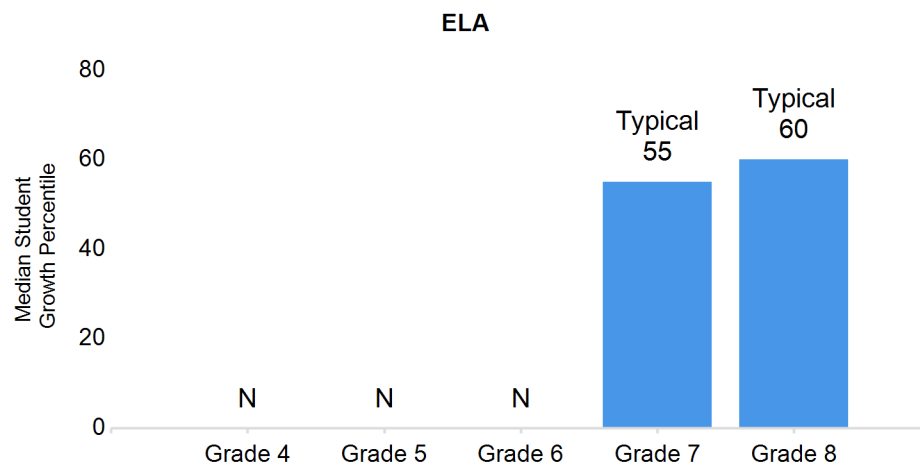
ELA — Median Student Growth Percentile

- Grade 4: N
- Grade 5: N
- Grade 6: N
- Grade 7: Typical 55
- Grade 8: Typical 60

Math — Median Student Growth Percentile

- Grade 4: N
- Grade 5: N
- Grade 6: N
- Grade 7: Typical 44

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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	Grade Level and Other Math
7	11	0	237
8	36	0	253
Schoolwide	47	0	490

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
7	237	0	0	0	0	0	0
8	136	70	38	0	0	42	0
Schoolwide	373	70	38	0	0	42	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

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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

100% **School**

100% **State**
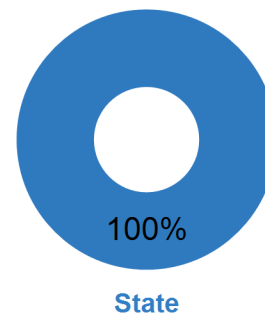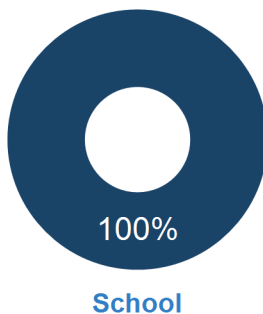
Students enrolled in one or more classes by discipline:
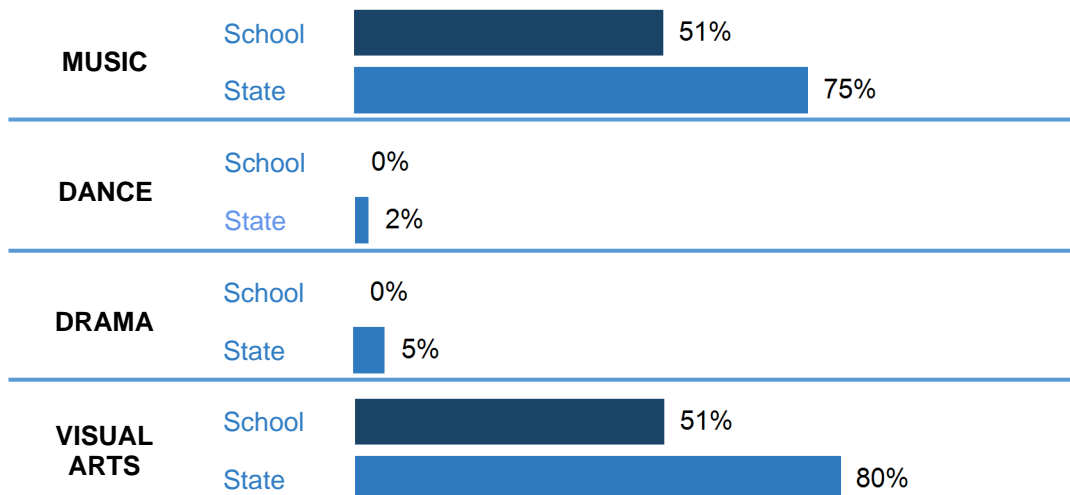
MUSIC
School 51%
State 75%

DANCE
School 0%
State 2%

DRAMA
School 0%
State 5%

VISUAL ARTS
School 51%
State 80%

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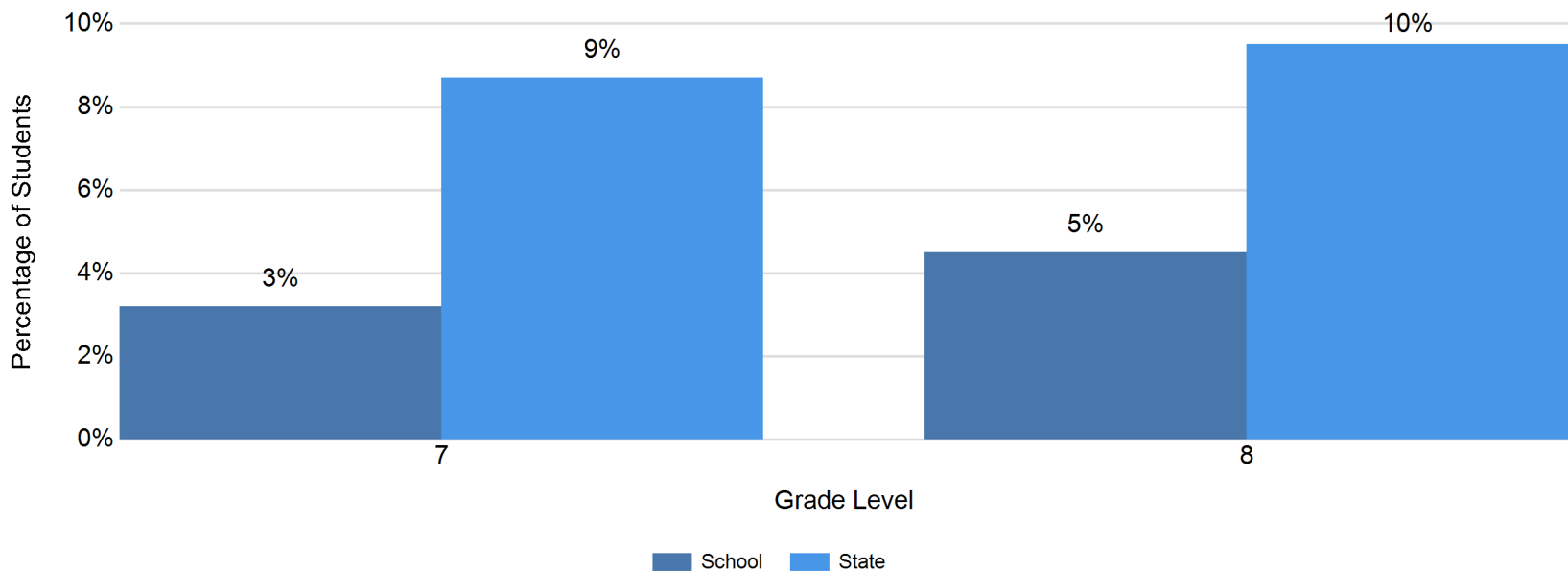
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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department 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	3.90	9.10	Met Target
White	9.00	9.10	Met Target
Hispanic	3.10	9.10	Met Target
Black or African American	2.80	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	3.60	9.10	Met Target
Students with Disabilities	8.10	9.10	Met Target
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.
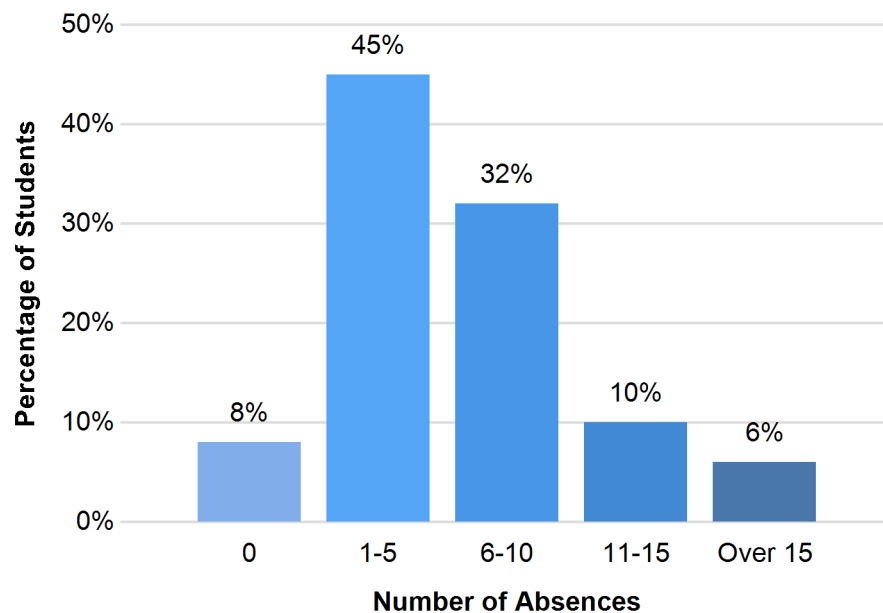
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NJ SCHOOL PERFORMANCE REPORT

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<div align="right">

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</div>

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	8:10AM
Typical End Time	3:55PM
Length of School Day	7 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	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	23
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	4.47

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	14.3%
Out-of-School Suspensions	3.5%
Any Suspension	15.6%

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	1.0:1	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	54	120,724
Average years experience in public schools	10.9	11.8
Average years experience in district	10.6	10.5
Teachers in district for 4 or more years	78%	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	10:1	10:1
Administrators	269:1	148:1
Librarian/Media Specialists		512:1
Nurses		554:1
Counselors		266:1
Child Study Team		196:1

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

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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 — 43%

Admin — N/A

Master's Degree

Teacher — 57%

Admin — 100%

Doctoral Degree

Teacher — N

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	70.8	17.5%
Mathematics Proficiency	49.9	17.5%
English Language Arts Growth	73.7	25.0%
Mathematics Growth	23.6	25.0%
Chronic Absenteeism	82.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		57.8
Summative Rating: Percentile rank of Summative Score		62.6
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	57.8	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	57.2	11.9	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
Hispanic	56.7	11.9	No	Not Met	Met Target†	Met Target	Met Target	Not Met	No
Black or African American	83.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	69.2	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	66.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	49.0	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
English Learners	30.6	11.9	No	N	N	**	Met Target	**	No

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

† Target was met within a confidence interval.

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School General Info

Principal:	Mr. Klemt
Address:	1 KELLY DRIVE WEST ORANGE, NJ 07052
Phone:	(973)243-8650

Email Address:	rklemt@westorangeschools.org
Website:	https://www.woboe.org/Domain/16

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:	• New STEM program for all 7th grade students. • Technology is integrated into daily instruction with all students using 1:1 personal Chromebooks. • Liberty Middle School offers a wide range of after school sports and clubs to expand their areas of interest.
	Mission, Vision, Theme:	Liberty Middle School is one of two 7th/8th grade middle schools in West Orange with an enrollment of 515 students. The state-of-the-art facility opened in 2005 and was constructed on a 22 acre site in the northwest corner of the township. Organized by teams, Liberty provides a strong support system that fosters academic, social, and personal growth at a time when students are developing more rapidly than at any other time in their lives.

NJ SCHOOL PERFORMANCE REPORT

LIBERTY MIDDLE SCHOOL
2016-2017

Grade Span 07-08

13-5680-135
ESSEX
WEST ORANGE TOWN
1 KELLY DRIVE
WEST ORANGE, NJ 07052

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Courses, Curriculum, Instruction:	Our program of study provides students rigorous and comprehensive programs that prepare them for college and career readiness through a rich middle school experience aligned to the New Jersey student learning standards that include a variety of academic supports, advanced coursework, and STEM integration.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Co-ed), Soccer (Boys & Girls), Softball (Girls), Wrestling (Co-ed)
Clubs and Activities:	Club Offerings: Academically Speaking, Art, Chamber Chorus, Drama, Helping Hands, Jazz Band, Math, Newspaper, Science, Select Strings, STEM, Student Council, and Totally Tech.

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Staff and Professional Learning:	Our staff engages in rich and collaborative professional learning opportunities across the content areas through professional learning communities, grade level meetings, collaborative planning, district professional development, and workshops. For the 2017-2018 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:	Monthly Friday Fitness days were infused to engage students beyond their PE class. Sodexo Food Services improved menu choices to include whole wheat pasta, breads, expanded fruit offerings, etc. 7th grade Health curriculum includes units on Nutrition, What's On Your Plate, and Wellness and Stress.
Parent and Community Involvement:	Monthly PTA meetings are held to communicate and collaborate with our parent community. Our gradebook Parent Portal is utilized by the majority of our parent community.