



Gilmore J Fisher Middle School (21-1430-060)

2021-2022

County: Mercer
District: Ewing Township School District
1325 Lower Ferry Road
Ewing, NJ 08618-1409

Principal: Dr. Maggy Hanna
[School Website](#)
609-538-9800



803
Total Students



06-08
Grades Offered

Overview & Resources

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

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

Important Notes for 2021-22 Reports: The 2021-22 School Performance Reports include nearly all data that was previously reported prior to the COVID-19 pandemic, such as assessment results and accountability data. However, the 2021-22 reports will not include student growth as measured by median student growth percentiles (MSGPs) because individual student growth percentiles (SGPs) were not calculated for the 2021-22 school year due to lack of prior test results for the 2019-20 and 2020-21 school years. The student growth section of the reports will include a link to an alternate measure of academic progress that will be used for accountability determinations for the 2021-22 school year. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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

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

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

Overview & Resources

School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

| Type | Contact Information |
|----------------|---|
| County | Mercer |
| District | Ewing Township School District |
| Principal Name | Dr. Maggy Hanna |
| Address | 1325 Lower Ferry Road, Ewing, NJ 08618-1409 |
| Phone Number | 609-538-9800 |
| Email Address | mhanna@ewingboe.org |
| Website | www.ewing.k12.nj.us/Domain/123 |
| Twitter | https://twitter.com/TheEwingSchools |

Demographics

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

Enrollment Trends by Grade

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

| Grade | 2019-20 | 2020-21 | 2021-22 |
|--------------|------------|------------|------------|
| 6 | 278 | 272 | 253 |
| 7 | 272 | 280 | 267 |
| 8 | 262 | 270 | 283 |
| Total | 812 | 822 | 803 |

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. 2019-20 was the first year that data was collected for non-binary/undesigned gender and, as a result, data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

| Student Group | 2019-20 | 2020-21 | 2021-22 |
|-------------------------------------|---------|---------|---------|
| Female | 48.5% | 49.0% | 50.0% |
| Male | 51.5% | 51.0% | 50.0% |
| Non-Binary/Undesignated Gender | <1% | ≤1% | ≤1% |
| Economically Disadvantaged Students | 48.8% | 50.5% | 36.1% |
| Students with Disabilities | 22.8% | 23.5% | 21.4% |
| English Learners | 3.6% | 4.1% | 5.4% |
| Homeless Students | 0.9% | 0.7% | 0.2% |
| Students in Foster Care | 0.7% | 0.2% | 0.1% |
| Military-Connected Students | 1.1% | 1.1% | 1.2% |
| Migrant Students | 0.0% | 0.0% | 0.0% |

Enrollment by Racial and Ethnic Group

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

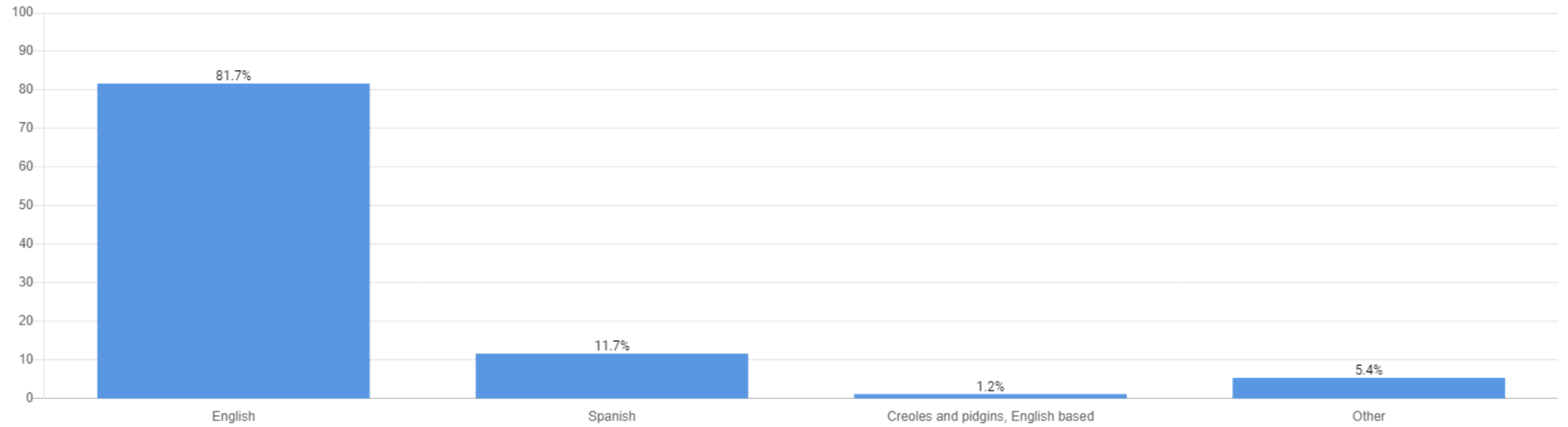
| Racial And Ethnic Group | 2019-20 | 2020-21 | 2021-22 |
|-------------------------------------|---------|---------|---------|
| White | 24.4% | 23.6% | 22.2% |
| Hispanic | 19.5% | 21.8% | 24.2% |
| Black or African American | 47.7% | 46.0% | 45.2% |
| Asian | 3.8% | 3.5% | 3.6% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.1% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% |
| Two Or More Races | 4.7% | 5.1% | 4.7% |

Demographics

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

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total. To see this data in a table, click the Table View option below the chart.





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(21-1430-060)
2021-2022

Report Key:

- * Data is not displayed in order to protect student privacy
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- † This indicates a table specific note, see note below table

Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress will be measured with school's median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

Important Note for 2021-22 Reports: The calculation of mSGPs relies on one to two consecutive years of prior assessment results to calculate individual student growth percentiles. Due to the cancellation of the NJLSA in both 2019-20 and 2020-21, SGPs were not calculated for 2019-2020, 2020-2021, or 2021-2022. The 2021-22 reports will not include any mSGP data.

The NJDOE received approved through the [COVID-19 State Plan Addendum](#), to use an alternative method to calculate academic progress for the 2021-22 school year based on aggregate score improvement on the NJSLA at the schoolwide and student group level between 2018-2019 and 2021-2022. For 2021-22, the NJDOE measured academic progress in ELA and mathematics using Relative School Improvement Measure (RSIM). Results of the RSIM measure are available on the [NJDOE's Accountability page](#) under 2022 Accountability Data.

Academic Achievement

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

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2019-20 ELA | 2020-21 ELA | 2021-22 ELA | 2019-20 Math | 2020-21 Math | 2021-22 Math |
|---|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate | | | 92.8% | | | 92.3% |
| Proficiency Rate for Federal Accountability | | | 28.3% | | | 20.7% |
| Annual Target | | | 48.5% | | | 45.6% |
| Met Annual Target? | | | Not Met | | | Not Met |
| Statewide Proficiency Rate for Federal Accountability | | | 49.0% | | | 36.0% |

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

| Student Group | Valid Scores | % of students taking test | School: % of testers met/exceeded expectations | District: % of testers met/exceeded expectations | State: % of testers met/exceeded expectations | Proficiency Rate for Federal Accountability | Annual Target | Met Annual Target |
|---|--------------|---------------------------|--|--|---|---|---------------|-------------------|
| Schoolwide | 734 | 92.8% | 28.7% | 29% | 49% | 28.3% | 48.5% | Not Met |
| White | 161 | 91.6% | 39.8% | 42.7% | 58.2% | 38.3% | 65% | Not Met |
| Hispanic | 167 | 92.8% | 22.8% | 24.1% | 35% | 22.3% | 43.8% | Not Met |
| Black or African American | 340 | 92.7% | 24.1% | 23.3% | 30.9% | 23.6% | 37.4% | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | * | 100% | 53.6% | 43.8% | 78% | 53.6% | 67.9% | Met Target† |
| American Indian or Alaska Native | * | * | * | * | 48.7% | * | ** | ** |
| Two or More Races | 38 | 95.1% | 31.6% | 30.8% | 55.4% | 31.6% | 37% | Met Target† |
| Female | * | 93.7% | 39.8% | 36.2% | 55.1% | 39.3% | | |
| Male | * | 92.3% | 17.5% | 21.9% | 43.2% | 17.2% | | |
| Non-binary/undesignated gender | * | * | * | * | 63.8% | * | | |
| Economically Disadvantaged Students | 261 | 94% | 21.8% | 21.8% | 30.9% | 21.7% | 37.4% | Not Met |
| Non-Economically Disadvantaged Students | 473 | 92.2% | 32.6% | 32.9% | 57.8% | <10% | | |
| Students with Disabilities | 157 | 87.4% | <10% | 11.3% | 17.9% | <10% | 30.2% | Not Met |
| Students without Disabilities | 577 | 94.5% | 34.8% | 34.4% | 55.7% | 34.7% | | |
| English Learners | 50 | 96.2% | <10% | <10% | 21.9% | <10% | 35% | Not Met |
| Non-English Learners | 684 | 92.6% | 30.7% | 30.6% | 52% | 30.1% | | |
| Homeless Students | 718 | 92.7% | 28.4% | 28.5% | 49.3% | 27.9% | | |
| Students in Foster Care | * | * | * | * | 17.9% | * | | |
| Military-Connected Students | 10 | 100% | 50% | 38.1% | 46% | 50% | | |
| Migrant Students | * | * | * | * | <10% | * | | |

† Target was met within a confidence interval.

Academic Achievement

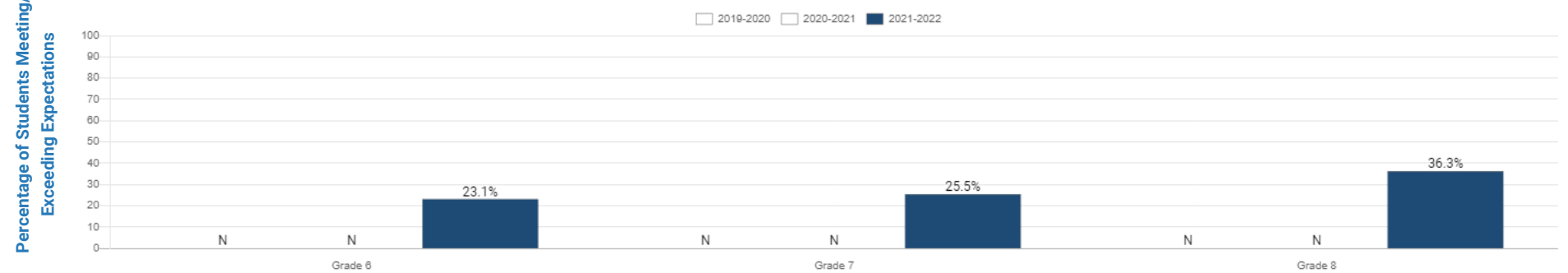
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Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.



Academic Achievement

English Language Arts Assessment - Performance By Grade: Grade 7

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

| Student Group | Valid Scores | School Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did not yet meet expectations | % Level 2: Partially met expectations | % Level 3: Approached expectations | % Level 4: Met expectations | % Level 5: Exceeded expectations | % of testers met or exceeded expectations | State: % of testers met or exceeded expectations |
|---|--------------|-------------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Schoolwide | 243 | 724 | 724 | 751 | 25% | 26% | 23% | 22% | 4% | 26% | 53% |
| White | 54 | 732 | 732 | 759 | 19% | 19% | 30% | 30% | 4% | 33% | 62% |
| Hispanic | 59 | 722 | 722 | 737 | 24% | 29% | 25% | 19% | 3% | 22% | 39% |
| Black or African American | 107 | 719 | 719 | 732 | 29% | 29% | 20% | 20% | 3% | 22% | 34% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 782 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | * | * | * | 744 | * | * | * | * | * | * | 48% |
| Two or More Races | 15 | 729 | 729 | 756 | 33% | 13% | 20% | 20% | 13% | 33% | 57% |
| Female | * | 732 | 732 | 757 | 22% | 17% | 24% | 31% | 6% | 36% | 60% |
| Male | * | 716 | 716 | 744 | 28% | 34% | 23% | 13% | 2% | 15% | 46% |
| Non-binary/undesignated gender | * | * | * | 762 | * | * | * | * | * | * | 64% |
| Economically Disadvantaged Students | 93 | 719 | 719 | 733 | 30% | 31% | 20% | 17% | 1% | 18% | 35% |
| Non-Economically Disadvantaged Students | 150 | 727 | 727 | 759 | 22% | 23% | 25% | 25% | 5% | 30% | 61% |
| Students with Disabilities | 45 | 699 | 699 | 714 | * | * | * | * | * | * | 17% |
| Students without Disabilities | 198 | 729 | 729 | 758 | 19% | 25% | 25% | 26% | 4% | 30% | 60% |
| English Learners | * | * | * | 699 | * | * | * | * | * | * | * |
| Non-English Learners | * | 725 | 725 | 753 | 23% | 26% | 24% | 22% | 4% | 26% | 55% |
| Homeless Students | * | * | * | 720 | * | * | * | * | * | * | 22% |
| Students in Foster Care | * | * | * | 717 | * | * | * | * | * | * | 19% |
| Military-Connected Students | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Migrant Students | * | * | * | 683 | * | * | * | * | * | * | * |

Academic Achievement

English Language Arts Assessment - Performance By Grade: Grade 8

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

| Student Group | Valid Scores | School Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did not yet meet expectations | % Level 2: Partially met expectations | % Level 3: Approached expectations | % Level 4: Met expectations | % Level 5: Exceeded expectations | % of testers met or exceeded expectations | State: % of testers met or exceeded expectations |
|---|--------------|-------------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Schoolwide | 251 | 735 | 735 | 750 | 17% | 22% | 25% | 30% | 6% | 36% | 51% |
| White | 59 | 751 | 751 | 758 | 2% | 20% | 31% | 34% | 14% | 47% | 60% |
| Hispanic | 56 | 735 | 735 | 736 | 20% | 21% | 25% | 25% | 9% | 34% | 38% |
| Black or African American | 113 | 724 | 724 | 730 | 26% | 23% | 23% | 26% | 3% | 28% | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | 763 | 763 | 783 | 10% | 0% | 10% | 80% | 0% | 80% | 82% |
| American Indian or Alaska Native | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Two or More Races | 13 | 737 | 737 | 756 | 8% | 31% | 31% | 31% | 0% | 31% | 57% |
| Female | * | 745 | 745 | 757 | 10% | 17% | 23% | 40% | 9% | 49% | 59% |
| Male | * | 723 | 723 | 742 | 25% | 26% | 27% | 18% | 3% | 21% | 44% |
| Non-binary/undesignated gender | * | * | * | 759 | * | * | * | * | * | * | 60% |
| Economically Disadvantaged Students | 83 | 729 | 729 | 732 | 18% | 25% | 23% | 30% | 4% | 34% | 34% |
| Non-Economically Disadvantaged Students | 168 | 738 | 738 | 758 | 17% | 20% | 26% | 30% | 8% | 38% | 59% |
| Students with Disabilities | 53 | 698 | 698 | 712 | * | * | * | * | * | * | 15% |
| Students without Disabilities | 198 | 745 | 745 | 757 | 9% | 20% | 26% | 37% | 8% | 45% | 58% |
| English Learners | 10 | 683 | 683 | 697 | * | * | * | * | * | * | * |
| Non-English Learners | 241 | 737 | 737 | 752 | 15% | 22% | 26% | 31% | 7% | 38% | 53% |
| Homeless Students | * | * | * | 716 | * | * | * | * | * | * | 22% |
| Students in Foster Care | * | * | * | 712 | * | * | * | * | * | * | 14% |
| Military-Connected Students | * | * | * | 745 | * | * | * | * | * | * | 47% |
| Migrant Students | * | * | * | 678 | * | * | * | * | * | * | * |

Report Key:

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

Academic Achievement

Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

| Student Group | Valid Scores | % of students taking test | School: % of testers met/exceeded expectations | District: % of testers met/exceeded expectations | State: % of testers met/exceeded expectations | Proficiency Rate for Federal Accountability | Annual Target | Met Annual Target |
|---|--------------|---------------------------|--|--|---|---|---------------|-------------------|
| Schoolwide | 736 | 92.3% | 21.2% | 20.6% | 36% | 20.7% | 45.6% | Not Met |
| White | 164 | 92.8% | 40.2% | 36.8% | 46.2% | 39.5% | 61.2% | Not Met |
| Hispanic | 171 | 92.5% | 12.9% | 15% | 19.9% | 12.6% | 40.3% | Not Met |
| Black or African American | 336 | 91.6% | 14.6% | 13.4% | 15.7% | 14.1% | 34.6% | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | * | 100% | 48.3% | 45.5% | 71.3% | 48.3% | 72.2% | Not Met |
| American Indian or Alaska Native | * | * | * | * | 37.3% | * | ** | ** |
| Two or More Races | 36 | 90.2% | 13.9% | 20.2% | 44.1% | 13.9% | 30% | Not Met |
| Female | * | 92% | 23.8% | 19.4% | 34.5% | 23.2% | | |
| Male | * | 92.8% | 18.5% | 21.7% | 37.4% | 18.3% | | |
| Non-binary/undesignated gender | * | * | * | * | 35% | * | | |
| Economically Disadvantaged Students | 260 | 92.7% | 12.3% | 14.3% | 17.3% | 12.1% | 34.2% | Not Met |
| Non-Economically Disadvantaged Students | 476 | 92.1% | 26.1% | 24% | 45.2% | <10% | | |
| Students with Disabilities | 156 | 87.4% | <10% | <10% | 14.7% | <10% | 23.9% | Not Met |
| Students without Disabilities | 580 | 93.8% | 25.3% | 23.9% | 40.5% | 25.1% | | |
| English Learners | 58 | 96.8% | <10% | <10% | 16% | <10% | 19.6% | Not Met |
| Non-English Learners | 678 | 91.9% | 22.6% | 21.6% | 38.4% | 21.9% | | |
| Homeless Students | 719 | 92.3% | 20.9% | 20.1% | 36.2% | 20.3% | | |
| Students in Foster Care | * | * | * | * | 10% | * | | |
| Military-Connected Students | 10 | 100% | 30% | 33.3% | 34.5% | 30% | | |
| Migrant Students | * | * | * | * | <10% | * | | |

Academic Achievement

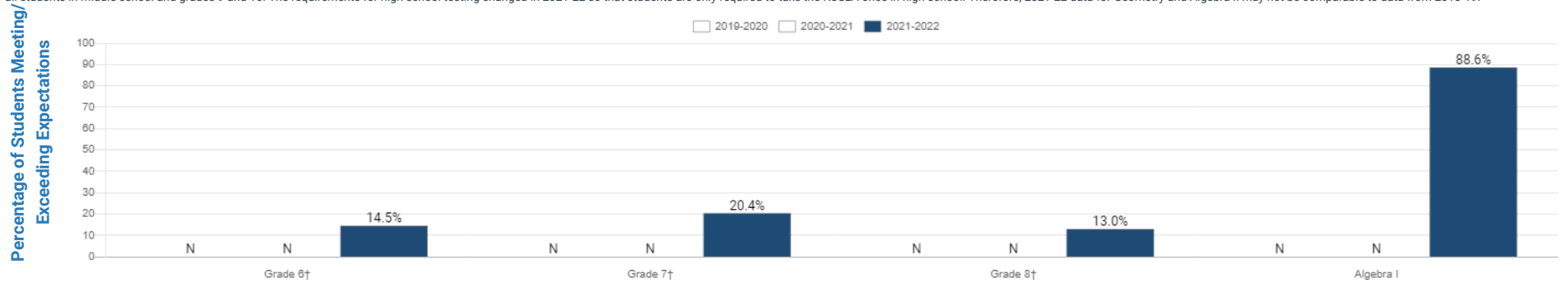
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Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years. Additionally, end-of-course assessment results for Geometry and Algebra II for 2018-19 and prior years included all students in middle school and grades 9 and 10. The requirements for high school testing changed in 2021-22 so that students are only required to take the NJSLA once in high school. Therefore, 2021-22 data for Geometry and Algebra II may not be comparable to data from 2018-19.



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

Academic Achievement

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

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Mathematics Assessment - Performance By Grade: Grade 6

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

Students in sixth grade who were enrolled in an Algebra I course during the 2021-22 school year were required to take both the Algebra I and Grade 6 mathematics assessment. The results of the Grade 6 mathematics assessment are included in this data.

| Student Group | Valid Scores | School Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did not yet meet expectations | % Level 2: Partially met expectations | % Level 3: Approached expectations | % Level 4: Met expectations | % Level 5: Exceeded expectations | % of testers met or exceeded expectations | State: % of testers met or exceeded expectations |
|---|--------------|-------------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Schoolwide | 227 | 723 | 723 | 733 | 18% | 37% | 31% | 14% | 1% | 15% | 31% |
| White | 43 | 734 | 734 | 742 | 12% | 21% | 40% | 28% | 0% | 28% | 41% |
| Hispanic | 52 | 716 | 716 | 720 | 25% | 37% | 29% | 10% | 0% | 10% | 15% |
| Black or African American | 113 | 718 | 718 | 714 | 19% | 45% | 26% | 10% | 0% | 10% | 12% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 755 | 755 | 763 | 0% | 20% | 30% | 30% | 20% | 50% | 68% |
| American Indian or Alaska Native | * | * | * | 733 | * | * | * | * | * | * | 30% |
| Two or More Races | * | * | * | 739 | * | * | * | * | * | * | 38% |
| Female | * | 724 | 724 | 733 | 14% | 36% | 34% | 15% | 0% | 15% | 30% |
| Male | * | 722 | 722 | 734 | 21% | 37% | 28% | 12% | 2% | 14% | 33% |
| Non-binary/undesignated gender | * | * | * | 734 | * | * | * | * | * | * | 21% |
| Economically Disadvantaged Students | 80 | 713 | 713 | 717 | * | * | * | * | * | * | 13% |
| Non-Economically Disadvantaged Students | 147 | 729 | 729 | 741 | 12% | 34% | 35% | 19% | 1% | 20% | 40% |
| Students with Disabilities | 42 | 702 | 702 | 710 | * | * | * | * | * | * | * |
| Students without Disabilities | 185 | 728 | 728 | 738 | 9% | 39% | 35% | 16% | 1% | 17% | 36% |
| English Learners | 15 | 694 | 694 | 703 | * | * | * | * | * | * | * |
| Non-English Learners | 212 | 725 | 725 | 736 | 15% | 36% | 33% | 15% | 1% | 16% | 33% |
| Homeless Students | * | * | * | 708 | * | * | * | * | * | * | * |
| Students in Foster Care | * | * | * | 706 | * | * | * | * | * | * | * |
| Military-Connected Students | * | * | * | 734 | * | * | * | * | * | * | 31% |
| Migrant Students | * | * | * | 706 | * | * | * | * | * | * | 20% |

Academic Achievement

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

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Mathematics Assessment - Performance By Grade: Grade 7

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

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

| Student Group | Valid Scores | School Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did not yet meet expectations | % Level 2: Partially met expectations | % Level 3: Approached expectations | % Level 4: Met expectations | % Level 5: Exceeded expectations | % of testers met or exceeded expectations | State: % of testers met or exceeded expectations |
|---|--------------|-------------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Schoolwide | 250 | 729 | 729 | 737 | 14% | 29% | 37% | 19% | 2% | 20% | 34% |
| White | 59 | 743 | 743 | 745 | 7% | 15% | 37% | 37% | 3% | 41% | 45% |
| Hispanic | 63 | 724 | 724 | 727 | 13% | 40% | 33% | 14% | 0% | 14% | 20% |
| Black or African American | 105 | 724 | 724 | 722 | 20% | 29% | 37% | 12% | 2% | 14% | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 761 | * | * | * | * | * | * | 68% |
| American Indian or Alaska Native | * | * | * | 733 | * | * | * | * | * | * | 26% |
| Two or More Races | 14 | 726 | 726 | 742 | 7% | 43% | 36% | 14% | 0% | 14% | 40% |
| Female | * | 730 | 730 | 736 | 14% | 27% | 33% | 25% | 1% | 26% | 32% |
| Male | * | 728 | 728 | 738 | 13% | 31% | 41% | 13% | 2% | 15% | 36% |
| Non-binary/undesignated gender | * | * | * | 738 | * | * | * | * | * | * | 42% |
| Economically Disadvantaged Students | 93 | 724 | 724 | 725 | 16% | 37% | 34% | 12% | 1% | 13% | 17% |
| Non-Economically Disadvantaged Students | 157 | 732 | 732 | 743 | 12% | 25% | 38% | 23% | 2% | 25% | 43% |
| Students with Disabilities | 51 | 711 | 711 | 715 | * | * | * | * | * | * | 10% |
| Students without Disabilities | 199 | 734 | 734 | 741 | 10% | 25% | 41% | 23% | 2% | 25% | 39% |
| English Learners | 12 | 698 | 698 | 712 | * | * | * | * | * | * | * |
| Non-English Learners | 238 | 730 | 730 | 739 | 12% | 28% | 39% | 20% | 2% | 21% | 36% |
| Homeless Students | * | * | * | 715 | * | * | * | * | * | * | * |
| Students in Foster Care | * | * | * | 715 | * | * | * | * | * | * | 10% |
| Military-Connected Students | * | * | * | 738 | * | * | * | * | * | * | 32% |
| Migrant Students | * | * | * | 697 | * | * | * | * | * | * | * |

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

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

| Student Group | Valid Scores | School Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did not yet meet expectations | % Level 2: Partially met expectations | % Level 3: Approached expectations | % Level 4: Met expectations | % Level 5: Exceeded expectations | % of testers met or exceeded expectations | State: % of testers met or exceeded expectations |
|---|--------------|-------------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|--|
| Schoolwide | 207 | 715 | 715 | 716 | 31% | 37% | 19% | 13% | 0% | 13% | 15% |
| White | 40 | 733 | 733 | 725 | 10% | 33% | 30% | 28% | 0% | 28% | 21% |
| Hispanic | 51 | 714 | 714 | 711 | 27% | 43% | 20% | 10% | 0% | 10% | 11% |
| Black or African American | 102 | 708 | 708 | 703 | * | * | * | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 737 | * | * | * | * | * | * | 36% |
| American Indian or Alaska Native | * | * | * | 718 | * | * | * | * | * | * | 17% |
| Two or More Races | 10 | 712 | 712 | 718 | * | * | * | * | * | * | 18% |
| Female | * | 716 | 716 | 716 | 26% | 43% | 18% | 13% | 0% | 13% | 14% |
| Male | * | 714 | 714 | 716 | 36% | 30% | 20% | 14% | 0% | 14% | 16% |
| Non-binary/undesignated gender | * | * | * | 733 | * | * | * | * | * | * | 26% |
| Economically Disadvantaged Students | 75 | 713 | 713 | 708 | * | * | * | * | * | * | * |
| Non-Economically Disadvantaged Students | 132 | 717 | 717 | 721 | 30% | 33% | 22% | 15% | 0% | 15% | 19% |
| Students with Disabilities | 49 | 697 | 697 | 699 | * | * | * | * | * | * | * |
| Students without Disabilities | 158 | 721 | 721 | 721 | 22% | 39% | 22% | 16% | 0% | 16% | 18% |
| English Learners | 15 | 690 | 690 | 698 | * | * | * | * | * | * | * |
| Non-English Learners | 192 | 717 | 717 | 718 | 27% | 39% | 20% | 14% | 0% | 14% | 16% |
| Homeless Students | * | * | * | 700 | * | * | * | * | * | * | * |
| Students in Foster Care | * | * | * | 694 | * | * | * | * | * | * | * |
| Military-Connected Students | * | * | * | 716 | * | * | * | * | * | * | 15% |
| Migrant Students | * | * | * | 683 | * | * | * | * | * | * | * |

Report Key:

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Academic Achievement

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with the most significant intellectual disabilities.

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

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Academic Achievement

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English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score 4.5 or Above |
|-------------------|-------------------|---|--|
| 0-2 | 19 | * | * |
| 3-4 | 14 | * | * |
| 5 or more | 10 | * | * |

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

| Student Group | Percent of English learners making expected growth to proficiency | Annual Target | Met Target? |
|-----------------------------|---|---------------|-------------|
| Schoolwide/English Learners | 3% | 22.5% | Not Met |

† Target was met within one standard deviation.

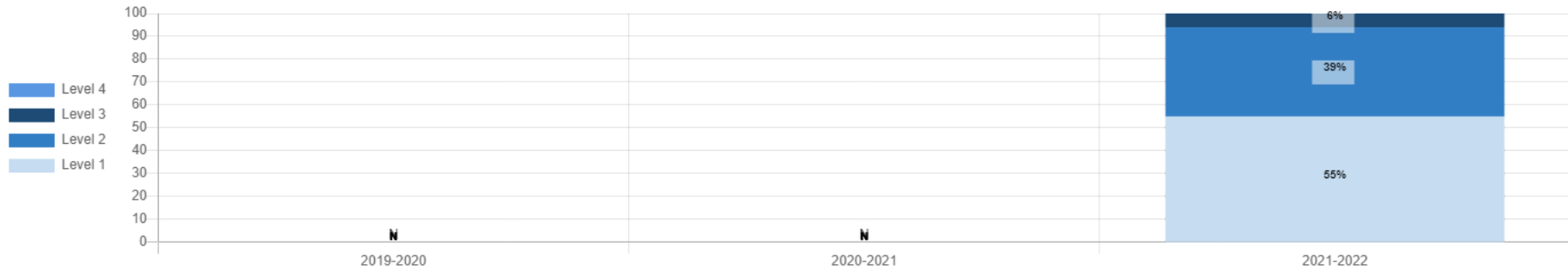
Academic Achievement

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

NJSLA Science Assessment: Grade 8 Summary

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

Important note for 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



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Academic Achievement

NJSLA Science Assessment: Grade 8

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

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---|-----------|-----------|-----------|-----------|
| Schoolwide | 55% | 39% | 6% | 0% |
| White | 37% | 49% | 12% | 2% |
| Hispanic | 63% | 33% | 4% | 0% |
| Black or African American | 62% | 34% | 4% | 0% |
| Asian, Native Hawaiian, or Pacific Islander | 20% | 70% | 10% | 0% |
| American Indian or Alaska Native | * | * | * | * |
| Two or More Races | 58% | 33% | 8% | 0% |
| Female | 49% | 44% | 7% | 1% |
| Male | 61% | 34% | 5% | 0% |
| Non-binary/undesignated gender | * | * | * | * |
| Economically Disadvantaged Students | 67% | 28% | 5% | 0% |
| Non-Economically Disadvantaged Students | 49% | 44% | 6% | 1% |
| Students with Disabilities | 85% | 15% | 0% | 0% |
| Students without Disabilities | 48% | 45% | 7% | 0% |
| English Learners | 85% | 15% | 0% | 0% |
| Non-English Learners | 53% | 40% | 6% | 0% |
| Homeless Students | * | * | * | * |
| Students in Foster Care | * | * | * | * |
| Military-Connected Students | * | * | * | * |
| Migrant Students | * | * | * | * |

College and Career Readiness

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

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

| Grade | Algebra I | Geometry | Other Math |
|-------|-----------|----------|------------|
| 6 | 0 | 0 | 259 |
| 7 | 0 | 0 | 257 |
| 8 | 46 | 0 | 248 |
| Total | 46 | 0 | 764 |

College and Career Readiness

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

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|--------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 144 | 74 | 30 | 0 | 0 | 0 | 0 |
| 7 | 123 | 100 | 41 | 0 | 0 | 0 | 0 |
| 8 | 126 | 100 | 72 | 0 | 0 | 0 | 0 |
| Total | 393 | 274 | 143 | 0 | 0 | 0 | 0 |

College and Career Readiness

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

Computer Science – Course Participation

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

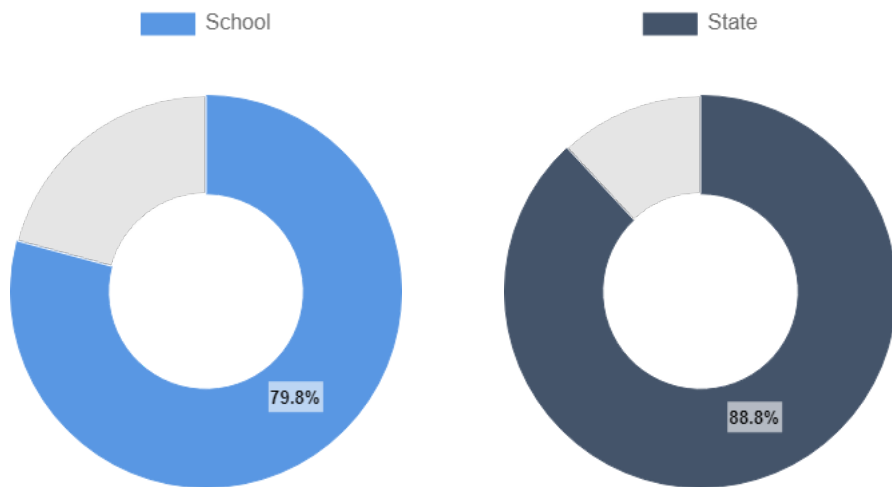
| Grade | Computer Programming | Principles of Computer Science | Computing Systems | Other Computer Science | Networking | Information Systems | Other IT |
|-------|----------------------|--------------------------------|-------------------|------------------------|------------|---------------------|----------|
| 6 | 2 | 0 | 0 | 74 | 0 | 0 | 0 |
| 7 | 77 | 0 | 0 | 73 | 0 | 0 | 0 |
| 8 | N | N | N | N | N | N | N |
| Total | 79 | 0 | 0 | 147 | 0 | 0 | 0 |

College and Career Readiness

Visual and Performing Arts – Course Participation

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

Grades 6-8: Students enrolled in one or more **visual and performing arts** classes

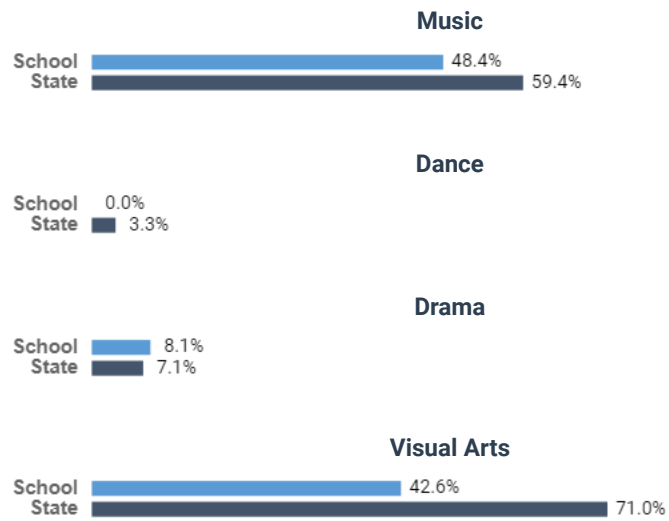


College and Career Readiness

Visual and Performing Arts – Course Participation

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

Students enrolled in one or more classes by discipline:



Climate and Environment

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

| Student Group | # of Students Chronically Absent | % of Students Chronically Absent | State Average | Met State Average |
|---|----------------------------------|----------------------------------|---------------|-------------------|
| Schoolwide | 122 | 15.0% | 16.4% | Met |
| White | 20 | 11.2% | 16.4% | Met |
| Hispanic | 32 | 16.8% | 16.4% | Not Met |
| Black or African American | 61 | 16.4% | 16.4% | Met |
| Asian, Native Hawaiian, or Pacific Islander | * | 0.0% | 16.4% | Met |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | 9 | 22.5% | 16.4% | Not Met |
| Female | * | 13.9% | | |
| Male | * | 16.3% | | |
| Non-Binary/Undesignated Gender | * | * | | |
| Economically Disadvantaged Students | 63 | 21.6% | 16.4% | Not Met |
| Students with Disabilities | 39 | 21.1% | 16.4% | Not Met |
| English Learners | 5 | 11.4% | 16.4% | Met |
| Homeless Students | * | * | | |
| Students in Foster Care | * | * | | |
| Military-Connected Students | 0 | 0.0% | | |
| Migrant Students | * | * | | |

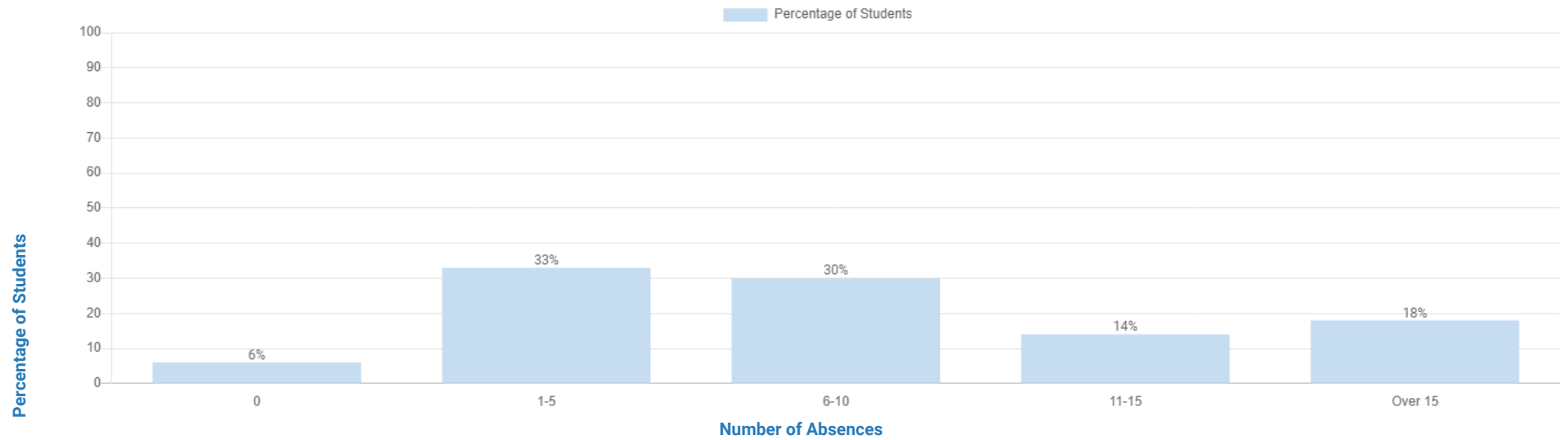
Climate and Environment

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Days Absent

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



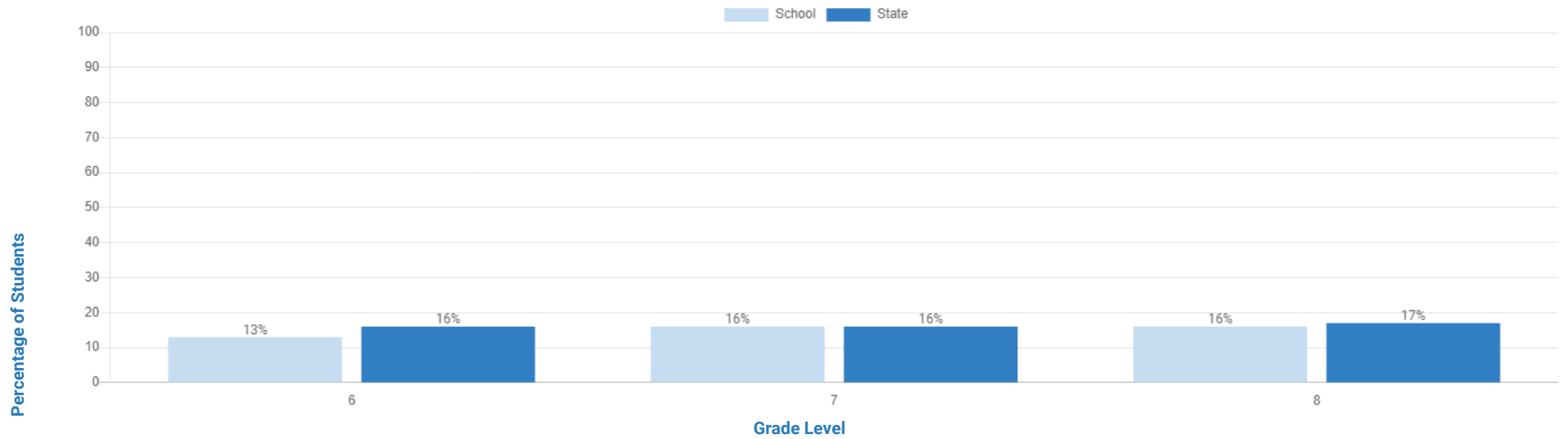
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Chronic Absenteeism by Grade

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



Report Key:

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- N No Data is available to display
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Climate and Environment

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

Important note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 1 |
| Weapons | 4 |
| Vandalism | 0 |
| Substances | 4 |
| Harassment, Intimidation, Bullying (HIB) | 5 |
| Total Unique Incidents | 14 |
| Incidents Per 100 Students Enrolled | 1.74 |

Police Notifications

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

| Incident Type | Incidents Reported to Police |
|--|------------------------------|
| Violence | 0 |
| Weapons | 2 |
| Vandalism | 0 |
| Substances | 2 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Other Incidents Leading to Removal | 9 |

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Climate and Environment

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB Investigations |
|---------------------------------|-------------|---------------|--------------------------|
| Race | 0 | 0 | 0 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 2 | 2 |
| Sexual Orientation | 0 | 3 | 3 |
| Disability | 0 | 0 | 0 |
| Other | 0 | 2 | 2 |
| No Identified Nature | 5 | | 5 |

Student Disciplinary Removals

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

| Removal Type | Number of Students | Percent of Students | School Days Missed due to Out-of-School Suspensions |
|------------------------------------|--------------------|---------------------|---|
| In-School Suspensions | 140 | 17.4% | 785 |
| Out-of-School Suspensions | 135 | 16.8% | |
| Any Suspension | 214 | 26.7% | |
| Removal to other education program | 13 | 1.6% | |
| Expulsion | 0 | 0.0% | |
| Arrest | * | * | |

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Climate and Environment

School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:25 AM |
| Typical End Time | 3:05 PM |
| Length of School Day | 6 Hrs. 40 Mins. |
| Full Time - Instructional Time | 5 Hrs. 44 Mins. |
| Shared Time - Instructional Time | N |

Device Ratios

This table shows the student to device ratio, which is the number of students in grades PK-12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades PreK through 12. This information comes from the elective NJTRAX survey and reflects data submitted as of October 2022, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low student to device ratio due to this policy decision.

| School Year | Student to Device Ratio |
|-------------|-------------------------|
| 2021-2022 | 1.6:1 |

Student Access to Technology and Internet

In response to the COVID-19 pandemic, the NJDOE began collecting information on student device types, device owners, and internet connectivity during the 2020-2021 school year. [Additional reports about student access to technology and internet connectivity](#), as of the end of the 2021-2022 school year can be found on the NJDOE website.

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Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

| Category | Teachers in School | Teachers in State |
|--|-----------------------|----------------------|
| Total Number of teachers | 94 | 118,773 |
| Average years experience in public schools | 14.1 | 12.5 |
| Average years experience in district | 11.9 | 11.3 |
| Percentage of Teachers with 4 or more years experience in the district | 78.7% | 76.0% |
| Number of out-of-field teachers | 0 | 2,937 |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|-----------------------|--------------------|
| Total Number of administrators | 22 | 9,578 |
| Average years experience in public schools | 21.6 | 16.5 |
| Average years experience in district | 12.8 | 12.6 |
| Percentage of Administrators with 4 or more years experience in the district | 77.3% | 78.8% |

Staff Counts

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

| Staff Category | School: Total Staff Members | District: Total Staff Members | State: Total Staff Members |
|---------------------------------|--------------------------------|----------------------------------|-------------------------------|
| Teachers | 94 | 347 | 118,773 |
| Administrators | 4 | 22 | 9,578 |
| Librarians/Media Specialists | 1 | 5 | 1,212 |
| Nurses | 1 | 5 | 2,911 |
| School Counselors | 3 | 11 | 4,324 |
| Child Study Team Members | 8 | 30 | 9,115 |
| School Psychologists | 4 | 10 | 2,159 |
| School Social Workers | 3 | 9 | 2,487 |
| Student Assistance Coordinators | 1 | 3 | 372 |
| School Safety Specialists | N | N | 34 |

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Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE).

| Ratio | School Ratio | District Ratio |
|---|--------------|----------------|
| Students to Teachers | 9:1 | 10:1 |
| Students to Administrators | 201:1 | 155:1 |
| Teachers to Administrators | 24:1 | 16:1 |
| Students to Librarians/Media Specialists † | 803:1 | 683:1 |
| Students to Nurses † | 803:1 | 683:1 |
| Students to Counselors † | 268:1 | 310:1 |
| Students to Child Study Team Members †,†† | 22:1 | 24:1 |
| Students to School Psychologists † | 201:1 | 341:1 |
| Students to School Social Workers † | 268:1 | 379:1 |
| Students to Student Assistance Coordinators † | 803:1 | 1138:1 |
| Students to School Safety Specialists † | N | N |

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

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

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, the data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

| Category | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female | 50.0% | 75-80% | * | 48.0% | 77.0% | 56.0% |
| Male | 50.0% | 20-25% | * | 52.0% | 23.0% | 44.0% |
| Non-Binary/Undesignated Gender | ≤1% | ≤5% | * | ≤1% | ≤1% | ≤1% |
| White | 22.2% | 81.9% | 75.0% | 40.1% | 82.6% | 76.3% |
| Hispanic | 24.2% | 7.4% | 0.0% | 32.1% | 8.1% | 8.1% |
| Black or African American | 45.2% | 9.6% | 0.0% | 14.6% | 6.5% | 13.9% |
| Asian | 3.6% | 1.1% | 25.0% | 10.1% | 2.3% | 1.3% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.1% | 0.0% | 0.0% | 0.2% | 0.2% | 0.1% |
| Two or More Races | 4.7% | 0.0% | 0.0% | 2.7% | 0.2% | 0.3% |

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

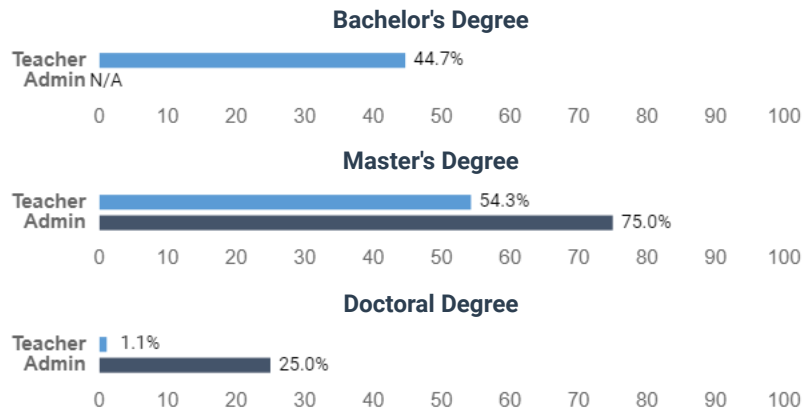
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Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification,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

Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2020-21 that were still assigned to this district in 2021-22. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2020-21 Teachers: Same district 2021-22 | 93.2% | 90.7% |
| 2020-21 Administrators: Same district 2021-22 | 81.0% | 87.4% |

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Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2021-22 School Registry Summary (SRS).

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

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

[Link to District Summary of 2021-22 School-Level Per Pupil Expenditures by Source](#)

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

| Ewing Twp | Federal | State & Local | Total | ADE** |
|--|---------|---------------|----------|---------|
| School Level Expenditures Not Assigned to a School | \$599 | \$16,657 | \$17,256 | 3,376.6 |
| District Level Central Expenditures | | \$2,598 | \$2,598 | 3,376.6 |
| Ewing High School | \$554 | \$282 | \$836 | 1,033.7 |
| Gilmore J Fisher Middle School | \$553 | \$230 | \$783 | 798.9 |
| Francis Lore Elementary School | \$557 | \$195 | \$752 | 504.3 |
| Parkway Elementary School | \$552 | \$267 | \$819 | 362.8 |
| William L Antheil Elementary School | \$556 | \$127 | \$683 | 677.0 |

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Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Based on New Jersey's [approved ESSA state plan](#), NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
 - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
 - High schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
 - Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
 - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e. ATSI schools that do not meet exit criteria.
 - The NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and [statewide progress toward long-term goals](#), see these [accountability resources](#).

Important Note for 2021-2022: Due to the COVID-19 pandemic, New Jersey received waivers from the United States Department of Education (USED) in both [March 2020](#) and [March 2021](#) that waived accountability-related requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 and 2020-2021 school years. These waivers removed the requirements to:

- Calculate indicator scores and summative scores for the 2019-2020 and 2020-2021 school years;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 and 2020-2021 school years; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 and 2021-2022 school years (based on 2019-2020 and 2020-2021 data, respectively).

As a result of these waivers, any school that was identified for comprehensive or targeted support and improvement during the 2019-20 school year will retain the same status for the 2021-22 and 2022-23 school years.

The NJDOE identified schools across four categories during the 2022-23 school year (based on 2021-22 data):

- CSI: Overall Low Performing;
- CSI: Low Graduation Rate;
- ATSI; and
- TSI.

For the TSI identification that occurred during the 2022-23 school year, status in meeting annual targets for the 2018-19 and 2021-22 school years were used since data was not available for two consecutive years.

Additionally, all schools that were previously identified were eligible to exit status at the end of the 2022-23 school year if the NJDOE's Exit Criteria were met.

The NJDOE received approval to make a one-time change to the identification timeline under the COVID-19 State Plan Addendum. Under the approved Addendum, the NJDOE will identify schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools identified for CSI or ATSI status in fall 2022 will be eligible to exit status in fall 2023 if all exit criteria are met. Schools identified for TSI status will be eligible to exit annually if exit criteria are met.

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Accountability

ESSA Accountability Status

The table below provides the school's federal school status for the 2023-24 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

| Status for 2023-24 School Year | Additional Targeted Support and Improvement |
|--|---|
| Category of Identification | Low Performing Student Group (ATSI) |
| Year Eligible to Exit Status | 2024 |
| Student Group Status: White | |
| Student Group Status: Hispanic | |
| Student Group Status: Black or African American | |
| Student Group Status: Asian, Pacific Islander, Native Hawaiian | |
| Student Group Status: American Indian or Alaska Native | |
| Student Group Status: Two or More Races | |
| Student Group Status: Economically Disadvantaged Students | |
| Student Group Status: Students with Disabilities | |
| Student Group Status: English Learners | Low Performing Student Group (ATSI) |

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

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years.

ELA and Math Proficiency: Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM)

ELA and Math Growth: For 2021-22 only, this data shows the Relative School Improvement Measure (RSIM), which is based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. Schools are assigned a percentile rank based on their improvement as compared to schools with similar prior year performance. This is only measured for grades 3-8. The NJDOE plans to resume measuring growth by mSGP in 2022-23.

Four- and five-year graduation rates: The adjusted cohort graduation rate

Progress toward English Language Proficiency: The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency.

Chronic absenteeism: The percentage of students that were absent for 10% or more of the days enrolled during the school year.

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

| ESSA Accountability Indicator | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| ELA Proficiency | | | 28.3% |
| Math Proficiency | | | 20.7% |
| ELA Growth | | | 18 |
| Math Growth | | | 35 |
| 4-Year Graduation Rate† | | | |
| 5-Year Graduation Rate† | | | |
| Progress toward English Language Proficiency | | | 3.0% |
| Chronic Absenteeism | | 9.1% | 15.0% |

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

Accountability

Accountability Summary by Student Group - 2021-22 School Year

The NJDOE is required under ESSA to identify schools for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI). Both TSI and ATSI identifications are based on how student groups within schools perform. Schools are identified for ATSI if they have at least one student group that has a summative score that would be in the bottom 5% of Title I schools if it was its own school. Schools are identified for TSI if they have at least one student group that missed annual targets or standards for all indicators for the 2021-22 school year. Only student groups that have data for at least 20 students are included in the accountability determinations.

In the table below, the first three columns show information on the identification for ATSI. It shows the summative score for each student group, the cut-off score that was used to identify schools for comprehensive support and improvement (CSI), and whether the school (and student groups) have been identified as requiring ATSI. The remaining columns in the table show whether the student group met annual targets or standards for all indicators for the 2021-22 school year. If at least one student group did not meet all targets and also did not meet all targets in the 2018-19 school year, then the school will be identified as requiring TSI.

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

| Student Group | Summative Score | Summative Score Cut-Off for Additional Targeted Support | Requires Additional Targeted Support: Low Performing Student Group | ELA Proficiency | Math Proficiency | ELA Growth | Math Growth | 4-Year Graduation Rate | 5-Year Graduation Rate | Progress toward English Language Proficiency | Chronic Absenteeism | Requires Targeted Support: Consistently Underperforming Student Group |
|---|-----------------|---|--|-----------------|------------------|--------------|--------------|------------------------|------------------------|--|---------------------|---|
| Schoolwide | | | Yes | Not Met | Not Met | Met Standard | Met Standard | N | N | Not Met | Met | Yes |
| White | 41.07 | 13.90 | No | Not Met | Not Met | Met Standard | Met Standard | N | N | | Met | No |
| Hispanic | 26.49 | 13.90 | No | Not Met | Not Met | Met Standard | Met Standard | N | N | | Not Met | No |
| Black or African American | 25.60 | 13.90 | No | Not Met | Not Met | Met Standard | Met Standard | N | N | | Met | No |
| Asian, Native Hawaiian, or Pacific Islander | 49.56 | 13.90 | No | Met Target† | Not Met | Not Met | Met Standard | N | N | | Met | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | N | N | | ** | No |
| Two or More Races | 35.37 | 13.90 | No | Met Target† | Not Met | Met Standard | Met Standard | N | N | | Not Met | No |
| Economically Disadvantaged Students | 33.58 | 13.90 | No | Not Met | Not Met | Met Standard | Met Standard | N | N | | Not Met | No |
| Students with Disabilities | 25.91 | 13.90 | No | Not Met | Not Met | Met Standard | Met Standard | N | N | | Not Met | No |
| English Learners | 11.79 | 13.90 | Yes | Not Met | Not Met | Not Met | Not Met | N | N | Not Met | Met | Yes |

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

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Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- All curricula are rigorous and aligned with New Jersey Student Learning Standards and Common Core State Standards.
- There are over 50 Enrichment courses offered including Introduction to Engineering and Robotics Engineering.
- Fisher Middle School offers over 26 extracurricular and athletic activities.



Mission, Vision, Theme:

Our mission at Fisher Middle School is to promote the academic, social, emotional, and physical development of the unique middle level learner. We provide rigorous curriculum that integrates the New Jersey Student Learning Standards in order to make every student college and career ready. In order to promote the socio-emotional development of our students we use a Positive Behavior Support System which focuses on the concept of S.O.A.R. (Safety, Ownership, Achievement, and Respect).



Awards, Recognition, Accomplishments:

The 2022 Fisher Middle School Girls Basketball team won the 2022 Mercer County Middle School Basketball Tournament Championship for county middle schools. The Girls Basketball team also won the championship in 2019, and 2021. 2019 Boys Spring Track Team was undefeated for the 8th consecutive season with many record-breaking highlights. The Fisher Middle School Odyssey of the Mind Team competed in the 2020 Odyssey of the Mind Virtual World Finals Tournament. The 2019 Fisher Middle School Odyssey of the Mind Team qualified for Odyssey of the Mind World Finals in Michigan placed 14th out of 86 teams worldwide. The 2019 Fisher Boys Basketball team won the 2019 Mercer County Tournament Championship for county middle schools.

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Courses, Curriculum, Instruction:

Fisher Middle School is a learning community comprised of more than 800 students in grades, 6, 7, and 8 with over 100 certified staff members who are organized into six interdisciplinary teams, and one Enrichment and Physical Education team. Courses include English/Language Arts, Mathematics, Science, Social Studies, World Languages, Art, Vocal and Instrumental Music, Healthy Living, Computer Technology, and Health and Physical Education. Fisher Middle School also offers a Gifted and Talented program at all grade levels.



Sports and Athletics:

Sports Offered: Baseball (Boys), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls)
Consistent with meeting the needs of the whole child, Fisher Middle School has 11 athletic teams in order to engage the students on an extracurricular level. Athletics are offered every season students are enrolled in school so that students can play multiple sports.



Clubs and Activities:

Fisher Middle School offers about 17 extracurricular clubs to all students. There is a wide range of extracurricular activities; some focus on developing academics further such as Odyssey of the Mind; other focus on community service programs such as the Intergenerational Club; a few on developing student leadership such as Student Council. Other clubs cultivate student creativity such as the Drama Club, which allows students to perform in the annual play or musical and Fisher Middle School Stage Band for our student musicians.

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Before and After School Programs:

Fisher Middle School has formed partnerships with various institutions of higher learning and local businesses. Each year, Fisher collaborates on a variety of levels with The College of New Jersey and Rider University. Fisher also works closely with the Credit Union of New Jersey as they sponsor "Smart Kids Rule in Ewing" which is a program that recognizes student achievement.



Staff and Professional Learning:

Fisher Middle School engages staff members in various types of professional development throughout the year. The district offers four full days of professional development for all staff members, along with department, team, and faculty meetings with the same focus of improving teaching and learning for all students. Additionally, staff members are allowed to select their own professional development based on their own needs and interests for at least one professional day.



Student Supports and Services:

Fisher uses a Response to Intervention approach to support student learning. A co-teaching approach serves as the second tier of intervention and small group targeted instruction is a Tier III intervention. The building supports the district's inclusive philosophy practice for Special Education, English as a Second Language (ESL) and academic support services. Fisher also has a "Failure is Not an Option" program, where identified students receive extended instruction after school.

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Student Health and Wellness:

Student health and wellness is part of the culture at Fisher Middle School. For students' physical and health and wellness, we offer Physical Education daily for students, as well as a balanced breakfast and lunch program. For students' socio-emotional health, we utilize a Positive Behavior Support System and an array of counseling services. We also implement the concept of "Mindfulness" throughout our school day. The Ewing Schools have implemented many programs that promote a positive school culture and this year Fisher has its own designated Student Assistance Counselor. For the past year, the district has put in place a task force focused on the mental health and emotional health of our students.



Parent and Community Involvement:

Fisher Middle School is supported by the extremely active Fisher Parents Association. The Fisher Parent Association fundraises throughout the year in order to support student and staff activities such as field trips, student gifts, staff recognition events, and much more. Additionally, the school and district hold informational programs for parents throughout the year in order to engage parents in their education. Parents are also encouraged to take advantage of the support systems at Fisher Middle School. This includes the agenda book to connect with teachers, as well as the district and school web pages which provides the opportunity for parents to be informed and become involved.



Facilities:

Fisher Middle School is a two story building that features two gymnasiums, two cafeterias, a garden, and central air conditioning; as well as being Wi-Fi enabled. Additionally, Fisher Middle School has an updated auditorium that seats over three hundred people and two classrooms dedicated to Orchestra, Band and Vocal instruction.

Report Key:

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

Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



School Safety:

The District has placed a priority on establishing a learning environment that is safe, secure, positive and harmonious. Several district administrators along with School Security Coordinators have completed training by the DOE, Homeland Security and FEMA to become certified School Safety Specialists. The position of School Security Coordinator was first implemented by the Board in 2013. Seven of these adaptive experts on school security protocol and crisis management are based in each of the district school campuses. The Ewing Schools and Ewing Township Police share a close relationship which includes cameras/surveillance systems to provide real-time information to law enforcement.



Technology and STEM:

Fisher Middle School offers the following enrichment courses related to STEM: Musical Technology, Digital Citizenship, Exploring Technology: Intro to Engineering, Computer Science Unplugged I, Robotics Engineering, Introduction to Computer Applications: Google Apps, Graphic Design, Introduction to Computer Animation, Exploring Technology: Invention & Innovations. All students in Fisher Middle School have been assigned their own technology device, and Fisher Middle School is now considered a "One-to-One" school. In order to maximize on these new resources, Fisher Middle School concentrated on not only implementing the use of this new technology in classrooms but on how to really modify and redefine instruction through technology.

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Other Information:

Curricula is rigorous and aligned with the requirements of current New Jersey Student Learning Standards and include courses in English/Language Arts, Mathematics, Science, Social Studies, World Languages, Art, Vocal and Instrumental Music, Computer Technology, and Health and Physical Education. The building supports the district's inclusive practice philosophy for Special Education, English, Language Learners, and Academic Support Services. The Humanities Program and Gifted and Talented Mathematics courses are offered at all levels. Student select two enrichment courses per semester in the areas of music, art, technology, world languages, social students and college and career readiness. We can be proud of what we achieve at Fisher Middle School, but our achievements are not due to complacency and satisfaction with the status quo. On the contrary, the program is effective because all of the stakeholders have a common goal - to do what is best for students.