



## Howell Township Middle School North

2016-2017

Grade Span 06-08

25-2290-025

MONMOUTH

HOWELL TWP


501 SQUANKUM YELLOWBROOK ROAD

FARMINGDALE, NJ 07727

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](mailto:reportcard@doe.nj.gov)



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### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	256	377	341
7	262	417	382
8	274	356	405
Ungraded	6	22	24
<b>Total</b>	<b>798</b>	<b>1172</b>	<b>1152</b>

### 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	49%	50%	52%
Male	52%	50%	48%
Economically Disadvantaged Students	22%	17%	20%
Students with Disabilities	18%	18%	20%
English Learners	3%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	75.1%
Hispanic	12.2%
Asian	6.4%
Black or African American	4.9%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.1%
<i>Two or More Races</i>	1.0%

### 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	92.0%
Spanish	4.2%
<i>Other</i>	4.0%



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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	1074	95.4	68.60	69.20	54.90	68.6	61.5	Met Target
White	819	94.8	69.50	70.70	63.90	69.4	62.1	Met Target
Hispanic	123	97.8	57.70	57.90	39.80	57.7	47.6	Met Target
Black or African American	50	93.1	60.00	60.60	35.20	58.5	52.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	76	100.0	81.60	82.70	80.70	81.6	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	551	95.1	77.70	75.60	62.20	77.7		
Male	523	95.8	58.90	62.90	48.10	58.9		
Economically Disadvantaged Students	164	94.2	43.20	43.50	36.20	42.7	42.2	Met Target
Non-Economically Disadvantaged Students	910	95.6	73.10	73.70	65.80	73.1		
Students with Disabilities	219	91.5	24.20	29.40	20.50	23.3	17.7	Met Target
Students without Disabilities	855	96.4	79.90	79.20	61.90	79.9		
English Learners	21	100.0	33.30	*	25.20	33.3	N	N
Non-English Learners	1053	95.3	69.30	*	57.40	69.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	16.70	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	344	758	760	752	4%	11%	24%	45%	17%	62%	54%
White	252	759	761	758	*	*	25%	46%	19%	65%	63%
Hispanic	44	739	748	740	*	32%	23%	34%	*	39%	38%
Black or African American	15	748	*	736	*	*	*	*	*	47%	32%
Asian, Native Hawaiian, or Pacific Islander	26	778	*	776	*	0%	*	50%	*	85%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	184	763	765	758	*	*	23%	46%	*	67%	61%
Male	160	752	755	746	*	*	24%	43%	*	57%	46%
Economically Disadvantaged Students	65	738	742	737	*	*	31%	26%	*	32%	34%
Non-Economically Disadvantaged Students	279	762	763	761	*	*	22%	49%	*	69%	65%
Students with Disabilities	75	732	731	722	*	*	36%	21%	*	25%	17%
Students without Disabilities	269	765	767	758	*	*	20%	51%	*	73%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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**English Language Arts/Literacy Assessment - Performance 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
<b>Schoolwide</b>	364	767	768	756	3%	8%	20%	39%	31%	70%	59%
White	276	770	770	764	*	*	20%	40%	32%	72%	69%
Hispanic	46	753	753	742	*	*	*	37%	*	57%	44%
Black or African American	19	755	*	737	*	*	*	*	*	53%	38%
Asian, Native Hawaiian, or Pacific Islander	21	782	*	784	*	0%	*	*	52%	91%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	181	778	778	764	*	*	16%	40%	40%	80%	68%
Male	183	757	758	749	*	*	24%	38%	21%	59%	51%
Economically Disadvantaged Students	51	743	742	739	*	*	26%	31%	*	43%	40%
Non-Economically Disadvantaged Students	313	771	771	766	*	*	19%	40%	*	74%	70%
Students with Disabilities	72	731	732	719	*	*	39%	21%	*	22%	19%
Students without Disabilities	292	776	776	763	*	*	15%	44%	*	81%	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	*	*	*	708	*	*	*	*	*	*	15%



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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
<b>Schoolwide</b>	402	768	768	757	4%	7%	17%	46%	26%	72%	59%
White	308	768	769	764	5%	7%	17%	45%	27%	71%	68%
Hispanic	44	761	761	742	0%	*	*	59%	*	71%	44%
Black or African American	20	766	762	738	*	*	*	55%	*	65%	39%
Asian, Native Hawaiian, or Pacific Islander	28	785	*	786	*	*	*	36%	46%	82%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	212	779	778	766	*	*	11%	46%	37%	83%	68%
Male	190	756	758	749	*	*	24%	46%	13%	60%	50%
Economically Disadvantaged Students	51	757	755	739	0%	*	33%	49%	*	59%	40%
Non-Economically Disadvantaged Students	351	770	770	766	5%	*	15%	46%	*	74%	69%
Students with Disabilities	67	730	733	718	*	*	37%	25%	0%	25%	18%
Students without Disabilities	335	776	776	764	*	*	13%	50%	31%	81%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	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%

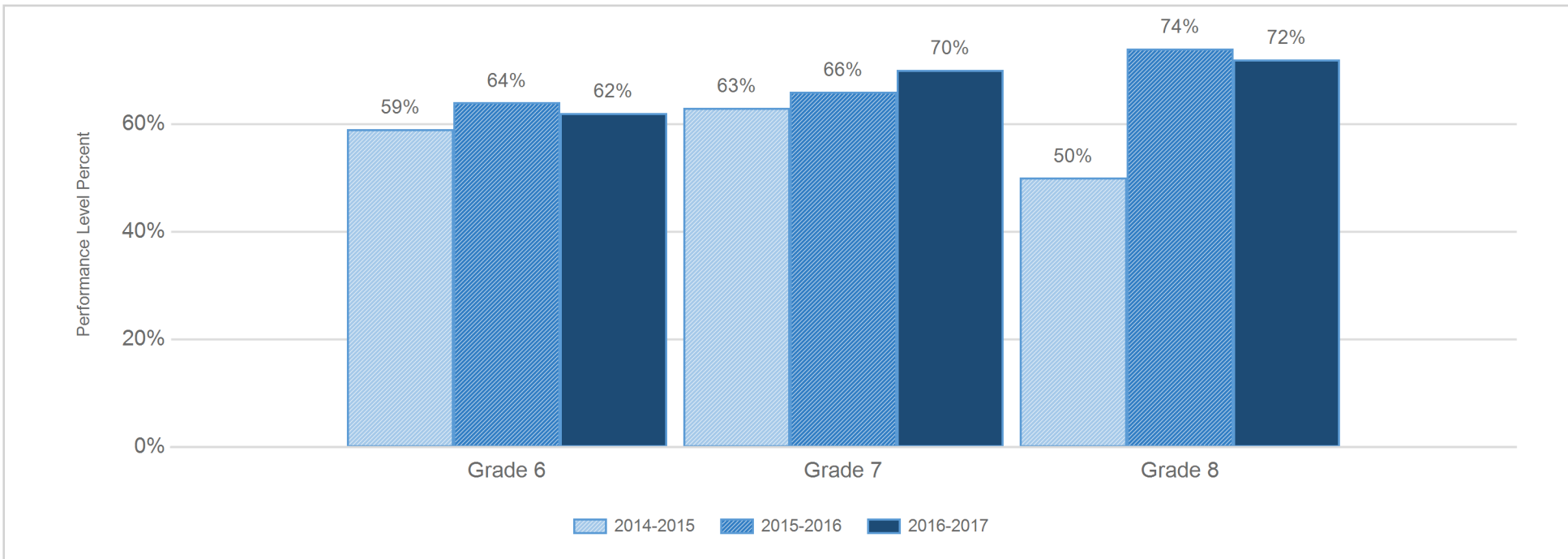


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**English Language Arts/Literacy Assessment - Performance Trends**

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







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### Mathematics Assessment - Participation and Performance

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Schoolwide	1077	95.7	49.10	56.40	43.50	49.1	45.7	Met Target
White	822	95.1	50.60	58.30	52.40	50.6	46.8	Met Target
Hispanic	123	97.9	32.50	39.50	27.60	32.5	28.8	Met Target
Black or African American	51	94.8	35.30	40.40	21.70	35.1	33.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	75	100.0	70.70	78.40	75.60	70.7	67.8	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	552	95.1	50.90	56.10	44.10	50.9		
Male	525	96.3	47.20	56.50	42.90	47.2		
Economically Disadvantaged Students	163	94.3	19.70	29.20	25.10	19.3	21.7	Met Target†
Non-Economically Disadvantaged Students	914	96.0	54.40	61.10	54.30	54.4		
Students with Disabilities	218	91.5	*	*	16.50	*	10.6	Met Target†
Students without Disabilities	859	96.8	*	*	48.80	*		
English Learners	21	100.0	14.30	19.70	23.30	14.3	N	N
Non-English Learners	1056	95.6	49.80	57.10	45.20	49.8		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	16.70	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

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**Mathematics Assessment - Performance by Grade: Grade 6\*\***

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

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<b>Schoolwide</b>	346	746	749	743	7%	18%	31%	37%	8%	45%	44%
White	252	748	750	751	6%	14%	31%	40%	8%	48%	54%
Hispanic	46	725	735	731	*	37%	30%	*	0%	17%	27%
Black or African American	15	739	*	724	0%	*	*	*	*	27%	20%
Asian, Native Hawaiian, or Pacific Islander	26	768	*	771	0%	*	*	50%	*	77%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	184	745	748	745	6%	16%	35%	38%	5%	43%	45%
Male	162	747	750	742	7%	19%	26%	36%	12%	48%	43%
Economically Disadvantaged Students	67	728	730	728	*	37%	30%	15%	*	19%	24%
Non-Economically Disadvantaged Students	279	750	752	752	*	13%	31%	42%	*	51%	56%
Students with Disabilities	76	721	722	717	*	*	*	*	*	*	13%
Students without Disabilities	270	753	756	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	*	*	*	708	*	*	*	*	*	*	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7\*\*

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<b>Schoolwide</b>	328	742	744	741	*	17%	40%	38%	*	39%	40%
White	243	743	746	748	*	14%	44%	39%	*	40%	49%
Hispanic	46	735	734	730	*	22%	33%	33%	*	35%	23%
Black or African American	19	731	732	726	*	*	*	*	0%	21%	19%
Asian, Native Hawaiian, or Pacific Islander	18	757	*	764	0%	*	*	56%	*	67%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	163	744	746	743	*	15%	39%	42%	*	43%	41%
Male	165	740	742	740	*	19%	41%	33%	*	36%	38%
Economically Disadvantaged Students	49	726	729	729	*	31%	51%	*	*	10%	22%
Non-Economically Disadvantaged Students	279	745	746	749	*	14%	38%	*	*	44%	50%
Students with Disabilities	72	719	722	716	*	*	*	*	*	*	11%
Students without Disabilities	256	748	750	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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	*	*	*	708	*	*	*	*	*	*	*

\*\*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.

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
<b>Schoolwide</b>	235	734	736	728	17%	19%	33%	32%	0%	32%	28%
White	174	733	736	736	18%	17%	33%	32%	0%	32%	35%
Hispanic	34	731	731	721	*	*	38%	*	0%	24%	21%
Black or African American	15	730	726	715	*	*	*	*	0%	33%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	124	737	738	730	11%	22%	32%	36%	0%	36%	30%
Male	111	730	733	725	23%	15%	34%	27%	0%	27%	26%
Economically Disadvantaged Students	45	723	723	719	29%	27%	24%	*	*	20%	19%
Non-Economically Disadvantaged Students	190	736	738	734	14%	17%	35%	*	*	34%	34%
Students with Disabilities	63	712	716	705	41%	25%	22%	*	*	11%	*
Students without Disabilities	172	741	742	734	8%	16%	37%	*	*	39%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	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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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
<b>Schoolwide</b>	168	773	773	743	*	*	13%	79%	8%	86%	42%
White	139	771	773	751	0%	*	13%	80%	*	86%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	14	786	*	774	0%	0%	*	71%	*	93%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	86	773	772	744	0%	*	*	81%	*	88%	43%
Male	82	772	774	741	0%	*	*	76%	*	84%	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	168	773	773	745	*	*	13%	79%	8%	86%	*
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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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	42	776	778	734	*	*	*	74%	24%	98%	30%
White	31	773	776	740	0%	0%	*	84%	*	97%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	23	779	*	735	*	*	*	61%	*	96%	31%
Male	19	772	*	733	*	*	*	90%	*	100%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	42	776	778	738	*	*	*	74%	24%	98%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	42	776	778	735	*	*	*	74%	24%	98%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

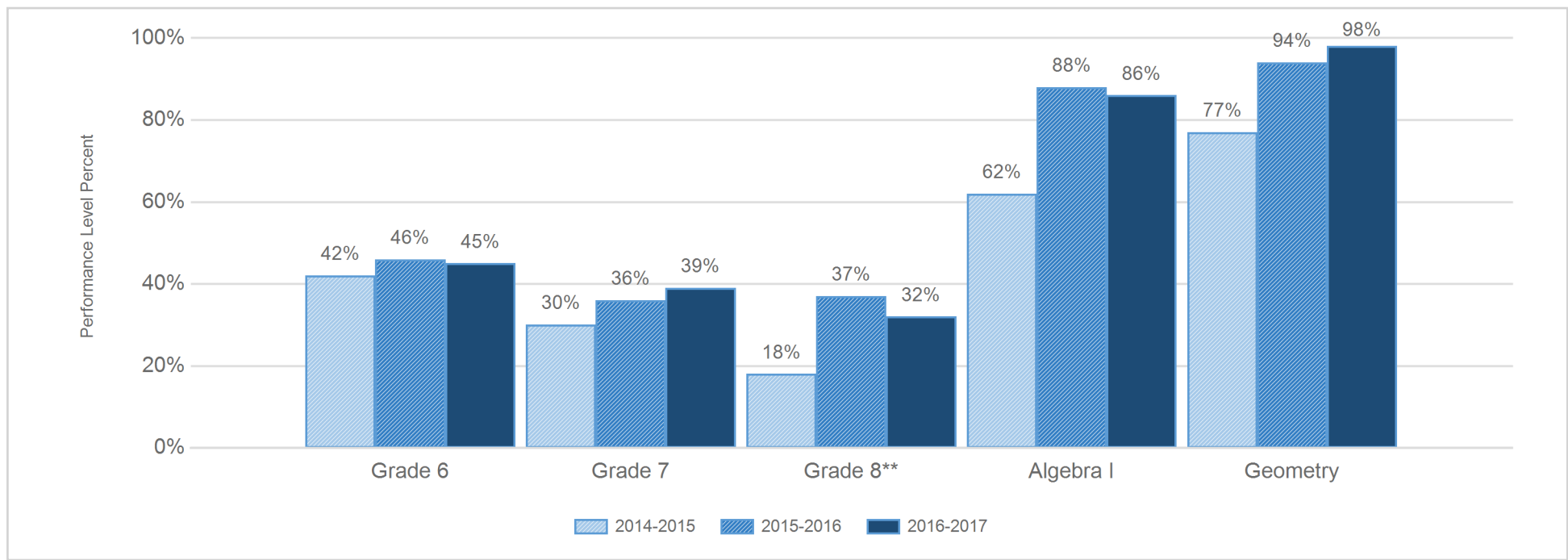


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**Mathematics Assessment – Performance Trends**

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



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



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**Alternate Assessments - Participation**

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

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





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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.

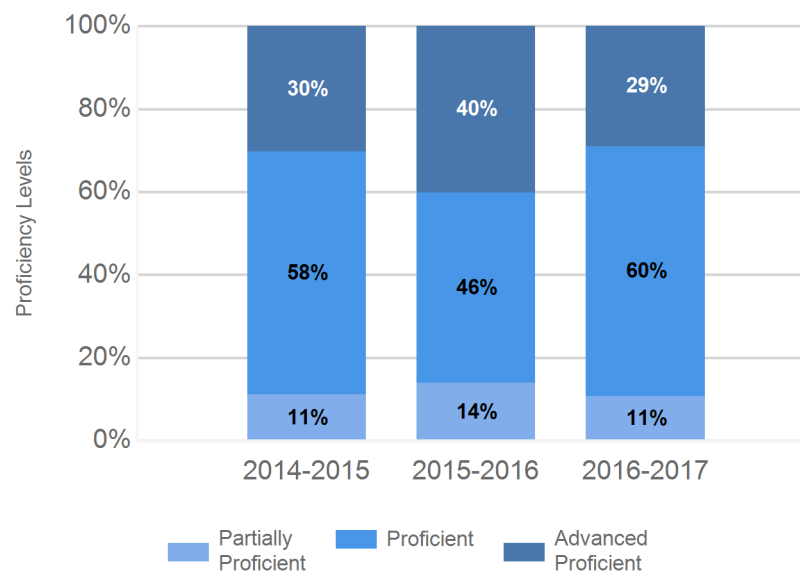
**NJASK Science Assessment Performance: Grade 8**

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	29%	60%	11%
White	30%	60%	11%
Hispanic	16%	77%	7%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	46%	54%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	9%	77%	14%
Students with Disabilities	7%	59%	34%
English Learners	N	*	*

**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	59	57	50	Met Target	56	59	50	Met Target
White	60	58	50	Exceeds Target	56	59	52	Met Target
Hispanic	56	53	49	Met Target	49	55.5	47	Met Target
Black or African American	50	52	45	Met Target	54.5	53.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	64	58	60	Exceeds Target	57.5	61	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	59	52	47	Met Target	50	55	46	Met Target
Students with Disabilities	62	49.5	41	Exceeds Target	49	52	43	Met Target
English Learners	60.5	60	53	Exceeds Target	55	64	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:

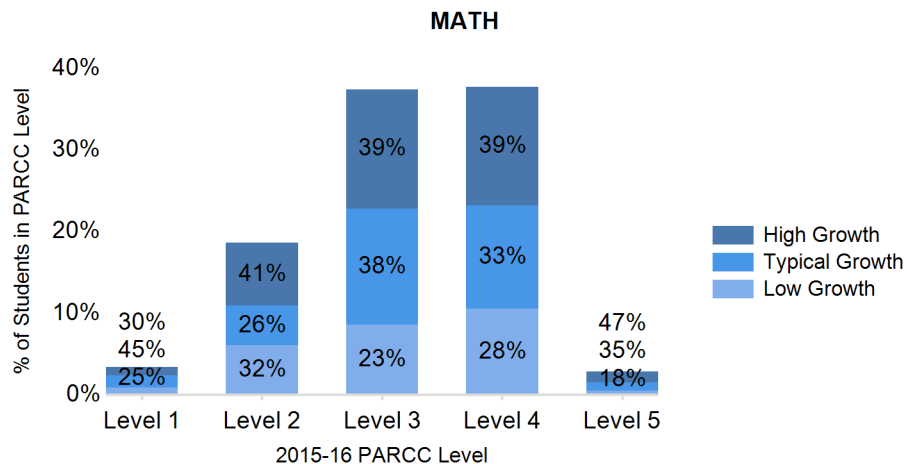
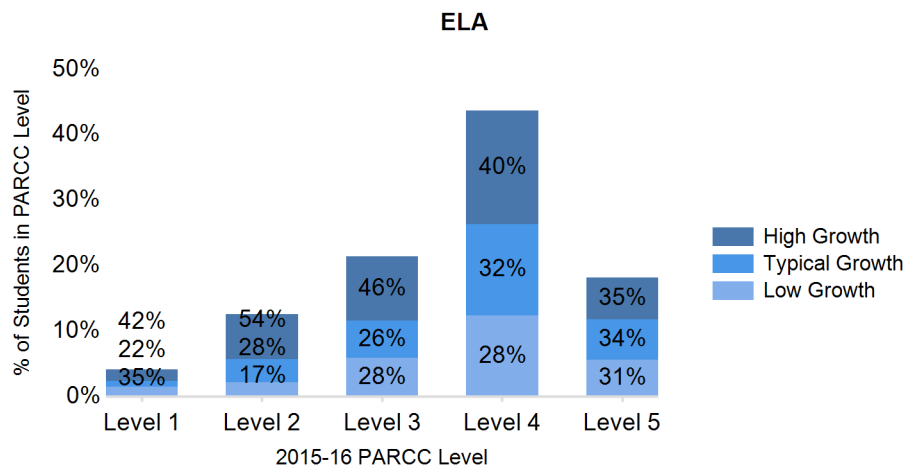
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

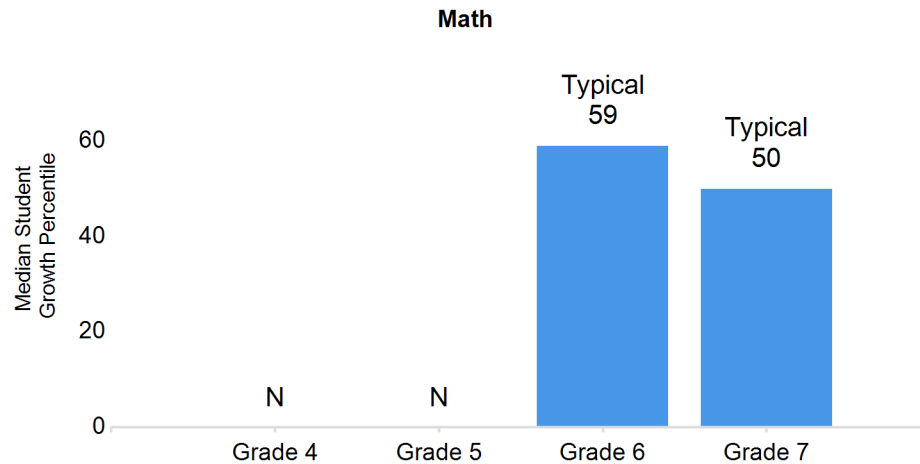
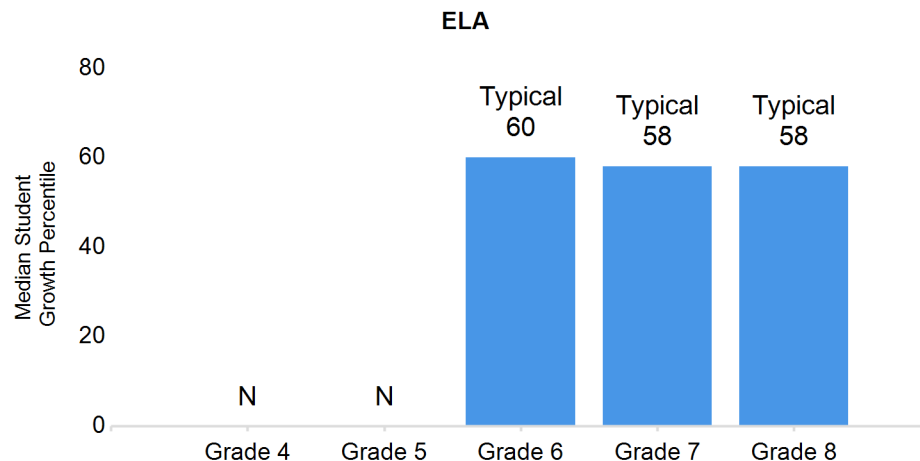
**Student Growth by Performance Level**

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.



**Student Growth by Grade**

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





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

## Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	352
7	43	0	342
8	125	43	247
Schoolwide	168	43	941

## World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	258	0	0	0	52	0	35
7	266	0	0	0	80	0	35
8	288	0	0	0	86	0	33
Schoolwide	812	0	0	0	218	0	103
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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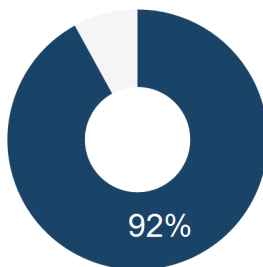
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Visual and Performing Arts – Course Participation

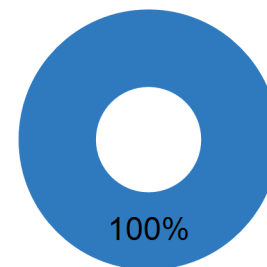
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

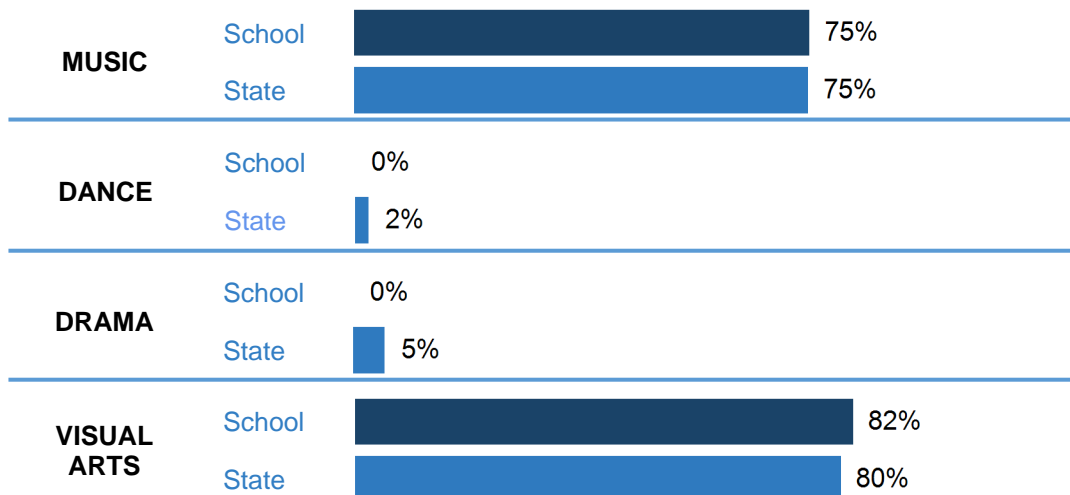


School



State

Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

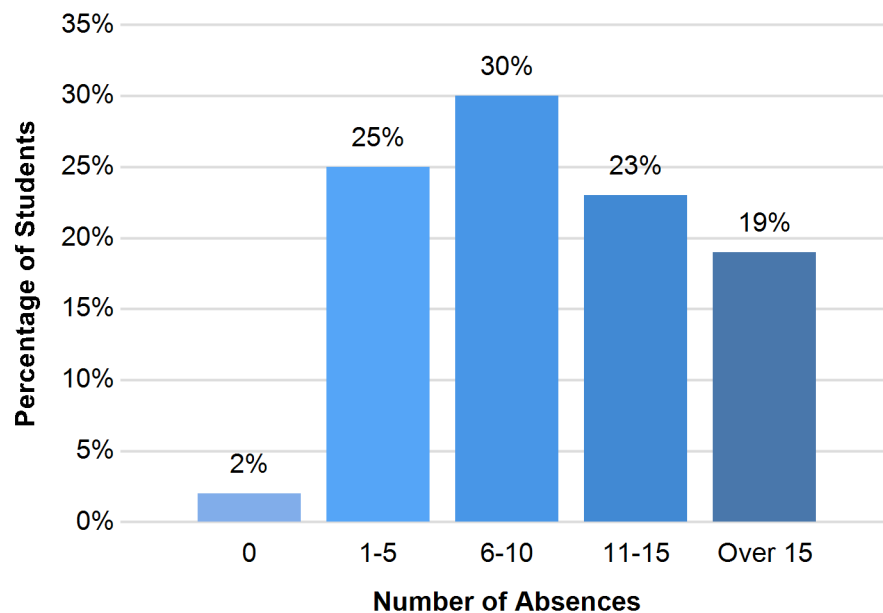
**Chronic Absenteeism**

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.40	8.70	Not Met
White	13.80	8.70	Not Met
Hispanic	14.10	8.70	Not Met
Black or African American	11.10	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	9.00	8.70	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	25.00	8.70	Not Met
Students with Disabilities	19.00	8.70	Not Met
English Learners	N	**	**

**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.



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

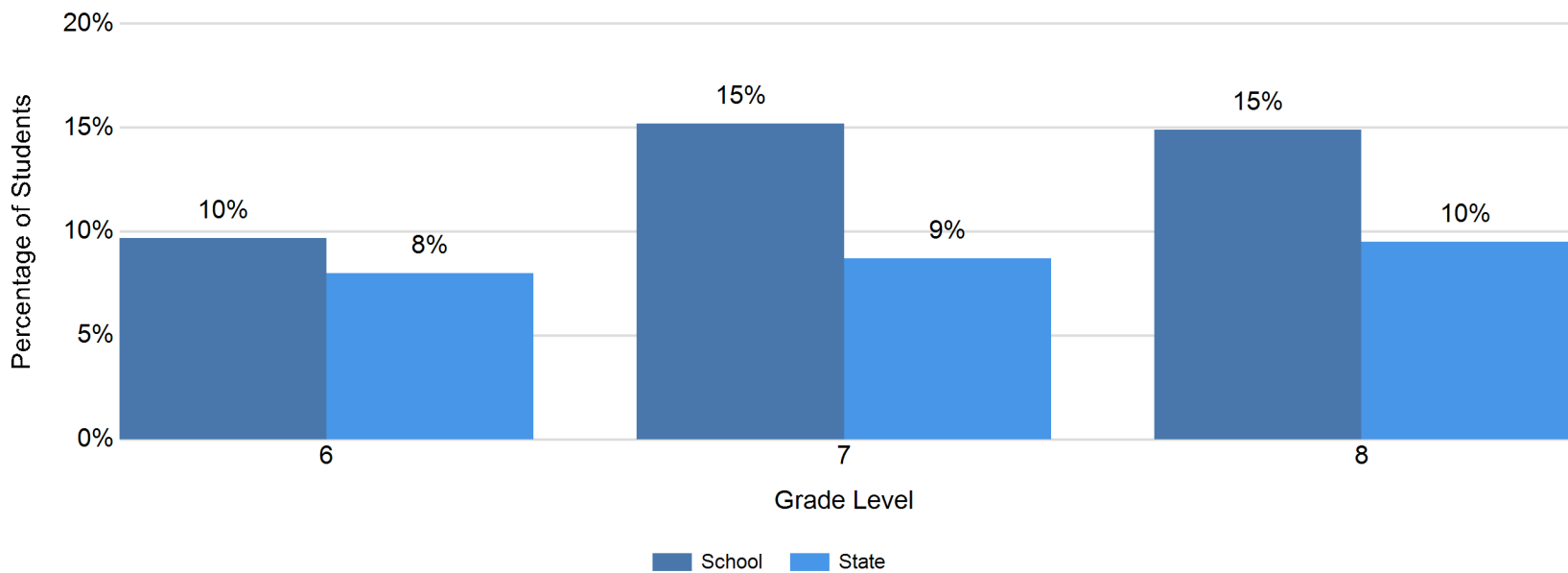


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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**School Day**

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

Category	School
Typical Start Time	7:25AM
Typical End Time	2:00PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 38 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	2
Vandalism	3
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	1.56

**Student Suspension Rate**

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	5.9%
Any Suspension	5.9%

**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	1.2:1	167.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

## 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)	\$424	\$15,375	\$15,799



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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	104	120,724
Average years experience in public schools	15.6	11.8
Average years experience in district	14.5	10.5
Teachers in district for 4 or more years	95%	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	37	9,506
Average years experience in public schools	16.2	15.9
Average years experience in district	13.8	11.6
Administrators in district for 4 or more years	87%	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	11:1	12:1
Administrators	384:1	161:1
Librarian/Media Specialists		542:1
Nurses		497:1
Counselors		497:1
Child Study Team		213:1



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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.

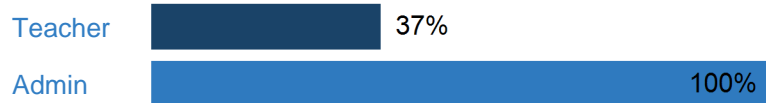
**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	92%	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	96%



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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	67.1	17.5%
Mathematics Proficiency	43.1	17.5%
English Language Arts Growth	80.8	25.0%
Mathematics Growth	66.6	25.0%
Chronic Absenteeism	11.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		57.9
<b>Summative Rating:</b> Percentile rank of Summative Score		62.7
<b>Requires Comprehensive Support:</b> 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	57.9	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	53.3	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Hispanic	58.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	75.6	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	38.4	11.9	No	Met Goal	Met Target	Not Met	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	53.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	58.2	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Met Target	No
English Learners	42.3	11.9	No	N	N	**	Exceeds 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

<b>Principal:</b>	Mr. Farley	<b>Email Address:</b>	<a href="mailto:pfarley@howell.k12.nj.us">pfarley@howell.k12.nj.us</a>
<b>Address:</b>	501 SQUANKUM YELLOWBROOK ROAD FARMINGDALE, NJ 07727	<b>Website:</b>	<a href="http://www.howell.k12.nj.us/msn/msn_home.aspx">http://www.howell.k12.nj.us/msn/msn_home.aspx</a>
<b>Phone:</b>	(732)919-0095	<b>Twitter:</b>	<a href="https://twitter.com/HowellTwpMSN">https://twitter.com/HowellTwpMSN</a>

School Narrative

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

<p>Highlights:</p>	<ul style="list-style-type: none"> <li>• 2017 Certified Future Ready School</li> <li>• NJDOE ESL Model Program</li> <li>• 1:1 MacBook Air Learning Environment</li> </ul>
<p>Mission, Vision, Theme:</p>	<p>Howell Middle School North recognizes school as a place where unexplored abilities, talents, interests and traits are discovered and given the opportunity for growth. Teachers educate students to become skillful communicators, independent thinkers and lifelong learners. We encourage our students to develop the skills that will fulfill their potential to become responsible decision-makers in our democratic society.</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>2017 Certified Future Ready School, NJDOE ESL Model Program, state and nationally recognized TSA Club, eCybermission Honorable Mention Award</p>







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Howell Middle School North has developed a curriculum in accordance with the New Jersey Student Learning Standards that allows for personalized learning experiences. Students are challenged to become skillful communicators, independent thinkers, and life-long learners. The curriculum is rigorous and infuses opportunities for learners to develop individual, social, and civic responsibility as well as respect for themselves, others, and their environment.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys)</p> <p>Howell Middle School North believes that participating in organized athletics teaches children values and life lessons that help students develop skills for future success on and off the field. We are proud of our many championship teams but most of all we take pride in promoting sportsmanship, school spirit, fitness, character, leadership and hard work. Cheerleading for girls is also offered.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The following is a list of co-curricular activities that are available at The Howell Middle School North. All of our co-curricular activities are available to all students. • Art Club • Chorus • Computer Club • Spring Musical • Newspaper Club • Literary Art Journal • Peer Tutoring • Photography Club • Student Council • Yearbook Club • Technology Student Association (TSA) • Cooking Club • Eco-Action Club • Peer Mentoring</p>
 <p><b>Before and After School Programs:</b></p>	<p>After school support programs take a diagnostic and prescriptive approach towards remediating any specific academic needs that may exist. These programs are aligned with the New Jersey Student Learning Standards and specifically target mathematical and literacy skills necessary for a successful future. In addition to these academic supports, we also take pride in our peer mentoring program which promotes an inclusive social environment for our special needs students.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>Professional learning is ongoing and job embedded. Staff members are provided an opportunity to explore a variety of professional learning experiences. District and building training is conducted throughout the year. In addition, staff is provided time to conduct content specific PLCs during the school day. Math and Literacy coaches are able to support teachers through a variety of methods.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Howell Middle School North is committed to the success of all students. Our award winning ESL program creates an inclusive environment with many supports for our ELL students. Through RTI, we are able to intervene quickly and effectively with any student who might be experiencing academic difficulties. Student needs are addressed with a personalized learning approach in all core classes and unique needs are supported through additional courses with student specific goals.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Many students take advantage of our breakfast program starting the day off with a healthy meal. Children all participate in a physical education program where they have voice and choice in their fitness experiences. Health and wellness are promoted and encouraged outside of the physical education classes as well in an effort to promote lifelong health and wellness.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Howell Middle School North has an active PTA which hosts many events for students, staff, and community members. A parent portal provides access to current grades, attribute scores, and other information. In addition, Howell Middle School North utilizes Schoology and other online platforms to ensure parents are well informed. Throughout the year there are many events for parents to visit the school and see their student's accomplishments.</p>







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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>School surveys are used to gather meaningful feedback from students, staff, and parents. During the 16-17 school year an online survey was completed in the Fall and then again in the Spring. Results were analyzed and an action plan was developed.</p>
 <p>Facilities:</p>	<p>Howell Middle School North is an air conditioned building which opened in 1994. Recently, the media center area has undergone renovations adding a MakerSpace area with a video production studio. All students are provided a Macbook Air and every room is equipped with Apple TV and a digital projector. Other recent improvements include a new marquee, sound system in the gym, and renovations to our stage which is used for many events.</p>



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Other Information:

Howell Middle School North believes that experiences influence development. We embrace and encourage student involvement, including class instruction, extra-curricular activities, social functions and community projects. We realize that teaching students how to learn is as important as teaching the content area. Howell Middle School North promotes an environment where abilities are cultivated, interests are developed, intellects are challenged and the unique characteristics of each student are identified and enriched. The faculty works diligently to integrate appropriate standards into all coursework. District and school administrators stay informed of emerging trends in national and state initiatives. Our teachers remain committed to staff development that focuses on the acquisition of knowledge and skills pertinent to implementing innovative instructional methods that serve the needs of every student in a rapidly growing technological society. Educators are part of professional learning communities where colleagues share best practices and develop lesson plans specific to the needs of the children they are instructing. We continue to utilize the strategies of differentiated instruction and personalized learning to further highlight our students' abilities to learn in multiple ways. Our focus is on making informed decisions regarding student learning so that we can best meet each student's individual needs.