NJ SCHOOL PERFORMANCE REPORT

THOMAS W. WALLACE JR. MIDDLE SCHOOL
(11-5390-280)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

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

Type	Contact Information
County	CUMBERLAND
District	VINELAND CITY
Principal Name	MRS. QUINN
Address	688 NORTH MILL ROAD VINELAND, NJ 08360-2635
Phone Number	(856)362-8887
Email Address	DQUINN@VINELAND.ORG
Website	http://www.vineland.org/wallace/
Facebook	https://www.facebook.com/ThomasWallaceMS/

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
6	168	263	276
7	173	204	287
8	172	195	258
Total	513	662	821

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	2015-16	2016-17	2017-18
Female	46.4%	52.9%	50.7%
Male	53.6%	47.1%	49.3%
Economically Disadvantaged Students	75.2%	79.8%	81.9%
Students with Disabilities	27.9%	23.9%	22.4%
English Learners	5.5%	12.1%	14.5%
Homeless Students		2.4%	3.3%
Students in Foster Care		0.5%	0.4%
Military-Connected Students		0.0%	0.0%
Migrant Students		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	2015-16	2016-17	2017-18
White	23.0%	17.1%	12.5%
Hispanic	50.9%	60.4%	68.3%
Black or African American	22.8%	20.1%	16.7%
Asian	1.0%	1.1%	0.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.6%	0.3%	0.6%
Two or More Races	1.8%	1.1%	1.1%

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.

Home Language	% of Students
English	63.7%
Spanish	34.0%
Other Languages	2.3%

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Student growth is a measure of 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 previous years.

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) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	23	35	50	Not Met	43	46	50	Met Standard
White	25	39.5	50	Not Met	34	48	51	Not Met
Hispanic	25	34	49	Not Met	44	47	48	Met Standard
Black or African American	17	30	44	Not Met	45	42	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	60	61	**	*	68	61	**
American Indian or Alaska Native	*	53	52	**	*	*	53	**
Two or More Races	*	32	49	**	*	40.5	51	**
Economically Disadvantaged	23	34	48	Not Met	42	46	47	Met Standard
Students with Disabilities	20	29	41	Not Met	30	40	43	Not Met
English Learners	32	39.5	54	Not Met	55	44.5	51	Met Standard

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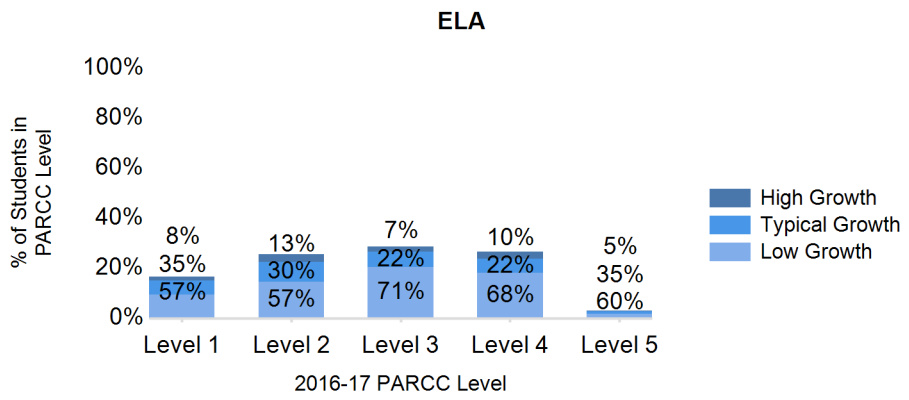
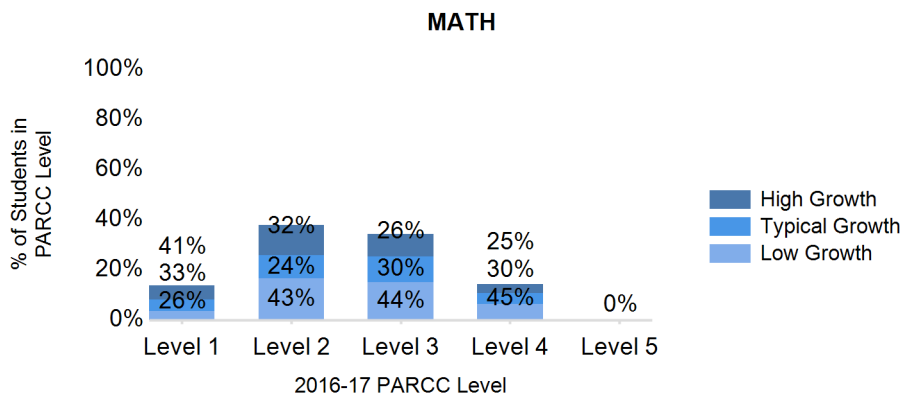
Student Growth by Performance Level

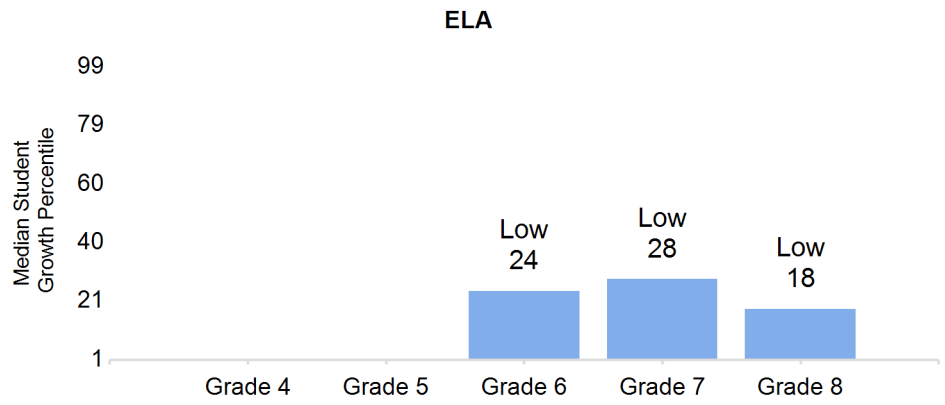
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

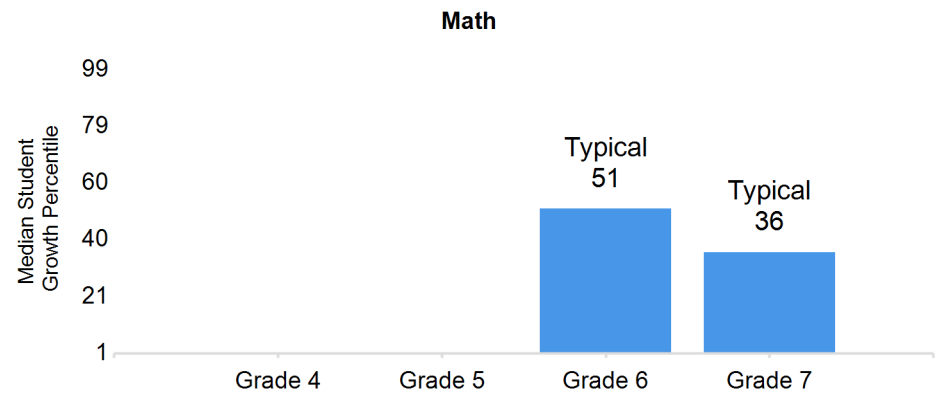




Student Growth by Grade

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





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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows 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 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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	750	94.4	19.6	32.2	56.7	19.5	30.8	Not Met
White	99	95.3	31.3	46.7	65.6	31.3	37.3	Met Target†
Hispanic	503	93.9	18.9	26.7	42.5	18.8	29	Not Met
Black or African American	131	95.7	13.0	26.5	37.3	13.0	28.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.9	82.3	*	**	**
American Indian or Alaska Native	*	*	*	43.8	52.7	*	**	**
Two or More Races	*	*	*	33.4	63.4	*	**	**
Female	375	91.9	25.4	38.5	64.5	24.8		
Male	375	97.0	13.9	26.2	49.4	13.9		
Economically Disadvantaged Students	594	94.1	18.6	26.0	38.5	18.4	29.3	Not Met
Non-Economically Disadvantaged Students	156	95.8	23.7	45.8	67.5	23.7		
Students with Disabilities	175	96.8	10.3	11.8	21.6	10.3	23.1	Not Met
Students without Disabilities	575	93.7	22.4	38.5	63.9	22.3		
English Learners	109	88.6	*	10.4	27.3	*	13.7	Not Met
Non-English Learners	641	95.5	*	34.9	59.4	*		
Homeless Students	13	70.8	*	15.9	27.7	18.9		
Students In Foster Care	*	*	*	11.6	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	258	721	730	754	22%	36%	24%	*	*	18%	56%
White	24	727	741	761	*	*	*	*	*	33%	66%
Hispanic	180	720	727	742	23%	37%	23%	*	*	17%	42%
Black or African American	47	718	724	737	21%	36%	30%	*	*	13%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	113	728	737	761	13%	35%	27%	*	*	25%	64%
Male	145	715	725	748	30%	37%	21%	*	*	12%	48%
Economically Disadvantaged Students	211	719	725	739	*	38%	23%	*	*	16%	37%
Non-Economically Disadvantaged Students	47	728	742	764	*	28%	28%	*	*	26%	68%
Students with Disabilities	61	709	711	723	*	*	*	*	*	*	18%
Students without Disabilities	197	724	736	760	*	*	*	*	*	*	63%
English Learners	34	699	700	712	*	*	*	*	*	*	*
Non-English Learners	224	724	732	755	*	*	*	*	*	*	*
Homeless Students	*	*	701	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	266	721	729	760	29%	27%	24%	13%	6%	20%	63%
White	36	722	742	768	36%	*	*	*	*	22%	72%
Hispanic	172	721	726	746	26%	27%	26%	14%	6%	20%	49%
Black or African American	51	720	720	740	35%	27%	22%	*	*	16%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	142	731	737	769	*	*	*	*	*	*	72%
Male	124	710	720	752	*	*	*	*	*	*	54%
Economically Disadvantaged Students	213	720	724	742	29%	29%	24%	*	*	19%	44%
Non-Economically Disadvantaged Students	53	725	739	771	32%	21%	25%	*	*	23%	73%
Students with Disabilities	54	694	698	721	*	*	*	*	*	*	22%
Students without Disabilities	212	728	737	768	*	*	*	*	*	*	71%
English Learners	33	685	*	705	*	*	*	*	*	*	11%
Non-English Learners	233	726	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	*	716	N	N	N	N	N	N	21%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	228	716	727	759	37%	22%	22%	*	*	18%	60%
White	34	736	748	767	*	*	*	41%	0%	41%	70%
Hispanic	154	714	718	744	40%	22%	22%	*	*	16%	45%
Black or African American	35	706	721	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	773	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	118	720	737	768	31%	21%	28%	*	*	19%	69%
Male	110	712	716	751	43%	24%	16%	*	*	17%	52%
Economically Disadvantaged Students	180	715	719	740	39%	22%	21%	*	*	18%	42%
Non-Economically Disadvantaged Students	48	722	744	769	27%	25%	27%	*	*	21%	71%
Students with Disabilities	42	683	694	719	*	*	*	*	*	*	19%
Students without Disabilities	186	723	737	766	*	*	*	*	*	*	68%
English Learners	29	676	676	703	*	*	*	*	*	*	*
Non-English Learners	199	722	730	761	*	*	*	*	*	*	*
Homeless Students	*	*	722	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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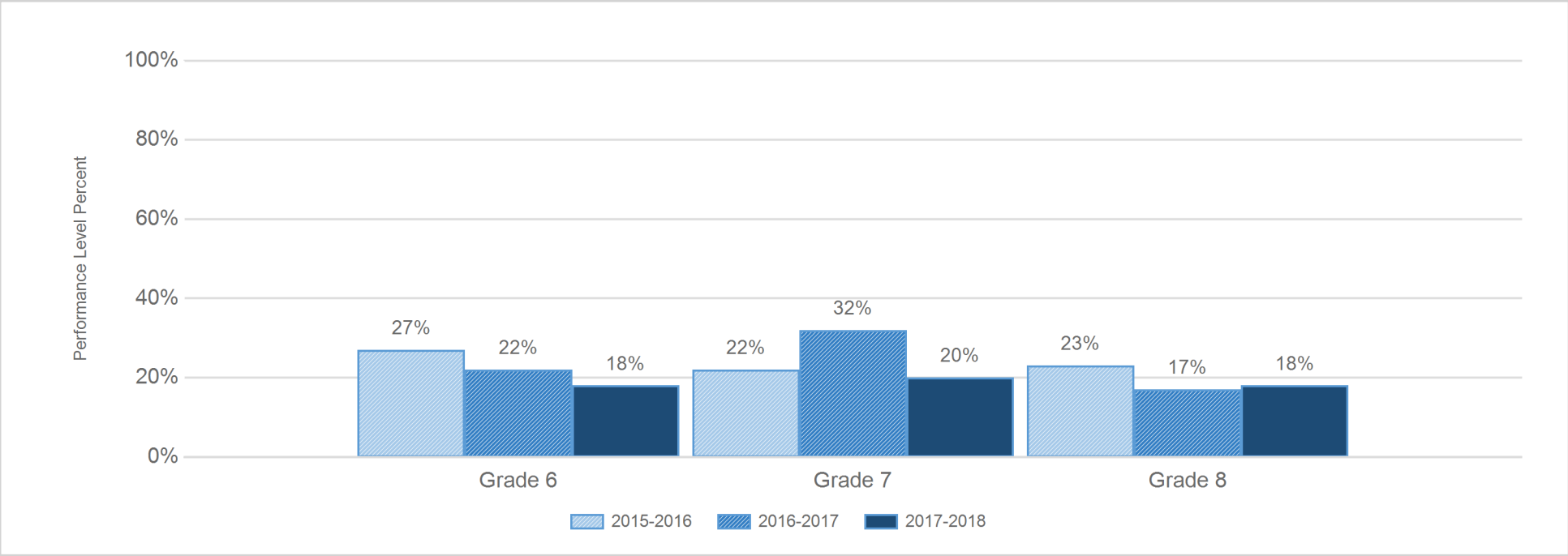
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows 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 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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	764	95.5	15.2	25.9	45.0	15.2	25.8	Not Met
White	100	95.3	24.0	39.9	54.1	24.0	29.8	Met Target†
Hispanic	515	95.1	15.2	*	29.2	15.2	25.6	Not Met
Black or African American	132	96.5	*	17.5	23.4	*	21.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	61.7	77.0	*	**	**
American Indian or Alaska Native	*	*	*	43.8	42.5	*	**	**
Two or More Races	*	*	*	23.2	53.0	*	**	**
Female	385	93.3	14.8	27.5	46.0	14.5		
Male	379	97.8	15.5	24.4	43.9	15.5		
Economically Disadvantaged Students	607	95.4	14.0	*	26.6	14.0	24.7	Not Met
Non-Economically Disadvantaged Students	157	95.8	19.7	*	55.9	19.7		
Students with Disabilities	177	97.4	*	10.9	17.1	*	19.7	Not Met
Students without Disabilities	587	94.9	*	30.4	50.5	*		
English Learners	123	93.9	*	*	24.6	*	18.9	Not Met
Non-English Learners	641	95.8	*	*	46.9	*		
Homeless Students	18	89.7	*	*	17.3	15.6		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	265	723	729	744	15%	38%	31%	16%	0%	16%	44%
White	25	725	737	751	*	*	*	*	*	20%	54%
Hispanic	185	723	727	731	15%	38%	30%	17%	0%	17%	27%
Black or African American	47	720	722	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	116	725	731	745	*	44%	32%	*	*	16%	45%
Male	149	721	727	742	*	34%	31%	*	*	15%	42%
Economically Disadvantaged Students	218	722	724	729	*	39%	31%	*	*	15%	24%
Non-Economically Disadvantaged Students	47	726	738	753	*	36%	32%	*	*	19%	56%
Students with Disabilities	63	711	713	717	*	*	*	*	*	*	13%
Students without Disabilities	202	727	733	748	*	*	*	*	*	*	49%
English Learners	41	710	709	713	*	*	*	*	*	*	11%
Non-English Learners	224	726	730	745	*	*	*	*	*	*	45%
Homeless Students	*	*	702	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

THOMAS W. WALLACE JR. MIDDLE SCHOOL
(11-5390-280)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	272	724	729	743	15%	37%	32%	*	*	15%	43%
White	36	729	739	750	*	33%	31%	*	*	22%	54%
Hispanic	177	723	727	732	16%	35%	34%	*	*	15%	27%
Black or African American	52	721	721	727	*	50%	27%	*	*	10%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	147	725	732	745	12%	39%	35%	*	*	15%	45%
Male	125	723	726	741	20%	35%	30%	*	*	15%	42%
Economically Disadvantaged Students	218	723	727	730	*	36%	33%	*	*	15%	24%
Non-Economically Disadvantaged Students	54	726	734	751	*	41%	31%	*	*	17%	55%
Students with Disabilities	54	708	708	717	*	*	*	*	*	*	12%
Students without Disabilities	218	727	735	748	*	*	*	*	*	*	50%
English Learners	38	712	*	716	*	*	*	*	*	*	10%
Non-English Learners	234	726	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	*	718	N	N	N	N	N	N	11%

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(11-5390-280)
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2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	208	710	714	728	*	*	*	*	*	*	28%
White	26	724	719	736	*	46%	*	*	*	23%	36%
Hispanic	142	709	713	722	*	*	*	*	*	*	22%
Black or African American	34	702	711	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	114	710	718	731	*	*	*	*	*	*	31%
Male	94	709	709	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	169	708	712	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	39	716	719	735	*	*	*	*	*	*	35%
Students with Disabilities	43	687	694	705	*	*	*	*	*	*	*
Students without Disabilities	165	715	721	735	*	*	*	*	*	*	*
English Learners	39	691	690	705	*	*	*	*	*	*	10%
Non-English Learners	169	714	716	729	*	*	*	*	*	*	29%
Homeless Students	11	701	705	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	29	752	725	746	0%	0%	48%	52%	0%	52%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	20	750	*	730	0%	0%	50%	50%	0%	50%	27%
Black or African American	*	*	717	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	751	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	12	748	729	748	0%	0%	*	*	*	50%	48%
Male	17	756	722	745	0%	0%	*	*	*	53%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	701	716	N	N	N	N	N	N	13%
Students without Disabilities	29	752	732	752	0%	0%	48%	52%	0%	52%	52%
English Learners	N	N	703	710	N	N	N	N	N	N	*
Non-English Learners	29	752	727	749	0%	0%	48%	52%	0%	52%	*
Homeless Students	N	N	714	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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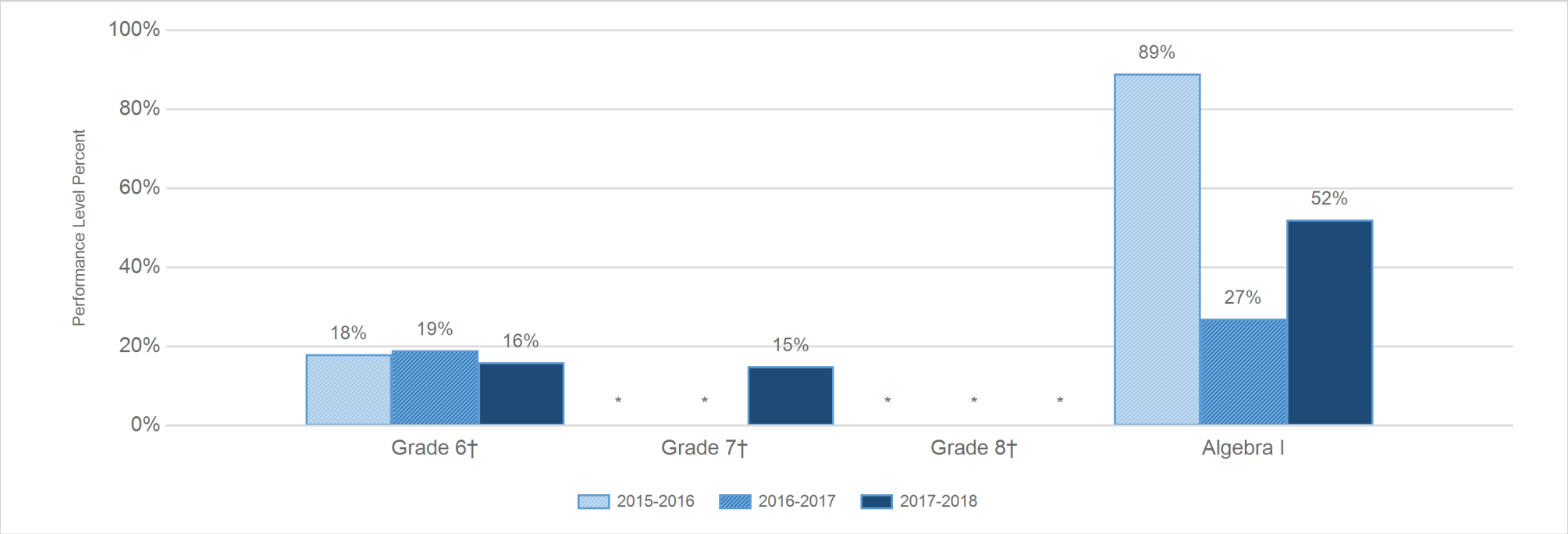
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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

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DLM Alternate Assessment - 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	11	11
8	11	11

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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	4.7%	46.8%	Not Met

† Target was met within one standard deviation

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 of 4.5 and above
0-2	70	*	*
3-4	18	*	*
5 or more	20	*	*

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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 grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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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	Grade Level and Other Math
6	0	0	289
7	0	0	314
8	30	0	248
Total	30	0	851

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	0	0	0	0	0	0	277
7	0	0	0	0	0	0	297
8	0	0	0	0	0	0	269
Total	0	0	0	0	0	0	843

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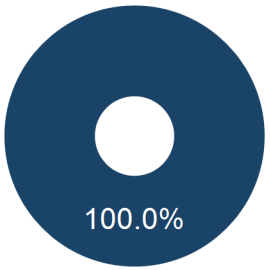
Visual and Performing Arts – Course Participation

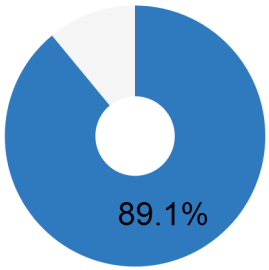
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

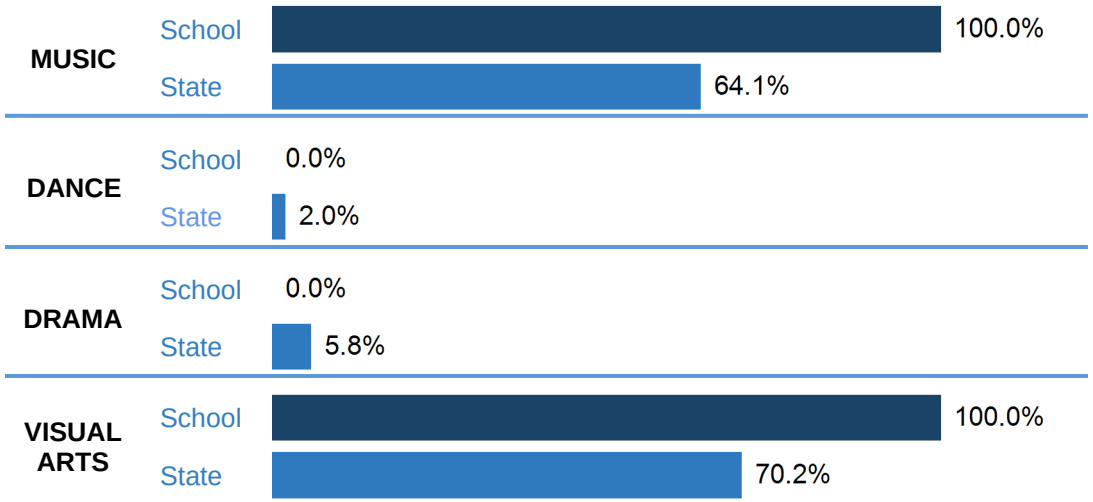


School



State

Students enrolled in one or more classes by discipline:



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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.

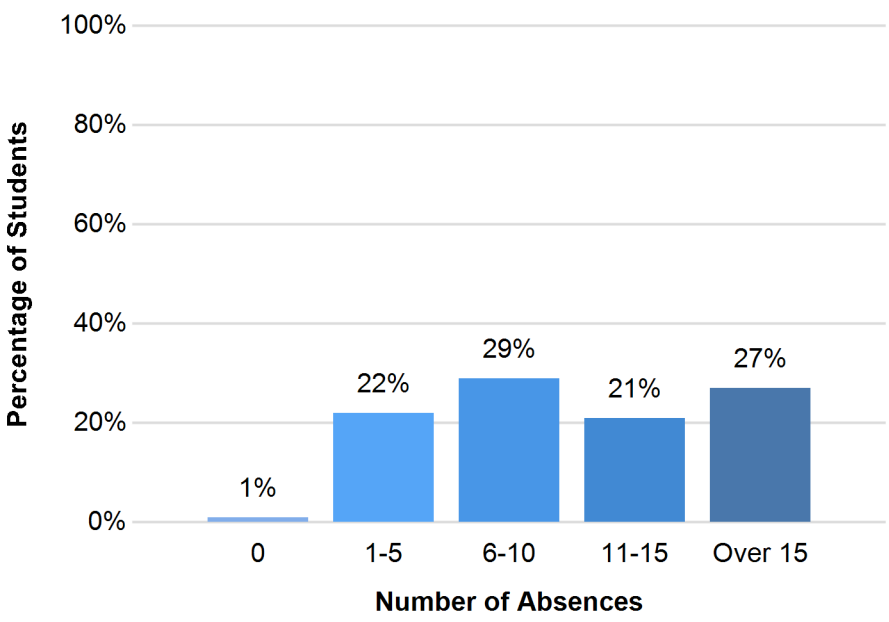
Chronic Absenteeism

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	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	183	22.1	9.5	Not Met
White	27	25.5	9.5	Not Met
Hispanic	130	23.1	9.5	Not Met
Black or African American	23	16.7	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	154	23.0	9.5	Not Met
Students with Disabilities	60	31.4	9.5	Not Met
English Learners	35	29.4	9.5	Not Met

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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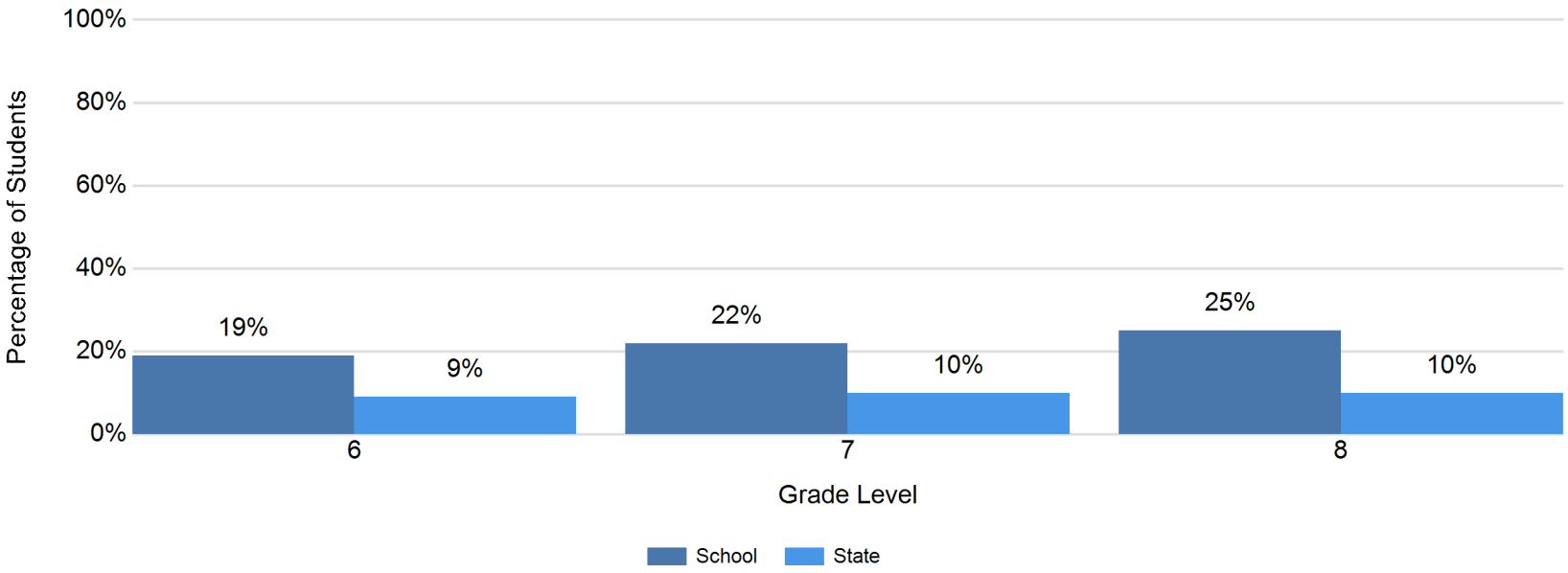
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

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	30
Weapons	13
Vandalism	5
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	52
Incidents Per 100 Students Enrolled	6.33

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	4
Weapons	5
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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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 Bulling (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	0	0
Sexual Orientation	0	1	1
Disability	1	0	1
Other	1	2	3
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
In-School Suspensions	289	35.2%
Out-of-School Suspensions	270	32.9%
Any Suspension	307	37.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
1794

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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. 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	8:20 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 22 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, 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
2017-18	1.7:1

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). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$828	$15,026	$15,854

NJ SCHOOL PERFORMANCE REPORT

THOMAS W. WALLACE JR. MIDDLE SCHOOL
(11-5390-280)
Grades Offered: 06-08
2017-2018

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Key terms for staff data:
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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	56	117,464
Average years experience in public schools	13.1	12.0
Average years experience in district	13.1	10.7
Teachers in district for 4 or more years	91.1%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,374
Average years experience in public schools	16.6	16.0
Average years experience in district	16.6	12.0
Administrators in district for 4 or more years	95.6%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	14:1
Students to Administrators	411:1	234:1
Teachers to Administrators	28:1	17:1
Students to Librarians/Media Specialists		1053:1
Students to Nurses		620:1
Students to Counselors		340:1
Students to Child Study Team		245:1

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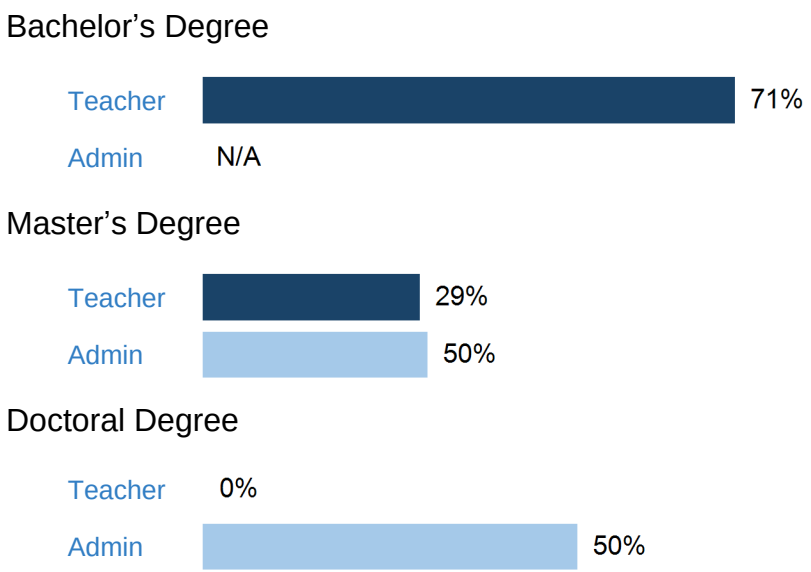
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. 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.



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.6%	90.2%
2016-17 Administrators: Same district 2017-18	95.7%	86.2%

Faculty Attendance

This table shows the percentage of days that 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
2017-18	87.9%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	71.4%	50.0%
Male	28.6%	50.0%
White	80.4%	0.0%
Hispanic	16.1%	50.0%
Black or African American	3.6%	50.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Yes	Yes	No

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	Yes	Yes	No
White	Yes		
Hispanic	Yes		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	Yes		
Students with Disabilities	Yes		
English Learners	Yes		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	2.61	15.0%
Mathematics Proficiency	3.55	15.0%
English Language Arts Growth	0.41	20.0%
Mathematics Growth	23.68	20.0%
Progress Towards English Language Proficiency	0.21	20.0%
Chronic Absenteeism	4.32	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	6.22	n/a
Summative Rating: Percentile Rank of Summative Score	1.01	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	Yes	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	Yes	Not Met	Not Met	Not Met	Met Standard	Not Met	Not Met	No
White	2.33	14.08	Yes	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
Hispanic	12.28	14.08	Yes	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	21.02	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	12.64	14.08	Yes	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	10.57	14.08	Yes	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	13.65	14.08	Yes	Not Met	Not Met	Not Met	Met Standard	Met Standard	Not Met	No

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

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School Narrative

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

Highlights:	• •All Classrooms are air conditioned and modern each have Chrome books, I-Pad's and Smart T.V.'s. The multi-media center is equipped with a Green Screen, 3-D printers and a Lego Center. • • All Core Subject area teachers conference daily to review data and assess student progress. • • Wallace school has a Positive Behavior Program to teach positive behaviors. After-school tutoring is available for students that need extra help.
Mission, Vision, Theme:	Our belief is that "every child can learn and achieve success". Our school values intellectual curiosity and personal integrity, seeking to stimulate student development at every level. We emphasize academic rigor, creative problem solving, cooperative and group interaction, appreciation of culture, healthy living along with emotional and physical growth. We believe that our students grow and learn best in an environment of clear expectations, trust, cooperation, and positive support.
Awards, Recognition, Accomplishments:	Wallace School is recognized for "Safe Walks to School" from Cumberland County and is also recognized for Honoring US Military Veterans by fundraising annually to support our soldiers.

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Courses, Curriculum, Instruction:	Core Subjects: 80-minute English Language Arts instruction, 80-minute Mathematics instruction, 40-minute science instruction, 40- minute Social Studies instruction, and 40-minute Physical Education instruction per day and 40-minute Health instruction 1 marking-period per year; students rotate through these subjects every 40 days during the school year 40 minute -STEM instruction, 40- Minute-Music instruction, 40-minute World Language instruction, 40-minute STEAM instruction. Honors instruction is offered in 6 subject areas. 80-minute Bi-lingual Math instruction, 80-minute Bi-lingual Language Arts instruction, 40-minute Bi-lingual Social Studies instruction, 40-minute Bi-lingual instruction, 40-minutes Science instruction and 40- minute ESL instruction daily
Sports and Athletics:	Flag Football and Scooter Hockey
Clubs and Activities:	Science Club, Chorus, Band, Drama, Tutoring, Radio/TV, Spirit Club, Junior Honor Society, Track and Field

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Before and After School Programs:	Tutoring programs are offered after school and on the weekends to improve student achievement.
Staff and Professional Learning:	All staff receives professional development including participation in; Professional Learning Communities, "Shelter Instruction" (SIOP) for teachers, Training, and orientation for first-year teachers, "Handle with Care" training for security, para-professionals, special needs teachers, response to intervention training for Basic Skills teachers, first aid, CPR, HIB, and safety during the school year.
Postsecondary Information:	N/A

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Student Supports and Services:	Support staff consists of Guidance Counselors, Social Workers, School Nurse, Child Study Team members, Clerical staff members, Security Guards, and Classroom Para-professionals
Student Health and Wellness:	Guidance Counselors, Social Workers, and the school Nurse provide support with student health and wellness.
Parent and Community Involvement:	15% of the parents participate in Family Fun Nights that are offered once a Marking Period. Family Fun Nights are sponsored by the Parent/Teacher Organization the Family Fun Night activities consists of "Minute to Win It" a parent/student activity, Art activities, competitive games in the gymnasium, Sexual Assault Awareness, Parent Portal registration and training, HIB awareness and Drug, and Alcohol Abuse awareness. A partnership was achieved with "Daniels Den" local Community Center and Thomas W. Wallace School. Students volunteer to attend and receive; tutoring on Saturday mornings, breakfast, mentoring and counseling.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers Students, teachers, and parents are surveyed each year concerning curriculum delivery, teacher/student interaction, school climate, school facilities, school safety administration, parental involvement, programs, and services.
Facilities:	The facility is 100% air-conditioned including all classrooms the Gymnasium, locker rooms, lavatories, Media Center, Cafeteria, Health, and Wellness suite, Support Services Suite, Art room, Music room, Auditorium, Special needs Life Skills classrooms, and a Central Kitchen to service the school district.
School Safety:	Trained security guards are assigned to patrol the school and all instructional and support staff has been trained in security procedures.

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Technology and STEM:	All students receive a 40-minute period in Stem for a total of 40 days per year.
Early Childhood Education:	N/A