NJ SCHOOL PERFORMANCE REPORT

WALL INTERMEDIATE SCHOOL
(25-5420-075)
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	MONMOUTH
District	WALL TWP
Principal Name	ERIN EMBON
Address	2801 ALLAIRE ROAD WALL, NJ 07719-1199
Phone Number	(732)556-2500
Email Address	EEMBON@WALL.K12.NJ.US
Website	https://in.wall.k12.nj.us/
Twitter	https://twitter.com/WallInPrincipal

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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	280	282	247
7	315	280	282
8	292	310	284
Total	887	872	813

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	47.2%	49.4%	46.5%
Male	52.8%	50.6%	53.5%
Economically Disadvantaged Students	11.8%	10.4%	11.3%
Students with Disabilities	17.0%	18.6%	18.1%
English Learners	1.4%	2.3%	1.1%
Homeless Students		0.6%	0.9%
Students in Foster Care		0.0%	0.0%
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	87.7%	86.1%	85.7%
Hispanic	7.1%	8.1%	8.2%
Black or African American	1.8%	1.9%	2.0%
Asian	1.8%	1.6%	2.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	1.6%	2.2%	2.0%

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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	94.2%
Spanish	3.3%
Other Languages	2.5%

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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	53	49	50	Met Standard	64	57	50	Exceeds Standard
White	54	49	50	Met Standard	64	57	51	Exceeds Standard
Hispanic	53	43.5	49	Met Standard	61	56	48	Exceeds Standard
Black or African American	40.5	41	44	**	*	26	44	**
Asian, Native Hawaiian, or Pacific Islander	62	55.5	61	**	*	67	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	34	36.5	49	**	70.5	58	51	**
Economically Disadvantaged	51	42	48	Met Standard	54	44	47	Met Standard
Students with Disabilities	41	39	41	Met Standard	45.5	50	43	Met Standard
English Learners	66.5	58.5	54	Exceeds Standard	50.5	49	51	Met Standard

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A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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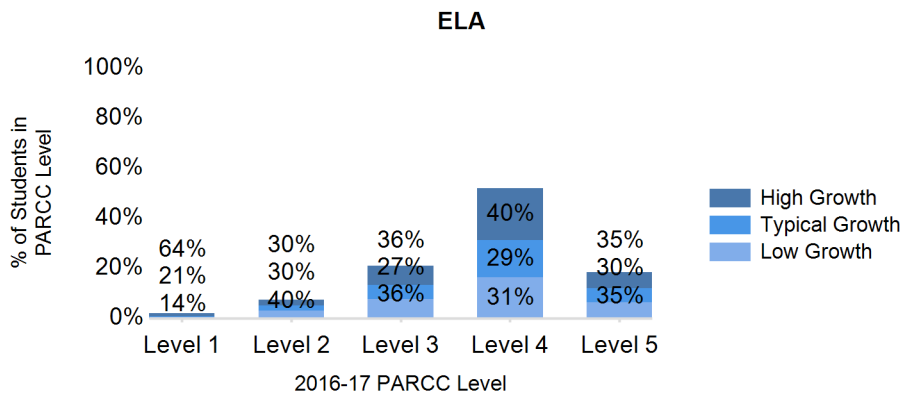
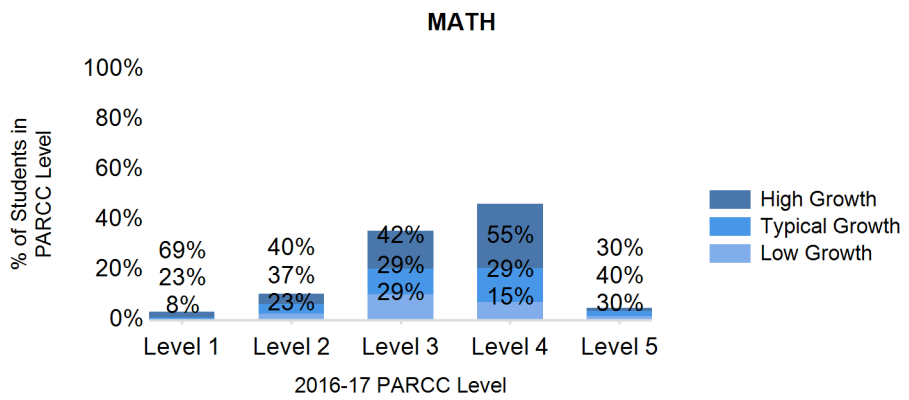
Student Growth by Performance Level

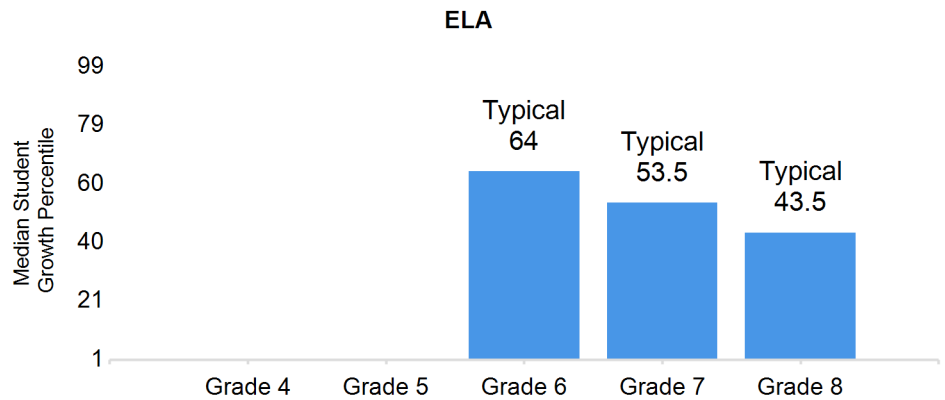
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

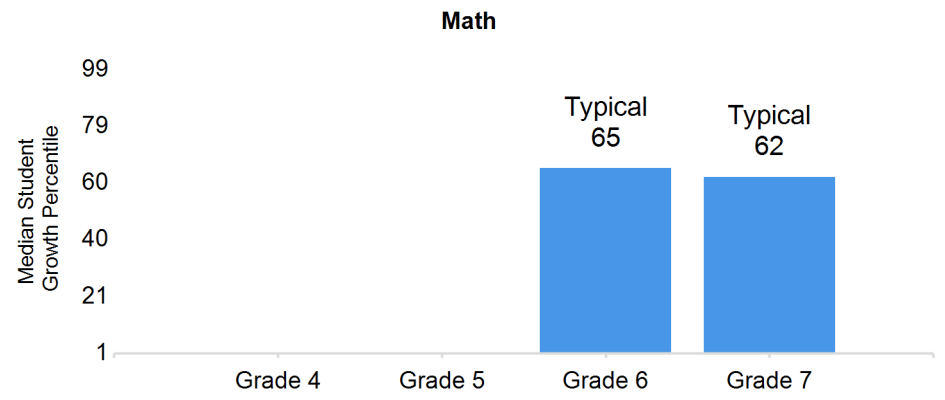




Student Growth by Grade

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	792	98.0	71.6	65.7	56.7	71.6	58.9	Met Target
White	686	98.0	73.5	67.4	65.6	73.5	60.3	Met Target
Hispanic	63	100.0	57.1	50.7	42.5	57.1	45.4	Met Target
Black or African American	*	*	*	31.8	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	86.7	*	82.3	86.7	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	15	100.0	73.3	69.8	63.4	73.3	**	**
Female	367	98.4	82.0	76.8	64.5	82.0		
Male	425	97.7	62.6	55.7	49.4	62.6		
Economically Disadvantaged Students	84	96.7	50.0	*	38.5	50.0	40.5	Met Target
Non-Economically Disadvantaged Students	708	98.2	74.1	*	67.5	74.1		
Students with Disabilities	148	96.7	34.4	29.9	21.6	34.4	29.8	Met Target
Students without Disabilities	644	98.3	80.2	74.1	63.9	80.2		
English Learners	29	100.0	62.0	50.0	27.3	62.0	16.4	Met Target
Non-English Learners	763	98.0	71.9	66.1	59.4	71.9		
Homeless Students	*	*	*	31.3	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	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	237	768	768	754	*	*	16%	57%	21%	78%	56%
White	205	769	769	761	*	*	15%	57%	22%	79%	66%
Hispanic	18	756	756	742	0%	*	*	*	*	67%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	106	773	773	761	*	*	17%	51%	29%	80%	64%
Male	131	764	764	748	*	*	16%	61%	15%	76%	48%
Economically Disadvantaged Students	28	747	747	739	*	*	39%	*	*	50%	37%
Non-Economically Disadvantaged Students	209	771	771	764	*	*	13%	*	*	81%	68%
Students with Disabilities	37	741	741	723	*	*	*	*	*	41%	18%
Students without Disabilities	200	773	773	760	*	*	*	*	*	85%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	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	269	773	773	760	*	*	16%	38%	38%	75%	63%
White	223	776	776	768	*	*	12%	39%	42%	80%	72%
Hispanic	30	753	753	746	*	*	43%	*	*	47%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	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	137	782	782	769	*	*	11%	38%	46%	84%	72%
Male	132	764	764	752	*	*	21%	38%	29%	67%	54%
Economically Disadvantaged Students	32	749	749	742	*	*	31%	*	*	47%	44%
Non-Economically Disadvantaged Students	237	776	776	771	*	*	14%	*	*	79%	73%
Students with Disabilities	45	739	739	721	*	*	40%	*	*	40%	22%
Students without Disabilities	224	780	780	768	*	*	11%	*	*	83%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	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	277	763	763	759	5%	12%	18%	42%	23%	64%	60%
White	244	764	764	767	6%	11%	18%	42%	23%	65%	70%
Hispanic	19	759	759	744	0%	*	*	*	*	63%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	123	776	776	768	*	*	13%	54%	28%	82%	69%
Male	154	752	752	751	*	*	23%	31%	19%	50%	52%
Economically Disadvantaged Students	24	746	746	740	*	*	*	*	*	50%	42%
Non-Economically Disadvantaged Students	253	764	764	769	*	*	*	*	*	66%	71%
Students with Disabilities	51	733	733	719	*	*	29%	*	*	25%	19%
Students without Disabilities	226	769	769	766	*	*	16%	*	*	73%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	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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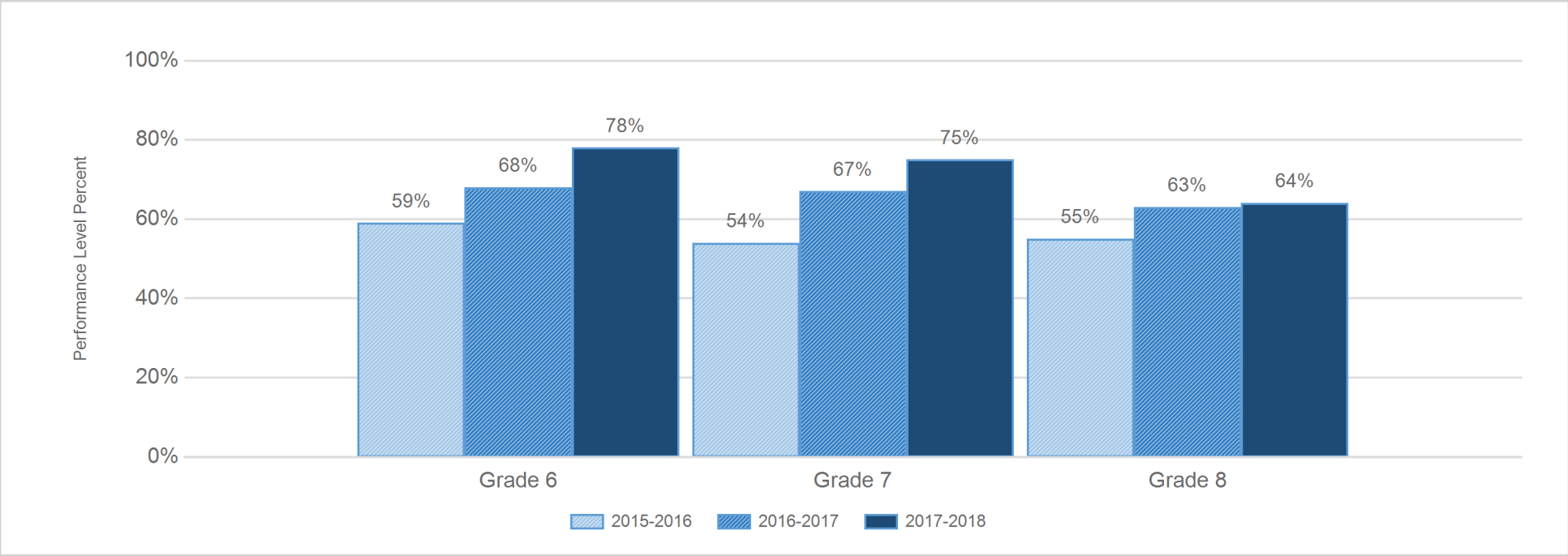
English Language Arts/Literacy Assessment - Performance Trends

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	795	98.2	63.5	58.5	45.0	63.5	60.4	Met Target
White	688	98.1	65.9	60.4	54.1	65.9	61.6	Met Target
Hispanic	63	100.0	42.9	41.0	29.2	42.9	45.4	Met Target†
Black or African American	*	*	*	27.9	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	75.1	*	77.0	75.1	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	15	100.0	66.7	67.5	53.0	66.7	**	**
Female	370	98.7	68.4	61.1	46.0	68.4		
Male	425	97.7	59.3	56.2	43.9	59.3		
Economically Disadvantaged Students	84	96.7	36.9	*	26.6	36.9	43.8	Met Target†
Non-Economically Disadvantaged Students	711	98.3	66.7	*	55.9	66.7		
Students with Disabilities	148	96.7	30.4	27.6	17.1	30.4	34.8	Met Target†
Students without Disabilities	647	98.5	71.1	66.0	50.5	71.1		
English Learners	31	100.0	38.7	41.7	24.6	38.7	24.6	Met Target
Non-English Learners	764	98.1	64.5	59.0	46.9	64.5		
Homeless Students	*	*	*	17.6	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	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	235	756	756	744	*	10%	28%	*	*	60%	44%
White	203	757	757	751	*	*	27%	*	*	63%	54%
Hispanic	18	745	745	731	*	*	*	*	*	44%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	106	756	756	745	*	*	27%	*	*	60%	45%
Male	129	756	756	742	*	*	28%	*	*	60%	42%
Economically Disadvantaged Students	28	737	737	729	*	*	36%	*	*	32%	24%
Non-Economically Disadvantaged Students	207	759	759	753	*	*	27%	*	*	64%	56%
Students with Disabilities	37	733	733	717	*	*	30%	*	*	27%	13%
Students without Disabilities	198	760	760	748	*	*	27%	*	*	67%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	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

WALL INTERMEDIATE SCHOOL
(25-5420-075)
Grades Offered: 06-08
2017-2018

Report Key:
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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	206	747	747	743	*	14%	34%	*	*	50%	43%
White	163	750	750	750	*	9%	33%	*	*	55%	54%
Hispanic	29	734	734	732	0%	*	45%	*	*	24%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	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	110	751	751	745	*	*	30%	*	*	56%	45%
Male	96	743	743	741	*	*	39%	*	*	43%	42%
Economically Disadvantaged Students	30	732	732	730	*	40%	40%	*	*	20%	24%
Non-Economically Disadvantaged Students	176	750	750	751	*	9%	33%	*	*	55%	55%
Students with Disabilities	45	732	732	717	*	27%	38%	*	*	24%	12%
Students without Disabilities	161	752	752	748	*	10%	33%	*	*	57%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

WALL INTERMEDIATE SCHOOL
(25-5420-075)
Grades Offered: 06-08
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	123	742	742	728	8%	18%	33%	41%	0%	41%	28%
White	105	742	742	736	*	*	33%	42%	0%	42%	36%
Hispanic	12	747	747	722	0%	*	*	*	*	42%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	41	748	748	731	*	*	*	56%	0%	56%	31%
Male	82	739	739	725	*	*	*	34%	0%	34%	26%
Economically Disadvantaged Students	18	738	738	719	*	*	*	*	*	33%	20%
Non-Economically Disadvantaged Students	105	742	742	735	*	*	*	*	*	43%	35%
Students with Disabilities	42	729	729	705	*	*	31%	26%	0%	26%	*
Students without Disabilities	81	748	748	735	*	*	33%	49%	0%	49%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	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	159	781	763	746	0%	*	*	87%	9%	97%	46%
White	144	781	764	755	0%	*	*	88%	9%	97%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	84	781	766	748	0%	*	*	*	*	96%	48%
Male	75	782	760	745	0%	*	*	*	*	97%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	159	781	*	749	0%	*	*	87%	9%	97%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	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 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 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	63	768	746	735	0%	0%	17%	67%	16%	83%	30%
White	59	769	747	740	0%	0%	17%	66%	17%	83%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	N	N	*	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	28	768	749	736	0%	0%	*	*	*	82%	30%
Male	35	768	743	734	0%	0%	*	*	*	83%	29%
Economically Disadvantaged Students	N	N	733	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	63	768	747	741	0%	0%	17%	67%	16%	83%	38%
Students with Disabilities	*	*	*	713	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	63	768	746	736	0%	0%	17%	67%	16%	83%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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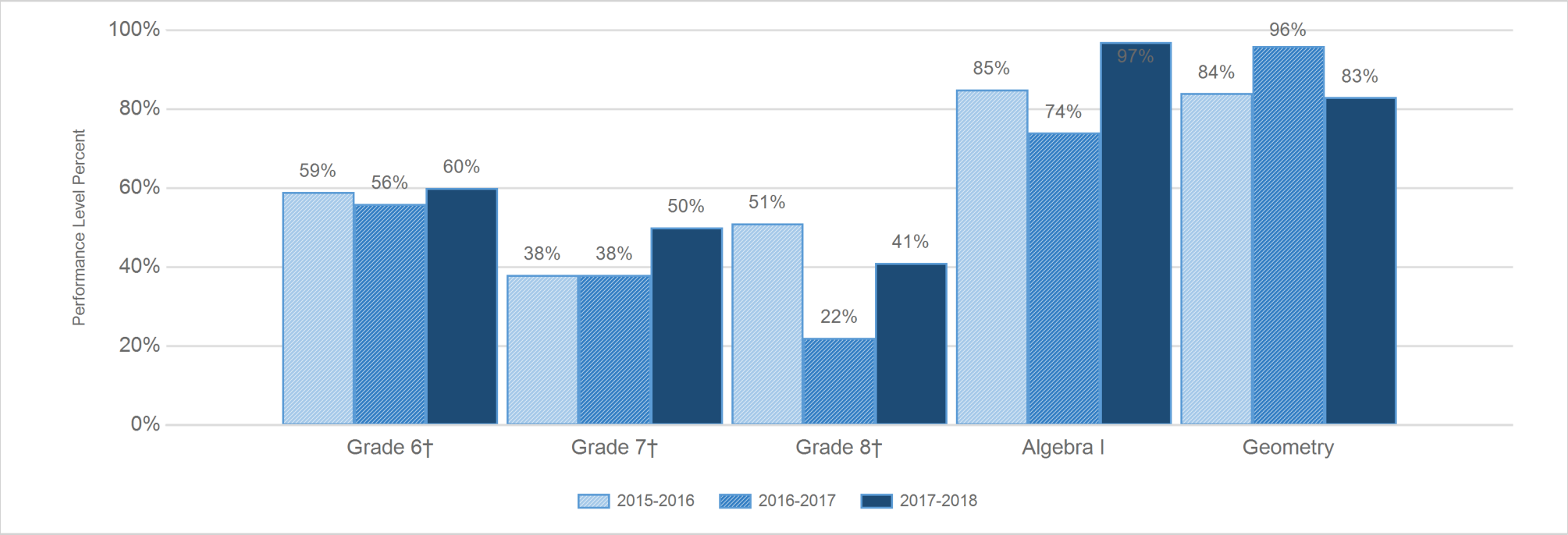
Mathematics Assessment – Performance Trends

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	*	*
8	*	*

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	*	*	*

† 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	*	*	*
3-4	*	*	*
5 or more	*	*	*

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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	246
7	0	3	220
8	115	61	129
Total	115	64	595

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	150	48	0	21	0	0	0
7	147	38	0	21	0	0	0
8	176	28	0	24	0	0	0
Total	473	114	0	66	0	0	0

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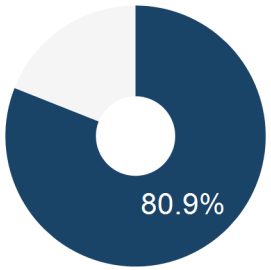
Visual and Performing Arts – Course Participation

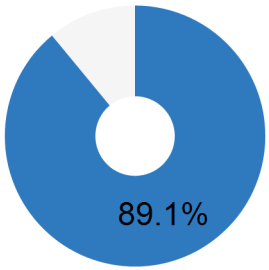
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

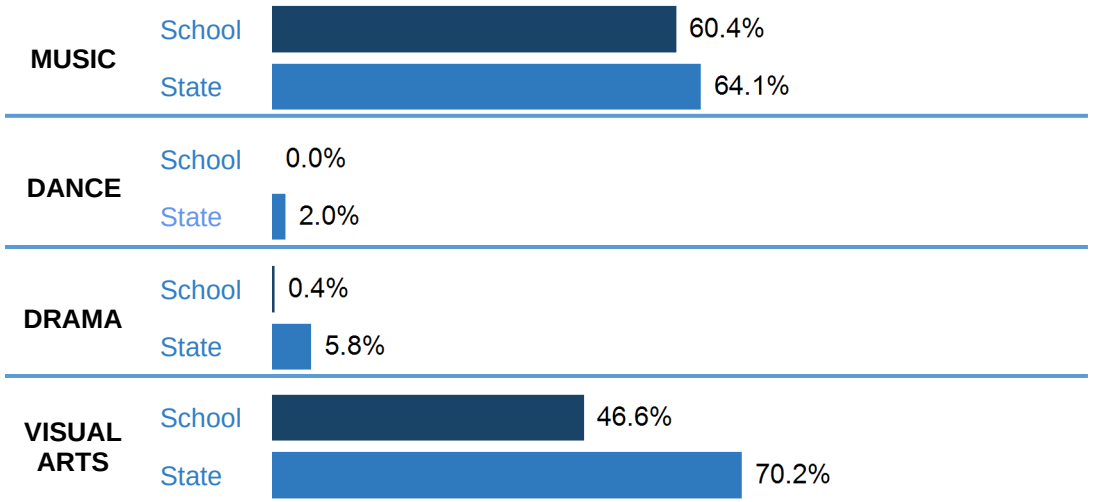


School



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.

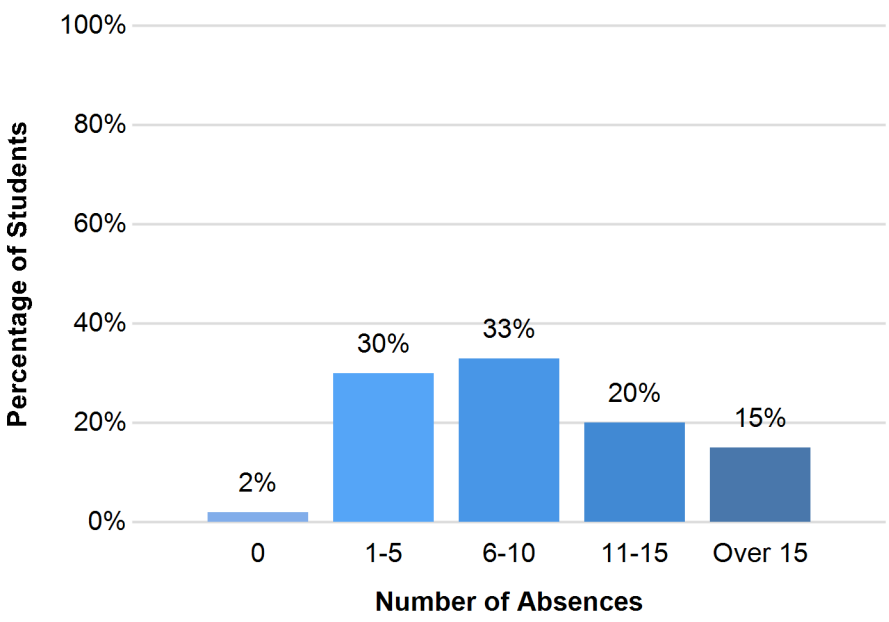
Chronic Absenteeism

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	85	10.4	9.5	Not Met
White	73	10.4	9.5	Not Met
Hispanic	7	10.4	9.5	Not Met
Black or African American	3	18.8	**	**
Asian, Native Hawaiian, or Pacific Islander	2	12.5	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	17	18.5	9.5	Not Met
Students with Disabilities	27	17.6	9.5	Not Met
English Learners	*	*	**	**

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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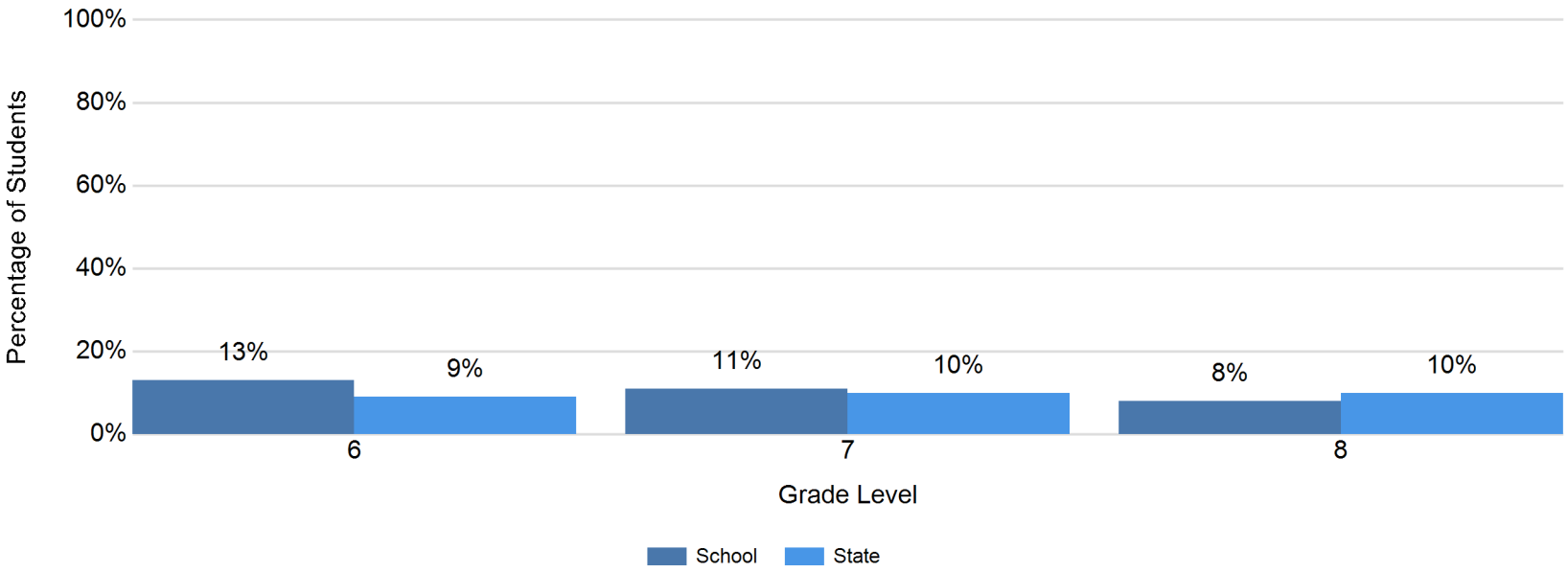
Chronic Absenteeism by Grade

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	0
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	1.85

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	1
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	1	1
Religion	0	0	0
Ancestry	0	2	2
Gender	3	0	3
Sexual Orientation	1	2	3
Disability	0	0	0
Other	1	8	9
No Identified Nature	0		0

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	34	4.2%
Out-of-School Suspensions	*	*
Any Suspension	35	4.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
20

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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	8:10 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 42 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	1:1

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)	$366	$16,823	$17,189

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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	97	117,464
Average years experience in public schools	10.7	12.0
Average years experience in district	9.8	10.7
Teachers in district for 4 or more years	68.0%	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	22	9,374
Average years experience in public schools	12.1	16.0
Average years experience in district	11.0	12.0
Administrators in district for 4 or more years	59.1%	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	8:1	9:1
Students to Administrators	163:1	157:1
Teachers to Administrators	19:1	17:1
Students to Librarians/Media Specialists		1148:1
Students to Nurses		430:1
Students to Counselors		344:1
Students to Child Study Team		138:1

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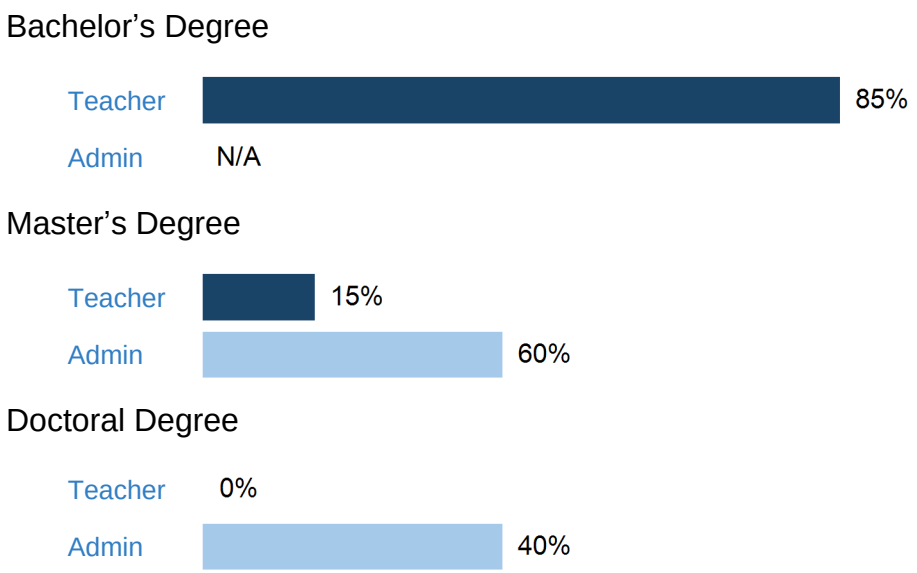
Teachers and Administrators - Level of Education

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	92.1%	90.2%
2016-17 Administrators: Same district 2017-18	95.5%	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	93.4%

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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	73.2%	60.0%
Male	26.8%	40.0%
White	97.9%	100.0%
Hispanic	2.1%	0.0%
Black or African American	0.0%	0.0%
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
No	n/a	n/a

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	No	n/a	n/a
White	No		
Hispanic	No		
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	No		
Students with Disabilities	No		
English Learners	No		

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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	74.82	17.5%
Mathematics Proficiency	70.32	17.5%
English Language Arts Growth	62.14	25.0%
Mathematics Growth	83.03	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	23.38	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	65.20	n/a
Summative Rating: Percentile Rank of Summative Score	73.70	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	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	No	Met Target	Met Target	Met Standard	Exceeds Standard	**	Not Met	No
White	64.21	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	69.96	14.08	No	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	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	64.30	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	58.67	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	74.58	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	Met Standard	**	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:	• WIS offers a comprehensive educational program aligned to our district goals and current trends in education. We provide instruction that creates a seamless transition to high school. • Social and emotional growth are equally as important to the overall proliferation and development of our students. We are committed to helping students reach their maximum potential. • The school-home connection and ongoing communication are crucial to the success of our school's programs and goals. We strive to maintain an open and free-flowing dialogue with all stakeholders.
Mission, Vision, Theme:	The WIS mission statement is that our vocation is to help our students grow academically, socially and emotionally through teaching using best practices, offering our students rigorous and realistic assessments and always fostering positive relationships. The educational program, which is designed to promote cognitive as well as affective growth, strives to increase our students' overall self-confidence as well as their positive feelings toward learning. We provide an atmosphere that encourages students to respect and accept one another's uniqueness. Working together and participating in curricular and extra-curricular activities on a regular basis promotes understanding, cooperation and tolerance. The school population, a little over 800, is energized by its comprehensive clubs and activities, student support programs and highly successful interscholastic and intramural athletic programs. All are designed to meet the needs and interests of our students.
Awards, Recognition, Accomplishments:	Wall Intermediate School was recently awarded a $10,000 grant from Ocean First Foundation to build a mini robotics lab that can be accessed by all students throughout the day.

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Courses, Curriculum, Instruction:	At WIS, we employ a student-centered approach to instruction. A 76-minute period of leveled mathematics is provided to all students daily. About 20% of the population take an accelerated path (Pre Algebra, Algebra & Honors Geometry) while the remaining students use the Envisions program for Math 6, Math 7, and Math 8. In English Language Arts, the workshop model is followed with teachers using novels as mentor texts to teach the NJSLS, and students being provided time daily to read at their independent level and actively engage with and hone critical literacy skills.
Sports and Athletics:	Sports Offered: Baseball (Coed), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed)
Clubs and Activities:	The following clubs and activities are available to students at WIS: Anime Club, Book Buzz, Chamber, Orchestra, Chess Club, Competition Choir, Computer Club, Debate, Diversity Club, Engage and Create Club, Fitness Club, Go Green Club, Guitar Club, Homework Club, Jazz Club, Junior Art Honor Society, Math Counts Club, National Jr. Honor Society, Newspaper Club, Pride Club, Robotics Club, Robotics Team, School Play, Stage Crew, Student Council, Ukulele Club, Videography Club, Yearbook

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Staff and Professional Learning:	Wall Intermediate School teachers are provided daily curriculum development time to collaborate and design challenging lesson plans, inclusive of meaningful technology integration. This CD period is led by the building supervisor and includes a weekly focus goal to improve instruction and learning. Teachers are deeply involved in the district's RTI model, which provides a multi-tiered system of supports to meet the needs of at risk learners. Professional learning is offered as both in-district and out-of-district formats. The district continues to build a cadre of teacher leaders to provide pathways to leadership and to build internal capacity for peer modeling/coaching.

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Student Supports and Services:	Programs for students with disabilities include:general education classes, in-class resource, pull-out resource, Learning and Language Disabilities classes, Multiply Disabled class. Services include: Speech and Language therapy, occupational therapy, physical therapy, BCBA services, Teacher of the Visually Impaired and Teacher of the Deaf services as needed, paraprofessional support, adaptive physical education, counseling, and Community Based Instruction.ELLs at WIS receive 76 minutes of daily ESL instruction. There are two ESL classes, and students are assigned to their classes based on their current language proficiency levels as determined by a normed assessment. This allows the ESL teacher to provide appropriate and individualized instruction that meets their unique needs as language learners.
Student Health and Wellness:	In order to support our mission, Wall Intermediate School is committed to fostering a positive climate grounded in health and wellness. We employ the following: Wellness Committees, 5 days of PE each week (40 minutes/period), Nutritional Breakfast Program, Healthy lunches, Wellness Week Activities, Greek Olympics, Intramural Sports (after school), Interscholastic Sports (after school), Annual Health and Wellness Fair.
Parent and Community Involvement:	We believe that a true evaluation of the school must come from the families it serves. The school-home connection and continuous communication are paramount to the success of the school programs and to the achievement of our goals. Parents can participate in the following ways: PTO, Parent Advisory Committee, Genesis Parent Portal (access through the website), On-Course Homework Portal (access through the website), Google Classroom Access, Teacher Websites, Blackboard Connect Communication System for Emails, Phone calls & Text Messages

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School Safety:	Wall Intermediate School has a contained entrance vestibule that allows for all visitors to be screened before gaining access to the school building. Visitors are checked into a visitor management system called Hall Pass that reads a driver's license and can flag people who should not have access to the school. Wall Intermediate School currently staffs two School Safety Officers who are both retired law enforcement officers and who train annually with the Wall Police Department. Wall Intermediate School uses electronic surveillance monitoring devices in the school building and on school grounds to enhance safety and security for students, staff, community members, and other building occupants and to protect the building and properties.

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Technology and STEM:	Students incorporate technology into lessons on a daily basis. Some of the daily opportunities are as follows: One to One Chromebooks - within the school day. All students have access to Measuring Up, NewsELA, Google Suite, Envisions 2.o. Technology Electives are available for grades 7 & 8: Technology Workshop, Robotics, Pre-Engineering & Design, Video Game Design, Videography. Maker Space available to all students during their lunch periods and after school. Robotics Team and Robotics Club -After School Activities. We participate in the NJSBA STEAM TANK CHALLENGE, First Lego League and MakerFest. All classrooms are equipped with a teacher computer station, computer mounted projector, and an ELMO projector.