NJ SCHOOL PERFORMANCE REPORT

JOHN WITHERSPOON MIDDLE SCHOOL
(21-4255-085)
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
N No Data is available to display
† 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	MERCER
District	PRINCETON REGIONAL
Principal Name	MR. BURR
Address	217 WALNUT LANE PRINCETON, NJ 08540
Phone Number	(609)806-4270
Email Address	JASONBURR@PRINCETONK12.ORG
Website	http://jw.princetonk12.org/
Twitter	https://twitter.com/@JW_Burr

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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	242	243	220
7	262	258	243
8	218	287	258
Total	722	788	721

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	50.8%	49.4%	49.0%
Male	49.2%	50.6%	51.0%
Economically Disadvantaged Students	13.2%	13.5%	11.7%
Students with Disabilities	15.4%	16.8%	16.2%
English Learners	6.4%	4.4%	3.6%
Homeless Students		0.3%	0.0%
Students in Foster Care		0.1%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.1%	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	57.1%	56.1%	54.0%
Hispanic	14.0%	14.8%	14.6%
Black or African American	6.0%	5.5%	5.0%
Asian	17.7%	18.1%	19.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two or More Races	5.1%	5.3%	7.4%

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	77.7%
Spanish	6.1%
Chinese	6.0%
French	1.2%
Japanese	1.1%
Other Languages	7.9%

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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	65.5	59	50	Exceeds Standard	63	63	50	Exceeds Standard
White	64	60	50	Exceeds Standard	68	64	51	Exceeds Standard
Hispanic	68	59.5	49	Exceeds Standard	63.5	60	48	Exceeds Standard
Black or African American	60	56	44	Exceeds Standard	55	52	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	70.5	57.5	61	Exceeds Standard	63	64	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	64	63	49	Exceeds Standard	56	57	51	**
Economically Disadvantaged	69	63	48	Exceeds Standard	56	61	47	Met Standard
Students with Disabilities	65	59	41	Exceeds Standard	53	59	43	Met Standard
English Learners	71	67	54	Exceeds Standard	68	72.5	51	**

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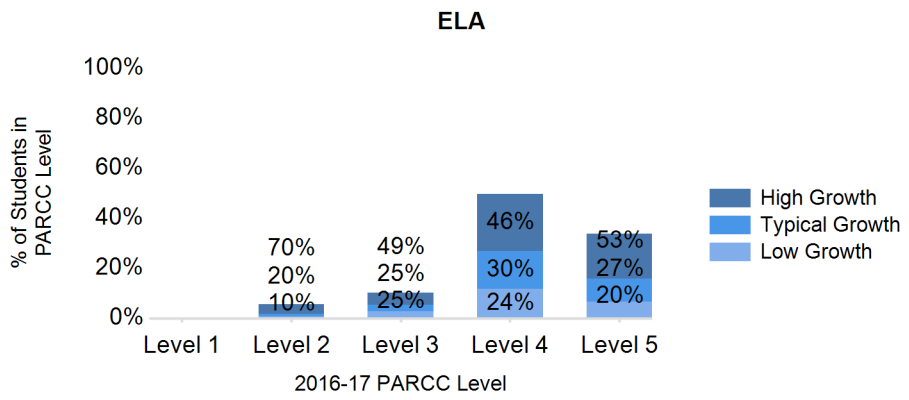
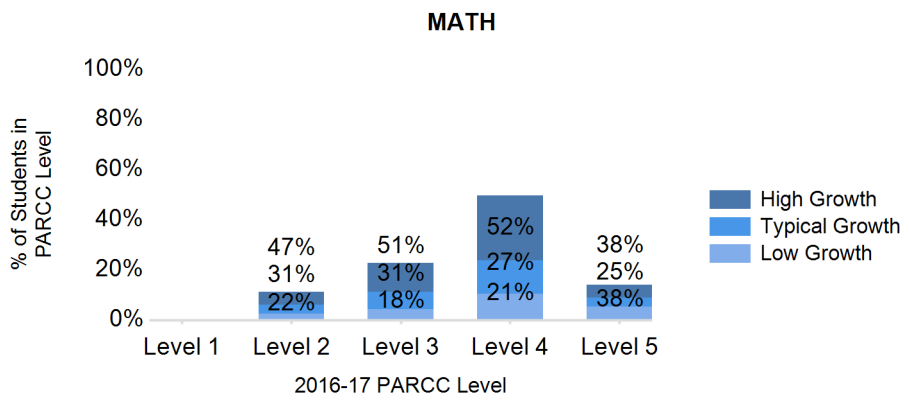
Student Growth by Performance Level

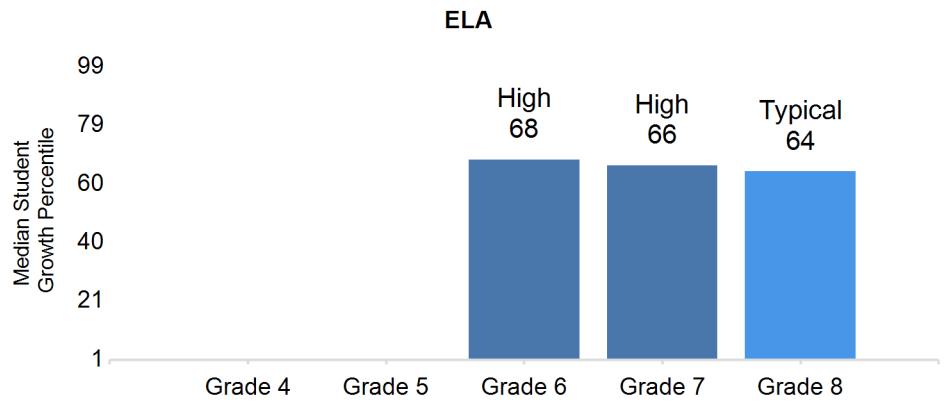
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

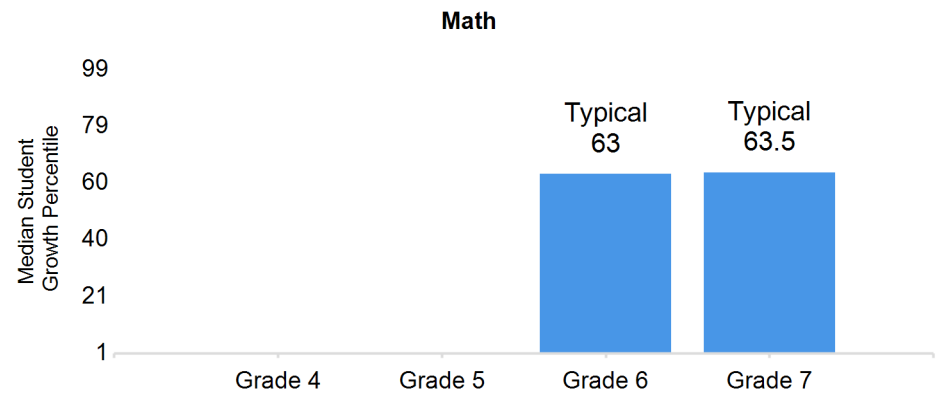




Student Growth by Grade

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	655	92.9	85.0	79.0	56.7	83.3	80	Met Goal
White	352	91.0	89.8	83.7	65.6	86.2	80	Met Goal
Hispanic	93	92.2	70.9	58.1	42.5	69.5	62.7	Met Target
Black or African American	35	97.2	51.4	*	37.3	51.4	54.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	127	99.2	88.2	86.0	82.3	88.2	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	48	88.9	93.8	91.8	63.4	87.7	78.7	Met Goal
Female	321	93.7	92.2	84.3	64.5	91.1		
Male	334	92.1	78.1	73.8	49.4	75.9		
Economically Disadvantaged Students	72	94.9	52.8	43.0	38.5	*	54.6	Met Target†
Non-Economically Disadvantaged Students	583	92.6	89.0	83.8	67.5	*		
Students with Disabilities	104	87.5	47.1	47.0	21.6	43.7	52.4	Not Met
Students without Disabilities	551	93.9	92.2	85.4	63.9	91.3		
English Learners	39	95.1	64.1	45.8	27.3	64.1	50.8	Met Target
Non-English Learners	616	92.7	86.4	81.6	59.4	84.5		
Homeless Students	N	N	N	*	27.7	N		
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	204	778	778	754	*	*	15%	45%	36%	80%	56%
White	104	782	782	761	0%	*	*	45%	38%	84%	66%
Hispanic	27	764	764	742	0%	*	*	*	*	70%	42%
Black or African American	10	737	737	737	*	*	*	*	*	40%	35%
Asian, Native Hawaiian, or Pacific Islander	45	781	781	779	*	*	*	36%	47%	82%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	18	789	789	761	0%	0%	*	*	*	94%	64%
Female	87	789	789	761	*	*	*	46%	46%	92%	64%
Male	117	770	770	748	*	*	*	44%	28%	72%	48%
Economically Disadvantaged Students	26	750	750	739	*	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	178	782	782	764	*	*	*	*	*	85%	68%
Students with Disabilities	22	746	746	723	*	*	*	*	*	36%	18%
Students without Disabilities	182	782	782	760	*	*	*	*	*	86%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	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	204	785	785	760	*	*	10%	29%	55%	84%	63%
White	112	788	788	768	*	0%	*	34%	56%	90%	72%
Hispanic	31	770	770	746	0%	*	*	*	*	68%	49%
Black or African American	14	747	747	740	*	*	*	*	*	43%	42%
Asian, Native Hawaiian, or Pacific Islander	36	799	799	790	*	0%	*	*	*	94%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	11	809	809	767	0%	0%	*	*	*	91%	68%
Female	99	791	791	769	*	*	*	25%	61%	86%	72%
Male	105	780	780	752	*	*	*	33%	50%	83%	54%
Economically Disadvantaged Students	24	751	751	742	*	*	*	*	*	50%	44%
Non-Economically Disadvantaged Students	180	790	790	771	*	*	*	*	*	89%	73%
Students with Disabilities	37	747	747	721	*	*	*	*	*	46%	22%
Students without Disabilities	167	794	794	768	*	*	*	*	*	93%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	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	239	792	792	759	0%	*	*	43%	50%	92%	60%
White	133	796	796	767	0%	*	*	41%	55%	96%	70%
Hispanic	32	769	769	744	0%	*	*	*	*	75%	45%
Black or African American	10	762	762	739	0%	*	*	*	*	70%	39%
Asian, Native Hawaiian, or Pacific Islander	47	802	802	789	0%	*	*	38%	57%	96%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	17	798	798	766	0%	0%	0%	*	*	100%	66%
Female	136	800	800	768	0%	*	*	38%	59%	97%	69%
Male	103	782	782	751	0%	*	*	49%	38%	86%	52%
Economically Disadvantaged Students	22	759	759	740	0%	*	*	*	*	55%	42%
Non-Economically Disadvantaged Students	217	796	796	769	0%	*	*	*	*	96%	71%
Students with Disabilities	29	757	757	719	0%	*	*	*	*	62%	19%
Students without Disabilities	210	797	797	766	0%	*	*	*	*	97%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	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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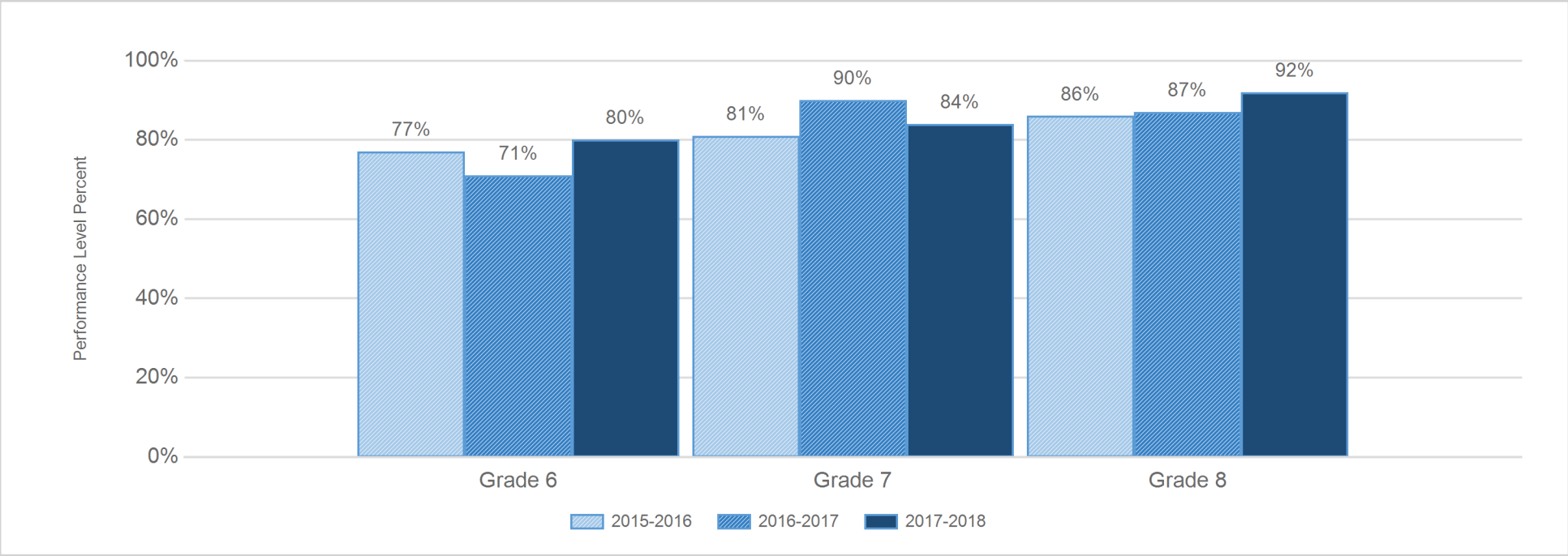
English Language Arts/Literacy Assessment - Performance Trends

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	671	94.2	74.9	66.5	45.0	74.3	72.9	Met Target
White	357	92.1	80.6	70.7	54.1	78.1	76.5	Met Target
Hispanic	94	93.3	51.1	43.2	29.2	50.0	46.8	Met Target
Black or African American	35	97.2	25.8	*	23.4	25.8	33.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	133	99.3	88.0	81.8	77.0	88.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	52	96.3	78.8	79.8	53.0	78.8	78.7	Met Target
Female	328	94.7	75.9	65.4	46.0	75.6		
Male	343	93.8	74.1	67.4	43.9	73.0		
Economically Disadvantaged Students	72	94.9	32.0	29.8	26.6	*	36.5	Met Target†
Non-Economically Disadvantaged Students	599	94.2	80.1	71.6	55.9	*		
Students with Disabilities	106	90.0	33.0	36.5	17.1	31.3	42.1	Not Met
Students without Disabilities	565	95.1	82.9	73.0	50.5	82.9		
English Learners	47	94.4	70.2	54.1	24.6	69.4	72.5	Met Target†
Non-English Learners	624	94.2	75.3	67.5	46.9	74.6		
Homeless Students	N	N	N	*	17.3	N		
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	206	768	768	744	*	*	18%	50%	25%	75%	44%
White	103	770	770	751	0%	*	*	53%	25%	79%	54%
Hispanic	28	750	750	731	*	*	*	*	*	54%	27%
Black or African American	10	723	723	726	*	*	*	*	*	20%	21%
Asian, Native Hawaiian, or Pacific Islander	46	781	781	771	0%	0%	*	*	*	89%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	19	771	771	749	0%	*	*	*	*	79%	52%
Female	88	771	771	745	*	*	*	53%	27%	81%	45%
Male	118	765	765	742	*	*	*	47%	24%	70%	42%
Economically Disadvantaged Students	26	741	741	729	*	*	*	*	*	38%	24%
Non-Economically Disadvantaged Students	180	772	772	753	*	*	*	*	*	80%	56%
Students with Disabilities	22	736	736	717	*	*	*	*	*	27%	13%
Students without Disabilities	184	772	772	748	*	*	*	*	*	80%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	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

JOHN WITHERSPOON MIDDLE SCHOOL
(21-4255-085)
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
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	132	751	751	743	*	16%	20%	*	*	61%	43%
White	75	760	760	750	*	*	16%	*	*	77%	54%
Hispanic	27	739	739	732	*	*	*	41%	0%	41%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	13	748	748	767	0%	*	*	*	*	62%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	75	752	752	745	*	*	17%	*	*	64%	45%
Male	57	749	749	741	*	*	23%	*	*	58%	42%
Economically Disadvantaged Students	23	730	730	730	*	*	*	*	*	26%	24%
Non-Economically Disadvantaged Students	109	755	755	751	*	*	*	*	*	69%	55%
Students with Disabilities	35	732	732	717	*	*	*	*	*	31%	12%
Students without Disabilities	97	757	757	748	*	*	*	*	*	72%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	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

JOHN WITHERSPOON MIDDLE SCHOOL
(21-4255-085)
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	12	706	706	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	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	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	12	706	706	705	*	*	*	*	*	*	*
Students without Disabilities	N	N	N	735	N	N	N	N	N	N	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	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%

NJ SCHOOL PERFORMANCE REPORT

JOHN WITHERSPOON MIDDLE SCHOOL
(21-4255-085)
Grades Offered: 06-08
2017-2018

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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	243	774	762	746	0%	*	16%	*	*	81%	46%
White	140	772	765	755	0%	*	16%	*	*	83%	57%
Hispanic	29	752	729	730	0%	*	*	55%	0%	55%	27%
Black or African American	10	754	*	727	0%	0%	*	*	*	50%	23%
Asian, Native Hawaiian, or Pacific Islander	47	795	*	779	0%	0%	*	*	*	96%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	17	783	*	755	0%	0%	*	*	*	88%	54%
Female	122	771	765	748	0%	*	*	*	*	78%	48%
Male	121	777	760	745	0%	*	*	*	*	84%	44%
Economically Disadvantaged Students	15	736	719	729	0%	*	*	*	*	20%	25%
Non-Economically Disadvantaged Students	228	776	768	756	0%	*	*	*	*	85%	57%
Students with Disabilities	17	758	727	716	0%	*	*	*	*	47%	13%
Students without Disabilities	226	775	769	752	0%	*	*	*	*	84%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
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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(21-4255-085)
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2017-2018

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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	*	*	752	735	*	*	*	*	*	*	30%
White	N	N	753	740	N	N	N	N	N	N	37%
Hispanic	N	N	729	723	N	N	N	N	N	N	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	*	734	N	N	N	N	N	N	28%
Two or More Races	N	N	761	741	N	N	N	N	N	N	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	719	713	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	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%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra II

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	71	788	761	727	0%	0%	*	*	*	96%	30%
White	35	782	759	733	0%	0%	*	*	*	94%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	N	N	716	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	27	798	774	766	0%	0%	*	*	*	96%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	41	782	760	728	0%	0%	*	*	*	93%	30%
Male	30	796	763	727	0%	0%	*	*	*	100%	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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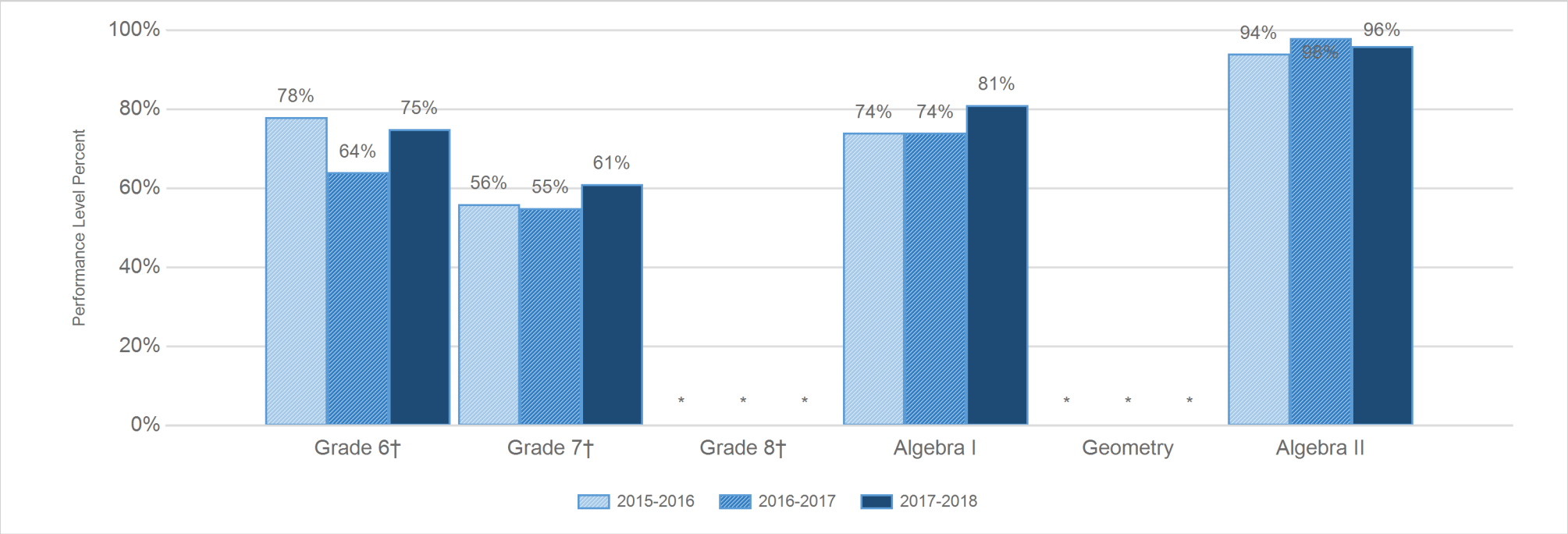
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

JOHN WITHERSPOON MIDDLE SCHOOL
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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	*	*

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	70.6%	**	**

† 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	25	52.0%	48.0%
3-4	N	N	N
5 or more	*	*	*

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JOHN WITHERSPOON MIDDLE SCHOOL
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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.

NJ SCHOOL PERFORMANCE REPORT

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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	3	0	225
7	221	0	30
8	179	0	114
Total	403	0	369

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	88	109	0	0	0	0	0
7	117	90	0	0	0	25	0
8	136	96	0	0	0	19	0
Total	341	295	0	0	0	44	0

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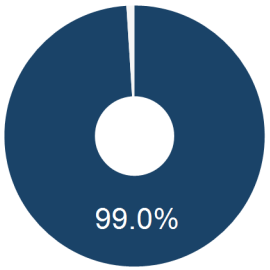
Visual and Performing Arts – Course Participation

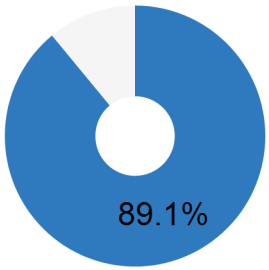
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

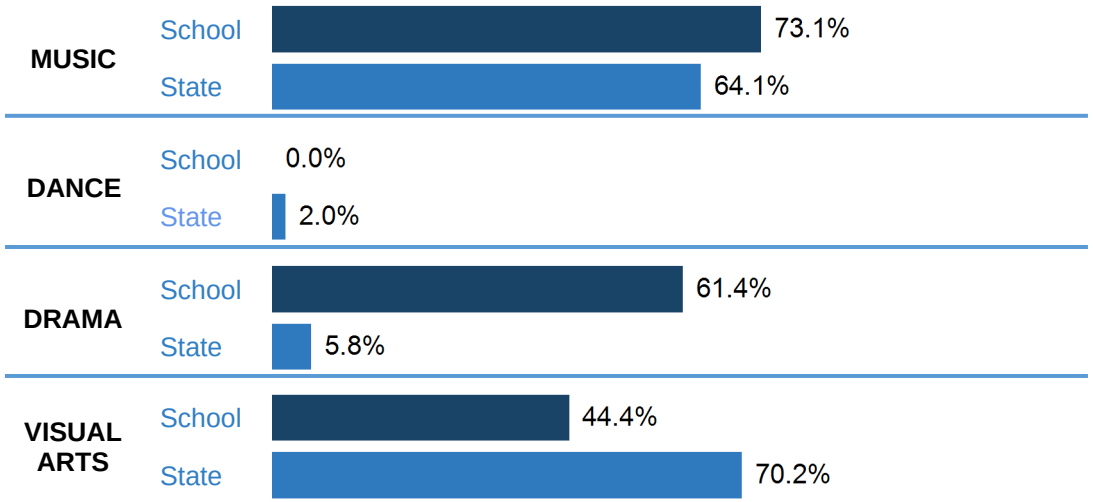


School



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.

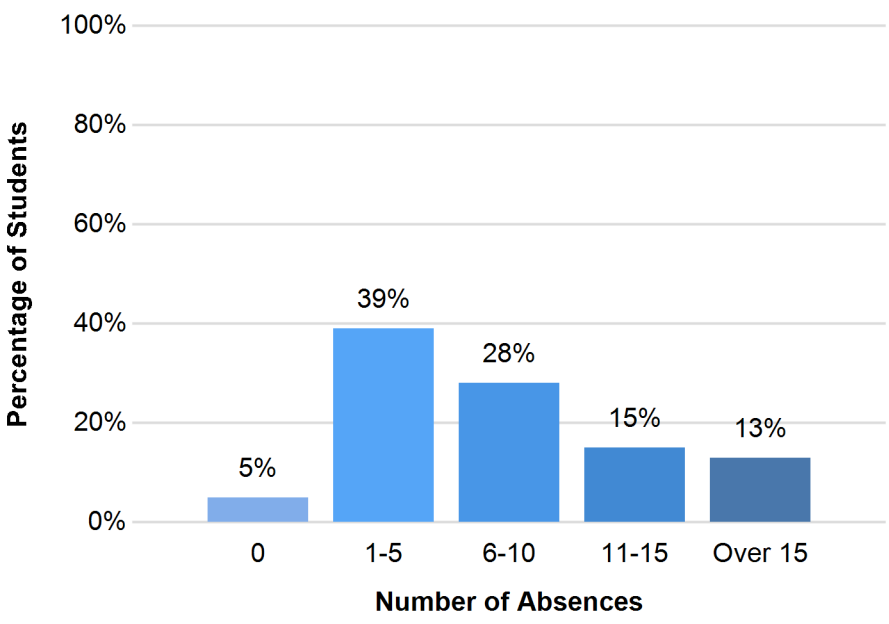
Chronic Absenteeism

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	67	9.2	9.5	Met
White	38	9.7	9.5	Not Met
Hispanic	18	16.7	9.5	Not Met
Black or African American	2	5.6	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	5	3.6	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	7.5	9.5	Met
Economically Disadvantaged Students	11	13.1	9.5	Not Met
Students with Disabilities	17	13.7	9.5	Not Met
English Learners	1	3.8	9.5	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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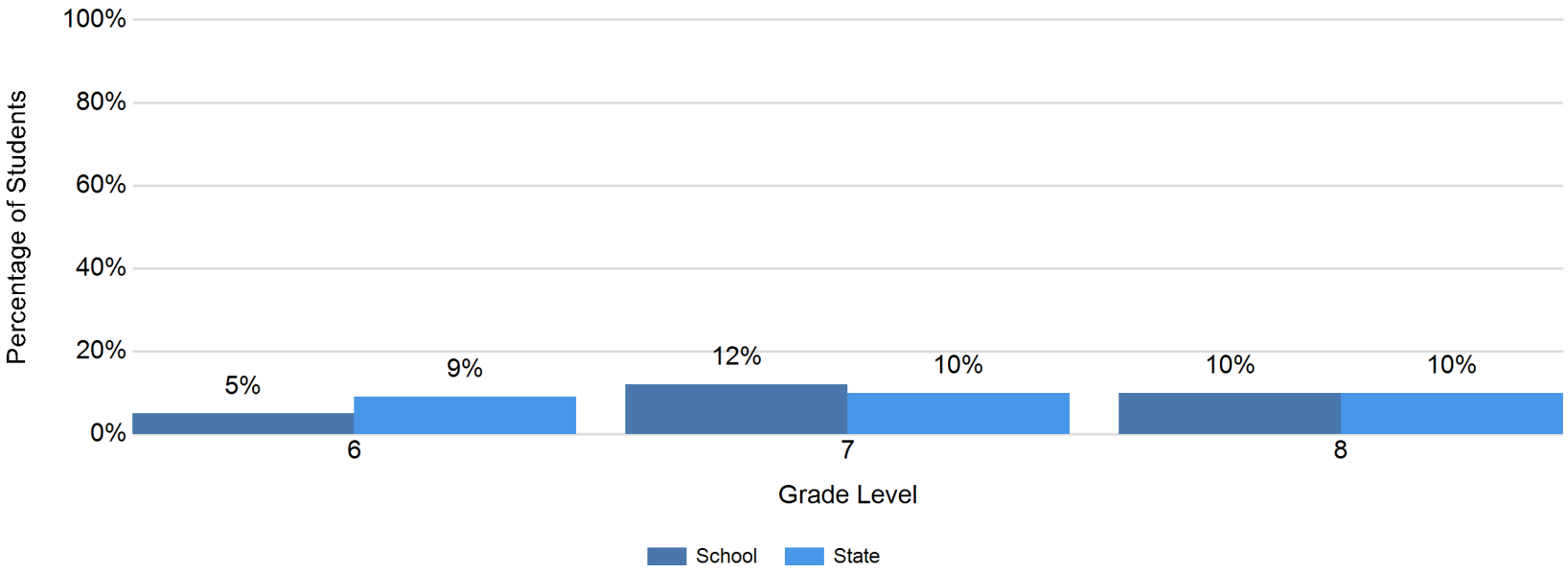
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality 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 by Grade

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



NJ SCHOOL PERFORMANCE REPORT

JOHN WITHERSPOON MIDDLE SCHOOL
(21-4255-085)
Grades Offered: 06-08
2017-2018

Report Key:
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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	12
Weapons	2
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	3.74

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	4
Weapons	2
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	1
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	4	4
Religion	0	0	0
Ancestry	0	3	3
Gender	0	4	4
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	9	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	*	*
Out-of-School Suspensions	19	2.6%
Any Suspension	22	3.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
60

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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	8:30 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	N
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)	$423	$18,595	$19,018

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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	70	117,464
Average years experience in public schools	13.4	12.0
Average years experience in district	10.2	10.7
Teachers in district for 4 or more years	67.1%	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	26	9,374
Average years experience in public schools	20.9	16.0
Average years experience in district	10.3	12.0
Administrators in district for 4 or more years	76.9%	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	10:1	11:1
Students to Administrators	144:1	145:1
Teachers to Administrators	14:1	13:1
Students to Librarians/Media Specialists		626:1
Students to Nurses		537:1
Students to Counselors		221:1
Students to Child Study Team		179:1

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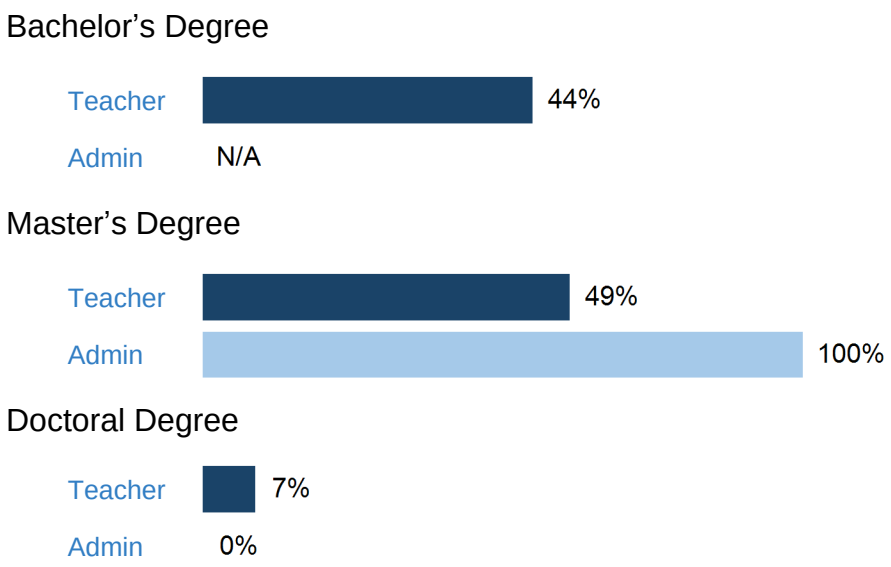
Teachers and Administrators - Level of Education

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	92.0%	90.2%
2016-17 Administrators: Same district 2017-18	88.9%	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	97.2%

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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%	40.0%
Male	28.6%	60.0%
White	84.3%	100.0%
Hispanic	4.3%	0.0%
Black or African American	4.3%	0.0%
Asian	7.1%	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	89.93	17.5%
Mathematics Proficiency	84.24	17.5%
English Language Arts Growth	93.78	25.0%
Mathematics Growth	86.05	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	37.77	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	81.10	n/a
Summative Rating: Percentile Rank of Summative Score	92.18	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 Goal	Met Target	Exceeds Standard	Exceeds Standard	**	Met	No
White	81.97	14.08	No	Met Goal	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	79.43	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	80.30	14.08	No	Met Target†	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	64.75	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	78.35	14.08	No	Met Goal	Met Target	Exceeds Standard	**	n/a	Met	No
Economically Disadvantaged Students	75.47	14.08	No	Met Target†	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	80.13	14.08	No	Not Met	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
English Learners	91.95	14.08	No	Met Target	Met Target†	Exceeds Standard	**	**	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:	• IDEAS Wing-a physical space to explore, cultivate & celebrate ideas through Innovation Desgin Engineering Arts Science • Cardboard Boat Regatta-a 4 week unit teaching buoyancy; culminating with an actual boating competition in our pool.
Mission, Vision, Theme:	JWMS serves the intellectual, social, & developmental needs of 6th, 7th, & 8th graders in the diverse Princeton Public School District. The curriculum challenges all levels of ability & responds to a variety of learning styles. The goal is to develop students who are prepared to be 21st century global learners. By focusing our efforts on the "whole child," we are committed to ensuring that each child feels connected, known & valued.
Awards, Recognition, Accomplishments:	JWMS has been the recipient of several awards & recognitions over the years. In 2017-2018, JW won the Governor's Cup for our dedicated participation in the Students Change Hunger Challenge led by our Do Something Club; performing acts of kindness & service to others. JW continues to take part in the Mathletes and Science Bowl in the state of New Jersey, and also participates in First Lego League Competitions.

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Courses, Curriculum, Instruction:	Students in Math, English, Science, Social Studies, & French, Spanish or Mandarin on a daily basis. Many 8th Grade students take Algebra II Accelerated, and all students are promoted from JW having taken Algebra I. 2017-18 marks our completed transition to the adoption of the Columbia TC Readers Writers Workshop Model in our English classes. Our 8th grade science students explore chemistry and physics, while also taking a course in US Civics.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Lacrosse (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls) JWMS offers several sports: Cross Country, Field Hockey, Boys & Girls Soccer, Basketball, Swimming, Wrestling, Baseball, Boys & Girls Lacrosse, Softball, & Track. Sports have a high level of participation at our school, and are further supplemented by Winter Running Club, Tennis Club, & Instramural Basketball to welcome even more members of our school community to remain active.
Clubs and Activities:	Art Club, Science Bowl, Mathletes, Stage & Lighting Crew, Drama Club, School Store, Do Something Club, Board Game, Scribbles Newspaper, PPS Girls' Club, Engineering, Robotics, Cooks & Garden Club, Chess Club, Geography Bee Club, & Yearbook

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Before and After School Programs:	The IDEAS Center is a M-Th after school program, open to all students who want to do homework & receive academic assistance. Students have access to computers, as well as other resources. There are 2 certified teachers in the Center. Building Bridges is a PHS student tutoring program. High school students fulfill their community service requirement by helping their middle school peers. Building Bridges leaders manage this program.
Staff and Professional Learning:	Staff members are encouraged to seek professional development opportunities that will enhance their teaching & help them to grow as teachers & leaders. In-service days & professional development have been focused on developing a growth mindset, developing a greater sense of cultural competency, & building relationships with students. Our commitment to the development of a strong SEL curriculum further supports goals outlined in the District's strategic plan. John Witherspoon Middle School is making plans to develop a culturally responsive teachering staff as we explore ways to achieve greater understanding of issues of equity.

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Student Supports and Services:	Students are highly supported at JWMS. There are 2 houses at each grade level & teachers meet to ensure that all students in their cohort are supported. There is a school counselor at each grade level. Counselors are instrumental in arranging meetings with families & strategizing how to help students succeed. There is a full Child Study Team that helps to support our children. JWMS holds monthly Intervention and Referral Services Meetings to help any child that needs attention.
Student Health and Wellness:	JWMS offers a robust week of lessons on promoting healthy & friendly school culture free from bullying. Unity Day promotes values of kindness & inclusion. In 2018, JWMS will piloted an advisory program, a cornerstone of middle school culture. AIR (Attitudes in Reverse) help our 8th grade develop awareness of mental health & teen suicide. "Homework free weekends" promote family time & recovery from rigorous academic requirements. JWMS strives that learners are connected, known & valued.
Parent and Community Involvement:	Our PTO is a supportive enrichment to our students & staff. They assist in a variety of events that promote social interaction, which include fundraising activities & annual food & clothing drives. Hi-Tops, Corner House & the Princeton Police Department help offer programming in our Health classes and Peer-to-Peer group. The Princeton Adult School, Princeton Recreation Department & the Committed & Faithful Princetonians all are part of the greater JWMS community. The YMCA is a school partner that provides 7th grade students with a free membership each year.

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Climate Surveys:	Who is surveyed: Students, Parents From 2014-16, JWMS administered a school climate survey; using that set of data points, JWMS mined the data for information & ways that we can improve school culture. JW has used this data to create a pilot of a middle school advisory program, slated to be a full year program in 2018-19. JW has also made plans to adopt a student recognition program, and has developed plans for a club fair to encourage wider participation and to create a sense of belonging among our students.
Facilities:	Our facilities are highlighted by a glorious Learning Commons. This space dedicated to providing access to print & non-print resources; our Librarian works in tandem with teams of teachers to provide academic support & vibrant lessons. Our swimming pool is a unique middle school feature. The transformation of the IDEAS wing with blue screens & places to tinker, in addition to a new television studio make JWMS a place that is committed to problem-based learning.

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Other Information:	Our Learning Commons integrates the best features of a traditional school library, media center, and computer lab into a flexible, collaborative space devoted to learning in both formal and informal ways. Access to a variety of technology tools, movable furniture and displays, and a flexible schedule that allows teachers in all subject areas to schedule time in the room encourages participatory learning across all curricular areas. Outside of classes, as staffing and the building schedule permits, students have access to the Learning Commons before and after school and during recess and activity periods to select books, use technology tools, and meet up with peers to follow their personal paths of inquiry and intellectual growth. Community partnerships and our flexible schedule make it possible to enhance the experience of JWMS students with author visits and pop-up museum exhibits, including exhibits designed by the students themselves such as the 8th grade Monument display created after each DC trip. Integrated technology and display capability make it possible to communicate in real time with learning partners all over the world, including authors, experts in fields of study, and classes of students in other schools with similar learning goals. Flexibility in space, thinking, and planning make our Learning Commons a participatory learning environment used every period of every school day by the JWMS community.