NJ SCHOOL PERFORMANCE REPORT

WILLIAM ALLEN MIDDLE SCHOOL
(05-3360-110)
Grades Offered: 07-08
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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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	BURLINGTON
District	MOORESTOWN TWP
Principal Name	MR. KEITH
Address	801 N STANWICK ROAD MOORESTOWN, NJ 08057
Phone Number	(856)778-6620
Email Address	MKEITH@MTPS.COM
Website	http://wams.mtps.com
Facebook	https://www.facebook.com/Moorestown-Township-Public-Schools-917703535009798

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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
7	299	308	319
8	316	300	319
Total	615	608	638

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	49.8%	49.8%	47.0%
Male	50.2%	50.2%	53.0%
Economically Disadvantaged Students	8.8%	7.2%	10.0%
Students with Disabilities	16.7%	19.2%	19.6%
English Learners	0.8%	0.8%	0.3%
Homeless Students		0.2%	0.6%
Students in Foster Care		0.0%	0.5%
Military-Connected Students		0.5%	0.8%
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	71.9%	71.9%	70.1%
Hispanic	4.9%	4.6%	5.6%
Black or African American	8.0%	6.7%	7.8%
Asian	12.0%	12.2%	10.5%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	2.8%	4.6%	6.0%

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	89.8%
Chinese	1.7%
Spanish	1.4%
Hindi	1.3%
Korean	1.1%
Other Languages	4.7%

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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	52	42	50	Met Standard	75	53.5	50	Exceeds Standard
White	50.5	43	50	Met Standard	75	53	51	Exceeds Standard
Hispanic	30	38	49	Not Met	90	58	48	**
Black or African American	58	34	44	Met Standard	64	47	44	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	53.5	47	61	Met Standard	81	64	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	71	44	49	Exceeds Standard	62.5	48.5	51	**
Economically Disadvantaged	52	37	48	Met Standard	66	46	47	Exceeds Standard
Students with Disabilities	62	40	41	Exceeds Standard	76	45	43	Exceeds Standard
English Learners	*	55.5	54	**	*	52.5	51	**

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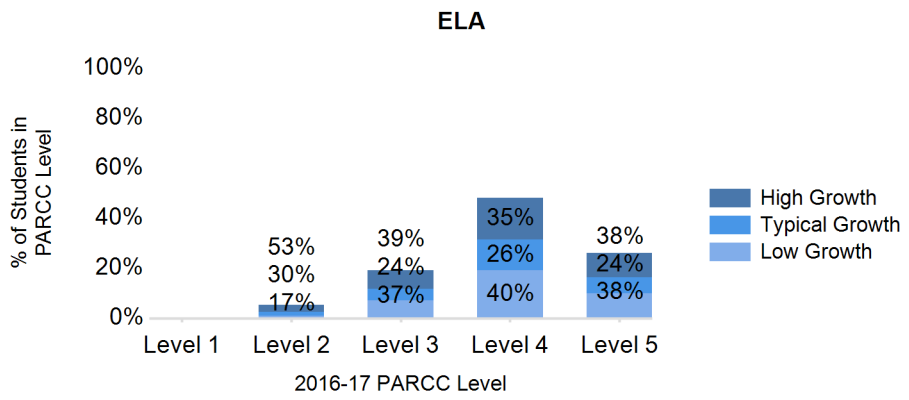
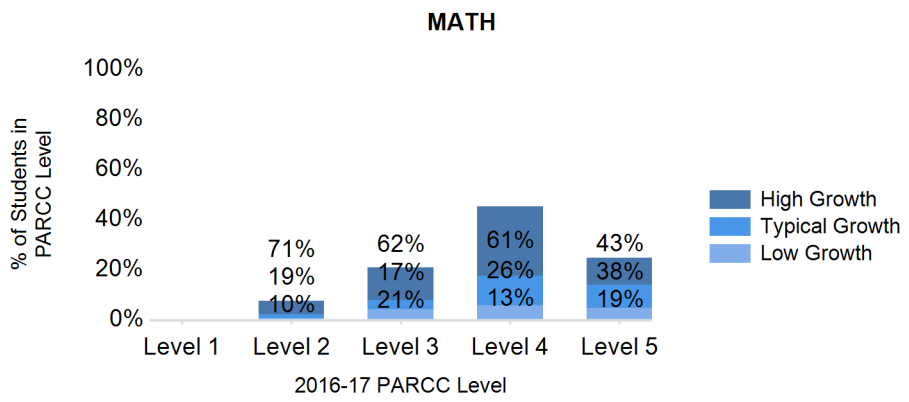
Student Growth by Performance Level

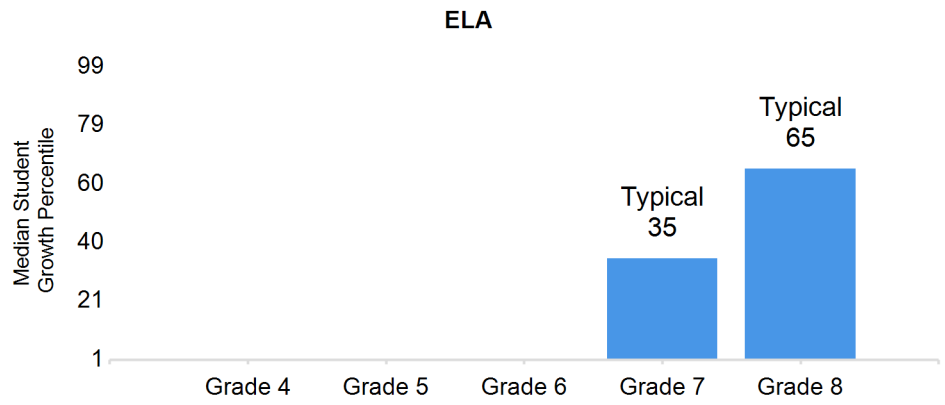
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

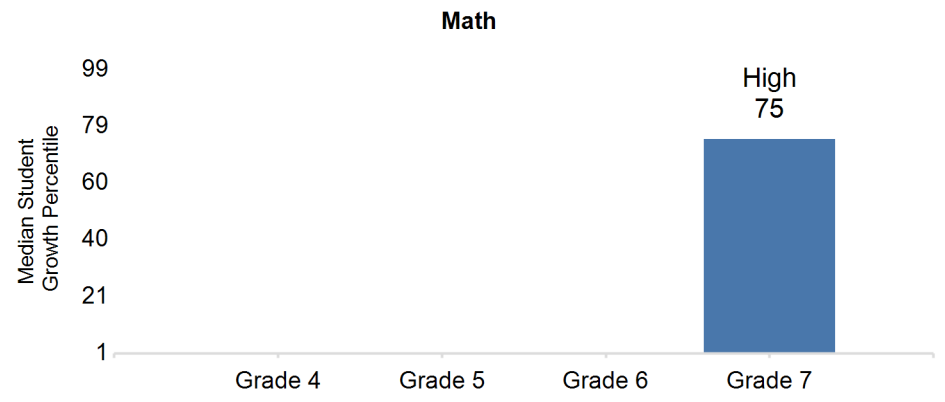




Student Growth by Grade

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	614	96.3	77.7	73.0	56.7	77.7	64.2	Met Target
White	431	96.2	77.8	73.5	65.6	77.8	62.8	Met Target
Hispanic	32	91.7	71.9	60.1	42.5	69.0	48	Met Target
Black or African American	46	94.0	54.4	50.4	37.3	53.7	47.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	67	100.0	89.5	85.7	82.3	89.5	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	38	97.4	89.4	*	63.4	89.4	80	Met Goal
Female	286	96.0	88.5	80.3	64.5	88.5		
Male	328	96.5	68.3	65.9	49.4	68.3		
Economically Disadvantaged Students	51	92.9	54.9	40.6	38.5	53.6	33.6	Met Target
Non-Economically Disadvantaged Students	563	96.6	79.7	76.0	67.5	79.7		
Students with Disabilities	111	89.6	43.2	36.2	21.6	40.7	38.4	Met Target
Students without Disabilities	503	97.9	85.3	82.0	63.9	85.3		
English Learners	*	*	*	38.9	27.3	*	**	**
Non-English Learners	*	*	*	73.5	59.4	*		
Homeless Students	*	*	*	30.0	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	62.6	57.4	*		
Migrant Students	*	*	*	*	30.1	*		

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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	310	772	772	760	*	*	20%	44%	33%	76%	63%
White	209	771	771	768	*	*	22%	47%	29%	76%	72%
Hispanic	20	769	769	746	0%	*	*	*	*	80%	49%
Black or African American	26	747	747	740	*	*	*	*	*	46%	42%
Asian, Native Hawaiian, or Pacific Islander	35	793	793	790	0%	0%	*	*	*	94%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	20	780	780	767	0%	0%	*	*	*	80%	68%
Female	145	783	783	769	*	*	*	41%	48%	90%	72%
Male	165	763	763	752	*	*	*	45%	19%	64%	54%
Economically Disadvantaged Students	32	753	753	742	*	*	31%	*	*	53%	44%
Non-Economically Disadvantaged Students	278	774	774	771	*	*	19%	*	*	79%	73%
Students with Disabilities	50	749	749	721	*	*	44%	*	*	48%	22%
Students without Disabilities	260	776	776	768	*	*	15%	*	*	82%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	310	772	772	762	*	*	20%	44%	33%	76%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	*	*	*	716	*	*	*	*	*	*	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	304	779	779	759	*	*	15%	45%	35%	79%	60%
White	221	777	777	767	*	*	15%	46%	33%	79%	70%
Hispanic	12	775	775	744	0%	*	*	*	*	58%	45%
Black or African American	21	765	765	739	*	*	*	*	*	67%	39%
Asian, Native Hawaiian, or Pacific Islander	32	791	791	789	0%	0%	*	*	*	84%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	18	795	795	766	0%	0%	0%	*	*	100%	66%
Female	142	785	785	768	*	*	10%	49%	39%	87%	69%
Male	162	773	773	751	*	*	19%	41%	31%	72%	52%
Economically Disadvantaged Students	19	763	763	740	*	*	*	*	*	58%	42%
Non-Economically Disadvantaged Students	285	780	780	769	*	*	*	*	*	81%	71%
Students with Disabilities	59	746	746	719	*	*	42%	*	*	37%	19%
Students without Disabilities	245	787	787	766	*	*	8%	*	*	89%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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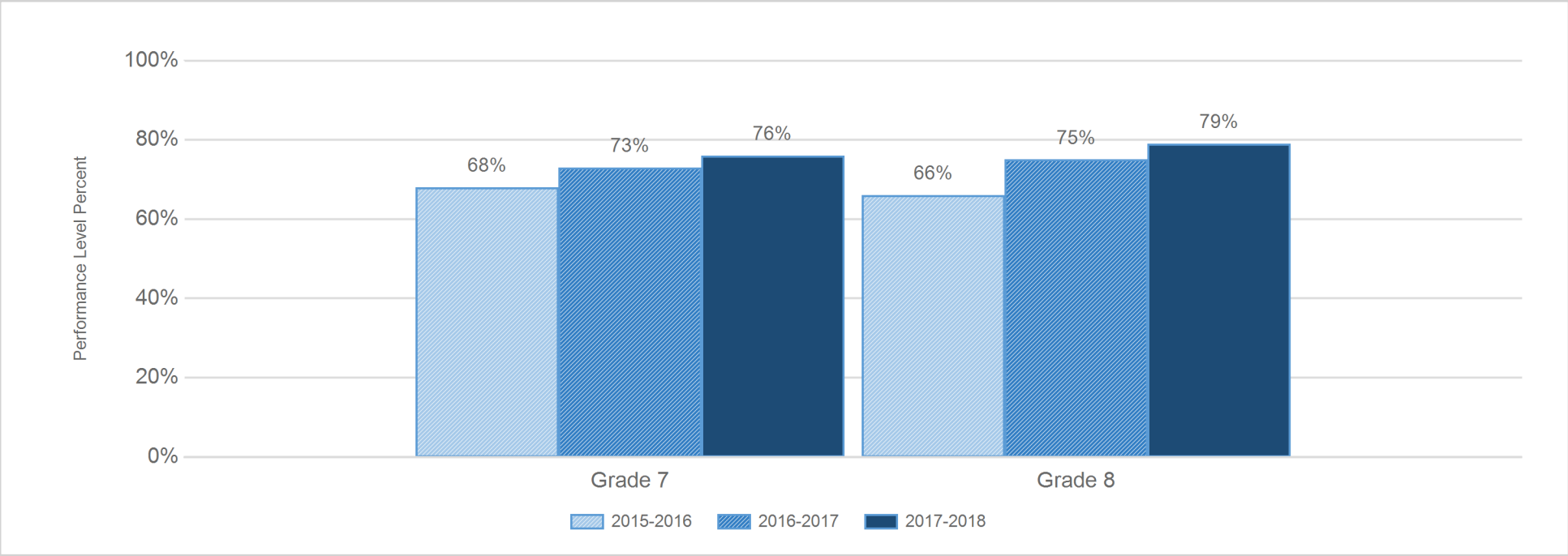
English Language Arts/Literacy Assessment - Performance Trends

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	615	96.4	77.9	67.9	45.0	77.9	60.1	Met Target
White	431	96.2	78.9	68.5	54.1	78.9	59.3	Met Target
Hispanic	32	91.7	68.8	53.8	29.2	66.0	40.8	Met Target
Black or African American	46	94.0	54.3	36.3	23.4	53.7	35.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	67	100.0	86.6	84.6	77.0	86.6	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	39	100.0	87.1	*	53.0	87.1	76	Met Goal
Female	286	96.0	83.9	69.3	46.0	83.9		
Male	329	96.8	72.7	66.7	43.9	72.7		
Economically Disadvantaged Students	51	92.9	56.8	33.5	26.6	55.5	25.7	Met Target
Non-Economically Disadvantaged Students	564	96.8	79.8	71.1	55.9	79.8		
Students with Disabilities	112	90.4	37.5	31.4	17.1	35.6	24.1	Met Target
Students without Disabilities	503	97.9	86.9	77.0	50.5	86.9		
English Learners	*	*	*	44.5	24.6	*	**	**
Non-English Learners	*	*	*	68.3	46.9	*		
Homeless Students	*	*	*	40.0	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	62.6	45.8	*		
Migrant Students	*	*	*	*	23.7	*		

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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	304	768	768	743	*	*	17%	49%	27%	77%	43%
White	208	768	768	750	0%	*	*	52%	26%	78%	54%
Hispanic	20	765	765	732	0%	*	*	*	*	70%	27%
Black or African American	26	742	742	727	*	*	*	42%	0%	42%	21%
Asian, Native Hawaiian, or Pacific Islander	31	790	790	767	0%	0%	*	*	*	90%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	19	773	773	748	0%	0%	*	*	*	95%	51%
Female	143	772	772	745	*	*	*	57%	29%	85%	45%
Male	161	765	765	741	*	*	*	43%	26%	69%	42%
Economically Disadvantaged Students	32	746	746	730	*	*	*	*	*	47%	24%
Non-Economically Disadvantaged Students	272	771	771	751	*	*	*	*	*	80%	55%
Students with Disabilities	50	738	738	717	*	*	*	*	*	28%	12%
Students without Disabilities	254	774	774	748	*	*	*	*	*	86%	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	304	768	768	744	*	*	17%	49%	27%	77%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	*	*	*	718	*	*	*	*	*	*	11%

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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	183	756	756	728	*	11%	18%	*	*	66%	28%
White	138	757	757	736	*	11%	16%	*	*	69%	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	17	752	752	715	*	*	*	*	*	65%	15%
Asian, Native Hawaiian, or Pacific Islander	12	756	756	747	0%	*	*	*	*	58%	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	88	761	761	731	*	*	19%	*	*	73%	31%
Male	95	752	752	725	*	*	17%	*	*	60%	26%
Economically Disadvantaged Students	19	763	763	719	*	*	*	*	*	74%	20%
Non-Economically Disadvantaged Students	164	756	756	735	*	*	*	*	*	65%	35%
Students with Disabilities	53	733	733	705	*	*	19%	*	*	38%	*
Students without Disabilities	130	766	766	735	*	*	18%	*	*	78%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

WILLIAM ALLEN MIDDLE SCHOOL
(05-3360-110)
Grades Offered: 07-08
2017-2018

Report Key:
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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	120	804	770	746	0%	0%	*	*	*	98%	46%
White	82	800	771	755	0%	0%	*	*	*	99%	57%
Hispanic	*	*	755	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	19	817	783	779	0%	0%	*	*	*	95%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	11	817	*	755	0%	0%	0%	*	*	100%	54%
Female	53	796	765	748	0%	0%	*	*	*	98%	48%
Male	67	811	775	745	0%	0%	*	*	*	99%	44%
Economically Disadvantaged Students	N	N	725	729	N	N	N	N	N	N	25%
Non-Economically Disadvantaged Students	120	804	774	756	0%	0%	*	*	*	98%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	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	*	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	*	*	745	735	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	N	N	728	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	*	741	N	N	N	N	N	N	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	726	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	720	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	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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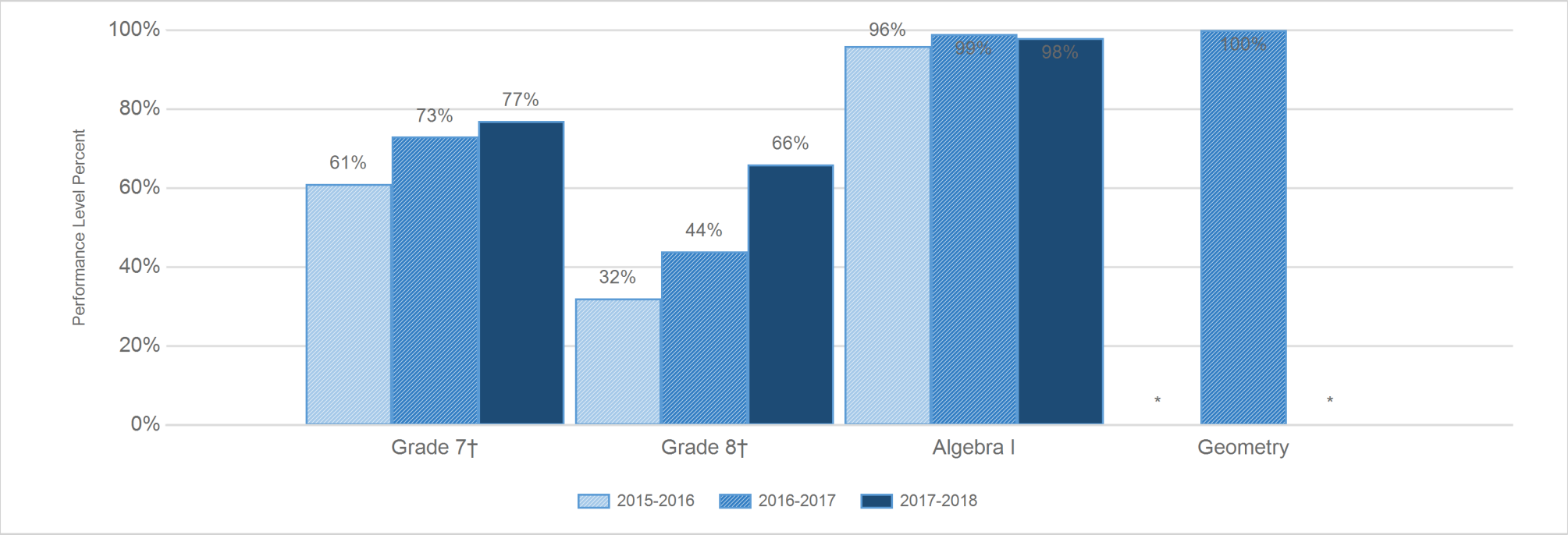
Mathematics Assessment – Performance Trends

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
7	*	*
8	N	N

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	N	N	N
3-4	*	*	*
5 or more	N	N	N

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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
7	6	1	316
8	117	7	203
Total	123	8	519

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
7	128	54	0	71	0	0	0
8	192	22	0	75	0	0	0
Total	320	76	0	146	0	0	0

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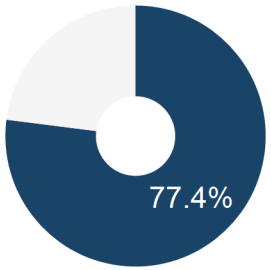
Visual and Performing Arts – Course Participation

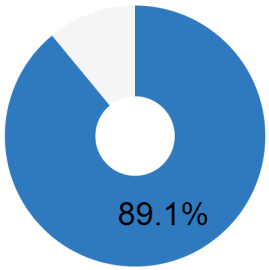
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

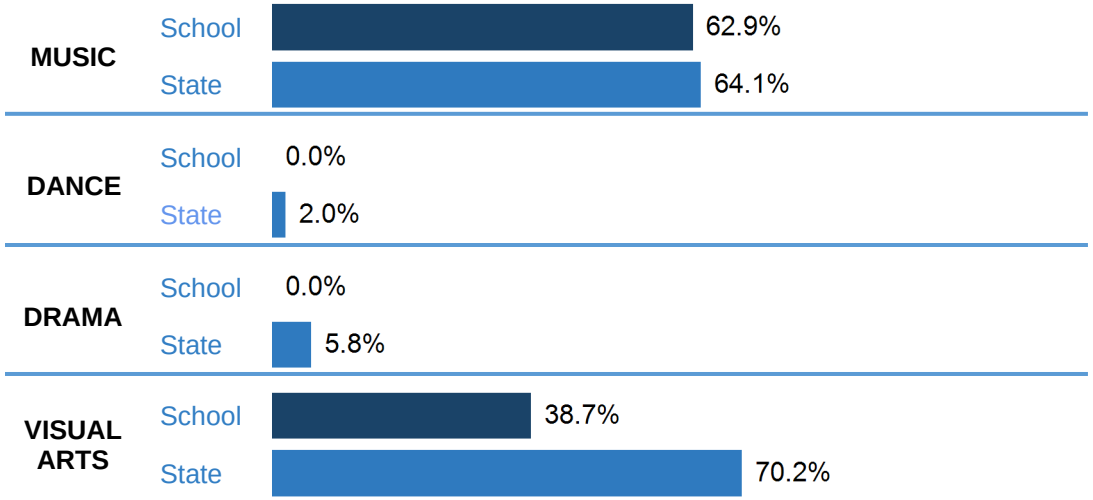


School



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.

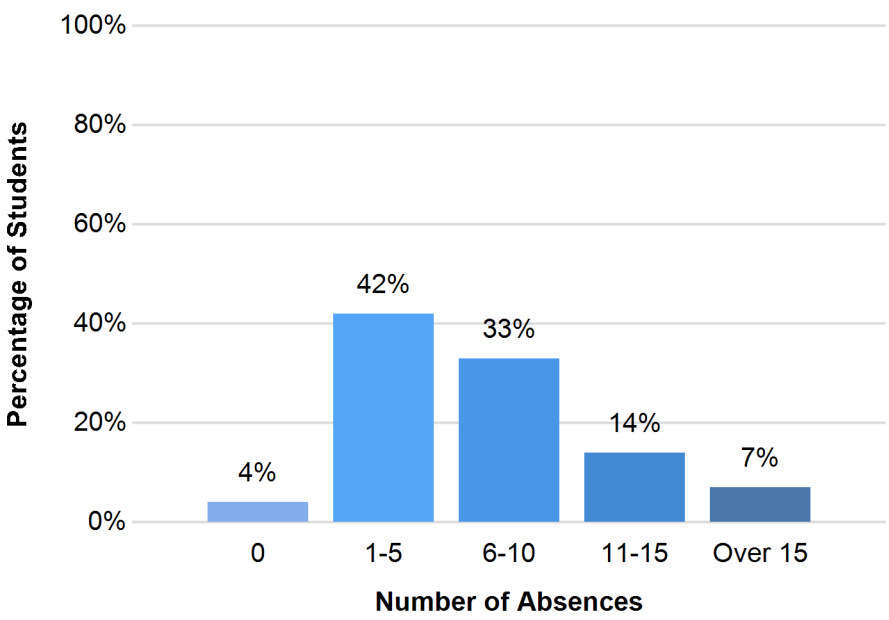
Chronic Absenteeism

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	24	3.8	10.0	Met
White	18	4.0	10.0	Met
Hispanic	0	0	10.0	Met
Black or African American	1	2.0	10.0	Met
Asian, Native Hawaiian, or Pacific Islander	2	3.0	10.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	7.7	10.0	Met
Economically Disadvantaged Students	2	3.1	10.0	Met
Students with Disabilities	14	10.9	10.0	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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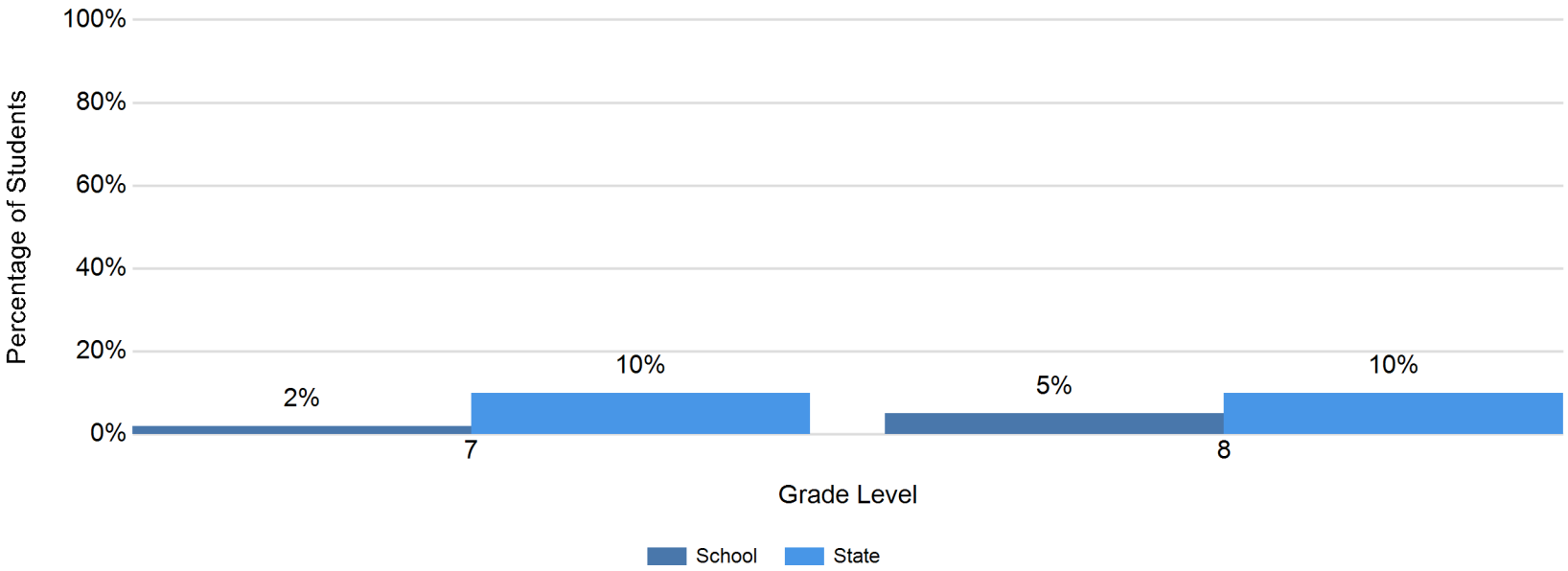
Chronic Absenteeism by Grade

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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.41

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	0	1	1
Disability	0	0	0
Other	4	7	11
No Identified Nature	3		3

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	49	7.7%
Out-of-School Suspensions	10	1.6%
Any Suspension	53	8.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
13

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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	7:35 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 57 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)	$315	$15,885	$16,200

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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	68	117,464
Average years experience in public schools	13.7	12.0
Average years experience in district	11.3	10.7
Teachers in district for 4 or more years	80.9%	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	18.5	16.0
Average years experience in district	10.2	12.0
Administrators in district for 4 or more years	80.8%	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	9:1	11:1
Students to Administrators	319:1	152:1
Teachers to Administrators	34:1	13:1
Students to Librarians/Media Specialists		563:1
Students to Nurses		657:1
Students to Counselors		281:1
Students to Child Study Team		303:1

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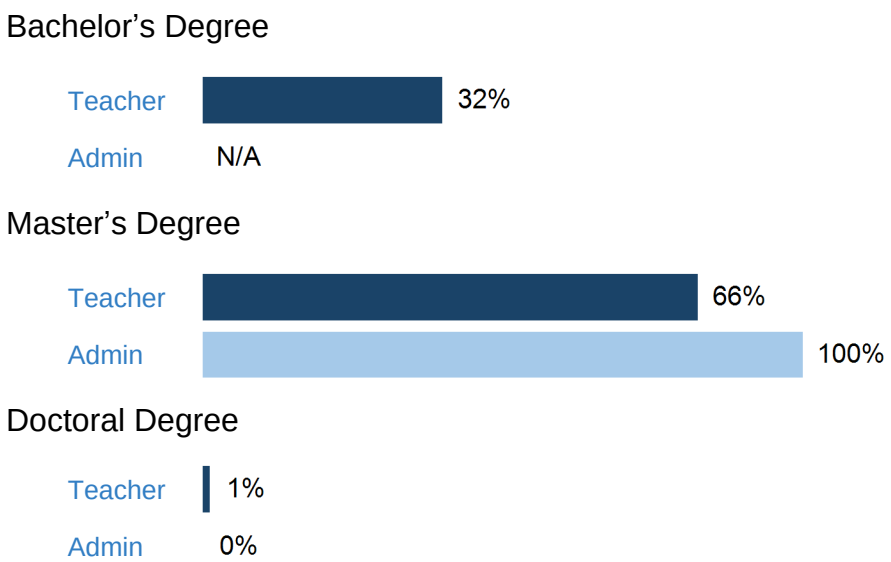
Teachers and Administrators - Level of Education

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	95.6%	90.2%
2016-17 Administrators: Same district 2017-18	88.5%	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	95.6%

NJ SCHOOL PERFORMANCE REPORT

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(05-3360-110)
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2017-2018

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	72.1%	50.0%
Male	27.9%	50.0%
White	95.6%	100.0%
Hispanic	1.5%	0.0%
Black or African American	1.5%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	1.5%	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	83.77	17.5%
Mathematics Proficiency	93.72	17.5%
English Language Arts Growth	59.66	25.0%
Mathematics Growth	98.46	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	84.65	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	83.29	n/a
Summative Rating: Percentile Rank of Summative Score	93.60	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	**	Met	No
White	78.41	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	62.52	14.08	No	Met Target	Met Target	Not Met	**	n/a	Met	No
Black or African American	92.46	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	61.40	14.08	No	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	87.67	14.08	No	Met Goal	Met Goal	Exceeds Standard	**	n/a	Met	No
Economically Disadvantaged Students	87.09	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	87.75	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• WAMS has a robust Honors Fine and Performing Arts program. • WAMS students experience a full school inclusion of 1-to-1 devices. • WAMS students can choice 1 of 3 full-year World Language courses.
Mission, Vision, Theme:	The mission of William Allen Middle School is to educate and inspire our diverse population of early adolescents to realize their unique individual potentials, to internalize responsibility, to value themselves and others, and to become life-long learners and productive citizens.
Awards, Recognition, Accomplishments:	WAMS students receive local and National Awards in Robotics, Math Counts, National Latin Exam, National Spanish Exam, National French Exam, and National Debate Association.

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Courses, Curriculum, Instruction:	We offer 3 levels of Advanced Mathmatics, as well as, Honors Language Arts, Honors Fine and Performing Arts, and full year on-level and Honors World Language. WAMS meets students needs with resource and support classes. WAMS students experience STEAM classes.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Lacrosse (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys) Our students excel in the classroom and on the field/court/mat. We have won area championships in Girls and Boys Basketball, Baseball, Softball, Girls Lacrosse and Wrestling.
Clubs and Activities:	We offer many opportunities for student involvement: Robotics, Math Counts, History Club, OASIS, Homework Club, Anime Club, Drama Club, Science Fair, Spanish and Italian Club, WAMS News Magazine, Design to Publish, Photo to Print, Yearbook Club, History, and Junior Model UN.

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Before and After School Programs:	WAMS offers ESSA (Title 1 Tutoring) and 10th period for students to receive extra help from their teachers.
Staff and Professional Learning:	We believe it is imperative to expand our knowledge & skills necessary to implement the best educational practices. The strengthening of our practices is by way of professional development based on district goals: Culture of innovation to facilitate authentic growth & development of engaged, learners; Targeted instruction & interventions tailored to learners' needs; Promote self-awareness, responsibility & mindfulness to provide the foundation for competent local and global citizenship.

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Student Supports and Services:	We offer a complete range of special education programs in the least restrictive environment for students who have been determined to be eligible for special education and related services. A full continuum of program options are available and include supported general education classes, resource center replacement, support classes and self-contained classes. The vast majority of classified students are served in general education classes with support or minimal pull-out.
Student Health and Wellness:	Throughout the year, WAMS students are involved in Social/Emotional Learning activities through Quaker Times, Anti-Bullying Presentations, Social Media Awareness speakers, and positive reinforcement campaigns through the guidance office, such as Teaming Up Against Bullying.
Parent and Community Involvement:	We have an active Home and School committee that meets monthly with the building principal. The principal organizes Parent Round-table Discussions to allow for feedback from the community about programs and activities. Our OASIS club is involved in community service projects and outreach programs. Student council is involved in raising and donating money for selected charities.

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Facilities:	Over the past 2 years, WAMS has completed construction on Science Lab upgrades, Theater Renovations, and parking lot renovation.

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Other Information:	WAMS is an innovative school where students are challenged to succeed as problem-solvers, critical thinkers, and cooperative learners. Our program is created to reach the whole child for all children. While at WAMS, children are exposed to the NJSLS, 21st Century Skills, and a full slate of Fine, Performing, and Visual Arts courses that thoroughly enrich their learning experience. Our schedule and program of studies provides students with new learning opportunities through the structure they crave in order to build confidence in a secure environment. Our approach places students on a team of core teachers and special needs teachers. Each team has an even balance of mixed genders, academic levels, and learning styles. The teachers meet as department and cross-curricular teams to ensure curricular alignment and cross-curricular engagement. The teams discuss ways to assist struggling students both academically and personally. They meet with the parents and student where all members of the team are part of assisting the family. Each student will be placed in courses that expose them to STEM, Humanities, and Visual and Performing Arts. These courses offer the students 45 days of reinforcing curriculum, and introducing them to new curriculum. All courses must possess the following qualities: NJSLS Alignment; 21st Century Skills; Enrich Core Curriculum; Alignment to High School. These courses are intended to reach the whole child through multiple approaches. Along with our regular day, students are encouraged to seek assistance from their teachers during our “10th period” between 2:30 and 3:00 PM. Homework Club meets Mondays, Tuesdays, Thursdays and Fridays from 2:35-3:15 PM all year long for students to stop in anytime they need extra assistance. WAMS offers a variety of after-school clubs, athletics and musical opportunities. Information related to these activities will be advertised in the summer prior to the start of school.